

**CHARTER PETITION**  
**FOR**  
**HONEY CREEK CONTINUOUS PROGRESS SCHOOL**  
**MAY 2004**  
**EXECUTIVE SUMMARY**

The New Wisconsin Promise Schools of Recognition Award presented to Honey Creek School in May of 2004 bears testimony to the successful efforts of our students, staff, parents and community partners and in our commitment to realizing the No Child Left Behind Law. The focus of the Honey Creek Continuous School as an instrumentality charter school of the Milwaukee Public Schools will be based on high standards for all students and staff. Excellence in all areas is the underlying factor that steers the staff to guide students to progress to higher levels of student achievement and exemplary status. The Honey Creek community supports charter status in order to:

1. Advance Honey Creek's educational vision and mission.
2. Maintain, extend and enrich the host of educational initiatives now in place.
3. Meet the educational needs of our student population through our *Continuous Progress (CP)* model.
4. Work diligently to meet the diverse needs of children with special education needs as outlined in their Individual Educational Plan (IEP).
5. Attract families who are looking for academic excellence for their children at a Milwaukee Public School.
6. Involve parents in a multi-faceted school experience that will enrich lives.
7. Gain more freedom over organizational, governance, and budgetary matters.
8. To have greater control over local school funds.
9. Establish a greater presence in the community through partnerships with the schools in close proximity such as Wedgewood Middle School and Hamilton High School.
10. Hire a Parent Coordinator to help build stronger links between the school, our families and the community.
11. Explore the possibilities of extended library hours for community outreach for senior citizens to teach computer literacy.
12. Explore the possibility of introducing Suzuki Violin music to half day and all day K4 students.

Honey Creek Continuous Progress School enjoys the reputation of being a high achieving school.

School Mission Statement

Honey Creek Charter School is committed to educating all students for success in higher education, careers, and responsible citizenship.

School Vision Statement

Honey Creek Charter School students are academically prepared to meet the challenges of higher education and will become socially responsible citizens.

School Values

Honey Creek Continuous Progress School's value statement:

1. Respect ALL
2. Collaboration
3. Patience for self and others
4. All responsible for excellence
5. Understanding differences

Through the strength of our programs and the work of a highly dedicated community of staff, parents and community members and volunteers, our students will achieve the skills and attitudes necessary for life-long learners as active and responsible citizens of the 21<sup>st</sup> century.

The Honey Creek community takes their mission very seriously. We continue to make efforts to sustain the strength of overall programs despite district budget cuts. Honey Creek has also been established as a foundation and requests for donations have been made to our community and to the community at large. Requests were sent out to over 85 foundations looking for their support. Parents and family members have currently donated \$ 1,500 to the foundation fund. A grant request was written and sent to The Gardner Foundation for consideration. Some of our families who wish to send their children to a Milwaukee Public School have signed transportation waivers and contribute by providing their own transportation to Honey Creek School.

The bottom line in all of this remains the children. To see them develop and thrive as intelligent well-rounded individuals ready for the demands of the 21<sup>st</sup> century is our ultimate goal.

**1. The name of the person who is seeking to establish the charter school and evidence of community support.**

Ms. Santa Consiglio the school principal, the Honey Creek Governance Council, the staff, parents, and community are seeking charter school status as an instrumentality of MPS. The staff in itself has been considering charter status for more than a year. Teachers voted on April 30, 2004 with the results of the secret ballot being 19 to 1 in favor of consideration. The School Governance Council (SGC) voted to support the petition in favor of going charter last spring (2003) and have again shown their support at the most recent SGC meetings.

**2. The name of the person who will be in charge of the charter school, and the manner in which administrative services will be provided. Name who will provide staff supervision and evaluation if the school will be a teacher led cooperative. Name of charter school contract compliance officer who will address contractual issues.**

The Principal and staff, along with the School Governance Council, will be in charge of the Honey Creek Continuous Progress School as a charter school. Our governance council consists of school administration, parents, faculty, and community members. The governance council will be responsible for providing leadership along with the school administration in implementing the district's *focus: accelerate student achievement, work in a collaborative culture, involve parents, families, and the community, and efficient and effective operations* that are being promoted by the District Superintendent. The day-to-day administrative management of the school will continue under the auspices of the administrative team and headed by Gitanjali Chawla, the school principal. Finally, with the school requesting to become a charter as an instrumentality of the District, contractual issues will be

handled in accordance with all current contractual agreements in place between the District and its bargaining units. As an MPS instrumentality charter school, Honey Creek School will adhere to all State laws and the Board's insurance and risk management requirement and has no intent to obtain additional resources at the expense of other MPS Schools.

The Shared Governance Council will become the sole evaluators for the school principal. However, it is understood that the district's administrative specialist will evaluate a principal in his/her first three years. The evaluation will be built around the district's focus. The appropriate MOU with the Board members and the Administrator's Council will be secured.

### **3. A description of the educational program of the school.**

The focus of Honey Creek Continuous Progress School is on high expectations for both students and staff. Being awarded the honor and named as one of the New Wisconsin Promise Schools of Recognition in May of 2004 by the Wisconsin Department of Public Instruction bears testimony to our ongoing efforts. Excellence in all areas becomes the underlying thread that drives the staff continually in progressing towards higher levels of achievement. Strong leadership from the school's principal, Santa Consiglio, sets the tone for a continuous and ongoing analysis of everything we do.

It is not by chance that Honey Creek Continuous Progress School is one of the higher achieving schools in both the city and state. As a staff we develop a yearly School Implementation Plan that is driven by:

- Needs Assessment
- Data analysis
- Goal setting
- Implementation of strategies that support student achievement of the goals
- Evaluation

*Continuous Progress* is the primary model in place as the guiding structure for the school. This model has a long history at Honey Creek, having begun back in the 1970's. Features of our model include:

- The basic premise is that every child is unique and has an individual pattern and timing for growth. The Direct Instruction methodology supports the philosophy that each child can learn if motivated and taught thoroughly.
- *Continuous progress* accepts each child at his or her place on developmental learning continuums. These continuums contain benchmarks that clearly define major stages of growth. A child's place on these benchmarks helps to determine the best placement for that child in an ungraded, multi-age homeroom.
- The development of the whole child is considered in all realms: intellectual, social, emotional, artistic, aesthetic, and physical.
- Where possible, separate subjects are integrated into a relevant and meaningful curriculum with a mix of both teacher-directed and child-directed activities that challenges the children to excel.
- Ongoing assessment and evaluation of each child's learning replaces the mindset of grade level barriers or time-based finish lines.
- Multi-age groups place the demand on teachers to structure supportive learning environments where children experience success, develop positive self-concepts, and learn to be helpful and sensitive to others. Modifications, adjustments, and accommodations become routine in ungraded classrooms. For instance, looping/multi-year placement is an option that is considered when appropriate in the best interest of the child.

- Teaching to the children rather than simply presenting a curriculum places unique demands on each classroom teacher. Teachers are trained and retrained via ongoing training outside the school building as well as in-house coaching which occurs within our building. Staff is trained in Direct Instruction methods each summer, and are observed and coached throughout the school year. We are fortunate to have a literacy coach and three in-house coaches on staff who are capable of coaching their peers in reinforcing best teaching practices and providing ongoing in-house staff development.
- Some teachers have dual certification in both general and special education. With this further training teachers are better able to facilitate the implementation of individualized instruction for both the general and special education population. Some members also hold additional licenses in areas of Art, Library, Reading Specialist, Spanish and Reading Consultancy. Some staff members possess a Masters in Education, Curriculum and Instruction, Special Education, and Administrative Leadership while still others are pursuing licensure in administration. It is evident that Honey Creek staff is a community of lifelong learners willing to advance their knowledge so as to better serve the students they are entrusted with.

With the successful implementation of the Direct Instruction methodology in the curricular areas of reading, language arts, spelling and writing, Honey Creek Continuous Progress School continues to demonstrate a steady increase in its summative test data over the past few years. The Direct Instruction programs, being scripted and structured in detail, help facilitate student learning and teacher performance. Small group instruction, particularly in the first two years of school, sets the stage for continued success in later school years. Continued success keeps children coming to school. Our 95% student attendance rate reflects a high interest in school and in learning. Furthermore, keeping our students and their families in our school community is a high priority. In the current school year 2003-2004, 14 children transferred (approximately 1.5 per month) and 9 children enrolled at Honey Creek (approximately one per month). Stability within the school community among students, their families, and staff contributes greatly to our ability to reach beyond and raise the bar for higher standards. We plan to continue to follow the MPS school year calendar but reserve the right to make changes through MOU's or we seek changes as the educational program evolves.

Mastery of the core content learning targets aligned with the Wisconsin State Standards is a clear expectation. Unpacking these targets and applying them within the context of our various curricula is the current challenge facing staff members.

Developing technology-literate students is promoted in the classrooms, the computer lab, and the library media center. A scope and sequence of computer skills for K5 – CP 5 is delineated in Honey Creek School's Technology folder. Students are taught by the classroom teacher who maintains a record of students' mastery of technological skills. This is in line with the continuous progress philosophy.

The library media center is a resource for instruction and research for both the students and the staff. Our fulltime librarian collaborates with classroom teachers to enhance students' acquisition of information, research skills and location skills. We plan on extending these services beyond the school day to students and their families enrolled in the after school Camp Honey Creek Program.

The art, music, and physical education programs have been negatively impacted by the escalating budgetary stress within the District. In fact, the very existence of our programs at Honey Creek Continuous Progress School are being threatened. As a highly successful school, we do not qualify for many of the funds that are sent to schools in need. The Reading Evaluation and Demonstration of Success (READS) Grant expires on June 30<sup>th</sup> and The Comprehensive School Reform Development

Grant that we qualified for three years ago will run out in December of 2004. Sustainability is being threatened unless the local District and the state of Wisconsin can come up with a plan to assist high achieving schools. We have seen our art specialist position cut, our music instructor reduced to half time status, and our physical education program is currently in jeopardy.

Various initiatives, which are in place or will begin in the upcoming school year include:

- Summer programs in academics and recreation
  - Continuing with our demonstration lessons for visitors wanting to know about our successes with Direct Instruction programs
  - Enhancing the opportunity for field experience students and student teachers from various colleges to observe, participate and practice teach at Honey Creek Continuous Progress School
  - Expand and extend opportunities for parents, community members and volunteers to work with our students (55 volunteers came in on a regular basis this year) during school hours and after school hours through the after school recreation program at Honey Creek
  - Continuing to encourage the school uniform dress code policy (begun in 2003-2004)
  - Enhancing student participation in our instrumental music program with piano, violin, and ~~wind~~ instrument instruction
  - Continuing with the after school sports programs (basketball, soccer)
- 4. The methods the school will use to enable pupils to attain the educational goals under s. 118.01, and promotion/graduation requirements, as well as the manner in which bilingual and special education services will be delivered to support the identified educational goals.**

As we apply our *Continuous Progress* model we take children where they are functioning and move them ahead through instruction, remediation when necessary, enrichment, and acceleration opportunities. Each child is challenged to succeed in all areas. Common Core State Standards, Next Generation Science Standards and developmental benchmarks are incorporated into all curricular areas. Text series are evaluated by staff committees and analyzed to determine what would be best for adoption at Honey Creek Continuous Progress School. Specific pedagogical approaches for content areas are as follows:

### READING

We believe we have both the curriculum and the methodology to allow all children to succeed at reading through the Direct Instruction Reading Mastery Program. The Direct Instruction philosophy is centered around the belief that all children can learn if taught properly. We acknowledge student motivation through effective teaching practices that are integral to our core Reading Program. Placement tests determine the starting point for any children who are new to Honey Creek Continuous Progress School. Based upon the placement test results, children are placed in small instructional groups where they will experience success. Small group instruction is possible by utilizing paraprofessional assistants, special education and support personnel, as well as the classroom teachers. A script that allows for a faster pace where more is taught in less time guides the instructional premise of the Reading Program. Active student involvement and time on task become real positives in this approach. Our collective goal is to have the majority of our students reading one year above grade level by the fourth grade.

The students' progress through a developmental sequence in the Reading Mastery Program. The first two programs, Reading Mastery I and II, primarily teach the child the explicit phonics skills needed to *learn to read* independently. The comprehension component to these programs, the Language for Learning and Language for Thinking Programs, develop oral expression and cognitive thinking concepts

in a track sequence. This analyzes key skills into small units and develops these skills into generalizations. Reading Mastery III and IV are developed to have children *read to learn*. A heavy emphasis on the comprehension of science and social studies concepts teaches children the kind of background knowledge necessary to read and enjoy independent reading. Reading Mastery V and VI delve into the world of literature. Students read works by renowned authors and analyze text, which requires higher order thinking concepts. There are also program components that allow for accelerating reading growth. Children can advance their reading levels two years in the course of a single school year. The Horizons Program and the Corrective Reading Program give us two powerful options: the former supports advanced student levels and the latter addresses those who need extra support in bringing them up to expected levels of achievement.

When you teach to mastery, there is not an achievement gap. No child is left behind in this learning process. Data is generated every five to ten lessons in both the reading and language programs. Prescriptions for remediation are followed when a child is not at 90% mastery. Direct Instruction coaches monitor progress. These coaches also visit classrooms, and offer side-by-side peer coaching and constructive feedback regarding organization, delivery of lessons, data analysis, and group management. Staff development is organized by the literacy coach to address training needs and instructional practices. Nothing is left to chance when it comes to the reading success of our students.

To provide opportunities for students to pursue their individual interests in reading, the Accelerated Reader computer program is used. Success in this program is also rewarded. Teachers model good reading in their classrooms daily and provide opportunities for the silent reading of self-selected reading material. Classroom sets of novels and other reading materials provide opportunities to apply what has been learned to new sources of information.

### LANGUAGE ARTS

The language arts curriculum is primarily comprised of Direct Instruction programming. The kindergartners and CP 1 utilize two language programs: Language for Learning and Lesson Connections. These programs develop thinking, oral language, and conceptual development. They also comprise the comprehension element that complements the Reading Mastery I and II programs. These programs help our youngest children become accurate and precise speakers.

Extension of communication skills evolves in the upper grades. Public speaking experiences, sharing writing pieces and explaining projects expose children to public speaking. Participation in programs and performances add to children's repertoire of experiences with the public.

The fundamentals of writing that begins in K4 are developmental in nature and are supported by frequent practice guided by CP level specific rubrics. The rudiments of writing are taught through Direct Instruction programs. The Spelling Mastery program is used with all students in CP I through V. The Adventures in Language program teaches students the appropriate use of the English language (sentence structure, grammar, and composition) and editing skills (usage and conventions).

Writing across the curriculum occurs in relation to the themes or major topics being studied in the classrooms. Individual classroom teachers develop the creative writing and research pieces with cross-curricular lessons. These activities are supplemented with such practices as journaling, Power Writing, process writing in different genres, weekend writing, and writing across the curriculum. Writing rubrics are implemented at each CP level in order to more effectively evaluate student performance and ascertain proficiency levels (the K4 – CP2 rubric has been developed in-house).

## MATHEMATICS

Mathematics is taught with an emphasis on both acquiring basic skills and concepts and the ability to apply those same concepts to new or novel situations. The development of these various mathematics skills build toward a skill level where students can solve problems independently using their critical thinking skills with a maximum degree of success.

The core mathematics curriculum used throughout the building is the Houghton-Mifflin Mathematics program and EngageNY. Various mathematics programs were pilot tested in different classrooms during the 2003-2004 school year. Presentations were made to staff members and the majority of the staff voted to adopt the Houghton-Mifflin program for this school year. The program has the monitoring pieces necessary for the classroom teachers to evaluate progress and determine proficiency levels. Instruction includes the use of manipulatives to build understanding of concepts, cooperative learning activities, and real life applications. The curriculum will spiral the content for constant reinforcement, extensions, and enrichment. Teacher observations and student work will be evaluated to determine weak areas, which will then be retaught and reevaluated. Standardized test results will be analyzed to determine objectives, which demand further development in mathematics lessons.

Honey Creek's Mathematics Learning Team will continue to monitor and evaluate the effectiveness of this mathematics program. The school's Mathematics Learning Team will have the task of suggesting any adaptations and modifications where needed to provide maximum achievement. Teachers will also be provided with any staff development deemed necessary for the further development of the program using effective instructional practices.

## SCIENCE

Honey Creek Continuous Progress School uses the District adopted curriculum for science. This curriculum allows for discovery, observation, interpretation and evaluation of data. The learning targets are referred to and goals are set by the individual classroom teachers to achieve their mastery. Teachers plan thematic units that extend the concepts under consideration into the children's world. District science materials are used in all grades for hands-on experiences. This curricular area lends itself to team-teaching also. The teachers at any particular level determine the extent of the teaming efforts. Unit tests help teachers determine the extent of scientific literacy gained.

## SOCIAL STUDIES

Honey Creek staff also use the District adopted curriculum in social studies. This series includes five areas of study: geography, history, civics, economics and behavioral science. The learning targets are referred to and goals are set by the individual classroom teachers to achieve their mastery. Many of the same practices followed in science are also followed in social studies: thematic units, unit tests, hands-on activities, team teaching, real life experiences, and literacy development.

## FINE ARTS

Honey Creek Continuous Progress School continues to provide art and music instruction with specialists, itinerant music teachers and part-time instructors. The learning targets guide instruction in these curricular areas with goals set for achieving their mastery by the individual classroom teachers. Instrumental music lessons are also offered to our children during the school day for enrichment. Students will be given ample opportunities to display their artistic talents to an audience as well.

## **PHYSICAL EDUCATION/HEALTH**

The physical education and health programs allow our students to develop an awareness of the importance of physical activity and to build a healthy lifestyle. The learning targets are again referred to when the classroom teachers plan for instruction. Honey Creek Continuous Progress School will continue to provide nursing services through our part-time nurse.

## **TECHNOLOGY**

In addition to a 38-station computer lab with Smart Board and a technology enhanced media center, each classroom at Honey Creek Continuous Progress School is equipped with approximately five computers. We are networked throughout the building for emailing. The Technology Team has developed a checklist of cumulative computer skills that children are taught over the course of their career here at Honey Creek. Students' technological achievement is documented in the Technology Folder, which is part of their cumulative record. While technology advances, further upgrades in the computers and the software will be considered. There are two classrooms of 3<sup>rd</sup> and 4<sup>th</sup> graders that have laptop carts in each room with enough for every student. There are also 2 Chromebook carts in the 4<sup>th</sup> and 5<sup>th</sup> grade classrooms with enough for every student to have access. All classrooms also have SmartBoards.

## **BILINGUAL EDUCATION**

Honey Creek Continuous Progress School does not qualify for bilingual teacher services currently. We are currently at 29% Hispanic students. We strive to meet their needs through an immersion in the English language, through small group reading instruction in both our developmental reading and language programs, through help from teaching assistants, and through the use of bilingual materials provided us by Central Services personnel in the Bilingual Department.

## **SPECIAL EDUCATION**

Honey Creek is a handicapped accessible site serving the multi-categorical (mild and comprehensive) special education needs of children with Significant Developmental Delay, Cognitive Disability, Specific Learning Disability, Emotional Disability, Other Health Impairments, Other Impairments and Speech and Language needs. The Individual Educational Plan (IEP) team spends its time determining what the child's educational needs are and how to best address them. With our inclusion model in place, a comprehensive set of learning interventions are planned based at the classroom level. Some pull out instruction can occur depending upon the IEP goals. The design of the core reading program addresses the ability of the children in a small group setting, thereby improving the reading performance in accordance with the IEP goals. This boosts the likelihood of improved functioning in all other core curricular areas.

## **PROMOTION/GRADUATION**

Honey Creek Continuous Progress School has a team of staff members who make the determinations regarding promotions along with the classroom teachers. By applying our continuous progress model referrals and retentions are kept to a minimum. We analyze the same criteria that the District requires to determine promotion: summative assessment data, formative assessment data, ongoing classroom assessments based on standards (CABS), and teacher recommendation. Parents are kept informed throughout the school year of students' progress. Reports summarizing test data, report cards, notes home, phone conversations, and conferences are means we utilize to keep parents informed.



Honey Creek School's environment and curriculum are designed to enhance the development of the child's emotional, intellectual, social and physical wellbeing through:

- Small group instruction whenever necessary
- Team efforts and collaboration
- Students with special education and regular education in ability based instructional groups to the maximum extent possible and appropriate
- Modification/adaptation /accommodation

**5. The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured.**

Honey Creek Continuous Progress School's effective school plan will be driven and designed to provide information needed to measure and track the school's progress towards its goals. Adjustments are made to our educational plan when necessary, and we report to our parents, the community, and the MPS Board of School Directors. The continuous data stream, along with teacher observations, allow for decision making regarding possible remediation, acceleration or enrichment. The following accountability measures will be used to monitor student progress:

State and MPS district assessments which include the Wisconsin Knowledge and Concepts Exam (WKCE) for Science and Social Studies in Grade 4, Badger Exam – Grades 3 -5, MAP – K5 –Grade 5, PALS – K4 –Grade 2, CogAt – Grade 2, and writing samples in grades 3 and 5 also.

Curriculum Based Measurements (CBM) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments are used to assess phonemic awareness, other early reading skills, and reading fluency for Response to Intervention

Embedded assessments in the core curricular areas allow continuous and timely progress monitoring. Direct Instruction Programs generate data regarding student progress every five or ten lessons. Reading Mastery, Corrective Reading, Spelling Mastery, Adventures in Language, and Language for Learning, and Language for Thinking Programs give us a constant stream of data for monitoring student progress. Monthly lesson gains and test data are discussed with the DI coaches in the building and relevant feedback is extended to the classroom teachers.

Classroom assessments based on standards (CABS) are used in each core curricular area and assessment results are collected in all CP levels. Writing rubrics are utilized to communicate expectations of proficient writing and teach students about writing assessments.

Special education students are included in all of the above assessments where appropriate and determined by the student's Individual Educational Plan (IEP). Students not taking the State and District's assessments per their IEP will be given the Wisconsin Alternative Assessment – Dynamic Learning Maps

English Language Learners (ELL) students will be tested according to LEP levels within Wisconsin mandated assessment guidelines.

**6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement and the plan for addressing parental complaints.**

The school governance council will continue to be comprised of a minimum of 51% parent representation, the school principal, faculty members, and a community representative. All members serve for two-year terms on a volunteer basis. The governance council adheres to by-laws to guide its operation. These by-laws are in line with the District and Title 1 governance council guidelines. The council will continue to have advisory authority in regard to budgetary and curricular issues. These decisions are meant to be collaborative and involve our school community in determining what is in the best interests of our students and their families.

Honey Creek Continuous Progress School prides itself on the extent and breadth of parental involvement it achieves. (See the response to #14 for a more detailed description of what parents are offered to get involved.) Parental involvement will continue to be a priority in our mission toward academic and social excellence. Parents are key players in everything we are able to achieve and their opinions are valued. A sense of urgency prevails when a parent brings a concern to the principal, the implementer, a school secretary, a classroom teacher, a support staff member, or a teaching assistant. Interventions include: notes are exchanged, phone calls are made, conferences are arranged, and/or group meetings are scheduled. The school psychologist is instrumental in following up on behavioral issues by counseling with individuals, by setting up behavior modification plans with the classroom teacher, and/or by intervening with parents and offering her guidance.

**7. Subject to sub. (7)(a) and (am) and ss. 118.19(1) and 121.02(1)(a)2., the qualifications that must be met by the individuals to be employed in the school.**

Honey Creek Continuous Progress School will comply with all federal, state and district guidelines and regulations regarding employment, contracting laws and record keeping as applicable. Teachers will be required to hold teacher certification that is in compliance with the requirements of the DPI, and will be hired and assigned within the confines of their certification. Employees at Honey Creek will be employees of the MPS School Board of Directors. They will be represented by and subject to provisions including wages and benefits of all the existing MPS bargaining unit contracts. Any deviations from the above will be strictly memorandums of understanding (MOU) developed with appropriate bargaining units so as not to affect elimination of teacher jobs.

We will comply with the district's policy on criminal background screening and the required physical examinations of new MPS employees. Pre-employment functions will be operated under the auspices of MPS Department of Human Resource. Honey Creek will continue to utilize its own interview committee for the purpose of hiring for new staff vacancies (teachers, paraprofessionals and teaching assistants).

**8. The procedures and requirements that the school will follow to ensure the health and safety of the pupils, including identifying steps to address safety concerns that may arise.**

Honey Creek will adhere to all federal and state laws as well as MPS Board of Directors' policies in regard to the health and safety of all students. During the school year and at staff meetings, time will be utilized to discuss individual health conditions of students, and all staff are and will continue to be alerted. Currently, a health care nurse is assigned for three hours in the building every school day and is available to address any immediate health concern that may arise. Honey Creek will continue this commitment to the health and wellbeing of all its students through budgeting for continued nursing services. To illustrate the concern for everyone's health and safety, Honey Creek:

- Informs parents and abides by the extensive guidelines established in the Parent Handbook
- Provides coordinated monitoring of playground activities during recess

- Follows the dress code voted upon by parents
  - Enforces visitor sign-in and use of passes
  - Offers staff the opportunity to be retrained and re-certified in Cardio Pulmonary Resuscitation
  - Implements the Crisis Plan per district policy
- 9. The procedures and requirements by which the school will welcome and recruit a student body diverse in race, language, economic status, and special education needs reflective of the school district population.**

Honey Creek Continuous Progress School currently serves 395 students ages 3-11 in Pre K through CP5 levels. The very youngest children comprise the 3 year olds who have special education needs. We have morning and afternoon half-day special education K3 program for Early Childhood special education students. The student population is comprised of 47% White, 29% Hispanic, 18% African American, 4% Asian, and 2% American Indian. With only one-third of our children being bussed to the school, the student population takes on more of the ethnicity of the local neighborhood rather than the racial mix of the city of Milwaukee's population. With a district thrust toward more neighborhood schools, we do not anticipate this ethnic mix to drastically change in the near future. We expect to maintain a special education population similar in numbers to what is currently at the school, which includes 18% of our total school population. Diversity is welcome and valued at Honey Creek Continuous Progress School. For instance, Honey Creek experienced a steady influx of Serbian students. In light of this situation Honey Creek maintained an ongoing dialogue with community volunteers and staff at Bell now Wedgewood Park IB Middle School to address the language needs of the aforementioned students. We do not discriminate in admission nor deny participation in any program or activity because of sex, race, religion, national origin, ancestry, or physical, mental, emotional or learning disability.

**10. The procedures and requirements for admission to the school.**

As an MPS charter school within the instrumentality of the district Honey Creek will abide by all district policies for student admission, selection and expulsion. In accordance with the district's neighborhood school initiative and Wisconsin State Statute relevant to charter school, we will accept children from the attendance area neighborhoods before enrolling children from other areas of the district.

Admissions will include following established timelines for registration and enrollment. Honey Creek understands that an inclusion model will continue to be followed while addressing mild to moderate students' needs that are best served in the least restrictive environment.

Even though we do not receive funding for general education of 3-year-old special education students, we will support our special education program by maintaining/enhancing the admissions of 3 year olds who have special education needs.

**11. Enrollment and grade level distribution expectations for the school, including the following:**

- a. Requested contract term, grades and enrollment numbers for each year of the term
- b. Enrollment timeline

Honey Creek Continuous Progress School will follow the district's timeline for enrollment during the requested contract term of five years. In agreement with the district, we will hold our capacity at 395 students, which is the number we expect to have each third Friday of September. We are capable of

maintaining this number since we have a waiting list of families who want to enroll their children. Once a child is enrolled, parent/guardians do not have to reapply to attend Honey Creek. The District also sets guidelines for children with special education needs in early childhood classrooms, which Honey Creek Continuous Progress School will follow. We place children according to their reading levels so that the teacher is best able to serve their needs. Thus the many of our classrooms contain children of different ability and CP levels in the same classroom. The children may be regrouped for Reading and Language Arts to meet their individual needs.

**12. A proposed budget based on the established per pupil funding amounts for the particular level involved minus the 3% administrative fee. If other funding is to be included, written confirmation of the purpose, amount, and duration of the funding source should be stated, as well as a plan for the program to maintain sustainability once other funding ends.**

The school budget will be established in the following manner:

- Enrollment for pupil based on 395 students including 18 % students with special need
- Other sources of funding involving Title I based on the number of free and reduced lunch counts on the 3<sup>rd</sup> Friday of the school year
- Foundation funds generated by donations to the Honey Creek School Foundation

**13. The manner in which annual audits of the financial and programmatic (performance and compliance) operation of the school will be performed.**

As an instrumentality charter school, Honey Creek will be subject to the same fiscal rules and other oversights as other MPS schools. Honey Creek will comply with all financial reporting as required by the district and will continue to utilize the Department of Facilities and Maintenance Services, Dept. of Finance and Purchasing services. The purchase of certain MPS central and supportive services will be negotiated based upon an annual district determination of costs of specific functions. The administrator, staff and governance council will determine the necessary buy-backs for the school's operation. Cost-saving options for all service functions will be explored.

All financial records shall be retained in compliance with state and federal laws. Annual audits will be carried out by the district Audit Services regarding Honey Creek in accordance with generally accepted auditing standards and government auditing standards. This auditing shall be conducted to determine compliance with performance, pupil eligibility, insurance and risk management, administrative and fiscal provisions as stated in this contract. As a charter school Honey Creek will be responsible to conduct and bear the costs of these audits.

**14. The procedures for disciplining pupils.**

Honey Creek Continuous Progress School will continue to adhere to the disciplinary guidelines adopted by the MPS Board of Directors and will comply with all guidelines as set forth in the MPS Parent/Student Handbook on Rights, Responsibilities and Discipline. This charter application is not intended to replace any current or future Board of Directors policies regarding discipline.

The administration and staff at Honey Creek Continuous Progress School promise both a structured and safe environment to our students. All staff members hold high expectations regarding both student behavior and academic achievement. We take a proactive approach regarding matters of discipline. The entire staff understands the benefits of constant positive reinforcement and praise to shape behavior and elicit academic success. A system of rewards and incentives that encourage students to cooperate and

get involved are scheduled on a regular basis. That way our students are recognized for good citizenship as well as academic achievement. Furthermore, sports teams are organized during different seasons to encourage fitness and cultivate a vested interest in the school among our student athletes. The end product of all these efforts is a very limited number of behavioral referrals that have to be dealt with by the administration.

Positive behavior amongst students and parent involvement at Honey Creek is supported through programs like:

- Ice Cream Social
- “Spotted You Being Good” – weekly prize giveaway
- Accelerated Reader incentives –
  - Shopping for prizes with points earned
  - Ice cream float party
  - The Accelerated Reader picnic
  - Lunch with the Principal
- Attendance Club
- Room recognition
- Social groups
- Attitude Adjustment Center
- Second Step
- Problem-Solving
- Holiday Program
- Spring Dance
- Variety Show
- Harvest Parade
- Taste of Harvest
- Volunteer Recognition breakfast
- Fall and Spring Open House
- Project Fair
- Holiday Program
- Spring Dance
- Variety Show

**15. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.**

Students and families who do not wish to attend the charter school will enroll at another public school through the normal MPS student assignment process and procedures. A family may choose at any time to leave our school and seek a seat at another MPS elementary school. In fact, our secretaries have been instrumental in assisting the placement of students who may reside in our area or who have moved into our neighborhood but cannot be accepted in our building because we are at capacity at a particular grade level.

**16. A description of the school facilities and the types and limits of the liability insurance that the school will carry. Include information regarding what is initially needed and what is ultimately needed, if you have a site, identify the facility/location and provide documentation of agreement. If planning a shared facility, provide documentation of agreement.**

As an MPS instrumentality charter school, Honey Creek Continuous Progress School will comply with all Federal and State laws along with the School Board's insurance and risk management requirements. The Central Services Department of Human Resources will provide a resource to our school in the areas of risk management, labor relations, and background checks. Facilities and Maintenance will provide their normal services. As a charter school Honey Creek Continuous Progress School will remain in its current facility, which was built in 1954. This school is built on one level and shares the power plant with Wedgewood Park IB Middle School. Honey Creek also shares the kitchen and engineering services with Wedgewood Park IB Middle School along with the Internet hub. Honey Creek also uses Wedgewood's cafeteria for breakfast and the auditorium for its programs. The school is in compliance with handicapped accessibility requirements. Improvements have been made over time: outdoor Environmental Center, outdoor green space, tot-lot area and in particular the addition of a new library facility and an updated computer lab built in 2002. The school itself is located on the southwest side of the city of Milwaukee.

**17. The effect of the establishment of the charter school on the liability of the school district.**

As an MPS school, Honey Creek will adhere to all state laws as well as the Board's insurance and risk management requirements, and do not anticipate any undue liability being added to the district.

**18. The school transportation and nutrition policies, including procedure to inform parents.**

Students who reside within the school district but do not wish to attend Honey Creek charter school can opt to attend another school in MPS through the normal student assignment process and established procedures at any times. Honey Creek will assist families in this situation should they choose not to or are not admitted to Honey Creek charter school for another reason.

Transportation will be offered to all students according to the MPS guidelines that presently exist. This includes students with special need. Honey Creek will only purchase transportation services as needed.

Nutrition services at Honey Creel will follow the guidelines established by the MPS School Board regarding nutrition policies that exist currently. We will continue to offer pre-paid lunch services to our families.

**19. Indicate whether the proposed charter school will be an instrumentality or non-instrumentality charter school.**

Honey Creek seeks to establish itself as an instrumentality charter school with the district, with the understanding that we will adhere to all provisions of the contract between labor unions and the Board.

**20. Indicate the school year that the charter status is requested to begin, and length (1-5 years) of the contract term sought.**

Our request is that 2004-2005 be granted as the year for planning the charter school model for Honey Creek. Implementation would be instituted beginning with the 2005-2006 school year. A five-year contract is sought, with an annual review each year by all concerned to determine levels of success.