



NORTH POINT LIGHTHOUSE CHARTER SCHOOL

*Proposal to City of Milwaukee  
City Clerk's Office  
Submitted February 4, 2011*

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312-405-1023  
April Knox

## SUMMARY SHEET

Name of applicant: James Brooks, on behalf of Lighthouse Academies of Wisconsin

Address of applicant: 1615 West Main Street, Stoughton, WI 53589

Phone number of applicant: 608.515.4057

Name of contact person: April Knox 773.535.1460 ✓

Applicant is a new school: Yes

Proposed grade levels to be served

K-8 during the first charter term and K-12 upon successful renewal of a second term

Proposed number of students to be served:

Up to 644 when fully expanded grades K-12

Name and title of person authorized to bind the corporation:

James Brooks, Board President, Lighthouse Academies of Wisconsin

Mission and vision of the school:

**Mission:** North Point Lighthouse Charter School (NPLCS) will prepare students for college through a rigorous arts-infused program.

**Vision:** All students will be taught by highly effective and licensed teachers in a safe and nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and lifelong learning.

Brief description of the school:

The proposed North Point Lighthouse Charter School will be a public charter school serving grades K-4 in its first year of operation, expanding by one grade level each year through eighth grade upon completion of the first term of the approved charter, and eventually grades K-12 upon full expansion. The school will use the Lighthouse Academies, Inc. arts-infused model.

## INTRODUCTION

The Board of Directors and Lighthouse Academies (LHA), its institutional partner, propose to develop and open North Point Lighthouse Charter School (NPLCS), a K-12 charter school, to serve up to 644 Milwaukee students in three academies (K-4, 5-8 and 9-12) when fully enrolled. The school will offer Lighthouse Academies' arts-infused education program to prepare students to graduate from college. The Board is currently working with the Illinois Facilities Fund to identify an appropriate site for the school. The prioritized area is in the highest need zip code as identified through IFF analyses. The board chair is James Brooks.

The mission of North Point Lighthouse Charter School is to prepare students for college through a rigorous arts-infused program. The vision is that all students will be taught by highly effective and licensed teachers in a safe and nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and lifelong learning.

The model has five key components:

- High quality leadership
- Highly effective teachers
- A comprehensive school design and educational program that includes a longer school day and year and the use of data to drive instruction.
- An active partnership with the community and families
- A strong school culture which engages students in learning in a safe and nurturing school environment.

During the terms of the first charter, the Lighthouse curriculum for the Lower (grades K-4) and Upper Academy (grades 5-8) is based on five (5) instructional programs:

- *Open Court Reading*, developed by Science Research Associates (SRA)<sup>1</sup>, ensures every child is literate.
- *Saxon Math*, Saxon uses a unique approach to teaching math: students do not learn a concept and then move on to another. Concepts are reviewed and built upon incrementally daily as new ones are introduced.
- *Full Option Science System (FOSS)* FOSS is a collection of laboratory experiments corresponding to the Core Knowledge Sequence.
- *History and Geography* program from Pearson Learning <sup>2</sup>.

*Spotlight on Music* program<sup>3</sup> is produced by Macmillan McGraw Hill Companies. This music program is designed to teach students all aspects of music appreciation, arts infusion, understanding and performance. *Our academic programs* together with an intentionally designed school culture make learning the highest priority at North Point Lighthouse Charter School and create the structure that makes hard work the norm and helps everyone feel safe and respected.

The application team consists of the Board of Directors for Lighthouse Academies of Wisconsin. All Board Member resumes and areas of expertise can be found in Attachment C. The contact person for purposes of this application is April Knox. Contact information is [aknox@lighthouse-academies.org](mailto:aknox@lighthouse-academies.org) and 773.535.1460.

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<sup>1</sup> [www.sra4kids.com](http://www.sra4kids.com)

<sup>2</sup> <http://www.coreknowledge.org/CKproto2/bkstr/pearson.htm>

<sup>3</sup> <http://www.mhschool.com/products/music/2005/>

## I. SCHOOL OPERATIONS

### A. Mission, Vision and Persons Seeking to Establish NPLCS

The mission of North Point Lighthouse Charter School is to prepare students for college through a rigorous arts-infused program. The vision is that all students will be taught by highly effective and licensed teachers in a safe and nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and lifelong learning.

The person seeking the charter is the James Brooks on behalf of Lighthouse Academies of Wisconsin (LAW), a 501(c)3 operating in Wisconsin. The Board of Directors is comprised of nine civic and business leaders with various areas of expertise. Please see Attachment A for resumes for all board members. The financial manager of the school has not yet been hired. Please see Section B below for more information regarding governance and leadership.

**Mr. James Brooks** is the Board Chair for North Point Lighthouse Charter School. Mr. Brooks taught middle school for eight years in Indianapolis and Gary, Indiana. After relocating to Wisconsin, Mr. Brooks served as the Preschool Director for Child Development, Inc. Mr. Brooks holds a B.S. in Elementary Education and is pursuing a MS in Educational Leadership, both from Indiana University.

**Mr. Danny Goldberg** has a rich history with the Milwaukee community that includes sitting on the Milwaukee Board of School Directors and founding several of Milwaukee's charter schools. In addition to being an integral part of bringing the Gates Foundation money to Milwaukee for the small schools initiative, Danny was also instrumental in starting 'Students Speak Out' a 24-7 online public hearing for Milwaukee's public school students to discuss how to improve their schools. Currently he serves in an advisory capacity to many charter schools in Milwaukee, while also helping to bring innovative online applications to schools.

**Ms. Pam Gustafson**, a long time MPS teacher who currently works at one of the highest performing teacher-led MPS Charter School. She is certified in Special Education and K8 education and has a particular interest in online learning in the primary years. She has also started a very effective after school tutoring program for Milwaukee families.

**Mr. Aaron Seligman** is Teach For America alum and is enrolled at the University of Wisconsin Law School, Madison, WI. Prior to attending law school Aaron taught Spanish in a high school in St. Louis Missouri and Worked as National Field Coordinator, Policy Analyst for Strong American Schools, Washington, D.C. Aaron is a *magna cum laude* of Washington University in St. Louis and holds M.A. in Teaching American University, Washington, D.C.. Mr. Seligman is fluent in Spanish.

**Mr. Michael Ronan** has provided management and consulting services to charter schools and school districts nationwide since 1997. He has been directly involved with the management of 50 charter schools including 25 start-up schools. Mr. Ronan brings to the team a great deal of experience in urban charter school planning and development. His areas of expertise include curriculum, school leadership, finance and operations.

Mr. Ronan began his career as a middle school history teacher and later served as a Director of Curriculum and Instruction and school Superintendent. He is a *summa cum laude* graduate of the Massachusetts College of Liberal Arts and holds a Master's degree in School Administration from that school, as well as a Master's degree in Program Planning and Evaluation from the State University of New York at Albany. Mr. Ronan is President and CEO of Lighthouse Academies®, Inc.

**Mr. James Curran** is the Managing Director of Program for Teach for America, Milwaukee. Mr. Curran taught fourth grade in Phoenix, Arizona for two years and served as a Program Director for Teach for America for two years. Mr. Curran holds a B.S. in Business and American Studies from the University of Minnesota.

**Mr. Adam Peck** is a Portfolio Manager and Partner at Heartland Advisors in Milwaukee, WI. Previously, Mr. Peck was a Senior Investment Analyst with Coral Gables Financial Corporation and a Research Analyst with Heartland Advisors. Mr. Peck holds a B.S. in International Relations and an MBA from the University of Wisconsin- Madison.

**Ms. April Knox** served as the Founding Principal for Bronzeville Lighthouse Charter School in Chicago for the four years. Ms. Knox taught in the Eastern Iowa/Western Illinois Public Schools and in the South Bronx, NY for six years. She is a New Leaders for New Schools 2004 Alum. She holds a B.A. in Psychology/Sociology from Drake University, a M.A. in Elementary Education from Western Illinois University and a M.S. in Administration and Supervision from National Louis University. Mrs. Knox is the Vice-President for the Midwest Region of Lighthouse Academies, Inc.

**Miss Anna Hammernik** is the Founding Principal of North Point Lighthouse Charter School. She has almost 15 years experience working in education beginning in 1997. She began her career working as a paraprofessional in the Milwaukee Public Schools for three years. She then transitioned into a classroom teaching position in both second and fourth grades for an additional three years. Selected as a Teacher for Africa by the International Foundation for Education and Self Help, Anna then spent a year in northern Ethiopia as a teacher trainer. Following Africa, she spent two years as the Academic Support Director for the HOSTS mentoring program at the Downtown Milwaukee YMCA. In 2006, she re-entered the classroom as a teacher in a Milwaukee charter school. Leaving as a Lead Teacher, she was then accepted into New Leaders for New Schools in Greater New Orleans. Anna served as an Assistant Principal before returning to Milwaukee.

**Ms. Pegganne Ecclesine** is the Chief Academic Officer for Lighthouse Academies. Ms. Ecclesine has been actively involved with the charter school movement nationally since 1996. She was a founding team member at two charter schools in Massachusetts. She was a classroom teacher, literacy coach and Regional Education Director for a charter management organization prior to joining LHA in 2003. At LHA, Ms. Ecclesine served as the Director of Talent Development and the Director of Curriculum for K-8. Ms. Ecclesine graduated from Providence College and received a Masters of Arts from Teachers College at Columbia University.

**Mr. Robert Stearns** is the Vice President of Finance of Lighthouse Academies. Mr. Stearns has served as a regional controller and a financial analyst for an education management firm. He has also been an audit and tax manager. He has overseen budgets, forecasts, monthly and year-end closings, and performed annual audits of several charter schools around the country. Mr. Stearns has acted in a fiduciary capacity with appropriations in excess of \$50 million. Mr. Stearns has a Master's degree in Taxation from Bryant University where he also attained a B.S. in Business Administration, with a major in Accounting.

## **B. Governance**

### ***Legal Structure of NPLCS***

The school management and governance model of NPLCS is built on four strong levels of support to provide for a high quality educational opportunity for the families of Milwaukee. First and foremost, a knowledgeable and experienced board governs the school. Second, a school leadership team comprised of the principal, directors of instruction, a family coordinator, and a director of school culture provide instructional leadership, community outreach and day-to-day management. Third, is the national program model, operational and education support provided by the staff at Lighthouse Academies, Inc. Finally, fourth is the in-class instruction and daily student support provided by the teachers and staff of the school. Please see **Attachment B** for Articles of Incorporation, Board By-laws and Tax Exempt Status.

### ***Roles and Responsibilities: Governance***

The nature of the Board's governance role must be understood in the context of its contractual relationship with Lighthouse Academies, Inc. Lighthouse Academies was founded in November 2003 by its current President and CEO, Michael Ronan. The first school, Bronx Lighthouse Charter School, opened its doors in September 2004 to 128 students. In the first five years, LHA has developed, opened and is operating public charter schools in four states and the District of Columbia. Since its inception, Lighthouse Academies has been supported by generous grants from the Doris and Donald Fisher Fund, New Schools Venture Fund (NSVF) and the Walton Family Foundation. Lighthouse Academies is a member of the NSVF Community of Practice, sharing its experiences with other education entrepreneurs who share its passion and mission.

The Board has the ultimate responsibility for and authority over the school. LHA has an important role to play in the success of the school. The success of the school ultimately depends on each party's clear understanding of their respective roles. A summary of each party's responsibilities is below. Further, please see Section V for a copy of the Service Agreement between Lighthouse Academies, Inc. and Lighthouse Academies of Wisconsin.

The Board of Directors of NPLCS is a group of volunteers who have legally established themselves as a non-profit 501 (c) 3 organization (effective February 16, 2010), Lighthouse Academies of Wisconsin (LAW), for the purpose of operating North Point Lighthouse Charter School. The Board is accountable for ensuring that federal and state funds are used to operate the school in compliance with the charter and all applicable legal requirements. The Board of Directors exercises its responsibility and authority by making decisions on matters of governance and oversight. This process includes planning and policy-making and the fulfillment of legal responsibilities and fiduciary obligations.

The Board's governance role requires that the Board perform the following functions:

- **Strategic Oversight:** Through the charter application, the Board adopts and upholds the LHA mission and vision for the school.
- **Operational Oversight:** The Board oversees the operations of the school, while delegating day-to-day operational authority to LHA.
- **Financial Oversight:** The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- **Personnel:** The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- **Contracts:** The Board, in consultation with LHA, approves all major contracts.
- **Consultant Support:** Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.
- **Community Relationships:** The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

The essential functions of LHA as a contracted vendor to the Board include the following:

- **Principal Recruitment:** LHA recruits, screens and proposes principal candidates to the Board in order to obtain the Board's approval of each candidate.
- **Staff:** LHA employs the staff, including hiring, determining compensation and bonus, assigning persons to roles, and terminating.
- **Curriculum:** LHA provides the school with the LHA Curriculum™, which includes curriculum guides for each grade and/or core subject, required materials and assessment systems.
- **Manuals and Handbooks:** LHA provides the school with Operations and Procedure Manuals, a School Culture Guidebook, a Personnel Handbook and a Student and Family Handbook.
- **Evaluation & Assessment:** The LHA Education Team and Regional Vice-President help the school create an accountability plan and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the students and the school.
- **Operations Assistance and Oversight:** LHA provides day-to-day assistance with and oversight of the implementation of the school's education and staff development programs.

- **Administrative Support:** LHA provides administrative support including purchasing, financial management and human resources services.
- **Budget:** LHA develops the annual school budget with the principal for approval by the Board.

***Governance Structure of the School***

As noted above, an important part of the board’s governance of the school is their constant monitoring of the school’s performance in key areas. The Board will form subcommittees, as needed. These subcommittees will work on monitoring specific areas of school operation, for example, finance, education, community development and parent involvement.

As part of their monthly meetings the Board will receive a report from these subcommittees, the principal and Lighthouse’s regional vice president that inform them about the progress being made toward the school’s academic and organizational goals. This “dashboard” report includes not only academic data (such as assessment scores) but also measures such as enrollment, attendance and student suspensions. The Board and the principal review this data and additional end of year data when available and together make decisions about the efficacy of the educational program and any adjustments that might be necessary.

The Board will use data to conduct an annual review of the principal, Lighthouse Academies, and the school program. Data is used to inform changes in school policy and the school’s annual goals. Policy changes or new policies are developed through the Board’s subcommittee structure and presented to the Board for discussion.

Please see Section V, for a dashboard template.

The Board is able to intervene if it is not satisfied with the school’s progress as follows:

- The Board can provide feedback to LHA and the principal through the evaluation process
- The Board can redirect resources through the budget process.
- The Board can terminate the services of LHA
- The Board can request that the principal be replaced

Another important part of board governance is the board’s own evaluation of its functioning. Annually the Board evaluates its own capacity to govern effectively and efficiently. The process involves completing an assessment and then a discussion at a Board meeting on capacity and needs. Individual Board members participate in training offered by various organizations as well as new Board member training which is conducted each year by LHA.

The Board will evaluate the work that LHA does by reviewing the school’s progress on goal attainment using data from the WKCE, the report of the independent evaluator, the annual audit and compliance reports from the authorizer. The Board may terminate Lighthouse’s contract for cause. The framework for determining LHA’s continued service to the school is as follows:

<b>Criteria for Termination of Service Agreement</b>	<b>Reports Used for Review of Performance</b>
The school fails to make reasonable progress toward achievement of agreed-upon goals and student performance standards identified in the charter contract, including the charter application, after a period of at least three years.	Monthly reports prepared by the school principal and the LHA regional director.  Monthly reports provided by the Board’s finance committee  The annual report prepared by Cambridge Education
LHA violates any material provision of law with	Annual audit conducted by an independent



respect to the school from which the school was not specifically exempted and which results in material adverse consequences to the school	auditor retained by the Board of Directors
LHA materially breaches any of the essential terms and conditions of this agreement and thereby undermines the purposes of this agreement.	Annual audit conducted by an independent auditor retained by the Board of Directors

***Lighthouse Academies and the Regional Vice-President (RVP)***

LHA serves as the institutional partner to the Board of Directors and operational support for school leadership. LHA does not play an explicit governance role in this capacity, although LHA is represented on the Board of Directors. The role of LHA and of the Regional Vice-President is to work closely with school leadership to ensure high quality delivery of all services to the student body (LHA’s role is defined more explicitly in the service agreement between LHA and LAW in Section V). Furthermore, the Regional Vice-President acts as a liaison between the school and the Department of Public Instruction.

Please see Attachment C for an organizational chart, including board of director’s names and areas of expertise as well as the Lighthouse Academies of Wisconsin Conflict of Interest Policy.

***Evaluation of School Leadership***

The Board and LHA evaluate the principal using the Principal’s Vision of Excellence and evaluation system which can be found in Section V Attachments. The evaluation system has two purposes. One is to clarify how school leaders are formally evaluated and to outline specific standards that we expect of exemplary leaders. A second, and perhaps more important, purpose is to articulate how the school leader can continually improve his/her work to improve the quality of their leadership and learning.

The process of evaluating the school leader involves several steps:

- Annual goal setting with the Board
- Annual development of the school leaders’ professional development plan
- Midyear self evaluation by the principal
- Midyear evaluation by LHA Regional Vice President which is shared with the Board
- End of the year self-evaluation by the principal
- End of the year evaluation by the Board and LHA.

The Principal’s work is evaluated in three key areas:

- Instructional leadership
- Operational leadership and management
- Professionalism (See Attachment E for the Principal Evaluation System)

The Board does not evaluate teachers. This is done by the principal using the Teacher Evaluation Protocol (See Section V). The Board does review NWEA results by teacher.

The Board works closely with the school leadership team to drill into data, and, where appropriate, to understand underlying causal factors. The Board and school leadership team have developed incentive compensation structures for all staff members that will be tied directly to success in achieving both individual and school-wide goals.

Please reference **Attachments D, E and S** for the Personnel Handbook, Operations Manual and Parent Handbook respectively. Further, please see below in **Section C: Operational and Fiscal Management of School** for more information on school level leadership and management.

### ***Resolution of Disputes***

All members of the North Point Lighthouse Charter School staff will work very hard to make sure that students' needs are being met every day. However, there may be times when a disagreement with a policy or the way we implement it arises. The following procedures will be made available for parents and community to express their complaints and/or concerns.

1. Contact the staff member directly involved with the issue to seek answers to questions and to reach a resolution.
2. If the first step does not resolve the issue, then the plaintiff can contact the Principal to discuss the issue over the phone or to make an appointment.
3. If the plaintiff is still dissatisfied with the level of resolution, he/she may contact the Regional Director or Regional Vice-President by phone or email.
4. If the plaintiff is not satisfied with the previous three levels, he/she may bring the issue before the Board of Directors by writing to the Board President of North Point Lighthouse Charter School.

This process is referenced in the Student/Family Handbook which can be found in **Attachment S**.

### ***Parental Involvement***

The Lighthouse Academies of Wisconsin and Lighthouse Academies Inc. believe that parental involvement is an important pillar to building a highly successful school. The engagement process began with meetings with local leaders who are actively involved in the education and charter movement in Milwaukee. Meetings were held with the Executive Director of the Wisconsin Charter School Association, the City's charter school support liaison, a representative of the Walton Family Foundation, a representative of the Illinois Facility Fund, officials at PAVE and the Local Support Initiatives Corporation and the Executive Director of the United Community Center. In addition school visits to two local charter schools in the target area were conducted.

Going forward the Board of Directors and the school leadership team will engage the parental community in the school in several ways. First, there will be two self nominated parents elected to serve on the Board of Directors (see Board Bylaws in **Attachment B**). Second, the school will employ a full time family coordinator whose responsibilities will include developing parent workshops on supporting their child's education program and serving as a liaison between the parent and the community. Finally the school will actively engage parents in the education program through weekly newsletters from the principal and the classroom teacher, weekly folders with student work, monthly meetings and quarterly conferences.

Parental involvement will be measured in several ways. First, each quarter, the school will conduct a family satisfaction survey. The goal is for families to rate the school 3.0 on a 4.0 scale in terms of their satisfaction on multiple factors including, but not limited to: access to the school's resources, availability of teachers and the principal to resolve problems, opportunities to be involved in the school and satisfaction levels with the academic rigor and learning curriculum. Secondly, the rate of parent involvement will be measured through the percent of parents who participate in monthly parent meetings, parent-teacher report card conferences and volunteer activities. Lastly, the Family Coordinator will create a "Parent University" through which parents are able to earn "credits" based on their participation. Parent volunteerism will be tracked through the "University" and parents will be able to use their "credits" to earn privileges, including, but not limited to, free homework passes for their scholar, certificates of completion and honors at the bi-annual awards ceremonies. Please see **Attachment S** for the Parent Handbook.

## **C. Operational and Fiscal Management of School**

### ***Roles and Responsibilities: School Management***

#### **Principal**

The principal is, first and foremost, the instructional leader of the school, responsible for all academic outcomes. In addition, the principal manages the day-to-day operations of the school. The principal recommends to the Board the hiring (and termination, as necessary) of the staff in accordance with the policies of the Board. In conjunction with the staff, the principal plans the development and implementation of all academic programs, reviews educational outcomes and adjusts instruction and training in accordance with those outcomes. The principal reports directly to the Board of Directors at regular, monthly meetings, and additional times as needed. Specific responsibilities of the principal in regard to the educational program include:

- Ensuring that the instructional staff is delivering the curriculum
- Implementing the board established policies in the areas of personnel, educational program, student discipline, organizational performance, and other areas as needed or as mandated
- Implementing the school design and educational philosophy
- Evaluating school teachers and staff

#### **Office Manager**

The Office Manager, who is responsible for overseeing the school's local financial controls, is provided quarterly professional development from the Lighthouse Academies, Inc. Vice-President of Finance and Director of Operations. Further all Lighthouse Office Managers participate in regularly scheduled professional development webinars and an annual weeklong training institute. The Office Manager is directly overseen by the Principal. The position description for the Office Manager is included in the **Attachment J** addendum. Further, in this attachment, you will find the resume of Howard Hammond, the Controller for Lighthouse Academies, Inc.

#### **Director of Instruction (DOI)**

While DOIs do not have direct management responsibilities for the school, they provide key support to the principal in matters relating to instruction and professional development. Beginning the year the school serves 6th grade, two DOIs will be on staff full time to support teachers – one will be assigned to the Lower Academy (K-4) and one to the Upper Academy (5-8). An additional DOI may be hired as part of the CPA leadership team when the student body extends into Grade 9. The DOIs are responsible for much of the day-to-day support of teaching staff relating to instruction. Specific responsibilities of the DOIs in regard to the educational program include:

- Ensuring that the instructional staff is delivering the curriculum
- Helping the principal to enforce the board established policies in the areas of the educational program, student discipline, instruction, professional development, and other areas as needed or as mandated
- Ensuring that the students are achieving at a high rate and that the educational goals for the school are met
- Reporting directly to the principal as needed

#### **Family Coordinator and Parent Directors**

The family coordinator meets regularly with the principal and director of school culture and meets as needed with the Board of Directors to provide feedback on issues particularly relevant to the parent community. The family coordinator does not play a governance role, but acts as an advisor to the principal and Board of Directors. The Board of Directors also has two reserved seats for parent Directors who bring the needs and viewpoints of the parents and school community to the Board's attention.

#### **Teachers**

Instructors are responsible for the implementation of the educational design for the school. Their primary responsibilities include:

- Delivering, in a high quality manner, the instructional program of the school
- Maintaining classroom and school discipline such that students are ready to learn
- Partaking in professional development opportunities to increase their teaching skills

- Holding students responsible for meeting their goals
- Managing their classrooms such that all children have the chance to excel
- Reporting to the principal as needed

The school maintains its accounting records and issues financial statements in accordance with Generally Accepted Accounting Principles. Monthly financial statements are prepared by Lighthouse Academies' local accountant and reviewed by the Board's finance subcommittee and the Vice-President of Finance. The monthly statements include year to date expenditures vs. revenues, monthly revenues and expenditures and a cash flow projection. The finance subcommittee then reviews the reports at the monthly meetings with the entire Board.

The Board has a contract with a certified public accountant for an annual audit. The annual audit is reviewed by the finance subcommittee and the Board. The annual audit will be submitted to the Authorizer, in compliance with all requirements.

Please see Attachment F for the resume of Anna Hammernik, Founding Principal of North Point Lighthouse Charter School as well as Bob Stearns, the Vice-President of Finance for Lighthouse Academies, Inc.

The North Point Lighthouse Charter School Board of Trustees acknowledges that it will comply with, and adapt when necessary, its proposed financial reporting structures to comply with the financial reporting requirements and procedures as set forth by the City of Milwaukee Charter School Review Committee

#### ***Staff Recruitment, Retention, and Certification***

All staff at NPLCS will be appropriately certified in accordance with No Child Left Behind and will meet the Wisconsin State licensing requirements. Standard employment practices are outlined in the Personnel Handbook in Attachment D.

#### ***Compliance with Generally Accepted Procedures for Fiscal Management***

Although there is currently no audit to submit as this school has not yet begun operation, the Board approves all operational policies and procedures relating to the school's finances. The Board has appointed a Finance Subcommittee to oversee the school's finances. The finance subcommittee working with Lighthouse Academies and the principal prepares the annual school budget and at that same time updates the five (5) year financial projection. The annual budget is reviewed and approved by the Board at its March meeting. The school's five (5) year budget projection as well as the most recent audit of Bronzeville Lighthouse Charter School is included in Attachment J. Budget amendments may be made during the year after review by the Finance Subcommittee and approval by the Board.

#### **D. Budget**

A complete proposed budget is attached to this petition/proposal as Attachment H. Included are a one year budget, a five year budget projection, a Title I budget, and an extended year budget. The base budget assumes only base funding from DPI and the public charter school grants. As shown in the five year budget projection, the school is sustainable after the grant period. The school will request Title I funds be allocated to the school and that additional funding be provided for the extended day/year program. Additionally, please see Attachment G for financial statements from Bronzeville Lighthouse Charter School from the 2009-2010 school year.

#### **E. Facility**

The Board of Directors has worked with the Illinois Facilities Fund (IFF) to research and identify a suitable facility for the proposed North Point Lighthouse Charter School. The Board is currently in negotiations for a facility in the 4200 block of Douglas Avenue. Please see Attachment L for an outline of the proposed timeline for acquiring a facility as well as a broker letter and an RFP for an architect.

**F. Insurance**

Please see **Attachment N** for current insurance coverage. Per the application instructions, an occurrence form with minimum liability insurance coverage will be provided to CSRC within 30 days of final execution of a charter contract between Lighthouse Academies of Wisconsin and City of Milwaukee.

**G. Audits**

Although no current audit has been performed on North Point Lighthouse Charter School, please see **Attachment O** for a copy of the most recent audit and audit affidavit from Bronzeville Lighthouse Charter School. An Independent Audit Engagement Letter for the first fiscal year, an auditor report on the school's long range business plan and first year budget and an auditor report on planned, documented internal controls policies and procedures by a time determined by the Technical Reviewer.

## II. EDUCATIONAL PROGRAM

### A. Description of Educational Program

NPLCS will prepare students for college through a rigorous arts infused program. We believe all students can excel if given the opportunity and if held to high expectations. We share the following fundamental beliefs about our work:

- All children deserve access to excellent public schools.
- All children can achieve at high levels.
- The arts are important as a key part of a core academic curricula and as a means to enhance learning in those curricula through arts infusion.
- More parent participation is better. Parents have a lot to offer us.

NPLCS will engage students by infusing the arts into all areas of the curriculum and by building a strong school culture. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connects to their own lives, and when they feel emotionally and physically safe to take risks and learn. Within this context, NPLCS will use a combination of carefully researched curricula and instructional practices to help all students master the Wisconsin State learning standards and the Common Core Standards. Please reference Section V for bound copies of the Lighthouse Academics, Inc. Curriculum Guides for grades K-8. The curriculum guides serve as a resource for teachers with regards to planning, pacing, assessments and infusion of arts into the core curriculum. Although the current Curriculum Guides include Open Court Reading, new Curriculum Guides are being developed to include Imagine It!

### Academic Goals

During the term of the first charter the school will focus on these key academic goals:

Academic Skills and Knowledge
<p><b>Absolute Performance</b></p> <ul style="list-style-type: none"> <li>▪ Each year, 75% of 3<sup>rd</sup>-6<sup>th</sup> graders who have been enrolled at the school for at least two consecutive years will perform at or above Proficient on the WKCE Reading exam.</li> <li>▪ Each year, 75% of 3<sup>rd</sup>-6<sup>th</sup> graders who have been enrolled at the school for at least two consecutive years will perform at or above Proficient on the WKCE Math exam.</li> <li>▪ Each year, 75% of 4<sup>th</sup> graders who have been enrolled at the school for at least two consecutive years will perform at or above Proficient on the WKCE Science exam.</li> <li>▪ Each year, 75% of 5<sup>th</sup> graders who have been enrolled at the school for at least two consecutive years will perform at or above Proficient on the WKCE Social Studies exam.</li> </ul>
<p><b>Value-Added Performance/Progress</b></p> <p>For years 2 through 5 of the charter, each grade level cohort of the same students will reduce by one half the gap between the percent at or above Proficient on the previous year's WKCE Reading and Math exams (baseline) and 75% at or above Proficient on the current year's WKCE Reading and Math exams. If the number of students scoring above Proficiency exceeded 75% of the previous year's exam, the school is expected to demonstrate growth (above 75%) in the current year.</p> <p>For students that have been at the school for three full years or more, the number of students at or beyond the national median percentile in reading and math will increase by at least 10 percent of the grade level cohort each year in the NWEA assessment.</p>

**Comparative Performance**

Each year, the percent of students performing at or above Proficient on the State Reading and Math exams in each tested grade will exceed the average performance of students tested in the same grades of the local School District in which the school is located.

**AYP Status**

Each year, the school will be deemed "In Good Standing"

**School-Specific Educational Indicators**

Each year, for a grade level cohort that has been at the school for three full years, the percent at or beyond the national median in reading and math as measured by the NWEA MAP assessments will increase by 10%.

**Curriculum and Instruction**

There are several core elements of our design which we believe foster high student achievement and success:

- College Focus
- Arts Infusion
- Standards-Driven Rigorous Research-Based Programs
- Social Curriculum and SHINE
- Data to Drive Instruction
- Professional Development
- More Time on Instruction – a longer day and year

The core elements listed above fuse together to form our LHA Education Model. The Lower Academy (K-4) focuses on building solid academic skills in reading, writing and mathematics in order to prepare students for the more rigorous Upper Academy (5-8) program. Once students enter the Upper Academy, the focus is on application of skills and developing their ability to collaborate and solve more complex problems and complete more expansive projects.

**College Focus**

It is our job to make college real and attainable for all of our scholars. Our rigorous curricular programs provide students with the academic, cultural, and social foundation in order to be prepared for college. In addition, college is a focus that permeates our school culture.

**Arts Infusion**

We believe arts-infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education. We believe arts-infused instruction is an effective way to: activate student interest, engage students in learning activities and assess students' understanding of content and concepts. Every day at Lighthouse Academies, we infuse art activities and techniques into the teaching of all core subjects.

Arts infusion increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. LHA schools collaborate with local arts partners (AP) and identify a school-based arts infusion specialist to support this element of the design.

Arts-infused instruction is:

- **A better way to engage students (activator)**  
Research shows that the study of art and music is linked to higher test scores.
- **A better way to teach the research-based curricula (reinforce and extend learning)**

*What sets BLCS apart from other schools [in the Bronx] is the beautiful artwork everywhere. When I come to work, I feel like I just entered a museum in midtown Manhattan. Visitors often comment on the lovely art work and beauty of our building.*  
-Kareene Jones  
Kindergarten Teacher, BLCS

Teachers and visiting artists plan lessons that include artistic techniques and demonstrations in all subject areas.

- **An alternative way to assess student understanding of content and concepts**

Teachers use exemplars to facilitate group feedback focused on work products, not students.

The focus on engagement and the arts is particularly effective within the community we will serve. Students who are just learning English, or those in need of additional academic support, often lack confidence in the classroom and so they are less active participants. This limits their ability to learn. Through the use of arts, its focus on presentation, and the fact that all students are encouraged to participate, we will increase all students' interaction and thus more effectively serve previously marginalized children.

NPLCS will partner with local arts partners to infuse art activities and techniques into teaching. In every community in which LHA works, its schools partner with organizations like these in order to bring their skills to our students and to help our faculty learn about the resources available in the community in which they teach. Classroom teachers, with the support of an arts-infusion specialist, will use the art techniques they learn from local arts partners to infuse the arts into classroom instruction where appropriate. These connections with working artists make our education program's basis in the arts more robust and meaningful than it could be without them. These links also serve as ways to get to know more parents since they help NPLCS become a true member of the arts community in Milwaukee.

### **Standards-Driven, Rigorous Research-Based Program**

The LHA Education Model is anchored in grade level state standards which define what students should know and be able to do at each particular grade level. High quality research based curricular programs, including Imagine It!®, Saxon Math®, FOSS®, Pearson Core Knowledge®, as well as varied instructional frameworks such as Understanding by Design and readers/writers' workshop, provide the foundation for school-wide instruction and enable students to meet learning standards.

### *Language Arts and Reading*

The foundation of any strong academic program is reading. NPLCS will use a research-based program – Imagine It! – with leveled readers and quality literature in grades K-6 to give all students a base in phonics and the opportunity to read a wide variety of texts. It is a comprehensive reading program which emphasizes the five components of effective reading instruction: phonological awareness, phonics, vocabulary/word study, fluency and comprehension. The 6+1 Trait Framework for writing will be used to explicitly teach the key elements of effective writing. Elementary students will spend at least 90 minutes per day reading and writing.

***What you might see:***

Walk into Ms. Bartlett's Kindergarten class. Ms. Bartlett is at the front of the room with a big book. The book, complete with pictures and text that students can read from many feet away, is a story written specifically to include certain letter sounds that students are learning. The students, who have already seen the letter and repeated its sound with their teacher, sit around her on a rug as she reads out loud. She points to each word as she says it. Next, each student will read the story him or herself in the Imagine It! pre-decodable books. Frequent repetition of new sounds and phonemes is a hallmark of the Imagine It! Program.

### *Mathematics*

Mathematics instruction at NPLCS will be highly structured. Teachers will emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. The school will use the Saxon Mathematics program as the basis for mathematics instruction, K-6. Saxon Math presents concepts in carefully sequenced increments, allowing students to be introduced to new concepts in each lesson as well as to practice and review previously introduced concepts. It will take students through algebra by the end of 8<sup>th</sup> grade and thus prepare them to tackle the college preparatory program in high school.

Students at every grade level will have the opportunity to integrate art into math. For example, a second grade teacher collaborates with the arts infusion specialist to plan a math lesson on two-dimensional shapes. Using works



by Pablo Picasso, Georges Braque and Paul Cezanne to provide examples of the use of shapes in painting, the teacher will help students create their own works of art with the assigned shapes from the math curriculum. Additionally, the music and math teachers would collaborate to draw connections between math and music, expecting students to apply what they have learned in both subjects. Or a Sixth Grade math teacher will use the music concepts of beat and meter to reinforce a lesson on fractions and the music teacher will review the concept of fractions to teach beat and meter for a lesson on performance or a lesson on distinguishing musical genres from different cultures.

### Science

Science instruction at NPLCS will be inquiry based and have a strong basis in lab work, exploration, and mastery of specific concepts. To teach the core content topics and scientific method, we will provide all K-8 classrooms with the science kits created by researchers at the University of California, Berkeley, known as the *Full Option Science System (FOSS)*<sup>4</sup>. FOSS kits provide all materials and instructions a teacher needs to conduct demonstrations and labs in the regular classroom. FOSS kits will provide the basis for the curriculum through 8<sup>th</sup> grade.

### Social Studies

As students at NPLCS work toward state standards as they use a wide array of monographs, textbooks, stories, videos, web sites, maps, pictures, and other historical sources to study cultures, geography, and social sciences. No highly successful social studies teacher can rely solely on one textbook.<sup>5</sup> As a resource, however, we will make the Pearson Learning *History and Geography Series*, edited by the founder of the Core Knowledge Foundation, available to all students and teachers in grades K-6. In the Upper Academy, social studies units are designed using Understanding by Design (UbD) framework and are rooted in state social studies standards and core curriculum as well as the new national Common Core Core Standards. Some content may come from the Core Knowledge sequence; yet it is not the basis for instruction because of state-specific content standards. A variety of primary and secondary sources are utilized in the Upper Academy, including but not limited to Joy Hakim's *History of US* series and Pearson's *World Studies* series.

Students will participate in both active, authentic assignments and performance tasks, as well as traditional, pen-and-paper tests; we believe both types of assignments have an important role. For example, while covering a unit on the early civilizations of the Americas, students might create multi-media presentations on the predominant art forms of each civilization they learn about. A first grade teacher may read to the children from *The Maya: A New True Book*, by Patricia McKissack, to give them an introduction to Mayan civilization, and then show them examples of Mayan art. He would explain to students how Mayans recorded information on stone pillars called *stellae*. Following these lessons, students would make their own *stellae* using cardboard, crayons and paper. These *stellae* would eventually form part of a comprehensive presentation containing representations of art from all early American civilizations.

### Arts

At NPLCS arts infusion will be evident in every content area. It will be reflected in the pedagogical techniques of the teachers, the assignments students do, and the ways in which feedback on skill and technique is delivered and received across the curriculum.

In addition to the infusion of arts into all core subject matters, all students will also be required to take classes in visual arts taught by an art teacher, who also serve as an arts-infusion specialist to support teachers. The visual arts curriculum is based on the state standards. Students will focus on developing skills in painting, drawing, sculpture and other media, developing art literacy (analysis, history, appreciation, etc.) and understanding the cultural, historical and personal context of artistic creation. Students will have opportunities to share their work with the school community as well as the larger community through school displays, town hall meetings and gallery showings.

<sup>4</sup>More information available at [www.lhsfoss.org](http://www.lhsfoss.org).

<sup>5</sup>"Six Questions to Ask on Back to School Night." *The Thomas B. Fordham Foundation*. Web site text, located at <http://www.edexcellence.net/foundation/publication/publication.cfm?id=319>.

All students will also be required to take music. The *Spotlight on Music* program<sup>6</sup> produced by Macmillan/McGraw Hill Companies, will be the core music program for the Lower and Upper Academies. This comprehensive music program is designed to teach students all aspects of music appreciation, understanding and performance. The curriculum is well suited for NPLCS because, in addition to providing a solid foundational music curriculum, it provides opportunities for infusing music into core subjects such as math and social studies.

Each student at NPLCS will learn to play at least one instrument prior to graduation. When students first enter the school in grades K-2, they will have the opportunity to experiment with various instruments. Starting in third grade, all students will be given recorders, instruction on playing the recorder and ample time in school to progress towards proficiency.

#### *Spanish (Beginning in year two)*

The Lower Academy Spanish program will begin in the school's second year. The program is intended to be an exposure program to our students in Kindergarten through Fourth Grade. The introductory program in the Lower Academy will provide students basic vocabulary through presentation and recitation, activities, songs and games. As such, focus is on listening comprehension, speaking and vocabulary development. A curriculum guide highlighting core vocabulary and objectives is used as a basis of the program.

The Upper Academy Spanish program will teach developmentally appropriate language skill and cultural awareness through the study of communication, culture, connections, comparisons and communities. The Realidades curriculum will be utilized for grades 5 and 6 (and beyond to 12th grade). Realidades is a standards-based curriculum that balances communication and grammar. Written to meet the needs of the diverse learners in today's classroom, it uniquely integrates language, culture, and technology to teach and motivate all students.

#### *Physical Education and Health*

We will mix non-competitive games with content and activities promoting healthy practices in Physical Education and Health at all grade levels. NPLCS will use the SPARK program<sup>7</sup> to teach physical education. Teachers in their homerooms will be expected to work with students during morning meeting and at other times throughout the day to incorporate the focus on movement and health into the school day.

#### *Technology*

Students at all grade levels at NPLCS will learn about technology as a key part of their learning within the classroom. As students are immersed in the core content, they will use technology to communicate, collaborate, and explore. Explicit instruction will be provided by the classroom teacher to ensure that students understand how to identify, use, and maintain technological components and to build mastery of the Wisconsin State Technology standards. Technology will be investigated as both a tool for productivity and a force that shapes the global community over time. A prime example of this could be the use of PowerPoint software to create a presentation on Civil Rights. In order to do so the students will be challenged to make use of technology to create a compelling presentation of their knowledge.

#### **Social Curriculum/SHINE**

Lighthouse Academies believes the social curriculum is as important as the academic curriculum. We believe there is a set of qualities (social skills and character traits) that all children need to develop to be successful through college and life, essential traits for being a responsible and productive citizen. Each marking period, LHA's SHINE program celebrates a different character trait through literature, student artwork, family involvement and classroom displays. The qualities in our SHINE program include: Self-Discipline, Humility, Intelligence, Nobility and Excellence.

The foundation of the social curriculum is the school-wide use of the *Responsive Classroom*® (K-4); *Developmental Designs for Middle School* (DDMS) (5-8) and Advisory (CPA) approaches. The Responsive Classroom(RC) and

<sup>6</sup><http://www.mhschool.com/products/music/2005/>

<sup>7</sup>For more information go to <http://www.sparkpe.org/programElementaryPE.jsp>

Developmental Designs for Middle School (DDMS) approaches are both student-centered, research-based methods for teaching students the *skills*, and not just the *rules*, to be successful at NPLCS and, ultimately, in college and life. RC and DDMS require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. The RC/DDMS approach is comprised of six basic components – morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting – each of which play a specific role in making each classroom safe and productive, as well as contribute to the overall culture of the school. These programs ensure that the teaching of social and academic skills is integrated throughout the entire instructional day.

Developing a culture of respect and achievement is an outgrowth of a solid social curriculum. The small community environment developed at NPLCS will create a learning environment where students are known well, develop unique talents and interests, connect with adult mentors and develop the life skills they will need for life after high school.

### **Data to Drive Instruction**

Data from assessments and teacher observations will drive instruction in the classroom. It is critical that we have a solid understanding of what each student knows, what each student is able to do, and each student's learning style and pace. Based on the report, *90-90-90 Schools: A Case Study* (research on practices at schools that have 90% free and reduced lunch, 90% minority, and 90% students high performing), schools that achieved significant academic improvements provided frequent performance feedback to students.<sup>8</sup> This is why students at NPLCS will be assessed regularly and receives ongoing feedback on their progress.

North Point Lighthouse School will comply with federal Adequate Yearly Progress (AYP) requirements as contained in the No Child Left Behind Act and will comply with the Wisconsin Model Academic Standards, federal, state, and district assessment measures. NPLCS will annually administer, at each required grade level, the Wisconsin Knowledge and Concepts Exam – Criterion Referenced Test (WKCE-CRT) as well as the Wisconsin Alternate Assessment (WAA) for eligible students with special needs and for eligible English Language Learners (ELLs) in the same manner as MPS. Lighthouse Academies will report the results of mandated assessments in the same format as MPS schools. Assessments shall be administered and reported in accordance with the MPS Annual Assessment Calendar for each school year of this Contract. More information regarding our use of data to drive instruction is noted below in Methods of Instruction.

### **Professional Development**

Professional development is a cornerstone of our model as we operate on the principle that we are all learners. LHA teachers have a minimum of 20 professional development (PD) days during the year. The PD calendar begins with a five-day Network Summit in July. In addition, principals reconvene their staff members before the opening of school for a professional development institute (PDI). Additional professional development days are scheduled for both teacher and leaders, including Network-wide leadership workshops and meetings.

Lighthouse Academies' team members are provided numerous opportunities to develop professionally. This emphasis stems from research that states that "the most effective way to increase the achievement of our students is to improve the quality of the teaching" (Sparks and Hirsh, 2000, p. 4). Focusing on professional development over an extended period of time allows team members to focus on specific strategies, receive feedback on their actions, reflect on areas for growth, and implement newly learned strategies, starting the cycle over once again. According to a synthesis of 37 major studies of professional development by Snow-Renner and Lauer (2005), "professional development that is most likely to positively affect teacher instruction is

- Of considerable duration
- Focused on specific content and/or instructional strategies rather than general
- Characterized by collective participation of educators (in the form of grade-level or school-level teams)
- Coherent

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<sup>8</sup>Reeves, Douglas. *Accountability in Action: A Blueprint for Learning Organizations* (2<sup>nd</sup> ed.). Denver, CO: Advanced Learning Centers, Inc., 2000.

- Infused with active learning, rather than a stand-and-deliver model (p. 6)."

Porter et al. (2000) also state that the quality of teacher instruction is intensified through focused professional development that includes reform type professional development (e.g., teacher networks or teacher study groups) rather than workshop or conference participation, consistency with teachers' goals, other activities, materials and policies, alignment of instructional materials, student assessments, and policies to professional development, and "collective participation in professional development by a group of teachers or other educators from the same subject, grade, or school, which provide a broader base of understanding at the local implementation level, not only for teachers, but also for principals and others who can provide instructional support.

Professional development at Lighthouse Academies begins at the network level with the network Summit and ongoing leadership training and support throughout the year. Professional development continues at the school level on a consistent basis and is led by the director of instruction based on school-specific data. Resources in the form of professional development modules are also provided by Lighthouse Academies to a limited extent.

### More Time on Instruction

Educating our students is urgent work. Based on the data available the majority of students will enter NPLCS well below their national and state peers academically. They have a lot of ground to make up! To ensure that every child masters the work necessary to prepare them for college, NPLCS will provide more time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours). We believe our work to close the achievement gap is urgent and every second counts; therefore, we designate more time to make it happen and make use of each moment of available instructional time.

### Methods of Instruction

#### Arts-Infusion

Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education.<sup>9</sup> By providing students with creative ways of learning and applying core content knowledge, the arts enhance students' understanding and retention of skills and concepts. Research shows that the arts play a key role in brain development,<sup>10,11</sup> and the College Entrance Examination Board reports that students who participate in art do better in academics than other students.<sup>12</sup> The arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school.<sup>5</sup>

Based on the research, we believe arts-infused instruction is an effective method for activating student interest, a valuable way to engage students in learning and an alternative means of assessing student understanding of content and concepts. At Lighthouse Academies we put the power of the arts to work for our students through a comprehensive arts infusion program. This program is centered on three essential components – collaboration, instruction and student outcomes.

- *Collaboration* Teachers collaborate regularly with other teachers to create, plan and co-teach arts-infused lessons. Teachers dedicate time to plan arts-infused instruction within and across grade levels. This collaboration provides an opportunity for teachers to learn from each other, develop their practice and enhance the overall practice of arts-infused instruction at the school.
- *Instruction* Arts infusion fundamentally changes the nature of teachers' lessons. Teachers may use arts infusion to *activate, engage* and/or *assess* students in learning activities. These activities range from single lessons to longer projects developed over the course of an entire unit of material. In all cases, art provides students with creative means of learning and/or applying the skills and knowledge from the core curriculum.

<sup>9</sup> E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership. Available at: <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>

<sup>10</sup> Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32.

<sup>11</sup> Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C. Thomas.

<sup>12</sup> See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" (Located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>).

Furthermore, teachers regularly incorporate exposure to master works of art and artists in order to expand students' knowledge base of different cultures, artistic movements, and to increase their overall appreciation for different forms of expression.

- **Student Outcomes** The efficacy of all instruction, including arts-infused instruction, is measured by student outcomes. Successful implementation of an arts-infused program should result in student mastery of learning objectives. Arts infusion provides a means to achieving this mastery, and it can also be used as an alternative way to assess students' ability to think critically about the content and concepts they are studying.

### **Data Driven Instruction**

Teachers at NPLCS will use standardized assessments (state assessments and NWEA's Measures of Academic Progress (MAP)) as one measure, but in order to target instruction effectively, teachers will regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings will focus on using the results from the above assessments to set classroom goals, group students for small group instruction, and plan effective supplemental instruction to meet the needs of all students. In other words, assessment data of a variety of types will be used to plan differentiated instruction in the classroom. Grade level meetings led by the director of instruction or a teacher leader fellow will look at recent data and plan units and lessons to meet the needs of all students. The curricular programs used by NPLCS lend themselves well to differentiated instruction, as they have structures built in that provide time during lessons for differentiating for the whole class as well as providing individual or small-group support. For example, *Imagine It! Reading* provides ample opportunities and suggestions for differentiating instruction as well as many support materials to execute differentiated lessons (e.g., by differentiating the method of delivery, differentiating the material, differentiating the product, pre-teaching a concept or skill, or re-teaching a concept or skill). (See Section B: Educational Results for more details regarding the varied assessments utilized by NPLCS.)

### **Looping**

Looping is an instructional strategy to foster relationship building between students and teachers and to provide a stable and predictable environment for students. Beginning in first grade, students will spend two years with their teacher. Through looping, teachers can develop a deeper understanding of students' learning styles and needs, better understand the needs and expectations of families regarding their children's education, and approach the curriculum in more depth, knowing that there is more time to help students make connections<sup>13</sup>. Building strong, trusting relationships in a safe environment is critical for student success in school. Students who feel connected to school and the people in them are the ones who are best able to respond to the challenges of academic life.<sup>14</sup>

### **Inclusion**

To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, LHA will educate all students with disabilities in the least restrictive environment. Special classes, separate schooling or other pull out services will occur only if the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aides and services. For inclusion to be effective it must incorporate all of the supports necessary for the child to have access to the core curriculum or to a modification of it.<sup>15</sup> The special education staff works collaboratively with the individual classroom teachers to coordinate curricular objectives, introduce and monitor modifications and accommodations, and to identify alternative teaching strategies.

Kochhar, West, and Taymans (2000) draw from the research to conclude that the benefits of inclusion across grade levels far outweigh the difficulties inclusion presents. For example, they believe that for students with disabilities, inclusion:

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<sup>13</sup> Grant, Jim; Johnson, Bob, and Richardson, Irv. *The Looping Handbook: Teachers and Students Progressing Together*. Crystal Springs Books 1996

<sup>14</sup> Hagedorn, Chris (2008) *Developmental Design*. Minneapolis, MN p.8

<sup>15</sup> Batshaw, Mark L. *Children with Disabilities*. Paul H. Brooks Publishing 2002

- promotes appropriate social behavior because of higher expectations in the general education classroom;
- promotes levels of achievement equal to or greater than those achieved in self-contained classrooms;
- offers a web of peer support.
- improves the ability of students and teachers to adapt to different teaching and learning styles.

### **Heterogeneous Grouping**

All core instruction within the Lower and Upper Academies takes place in heterogeneous classrooms. Specific needs-based instruction occurs *in addition to* the core programming. Occasionally, an exception is made. For example, Upper Academy students in the reading intervention class may receive this support in place of the core program.

### **Teaming**

Teaming improves school climate and helps prevent teacher isolation. By encouraging teachers to team, there are increased teacher perceptions of efficacy in relation to students.<sup>16</sup> LHA believes in the power of collaboration among faculty. Teachers in Kindergarten through grade four work collaboratively in grade level teams. Weekly grade level team meetings are set up to provide opportunities for these teachers to work together to plan, implement the curriculum and analyze student data on a regular basis.

Upper Academy at LHA is comprised of fifth through eighth grades. In grades five and six students transition between a two teacher team, Humanities (ELA/SS) and Math/Science. In grades seven and eight students transition among a teaching team of four content specialist teachers (ELA, Math, SS, Science), and remain with this same core group of teachers for both the seventh and eighth grade loop.

This gradual transition between sixth and seventh grades provides developmentally appropriate instructional structures which allow students to gain important organizational and management skills. In addition, this transition allows the 5/6 Team to have increased individual student interaction and opportunities for relationship building. As students progress to the more rigorous and content-specific curricula of the 7/8 Team, they will receive instruction from content areas specialists, allowing for more depth of knowledge.

## **B. Educational Results**

*Effective* schools use assessment to determine individual students needs, measure progress, and build a culture of achievement. Through the use of varied standardized and curricular assessments, teachers are well informed on the instructional priorities of each student. All students are assessed during the first weeks of school to determine baseline data that guides planning and instruction. Assessments throughout the year – both curricular and standardized – are utilized to monitor individual student and classroom progress. NPLCS will use an array of standardized and local assessments to monitor student progress in addition to the required state assessments. These include:

- **NWEA's Primary Grades Assessments and(PGA) Measures of Academic Progress (MAP)** will be completed by all students to measure progress over the course of a year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students' reading, language, and math achievement. Results are defined by a child's RIT score (the Rasch unit; a raw number tied to an equal interval curriculum scale designed by a Danish mathematician, Georg Rasch, that uses individual item difficulty values to estimate student achievement), percentile rank (a normative measure allowing comparison of a child's performance to that of his/her national peer group), as well as reading Lexile level; results are generated the day after testing

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<sup>3</sup> [Smith, S.C., & Scott, J.J. (1990). *The collaborative school: A work environment for effective instruction*. Eugene, OR: ERIC Clearinghouse on Educational Management, and Reston, VA: National Association of Secondary School Principals.; Johnson, D.W., & Johnson, R.T. (1987).

- **Curricular assessments** in reading and math will be administered per the curricular programs (typically weekly); teachers will document the results through weekly curriculum tracking sheets and will take action based on these results to create groupings for instruction, map out reteaching lessons, gather/create differentiated homework assignments, select skills to focus the daily Do Now's and identify tutoring needs.
- **Regular review of authentic student work** will occur as a grade level or vertical team, using a state assessment or other agreed upon rubric. These reviews of student work will serve as a forum for norming purposes and for sharing of best instructional practices. Students may also have a chance to present their work more formally at exhibits or town hall gatherings.
- **Homework** will be reviewed to provide data points to teachers about student learning needs. Daily monitoring for completion and accuracy, as well as reteaching based on common errors will occur as needed.
- **Running Records** will be used to assess students' reading performance.

*I like the trackers because every time we look at them and it is low we're going to try harder and harder so we can go to college.*  
- Destiny  
3<sup>rd</sup> Grade Student, BLCS

### Data Management

In order to manage all of the data which will be collected and tracked, MPLCS will use the web-based data management programs *PowerSchool* and *PowerTeacher*. These combined programs provide efficient systems for maintaining student information, academic and nonacademic data which feeds into a monthly progress report for families as well as the quarterly report card.

### Reporting Results

The school will comply with all reporting requests and responsibilities to the City of Milwaukee's Charter School Review Committee each year. This includes providing all pertinent and requested data, participating in meetings and review of annual reports for accuracy. The Regional Vice President and Principal will work directly with the Charter School Review Committee to ensure all required requests are fulfilled and all responsibilities are met.

**Local Measures Matrix for Elementary Schools**

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Literacy – Reading	Students will: <input type="checkbox"/> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <input type="checkbox"/> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <input type="checkbox"/> Analyze how and why	NWEA Primary Grades Assessment	Fall – Winter- Spring	K-1
		NWEA Measures of Academic Progress Assessment	Fall – Winter- Spring	2-8
		Curricular Assessments	Ongoing	K-8
		Literature/Guided reading groups	Ongoing	K-8
		Running Records	Ongoing	K-3
			Yearly	3-8

<b>Core Local Measures For All Years of School Operation:</b>	<b>Description of Outcome</b> <i>(e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)</i>	<b>Measurement or Assessment Form</b> <i>(e.g., writing samples, mastery tests, etc.)</i>	<b>Frequency of Measurement or Assessment</b> <i>(e.g., daily, weekly, monthly)</i>	<b>Students to Whom Measurement or Assessment Applies</b> <i>(e.g., grade level)</i>
	<p>individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li><input type="checkbox"/> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li><input type="checkbox"/> Assess how point of view or purpose shapes the content and style of a text</li> <li><input type="checkbox"/> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li><input type="checkbox"/> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li><input type="checkbox"/> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li><input type="checkbox"/> Read and comprehend complex literary and informational texts independently and proficiently.</li>   <li><input type="checkbox"/> Write arguments to support claims in an analysis of substantive topics or texts,</li> </ul>	<p>WKCE</p>		



Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence; ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
2. Literacy - Writing	<p>using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li><input type="checkbox"/> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li><input type="checkbox"/> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li><input type="checkbox"/> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li><input type="checkbox"/> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li><input type="checkbox"/> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li><input type="checkbox"/> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li><input type="checkbox"/> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li><input type="checkbox"/> Write routinely over extended time frames (time for research,</li> </ul>	<p>NWEA Primary Grades Assessment</p> <p>NWEA Measures of Academic Progress Assessment</p> <p>LHA Network Writing Assessment</p> <p>Curricular Assessments</p> <p>Writers Workshop -- conferencing</p>	<p>Fall – Winter- Spring</p> <p>Fall – Winter- Spring</p> <p>Fall- Winter - Spring</p> <p>Weekly</p> <p>Ongoing</p>	<p>K-1</p> <p>2-8</p> <p>K-8</p> <p>K-8</p> <p>K-8</p>

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
3. Literacy – Speaking and Listening	<p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li><input type="checkbox"/> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li><input type="checkbox"/> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> <li><input type="checkbox"/> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li><input type="checkbox"/> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li><input type="checkbox"/> Adapt speech to a variety of contexts and communicative tasks, demonstrating command</li> </ul>	<p>NWEA Primary Grades Assessment</p> <p>NWEA Measures of Academic Progress Assessment</p> <p>Curricular Assessments</p>	<p>Fall – Winter- Spring</p> <p>Fall – Winter- Spring</p> <p>Ongoing</p>	<p>K-1</p> <p>2-8</p> <p>K-8</p>

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
4. Literacy - Language	<p>of formal English when indicated or appropriate</p> <p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li><input type="checkbox"/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li><input type="checkbox"/> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li><input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li><input type="checkbox"/> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li><input type="checkbox"/> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> </ul>	<p>NWEA Primary Grades Assessment</p> <p>NWEA Measures of Academic Progress Assessment</p> <p>Curricular Assessments</p>	<p>Fall – Winter- Spring</p> <p>Fall – Winter- Spring</p> <p>Ongoing</p>	<p>K-1</p> <p>2-8</p> <p>K-8</p>

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Mathematics	Students will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Know number names and the count sequence</li> <li><input type="checkbox"/> Count to tell the number of objects</li> <li><input type="checkbox"/> Compare numbers</li> <li><input type="checkbox"/> Understand addition as putting together and adding to</li> <li><input type="checkbox"/> Understand subtraction as taking apart and taking from</li> <li><input type="checkbox"/> Work with numbers 11-19 to gain foundations for place value</li> <li><input type="checkbox"/> Describe and compare measurable attributes</li> <li><input type="checkbox"/> Classify objects and count the number of objects in a category</li> <li><input type="checkbox"/> Identify and describe shapes</li> <li><input type="checkbox"/> Analyze, compare, create and compose shapes</li> </ul>	NWEA Primary Grades Assessment  Curricular Assessments	Fall – Winter- Spring  Fall – Winter- Spring	Kindergarten
1. Mathematics	Students will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Represent and solve problems involving addition and subtraction</li> <li><input type="checkbox"/> Understand and apply properties of operations and the relationship between addition and subtraction</li> <li><input type="checkbox"/> Add and subtract within 20</li> <li><input type="checkbox"/> Work with addition and subtraction equations</li> <li><input type="checkbox"/> Extend the counting sequence</li> <li><input type="checkbox"/> Understand place value</li> <li><input type="checkbox"/> Use place value understanding and properties of operations to add and subtract</li> <li><input type="checkbox"/> Measure lengths indirectly and by iterating length units</li> <li><input type="checkbox"/> Tell and write time</li> <li><input type="checkbox"/> Represent and interpret data</li> <li><input type="checkbox"/> Reason with shapes and their attributes</li> </ul>	NWEA Primary Grades Assessment  Curricular Assessments	Fall – Winter- Spring  Weekly	First Grade

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Mathematics	Students will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Represent and solve problems involving addition and subtraction</li> <li><input type="checkbox"/> Add and subtract within 20</li> <li><input type="checkbox"/> Work with equal groups of objects to gain foundations for multiplication</li> <li><input type="checkbox"/> Understand place value</li> <li><input type="checkbox"/> Use place value understanding and properties of operations to add and subtract</li> <li><input type="checkbox"/> Measure and estimate lengths in standard units</li> <li><input type="checkbox"/> Relate addition and subtraction to length</li> <li><input type="checkbox"/> Work with time and money</li> <li><input type="checkbox"/> Represent and interpret data</li> <li><input type="checkbox"/> Reason with shapes and their attributes</li> </ul>	NWEA Measures of Academic Progress Assessment  Curricular Assessments	Fall – Winter- Spring  Weekly	Second Grade

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Mathematics	Students will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Represent and solve problems involving multiplication and division</li> <li><input type="checkbox"/> Understand properties of multiplication and the relationship between multiplication and division</li> <li><input type="checkbox"/> Multiply and divide within 100</li> <li><input type="checkbox"/> Solve problems involving the four operations, and identify and explain patterns in arithmetic</li> <li><input type="checkbox"/> Use place value</li> </ul>	NWEA Measures of Academic Progress Assessment  Curricular Assessments  WKCE	Fall – Winter- Spring  Weekly  Yearly	Third Grade

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	<p>understanding and properties of operations to perform multi-digit arithmetic</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop understanding of fractions as numbers</li> <li><input type="checkbox"/> Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects</li> <li><input type="checkbox"/> Represent and interpret data</li> <li><input type="checkbox"/> Geometric measurement: understand concepts of area and relate area to multiplication and to addition</li> <li><input type="checkbox"/> Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures</li> <li><input type="checkbox"/> Reason with shapes and their attributes</li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Mathematics	<p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the four operations with whole numbers to solve problems</li> <li><input type="checkbox"/> Gain familiarity with factors and multiples</li> <li><input type="checkbox"/> Generate and analyze patterns</li> <li><input type="checkbox"/> Generalize place value understanding for</li> </ul>	<p>NWEA Measures of Academic Progress Assessment</p> <p>Curricular Assessments</p> <p>WKCE</p>	<p>Fall – Winter- Spring</p> <p>Weekly</p> <p>Yearly</p>	Fourth Grade

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	<p>multi-digit whole numbers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use place value understanding and properties of operations to perform multi-digit arithmetic</li> <li><input type="checkbox"/> Extend understanding of fraction equivalence and ordering</li> <li><input type="checkbox"/> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers</li> <li><input type="checkbox"/> Understand decimal notation for fractions, and compare decimal fractions</li> <li><input type="checkbox"/> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit</li> <li><input type="checkbox"/> Represent and interpret data</li> <li><input type="checkbox"/> Geometric measurement: understand concepts of angle and measure angles</li> <li><input type="checkbox"/> Draw and identify lines and angles, and classify shapes by properties of their lines and angles</li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
I. Mathematics	<p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write and interpret numerical expressions</li> <li><input type="checkbox"/> Analyze patterns and relationships</li> <li><input type="checkbox"/> Understand the place value system</li> <li><input type="checkbox"/> Perform operations with multi-digit whole numbers and with decimals to hundredths</li> <li><input type="checkbox"/> Use equivalent fractions as a strategy to add and subtract fractions</li> <li><input type="checkbox"/> Apply and extend previous understandings of multiplication and division to multiply and divide fractions</li> <li><input type="checkbox"/> Convert like measurement units within a given measurement system</li> <li><input type="checkbox"/> Represent and interpret data</li> <li><input type="checkbox"/> Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</li> <li><input type="checkbox"/> Graph points on the coordinate plane to solve real-world and mathematical problems</li> <li><input type="checkbox"/> Classify two-dimensional figures into categories based on their properties</li> </ul>	<p>NWEA Measures of Academic Progress Assessment</p> <p>Curricular Assessments</p> <p>WKCE</p>	<p>Fall – Winter- Spring</p> <p>Weekly</p> <p>Yearly</p>	<p>Fifth Grade</p>



Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Mathematics	Students will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand ratio concepts and use ratio reasoning to solve problems</li> <li><input type="checkbox"/> Apply and extend previous understandings of multiplication and division to divide fractions by fractions</li> <li><input type="checkbox"/> Compute fluently with multi-digit numbers and find common factors and multiples</li> <li><input type="checkbox"/> Apply and extend previous understandings of numbers to the system of rational numbers</li> <li><input type="checkbox"/> Apply and extend previous understandings of arithmetic to algebraic expressions</li> <li><input type="checkbox"/> Reason about and solve one-variable equations and inequalities</li> <li><input type="checkbox"/> Represent and analyze qualitative relationships between dependent and independent variables</li> <li><input type="checkbox"/> Solve real-world and mathematical problems involving area, surface area, and volume</li> <li><input type="checkbox"/> Develop understanding of statistical variability</li> <li><input type="checkbox"/> Summarize and describe distributions</li> </ul>	NWEA Measures of Academic Progress Assessment  Curricular Assessments  WKCE	Fall – Winter- Spring  Weekly  Yearly	Sixth Grade

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Mathematics	<p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze proportional relationships and use them to solve real-world and mathematical problems</li> <li><input type="checkbox"/> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers</li> <li><input type="checkbox"/> Use properties of operations to generate equivalent expressions</li> <li><input type="checkbox"/> Solve real-life and mathematical problems using numerical and algebraic expressions and equations</li> <li><input type="checkbox"/> Draw, construct and describe geometrical figures and describe the relationships between them</li> <li><input type="checkbox"/> Solve real-life and mathematical problems involving angle measure, area, surface area, and volume</li> <li><input type="checkbox"/> Use random sampling to draw inference about a population</li> <li><input type="checkbox"/> Draw informal comparative inferences about two populations</li> <li><input type="checkbox"/> Investigate chance processes and develop, use and evaluate probability models</li> </ul>	<p>NWEA Measures of Academic Progress Assessment</p> <p>Curricular Assessments</p> <p>WKCE</p>	<p>Fall – Winter- Spring</p> <p>Weekly</p> <p>Yearly</p>	<p>Seventh Grade</p>

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Mathematics	<p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know that there are not rational, and approximate them by rational numbers</li> <li><input type="checkbox"/> Work with radical and integer exponents</li> <li><input type="checkbox"/> Understand the connections between proportional relationships, lines, and linear equations</li> <li><input type="checkbox"/> Analyze and solve linear equations and pairs of simultaneous linear equations</li> <li><input type="checkbox"/> Define, evaluate, and compare functions</li> <li><input type="checkbox"/> Use functions to model relationships between quantities</li> <li><input type="checkbox"/> Understand congruence and similarity using physical models, transparencies, or geometry software</li> <li><input type="checkbox"/> Understand and apply the Pythagorean Theorem</li> <li><input type="checkbox"/> Solve real-world and mathematical problems involving volume of cylinders, cones and spheres</li> <li><input type="checkbox"/> Investigate patterns of association in bivariate data</li> </ul>	<p>NWEA Measures of Academic Progress Assessment</p> <p>Curricular Assessments</p> <p>WKCE</p>	<p>Fall – Winter- Spring</p> <p>Weekly</p> <p>Yearly</p>	<p>Eighth Grade</p>

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
5. Science	<p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed</li> <li><input type="checkbox"/> When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now</li> <li><input type="checkbox"/> When investigating a science-related problem, decide what data can be collected to determine the most useful explanations When studying science-related problems, decide which of the science themes are important</li> <li><input type="checkbox"/> When studying a science-related problem, decide what changes over time are occurring or have occurred</li> <li><input type="checkbox"/> Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations</li> <li><input type="checkbox"/> Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked</li> <li><input type="checkbox"/> Show how the major developments of scientific</li> </ul>	<p>Curricular Assessments</p> <p>WKCE</p>	<p>Ongoing</p> <p>Yearly</p>	<p>K-4</p> <p>3-4</p>

<b>Core Local Measures For All Years of School Operation:</b>	<b>Description of Outcome</b> <i>(e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)</i>	<b>Measurement or Assessment Form</b> <i>(e.g., writing samples, mastery tests, etc.)</i>	<b>Frequency of Measurement or Assessment</b> <i>(e.g., daily, weekly, monthly)</i>	<b>Students to Whom Measurement or Assessment Applies</b> <i>(e.g., grade level)</i>
	<p>knowledge in the earth and space, life and environmental, and physical sciences have changed over time</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied</li> <li><input type="checkbox"/> Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations</li> <li><input type="checkbox"/> Select multiple sources of information to help answer questions selected for classroom investigations</li> <li><input type="checkbox"/> Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigation</li> <li><input type="checkbox"/> Use data they have collected to develop explanations and answer questions generated by investigations</li> <li><input type="checkbox"/> Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers</li> <li><input type="checkbox"/> Support their conclusions with logical arguments</li> <li><input type="checkbox"/> Ask additional questions that might help focus or</li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3-digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade-level)
	<p>further an investigation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that objects are made of more than one substance, by observing, describing and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances</li> <li><input type="checkbox"/> Group and/or classify objects and substances based on the properties of earth materials</li> <li><input type="checkbox"/> Understand that substances can exist in different states-solid, liquid, gas</li> <li><input type="checkbox"/> Observe and describe changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes</li> <li><input type="checkbox"/> Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data</li> <li><input type="checkbox"/> Observe and describe physical events in objects at rest or in motion</li> <li><input type="checkbox"/> Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including:               <ul style="list-style-type: none"> <li>• position relative to another object</li> </ul> </li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	<ul style="list-style-type: none"> <li>• motion over time</li> <li>• and position due to forces</li> </ul> <p>Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations</li> <li><input type="checkbox"/> Show that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin</li> <li><input type="checkbox"/> Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science</li> <li><input type="checkbox"/> Identify celestial objects (stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time</li> <li><input type="checkbox"/> Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes</li> <li><input type="checkbox"/> Using the science themes, find patterns and cycles in the earth's daily, yearly,</li> </ul>			

<b>Core Local Measures For All Years of School Operation:</b>	<b>Description of Outcome</b> (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	<b>Measurement or Assessment Form</b> (e.g., writing samples, mastery tests, etc.)	<b>Frequency of Measurement or Assessment</b> (e.g., daily, weekly, monthly)	<b>Students to Whom Measurement or Assessment Applies</b> (e.g., grade level)
	<p>and long-term changes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the science themes, describe resources used in the home, community, and nation as a whole</li> <li><input type="checkbox"/> Illustrate human resources use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world</li> <li><input type="checkbox"/> Discover* how each organism meets its basic needs for water, nutrients, protection, and energy* in order to survive</li> <li><input type="checkbox"/> Investigate* how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)</li> <li><input type="checkbox"/> Illustrate* the different ways that organisms grow through life stages and survive to produce new members of their type</li> <li><input type="checkbox"/> Using the science themes*, develop explanations* for the connections among living and non-living things in various environments</li> <li><input type="checkbox"/> Identify* the technology used by someone employed in a job or position in Wisconsin and explain* how the technology helps</li> <li><input type="checkbox"/> Discover* what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time</li> <li><input type="checkbox"/> Determine what science discoveries have led to</li> </ul>			



<b>Core Local Measures For All Years of School Operation:</b>	<b>Description of Outcome</b> <i>(e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)</i>	<b>Measurement or Assessment Form</b> <i>(e.g., writing samples, mastery tests, etc.)</i>	<b>Frequency of Measurement or Assessment</b> <i>(e.g., daily, weekly, monthly)</i>	<b>Students to Whom Measurement or Assessment Applies</b> <i>(e.g., grade level)</i>
	<p>changes in technologies that are being used in the workplace by someone employed locally</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify* the combinations of simple machines in a device used in the home, the workplace, or elsewhere in the community, to make or repair things, or to move goods or people</li> <li><input type="checkbox"/> Ask questions to find answers about how devices and machines were invented and produced</li> <li><input type="checkbox"/> Describe* how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care</li> <li><input type="checkbox"/> Using the science themes*, identify* local and state issues that are helped by science and technology and explain* how science and technology can also cause a problem</li> <li><input type="checkbox"/> Show* how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care</li> <li><input type="checkbox"/> Develop* a list of issues that citizens must make decisions about and describe* a strategy for becoming informed about the science behind these issues</li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
6. Science (5-8)	<p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop their understanding of the science themes by using the themes to frame questions about science-related issues and problems</li> <li><input type="checkbox"/> Describe limitations of science systems and give reasons why specific science themes are included in or excluded from those systems</li> <li><input type="checkbox"/> Defend explanations and models by collecting and organizing evidence that supports them and critique explanations and models by collecting and organizing evidence that conflicts with them</li> <li><input type="checkbox"/> Collect evidence to show that models developed as explanations for events were (and are) based on the evidence available to scientists at the time</li> <li><input type="checkbox"/> Show how models and explanations, based on systems, were changed as new evidence accumulated (the effects of constancy, evolution, change, and measurement should all be part of these explanations)</li> <li><input type="checkbox"/> Use models and explanations to predict actions and events in the natural world</li> <li><input type="checkbox"/> Design real or thought investigations to test the usefulness and limitations of a model</li> </ul>	<p>Curricular Assessments</p> <p>WKCE</p>	<p>Ongoing</p> <p>Yearly</p>	<p>5-8</p> <p>5-8</p>

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level):
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use the themes of evolution, equilibrium, and energy to predict future events or changes in the natural world. Describe how scientific knowledge and concepts have changed over time in the earth and space, life and environmental, and physical sciences</li> <li><input type="checkbox"/> Identify and describe major changes that have occurred over in conceptual models and explanations in the earth and space, life and environmental, and physical sciences and identify the people, cultures, and condition that led to these developments</li> <li><input type="checkbox"/> Explain how the general rules of science apply to the development and use of evidence in science investigations, model-making, and applications</li> <li><input type="checkbox"/> Describe types of reasoning and evidence used outside of science to draw conclusions about the natural world</li> <li><input type="checkbox"/> Explain ways in which science knowledge is shared, checked, and extended, and show how these processes change over time</li> <li><input type="checkbox"/> Explain the ways in which scientific knowledge is useful and also limited when applied to social issues</li> <li><input type="checkbox"/> Identify questions they can investigate using</li> </ul>			

Core Local Measures For All Years of School Operations	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	<p>resources and equipment they have available</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify data and locate sources of information including their own records to answer the questions being investigated</li> <li><input type="checkbox"/> Design and safely conduct investigations* that provide reliable quantitative or qualitative data, as appropriate, to answer their questions</li> <li><input type="checkbox"/> Use inferences to help decide possible results of their investigations, use observations to check their inferences</li> <li><input type="checkbox"/> Use accepted scientific knowledge, models, and theories to explain* their results and to raise further questions about their investigations</li> <li><input type="checkbox"/> State what they have learned from investigations*, relating their inferences* to scientific knowledge and to data they have collected</li> <li><input type="checkbox"/> Explain their data and conclusions in ways that allow an audience to understand the questions they selected for investigation* and the answers they have developed</li> <li><input type="checkbox"/> Use computer software and other technologies to organize, process, and present their data</li> <li><input type="checkbox"/> Evaluate*, explain, and defend the validity of</li> </ul>			

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	<p>questions, hypotheses, and conclusions to their investigations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the importance of their results and implications of their work with peers, teachers, and other adults</li> <li><input type="checkbox"/> Raise further questions which still need to be answered</li> <li><input type="checkbox"/> Observe, describe, and measure physical and chemical properties of elements and other substances to identify and group them according to properties such as density, melting points, boiling points, conductivity, magnetic attraction, solubility, and reactions to common physical and chemical tests</li> <li><input type="checkbox"/> Use the major ideas of atomic theory and molecular theory to describe physical and chemical interactions among substances, including solids, liquids, and gases</li> <li><input type="checkbox"/> Understand how chemical interactions and behaviors lead to new substances with different properties</li> <li><input type="checkbox"/> While conducting investigations, use the science themes to develop explanations of physical and chemical interactions and energy exchanges</li> <li><input type="checkbox"/> While conducting investigations, explain the motion of objects by describing the forces acting on them</li> </ul>			

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> While conducting investigations, explain the motion of objects using concepts of speed, velocity, acceleration, friction, momentum, and changes over time, among others, and apply these concepts and explanations to real-life situations outside the classroom</li> <li><input type="checkbox"/> While conducting investigations of common physical and chemical interactions occurring in the laboratory and the outside world, use commonly accepted definitions of energy and the idea of energy conservation</li> <li><input type="checkbox"/> Describe and investigate the properties of light, heat, gravity, radio waves, magnetic fields, electrical fields, and sound waves as they interact with material objects in common situations</li> <li><input type="checkbox"/> Explain the behaviors of various forms of energy by using the models of energy transmission, both in the laboratory and in real-life situations in the outside world</li> <li><input type="checkbox"/> Explain how models of the atomic structure of matter have changed over time, including historical models and modern atomic theory</li> <li><input type="checkbox"/> Using the science themes, explain and predict changes in major features of land, water, and atmospheric systems</li> </ul>			

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe underlying structures of the earth that cause changes in the earth's surface</li> <li><input type="checkbox"/> Using the science themes during the process of investigation, describe climate, weather, ocean currents, soil movements and changes in the forces acting on the earth</li> <li><input type="checkbox"/> Using the science themes, analyze the influence living organisms have had on the earth's systems, including their impact on the composition of the atmosphere and the weathering of rocks</li> <li><input type="checkbox"/> Analyze the geologic and life history of the earth, including change over time, using various forms of scientific evidence</li> <li><input type="checkbox"/> Describe through investigations the use of the earth's resources by humans in both past and current cultures, particularly how changes in the resources used for the past 100 years are the basis for efforts to conserve and recycle renewable and non-renewable resources</li> <li><input type="checkbox"/> Describe the general structure of the solar system, galaxies, and the universe, explaining the nature of the evidence used to develop current models of the universe</li> <li><input type="checkbox"/> Using past and current models of the structure of the solar system, explain the daily, monthly,</li> </ul>			

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	<p>yearly, and long-term cycles of the earth, citing evidence gained from personal observation as well as evidence used by scientists</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the structure and function of cells, organs, tissues, organ systems, and whole organisms</li> <li><input type="checkbox"/> Show how organisms have adapted structures to match their functions, providing means of encouraging individual and group survival within specific environments</li> <li><input type="checkbox"/> Differentiate between single-celled and multiple-celled organisms (humans) through investigation, comparing the cell functions of specialized cells for each type of organism</li> <li><input type="checkbox"/> Investigate and explain that heredity is comprised of the characteristic traits found in genes within the cell of an organism</li> <li><input type="checkbox"/> Show how different structures both reproduce and pass on characteristics of their group</li> <li><input type="checkbox"/> Understand that an organism is regulated both internally and externally</li> <li><input type="checkbox"/> Understand that an organism's behavior evolves through adaptation to its environment</li> <li><input type="checkbox"/> Show through investigations how organisms both depend on and contribute to the</li> </ul>			



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	<p>balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species</li> <li><input type="checkbox"/> Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends.</li> <li><input type="checkbox"/> Identify and investigate the skills people need for a career in science or technology and identify the academic courses that a person pursuing such a career would need</li> <li><input type="checkbox"/> Explain how current scientific and technological discoveries have an influence on the work people do and how some of these discoveries also lead to new careers</li> <li><input type="checkbox"/> Illustrate the impact that science and technology have had, both good and bad, on careers, systems, society, environment, and quality of life</li> <li><input type="checkbox"/> Propose a design (or re-design) of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show how the design</li> </ul>			

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	<p>(or re-design) might work, including potential side-effects</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate a specific local problem to which there has been a scientific or technological solution, including proposals for alternative courses of action, the choices that were made, reasons for the choices, any new problems created, and subsequent community satisfaction</li> <li><input type="checkbox"/> Use current texts, encyclopedias, source books, computers, experts, the popular press, or other relevant sources to identify examples of how scientific discoveries have resulted in new technology</li> <li><input type="checkbox"/> Show evidence of how science and technology are interdependent, using some examples drawn from personally conducted investigations</li> <li><input type="checkbox"/> Evaluate the scientific evidence used in various media (for example, television, radio, Internet, popular press, and scientific journals) to address a social issue, using criteria of accuracy, logic, bias, relevance of data, and credibility of sources</li> <li><input type="checkbox"/> Present a scientific solution to a problem involving the earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to</li> </ul>			

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	<ul style="list-style-type: none"> <li>arrive at a group decision</li> <li><input type="checkbox"/> Understand the consequences of decisions affecting personal health and safety</li> </ul>			

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7. Social Studies	<p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface</li> <li><input type="checkbox"/> Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders</li> <li><input type="checkbox"/> Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges</li> <li><input type="checkbox"/> Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities,</li> </ul>	<p>Curricular Assessments</p> <p>WKCE</p>	<p>Ongoing</p> <p>Yearly</p>	<p>K-4</p> <p>3-4</p>

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	<p>methods of construction, and design of shelters</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world</li> <li><input type="checkbox"/> Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes</li> <li><input type="checkbox"/> Identify connections between the local community and other places in Wisconsin, the United States, and the world</li> <li><input type="checkbox"/> Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment</li> <li><input type="checkbox"/> Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating</li> <li><input type="checkbox"/> Identify and examine various sources of</li> </ul>			

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	<p>information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a timeline to select, organize, and sequence information describing eras in history</li> <li><input type="checkbox"/> Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events</li> <li><input type="checkbox"/> Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups</li> <li><input type="checkbox"/> Identify the historical background and meaning of important political values such as freedom, democracy, and justice</li> <li><input type="checkbox"/> Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags</li> <li><input type="checkbox"/> Identify and describe important events and famous people in</li> </ul>			

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	<p>Wisconsin and United States history</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment</li> <li><input type="checkbox"/> Describe examples of cooperation and interdependence among individuals, groups, and nations</li> <li><input type="checkbox"/> Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</li> <li><input type="checkbox"/> Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity</li> <li><input type="checkbox"/> Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.</li> <li><input type="checkbox"/> Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation</li> <li><input type="checkbox"/> Explain the basic purpose of government in American society, recognizing the three</li> </ul>			

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	<p>levels of government</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community</li> <li><input type="checkbox"/> Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals</li> <li><input type="checkbox"/> Describe and explain of the role of money, banking, and savings in everyday life</li> <li><input type="checkbox"/> Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)</li> <li><input type="checkbox"/> Identify local goods and services that are part of the global economy and explain their use in Wisconsin</li> <li><input type="checkbox"/> Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient</li> <li><input type="checkbox"/> Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the</li> </ul>			

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	<p>interstate highway system or the United States Postal Service)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the economic roles of various institutions, including households, businesses, and government</li> <li><input type="checkbox"/> Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world</li> <li><input type="checkbox"/> Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning</li> <li><input type="checkbox"/> Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development</li> <li><input type="checkbox"/> Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living</li> <li><input type="checkbox"/> Describe the ways in which ethnic cultures influence the daily lives of people</li> <li><input type="checkbox"/> Identify and describe institutions such as school, church, police, and family and describe their contributions to the well</li> </ul>			



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	<p>being of the community, state, nation, and global society</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture</li> <li><input type="checkbox"/> Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior</li> <li><input type="checkbox"/> Describe and distinguish among the values and beliefs of different groups and institutions</li> <li><input type="checkbox"/> Explain how people learn about others who are different from themselves</li> <li><input type="checkbox"/> Give examples and explain how the media may influence opinions, choices, and decisions.</li> <li><input type="checkbox"/> Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures</li> <li><input type="checkbox"/> Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens</li> <li><input type="checkbox"/> Investigate and explain similarities and differences in ways that cultures meet human needs</li> <li><input type="checkbox"/> Describe how differences in cultures may lead to</li> </ul>			

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	<p>understanding or misunderstanding among people</p> <ul style="list-style-type: none"> <li>□ Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters</li> </ul>			

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8. Social Studies	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</li> <li>• Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape</li> <li>• Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density</li> </ul>	<p>Curricular Assessments</p> <p>WKCE</p>	<p>Ongoing</p> <p>Yearly</p>	<p>5-8</p> <p>5-8</p>

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	<ul style="list-style-type: none"> <li>• Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment</li> <li>• Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases</li> <li>• Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciations</li> <li>• Describe the movement of people, ideas, diseases, and products throughout the world</li> <li>• Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</li> <li>• Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals</li> <li>• Identify major discoveries in science and technology and describe their social</li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	<p>and economic effects on the physical and human environment</p> <ul style="list-style-type: none"> <li>• Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations</li> <li>• Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</li> <li>• Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history</li> <li>• Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history</li> <li>• Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</li> <li>• Use historical evidence to determine and support a position about important political values, such as</li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	<p>freedom, democracy, equality, or justice, and express the position coherently</p> <ul style="list-style-type: none"> <li>• Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights</li> <li>• Identify significant events and people in the major eras of United States and world history</li> <li>• Identify major scientific discoveries and technological innovations and describe their social and economic effects on society</li> <li>• Explain the need for laws and policies to regulate science and technology</li> <li>• Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</li> <li>• Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</li> <li>• Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, Identify and explain democracy's basic</li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	<p>principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights</p> <ul style="list-style-type: none"> <li>• Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system</li> <li>• Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused</li> <li>• Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level</li> <li>• Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights</li> <li>• Explain the role of political parties and interest groups in American politics</li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	<ul style="list-style-type: none"> <li>• Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate</li> <li>• Identify ways in which advocates participate in public policy debates</li> <li>• Describe the role of international organizations such as military alliances and trade associations and by issues</li> <li>• Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services</li> <li>• Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services</li> <li>• Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets</li> <li>• Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life</li> <li>• Give examples to show how government provides for national defense; health, safety, and</li> </ul>			

<b>Core Local Measures For All Years of School Operation:</b>	<b>Description of Outcome</b> <i>(e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)</i>	<b>Measurement or Assessment Form</b> <i>(e.g., writing samples, mastery tests, etc.)</i>	<b>Frequency of Measurement or Assessment</b> <i>(e.g., daily, weekly, monthly)</i>	<b>Students to Whom Measurement or Assessment Applies</b> <i>(e.g., grade level)</i>
	<p>environmental protection; defense of property rights; and the maintenance of free and fair market activity</p> <ul style="list-style-type: none"> <li>• Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income</li> <li>• Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns</li> <li>• Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive</li> <li>• Explain why the earning power of workers depends on their productivity and the market value of what they produce</li> <li>• Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System</li> <li>• Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment</li> <li>• Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities,</li> </ul>			



<b>Core Local Measures For All Years of School Operation:</b>	<b>Description of Outcome</b> <i>(e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)</i>	<b>Measurement or Assessment Form</b> <i>(e.g., writing samples, mastery tests, etc.)</i>	<b>Frequency of Measurement or Assessment</b> <i>(e.g., daily, weekly, monthly)</i>	<b>Students to Whom Measurement or Assessment Applies</b> <i>(e.g., grade level)</i>
	<p>personal interests, and other factors on individual learning</p> <ul style="list-style-type: none"> <li>• Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development</li> <li>• Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people</li> <li>• Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community</li> <li>• Describe and explain the means by which groups and institutions meet the needs of individuals and societies</li> <li>• Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals</li> <li>• Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society</li> <li>• Give examples to show how the media may influence the behavior and decision-making of individuals and groups</li> <li>• Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world</li> </ul>			

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
	<ul style="list-style-type: none"> <li>• Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding</li> <li>• Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved</li> <li>• Describe conflict resolution and peer mediation strategies used in resolving differences and disputes</li> <li>• Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed</li> <li>• Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis</li> </ul>			

**C. Other Accountability Measures**

In addition to the aforementioned academic goals, NPLCS has established further goals to measure progress toward organizational effectiveness and financial viability. These include<sup>17</sup>:

**Student Engagement:**

- Each year, the school will have an average daily student attendance rate of at least 95%.*
- Each year, 95% of all students enrolled on the last day of the school year will return the following September.
- Each year, students in grade three and above will express satisfaction with the school as determined by the

<sup>17</sup> Italicized goals indicate these are also LHA Network Goals.

- Lighthouse Academies Student Satisfaction Survey in which the school will receive scores of 3.0 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of students enrolled participate in the survey.*

**Family Engagement and Satisfaction:**

- All families will participate in at least 3 of the 4 Students – Family – Teacher Conferences each year.*
- Each year, parents will express satisfaction with the school’s program, based on the Lighthouse Academies Parent Satisfaction Survey in which the school will receive scores of 3.0 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.*
- 95% of K-11 students enrolled on count day will remain enrolled on the following year’s count day with this exception: 75% of 8<sup>th</sup> grade graduates will reenroll in the College Prep Academy<sup>18</sup>.*

**Staff Satisfaction**

- Each year, teachers will express satisfaction with school leadership and professional development opportunities as indicated by the Lighthouse Academies Staff Satisfaction Survey.*
- Each year, 90% of the spring instructional staff who is invited to return and who remains in teaching will return the next fall.*

**School and Instructional Leadership**

- Each year, the school will be rated “meets” or “exceeds” based on an annual Lighthouse Academies school evaluation in the following categories: School Leadership and Instructional Leadership.*

**Enrollment Stability**

- In year one, student enrollment will be within 5% of full enrollment as defined in the school’s contract, and in subsequent years of the charter, student enrollment will be within 2% of full enrollment.*

**Financial Compliance**

- For each year of the charter term, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.*

**Financial Viability**

- Each year, the school will operate on a balanced budget and maintain a stable cash flow.*

**College Prep Academy (High School) Graduation Plan**

The transition from high school to college is a remarkable time in a young person’s life. High school graduation marks the beginning of a phase in which teenagers leave consistent routines, places and friends and venture into new territory, meet new people and encounter increased expectations for responsibility and independence. In addition to state mandated requirements for graduation, LHA has several additional graduation requirements that we believe help our scholars to be effective and independent after high school.

The North Point Lighthouse College Prep Academy (high school) will provide a rigorous, standards-aligned and research-based academic program to approximately 200 students in grades 9-12. The expectation is for Lighthouse college prep students to meet or exceed the graduation requirements of the State of Wisconsin, and include four years of English, Mathematics, Science, and Social Studies, three years of foreign language instruction, Advanced Placement (AP) course offerings, and a comprehensive social curriculum based in a four year Advisory course.

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<sup>18</sup> This does not include students who move out of the geographical boundaries of the district.

To permit more time for instruction, Lighthouse College Prep Academy (CPA) will use an expanded day (8 hours) and an extended school year (190 days). As a lever for engagement, the arts will be infused across the curriculum. All students will receive a personal laptop through a 1-1 Laptop program and all courses will incorporate technology.

The academic program will be rooted in four core competencies (Self-Direction and Self-Management, Active Community Membership, Critical Thinking, and Effective Communication), which will allow our students to develop the skills, knowledge, beliefs, and values critical to success in college and life.

Please see **Attachment I** for a sample Student/Family Handbook for CPA scholars.

### **Lighthouse Academies College Preparatory Graduation Requirements**

1. **Complete state graduation requirements for courses and credits**  
Each state has slightly different requirements for courses and credits that scholars must complete to earn a standard and/or an honors diploma. Thus, CPAs across our network will have course sequences and state-based graduation requirements that look slightly different. However, our core course of study expectations for English, Math, Social Studies, Science and Language are rigorous enough to meet/exceed the current requirements in Indiana, Illinois, Wisconsin, Washington DC, New York and Arkansas. A state-specific Graduation Tracker is designed to help scholars, families and the CPA staff monitor scholar progress toward state and LHA graduation requirements.
2. **Letter of acceptance to at least one four-year college or university**  
CPA graduates are required to gain acceptance to at least one four-year college or university. We expect that our scholars have a range of post-secondary options and colleges from which to choose.
3. **Completion of an Exhibition for each semester enrolled at CPA**  
At the conclusion of each semester, every scholar at the CPA is expected to successfully complete an exhibition of their work before an audience of peers, family members and the advisory teacher. Exhibitions incorporate a presentation of each scholar's portfolio and work products.
4. **Completion of two semester credits of Internship-based learning experiences**  
In 11<sup>th</sup> and/or 12<sup>th</sup> grades, scholars will have opportunities to explore career interests during structured internships. Scholars work and learn alongside a professional mentor in the community and complete related course and project work at school. Each state has unique guidelines for earning internship credits.
5. **Completion of a Capstone Project**  
In 12<sup>th</sup> grade, every scholar is expected to successfully complete a senior thesis project. Because it is connected to a personal interest, the thesis may have relevance in terms of selecting a post-secondary field of study.
6. **Completion of CPA Portfolio requirements**  
The CPA Portfolio is a collection of a scholar's best work over his or her four years of high school. The Portfolio is updated each year and scholars are expected to complete all major required work projects.
7. **Pass a senior year CPA Competencies Review**  
The Competencies are integrated with many aspects of a scholar's experience at CPA (exhibitions, advisory, portfolio, report cards, etc.). During senior year, a panel of teachers and administrators review each scholar's portfolio and personal growth to assess whether or not he or she demonstrates the competencies we expect of CPA graduates.

### **Qualifications of Teaching Staff**

The school will employ many of the same hiring policies and procedures, as well as seek out similar attributes and qualities in prospective candidates, for both teachers and school leaders. The major difference is in the qualifications

and experiences and is delineated below. Please see Attachment U for a position listing of all part and full time positions. No teaching staff has been hired at this time. The Principal resume can be found in Attachment A of the original application.

All school employees will embody the six essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

In addition, all employees will also have the following additional attributes and experiences:

- Experience in urban education
- Evidence of closing the achievement gap
- Experience or interest in arts-infusion
- Desire to build strong relationships with students and their families
- Data-driven and results-driven

The specific qualifications of a teacher include:

- Highly Qualified status under *No Child Left Behind* and meet Wisconsin State licensing requirements.
- Three to five years of teaching experience
- Bachelor's degree in the field of education

The specific qualifications of a school leader include:

- At least five years of teaching experience
- Three to five years in education administrative role or instructional leadership
- Master's degree in field of education, preferably administration

Although no instructors have been hired at this time, standard employment practices are outlined in Attachment D as part of the *Lighthouse Academies Personnel Handbook*. Also see Attachment E for school organization chart and position descriptions.

## **E. Admission Procedures**

Lighthouse Academies and North Point Lighthouse Charter School shall be jointly responsible for the recruitment of students. Application by or for students shall be voluntary, and shall be in writing. Admission shall be open to all individuals who reside within Milwaukee on a space-available basis. In accordance with federal laws, no student will be denied admission to NPLCS based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the State of Wisconsin for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Wisconsin. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, ancestry, or any other basis that would be illegal if used by a public School district.

NPLCS offers no preferences in admissions to children of particular needs or abilities. We ensure that our marketing efforts give students with special needs and students for whom English is a second language every opportunity to enroll in the school. NPLCS and Lighthouse Academies shall seek a diverse student body that reflects the racial, ethnic, academic, and economic diversity of the community of Milwaukee, which the School most directly serves. If

there are more applications for enrollment in the School than there are spaces available, students shall be selected to attend using a random selection process. However, as permitted by law, preference for enrollment will be given to siblings of students enrolled in the School and to students who were enrolled in the School in the previous year. Lighthouse Academies shall not be liable if enrollment levels fail to reach projected numbers or if enrollment is unable to support the School's budget.

In the event that more students apply to the school than can be accommodated under the terms of the charter, NPLCS will use a random, anonymous student selection method. This method will be a lottery conducted by one or more of the Directors. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness.

In year two and thereafter, first preference is given to returning students, who are automatically assigned a space within the school. The next preference is given to siblings of students already enrolled in NPLCS. For definition purposes, "siblings" are brothers or sisters (including half-brothers, half-sisters, stepbrothers, stepsisters, foster brothers, and foster sisters) of the applicant, who live in the same household. All students who live in the city of Milwaukee are eligible to apply and enroll in NPLCS.

#### **Lottery/Enrollment Process**

Applications for the NPLCS will be due March 1 of each year. If more applications are received than there are available places for students in any one or more grade levels, then a lottery takes place between March 10 and March 20. Applications received after the deadline are placed on the waiting list in the order received, after the students added to the waiting list through the lottery. The lottery takes place in the evening and is open to the public. Notices are given to all applicants and otherwise posted in order to ensure the community knows when and where the lottery will occur.

Within 5-7 business days of the lottery, the school staff double check all lists and mail out letters and forms to families. If a family fails to return the required paperwork by the deadline stated in the acceptance letter, the child(ren) loses their spot. The school then notifies families on the waiting list for the appropriate grade that their child(ren) can enroll. Students on the waiting list are notified in the order in which their names appear on the list. Each family has a reasonable amount of time to fill out and return the forms before losing their spot at the school.

If a child enrolls in the school but fails to show up, the family is contacted by telephone and mail. If the school learns that the child will not be attending the school or the school does not receive a response from the family, the next name on the waiting list is contacted.

Through the work of its family coordinator, NPLCS will take the measures below, among others, to ensure that students representative of the school's local community are recruited. North Point Lighthouse Charter School provides translation services for all promotional materials and any person-to-person interaction requiring an English translation for any language that is necessary to inform the community. The school conducts the following outreach activities:

- Post flyers and notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes;
- Conduct open houses at community events, after-school programs and youth centers;
- Visit local organizations in surrounding neighborhoods; and
- Canvass neighborhoods to further reach interested families

Identical cards are created for each applicant. The information on each card is the child's name, grade level, telephone number, and the names and grades of any siblings also applying.

All students' names who have submitted applications are posted on a sheet on the wall of the room in which the lottery will take place. Parents check to ensure that their child(ren)'s name is on the list. If there is any child whose name is not on the list, a card will be created for him/her and added to the bin, provided he/she has filled out an application prior to the deadline.

The Director then picks a card from the container at random and reads the child's name out loud. The staff person indicates on the master list that the student has been selected as number 1. If the child has any siblings also applying, the siblings are then marked on the master list as having been accepted.

The Director then picks out the next random card, reads the name out loud and this child is marked as accepted as number 2. This child's siblings, if any, is also marked as accepted. This process is continued until the maximum amount, as stated in the charter application, of children in the grade have been picked from the container.

The Director then continues picking out names and reading them aloud. The staff person writes these names on a waiting list, in the order in which they are randomly selected from the container to form a waiting list for each grade level. The process continues for the next grade until all grades and all students have either been accepted or placed in order on a waiting list for the appropriate grade. After the lottery, families who are present will receive acceptance letters and enrollment forms to be completed, such as immunization forms. This process is open for all applicants and community members to witness.

In the event that the number of applicants to NPLCS exceeds capacity, the waiting list is created according to the following procedure. After completion of the lottery process for selecting students for enrollment, the identical lottery process continues to form a priority-ranked, enrollment waiting list. This waiting list is the only official, legal document identifying the names of eligible students with applications to NPLCS pending acceptance for the subsequent school year or in the event that any vacancies arise.

## **F. Disciplinary Procedures**

North Point Lighthouse Charter School will adopt a code of student conduct. This code of conduct will become part of the North Point Lighthouse Charter School Student Family Handbook and all staff and families will receive a copy at the start of the year or upon enrollment.

### Code of Conduct

At NPLCS we use the phrase "Rules and Logical Consequences" to encompass both proactive and reactive discipline; both of which are necessary to run a school. Rules are the proactive guidelines that are set up in the school to help the students and the teacher achieve the goals for the school year. These rules are *always* stated in the positive. Teachers work with students in the beginning of the year to develop classroom rules and ensure that the class will have an environment conducive to achieving classroom and school goals.

There are four overarching rules in Lighthouse Academies' schools. These are:

- Work hard. Get smart.
- Respect ourselves and each other.
- Take care of our classroom and materials.
- Maintain a safe environment for all persons.

Some behavior is simply unacceptable in our school. In addition to following the rules described above, students are expected to avoid all *prohibitive and illegal* behaviors. These unacceptable behaviors and their consequences are described below:

Students are prohibited from engaging in behavior that will endanger or threaten to endanger the safety of others or oneself that will damage property or that will impede the orderly conduct of the school program. The following behaviors are violations of the code whenever they occur on school grounds, on school buses, during school-sponsored field trips, in connection with school-related events and activities wherever held, when directed against students en route to or from school, or when done with intent to disrupt or impede the orderly conduct of any school activity. Students who violate this code will be disciplined whether the violation is directed against the school staff, students or any other persons. These offenses fall into two categories: *Prohibited Behavior* and *Illegal Behavior*.

*Prohibited Behavior* is insubordination, the refusal to respond to or carry out reasonable and lawful directions of teachers and others; and verbal abuse, such as name-calling, racial or ethnic slurs, or derogatory statements. **Other infractions, such as lying or hitting, as well as pushing (even if accidental) are prohibited behaviors.** Students engaging in prohibited behavior will incur in-school suspension and/or other loss of privileges. Repeated acts of prohibited behavior may result in an out-of-school suspension or expulsion.

*Illegal Behavior* is any illegal act prohibited by state, federal or local statutes. This includes, but is not limited to, acts of violence, intentionally causing any type of harm to another, possession of weapons drugs and alcohol, theft and activating the school's fire alarm system in the absence of an emergency. Students engaging in illegal behavior will automatically receive an out-of-school suspension of up to ten days and may be expelled.

#### *Upper Academy Prohibited Behavior*

In addition to the Prohibited Behaviors referenced above, which apply to all students, Prohibited Behaviors for Grades 5-8 include:

- Not returning Points chart, or signed tests/quizzes
- Forging parents signature
- Disruptive behavior in class
- Disruptive behavior in lunchroom
- Disruptive or unsafe behavior during arrival, dismissal or drop off
- Talking or being disruptive during a fire drill
- Refusing to follow directions
- Talking back
- Being disrespectful
- Teasing
- Using hurtful language
- Playing in hallways or bathroom
- Using the bathroom without permission
- Lying
- Cheating on homework
- Using threatening language
- Throwing paper or objects in building
- Running in building except for during Physical Education
- Misbehaving on bus

#### Behaviors and Consequences for All Grades

##### **The Lighthouse Way**

Good behavior is as important as academic achievement in preparing for college. Many smart people never make it to college because they haven't learned how to behave like college students. Our job as parents and teachers is to teach students how to behave just as we teach them how to read and do math. To teach students how to behave, we need to work together!



The most powerful tool we have to change students' behavior is our own behavior. We want our students to treat their classmates, teachers, parents and environment with respect. Thus, we will be models of respect at all times. When families and school staff interact, we must all maintain that respect. We will not raise our voices, use profanity or insult one another. And we will be especially careful to model respect in public areas of the school.

At NPLCS, we believe that consequences should be logical and appropriate to the age of the student and the situation. For example, a scholar who tears a bulletin board will be asked to repair it. Likewise, a student who makes fun of a classmate will be asked to fix that relationship by apologizing and showing kindness to the classmate in concrete ways. This system keeps the school calm and safe for all of us.

Parents are our partners when it comes to implementing consequences to change students' behaviors. Parents should expect to receive calls and attend meetings with teachers and administrators when students have misbehaved. The purpose of these calls will be to solve problems together and to make sure that consequences given at school and at home are consistent. Parents may not always agree with us about the appropriate consequence. But it is important that your student never hears parents, teachers, or school leaders disagree about discipline!

There are rare occasions when suspensions may be necessary to safeguard the learning environment for all students and staff. Suspensions are learning opportunities. The goal is for the child to take responsibility for his or her choices and spend time away from the community to make sure that she/he avoids making those choices again.

The principal reserves the right to respond appropriately to misbehavior. Many parents chose this school for their students because it is a safe and orderly place for all scholars, so let's work together to keep it that way. Below is a guideline the principal will consider in deciding consequences. For kindergarteners and/or students with special needs, consequences will be adapted appropriately and in accordance with the law.

#### **Afterschool Detention Policy**

A student may be required to serve Afterschool Detention for any behavior that is inappropriate or disruptive to his/her learning or the learning of other students. All decisions regarding Afterschool Detention will be made by the Principal or the Director of School Culture.

Duration: \_\_\_\_\_ (depending on the behavior)

Time: 4:00 pm – \_\_\_\_:00 pm (depending on the behavior)

Pick-Up: Student's parent will be responsible for picking up student promptly after detention.

The school will notify a student's parent of the date and time the detention must be served. In some cases, detention may be required on the same day that the behavior occurred.

#### **In-school Suspension**

A student may be given in-school suspensions for engaging in any *Prohibited Behavior*.

A student who is suspended "in-school" is removed from her/his normal classroom and assigned to another room in the school for at least one full day. The student will do her/his class work in the assigned room with coaching and support from a teacher.

The Principal or designee will contact the parents of the student immediately to inform them of the incident and, if appropriate, to request their cooperation in implementing logical consequences.

The Principal or designee, teacher and parent will determine logical consequences for the student to be implemented upon her/his return to the classroom.

#### **Out-of-School Suspension**

A student may be suspended “out-of-school” for any repeated *Prohibited Behavior* or any instance of *Illegal Behavior* or *Zero-Tolerance Behavior*.

A student who is suspended “out-of-school” is prohibited from attending school for at least one full day.

The Principal or designee will discuss with the student’s parent before, during, and/or after a suspension to describe the behavior that resulted in suspension, discuss consequences to be implemented at home and ensure that proper work is sent home with student.

We will provide students who are suspended out-of-school with one hour of “alternative instruction” at the school for each day of suspension. Students are required to come to school to receive this alternative instruction.

All out-of-school suspensions must be approved by the Principal and communicated to a student’s parent/guardian by written letter signed by the Principal.

### **Zero-Tolerance Behaviors**

The following are zero-tolerance behaviors and may result in suspension:

- Physically touching another person with the intent to cause injury.
- Posing a physical threat to oneself or others (e.g., banging head, making a threat).
- Sexually inappropriate touching of another person
- Verbal harassment of a teacher (e.g., cursing, name-calling, or mocking).
- Tantrum at a volume that inhibits the flow of the class.
- Use of profanity.
- Destruction of school property.
- Theft.
- Possession of weapon, drugs or alcohol.
- Refusal to stay within the teacher’s sight.

Three or more repeated offenses of any of the above behaviors may result in a 10 day out of school suspension or be grounds for expulsion as determined by the Principal.

### **Interim Alternative Educational Setting**

As per the Individuals with Disabilities Education Act, an interim alternative educational setting may be provided for students with disabilities who are suspended from North Point Lighthouse Charter School for engaging in a prohibited behavior for not more than 10 days.

An interim alternative educational setting may also be provided if a student is suspended from the NPLCS for one of the following reasons:

- possession of illegal drugs or weapons,
- use of illegal drugs, or
- sale or solicitation of illegal drugs
- on school property or at a school function.

In the case that this type of behavior occurs generates a suspension and removal to an interim alternative educational setting, the following guidelines will be adhered to:

- The alternative education setting will be determined by the IEP team and should enable the student to continue to progress in the general education curriculum while still receiving services and/or modifications described in his/her IEP such that the student is able to meet the goals of the IEP. The student should also receive services and modifications designed to address the behaviors of concern (i.e., the behaviors that led to the suspension and IAES placement)

▪ The student may be placed in an alternative educational setting for a period of no more than 45 calendar days or removals to an interim alternative educational setting for more than 10 but less than 45 days for incidents involving drugs or weapons, all of the following must occur:

1. On the day on which the decision is made to remove the student because of violations involving weapons or drugs, the parents shall be notified of the decision and of all procedural safeguards.
2. A Manifestation Determination Review must be conducted.
3. The IEP Team must develop or review, as appropriate, a behavior intervention plan.
4. Programs and services and the interim alternative educational setting are determined by the IEP Team. The IEP Team must determine what programs/services or modifications are needed to maintain progress in the general curriculum, progress toward IEP goals, and to help prevent recurrence of the behavior subject to discipline.
5. If the behavior subject to discipline is not a manifestation of the disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student with a disability, except for continued services described in #4, above.
6. If the IEP Team determines that the behavior subject to discipline is a manifestation of the disability, the removal (up to 45 calendar days) may be completed. The IEP Team must take immediate steps to remedy any deficiencies in the IEP or placement found during the Manifestation Determination Review. Programs and services must be provided to the student as in #4, above.
7. If the parent requests a hearing regarding disciplinary actions for drugs or weapons to challenge the interim alternative educational setting and/or the manifestation determination, the student shall remain in the interim alternative educational setting for up to 45 calendar days as assigned.

#### Due Process

##### **Consideration of Factors**

The principal will consider all relevant factors prior to deciding on an appropriate disciplinary action to ensure due process for each student. These factors include, but are not limited to, the following factors:

- Age, health, maturity, and academic placement of student
- Prior conduct
- Attitude of student
- Cooperation of parent/guardian
- Willingness of student to make restitution
- Severity of offense
- Willingness of student and parent to enroll in a student/family assistance program

##### **Right to Hearing**

Students who may be suspended or expelled will be informed of the violation of the code and given the opportunity for a hearing with the Principal. A student or parents/guardians may appeal the decision of the Principal to the Board of Directors through a written appeal addressed to the Board, c/o of NPLCS (Add school address when known).

In the event of an expulsion or an appeal, a hearing will be held before the school's Board of Directors. The student's parents/guardians will receive the notice, in the primary language of the household, of the violation, the discipline procedure and process to be followed by NPLCS. The parents/guardians will have the right to attend any disciplinary hearing. At the formal hearing, the student shall have the right to be represented by counsel or other adult representative, question witnesses, and present evidence.

##### **Provision of Work**

Classroom teachers will be responsible for providing work for suspended students. It is the parent/guardian's responsibility to pick the work up at school or arrange for it to be sent home. If supervision or tutoring is legally required, the Principal or designee will hire personnel from a list of qualified substitutes.

**Students with Disabilities**

In addition, a student with disabilities will have his/her Individual Education Plan and Behavior Modification Plan reviewed as may be required. Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to receive instruction on site for an hour per day as described above. Students will make up assignments or tests missed as a result of such suspension. NPLCS also will provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

If a student with a disability is suspended for more than 10 days during the school year, the school will provide the student the education services necessary to enable the student to progress in the general education curriculum and appropriately advance towards achieving his or her IEP goals, including the provision of a tutor if required.

The following disciplinary rules and procedures, including provisions for suspension or expulsion, and the implementation of alternative instruction apply to all students.

Students may be required to participate in individual or group counseling as a condition of continued attendance at the school.

**Behaviors and Consequences for All Grades**

The following are consequences for behaviors that are in violation of the Code of Conduct:

Behavior	Consequence – 1st Offense	Consequence – 2nd Offense
Tantrum at a volume and behavior that inhibits the flow of the class Use of profanity	Grades K-4 - Student conference with school administration and parent call Grades 5-8 – Personal Reflection Plan (1 day)	Parent conference at the school 2 or more offenses will move to a 2 day out of school suspension.
Refusal to stay within teacher's sight Verbal harassment of a teacher, any other adult or student Outright defiance Physically touching another member of the school community without the clear intent to cause injury	Grades K-4 - One day in school suspension  Grades 5-8 – One day in school suspension or Personal Reflection Plan (2 days)	2 day out of school suspension
Physically touching another member of the school community with the intent to cause injury (may result in a 60 day suspension pending evaluation by appropriate professional) Threatening harm to any person through written or verbal expression	Two day out of school suspension	3 day out of school suspension
Destruction of school or school-related property (including, but not limited to, school buses, books, desks) Leaving school without permission Theft	Three day out of school suspension	5 day out of school suspension
Possession of drugs or alcohol (may also result in 60 day suspension pending evaluation by appropriate professional) Sexual harassment	Five day out of school suspension	10 day out of school suspension

Three or more repeated offenses of any of the above behaviors will result in a 10 day out of school suspension.

**Expulsion - Any student violating the code of conduct following a 10 day out of school suspension or possessing a weapon will be recommended for expulsion.**

#### **Behavior Monitoring System, K-4**

In each classroom, in grades K-4, a large "Green /Yellow/Red" class chart will remind students that they are a part of a community with rules and procedures. Each child will also have a take-home chart which is colored daily to correspond with the color the child "earned" in school that day. Parents should review and sign their child's color chart nightly as one part of nightly homework.

Teachers will establish a positive classroom culture and encourage good behavioral choices of students through the following strategies: redirection, reminders, and reinforcement. Each child begins his/her day on green. If a student's name is on the "green" section of the chart, that means the student is a fully participating member of the community and has made choices that contribute to a safe and productive learning environment. Student actions that allow them to remain on the green section are reinforced by the teacher.

If a student moves from "green" due to a choice that is neither prohibited nor illegal, s/he typically follows these steps:

1. *Speak to the student* - A student must be held accountable for misbehaviors that de-value the non-negotiables of the school, even if the behavior was unintentional. All misbehaviors are acknowledged, addressed, and modeled correctly. At Lighthouse, we call this "logical consequences."
2. *Take a Break* - Students who make a choice that stopped him/herself or others from learning are reminded to make a smarter choice and receive a warning or may be directed to a "take a break" area in the classroom where they can reflect on their behavior and a more appropriate choice. This student is now on "yellow".
3. *Loss of Free Time/Buddy Room* - An additional infraction will require a loss of 30 minutes of free time (or will earn silent lunch) as determined by the teacher and/or going to a "buddy class" to complete work. Parents will be notified via phone/note if a child earns "red".
4. *Meeting with Administrator* - If a child demonstrates additional misbehavior and/or has difficulty following the school rules, s/he will be sent to the office where the principal/director of instruction will select from a number of different consequences including, but not limited to, parent conference, in school suspension, and out of school suspension.

If any behavior causes a child to miss work or turn-in incomplete work (including work given during "buddy class" time), s/he will be required to stay after-school for After School Academics (ASA) from 4:00-5:00pm. A child in ASA must stay after-school for the full hour for as many days as it takes to complete the work. A parent/guardian is responsible for coordinating their own transportation for the child on these days.

In addition to the above code of conduct and behavior monitoring system, your child's school may have additional discipline and/or incentive programs.

#### **Behavior Monitoring System, 5-8**

Students in grades 5-8 will earn or lose points based on their behavior. The points are tracked weekly and will be shared with parents through a weekly report that should be reviewed and signed as part of a child's homework. Points earned can be "used" for incentives established by the school. Points are earned or lost each subject/class period for:

- B.E.A.Ming
- Homework completion
- Participation and completion of work in class

- On time arrival and attendance
- Uniform – proper uniform, shirt tucked in, and shoes tied
- Points will be lost for any prohibitive or illegal behavior.

Teachers will first encourage positive behavioral choices from students by establishing consistent routines and expectations for students. Teachers will also reinforce positive behavior; remind students of what is expected, and redirect minor distracting behavior. If this does not stop misbehaviors, the following may occur:

1. Incentive lost - Student does not earn their point for that behavior section on their chart, for that day. Tomorrow starts fresh.
2. If the behavior takes time from the student's learning/work, and this is not the first incident for the student, s/he must stay after-school for After-School Academics (ASA) as many days as it takes to complete the work. The parent is responsible for coordinating their own transportation for the child on these days.
3. If the behavior is defiance/disrespect or one of the prohibited behaviors listed below, the student may earn "buddy class or take a break" time.
4. If misbehavior continues, the student will earn Steps to Self-Discipline (this includes sitting separately from classmates in class and at lunch, having during the day and after school detention, and total loss of points for those days)
5. Other consequences that a student could earn for continued misbehavior are, but are not limited to:
  - a) In-class suspension with parent supervision
  - b) In school suspension
  - c) Out of school suspension
  - d) Out of school suspension with parent supervision upon return
  - e) Loss of bus privileges
  - f) Saturday school

## **G. Plan to Educate Children with Disabilities**

NPLCS will adhere to all state and federal requirements regarding Child Find to meet the State's requirements. This will ensure that all potentially disabled children, including those attending private schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services are identified, located and evaluated. Children attending NPLCS who are suspected of being a child with a disability are referred to the Special Education Pupil/Evaluation Team.

NPLCS will employ a certified special education coordinator and staff. The staff of NPLCS will come together because they share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief includes students with disabilities. To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA) and its reauthorizations, NPLCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

NPLCS recognizes that some students may require special education services which we cannot offer in-house. In these instances, NPLCS is prepared to partner with various organizations in Milwaukee that offer physical, behavior and/or mental health services. Prior to school opening, NPLCS will connect with Aurora Health Care, Penfield Children's Center, Children's Hospital and Curative Care Network to establish a network of providers who can assist with services. In the event that services are needed, the special education coordinator or principal will contact the appropriate organization to discuss and arrange services designated by the child's Individualized Education Program (IEP). No formal agreements currently exist with the named agencies.

NPLCS will adhere to the policies and procedures as outlined in the Wisconsin State Policies and Procedures Manual for Individuals with Disabilities Education Act (IDEA). This manual can be found in Attachment T.

**Response to Intervention**

NPLCS will implement Response to Intervention (RTI) as our method to identify students who are under performing. RTI provides early academic intervention, frequent progress monitoring and researched based interventions.

**Student Support Team**

The Student Support Team (SST) is another method we will use to identify students with special needs. While RTI uses an academic measure to identify students who are showing early signs of academic difficulties, the SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. Below describes how students will be brought into the SST process. If a scholar still has difficulties after being in Phase Two for a prolonged period of time, the student will still get additional supports, in the form of an IEP or 504.

**Student Support Team Cycle**

	Action	Timeline
PHASE ONE	Teacher contacts the special education coordinator. Teacher describes what is hindering the learning/learning difficulty and strategies you have tried.	
	A member of the SST establishes an observation timeline.	48 hour reply to email
	Observation – SST member goes into the classroom to observe and takes notes (must have date, time, and content area).	1 – 2 weeks of observations
	Teacher and SST Member meeting- come together to talk about the child and complete/discuss the Pre-Referral Intervention Manual checklist, determine next steps strategies/timeline and “meeting” time. Meetings are documented (observation dates, next steps, strategies/timeline and meeting time)	Within a week a meeting is planned and a follow up meeting is scheduled
	SST Meeting with Teacher - next steps strategies/timeline and “meeting” time	
	Follow up with teacher to see progress	

**English Language Learners at NPLCS**

NPLCS will serve any and all students with limited English proficiency (English Language Learners, or ELLs) using structured English language immersion so they achieve proficiency in the English language as quickly as possible. The school shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

Students at NPLCS with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school’s services and teaching methods. NPLCS will ensure that ELLs are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to the extent possible to encourage participation in the school by all members of the NPLCS community. Parental outreach may also be conducted through home visit by a school official and an interpreter.

NPLCS will use the following process for identifying students who are ELL students as follows:

- A Home Language Identification Survey (HLIS) will be used to screen all new enrollees in the school for potential limited English proficiency;
- If the student’s home language is one other than English, school staff shall conduct an informal interview in the family’s native language and English;

- If the student's family speaks a language other than English at home according to the HLIS, the school will administer a language assessment (ACCESS for ELL). If the student scores below the established cut-off point on that test, the student is classified as an ELL student. If the student scores above the established cut-off point on the written test, the student is determined not to be an ELL student.

Once ELL students are identified, the ESL teacher/coordinator and a translator will hold an annual meeting with parents of ELL students. The purpose of the meeting is to make parents aware of the following: (1) their child's status as an ELL student, (2) ELL student programs available in Milwaukee, and (3) ELL student programs available at NPLCS.

The school will directly provide or make referrals to any additional support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The school is prepared to address the needs of students who are struggling with the structured English immersion program by providing pull-out instruction and/or push-in services, depending on the needs of the particular student.

More information regarding NPLCS's Special Education policies, procedures and program is in **Attachment T**.



### III. CERTIFICATION

CHARTER SCHOOLS MUST ABIDE BY THE FOLLOWING PROVISIONS OF STATE LAW AND THE POLICY OF THE CITY OF MILWAUKEE (OPEN RECORDS FOR CONTRACTORS WITH CITY, BACKGROUND CHECKS). PLEASE READ THE FOLLOWING LIST CAREFULLY. INITIAL EACH SECTION OF THE LIST TO CERTIFY THAT YOU UNDERSTAND THESE REQUIREMENTS AND THAT THE SCHOOL WILL HONOR THEM. PLEASE SIGN AND DATE THE CERTIFICATION IN THE SPACE PROVIDED AND RETURN THIS SECTION WITH YOUR APPLICATION. (ATTACHMENT R)

*[Signature]* I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION WILL NOT CHARGE TUITION TO CHARTER STUDENTS. (SCHOOLS MAY CHARGE TUITION FOR STUDENTS NOT ELIGIBLE FOR CHARTER STATUS. CHARTER SCHOOLS MAY ACCEPT STUDENTS UNDER OTHER PROGRAMS SUCH AS THE MILWAUKEE PARENTAL CHOICE PROGRAM. HOWEVER, SCHOOLS MAY NOT RECEIVE TUITION PAYMENTS FOR THE SAME STUDENTS FROM MORE THAN ONE PROGRAM. SCHOOLS MAY ALSO CHARGE REASONABLE FEES FOR SUCH ITEMS AS FIELD TRIPS OR EXTRACURRICULAR ACTIVITIES.)

*[Signature]* I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION WILL ABIDE BY STATUTORY ELIGIBILITY REQUIREMENTS IN DETERMINING WHO IS A CHARTER STUDENT. STATE STATUTES PROVIDE THAT STUDENTS MUST MEET THE FOLLOWING TESTS: THE STUDENT IS A CITY RESIDENT AND, IN THE PREVIOUS YEAR, THE STUDENT EITHER (1) ENROLLED IN THE MILWAUKEE PUBLIC SCHOOLS; (2) ATTENDED A PRIVATE SCHOOL UNDER SECTION 119.23, THE MILWAUKEE PARENTAL CHOICE PROGRAM; (3) ENROLLED IN FOUR-YEAR-OLD KINDERGARTEN TO GRADE THREE IN A PRIVATE SCHOOL NOT PARTICIPATING IN THE CHOICE PROGRAM; (4) NOT ENROLLED IN SCHOOL; OR (5) ENROLLED IN A CHARTER SCHOOL. (PLEASE NOTE THAT A STUDENT WHO ATTENDED PRE-SCHOOL AT A LEVEL LOWER THAN FOUR-YEAR-OLD KINDERGARTEN QUALIFIES AS A STUDENT WHO WAS NOT ENROLLED IN SCHOOL.)

*[Signature]* I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION WILL ADMINISTER REQUIRED STATE EXAMINATIONS. (STATE LAW REQUIRES CHARTER SCHOOLS TO ADMINISTER THE STATE'S EXAMINATIONS FOR FOURTH, EIGHTH AND TENTH GRADERS.)

*[Signature]* I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION IS OR WILL BE NONSECTARIAN.

*[Signature]* I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION WILL NOT DISCRIMINATE IN ITS ADMISSION POLICIES OR DENY PARTICIPATION IN ANY PROGRAM OR ACTIVITY ON THE BASIS OF A PERSON'S SEX, RACE, RELIGION, NATIONAL ORIGIN, ANCESTRY, PREGNANCY, MARITAL OR PARENTAL STATUS, SEXUAL ORIENTATION, OR PHYSICAL, MENTAL, EMOTIONAL OR LEARNING DISABILITY.

*[Signature]* I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION SERVES AT-RISK STUDENTS OR, IF IT DOES NOT NOW SERVE AT-RISK STUDENTS, WILL SERVE AT-RISK STUDENTS WHO APPLY AND MEET OTHER ADMISSION REQUIREMENTS. (STATE STATUTES DEFINE AT-RISK STUDENTS TO INCLUDE STUDENTS IN GRADES 5 - 12 WHO ARE ONE OR MORE YEARS BEHIND THEIR AGE GROUP IN THE NUMBER OF HIGH SCHOOL CREDITS ATTAINED, OR TWO OR MORE YEARS BEHIND THEIR AGE GROUP IN BASIC SKILLS LEVELS, AND WHO ARE ALSO ONE OR MORE OF THE FOLLOWING: DROPOUTS, HABITUAL TRUANTS, PARENTS OR ADJUDICATED DELINQUENTS.)

*[Signature]* I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION WILL ABIDE BY HEALTH AND SAFETY CODES THAT APPLY TO PUBLIC SCHOOLS, INCLUDING IMMUNIZATION REQUIREMENTS.

*[Signature]* I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION IS LOCATED IN THE CITY OF MILWAUKEE.

*[Signature]* I CERTIFY THAT THE APPLICANT IS NOT A FOR-PROFIT ENTITY.

*[Signature]* I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION WILL ABIDE BY CITY REQUIREMENTS FOR ACCESS TO RECORDS OF A CONTRACTOR WITH THE CITY.

NPLCS CHARTER APPLICATION, SUBMITTED FEBRUARY 4, 2011

JR I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION HAS CONDUCTED CRIMINAL BACKGROUND CHECKS ON CURRENT EMPLOYEES AND VOLUNTEERS AND WILL CONDUCT CRIMINAL BACKGROUND CHECKS ON ALL NEW EMPLOYEES, AND THAT THE SCHOOL WILL ASSIGN ONLY THOSE EMPLOYEES AND VOLUNTEERS WHO, IN THE JUDGMENT OF THE SCHOOL HAVE NOTHING IN THEIR BACKGROUND, INCLUDING BUT NOT LIMITED TO PENDING CHARGES OR CONVICTIONS OF CRIMINAL OFFENSES, WHICH WOULD RENDER THEM UNFIT TO WORK OR OTHERWISE HAVE CONTACT WITH THE SCHOOL'S STUDENTS AND EMPLOYEES.

JR I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION WILL SUBMIT THE ANNUAL REPORT REQUIRED BY CONTRACT, INCLUDING AN ANNUAL FINANCIAL AUDIT, TO THE SPONSOR BY THE DATE ESTABLISHED IN THE CONTRACT.

JR I CERTIFY THAT I UNDERSTAND THAT THE AWARD OF A CHARTER SCHOOL CONTRACT IS CONTINGENT UPON RECEIPT OF AN OCCUPANCY CERTIFICATE FOR SCHOOL USE FROM THE CITY OF MILWAUKEE DEPARTMENT OF BUILDING INSPECTION.

JR I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION WILL COMPLY WITH FEDERAL REGULATIONS THAT APPLY TO CHARTER SCHOOLS AUTHORIZED BY THE CITY OF MILWAUKEE, INCLUDING, BUT NOT LIMITED TO, THE PROVISIONS IN THE NO CHILD LEFT BEHIND ACT THAT APPLY TO SCHOOLS IN NEED OF IMPROVEMENT (THE 2001 PASSAGE OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, ALSO KNOWN AS NO CHILD LEFT BEHIND, CONTAINS SIGNIFICANT SANCTIONS FOR SCHOOLS THAT DO NOT MEET ITS REQUIREMENTS; CHARTER SCHOOLS ARE REQUIRED TO COMPLY WITH ITS PROVISIONS. FOR GUIDANCE FROM THE US DEPARTMENT OF EDUCATION, PLEASE SEE CHARTER SCHOOL POLICY GUIDANCE FOR NCLB.)

JR I CERTIFY THAT THE SCHOOL NAMED IN THIS APPLICATION WILL COMPLY WITH THE REQUIREMENTS OF THE CSRC REGARDING TASKS REQUIRED BY THE ACADEMIC MONITORING AND OPERATIONS MONITORING CONSULTANTS AND ANY ADDITIONAL MONITORING REQUIREMENTS THAT THE CSRC DEVELOPS AS NEEDED DURING THE LIFETIME OF THE SCHOOL'S CONTRACT WITH THE CITY OF MILWAUKEE.

I HEREBY CERTIFY THAT I AGREE TO ABIDE BY THE REQUIREMENTS ABOVE AND UNDERSTAND THAT FAILURE TO DO SO MAY RESULT IN REVOCATION OF THE CHARTER.

James R. Brooks Jr.  
APPLICANT LEGAL NAME

JR Brooks Jr.  
APPLICANT SIGNATURE

2/3/2011  
DATE

#### **IV. ATTACHMENTS**

- A. SOCIAL SECURITY NUMBER AND A RESUME, COLLEGE TRANSCRIPTS AND LICENSES SUPPORTING THE EDUCATIONAL BACKGROUND AND OTHER QUALIFICATIONS OF THE SCHOOL LEADER(S), FINANCIAL MANAGER, AND BOARD MEMBERS.**
- B. DESCRIPTION OF LEGAL STRUCTURE OF SCHOOL AND SUPPORTING DOCUMENTATION, INCLUDING ARTICLES OF INCORPORATION, BY-LAWS AND TAX DETERMINATION LETTER.**
- C. ORGANIZATION CHART**
- D. PERSONNEL MANUAL**
- E. OPERATIONS MANUAL**
- F. RESUMES OF EDUCATIONAL LEADER(S) AND FISCAL MANAGER.**
- G. FINANCIAL STATEMENT FOR LAST FULL YEAR IF SCHOOL IS IN OPERATION FOR APPLICANT AND/ OR AFFILIATED ORGANIZATION**
- H. ESTIMATED BUDGET**
- I. MONTHLY CASH FLOW PROJECTION FOR FIRST YEAR OF OPERATION AS CHARTER SCHOOL**
- J. FINANCIAL POLICIES AND PROCEDURES MANUAL**
- K. PROOF OF BUILDING OWNERSHIP OR TENANT STATUS**
- L. OCCUPANCY PERMIT FOR SCHOOL USE; APPLICATION FOR OCCUPANCY PERMIT IF IN PROCESS**
- M. LETTER FROM BUILDING INSPECTION DEPARTMENT REGARDING CODE COMPLIANCE CERTIFICATE OF INSURANCE COVERAGES**
- N. CERTIFIED FINANCIAL AUDIT AND MANAGEMENT LETTER FOR EXISTING SCHOOLS WITH AUDITS. FOR START-UPS AND SCHOOLS WITHOUT AUDITS, AN ENGAGEMENT LETTER AS INDICATED UNDER "AUDITS" GUIDELINES. (ALSO CPA REPORTS.)**
- O. RESULTS FROM REQUIRED ASSESSMENTS; DATA CURRENTLY REPORTED TO MPS OR DPI OR OTHER CHARTERING ENTITY (EXISTING SCHOOLS ONLY)**
- P. COPIES OF TEACHING LICENSES OR APPLICATIONS AND TRANSCRIPTS FOR TEACHING LICENSES FOR CURRENT STAFF**
- Q. CERTIFICATION**
- R. PARENT HANDBOOK**
- S. IDEA POLICIES AND PROCEDURES MANUAL INCLUDING ANY AGREEMENTS WITH COLLABORATING AGENCIES**
- T. CERTIFIED STAFFING PLAN**

## **V. ADDITIONAL INFORMATION**

Included in the Additional Information Attachments, are the following:

1. **The most recent Annual Report for Lighthouse Academies. This report includes the most current academic and financial standings of the Lighthouse Academies, Inc. network.**
2. **Position Descriptions for key roles in the school, including, but not limited to: Family Coordinator, Regional Director, Office Manager. These are in addition to the position descriptions for Principal, Director of Instruction and Teacher found in previous attachments.**
3. **The Principal Evaluation System, including the Visions of Excellence criteria.**
4. **A bound copy of the Lighthouse Academies, Inc. School Culture Guide**
5. **A bound copy of the Lighthouse Academies, Inc. Arts-Infusion Toolkit**