



A Collaborative Learning Community

Dear FWA Council Members and Committee Chairs,

We're looking forward to strategically planning the future of FWA with you on *Tuesday, March 12th*. Our meeting will take place at the *Stone Yard in Greenville* at *5:00 p.m.* and we hope to conclude at approximately 9:00 p.m. Dinner is planned for all of us at 6:30.

We are pleased to have Jan Bontz with us as our facilitator. She has devoted a great deal of time to FWA's development and has a deep understanding of its mission. In preparation for our meeting with Jan, we have compiled a collection of documents that we will reference as we discuss and consider goals for the 2013-2014 school year. Perhaps you can find a moment or two prior to our meeting to review them. Because we have a wide range of topics to cover in a limited amount of time, your familiarity with the enclosed information will be helpful to moving through our agenda as efficiently as possible.

Thank you for all the contributions you have made thus far to FWA! It is exciting to be at a point where we can celebrate our accomplishments and continue to create a future for our students that is filled with promise.

See you soon!

Greg and Zola

FOX WEST ACADEMY

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A Collaborative Learning Community

Hortonville Area School District

Hortonville, WI

Strategic Planning Progress Report

March 12, 2013

Mission:

The mission of Fox West Academy, in partnership with the community, is to provide project-based learning opportunities that strengthen each individual learner's unique learning styles, intelligences, and interests.

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A Collaborative Learning Community

Governance Council Members

Lorie Claybaugh – President

Zola Nimmer – Vice President

Tori Mann – Treasurer

Laurie Wagner – Secretary

Jenni Koenecke

Jean Wagner

Mark Stae

Committee Chairs

Stephanie Halverson – Curriculum

Jean Wagner – Innovations and Development

Lorie Claybaugh – Marketing and Public Relations

Anne Walker – Community Partnerships

FWA Staff Members

Steve Gromala – Administrative Advisor

Jenni Koenecke – Advisor

Greg Hall - Advisor

Dan Lundstrom – Advisor

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Agenda

- 5:00 – 5:15 Welcome and Introductions
- 5:15 – 5:45 Celebrating our Accomplishments
- 5:45 – 6:30 Financial Update – *10 min*
Student Achievement and Instructional Highlights – *15 min*
State and National Charter School Status – *10 min*
- Wisconsin Innovative Schools Network
 - State and national funding and legislation
- Council Membership Evaluation Results – *10 min*
- 6:30 – 7:15 Dinner
- 7:15 – 7:30 Overview of 2012-2013 Goals and Objectives
- 7:30 – 8:15 Small Group Review of Progress and
Identification of Goals and Objectives
- 8:15 – 8:45 Large Group Share and Prioritization of Goals and
Objectives
- 8:45 – 9:00 Wrap-up and Adjourn

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- Section III Instructional Highlights

- Section V 2012-2013 Goals, Objectives, Action Plans
and Related Documents

Overview

- Management and Operations
- Quality Assurance
- Growth and Sustainability
- Instructional Program and Services

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FINANCIAL UPDATE

2013 - 2014 Funding Scenarios

IDEAL FUNDING SCENARIO

Expense	Category	Explanation	Cost	
WI Slate Conference	Professional Development	Innovative Tech.	\$1,000	
STEM - PLTW Training	Professional Development	STEM	\$2,400	
Project Based Learning	Professional Development	PBL	\$1,000	
Planning Days - subs	Professional Development		\$1,700	
Admissions	Field Experiences	Students cover		
Transportation	Field Experiences		\$1,000	
Technology Replacements and	Technology hardware		\$2,000	
Intern			\$5,000	
WISN and Coaching	Consulting and coaching		\$3,000	
Ed vouchers for apps	Technology software		\$500	Amount FWA needs to run at current levels
Online Math curriculum	Technology software		\$3,600	-28,350.00 Budget Needed
E-texts - consumable	Curricular Resources		\$0	9,960.00 2013-2014 Operations Budget
STEM resources	Classroom supplies		\$2,000	6,000.00 Grants(Grants of Excellence, SCA, PLTW)
PLTW	Annual Fee	PBL/STEM	\$750	-12,390.00 Fundraising Needs
PBL Supplies	Classroom supplies		\$900	
PR & Marketing	Administrative		\$1,500	
Gov Council Trainings	Administrative		\$2,000	
			\$28,350	

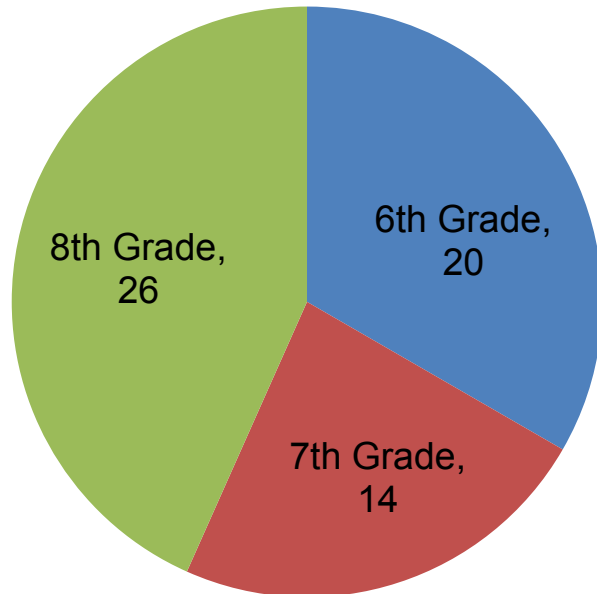
ESSENTIAL FUNDING SCENARIO

Expense	Category	Explanation	Cost	
WI Slate Conference	Professional Development	\$1000 decrease	\$0	
STEM - PLTW Training	Professional Development	only do if get outside funds \$2400	\$0	
Project Based Learning	Professional Development	\$1000 decrease	\$0	
Planning Days - subs	Professional Development	1/2 the days	\$850	
Admissions	Field Experiences	Students cover		
Transportation	Field Experiences		\$2,000	
Technology Replacements and	Technology hardware	1/2 of ideal	\$1,500	
Intern			\$0	
WISN and Coaching	Consulting and coaching		\$3,000	
Ed vouchers for apps	Technology software		\$500	
Online Math curriculum	Technology software		\$3,600	
E-texts - consumable	Curricular Resources	Students cover		Amount FWA needs to run at current levels
STEM resources	Classroom supplies	half	\$1,500	-18,600.00 Budget Needed
PLTW	Annual Fee	PBL/STEM	\$750	9,960.00 2013-2014 Operations Budget
PBL Supplies	Classroom supplies		\$900	3,000.00 Grants(Grants of Excellence, SCA, PLTW)
PR & Marketing	Administrative	500 less	\$1,500	-5,640.00 Fundraising Needs
Gov Council Trainings	Administrative		\$2,500	
			\$18,600	



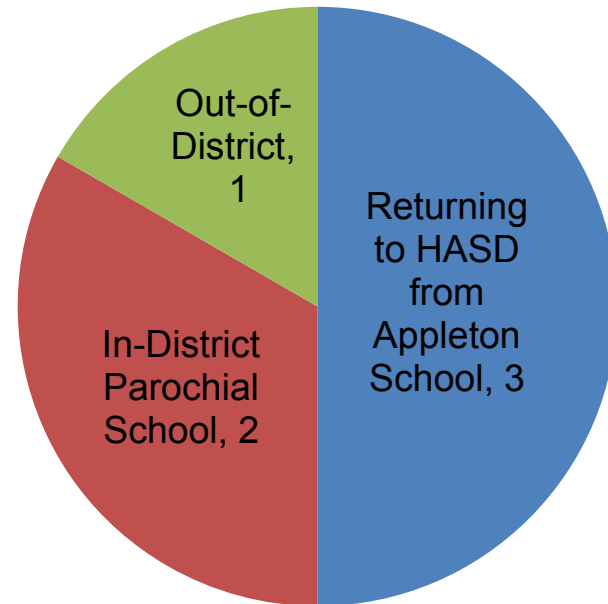
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**2012-2013
Class Breakdown**



For the 2012-2013 lottery we had 50 applicants for the 16 available positions

Students coming to HASD to attend Fox West Academy



Total of 6 students coming/returning to HASD to attend Fox West Academy

568 not limited to, conviction of a criminal offense or pending charges which substantially relate to
569 the duties and responsibilities assigned to the employee or agent, including volunteers.

570 **Section 4.4** Employment of Personnel. The District or its agents or designees shall contract
571 with personnel in accordance with all state law requirements, regarding certification and
572 qualifications of employees of public schools, including but not limited to ss. 118.19 and s.
573 121.02, *Wisconsin Statutes*, certification of school personnel.

574 **Section 4.5** Charter School Budget. Not later than April 1 of each year during the term of this
575 Contract, the District shall provide FWA with an operational budget that funds all costs
576 associated with negotiated FTEs and a building budget consistent with the per student building
577 budgets for GMS and HMS. FWA shall then submit a plan for the expenditure of said funds
578 showing the District its best estimate of proposed total expenditures for administering the
579 Contract during the upcoming fiscal period of July 1 to June 30. Operational funds shall be
580 available to FWA at the same time and in the same manner they are made available to other
581 schools within the District. Open enrollment funds for out-of-district and in-district FWA new
582 enrollment shall become part of the District general fund in an amount up to the equivalent of a
583 1.0 FTE at Step 1/BS with benefits in accordance with the Master Agreement for each year of the
584 agreed contract. Open enrollment funds for out-of-district and in-district FWA new enrollment
585 in excess of the amount equivalent of a 1.0 FTE at Step 1/BS with benefits in accordance with
586 the Master Agreement shall become part of the FWA operational budget for each year of the
587 agreed contract.

588 District Obligation. The District agrees to provide FWA a building budget allocation
589 consistent with the per student building budgets of GMS and HMS for said school year
590 for the number of students transferring from GMS and HMS to the Charter for each year
591 of the agreed contract.

592 The District in accordance with its established policies and contractual agreements will
593 pay all salaries and benefits of FWA staff.

594 The Charter School shall be eligible to receive IT services, student support services,
595 library services, testing/assessment services and other services made available to the
596 schools in the District, with the distribution of such resources to be determined in a
597 manner consistent with the distribution of such resources to other programs in the
598 District. FWA will be provided services and resources not funded by building budgets
599 consistent with per student services and resources.

600 Sustainable Funding Commitments

601 HASD has made an ongoing commitment to continue to fund and support this school.
602 The FWA Governance Council will assume responsibility for approving the FWA annual
603 operating budget, grant applications, and fundraising activities. The FWA staff so
604 delegated by the Governance Council will manage budget accounts in accordance with
605 Hortonville Area School District procedures. FWA will be allocated funds on a per-pupil
606 basis in the same manner as other Hortonville Area School District schools. HASD will
607 allocate any federal formula funds that the FWA is eligible for (e.g. Carl Perkins, ESEA,
608 etc.) according to those funding guidelines.

609

STUDENT ACHIEVEMENT DATA

Executive Summary

Fox West Academy is a middle level charter school serving sixty students of the Hortonville Area School District and nearby districts in grades 6-8 (approximately 20 students per grade level). Integrated subject areas, flexible grouping, collaboration with other students, and project based learning are integral components of Fox West Academy. The goal of Fox West Academy is to provide Hortonville area students with a learning option that unites learning in the classroom with experiences in surrounding communities in order to foster meaningful, personalized learning and provide students with opportunities to demonstrate the applications of academic content.

The mission of Fox West Academy, in partnership with the community, is to provide project based learning opportunities that strengthen each individual learner's unique learning styles, intelligences, and interests.

The following elements are central to the vision and mission of Fox West Academy:

- ✓ Integrated curriculum and project based learning
- ✓ Gradual shift of responsibility from teacher-directed to student-selected projects and application of concepts
- ✓ Differentiation and individualized learning
- ✓ Student awareness of individual learning strengths
- ✓ Problem-solving skill development and collaborative learning
- ✓ Development of communication, interpersonal, and leadership skills
- ✓ Partnerships with area community members, businesses, and service organizations
- ✓ Effective utilization of a variety of technologies for communication and use as learning resources

The structure of Fox West Academy is somewhat unique in that it includes elements of teacher led instruction integrated with project based and collaborative learning in all core content areas. Middle school students, especially those in the first year of learning at Fox West Academy, will require significantly more guidance and will likely respond more successfully to a structured project framework outlined by the instructors; whereas, as students experience subsequent years at Fox West Academy, they will gradually take on more and more responsibility for developing the projects and selecting the avenues to apply content and demonstrate comprehension of concepts, drawing benefit from instructors' guidance. These experiences in developing ideas, setting and meeting goals and deadlines, and eventually demonstrating understanding through final project presentations will provide meaningful learning opportunities and require students to develop project management skills.

Teachers will serve multiple roles at Fox West Academy as instructors, learning facilitators, and advisors for students over the course of a student's three years. This ongoing connection provides an unprecedented opportunity for members of the teaching staff to get to know each student as an individual learner, help identify learning strengths, and develop personal skills that will translate into future success.

Community involvement and meaningful interaction will be encouraged both inside and outside the walls of Fox West Academy. Long-term relationships between students and advisors, as well as opportunities for collaboration with other students and community members will foster a sense of belonging, encourage students to stretch their learning potential, and require effective communication of ideas. Partnerships with area businesses and service organizations will serve two vital functions:

- 1) Fox West Academy seeks to utilize opportunities that the community can provide to our students as learning resources, supplemental experiences, and exposure to career options that they may otherwise be unaware of.
- 2) Students will learn to apply concepts and skills developed in school in ways that benefit the community through service projects.

Finally, incorporation and utilization of technology as a resource and means for communicating ideas will enhance all areas of learning. Developing technological fluency will allow students not only to use specific programs or hardware, but more importantly promote a critical approach to the benefits and limitations of technology as a medium. Students will develop skills that allow them to evaluate critically the uses of technology; this critical engagement will promote understanding and effective use of future technologies.

Fox West Academy will create a unique learning environment as an option for Hortonville area middle school students. Its emphasis on community involvement, collaboration with others, formation of personal relationships, focus on the individual learner, and project based approach to learning will provide truly meaningful learning experiences that build life-long learning skills.

CHARTER SCHOOL DESCRIPTION

1. This section provides information about your charter school.

- a. Provide a summary of the mission of your charter school and major accomplishments during the Initial Implementation phase.

Mission/Vision Summary:

Fox West Academy is a middle level charter school serving sixty students of the Hortonville Area School District and nearby districts in grades 6-8 (approximately 20 students per grade level). Integrated subject areas, flexible grouping, collaboration with other students, and project based learning are integral components of Fox West Academy. The goal of Fox West Academy is to provide Hortonville area students with a learning option that unites learning in the classroom with experiences in surrounding communities in order to foster meaningful, personalized learning and provide students with opportunities to demonstrate the applications of academic content.

The mission of Fox West Academy, in partnership with the community, is to provide project based learning opportunities that strengthen each individual learner's unique learning styles, intelligences, and interests.

Community involvement and meaningful interaction are encouraged both inside and outside the walls of Fox West Academy. Long-term relationships between students and advisors, as well as opportunities for collaboration with other students and community members foster a sense of belonging, encourage students to stretch their learning potential, and require effective communication of ideas.

Accomplishments:

- School culture (Attendance, Behavior, Overall Attitude)
Students at Fox West are enthusiastic, comfortable engaged learners. Attendance is exceptional, with absences limited to illness, appointments and family vacations. There is zero truancy; parent and student feedback indicates that students look forward to school. 100 percent of this year's students have reenrolled for the 2012 school year. Classroom behavioral issues are handled through behavior action plans that involve student, advisors, and when necessary parents. No student has had an out-of-school suspension, only one student has had an in-school suspension (for unacceptable actions at recess), and no student has had a level 3 disciplinary infraction requiring administrative involvement. Visitors to FWA are greeted by friendly, well-behaved active learners. The multi-aged community has resulted in project collaboration across the grades, positive social interaction among boys and girls across advisories. Visitors have commented on the level of confidence 6th graders have with older peers.
- Strong relationships and a sense of community involvement:
Community involvement has been developed through field studies, project presentation nights, and social events. In just four months students have done on-site learning at Buboltz Nature Center, a water treatment plant, two local utilities, nature parks, as well as area and nationally recognized museums. We collaborated with a high school aquatics class in the fall. The next project will incorporate parent experts in the areas of marketing, the clergy, dentistry, health care, administration, financial advising, construction, education, sports management, law enforcement, science, and journalism. Social events of a potluck lunch, holiday crafting, and a PAC performance

of *A Christmas Carol* were well received by parents, staff, and students. Parents and community members have also been enthusiastic guests and at all three project presentations. Every event has had at least 95% parent attendance. Students are encouraged to showcase their outside interests, such as karate, by inviting their instructors to school to share their interests with others.

- Integrated curriculum and project based learning:
Commitment to student choice and project based learning has led to several integrated curricular units. The first of these was the CIS Me language arts/social studies project which focused on learning styles, multiple intelligences, and goal setting. This was followed by the Tread Lightly project which incorporated robotics and environmental science. For the third unit students selected their own social studies topics to further develop language arts skills through The Night at the Museum project that culminated in 55 student generated museum displays. By the end of the year, students will have experienced 7 different integrated, cross-curricular projects. In addition to the project block, students experience an inquiry based approach to other learning, especially in the areas of math and science.
- Differentiation and individualized learning:
The project based model has allowed us to differentiate to the individual needs and interests of our students. Assessments including MAPS, ACT Explore, the Gallup Student Poll, Hope Study and student parent inventories and surveys provide staff with the information necessary to identify and meet the needs of each student. The Apangea math program flexes to meet and challenge students of varying abilities. Mid-year MAPS test scores showed math improvement in 82 percent of the 6th graders, the initial test group strictly using the Apangea program.
- Student awareness of individual learning strengths:
In addition to the CSI Me project where students discovered personal learning strengths, students are evaluated after each project on their progress in developing essential skills using a four point rubric. Projects have encouraged students to build on their strengths while fostering growth in weaker areas. The disciplinary action plan requires students to recognize and address what they need to do to improve their behavior, which has resulted in marked behavior improvement in FWA students.
- Marketing/Fundraising
Our best marketing tool this year has been having a program with satisfied customers. 100 percent of eligible students have committed to reenrollment. The majority of new applications resulted from current parents promoting FWA to others. Recently governance council committee members have provided the opportunity for parents to be involved in fundraising to encourage financial sustainability.
- Effective utilization of a variety of technologies for communication and use as learning resources:
Each student has regular access to a computer including desktops and laptops providing access to a variety of resources. Students incorporate the following learning resources: Adobe Software Suite (video/photo editing), Google Sketch Up (3 D modeling software), Vernier data logging equipment, Lego robotics, Edmodo, digital textbooks, Google education tools, and more. The ISTE standards have guided us in helping students utilize technology to enhance learning.
- Teacher Leadership/Professional Learning Community:
One of the greatest benefits of this endeavor has been the power of working outside of traditional teaching silos. We have genuinely learned how to work as a team and to depend

upon each other's strengths to address the unique needs of our students. Bells, walls and schedules that limited us in the past have given way to truly developing a professional learning community.

- Governance:
We are fortunate to have an active, dedicated governance council that is willing to invest the time and energy necessary to support the FWA vision. We worked with a strategic planner to identify strengths and weaknesses and develop a road map to growth.

b. What unexpected challenges did you face during Initial Implementation and how were they addressed?

Challenges:

- Facilities:
Facilities, although currently serving our needs, will limit our expansion. We are at capacity in the middle of year one. Sharing space with a traditional school has required a commitment to continually advocate for a non-traditional learning model. Issues have arisen over differences between rules and policy.
- Scheduling:
Despite working well as a professional learning community, we find limited, uninterrupted planning time to be a concern. We are soliciting the help of parent volunteers to address this, but at this time the only common planning time we have is over lunch and after school, which we are already fully utilizing. Our saving grace has been planning day meetings once a month when substitutes cover our classes.
- Assessment:
Utilizing a standards-based rubric continues to require explanation to parents and students who are accustomed to percentages and letter grades. We have not yet found the best way to manage and track overall completion of standards. We are exploring alternatives used by other project based schools.
- Budgeting:
With current grant monies, we are able to effectively fund this learning model. We are concerned about its sustainability based upon only contracted per pupil funds once the grant money is no longer available. With the help of our governance council, a sustainability committee is up and running, planning how to ensure the longevity of FWA.

c. What major hurdles or challenges face you in the Implementation Renewal phase and how do you plan on addressing them?

Possible Hurdles:

- Student distribution:
There is a disproportionate number of current 7th graders which disrupts the balance between the grades. Upon graduation in 2013-14, our goal is to balance these numbers.
- The future of 8th graders leaving FWA:
Because we are a three year school, we are concerned about the placement of our 8th graders moving back into a traditional educational model. Possible solutions are enrollment in an integrated

social studies and English class as well as an elective STEM course.

- **Administrative change:**

Due to a retirement, our administrative advisor will change. It will be necessary for the Governance Council and staff to be involved in the selection and training of the new hire. One staff member is on the interview panel and we are developing a plan for transition.

2. Charter School Goals

Goal One: Develop and implement a project based learning model that integrates curricular areas and develops and assesses 21st century learning skills (essential skills).

Measurement of Goal:

1. Curriculum scope and sequence and rubrics used to guide and assess student projects.
2. Project Foundry used to assess progress made on developing essential skills.
3. Advisors continued professional development with project based learning experts.
4. Project based learning steps used by students when working on projects.
5. Surveys that indicate high and sustained student, parent, and staff satisfaction.

Results:

1. Rubrics are being used to assess both standards and essential skills in every student project. We have switched to a standards based grading system on a 4 tier rubric.
2. After piloting Project Foundry, we are considering other means of tracking student progress through the scope and sequence. Because we are project based middle school that doesn't track credit hours, we found Project Foundry somewhat cumbersome. PF seems better suited for more individualized high school project learning environments. Solutions we are trying include Google Docs and Mastery Connect. We are having ongoing discussions with other charters to find the best method.
3. All staff met monthly with educational consultants Dr. Janet Bontz and Darlene Machtan, for ongoing training.
4. Students used the project based learning steps in all five projects.
5. Our spring parent survey reflected high levels of satisfaction in the areas of student attitude, technology use, differentiated learning, communication, and rubric assessment. See attached parent satisfaction survey for details.

Goals Two: Increase community engagement.

Measurement of Goal:

1. Invite parents and community members to project presentations.

2. Complete three projects that partner with community to help meet student goals.
3. Conduct surveys to seek feedback and determine potential partnerships.
4. Involve parents and community members on Governance Council advisory committees.

Results:

1. Parents and community members have been invited to all four project presentations, with one event, a job fair expo, actually being conducted by 25 parents and community members. 95 percent of parents attended all presentations.
2. We partnered with Bubolz Nature Center, a high school aquatics class, professional, parent and community members, museum curators, and numerous experts in fields relevant to projects.
3. Governance Council committees solicited partnerships via background information on Fox West and surveys requesting involvement. Initial feedback has been positive, and is spurring further efforts. We participated in our district's Spotlight on Education Expo which showcased all the great learning opportunities we provide.
4. Ten parents and community members serve as Council members or chairs of supporting committees, with several other volunteers serving these committees.

Goal Three: Operate autonomous, highly effective Governance Council.

Measurement:

1. Conduct monthly meetings open to all constituents.
2. Make decisions involving budgets, pedagogy, policies, and yearly plans.
3. Evaluate overall success and provide vision for continual improvement and innovation.
4. Submit annual reports as required by the authorizers and DPI.
5. Opportunities and resources acquired that support school vision.

Results:

1. We have held regular monthly meetings in accordance with open meeting laws.
2. The Governance Council is actively involved in decision making regarding budgets, pedagogy, policies, yearly plans, and accountability measures.
3. The Governance Council conducted a Strategic Planning session facilitated by Jennifer Wilson, using a SWAT analysis for self-assessment. This resulted in short and long-term goals in the form of an action plan. See attached Goals and Strategy pdf.
4. We submitted reports to our authorizer, the Board of Education of the Hortonville Area School District, and DPI.

5. Governance Council and committee members have attended professional development opportunities such as ISTE, two Wisconsin Charter School Associations conferences, and plan to enroll in a week-long grant writing course this summer.

Goal Four: Develop a professional learning community that distributes leadership and follows the steps of a continual improvement model.

Measurement:

1. Continue professional development focused on Fox West Academy vision.
2. Advisors share the lead collaborating with Governance Council and committees.
3. Advisors share decision-making authority and have ongoing dialogue regarding improvement and student learning.
4. Develop a partnership with a successful school with a similar vision to serve as a mentor.

Results:

1. In addition to working with our consultants Dr. Janet Bontz and Darlene Machtan, we have attended numerous professional development opportunities important to our vision. To foster our commitment to digital citizenship, the team has attended workshops at ISTE and the Wisconsin Science Convention. To better provide differentiated learning, we also attended Apangea training, Eric Jensen's week-long Brain Based Learning Conference, and the International Reading Association Conference. One team member represented Fox West Academy at the Professional Learning Communities at Work Summit led by Rick Dufour and Robert Marzano. Another team member attended The Leader in Me Stephen Covey Institute over spring break. We will be working to weeks this summer to continue training the entire staff with The Leader in Me.
2. All advisors work with the various committees with one advisor serving on the Governance Council.
3. Advisors have equal input, commitment and responsibility for constant reflection and retooling.
4. We have not yet developed a partnership with a single school, but we have collaborated with a number of schools with similar visions.

3. Student Achievement Goals

Goal One: Students will perform at or above the district average administered to same-age peers on standardized tests required by district.

Measurement: Fall WKCE test results for 6th, 7th, and 8th grade students – comparison of percent of student performance in areas noted (non-scored results not included).

Table 1 WKCE 2011 Fall Test READING

Grade	Percentage Reading Performance Minimum	Percentage Reading Performance Basic	Percentage Reading Performance Proficient	Percentage Reading Performance Advanced	Total Number of Students Surveyed
FWA 6 th Grade	0	6	35	59	17
HMS 6 th Grade	3	8	36	50	105
GMS 6 th Grade	3	9	32	57	149
District % Avg.	3	8	34	54	271
FWA 7 th Grade	0	19	35	46	26
HMS 7 th Grade	3	7	37	51	100
GMS 7 th Grade	2	6	35	57	125
District % Avg.	2	8	36	53	251
FWA 8 th Grade	0	6	41	53	17
HMS 8 th Grade	4	5	41	46	120
GMS 8 th Grade	3	5	42	50	139
District % Avg.	3	5	42	48	266

Table 2 WKCE 2011 Fall Test Math

Grade	Percentage Math Performance Minimum	Percentage Math Performance Basic	Percentage Math Performance Proficient	Percentage Math Performance Advanced	Total Number of Students Surveyed
FWA 6 th Grade	6	6	47	41	17
HMS 6 th Grade	10	8	50	29	105
GMS 6 th Grade	7	7	38	48	149
District % Avg.	8	7	44	40	271
FWA 7 th Grade	4	12	50	35	26
HMS 7 th Grade	10	8	43	37	100
GMS 7 th Grade	5	7	38	50	125
District % Avg.	7	8	41	43	251
FWA 8 th Grade	0	12	65	24	17
HMS 8 th Grade	7	8	45	35	120
GMS 8 th Grade	4	8	53	36	139
District % Avg.	5	8	50	35	266

Results:

Goal Two: Students will achieve expected growth expected of same-age peers on standardized tests required by district (spring MAP test pending; results not yet available).

Measurement: (spring test pending; results not yet available)

Results: (spring test pending; results not yet available)

Goal Three: Students will demonstrate progress in the 21st century learning and literacy skills emphasized and assessed in collaborative project based learning model.

Measurement: Essential Skills Rubric is used every other project.

Results: Students have shown progress from the levels of developing to proficient or proficient to advanced.

Goal Four: Students will demonstrate academic achievement in the core areas as demonstrated by assessments, progress reports, presentations, and projects.

Measurement: MAPS testing and a standards-based four point rubric.

Results: Mid-year sixth grade MAPS math tests showed growth among 76 percent of the students. Students on both the high and low achieving ends of the spectrum exceeded expected *yearly* RIT growth. The majority of students are falling in the developing or proficient range of the standards-based four point rubric. Mid-year sixth grade MAPS reading tests showed an overall average growth of more than two RIT points. Mid-year seventh grade MAPS math tests showed growth of 3.7 RIT points. The mid-year testing results are being used to identify targeted learning strategies.

Goal Five: Students will demonstrate progress made on their goals identified in their Individual Learning Plan (ILP).

Measurement: Project Foundry Essential Skills rubric was originally intended to measure Goal Five. Because of struggles to utilize Project Foundry, the year-long ILP measurement shifted to quarterly stretch and smart goals.

Results: Students are not only meeting base-line goals, but they are also motivated to set and reach goals beyond the expected norm.

Goal Six: Students will complete a service-learning project that demonstrates growth achieved as it relates to project objectives.

Measurement: A civic literacy/engagement rubric is used as part of assessment of projects containing service learning.

Results: Students have been encouraged to independently explore service-learning opportunities thus far. In the future we plan to purposefully develop a project centered around service learning.

4. Indicate the nationally standardized test you administered in the fall of 2011 and spring 2012 and complete the following or a similar table with the test results by grade level for your charter school. See Appendix A.

We do not have the data from the spring assessment yet but below are the fall results from the MAP's assessment.

Table 3 WKCE 2011 Fall Test

Grade	Reading Range	Reading Median RIT	Math Range	Math Median RIT
6	202-225	214.5	204-245	222.8
7	167-237	215.1	205-262	229.2

Table 4 ACT Explore Fall 2011

Scores	<13	13-15	16-19	20-23	24-27
8 – Math (% of students in this range)	12%	19%	63%	6%	0%
8 – Reading (% of students in this range)	8%	63%	8%	6%	6%

5. Instructional Practices

- a. What percent of the instructional day do students attend the charter school?

Fox West Academy students spend 75% of their instructional day within the charter school leaving to attend the following exploratory course options with teachers in Hortonville Middle School: art, chorus, band, Spanish, health, and physical education. Students spend their non-instructional parts of the day with our charter involved in advisory activities.

- b. How many full time equivalent (FTE) teaching positions serve the charter school?

Fox West Academy is staffed by 3.0 FTE teaching positions.

- c. How many teachers actually teach in the charter school?

The three teachers mentioned above are responsible for all the teaching in the charter school aside from some IEP specific services provided to a few students on a limited basis.

- d. For charter middle and high schools, are the four core courses (math, English, science, and social studies) offered in the charter school? If not, where are they offered?

Math, English, science, and social studies are all offered within the charter school by themselves or as part of a project block.

II. Governance and Autonomy

The Fox West Academy Governance Council currently consists of 7 members including parents, community members, and a member of the Fox West Academy teaching staff.

Fox West Academy Governance Council

Barry Hoff – President - Community Member
Zola Nimmer - Vice President - Community Member
Tori Mann –Treasurer - Community Member/Parent
Denise Nelson – Secretary - Parent
Jenni Koenecke – Fox West Academy teacher
Jean Wagner - Parent
Kristi Compton – District teacher

Fox West Academy also benefits greatly from parents and community members serving on advisory committees contributing time and expertise in the areas of curriculum, innovations and development, marketing and public relations, and community partnerships. These members do not have the roles and responsibilities outlined in our bylaws.

Fox West Academy Committee Chairs

Stephanie Halverson – Curriculum - Parent
Lorie Claybaugh - Marketing & Public Relations - Parent
Anne Walker - Community Partnerships – Community Member
Tori Mann - Financial Planning/Sustainability

2. Include governance board meeting minutes from the last six months.

Governance Council meeting minutes are included as an attachment.

Each charter school’s Implementation Renewal application must include, as an attachment, a copy of the charter school contract if it has changed in the past year.

The contract has not changed in the past year.

III. Equal Access (Admissions and Lottery)

1. How many students with disabilities are enrolled in the charter school?

Six of the sixty students currently enrolled in Fox West Academy are students with identified disabilities.

2. What special education services are provided for these students at the charter school?

These students receive a combination of the following direct services depending on their needs as indicated in their Individual Education Plans: pullout speech and language services, pullout supplementary math support, and special education check in/checkout behavioral support.

These students also receive the following indirect services within Fox West Academy: customized learning paths (math), untimed assessments, modified projects, small group instruction, access to assisted technology tools, and positive behavior intervention plans

3. Describe any changes to your admissions policy from last year’s application.

We have not made any changes to our admissions policy.

4. Was a random lottery conducted for the most recent admission to the charter school?

A random lottery was conducted for admission to the 2012-2013 Fox West Academy school years because we received more applicants than positions were available.

5. If yes in #4, how many students were admitted and how many students were placed on a waiting list?

We had fifty-one applications for the sixteen available positions. Sixteen students were admitted and thirty-five were placed on a waiting list.

IV. Assurances

Please complete questions 1-3 **only** if the answers have changed from the prior year's grant application:

Answers to the assurances have not changed from the previous grant application.

V. Budget

Complete the **Local Plan for Use of Discretionary Funds**, page 3, of the **application form**. This section should align with the outcomes and measurable objectives and activities identified in the application narrative. The budgeted amounts in the local plan should also be consistent with the Budget Summary on page 4 of the **application form**.

1. Describe how Initial Implementation funds were used for training or for consultants.

Initial Implementation Grant funds were used in several ways for training and consultants.

- Extended contracts were provided to teachers for extensive summer work to develop curriculum, resources, and training for the first year.
- Education Consultants continued to work with us through the summer and school year.
- School visits continued as well as attending Charter and other Educator Conferences.
- There were planning days during the year to develop curriculum in depth for the students moving forward.
- Trainers were hired to teach staff how to use programs such as Apengia, Alpine Data Warehouse, and professional learning communities.
- Community experts came to teach students and teachers on various concepts. They learned skills that will be used for continuous projects in the future.
- A strategic plan was developed by the Governance Council, facilitated by Jennifer Wilson.

2. Provide a list of itemized new expenditures on page 3 of the **Local Plan For Use of Discretionary Funds**.

Implementation Renewal Grant Budget Items – List of itemized expenditures and budget narrative	Request										
<p><u>Instruction</u> 1.) Salaries: Salaries to pay for substitute teacher to allow staff to attend monthly planning meetings, conferences, and trainings. (3 teachers x 14 days) 42 x \$100/day = \$4,662 + benefits</p>											
Instructional Salaries Total:	\$4,662										
<p>2.) Purchased Services: a. Apangea math curriculum \$5,000 b. Web-based project management tool \$3,400 c. Cost of intern selected by Governance Council and charter staff \$5000</p>											
Instructional Purchased Services Total:	\$13,400										
<p>3.) Non-capital Objects: Supplies and materials needed to provide instructional supplies and materials necessary to provide Fox West Academy’s project based learning model that emphasizes an integrated STEM curriculum. a. STEM equipment b. Computer software and supplies c. Digital resources d. School supplies e. Classroom equipment</p>											
Instructional Non-Capital Total:	\$80,000										
Instructional Total:	\$98,062										
<p><u>Support Services – Pupil & Instructional Staff Services</u></p>											
<p>1) Salaries - Extended contract time for staff working above and beyond the current school calendar. \$20 per hour x 8 hrs/day = \$160 60 days between 3 staff x \$160=\$9,600 + benefits</p>											
Support Services Salaries Total	\$10,944										
<p>2) Purchased Services a. Professional development and consultation in the areas of curriculum development, project based learning, technology integration, media literacy, and school design.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 40px;">Bontz Educational Consulting & Machtan Educ. Consulting</td> <td style="text-align: right; padding-left: 20px;">\$15,000</td> </tr> <tr> <td style="padding-left: 40px;">Leader in Me Training & PLC</td> <td style="text-align: right; padding-left: 20px;">\$20,000</td> </tr> <tr> <td style="padding-left: 40px;">Technology integration and media literacy</td> <td style="text-align: right; padding-left: 20px;">\$5,000</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td style="padding-left: 40px;">Wisconsin Innovative Schools Network allocation</td> <td style="text-align: right; padding-left: 20px;">\$5,250</td> </tr> </table>	Bontz Educational Consulting & Machtan Educ. Consulting	\$15,000	Leader in Me Training & PLC	\$20,000	Technology integration and media literacy	\$5,000			Wisconsin Innovative Schools Network allocation	\$5,250	
Bontz Educational Consulting & Machtan Educ. Consulting	\$15,000										
Leader in Me Training & PLC	\$20,000										
Technology integration and media literacy	\$5,000										
Wisconsin Innovative Schools Network allocation	\$5,250										
Support Services Purchased Services Total:	\$45,250										
<p>3) Non-capital Objects: Supplies and travel expenses associated with professional development, mentoring, and training in the areas of leadership development, technology, literacy, and professional learning communities.</p>											

Support Services Non-Capital Total:	\$5,000
Support Services – Pupil & Instructional Staff Services Total:	\$61,194
<u>Support Services – Administration(Governance Council)</u>	
1) Purchased Services	
a. Trainings and Conferences Wisconsin Charter Schools Association Conference Conferences and workshops specific to committee work covering training, lodging, meals, and mileage.	\$7,466
Purchased Services Total:	\$7,466
2) Non-Capital Objects: Promotional items and materials, including but not limited to the following: website, signage, printed materials, parent university, postage, and marketing items. Items necessary for the operating of school, as well, for collaboration with community partners.	
Non-Capital Objects Total:	\$8,278
Support Services - Administration Total:	\$15,744
TOTAL GRANT REQUEST	\$175,000

3. Describe the method by which controls over expenditures and records of expenditures will be maintained if this information has changed since the previous year's application.

The Fox West Academy Governance Council shall have autonomy and decision making power over budget expenditures of allocated budgets, grant funds, and funds donated specially to Fox West Academy. The Fox West Academy's teaching staff will work with the administrative advisor to maintain day-to-day records and exercise controls over school revenues and expenses with the support of the Governance Council treasurer. The Governance Council will review monthly budget reports as prepared by the District business office.

4. Complete the **Budget Summary VI-B** form provided, PI-9600-IR, page 4 of the application. This summary should align with the list of itemized expenditures described above.

This form has been included with our application.

INSTRUCTIONAL HIGHLIGHTS

PROJECT BASED LEARNING - DESIGN AND RESOURCES

Project Planning Form						
Name:						
Partner/s Name/s:						
Date Submitted:						
ESSENTIAL IDEA:	Use writing, speaking, and planning skills to create something that benefits others					
Project Idea						
Project Description						
	Main Skill	Secondary Skill	Additional Skill	Additional Skill	Additional Skill	Main Literacy Skill
Addressed	Communication	Teamanship	Responsibility	Time Management	Self Management	
Pre-Planning Stage (List in great detail all the steps necessary take this project from great idea to finished reality)						
Content Experts/Consultants						
Equipment/Supplies Needed(Include Cost)						
Content Resources(Websites, Books, Journals)						
Select from the dropdown menu all that apply						
Formative Assessments Used During Project	Advisor Conference	Peer Review	Checklists	Practice Presentations		
Summative Assessments Used at the End of Project	Live Expert Evaluation	Oral Presentation	Written Product			
Log of Work Accomplished						
Date	Brief summary of what was accomplished or attempted. Example - I contacted Children's Hospital to request a penpal. Person not there. Left message					
2/27/2013						

Rubric Assessments

Fox West Academy Grading and Assessment

Fox West Academy uses a skill-assessment grading system. Our 4-point rubric scale is used to assess assignments and skill sets for curricular areas:

4 – **Exemplary:** serving as a desirable model; representing the best demonstration of skill and understanding possible.* If solely basing on percentage accuracy, 4 indicates 95% or greater demonstration of understanding.

3 – **Proficient:** competent to well-advanced demonstration of understanding/skill; 80%-94.9%

2 – **Developing:** consistent basic demonstration of skill; 70%-79.9%

1 – **Beginning:** very limited demonstration of skill/comprehension; 60%-69.9%

*Earning a rubric score of 4 would be indicative of "%115 effort."

BLU - Below [acceptable] level of Understanding, 60% assignment/test has been completed, but will require additional practice or demonstration of understanding.

NHI - Not Handed In/Not Completed when due

INC - Incomplete due to illness, absence, or extenuating circumstances. Student is responsible to follow up with instructor within 2 weeks; failure to do so will result in NHI

Specific assignments may use a modified version of the 4-point scale; these assignments and rubric scores are posted on [Skyward](#) (please contact HHS office if you need your parent Skyward login information).

Assignments are posted online daily on our "Current Projects and Assignments" page (or the corresponding sub-link directly below). All students are encouraged/required to check assignments daily and record responsibilities in a [planner](#). Students are also required to keep an ongoing reflection journal that responds to topics selected by advisors (approximately 3 times per week).

If you haven't already done so, please explore our web-site at www.foxwestacademy.org. Links to our online resources are also posted on our "Links & Resources" web page.

Block Scheduling

2012-2013 Fox West Academy Schedule – 4th Project Leaders Create to Contribute – Comm. Arts focus

	Time	6 th Grade	7 th Grade	8 th Grade	8 th Grade (taking Spanish I)
Advisory - Put First Things First					
Period	7:55 - 8:10	Integrated Curriculum & Project Based Block		Math	Spanish I
1	8:12 - 8:57	Integrated Curriculum & Project Based Block <small>Mr. Hall or Mrs. Kowalski G:12</small>		Exploratory	Mr. Linder G:12
2	8:59 - 9:44			Exploratory	STEM - Science <small>Mr. Linder G:12</small>
3	9:46 - 10:31	Exploratory	Integrated Curriculum & Project Based Block <small>Mr. Hall or Mrs. Kowalski G:12</small>		
4	10:33 - 11:12	Exploratory 10:33 - 11:18	Dismisses for lunch at 11:12		
Lunch					
	11:12-11:46	Lunch & Recess			
5	11:48-12:32	Math <small>Mr. Kowalski G:12</small>	Math <small>Mr. Linder G:12</small>	SSR & ELT <small>G:12</small>	Algebra <small>Mr. Hall G:12</small>
Advisory - Synergy Teams					
6	12:57 - 1:39	STEM - Science <small>Mr. Linder G:12</small>	Reading and Writing <small>Mr. Kowalski G:12</small>	Exploratory	
7	1:41 - 2:25	SSR & ELT <small>Mr. Hall G:12</small>	STEM - Science <small>Mr. Linder G:12</small>	Exploratory	
8	2:27-3:12	Reading and Writing <small>Mr. Linder G:12</small>	SSR & ELT <small>Mr. Linder G:12</small>	Reading and Writing <small>Mr. Hall G:12</small>	
Extracurricular choices currently offered at the Hortonville Middle School					

Blended Learning and Use

	6 th Grade	7 th Grade
Project Block	Used for STEM tower or bridge design	Used for STEM tower or bridge design
Reading and Comm. Arts	<ol style="list-style-type: none"> Complete survey on p 183 of Yellow Workbook Read p 184 about Argument and Persuasion Read and complete pages 185-191 (and margins) Complete the assessment on p.192 (due Wednesday) 	
Math	<p>ALEKs Math in class</p> <p>Minimum 300 minutes per week</p> <p>Target at least 45 concepts per week</p> <p>Each day record the date in your notebook and concept(s) that you are working on</p>	
Science S.T.E.M.	<ol style="list-style-type: none"> Research effective tower/bridge design Review design parameters and specific Draw a draft plan for your bridge or tower Create a 1:1 scale blueprint showing side 	

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes
- b. create original works as a means of personal or group expression
- c. use models and simulations to explore complex systems and issues
- d. identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. develop cultural understanding and global awareness by engaging with learners of other cultures
- d. contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems
- b. select and use applications effectively and productively
- c. troubleshoot systems and applications
- d. transfer current knowledge to learning of new technologies

Essential Skills Rubric

Student Name #####		1 Beginning	2 Developing	3 Proficient	4 Exemplary
COLLABORATION	Communication - Seek First to Understand, Then to be Understood	Thoughts are unclear; ignores verbal and nonverbal cues; interrupts, distracts or disrupts others when completing a task; participation in group topic is minimal; nonverbal cues are distracting; inappropriate message shared	Shares information and ideas with others to complete a given task; recognizes and receives verbal and nonverbal cues but not always attentive to the cues; participates in group discussion but can lead group off topic	Expresses own ideas and appropriately responds to create a shared plan of action; receives and responds to verbal messages and nonverbal cues; communicates messages appropriate for situation and audience	Networks locally and remotely with diverse peers, experts, and others; thoughts encourage others; ask for more information about the topic; asks for clarification; uses nonverbal cues artistically to communicate
		Fall 2012	→ Spring 2012		
	Teamwork - Synergize & Think Win-Win	Generally not able to work well with diverse group members; struggles to work in a team; unwilling to see value in others opinion; chooses behaviors that negatively impact group; rarely encourages others in team roles	Ability to work effectively in a group with people who are similar to self but has difficulty working with people of diverse backgrounds; compromises to avoid conflict; participates in group or team; occasionally encourages others in team roles	Ability to work effectively with diverse teams; be helpful and make necessary compromises to accomplish a common goal; encourages positive interaction amongst group members; consistently encourages others in team roles	A true team member, who contributes a lot of effort; encourages, listens to, shares with, and supports the efforts of others; helps direct the group in reaching consensus; understands compromise; inspires others to take a leadership role
		Fall 2012	→ Spring 2012		
	Stewardship/Service	Is uncomfortable working with others outside of school; has difficulty identifying the value of selected service projects; needs considerable motivation to get started and follow through	Demonstrates a limited interest in community service projects and hesitates to serve in unfamiliar situations; takes no initiative and requires encouragement	Acts responsibly with the interests of the local and larger community in mind; recognizing and considering biases and cultural differences; values actions that positively impact others	Generates ideas for projects that improve the community and /or environment; initiates action; rallies support; consistently follows through on selected projects
				Fall 2012	→ Spring 2012
LEADERSHIP	Organization - Begin with the End in Mind and Put First Things First	Not able to provide order; misplaces materials; comes to class unprepared	Maintains order when given prompts; requires some reminding of materials and timelines	Follows a system of maintaining materials and timelines to efficiently achieve the goals of a specific problem or product	Ability to supervise others in the group; ensure project materials are compiled and well prepared presentation; aids the group in meeting all time
			Fall 2012	→ Spring 2012	
	Time Management - Put First Things First	Rarely meets deadlines; needs to develop a system to reach timelines of projects/assignments	Tends to procrastinate, but always gets things done by the deadline.	Strategically creates a plan of action; prioritizes tasks as urgent or non-urgent; self-starter	Defends/rethinks ideas relating to the group's project goals and adjusts accordingly
		Fall 2012	→ Spring 2012		
	Ethics - Be Proactive	Self-centered; may reshape the truth for personal gain	Initially self-centered, but attitudes shift with more understanding	Demonstrates integrity personally, at school, and in the community	Seeks opportunities to respond positively to needs of others without reward or recognition. Is trustworthy.
		Fall 2012	Spring 2012		
	Identifying Strengths - Be Proactive	Unwilling to assess own strengths and weaknesses and unmotivated to improve self	Seldom assesses own strengths and weaknesses and rarely uses assessment to improve self: understands that interests can be strengths	Realistically assesses own strengths and weaknesses and may use assessment to improve self: sees where individuals' talents and interests can be most effectively applied to the group	Realistically assesses own strengths and weaknesses and consistently uses assessment to improve self: routinely monitors the effectiveness of the group, and makes suggestions to make it more effective
		Fall 2012	Spring 2012		

PERSONAL DEVELOPMENT	Responsibility	Shows minimal effort in completing tasks on time; appears disengaged and disinterested; is defensive in response to constructive criticism; is uncertain of what needs to be done; never asks for help when needed; shows little regard for the belongings of others	Has a sense of direction in completing a task and strives to meet deadlines.; accepts and applies constructive criticism to improve work and contributes thoughts and ideas to discussions; is mindful of the value of others' personal belongings	Dependable, actively engaged, and able to follow-through to completion; sets realistic goals; willing to seek help when needed; takes care to keep things that belong to others in order and good condition	Sets and achieves new goals as project/situation develops; extends the scope of one's work and effort as a result of perceived benefits; always willing to help when needed and asks for it appropriately by doing own research first when possible; demonstrates consistent regard for others' personal belongings ; environmental surroundings
		Fall 2012	Spring 2012		
	Respect	Fails to see value in and discounts the perspective of others; always defends self and compromises unwillingly; teamwork is lacking and rarely recognizes the need for trust	Will listen to others and makes an effort to put self in another's shoes; demonstrates a tolerance for different ideas and opinions; shows compassion; recognizes need for trust	Honors and reacts appropriately to others opinions, ideas, values, and feelings; creates a team environment that generates trust; is flexible and able to modify one's thinking, attitude, or behavior	Speaks out on behalf of others; seeks to promote compassion; goes beyond tolerance and demonstrates an appreciation for and acceptance of differences
		Fall 2012	Spring 2012		
Accountability	Makes excuses for incomplete work; blames others; attempts to justify inappropriate or unacceptable behavior	Admits mistakes, wrong doings, or failure to act in an expected manner; makes an effort to correct decisions or repair relationships; accepts guidance	Accepts responsibility for one's own actions and outcomes	Assesses own behavior against personal standards; regularly assumes an accountable role and achieves goals accordingly.	
	Fall 2012	Spring 2012			
Self Management	Rarely monitors learning progress and consistently requires guidance; never uses feedback for self-improvement	Self directs with occasional teacher guidance; sometimes uses the feedback for self-improvement	Uses feedback and self reflection to guide behaviors and improve work; exhibits self control;	Monitors learning progress; always responds to feedback in a positive manner; self-corrects as needed	
	Fall 2012	Spring 2012			
THINKING SKILLS	Problem Solving	Rarely provides useful research or ideas when participating in the group discussion; makes decisions without considering consequences	Identifies some constraints or obstacles; presents alternative solutions but the solutions fail to address critical parts of the problem	Ability to assess and frame problems; identify possible reasons for difference and devises a plan to resolve it; revises plan based on new findings	Actively looks for and suggests solutions to problems; identifies creative solutions to the problem; engages in effective and valid trials
		Fall 2012	Spring 2012		
	Critical	Responds to information and ideas through prior knowledge, personal experience or emotional reaction	Analyzes information and ideas within a source, problem, or situation to develop a knowledge base	Evaluates, selects and uses resources for research; plan, design, execute, evaluate solutions, and identify improvements;	Analyzes, evaluates, and synthesizes information to understand diverse points of view, deepen knowledge base, and make reasoned judgments; looks for connections between subjects
	Fall 2012	Spring 2012			
Creative	Generates ideas without exploring their originality, relevance, or connections to existing knowledge	Uses knowledge of existing structures to create original ideas, stories, models, projects, etc.	Able to see and express things in new and imaginative ways; is curious; takes risks, and steps past what is known	Creates a novel approach, structure, technique, or technological application that creates a need, satisfies a need, or solves a problem	
	Fall 2012	Spring 2012			
LITERACIES	Civic/Social Literacy	Resists involvement and has difficulty seeing the relevance in their participation	Volunteers personal time for an established cause	Actively participates in promoting the public good, the environment, and democratic ideals	Forges a deep and lasting connection for a cause or social issue as demonstrated through ongoing commitment
		Fall 2012	Spring 2012		
	Information/Digital Literacy	Resists or avoids using technology resources to solve problems. When faced with a challenge with technology, student gives up	Seeks appropriate technology resources to solve problems with prompting. Seeks assistance from others when faced with technology challenges	Is willing to learn new tools. Uses digital equipment and resources to enhance learning, productivity, and creativity. Independently pursues solutions to technology challenges	Actively seeks the most current tools. When faced with a challenge with technology, student independently pursues solutions, often in creative and innovative ways.
	Fall 2012	Spring 2012			
Wellness Literacy- Sharpen the Saw	Engages in unhealthy behaviors even if information and prompts are given	Identifies healthy choices and engages in healthy behaviors based on information, prompts, and examples provided by external sources	Selects strategies based on self-awareness and knowledge of healthy practices that contribute to the health and well being of one-self and others: social, emotional, physical, spiritual	Makes deliberate adjustments to personal behavior based on current health, self-awareness, intrinsic motivation and newly-acquired knowledge to promote well-being and a healthy lifestyle.	
	Fall 2012	Spring 2012			

Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose

From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in Use of Assessments

From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill

A Shift in the Response When Students Don't Learn

From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

A Shift in the Work of Teachers

From isolation . . .	to collaboration
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From “collaboration lite” on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are “my kids, those are your kids”. . .	to an assumption that these are “our kids”

A Shift in Focus

From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice and (2) respond to students who need additional time and support

A Shift in School Culture

From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in Professional Development

From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction (“did you like it?”) . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited focused initiatives

Gateway To Technology - 7 Units

- Middle School curriculum (grades 6-8)
- 45 instructional days per unit
- 1.75 years of curriculum
- Two required units
 - Design and Modeling
 - Automation and Robotics



GTT Foundation

- Design & Modeling
 - Automation & Robotics
 - Energy & the Environment
-

GTT Specialization

- Flight & Space
- Science of Technology
- Magic of Electrons
- Green Architecture

District Agreement:

A minimum course offering of Design & Modeling and Automation & Robotics must be provided.



Unit 1: Design & Modeling (Required)

Key Concepts:

- What is Engineering?
- Design Process
- Measurement
- Sketching and Dimensioning Techniques
- Designing for Production

Project:

- Playground Design

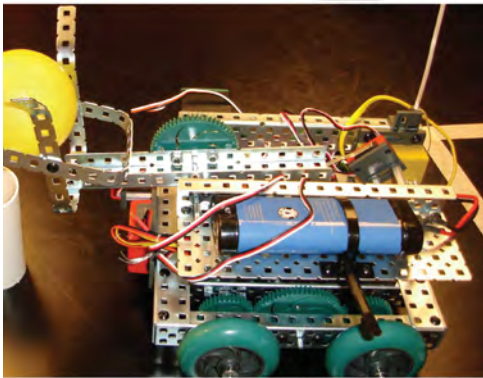
Unit 2: Automation & Robotics (Required)

Key Concepts:

- What is Automation and Robotics?
- Mechanical Systems
- Automated Systems

Project:

- Windmill Design
- Simulated Factory Cell





Unit 3: Energy & the Environment

Key Concepts:

- Investigating Energy
- Sustainable Energy
- Making an Impact

Projects:

- Wind Power
- Energy Expo
- Penguin Dwellings



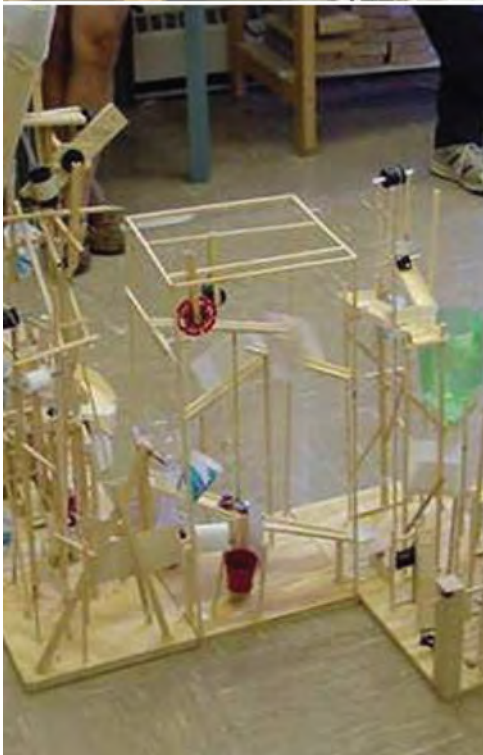
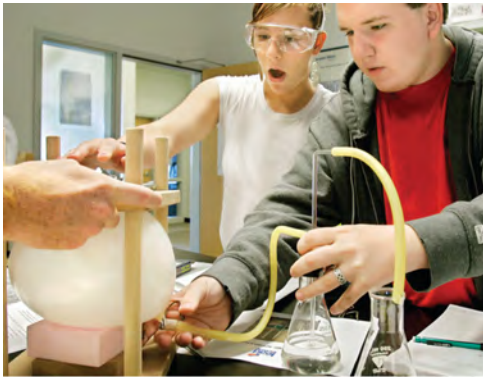
Unit 4: Flight & Space

Key Concepts:

- History of Flight & Space
- Aeronautics
- Traveling & Living in Space

Projects:

- Aerospace Infomercial
- Airfoil Design
- AstroEngineer Serious Game



Unit 5: Science of Technology

Key Concepts:

- Applied Chemistry
- Nanotechnology
- Applied Physics

Projects:

- Oil Spill
- Nano Products
- Rube Goldberg



Unit 6: Magic of Electrons

Key Concepts:

- What is Electricity?
- Electronics
- Digital Electronics

Projects:

- Generators
- Circuit Design
- Logic Problems

Unit 7: Green Architecture

Key Concepts:

- Introduction to Sustainability and Architecture
- Architectural Basics
- Architectural Challenge

Projects:

- Architectural Scales, Measuring and Drawings
- Building a Shed
- Designing a Sustainable Home from a Shipping Container



Cost Estimates – GTT

Details:

<http://www.pltw.org/program-support/2013-2014-purchasing-manual>

Annual Participation Fee - \$750 per school – covers all software licenses and PLTW support, unlimited number of students/seats

Teacher Training - \$1200 per course per teacher (plus room and board if required) - training at Milwaukee School of Engineering (some districts stipend their instructors to attend)

Training date maybe found at [http:// www.pltwwi.org](http://www.pltwwi.org)

Counselor Training - \$65.00 per counselor plus travel. Counselors complete training every five years

Computers/laptops – TBD depending on how many/upgrades required – PLTW recommends one computer per student; TBD for teacher laptop/computer.

Computer Requirements:

http://www.pltw.org/sites/default/files/Appendix_C_Computer_Specs_2013.pdf

Core setup (assumes classroom already has a printer and projector) – assume about \$500 per classroom

Equipment (one time purchase) for one classroom of 24 students, assume:

for Design & Modeling - \$500

for Automation & Robotics - \$6000 (****multiply this by the number of concurrent sections there will be during the quarter)

for Energy & Environment - \$1700

For Green Architecture - \$400

For Flight & Space - \$2000

For Magic of Electrons - \$2400

For Science of Technology - \$1300

For Medical Detectives (new course) - \$1000

Consumables

for any course, for each section of 24 students, assume \$350

**2012-2013 GOALS, OBJECTIVES,
ACTION PLANS AND RELATED DOCUMENTS**

Fox West Academy
Strategic Planning – January 9, 2012
Goals and Objectives

Management and Operations

Goal: To ensure that FWA is effectively managed and that essential operational procedures are in place

Objective #1 Clarify committee roles and identify responsibilities of committee members

In progress: Task lists received from Anne, Stephanie, Tori, Lorie, Jean and Zola

Objective #2 Increase parent involvement

Operationalized: Request list for parent participation is distributed each fall

Objective #3 Identify potential council members whose talents and expertise match FWA's areas of need (legal, marketing and funding)

Operationalized: Annual search for Council members will take needs into consideration

Objective #4 Provide adequate staffing for instructional needs

Operationalized: Semester searches will be made for interns if budget allows

Objective #5 Complete a Student/Parent Handbook with distribution targeted for August, 2012

In Progress: Various components have been completed

Quality Assurance

Goal: To achieve and maintain a high level of excellence in FWA's program of instruction

Objective #1 Develop a mentoring program for Council members

Completed: Training programs are offered and a webpage for new Council members has been developed

Objective #2 Gather feedback from parents, students and other stakeholders regarding the effectiveness of FWA's instructional program

In Progress: Survey of staff members and Council members has been completed

(regarding a clear understanding of FWA's instructional program); results need to be analyzed for further goal-setting. Board and Chamber of Commerce surveys have not yet been developed or administered.

Objective #3 Complete an evaluation of FWA's instructional program (internal and external?)

No Progress thus far

Growth and Sustainability

Goal: To institute practices that ensure FWA's sustainability thereby making enrollment available to all

students who have an interest in attending

Objective #1 Explore the feasibility of expanding FWA

Completed: *Survey administered to FWA applicants; results tabulated and shared*

with District Administrator and HASD Board of Education

Objective #2 Develop a Sustainability Plan

Completed: *A three-year forecast has been developed by the Sustainability*

Committee

Instructional Program and Services

Goal: To establish and continuously improve programs and services to meet the needs of FWA's

students

Objective #1 Establish an exit protocol for students who choose to leave FWA

Completed: *Exit protocol procedures and rationale have been developed for*

inclusion in the Student/Parent Handbook

Objective #2 Communicate viable high school programming options for graduating 8th graders

and/or

Operationalized: *FWA teachers will meet with high school administrators*

Objective #3 Provide support for students who have emotional needs

Completed: *Mutual guidance and counseling services between FWA and*

HMS

have been established

Objective #4 Provide high quality professional development opportunities for teachers and Council members to ensure that FWA's instructional practices and programs are in alignment with its mission

Operationalized: *Professional development opportunities are reviewed and discussed on a regular basis; a recommendation form has been selected for use in evaluating costs and benefits of professional development initiatives (and can be utilized for other proposed expenditures as well)*

Management and Operations

Goals, Objectives and Action Plans

Goal: To ensure that FWA is effectively managed and that essential operational procedures are in place

Objective #1 Clarify committee roles and identify responsibilities of committee members

- Identify where there is a lack of clarity in FWA's committee structure
- Compare and contrast the committee structure and function of other charter schools and identify what would work best for FWA
- Develop a description of how FWA's committees will function and incorporate the description into the By-Laws, Policies and Handbook as appropriate

Objective #2 Increase parent involvement

- Develop a menu of options for parent participation
- Update the form requesting parent preferences for providing assistance and support / distribute form via email, regular mail and at registration
- Compile responses from form and create a parent involvement data base
- Post the needs for parent participation regularly on the FWA website
- Include a section pertaining to parent involvement in the Student/Parent Handbook

Objective #3 Identify potential council members whose talents and expertise match FWA's areas of need (legal, marketing and funding)

- Maintain a list of prospective Council members for future nominations
- Establish connections with those who would like to be considered "Friends of Fox West Academy" and willing to lend support on an as needed basis

Objective #4 Provide adequate staffing for instructional needs

- Evaluate existing teacher workload in relation to available/needed staff
- Identify missed learning opportunities due to inadequate staff
- Identify ways in which additional staffing can be procured to assist with programming that characterizes the mission of FWA (aids, volunteers, interns...) and determine feasibility of securing staff (i.e. funding, waivers)
- Meet with appropriate personnel from local institutes of higher ed (i.e. Stevens Point, UWGB, UWV) to communicate the need for and interest in internships

Objective #5 Complete a Student/Parent Handbook with distribution targeted for August, 2012

- Review existing draft and revise/update accordingly
- Review the completed draft with members of the Governance Council and the Board of Education
- Formally adopt the Student/Parent Handbook and distribute to families at registration

Management and Operations: Objective 1 / Roles and Responsibilities

Chair of Innovations and Development Committee

Research into software and hardware and tools
Looked for new potential programs that can be used by teachers
Research companies that offer cooperative efforts with schools
Fundraising
Worked extensively on policy spreadsheet
Worked extensively on student/parent handbook
ISTE – helped to increase parent and community “buy-in” and support for charter efforts
Working on FIE – Families Involved in Education
Proofreading documentation for implementation of school
Got lots of books for the FWA book library

Chair of Public Relations

Aid with the design/ordering of materials to promote FWA to prospective students and sponsors
Research feasibility of website design/maintenance
Help with logo design
Help organize events that promote FWA
Attend Council meetings

Chair of Community Partnerships Committee

The Community Partnership Chair will be responsible for managing, maintaining and/or contributing to the following:

- Support the development of relationships with individual community members and businesses for the expressed interest of forming cooperative partnerships that enhance student learning
- Promote FWA in the community by word of mouth
- Create and maintain a table, list, or flow chart of community and business contacts (including company name, contact name, phone number and addresses) for potential partnership
- Support and/or assist fund-raising committees with developing connections and/or actual fund-raising events
- Create and maintain a flow chart of FIE survey results to support family involvement
- Assist with FIE sub-committees when possible (i.e. 5K Run)
- Attend FWA Governance Council meetings when possible
- Attend FWA Meet and Greet gatherings and Presentation Nights when possible

Chair of Curriculum Committee

- Created the Essential Skills Rubric
- Created a spreadsheet of all the common core standards
- Creating a comprehensive list of standards and updating the Essential Skills Rubric to be used as a tracking tool over the course of each school year
- Participated in meetings with charter school consultants
- Participated in Project-Based Learning sessions
- Participated in Leader In Me training
- Attend Council meetings

Treasurer:

- Serve on the Charter School Governance Council
- Serve on the Charter School Executive Board
- Chair the Learning Sustainability Committee
- Initiate and contribute assistance to financial planning and fundraising efforts
- Promote measures for ensuring fiscal responsibility and justified spending
- Attend charter school functions in a Governance Council capacity
- Audit processes and provide tools to the Council and educational staff in order to maintain quality fiscal management and accountability
- Survey charter school educators and administrators to help build program fund allocations and examine fiscal shortfalls/surpluses from year to year

Vice President

- Oversee Council meetings in the absence of the president
- Attend Council meetings and Executive Committee meetings
- Assist with the strategic planning process and monitor progress toward identified goals
- Participate in committee meetings (i.e. fundraising) and complete related tasks
- Attend professional development activities as able
- Attend FWA's school functions as able
- Attend Board of Education meetings as necessary

President

Secretary

FWA

FWA FIE (Families Involved in Education):

1. * Name:

2. * Name (s) of Child/Children Attending FWA:

3. * Address:

4. * Phone:

5. * Best time to call:

6. Occupation/Special Skills/Talents/Education (optional):

7. * Do you have a current HASD volunteer background check on file? **(Required for field trip attendance and/or when working with students when a staff member is not present).**

- Yes No
 I'm not sure.

8. Please check all items of interest (items are listed chronologically as they will occur in the school year):

- New school year registration (volunteer your time).
- Welcome luncheon (September); provide refreshments to teachers/students/parents.
- Volunteer as an Accountability Coach for FWA students
- Book Fair; provide assistance to committee chair for the Scholastic Book Fair (fall & spring).
- Interest in serving as a FWA committee chair and/or serving on a committee
- Interest in serving on the FWA Governance Council.
- Interest in being a leading member of FWA parent organization (i.e.: President, VP, Secretary or Treasurer)
- Interest in being a fundraising chair and/or serving on a fundraising committee.
- Interest in serving on the Grant Writing Committee.
- Parent volunteer in the classroom.
- Staff Appreciation Committee (Teacher Appreciation Week ? spring).
- 5-K Run - Hortonville Chocolate Fest
- 8th Grade Farewell; assist committee chair with preparing for this event and/or Chaperoning.

* Enter Your Email Address:

Quality Assurance

Goals, Objectives and Action Plans

Goal: To achieve and maintain a high level of excellence in FWA's program of instruction

- Objective #1 Develop a mentoring program for council members and students (?)
- Discuss this item with the Governance Council for further clarification
- Objective #2 Gather feedback from parents, students and other stakeholders regarding the effectiveness of FWA's instructional program
- Develop and administer a mid and end-of-year survey targeted toward specific groups of stakeholders (note: include background information and a summary of year-to-date activities)
 - Use feedback to identify improvement initiatives
- Objective #3 Complete an evaluation of FWA's instructional program (internal and external?)
- Identify evaluation tools that can be used to assess program effectiveness in relation to FWA's mission
 - Complete the evaluation and seek external validation of findings
 - Prioritize program improvements that need to be made and incorporate them into the FWA's strategic planning process

Fox West Academy Governance Council Orientation Webpage

In appreciation for your interest in helping to support Fox West Academy as a new Governance Council member, we would like to offer the following information for you. We know your involvement with our charter school will be a new learning experience and can assure you that it has been a learning experience for all those involved in one way or another. We hope you will find your journey both exciting and rewarding.

Fox West Academy is an “instrumentality” of the Hortonville Area School District. This means that the HASD Board of Education has granted autonomy to Fox West Academy (the Academy is not required to follow all of the same policies) under the condition of accountability -- meaning Fox West must demonstrate that its instructional program is educationally sound, effective and in alignment with its intended mission. The Governance Council is very proud of its relationship with the Board of Education and appreciates the opportunity to work in the kind of collegial environment that everyone has worked hard to establish and maintain. The **contract** that has been agreed upon by the Governance Council and the HASD Board specifies the agreements that have been reached. As with the District’s other five schools, a great deal of information about **Fox West Academy** and how it functions can be found on its website.

Several policies pertaining to being a school board member can be referenced on the HASD website. One of them is **Policy # 2021** that focuses on the leadership qualities of a board member. The other, **Policy # 2022**, addresses the orientation process for HASD school board members. Although this policy does not directly refer to FWA’s procedures, you may find it helpful in understanding how the HASD Board functions which, in turn, is always valuable in maintaining strong communications with Board members.

An explanation of **Charter Schools** in general, and, more specifically, the growth and development of **Wisconsin’s charter schools** may be of value to you in better understanding why Fox West Academy is being offered as an educational option for middle level students. Fox West Academy is a **project-based** charter school that focuses on such things as **STEM** (Science, Technology, Engineering and Math) and leadership development via **The Leader In Me**. The tag line for Fox West Academy is “A Collaborative Learning Community” which means we strongly encourage a learning model that emphasizes a team approach and that incorporates community service. Through the benefit of flexible scheduling, we also make every effort to provide learning opportunities that are appropriate to each student’s learning style and interests.

Once again, we thank you for your interest in and commitment to our program of instruction. Always know that we anticipate questions and welcome the opportunity to either provide or seek answers that will help our school to grow and our students to prosper. We could not venture forth without your encouragement and support. You are a valued member of our community of learners!

- Prospective Council members will be invited to attend Council meetings
- The Council President and Lead Teacher will conduct the orientation prior to the new member's assuming his/her role at their first meeting
- Discussion items should include:
 1. An explanation of Charter Schools in general (videos?)
 2. An overview of FWA, its vision and mission, and its history as an instrumentality of the District (i.e. philosophy of collegiality)
 3. The Autonomy-With-Accountability relationship between FWA and HASD (contract)
- Individuals who have served as Council members will be recognized at the conclusion of their term

HASD Policies # 2021 and 2022 can be referenced for orientation information that could be reviewed.

Policy 2021 focuses on the Leadership Qualities of a Board member:

- a visionary who is able to articulate the mission of the school
- able to maintain a sense of responsibility to the school community
- remains open-minded
- understands functioning collectively as a team
- committed to the Council's ultimate decisions
- diplomatic and self-disciplined
- able to balance the seriousness with the enjoyment of serving as a Council member
- understands the roles and responsibilities of being a Council member -- policy making, evaluating school performance, planning and goal-setting, financing, staffing patterns, facilities' needs, student growth and achievement, public relations
- Ethics as a basis for effectiveness and productivity

Policy 2022 focuses on the orientation process and information to be provided. Things we can/should consider:

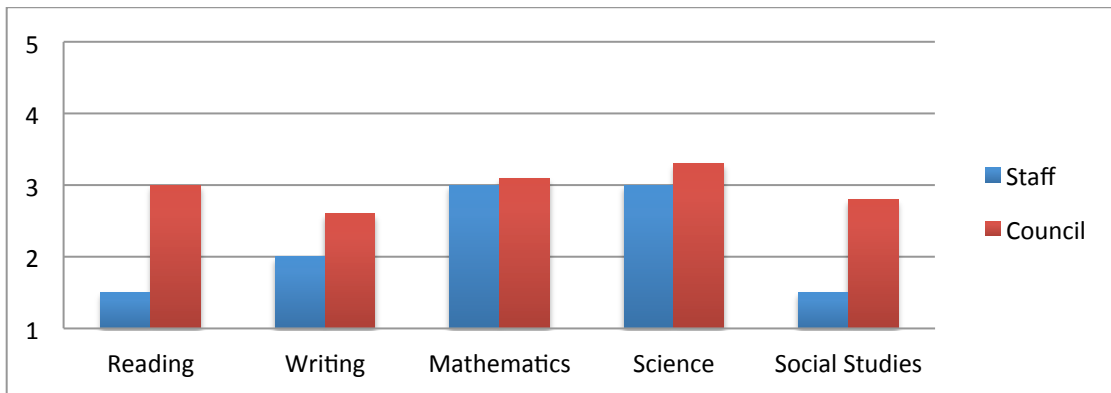
- List of current board members and their terms
- Access to FWA's website and District email
- By-Laws
- Contract
- Student/Parent Handbook
- Strategic planning documents
- Previous Council Meeting Minutes
- Opportunities that exist for professional development
- A tour of the facilities

Fox West Academy – Goal: How does the charter staff keep the council up to date on program instruction?

(5 – Fully understand, 4 – Somewhat understand, 3 – Basic Understanding, 2 – Limited Understanding, 1 – Not Understood)

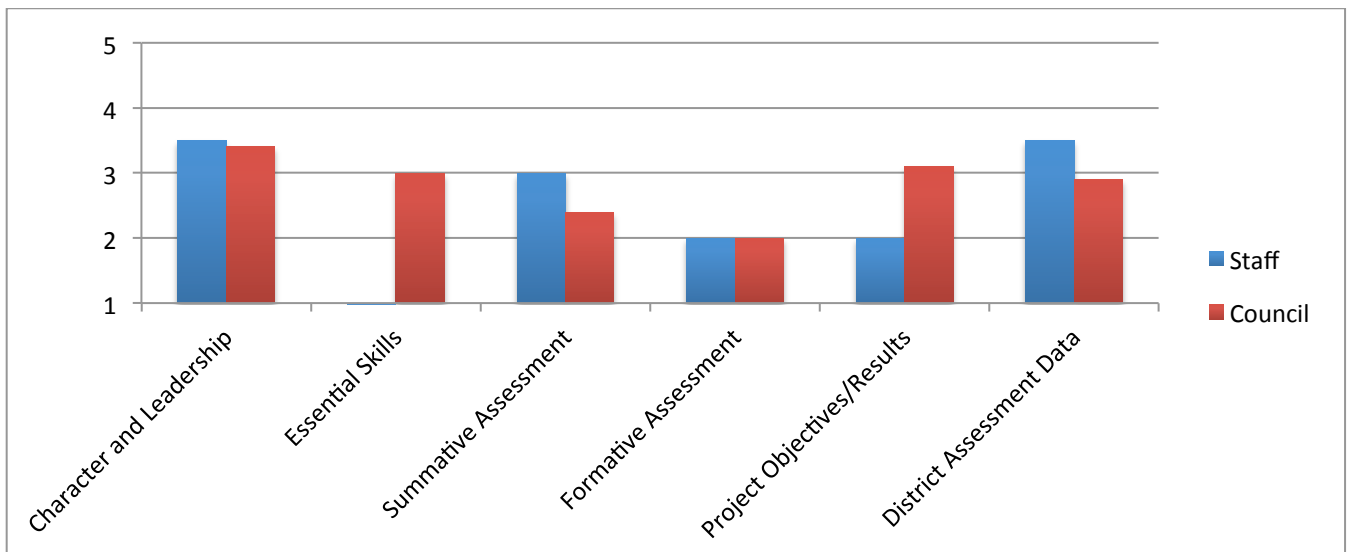
How fully do you explain/understand the instructional practices in the following content areas?

CONTENT AREA	STAFF - Explain	COUNCIL - Understand
Reading	1.5	3.0
Writing	2	2.6
Mathematics	3	3.1
Science	3	3.3
Social Studies	1.5	2.8



How fully do you explain/understand the following?

	STAFF - Explain	COUNCIL - Understand
Instructional Practices for Character and Leadership Skills Training	3.5	3.4
Essential Skills Rubric	-	3
Summative Assessment Data	3	2.4
Formative Assessment Data	2	2
Project Objectives and Results	2	3.1
District Assessments	3.5	2.9



Fox West Academy – STAFF Questions on Program Instruction

2 Respondents

Goal: How does the charter staff keep the council up to date on program instruction?

Questions:

All responses have an answer block of: 5 – Fully understand, 4 – Somewhat understand, 3 – Basic Understanding, 2 – Limited Understanding, 1 – Not Understood

How fully do you explain the instructional practices in the following content areas:

Reading: 1.5

Writing: 2

Mathematics: 3

Science: 3

Social Studies: 1.5

How fully do you explain the instructional practices for character and leadership skills training? 3.5

How fully do you explain the essential skills rubric? *Not answered. This was presented as an alternate question.*

How fully do you explain summative assessment data? (Summative assessments assess student learning at the end of a unit of study.) 3

How fully do you explain formative assessment strategies? (Formative assessment occurs during a unit of study to determine the level of student learning and where information needs to be re-taught.) 2

How fully do you explain project objectives and results? 2

How fully do you explain district assessment data (Explore, WKCE, Maps, etc.)? 3.5

Fox West Academy – COUNCIL Questions on Program Instruction

8 Respondents

Goal: How does the charter staff keep the council up to date on program instruction?

Questions:

All responses have an answer block of: 5 – Fully understand, 4 – Somewhat understand, 3 – Basic Understanding, 2 – Limited Understanding, 1 – Not Understood

How fully do you understand the instructional practices in the following content areas:

Reading: 3

Writing: 2.6

Mathematics: 3.1

Science: 3.3

Social Studies: 2.8

How fully do you understand FWA's instructional practices for character and leadership skills training? 3.4

How fully do you understand FWA's essential skills rubric? 3 *Two Respondents – Alternate question*

How fully do you understand FWA's summative assessment data? (Summative assessments assess student learning at the end of a unit of study.) 2.4

How fully do you understand FWA's formative assessment strategies? (Formative assessment occurs during a unit of study to determine the level of student learning and where information needs to be re-taught.) 2

How fully do you understand FWA's project objectives and results? 3.1 (7 respondents) One respondents rated "objectives" as 4 and "results" as 3.

How fully do you understand FWA's district assessment data (Explore, WKCE, Maps, etc.)? 2.9

Comments:

It would be nice to compile standard and achievement data for each year for our 5 yr renewal with the HASD School Board.

None yet – good idea to evaluate

Arrow to "Essential Skills Rubric" - am very interested in this aspect of our program!

Next to the question about project objectives and results – We discuss projects, but not how the students preformed.

Next to the question about district assessments – More data and comparison with HMS and GMS with the Explore test would be interesting.

Growth and Sustainability

Goals, Objectives and Action Plans

Goal: To institute practices that ensure FWA's sustainability thereby making enrollment available to all students who have an interest in attending

Objective #1 Explore the feasibility of expanding FWA

- Discuss the interest in expansion with members of the Board of Education to determine their level of support (continuing to function as an instrumentality of the District)
- Develop a rationale and plan for expansion
 - ~ Investigate possible PBL opportunities at the elementary and high school levels
 - ~ Obtain feedback from all stakeholders that reflect FWA's effectiveness
 - ~ Identify sustainability efforts
 - ~ Complete a cost-benefit analysis (space, staffing, capital and non-capital expenses...)
 - ~ Identify growth initiatives over time
 - ~ Compile student achievement data that reflects FWA is accomplishing its mission
- Propose an expansion plan and its rationale to the Board of Education

Objective #2 Develop a Sustainability Plan

- Establish a Sustainability Committee to plan and oversee growth/sustainability initiatives; identify specific goals and responsibilities
- Draft an 'elevator story' that all council and committee members can reference
- Design a brochure that conveys the mission of FWA (general info for communication purposes only, not solicitation of support)
- Contact area groups, organizations and businesses for the purpose of scheduling presentations and sharing the mission of FWA (building relationships)
- Identify FWA's financial needs and continue to update
- Submit grant applications for funds that meet FWA's needs
- Identify and calendar fundraising initiatives
- Provide training for grant writing
- Review and revise as necessary FWA's mission and vision (consider inclusion of PBL, STEM, Leadership Development, Collaboration and Individualized Learning)



A Collaborative Learning Community

To: Heidi Schmidt, District Administrator
HASD Board of Education
HASD Administrative Team
From: Fox West Academy Governance Council
Re: Fox West Academy Applicants' Interest in Enrollment / Survey Results
Date: February 4, 2013

Fox West Academy provides an alternative learning option for our school community as well as a platform for innovative instructional strategies from which teachers in our other schools can benefit. Since Fox West initially had, and is continuing to have, more applicants than openings, we thought it would be helpful to gain a better understanding of why students and parents had an interest in enrolling in our school. We therefore conducted a survey of families of students who applied to attend Fox West Academy in 2011-2012 and 2012-2013. Thirty nine people completed the survey. From a list of 10 reasons, plus an "other" response, participants were asked to select up to three reasons for their interest (one as the "Primary Reason," one "Factor with Significant Impact," and one "Also a Consideration"). This yielded a base response count of 116.

As the District Administrator, authorizers of our District's charter school and the leaders of our District's instructional program, we thought you would be interested in the results of this survey. The results may be of value in further discussions regarding the role of innovation in our District as well as instructional approaches that could be considered in response to the needs and interests of the families both within and outside of the Hortonville Area School District. Feel free to contact us if you would like any further clarification on the survey's findings or conclusions. Also, please know we would welcome the opportunity to participate in future discussions related to our District's provision of additional alternative learning opportunities.

Summary of Survey to Understand Reasons for Applying to FWA

Top Reasons for Interest: (out of the 10 possible reasons)

- "Project Based Learning/Hands On Learning" (25% selected as one of the top 3) (29 of 116)
- "S.T.E.M. (Science, Technology, Engineering, Math) focus" (16%) (18 of 116)
- "Increased use of technology in student learning" (16%) (18 of 116)
- "Cooperative/collaborative learning environment" (12%) (14 of 116)

Fox West Academy Governance Council

Primary Reasons:

- “Project Based Learning” was the strongest primary reason (54% selected as their “primary” reason) (21 of 39)
- “Collaborative Learning Environment” (15%) and “S.T.E.M.” (13%) were also primary reasons for some parents

Other Reasons that were part of the consideration: (but to a lesser “significance” than top reasons)

- Personality/reputation of the teachers
- Smaller class sizes
- Seeking alternative to traditional classroom learning – note: this spanned all 3 “significance” categories

Conclusions about interest:

- Project Based Learning is a key reason for interest in FWA
- The use of technology and having a S.T.E.M. focus also heavily contributed to application interest
- Those applying for FWA seemed to have understood what FWA’s focus areas would be based on their primary reasons for applying.
- Seeking smaller class sizes was a factor considered but did not heavily influence primary interest compared to the other factors
- Factors such as “curiosity of new/different learning options”, “greater incorporation of off-site learning/field trip opportunities”, and “focus on business and community partnerships” are not key areas causing interest in FWA, as they were the factors selected by the fewest number of participants and mostly as “considerations”.
- Further exploration of expansion or additional HASD charter school options should give strong consideration to the Project Based Learning focus. Additional consideration should be given to S.T.E.M. and including the increased use of technology.

Elevator Speech

What is FWA?

Fox West Academy is a public school in the Hortonville District. We have students in grades 6-8 of all backgrounds and learning abilities. We are a charter school because of our project-based learning environment and we devote an immense amount of time to developing essential leadership skills. We consider ourselves a STEM school meaning that we place an emphasis upon Science, Technology, Engineering and Math.

Leader In Me

To be most effective in the 21st century, students need to become proficient in core subjects. But it is becoming increasingly important for them to become proficient in basic life skills. FWA students learn and apply the *7 Habits* which include:

- ~ Taking responsibility
 - ~ Time management
 - ~ Relationship building
 - ~ Conflict management
 - ~ Listening and speaking
 - ~ Working in teams
 - ~ Problem solving
 - ~ Respecting diversity
 - ~ Making healthy choices
-

A Typical Day

A typical day at FWA is divided into two parts. In the morning we have a project time. Every six weeks we have a new theme that integrates the core standards and the end result is a presentation night where students share their projects with the public. The second half of the day has a more “traditional” feel, however most of the instruction is still very hands-on. All students have a math and reading course in the afternoon plus one other individual subject which rotates on a six week basis as well.

Fox West Academy

is committed to . . .

- learning together through integrated projects
- developing students as leaders
- providing a small supportive community
- involving parents and community members
- connecting, creating, and contributing through the use of innovative technologies

and led by . . .

Jenni Koenecke, Advisor

Nationally board certified middle school teacher with a Masters of Education in Curriculum and Instruction; specializing in leadership development and brain-based learning.

Dan Lundstrom, Advisor

Certified educator with communication and media background; specializing in collaborative project based learning, technology integration, and community partnership development.

Greg Hall, Advisor

Dually certified middle school math & science teacher, specializing in STEM, service learning, and differentiated instruction for alternative learners.

Steve Gromala, Administrative Advisor

Hortonville Middle School principal who continues to share his leadership skills and experience for innovative ideas around student learning

Governance Council & Committees

The Fox West Governance Council along with supporting committees including parent, business, and community leaders.

Do you value...

working with others to creatively solve problems?

forming connections between class subjects and the real world through travel and field experiences?

using technology daily to connect, create, and contribute?

developing leadership skills as a key part of the learning process?

working and learning independently with the teacher serving as an advisor?

If so, then Fox West Academy is for YOU!

To learn more on how to support Fox West Academy and its students visit us on the web at

www.foxwestacademy.org



A Collaborative Learning Community



Fox West Academy is a 6th -8th grade project based charter school associated with the Hortonville Area School district that is located in Hortonville Middle School.

To learn more visit us on the web at

www.foxwestacademy.org



Experiential Learning



Leadership Development



Choosing to lead with respect, confidence, and passion



Fox West Academy is a 6th - 8th grade project based charter school associated with the Hortonville Area School District and located in Hortonville Middle School.

Fox West Academy was designed, in partnership with its community, to provide students and their families a project based learning option focused on strengthening each individual learner's unique learning styles, intelligences, and interests.



A Collaborative Learning Community



Fox West Academy began as a response to the Hortonville Area School District's Strategic Plan. In the fall of 2010 Fox West Academy and its District was awarded a Wisconsin Department of Instruction planning grant of \$175,000 for the purpose of designing a charter school that would provide choice to parents and students in the area of curriculum, teaching methodology, and classroom structure.

The Hortonville Area School District was awarded two additional grants totaling \$350,000 to implement its vision. The plan turned into a reality when Fox West Academy opened its doors to students in September of 2011 with the mission of providing:

- Project based learning
- Integrated curriculums such as Science Technology Engineering Mathematics (STEM)
- 21st century learning skills curriculum
- Leadership development opportunities
- Community-based learning
- Innovative technologies for students to connect, create, and contribute

Some highlights from the 2012-2013 year include:

- Students traveled to Washington D.C. and had the opportunity to meet President Obama and the First Lady
- Students planned and led a youth leadership summit for two area middle schools
- Students used writing, speaking, and planning skills to create various items benefiting others (video tutorials for other students and teachers, autism awareness posters, girls youth sports clinic, promotional video for school)
- Students completed science investigations using data logging equipment on various health topics

Fox West Academy continues to build upon its successes and seeks support to accomplish its vision. To learn more on how to support Fox West Academy and its students please visit us on the web at www.foxwestacademy.org

Choosing to lead with respect, confidence, and passion

OPPORTUNITIES TO PARTNER WITH



BENEFITS OF PARTNERING WITH FOX WEST

- Promoting and/or supporting education
- Informing others about your organization, service, or business
- Advertising/getting the word out to families of our students to promote your business/service
- Developing future employees
- Providing volunteer opportunities for students
- Providing an educational experience in the form of a field trip or site visit to your establishment

TYPES OF INVOLVEMENT

- Site visits
- Guest speaker/expert
- Monetary/financial support
- Service/Wish list items

TO LEARN MORE VISIT US ON THE WEB AT

WWW.FOXWESTACADEMY.ORG

OR BY E-MAIL AT

FOXWESTACADEMY@HASD.ORG

OPPORTUNITIES TO PARTNER WITH



BENEFITS OF PARTNERING WITH FOX WEST

- Promoting and/or supporting education
- Informing others about your organization, service, or business
- Advertising/getting the word out to families of our students to promote your business/service
- Developing future employees
- Providing volunteer opportunities for students
- Providing an educational experience in the form of a field trip or site visit to your establishment

TYPES OF INVOLVEMENT

- Site visits
- Guest speaker/expert
- Monetary/financial support
- Service/Wish list items

TO LEARN MORE VISIT US ON THE WEB AT

WWW.FOXWESTACADEMY.ORG

OR BY E-MAIL AT

FOXWESTACADEMY@HASD.ORG

OPPORTUNITIES TO PARTNER WITH



BENEFITS OF PARTNERING WITH FOX WEST

- Promoting and/or supporting education
- Informing others about your organization, service, or business
- Advertising/getting the word out to families of our students to promote your business/service
- Developing future employees
- Providing volunteer opportunities for students
- Providing an educational experience in the form of a field trip or site visit to your establishment

TYPES OF INVOLVEMENT

- Site visits
- Guest speaker/expert
- Monetary/financial support
- Service/Wish list items

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Partnerships for Education Survey

We Welcome Your Involvement:

1. * Name of your business or organization:

2. * Contact name and position within organization:

3. * What potential benefits do you see as **most appealing** in considering developing a partnership with or becoming involved with Fox West Academy (check all that apply)? **(1 required)**

- Promoting and/or supporting education
- Informing others about your organization, service, or business
- Advertising/getting the word out to families of our students to promote your business/service
- Developing future employees
- Providing volunteer opportunities for students
- Providing an educational experience in the form of a field trip or site visit to your establishment
- Other (please describe in ADDITIONAL COMMENTS section below)

4. * How might **you** like to be involved (please check all that apply)? **(1 required)**

- Student site visits (at your facility)
- Guest speaker/expert (at Fox West Academy)
- Monetary/financial support
- Provide a service or material donation
- Support future fundraising events
- Other (please describe in ADDITIONAL COMMENTS section below)

5. * Focus of Your Business or Organization **(1 required)**

- | | |
|---|---|
| <input type="checkbox"/> Community Assistance | <input type="checkbox"/> Media |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Nonprofit |
| <input type="checkbox"/> Retail | <input type="checkbox"/> Service |
| <input type="checkbox"/> Technology | <input type="checkbox"/> Other (describe below) |

6. What skills or areas do you see as most important or beneficial for individual success in your organization or business?

7. What is your most important consideration when seeking a new employee?

8. Additional comments or questions about involvement with Fox West Academy:

Instructional Program and Services

Goals, Objectives and Action Plans

Goal: To establish and continuously improve programs and services to meet the needs of FWA's students

- Objective #1 Establish an exit protocol for students who choose to leave FWA
- Investigate exit protocols used by other charter schools
 - Identify the protocol to be used by FWA and incorporate it into the Handbook
- Objective #2 Communicate viable high school programming options for graduating 8th graders
- Meet with the high school administrators to share learning styles and needs of incoming 8th graders; identify appropriate placement options
 - Share options with 8th grade students and parents
- Objective #3 Provide support for students who have emotional needs
- Explore how other charter schools provide guidance and counseling services
 - Discuss which services, if any, can be provided by the District
- Objective #4 Provide high quality professional development opportunities for teachers and Council members to ensure that FWA's instructional practices and programs are in alignment with its mission
- Prior to approval, complete and share with Council members a cost/benefit analysis for all professional development recommendations

Fox West Academy Exit Protocol

Fox West Academy is a small school that places a high value on the building of community. Therefore, the curriculum incorporates numerous opportunities for students to establish supportive and productive relationships with one another as well as the community at large. These relationship-building opportunities often take place even before the school doors open in the fall so students can begin their year with friends and with confidence.

If and when a student is considering exiting Fox West Academy, several factors that are unique to this small school dynamic need to be thoughtfully considered.

Sometimes relationships may not be as students would wish them to be, but, if given time, there is always an upswing back to a level of comfort and contentment. As we all know, relationships take effort and learning how to build, maintain and nurture them is an important aspect of maturing. Consequently, a decision to leave the school should be made with ample deliberation and consultation with the teachers.

Additionally, students bond with one another in a small school setting such as that of Fox West Academy. When someone leaves, there is an empty spot and everyone has to readjust to a new routine. A student's absence is definitely felt! Furthermore, when one student leaves, other friends may consider leaving as well and a ripple effect has the potential of occurring. This can be extremely difficult for the entire learning community and every attempt is made to minimize this possibility.

This is not to say that a student cannot or should not leave Fox West. This decision is and will always remain a personal choice. When a student leaves, the staff will always provide the support that others need. Nevertheless, it is important to consider the benefits of remaining throughout the year and growing from situations that may be only temporarily challenging and, ultimately, provide a very positive result in terms of life lessons.

Having considered the above, the following exit steps exist to make the transition out of Fox West Academy as easy for everyone as possible:

Fox West Academy
INITIATIVE REQUEST FORM
(\$2,000 - \$9,999)

Submitted By: _____ Date: _____

A. Describe the proposed initiative.

B. What unmet needs or new learning opportunities will be addressed by this initiative?

C. What resources are required to implement this proposal? Itemize the investment required and/or *new* budget resources required. Also note proposed reallocation of resources or use of existing budget.

D. If implemented, how will the success of this initiative be measured? (e.g., skill attainment, learning modalities, increased students served, improved student performance, other measurable benefits)

E. What is the proposed timeline for this initiative?

Routing: Submit this request to your peers for approval and then forward to the Governance Council for consideration..

Date: _____

Peer Approval: _____

Peer Approval: _____

Peer Approval: _____

Identified Funding Source(s): _____



A Collaborative Learning Community

Appendix of Supporting Documents For Strategic Planning Process

1. FWA Governance Council Bylaws
2. FWA Contract
3. FWA Contract Addendum
4. Future of Charter Planning Survey Results
5. FWA Staff Norms
6. FWA Staff End-of-Year Reflection
7. FWA Staff Goals
8. FWA/HMS Building Specific Goal
9. FWA The Polar Bear Way
10. FWA Differentiated Math
11. Project Presentation Nights

More to come....

*Synergy in Action, ACT Explore Results, Fund Raising Report,
Project Infographic, Promotional Video*

Fox West Academy

Governance Council Bylaws

Article I Name

The name of this organization shall be the Fox West Academy (FWA) Governance Council (Council).

Article II Mission Statement

The mission of the Governance Council of Fox West Academy is to support and promote the mission of Fox West Academy

The mission of Fox West Academy, in partnership with the community, is to provide project-based learning opportunities that strengthen each individual learner's unique learning styles, intelligences, and interests.

Article III Purpose of Organization

The FWA Governance Council requires bylaws to formalize the composition, scope, and procedures of the Council. With these bylaws, the Governance Council is established to provide guidance, support, and initiative in accomplishing the mission of Fox West Academy.

The Governance Council, with its parents, teacher, and community members, will reflect the interests of Fox West Academy and be a vehicle for strong school/community management of the charter vision. The Council members will collaborate to address school issues that come before them, work to sustain and, where needed, improve overall academic achievement. They will, develop policies and protocols necessary for the success of the mission, and extend public relations and academic leadership to the Hortonville Area community.

The primary role of the Governance Council will be to assist with and/or participate in the development of:

- Yearly plans;
- School improvement and innovation;
- Charter School policies;
- An annual school report;
- Efforts among the school, school organizations, the community, area businesses, and the local school board to best meet the educational needs of the students;
- The school calendar and budget.

To support the purpose of Fox West Academy, the Governance Council's members will:

- Represent Fox West Academy in a positive and supportive manner;
- Exercise duties in a spirit of cooperation with the students' best interest at heart;

- Prepare for and contribute to the discussion and business of the Council in a timely and respectful manner;
- Attend Council meetings
- Participate in school events and activities, when available;
- Attend monthly Board of Education meetings, as needed;
- Avoid conflicts of interest and reveal them when they arise;
- Maintain confidentiality of all discussion items concerning issues with personnel or students;
- Agree to act as a liaison for committees, task forces or other educational groups as the Council deems necessary;
- Listen actively to the interest of students and needs of parents in the learning community.

The council does not have any of the duties and powers reserved by law or regulation of the Hortonville Area School District Board of Education.

Article IV Representation

Representation on the Governance Council is open to teachers, parents or guardians of students, community and business members, and shall include the Charter School Lead Teacher (also referred to as Lead Teacher) of Fox West Academy as a non-voting member. Members of the Governance Council shall be 18 years of age or older. The majority of Governance council members will be non-District staff.

The Governance Council will consist of an odd number not less than seven (7) nor more than eleven (11) members, each serving a one/two-year term.

1. The voting members shall include at least two (2) parents or guardians of Fox West Academy students, at least three (3) community members, and at least one (1) Fox West Academy teacher.
2. Community members will be selected through an application and interview process. Selection will be determined by a simple majority vote of a quorum of the Governance Council members. Community members will serve staggered 2-year terms such that no more than two (2) terms will expire each year. Initial members will be assigned either a one or two year term to begin this staggered rotation. A community member may re-apply to serve additional terms.
3. Parent members will be selected through an application and interview process. Selection will be determined by a simple majority vote of a quorum of the Governance Council members. Parent members will serve staggered 2-year terms such that no more than two (2) terms will expire each year. Initial members will be assigned either a one or two year term to begin this staggered rotation. A parent member may re-apply to serve additional terms.
4. The FWA teacher representative will be nominated from the charter school staff. The teacher representative will serve a 2-year term. A teacher representative may be re-nominated to serve additional terms.
5. The majority of the voting members will be non-district employees.
6. Applicants will be required to undergo a background check.

Article V Appointment Procedures

Council appointments will take place no later than the end of the first quarter of the school year. Council members will assume their responsibilities at the next scheduled Governance Council meeting after their appointment. A letter of commitment will be signed at that time.

Following a nomination process, a simple majority of the Governance Council members shall be necessary and sufficient to constitute a quorum for the appointment of new members.

Members of the Governance Council shall not receive compensation to serve on the school council or its committees.

The Governance Council calendar runs from the start of the academic year through the Council meeting that fills appointments of vacancies. The first meeting after the appointment meeting designates the beginning of the Governance Council calendar.

Article VI Committees

The Nomination Committee will be a standing committee. The Nomination Committee will be composed of one parent representative, one teacher representative, and one community representative from the regular Council members. The duties of the Nominating Committee are to recruit and nominate new members for the Governance Council annually or as needed.

The Governance Council may establish committees on an as-needed basis to study specific issues and make recommendations to the Governance Council. These committees will be chaired by a Governance Council member and may include non-Council members.

The committee chairpersons' duties include organizing meetings, reporting, and making recommendations at regular Council meetings, and working closely with the Council President. The Chairperson of any standing or ad-hoc committee will be appointed by the Council's Executive Team. Committees, aside from standing committees, will not be permanent and will have no responsibilities beyond those outlined by the Governance Council.

Article VII Tenure

All members of the Governance Council will serve two year terms with the exception of the initial Governance Council. Terms will be on a staggered basis where approximately one-half of the members' terms will expire each year. Community and parent members may reapply to serve additional terms. The teacher representative may be re-nominated to serve additional terms.

Membership on the Governance Council will terminate when:

- Parent member(s) no longer have a student enrolled in the school;
- Teacher member(s) no longer hold a teaching position at the school;
- Member(s) have more than three unexcused absences at regularly scheduled meetings during an academic year
- Member(s) submit a letter of resignation to the Governance Council President.

In the event of any of the above situations, a replacement will be made with approval of the Council. Candidates for such a position will be submitted by the Nominating Committee. The replacement will not serve a full term, but finish the term of the person replaced.

Article VIII Officers

The officers of the Governance Council will consist of a President, Vice-President, Secretary, and Treasurer. The President will be elected by the previous year's Council. The remaining officers will be elected at the first meeting of the Council's new calendar year.

Article IX Duties of Officers

The President will preside at all meetings and have general supervision of the activities of the Council. The President will work with the FWA Governance Council Teacher Representative in planning and directing the activities of the Governance Council.

The President will prepare an agenda for all Council meetings, and have the authority to modify the agenda if it is determined to be in the best interest of the Governance Council's work. The President will appoint temporary or standing committees as needed. The President will also appoint a Nomination Committee as stated in Article VI.

The responsibilities of the President are as follows:

- Oversee council and executive committee meetings.
- If the President chooses, serve as an ex-officio member of any committee.
- Work with the Lead Teacher to see that council resolutions are carried out.
- Call special meetings if necessary.
- Appoint committee chairs and recommend who will serve on committees.
- Work with the FWA Administrative Advisor on questions relating to the Master Agreement between the Board of HASD and the Hortonville Federation of Teachers.
- Collaborate with the Lead Teacher and/or FWA teacher representative in preparing the agenda for council meetings.
- Assist the Lead Teacher in conducting new council member orientation.
- Work with the Nominating Committee to recruit new council members.
- Present the annual school report to the Hortonville Area School District Board as outlined in the contract.
- Coordinate periodic Council assessments with the Lead Teacher.
- Periodically consult with council members on their roles and help them assess their performance.

The responsibilities of the Vice-President are as follows:

- Carry out special assignments as requested by the council president.
- Perform the responsibilities of the council president in the president's absence.
- Participate as a vital part of the council leadership.

The responsibilities of the Secretary are as follows:

- Serve on the executive committee.
- Ensure an accurate record is kept of the proceedings and transactions of all Council meetings;
- Provide copies of the minutes to the Council members, all faculty members, and/or other appropriate district administrative staff within one week of the last meeting;
- Prepare any official correspondence that the President may request;
- Maintain a file in the school's office and/or website containing copies of all minutes, Council correspondence, the annual charter school report, the annual budget summary, and the current Governance Council bylaws;
- Have meeting minutes and agendas posted at the school and/or website;
- Maintain a listing of the Governance Council membership with current contact information.
- Provide necessary information regarding the Governance Council and its role to the school Lead Teacher or designate, as needed, to be included in things like newsletters and website articles.

The responsibilities of the Treasurer are as follows:

- Serve on the executive committee.
- Understand financial accounting.
- Serve as financial officer of the Charter School.
- Manage the council's review of and action related to the council's financial responsibilities.
- Work with the Lead Teacher to ensure that appropriate financial reports are made available to the Governance Council and/or HASD Board on a timely basis.
- Assist the Lead Teacher in preparing the annual budget and presenting the budget to the council for approval.
- Review the annual audit and answer the Governance Council's questions about the audit.

Article X Governance Council Job Description

As an active member of the Governance Council, position responsibilities include:

- Attend regular meetings of the council, which are each approximately 2-3 hours in duration. The council meets up to 12 times per year. Be accessible for personal contact in between council meetings.
- Commit time to overseeing the operational, financial, educational, and collaborative aspects of the school.
- Prepare in advance for decision-making and policy formation at council meetings; take responsibility for self-education on the major issues before the council.
- Provide leadership to council committees. Each council member is expected to serve as an active member of at least one committee. This requires attending committee meetings and investing the time needed for task completion.
- Responsibly review and act upon committee recommendations brought to the council for action.
- Participate in the annual council member self-review process.
- Participate in an annual council development and planning retreat each year.
- Visit the school, classrooms, and/or school events, at least 4 times each year.
- In general, utilize personal and professional skills, relationships and knowledge for the advancement of the Charter School.

Article XI

Meetings

The Governance Council will conduct a minimum of six meetings and attend a council retreat each school year. Additional meetings may be requested by the Lead Teacher, FWA Teacher Representative, or President as long as all Council members and the public are notified of the meeting at least 24 hours in advance. If for good cause this is impossible or impractical, shorter notice may be given, but never less than 2 hours in advance. All meetings of the Governance Council will be held at a location designated by the President and meeting agendas and minutes will be posted at the school and/or on the website

A majority of council members need to be present to hold a meeting. Council decisions will be made by consensus. Consensus occurs when a group reaches a conclusion, which has blended the best ideas into a decision that all members of the group will support.

When consensus is met, the issue passes. If consensus is not met, the issue may be referred back to the originating subcommittee for revisions and/or reconsideration or a vote can be called. If voting becomes necessary, a simple majority of the voting members of the Council present at a meeting will be sufficient for a vote on any issue. Each voting member has one vote, which is indicated by saying aye. The President of the Council may vote on all actions placed before the Council. A tie vote will be tabled until the next scheduled meeting.

Council meetings are open to the public. Anyone showing an interest in the council and its activities will be encouraged to attend. Any discussion items concerning issues with personnel or students will be confidential and held in a closed session.

Persons interested in presenting at a council meeting may request to be put on the agenda by contacting the President at least 2 work days prior to the scheduled council meeting.

Article XII Training

An orientation session will be held annually during the first meeting for all council members. The orientation will include information about council roles, responsibilities, and functions as well as information about the charter for Fox West Academy and Hortonville Area Schools.

Article XIII Amendments

To take effect, this document must be ratified by a two-thirds vote of the Governance Council. These bylaws may be amended at any regular meeting of the council by a majority vote of those present provided that the specific amendments have been introduced at a prior meeting, included in the minutes of that meeting, and are listed on the agenda for the current meeting.

These bylaws and any amendments thereto, shall become effective immediately upon their adoption.

Bylaws approved by Fox West Academy Governance Council on this __4th__ day of __April__ of __2011__.

CHARTER SCHOOL CONTRACT

ESTABLISHING

FOX WEST ACADEMY

BY

THE HORTONVILLE AREA SCHOOL DISTRICT

**Board of Education
Hortonville, Wisconsin**

AND

Fox West Academy

January 10, 2011

CHARTER SCHOOL CONTRACT BETWEEN

**THE BOARD OF EDUCATION OF THE
HORTONVILLE AREA SCHOOL DISTRICT**

AND

1
2
3
4
5
6

7
8 **FOX WEST ACADEMY**
9

10
11
12 This Charter School Contract (the "Contract") is made this 10th day of January, 2011, by and
13 between the Board of Education of the Hortonville Area School District, 246 North Olk Street,
14 P.O. Box 70, Hortonville, WI 54944, (the "Board") and the Fox West Academy ("FWA").
15

16 **Whereas**, the State of Wisconsin enabled the creation of Charter Schools by application of the
17 provisions of s. 118.40, *Wisconsin Statutes*; and
18

19 **Whereas**, the Board is authorized by s. 118.40(2m), *Wisconsin Statutes*, to contract with a
20 person to operate a school as a charter school; and
21

22 **Whereas**, the Parties (as defined below) have negotiated and agree to the form of this Contract
23 for a charter school contract in accordance with s. 118.40(2m), *Wisconsin Statutes*,
24

25 **Whereas**, FWA was created as an independent institution in order to provide an education
26 option for parents and students, and,
27

28 **NOW, THEREFORE,**
29

30 A. As authorized under s. 118.40(2m), *Wisconsin Statutes*, the Board of Education of the
31 Hortonville Area School District, hereby agrees to a contract with a charter school
32 known as Fox West Academy and grants a Charter to FWA to operate as an
33 instrumentality of the HASD.

34 B. The Board, hereby agrees by the terms of this Contract with FWA for the
35 establishment and the operation of a charter school commensurate with its policies and
36 state statutes; and
37

38 C. As consideration for this Contract and grant of a Charter, the Board and FWA, hereby
39 agree as follows:
40
41

42 **ARTICLE ONE**

43 **DEFINITIONS**

44 Section 1.1 Certain Definitions. For purposes of this Contract, each of the following words or
45 expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- 46 (1) "Administrative Advisor" means an Administrator employed by the HASD and
47 designated by the District Administrator to ensure Charter teachers are in
48 agreement with the provisions outlined by the Master Agreement.

- 49 (2) "Applicable Law" means all federal, state, and local laws now or in the future
50 applicable to Wisconsin charter schools.
- 51 (3) "Board" or "Board of Education" means the Board of Education of the
52 Hortonville Area School District.
- 53 (4) "Charter" shall mean the act of the grant of authority by the Board to the FVA
54 pursuant to this Contract to operate a charter school as an instrumentality of the
55 HASD. The word "Charter" does not refer to any written document other than
56 this Contract.
- 57 (5) "Charter School" and "School" mean a school to be known as "Fox West
58 Academy" which is an instrumentality under the control of the Hortonville Area
59 School District and also has the same meaning ascribed by Wis. Stats §
60 115.001(1), as may be amended.
- 61 (6) "Charter School Operator" means the Governance Council of Fox West Academy.
62
- 63 (7) "Day" shall mean calendar day,
- 64 (a) The first day shall be the day after the event, such as receipt of a notice,
65 (b) Each day after the first day shall be counted, except that a Saturday,
66 Sunday, or legal holiday shall not be counted if it would be the final day of
67 the period.
- 68 (8) "DPI" means the Department of Public Instruction of the State of Wisconsin.
- 69 (9) "District" means the Hortonville Area School District.
- 70 (10) "District Administrator" means the District Administrator of Schools of the
71 Hortonville Area School District or any designee of the District Administrator.
- 72 (11) "District Administrative Office" means the office of the District Administrator.
- 73 (12) "FWA" means Fox Valley West Academy, a Wisconsin Charter School operating
74 as an instrumentality of the Board of the HASD.
- 75 (13) "Instrumentality" has the meaning ascribed by Wis. Stats. § 118.40(7)(a), as may
76 be amended.
- 77 (14) "Lead Teacher" means the teacher determined by the Fox West Academy
78 Governance Council to work with the Administrative Advisor and Charter School
79 staff to oversee administrative duties unique to teacher led schools.
- 80 (15) ("MOU") means "memorandum of understanding" between the Board of
81 Education and Charter School Operator.

82 (16) "Parties" means the Board of Education of the Hortonville Area School District
83 and the Charter School Operator, through their designated representatives.

84 **ARTICLE TWO**

85 **PARTIES, AUTHORITY, AND RESPONSIBILITIES**

86 **Section 2.1** The Parties to this Contract are the Board and the Charter School Operator.

87 **Section 2.2** Board of Education.

88 (1) Under the authority of s. 118.40(2m)(a), *Wisconsin Statutes*, the Board hereby
89 contracts with the Charter School Operator to operate a Charter School under the
90 terms and conditions of this Contract and grants a charter to Charter School Operator
91 to be operated as an instrumentality of the HASD.

92 (2) The District Administrator of the Hortonville Area School District, or his/her
93 designee, shall exercise all oversight responsibilities as set forth in this Contract on
94 behalf of the Board.

95 **Section 2.3** Charter School Operator. The Charter School Operator of FWA is responsible
96 and accountable for implementing the duties and responsibilities associated with the Charter
97 School established under this Contract and as set forth at Wis. Stats s. 118.40(1m)(b)1-15.

98 **Section 2.4** Charter School as Instrumentality of HASD. Charter School is chartered as an
99 instrumentality of HASD and shall have no additional or unique effect on the general liability
100 obligations of HASD other than as to those obligations specifically undertaken by the District
101 herein.

102 **ARTICLE THREE**

103 **OBLIGATIONS OF THE CHARTER SCHOOL OPERATOR UNDER SECTION**
104 **118.40(1m)(b) 1-15, WISCONSIN STATUTES**

105 **Section 3.1** Compliance with Wis. Stats. § 118.40(1m)(b) 1-15. To comply with the
106 requirements for Charter Schools set forth in s. 118.40(1m)(b)1-15, *Wisconsin Statutes*, the
107 Charter School Operator hereby agrees to operate the Charter School in substantial compliance
108 with all of the following specifications:

109 (1) **Petitioner.** Barry Hoff, on behalf of the Charter School Operator, through its
110 Governance Council, seeks to establish a charter school within HASD to be known as
111 Fox West Academy.

112
113 (2) **Governance.** The independent Governance Council will consist of an odd number
114 not less than seven (7) nor more than eleven (11) members, each serving a one/two-
115 year term. The Governance Council will include, but is not limited to, parent(s) or
116 guardian(s) of students, community and business members, and FWA staff. The
117 majority of Governance Council members will be non-District staff. All members of
118 the Governance Council will serve two year terms with the exception of the initial

119 Governance Council serving a one/two-year term. Terms will be on a staggered basis
120 where approximately one-half of the members' terms expire each year.
121

122 The Governance Council will hold monthly meetings throughout the school year,
123 including an annual meeting. An annual organizational meeting of the FWA
124 Governance Council will be held prior to the end of October. Vacancies may be
125 filled immediately for the remainder of an existing term. FWA Governance Council
126 meetings shall follow Robert's Rules of Order; State of Wisconsin open meeting
127 laws; and, the Governance Council by-laws, if any.
128

129 The Governance Council shall oversee the operational, financial, educational, and
130 collaborative aspects of the Charter School for the purpose of supporting the mission
131 of FWA. The Governance Council will also make reports to the Board as may
132 reasonably be requested in addition to an annual report that contains data disclosing
133 achievement on District required measures, parent satisfaction, and student progress
134 developing 21st century skills outlined in the vision, philosophy, and curriculum and
135 instruction section.
136

137 The FWA Governance Council shall have autonomy and decision making authority
138 over:
139

- 140 ➤ Budget expenditures of allocated budgets, grant funds, and funds donated
141 specifically to the FWA
- 142 ➤ Make hiring decisions for the addition of Charter staff in collaboration with
143 District designated administrator
- 144 ➤ School improvement and innovation strategic plans
- 145 ➤ Curriculum and instruction and assessment measures not administered by the
146 School District
- 147 ➤ Policies and procedures specifically unique to the daily operations of the
148 school that are not addressed in existing Hortonville Area School District
149 policies
- 150 ➤ Marketing, registration and enrollment
- 151 ➤ Charter School operations and procedures
152

- 153 (3) **Administration.** Daily administration of FWA will be the responsibility of the FWA
154 staff working in a collaborative team approach. The staff member designated as Lead
155 Teacher shall work in collaboration with FWA staff to oversee the operational,
156 financial, and educational aspects of FWA as outlined in the position description
157 determined by the FWA Governance Council. Position descriptions will satisfy
158 provisions of the Agreement Between the Board of Education of the Hortonville Area
159 School District and the Hortonville Federation of Teachers, Local # 6259, AFT-
160 Wisconsin, AFT, AFL-CIO, July 1, 2009 –June 30, 2011 (the "Master Agreement")
161 and any successor agreements thereto, unless otherwise specified in a Board and
162 Hortonville Federation of Teachers approved Memorandum of Understanding
163 (MOU). The District Administrator shall designate an Administrative Advisor to
164 ensure compliance by FWA staff as agreed upon in the Master Agreement and
165 District policies. The Lead Teacher will serve as a member of the HASD
166 administrative leadership team. This FWA shared management function will be

167 maintained as a professional learning community with shared decision-making roles
168 and responsibilities.

169
170 (4) **Teachers Qualifications.** All FWA teachers will hold a current and appropriate
171 Wisconsin DPI license.

172
173 (5) **Master Agreement Rights.** FWA staff members will remain employees of HASD
174 and will retain all rights, privileges, and status as other staff members of the District.
175 The Master Agreement between the Board of HASD and the Hortonville Federation
176 of Teachers will pertain to all FWA teachers. Salary and benefits will be structured
177 according to the Master Agreement. All district policies and procedures not
178 exempted in contract will apply for personnel within FWA.

179
180 (6) **Personnel Issues.** When charter school vacancies or additional staffing needs occur,
181 the FWA Governance Council will collaborate with HASD to assist with the hiring
182 process. The Governance Council will designate a member(s) to serve on the
183 interviewing team that helps make final recommendations to the District
184 Administrator of the Board. Office of the District Administrator or HASD will verify
185 an applicant’s credentials and background prior to hiring. Staff evaluations will be
186 conducted by the Administrative Advisor. In addition to the administrative
187 evaluations other staff assessments may be utilized such as peer evaluations, self-
188 evaluation and student evaluations.

189
190 (7) **FTE Allocation.** Educational experts on project-based school models recommend
191 teacher-to-student ratios as follows: FTE ratios of 1:15 not to exceed 1:20. FWA
192 enrollments will reflect this recommendation and will not exceed 1:20. Therefore, an
193 initial FWA enrollment of 45 to 60 students will require 3.0 FTE. Future charter
194 school enrollments of 61 to 70 will require an additional 0.5 FTE to be funded by the
195 FWA operational budget.

196
197 (8) **Fox West Academy Mission, Vision, and Philosophy.**

198
199 **Mission.** FWA, in partnership with its community, will provide project-based
200 learning opportunities that strengthen each individual learner’s unique learning styles,
201 intelligences, and interests.

202 **Students served.** The FWA will serve students in grades 6-8.

203 **Location.** The FWA will be located in a Hortonville Area School District building or
204 suitable leased facility, or collaborative site.

205 **Educational Program.** The following elements are central to the vision and mission
206 of the FWA:

- 207
208 ➤ Integrated curriculum and project based learning
209 ➤ Gradual shift of responsibility from teacher-directed to student-selected
210 projects and application of concepts
211 ➤ Goal setting and project management skills

- 212 ➤ Differentiation and individualized learning
- 213 ➤ Student awareness of individual learning strengths
- 214 ➤ Strong relationships and a sense of community involvement
- 215 ➤ Problem-solving skill development and collaborative learning
- 216 ➤ Development of communication, interpersonal, and leadership skills
- 217 ➤ Partnerships with area community members, businesses, and service organizations
- 218 ➤ Effective utilization of a variety of technologies for communication and use as learning resources

222 The philosophy of FWA is based upon HASD’s Strategic Plan, as well as
 223 educational research, standards, and best practice reflected in the following:

- 224
- 225 ➤ International Society for Technology in Education Standards
- 226 ➤ Rigor, Relevance, & Relationships Framework
- 227 ➤ Brain-Based Learning
- 228 ➤ Integrated Curriculum with emphasis on math and literacy
- 229 ➤ Common Core State Standards
- 230 ➤ STEM Initiative
- 231 ➤ Constructivist Learning Theory
- 232 ➤ Project-Based Learning
- 233 ➤ Place-Based (Community-Based) Learning
- 234 ➤ 21st Century Skills Framework
- 235 ➤ Leadership/Character Development (Sean Covey - 7 Habits of Highly Effective Teens)
- 236 ➤ Differentiated Instruction
- 237

239 **Student Learning Outcomes:**

- 240
- 241 ➤ Effectively collaborate with others
- 242 ➤ Think critically/creatively to solve problems in predictable and unpredictable situations
- 243 ➤ Effectively communicate orally and in writing using a variety of mediums
- 244 ➤ Identify and draw upon individual learning strengths
- 245 ➤ Manage projects from start to finish both independently and collaboratively.
- 246 ➤ Take risks and learn from mistakes
- 247 ➤ Use technologies to enhance learning and create meaningful products
- 248 ➤ Acquire and use life skills to achieve personal potential in a variety of social settings
- 249 ➤ Identify and apply character traits and social/emotional behaviors that are essential to building positive personal and interpersonal habits
- 250 ➤ Take initiative in solving problems, resolving issues, establishing and maintaining healthy relationships, and contributing to betterment of the community in which they are involved

257 (9) **Curriculum and Instruction.** The FWA curriculum is designed to support student
 258 learning outcomes. The core content areas of reading, language, math, science, and
 259 social studies will serve as a vehicle for students to attain the identified learning

260 outcomes. In addition to the core content areas, students will be provided learning
261 opportunities in exploratories – art, music, physical education, health, and world
262 languages. 21st century skills and literacy will be emphasized and integrated
263 throughout the content areas. Science, technology, the principles of engineering, and
264 math (STEM) will be one focus of the school’s integrated curriculum. This integrated
265 approach to content learning has numerous benefits such as facilitating the
266 development of process skills, engaging learners and increasing rigor and relevance.

267
268 Instruction resources to support the curriculum and school vision will be evaluated
269 and selected based upon their capacity to address student learning outcomes. They
270 may include and expand upon current District approved instructional materials.

271
272 Student use of technology will be standard practice for the purpose of researching and
273 gathering information, managing data, completing assignment/projects, and sharing
274 and presenting findings. This emphasis on technology will require instruction in
275 topics surrounding digital/media literacy.

276
277 Character development will also be a central aspect supported through advisory
278 groups, Individual Learning Plans, instruction lessons, and opportunities to apply
279 learned skills and habits.

280
281 An integral part of the FWA curriculum is placed-based (community-based) learning.
282 Involvement in the community provides students with an authentic opportunity to
283 apply learned knowledge and skill, develop sensitivity to community needs, and
284 experience the value of civic engagement.

285
286 Project-based learning is foundational to the school’s curriculum. Individualized
287 projects that are teacher guided accommodate students’ unique learning styles, needs,
288 and interests. They provide students with choice, allow them to draw upon their
289 strengths, apply knowledge and skills acquired through direct instruction, and address
290 goals identified in their Individual Learning Plans. Central to the project-based
291 curriculum will be a problem-solving framework that will guide students through the
292 process from start to finish.

293
294 The project-based model will include such things as the identification of specific,
295 individualized learning targets, a description of the project to be completed within a
296 specific timeline, the resulting product or service, community connections, rubrics for
297 evaluating the quality of workmanship and the final presentation performance.
298 Teacher guidance and monitoring will be provided throughout the duration of the
299 project and modifications will be provided as needed. As students become
300 increasingly proficient in their ability to manage their projects, teachers will gradually
301 release responsibility for managing their learning to the students.

302
303 The daily schedule is designed to support the curriculum and instructional activities.
304 Outside of designated time for exploratories (aligning with the eight period day)
305 flexible blocks of time support this instructional model. This schedule allows for
306 students to participate in district sponsored extra-curricular activities.

307

- 308 FWA staff will embrace their roles as teachers and learners committing to:
- 309
- 310 ➤ Establishing deep, lasting relationships with the students they serve
 - 311 ➤ Bridging learning between the classroom and the community
 - 312 ➤ Measuring student progress in authentic ways
 - 313 ➤ Providing a safe and risk-tolerant environment for student inquiry
 - 314 ➤ Guiding the learning process
 - 315 ➤ Building community partnerships that create new and relevant learning
 - 316 opportunities
 - 317 ➤ Providing various opportunities for parents to be involved in the school

318

319 (7) **Student Progress.** Assessing student progress in attaining the educational goals

320 under s. 118.01, *Wisconsin Statutes*, will be measured:

321 (a) As required by chapters 118 and 121, *Wisconsin Statutes*, the Charter

322 School shall, on behalf of the District, administer the examinations under

323 ss. 118.30(1m) and 121.02(1)(r) to pupils enrolled in the Charter School

324 and shall cause the testing data for the Charter School to be transmitted to

325 the District in such form as the District shall customarily transmit such

326 data.

327 (b) With respect to examinations required under ss. 118.30(1m) and

328 121.02(1)(r), the Parties hereby agree that, the Governance Council of the

329 FWA may develop or adopt any of its own examination(s) (in addition to

330 the Department’s examination(s)) for administration to the District’s

331 pupils, and/or the Charter School’s students.

332 (c) FWA will administer District selected assessments, as well as maintain

333 and report District required data. FWA students will:

334 Achieve a percentage of pupils enrolled in FWA scoring proficient or

335 advanced on the WKCE-CRT that is at or higher than district averages for

336 the corresponding subjects of same-age peers.

337 Achieve RIT score growth on the NWEA MAPS similar to the district

338 averages of same-aged peers.

339 Achieve scores on future district approved assessments similar to the

340 district averages of same-aged peers.

341 (d) Other measures FWA will use to assess student progress to educational

342 goals under Wisconsin Statute 118.01 may include, but are not limited to

343 the following:

- 344 Project Foundry or similar electronic learning management system
- 345 Annual review of student Individual Learning Plans
- 346 School climate surveys (Hope Study)
- 347 Parent surveys
- 348

349 Community partnership surveys
350 Student culture and climate surveys
351 Parent/Teacher/Student led Conferences
352 Ongoing teacher evaluation of student progress
353 Student self-evaluation of progress
354 Individual Learning Plan semester reports
355 Project evaluations
356 Public presentation of projects

357
358 FWA students will:

359
360 Provide evidence of student progress made on ILP goals documented in
361 Project Foundry or similar industry standard e-portfolio solution

362
363 Make public presentations of projects that will be evaluated along with
364 project benchmarks to determine progress made on 21st century skills
365 standards outlined by the International Society of Technology Education.
366

367 (8) **Program Evaluation and Development.** FWA will regularly assess its practices
368 and procedures to ensure its program of services is dynamic, developing, and of
369 value to the students it serves. Continued improvement and innovations are central to
370 implementing charter schools that provide meaningful educational options for
371 students who are living in a rapidly changing society. Student progress assessed
372 both formally and informally; achievement data collected will be collected and
373 analyzed to help identify and guide program improvement plans. The Governance
374 Council will approve building budget plans in accordance with determined program
375 development needs. Additional funds will be sought by the Governance Council to
376 sustain training and materials supporting improvement and innovation. Aspects of
377 the program that will be reviewed include such things as:

- 378 ➤ Curriculum and instruction pedagogy
- 379 ➤ Equal access and equity
- 380 ➤ Accountability measures
- 381 ➤ Climate and culture
- 382 ➤ Governance Council and committee functions
- 383 ➤ Funding and finance
- 384 ➤ Professional development

385
386 FWA shall complete the Wisconsin School Performance Report.

387
388 In addition, parents, staff, students, and FWA Governance Council shall participate in
389 ongoing school evaluations to determine satisfaction and effectiveness.

390
391 FWA will:

- 392
393 ➤ Show high and sustained parent satisfaction through the use of parent
394 satisfaction surveys and/or other feedback options.

- 395 ➤ Show high and sustained student satisfaction through the use of student
- 396 climate surveys and/or other feedback.
- 397 ➤ Show high and sustained teacher satisfaction through the use of teacher
- 398 climate surveys and/or other feedback.
- 399

400 **OTHER OBLIGATIONS OF CHARTER SCHOOL OPERATOR AND**

401 **UNDER SECTION 118.40, WISCONSIN STATUTES**

402 (1) **Health and Safety.** FWA will follow all health and safety guidelines, policies and

403 rules, established, now or in the future, by HASD. This will include, but is not

404 limited to, staff development and training, conducting fire drills, severe weather

405 shelter drills, development of a building security plan, and addressing cleanliness of

406 the site and classrooms. FWA shall also comply with all Applicable Laws.

407 (2) **Enrollment.** FWA is open to all students in HASD or those applying under the

408 State of Wisconsin’s Open Enrollment Program. It is intended that the racial and

409 ethnic balance at the school reflect the racial and ethnic balance of similar grade

410 levels in the District. The FWA goal is to enroll 60 students in its first year. Factors

411 affecting enrollment after the first year include: number of applicants, space

412 considerations, and Governance Council’s philosophy on growth.

413 (3) **Student Admission Requirements.** Any student wishing to attend FWA may make

414 application according to timelines published and attend one of the informational

415 sessions provided or view a video of the session according to the determined

416 deadlines. This informational video will be made available on the school’s website.

417 Applications will be available from the FWA website, Hortonville Area School

418 District middle schools, and Hortonville Area School District Office. If the number

419 of persons seeking admission exceeds the capacity of the open seats available, then a

420 lottery shall be conducted by the Governance Council to select the individuals who

421 will be assigned the open seats. To be eligible for admission through this lottery-

422 placement process, individuals must have submitted complete and valid enrollment

423 applications and attended or viewed an informational session by the end of the

424 established registration window. Application procedures and lottery explanations

425 shall be posted on the FWA’s website once applications are made available.

426 Exemptions from the lottery shall be granted to students currently attending FWA,

427 siblings of students currently attending FWA, and siblings of alumni that attended

428 FWA, and children of the founding members of FWA. Founding members include

429 staff, Governance Council members, and Committee Chairpersons involved in the

430 planning phase and first year of the charter contract.

431 The Charter School will not be required to admit any student who is under a current

432 expulsion order from a school district. Students cannot be placed at FWA by Board

433 of Administration of HASD.

434 (4) **Exemptions from School Board Policy.** The following school board policy

435 concepts will be revised by the FWA Governance Council for the specific purpose of

436 carrying out its mission and vision:

- 437 District Policy 5038 – Eight Period Day
- 438 District Policy 7009 – Instructional Materials District Adoption Process
- 439 District Policy 5037 – Student Use of Electronic Equipment
- 440 District Policy 7004 – Curriculum Development/Approval/Evaluation Process

441
442 Any use of existing HASD Board policy concepts or alterations to such concepts
443 shall have no effect on existing or amended HASD Board policies that apply to the
444 District’s K-12 schools, staff and teachers.

445
446 (5) **Exemption from Regulation Variations.** Charter schools are exempt from certain
447 state requirements, (chps. 115-121), regarding public education, unless specifically
448 referred to in state statute. FWA will take the following state exemptions in order
449 to maximize the flexibility afforded to charter schools by state law.

- 451 ➤ Length of School Day – *Statute* 120.12(15): Requires school boards to
452 establish rules for scheduling hours in a normal school day. FWA staff in
453 conjunction with the FWA Governance Council will establish the school’s
454 schedule.
- 455 ➤ Number of Days and Hours – *Statutes* 121.006(2)(a) and 121.02(1)(f):
456 Requires school districts to schedule 180 school days annually, less any days
457 during which the District Administrator determines that school is not held or
458 educational standards are not maintained and requires school districts to
459 annually schedule at least 1,137 hours of direct instruction in grades 6-12.
460 FWA will establish a schedule for its students that accommodates the
461 students’ needs which may or may not reflect the exact number of days or
462 hours for students cited in this statute due to the fact that FWA Pedagogy is
463 standards-based rather than seat-based learning, and significant learning is
464 through community-based projects, internships, and workshops.
465 Opportunities will be available to in fact address charter curriculum outside of
466 the designated school hours.
- 467 ➤ Library – Media Services – *Statute* 121.02(1)(h): Requires school districts to
468 provide adequate instructional materials, texts and library services, which
469 reflect the cultural diversity and pluralistic nature of American society.
470 Instructional materials for FWA are the project-based materials, online
471 curriculum and virtual courses, along with supplemental materials. A general
472 selection of library resource material is gradually being built through
473 fundraising, donations, grants, district funds and Common School Funds on a
474 per pupil basis. Students may access any of HASD libraries, as well as the
475 public library.
- 476 ➤ Number of Clock Hours for Instruction – PI-18.05(1)(b): The number of
477 clock hours of instruction to meet an established credit by the Board may not
478 be applicable to FWA project/placed-based learning instructional design.
479 Students may spend several hours one day on a particular subject and fewer
480 hours the next day. Often subjects are integrated and blended depending on
481 design and academic outcomes desired. Students set their own pace for
482 learning. Community involvement is integral and often learning occurs in a
483 non-traditional manner.

- 485 (6) **Financial Operations.** The District’s business office shall serve the fiscal agent
486 for FWA. All financial operations of FWA must be in accordance with the
487 District’s policies, practices, and rules, unless expressly granted a waiver from
488 them by the District. The District’s business office shall conduct an Audit of the
489 Charter School in the same manner as all other school operations in the HASD are
490 audited.
- 491 (7) **Discipline Policy.** FWA will use positive behavior intervention strategies as
492 approved by the FWA Governance Council.
493
494 Suspensions of FWA students will be made by the Administrative Advisor in
495 collaboration with the FWA staff consistent with current policies.
496
- 497 (8) **District Alternatives.** Under s. 118.40(6), *Wisconsin Statutes*, no pupil may be
498 required to attend the Charter School. Students who reside in the District and do
499 not wish to attend the Charter School remain eligible to attend other schools
500 within the District subject to attendance areas defined by the District.
- 501 (9) **General Liabilities.** The FWA is an instrumentality of HASD and as such is
502 covered under the District’s general liability policy.
503
- 504 (10) **Nonsectarian Practices.** The Charter School shall be nonsectarian in all its
505 programs, admissions policies, employment practices, and all other operations.
- 506 (11) **Tuition.** As expressed in Chapter 118.40, *Wisconsin Statutes*, the Charter School
507 shall not charge tuition.
- 508 (12) **Anti-discrimination Measures.** FWA is a public school and shall not
509 discriminate against any student on the basis of a person’s sex, race, religion,
510 national origin, ancestry, pregnancy, marital or parental status, sexual orientation
511 or physical, mental, emotional or learning disability. Information on FWA will be
512 distributed by means of newspaper articles, district mailings, brochures, parent-
513 teacher conferences, and the and Hortonville Area School District web sites to all
514 groups in the community -- in Spanish, Hmong, and English -- with a goal of
515 achieving a racial and ethnic balance among pupils that is reflective of the District
516 population.
- 517 (13) **Parent and Community Involvement.** Parent and community involvement is an
518 essential component of FWA. Opportunities for involvement in FWA include
519 representation on the Governance Council, committee involvement, special
520 activities, and volunteer opportunities to help in the classroom.
521
- 522 (14) **Special Education Services.** HASD will provide special education services as
523 outlined in Individual Education Plans of any qualified students enrolled in FWA.
524

525 **ARTICLE FOUR**

526 **ADDITIONAL OBLIGATIONS OF THE CHARTER SCHOOL OPERATOR**

527 Charter School Operator hereby covenants to undertake the following:

528 **Section 4.1** Compliance with Applicable Law. The Charter School shall comply with
529 Applicable Law, which may change from time to time and which may include, but is not limited
530 to:

- 531 (1) Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d-2000d-7;
- 532 (2) Title IX of the Education Amendments of 1972, 20 U.S.C. ss. 1681 et
533 seq.;
- 534 (3) Age Discrimination Act of 1985, 42 U.S.C. ss. 6101 et seq.;
- 535 (4) Sec. 504 of the Rehabilitation Act of 1974, 29 U.S.C. s. 794 and the
536 Americans with Disabilities Act, 42 U.S.C. ss. 12101-12213.
- 537 (5) Individuals with Disabilities Education Act, 20 U.S.C. ss. 1400-1485 et
538 seq.
- 539 (6) 20 U.S.C. s. 1232(g) of the General Education Provisions Act, 20 U.S.C.
540 ss. 1221-1234i
- 541 (7) Drug-Free Workplace Act, 41 U.S.C. 701 et seq.;
- 542 (8) Asbestos Hazard Emergency Response Act, 15 U.S.C. ss. 2641-2655; and
- 543 (9) No Child Left Behind Act of 2001 and its implementing regulations, 20
544 U.S.C. 6301 to 6578, 34 C.F.R. § 200.

545
546 If the Applicable Law requires the District to take certain actions or establish
547 requirements with respect to the Charter School, the School shall cooperate with
548 those actions and comply with those requirements.

549 To the extent that the No Child Left Behind Act of 2001 (the “NCLB”) is
550 applicable to the Charter School, the School agrees that they will comply with the
551 responsibilities and obligations of the Title I, Part A accountability provisions as
552 specified under the NCLB or its implementing regulations established by the U.S.
553 Department of Education, which currently include participating in statewide
554 assessments, meeting the state’s adequate yearly progress definition, meeting
555 public and parent reporting requirements, implementing school sanctions if the
556 School is identified for school improvement, and meeting the highly qualified
557 teachers and paraprofessional requirements.

558 **Section 4.2** Non-profit Status. The Charter School shall be created, maintained, and operated
559 by the District under chapter 118, *Wisconsin Statutes* and under contract with the FWA
560 Governance Council as a non-profit association or entity.

561 **Section 4.3** Background Screening. The Charter School’s employees and regular volunteers
562 engaged at the School as teachers or otherwise having access to pupils, shall be subject to
563 background screening through state and federal agencies, as deemed appropriate by the District.
564 The School shall not assign any employee or volunteers, to teach or otherwise to have access to
565 pupils until the District or its designee investigates and determines that there is nothing in the
566 disclosed background of the employee or volunteer which would render the employee or
567 volunteer unfit to teach or otherwise have access to pupils of the Charter School including, but

568 not limited to, conviction of a criminal offense or pending charges which substantially relate to
569 the duties and responsibilities assigned to the employee or agent, including volunteers.

570 **Section 4.4** Employment of Personnel. The District or its agents or designees shall contract
571 with personnel in accordance with all state law requirements, regarding certification and
572 qualifications of employees of public schools, including but not limited to ss. 118.19 and s.
573 121.02, *Wisconsin Statutes*, certification of school personnel.

574 **Section 4.5** Charter School Budget. Not later than April 1 of each year during the term of this
575 Contract, the District shall provide FWA with an operational budget that funds all costs
576 associated with negotiated FTEs and a building budget consistent with the per student building
577 budgets for GMS and HMS. FWA shall then submit a plan for the expenditure of said funds
578 showing the District its best estimate of proposed total expenditures for administering the
579 Contract during the upcoming fiscal period of July 1 to June 30. Operational funds shall be
580 available to FWA at the same time and in the same manner they are made available to other
581 schools within the District. Open enrollment funds for out-of-district and in-district FWA new
582 enrollment shall become part of the District general fund in an amount up to the equivalent of a
583 1.0 FTE at Step 1/BS with benefits in accordance with the Master Agreement for each year of the
584 agreed contract. Open enrollment funds for out-of-district and in-district FWA new enrollment
585 in excess of the amount equivalent of a 1.0 FTE at Step 1/BS with benefits in accordance with
586 the Master Agreement shall become part of the FWA operational budget for each year of the
587 agreed contract.

588 District Obligation. The District agrees to provide FWA a building budget allocation
589 consistent with the per student building budgets of GMS and HMS for said school year
590 for the number of students transferring from GMS and HMS to the Charter for each year
591 of the agreed contract.

592 The District in accordance with its established policies and contractual agreements will
593 pay all salaries and benefits of FWA staff.

594 The Charter School shall be eligible to receive IT services, student support services,
595 library services, testing/assessment services and other services made available to the
596 schools in the District, with the distribution of such resources to be determined in a
597 manner consistent with the distribution of such resources to other programs in the
598 District. FWA will be provided services and resources not funded by building budgets
599 consistent with per student services and resources.

600 Sustainable Funding Commitments
601 HASD has made an ongoing commitment to continue to fund and support this school.
602 The FWA Governance Council will assume responsibility for approving the FWA annual
603 operating budget, grant applications, and fundraising activities. The FWA staff so
604 delegated by the Governance Council will manage budget accounts in accordance with
605 Hortonville Area School District procedures. FWA will be allocated funds on a per-pupil
606 basis in the same manner as other Hortonville Area School District schools. HASD will
607 allocate any federal formula funds that the FWA is eligible for (e.g. Carl Perkins, ESEA,
608 etc.) according to those funding guidelines.
609

610 Duration of the Charter School Contract.
611 This contract will be for a period of five years, and may be renewed at the discretion of
612 HASD Board. FWA will report to the Board on a yearly basis to review goals and to
613 show rate of progress on identified objectives.
614

615 **Section 4.6** Student Activities' and Rental Fees. The Charter School may assess reasonable
616 pupil fees in accordance with District policies for activities such as field trips and extracurricular
617 activities, which shall not exceed the actual cost to provide such activities. The Charter School
618 may not, however, prohibit an enrolled pupil from attending the Charter School, or expel or
619 otherwise discipline such pupil, or withhold or reduce the pupil's grades because the pupil has
620 not paid fees permissibly charged under this Section.

621 **Section 4.7** Transportation: The District will not provide transportation to FWA students from
622 outside the district. When the charter is part of a HASD campus that has daily bus service, in-
623 district students may ride their assigned bus to FWA.

624 **Section 4.8** Inspection of Charter School Facilities. The Charter School shall permit any
625 designee(s) of the District Administrator to visit or inspect the Charter School facilities at any
626 time during the term of this Contract, provided that such inspection shall not materially interfere
627 with the orderly and efficient operation of the Charter School.

628 **Section 4.9** Access to Charter School Records. Subject to Applicable Law, all Charter School
629 records, including student records, will be maintained and retained in compliance with Board
630 policy. The Charter School Operator shall grant any designee(s) of the District Administrator
631 upon reasonable notice the right to reasonably inspect and copy at cost any and all Charter
632 School records and documents, including but not limited to pupil records, at any time within
633 normal business hours during the term of this Contract; provided, however, that such inspection
634 shall not materially interfere with the orderly and efficient operation of the Charter School or
635 otherwise unduly burden the staff of said school.

636 **Section 4.10** Grant Applications. The Charter School shall comply with District procedures for
637 the preparation and submission of grant applications and submit to the Office copies of any
638 applications for grants made on behalf of the Charter School at the time the application is
639 submitted to the funding authority.

640 **ARTICLE FIVE**

641 **JOINT RESPONSIBILITIES OF THE PARTIES**

642 The Parties agree to mutually engage in the following activities:

643 **Section 5.1** Performance Evaluations of Certain Subjects:

644
645 (1) The District shall evaluate the performance of the Charter School in the areas of
646 curriculum implementation and student achievement. A description of the specific
647 performance measures that shall be used to evaluate such areas shall be provided
648 to the Charter School annually, no later than 60 days prior to the start of each
649 academic year.

650 These measures will be constructed by a joint District and FWA team.

- 651
652 (2) The Charter School shall provide to the District the following required reports, at
653 the times described below:
654
655 (a) Strategic Plan. The Charter School must provide a strategic plan (School
656 Improvement Plan) to the District by August 1 prior to the first year of the
657 operation of the Charter School. The strategic plan should specify the
658 mission and vision of the school, identify the target population of students,
659 and establish strategic goals for the development of the school. The
660 Charter School shall resubmit the strategic plan to the District upon each
661 revision. In addition, a revised strategic plan must be submitted to the
662 District by August 1 immediately following any renewal of the initial term
663 of the Contract.
664
665 (b) School and Organization Profile. No later than June 30 of each school
666 year, the Charter School shall submit to the Office a school profile that
667 provides general information about the school and its operations, its goals
668 and successes.
669
670 (c) Annual School Accountability Plan. No later than June 30 of each school
671 year, the Charter School shall submit to the Office for approval a school
672 accountability plan that sets forth, in measurable terms, goals for school
673 improvement in the following school year. If the Charter School has not
674 made Adequate Yearly Progress (“AYP”) under the NCLB, as determined
675 by the State of Wisconsin, this plan shall include a detailed description of
676 the School’s plans to implement any of the responsive and/or corrective
677 requirements of the NCLB in the following school year.
678
679 (d) Annual School Accountability Progress Report. No later than June 30 of
680 each school year, the Charter School shall submit a school performance
681 report to the District which states how the School has made progress on
682 the goals identified in the school accountability plan established the prior
683 year. This report shall include a description of how the Charter School is
684 or is not meeting the State of Wisconsin’s definition of Adequate Yearly
685 Progress under the NCLB and, if the Charter School has not made AYP in
686 the past, a detailed description of the Charter School’s compliance with
687 the responsive and/or corrective requirements of the NCLB in the prior
688 year.
689

690 **ARTICLE SIX**

691 **NOTICES, REPORTS, AND INSPECTIONS**

692 **Section 6.1** Notice of Annual Budget. The Charter School shall provide the District
693 Administrative Office with a copy of the proposed annual Charter School budget for the
694 upcoming academic year no later than April 1 immediately preceding the beginning of each such
695 academic year.

696 **Section 6.2** Other Notices.

697 (1) Agendas and Meetings. The Charter School shall provide to the District
698 Administrative Office agendas and notices in advance of all meetings of the
699 Charter Governance Council.

700 (2) Governmental Agencies. The Charter School shall immediately notify the
701 District Administrative Office when the Charter School receives any
702 correspondence from the Department or the United States Department of
703 Education or Office of Civil Rights, or other governmental agency that requires a
704 formal response, except that no notice shall be required of any routine or regular,
705 periodic mailings.

706 (3) Legal Actions. The Charter School shall immediately report to the District
707 Administrative Office any material litigation, threatened or filed, or formal Court
708 proceedings alleging violation of any Applicable Law with respect to the Charter
709 School, its employees, or its students.

710 **ARTICLE SEVEN**

711 **MISCELLANEOUS PROVISIONS**

712 **Section 7.1** Code of Ethics. A member of the Board and any member of the Charter School
713 Governance Council of the Charter School directly related to the implementation of the terms
714 and conditions of this Contract, (together “the board members”) shall be subject to the following
715 code of ethics:

716 “Anything of value” means any money or property, favor, service, payment, advance,
717 forbearance, loan, or promise of future employment, but does not include compensation paid by
718 the Charter School Operator for the services as member of the Governance Council, or expenses
719 paid for services as a Council member, or hospitality extended for a purpose unrelated to Charter
720 School business.

721 “Immediate family” means a Council member’s spouse and any person who receives directly or
722 indirectly, more than one half of his/her support from a Council member or from whom a
723 Council member received, directly or indirectly, more than one half of his/her support.

724 (1) No Council member may, in a manner contrary to the interests of the Charter
725 School, use or attempt to use his/her position or Charter School property,
726 including property leased by the Charter School, to gain or attempt to gain
727 anything of substantial value for the private benefit of the Council member,
728 his/her immediate family or any organization with which the Council member is
729 associated.

730 (2) No Council member may solicit or accept from any person or organization
731 anything of value pursuant to an express or implied understanding that his/her
732 conduct of Charter School business would be influenced thereby.

733 (3) No Council member may intentionally use or disclose confidential information
734 concerning the Charter School in any way that could result in the receipt of
735 anything of value for himself/herself, for his/her immediate family or for any
736 other person or organization with which the Council member is associated.

737 **Section 7.2** Exemption from Wis. Stat. chs. 115 to 121. By applying for such exemption to
738 the District Administrator, identifying the specific statutory section for which an exemption is
739 requested and the reasons for an exemption, what alternative policy and rule the Charter School
740 will follow, and the requested exemption will be granted at the discretion of the District
741 Administrator.

742
743 **ARTICLE EIGHT**

744 **REVOCAION OF CONTRACT BY THE DISTRICT**

745 **Section 8.1** Events of Default by Charter School. The Board of the District under procedures
746 in Section 8.2 may terminate this Contract if the District finds that any of the following Events of
747 Default have occurred:

748 (1) The pupils enrolled in the Charter School have failed to make sufficient progress
749 toward attaining the educational goals under s. 118.01, *Wisconsin Statutes*, or
750 have failed to achieve Adequate Yearly Progress, as determined by the State of
751 Wisconsin pursuant to the federal No Child Left Behind Act, for 3 consecutive
752 years;

753 (2) The Charter School has failed to comply with generally accepted accounting
754 standards of fiscal management with respect to the Charter School;

755 (3) The Charter School employees, or agents provided HASD false or intentionally
756 misleading information or documentation in the performance of this Contract;

757 (4) The Charter School has failed materially to comply with Applicable Law;

758 (5) The Charter School has violated section 118.40, *Wisconsin Statutes*;

759 (6) The Charter School Operator defaults materially in any of the terms, conditions,
760 promises or representations contained in or incorporated into this Contract.

761 **Section 8.2** Procedures for The District's Revocation:

762 (1) Emergency Termination or Suspension Pending Investigation. If the District
763 Administrator determines that any of the Events of Default set forth in Section 8.1
764 has occurred and that thereby the health or safety of the Charter School's students
765 is immediately put at risk, the District shall provide the Charter School written
766 notice of such Event(s) of Default and, upon delivering such notice, may either
767 terminate this Contract immediately or may exercise superintending control of the
768 Charter School pending investigation of the pertinent charge.

769 (a) If the District shall elect to exercise superintending control pending
770 investigation of the pertinent charge, the District shall give the Charter
771 School written notice of the investigation, shall commence such
772 investigation immediately, shall permit the Charter School fairly to
773 address the pertinent charge, and shall thereafter complete its investigation
774 as quickly as reasonably practicable.

775 (b) Upon completing its investigation, the District shall promptly deliver to
776 the Charter School in writing either a notice of immediate termination on
777 the bases set forth in this Section 8.2, or a notice of an Event of Default
778 and an opportunity to cure pursuant to Section 8.2(2), or a notice rejecting
779 the pertinent charge and reinstating control of the Charter School to the
780 District.

781 (2) Non-Emergency Revocation and Opportunity to Cure. If the District
782 Administrator determines that any of the Events of Default has occurred, but that
783 such occurrence does not thereby immediately put at risk the health or safety of
784 the Charter School's students, the District shall advise the Charter School in
785 writing of the pertinent occurrence and shall specify a reasonable period of time
786 (though in no instance less than 30 days) within which the Charter School shall
787 cure or otherwise remedy the specified Event(s) of Default to the reasonable
788 satisfaction of the District Administrator.

789 (a) If the Charter School shall not so cure or otherwise remedy the specified
790 Event(s) of Default, the District may terminate this Contract by written
791 notice delivered within 10 days after expiration of the specified period.

792 (b) If the District shall so terminate this Contract, termination shall become
793 effective at the end of the next academic semester scheduled for the
794 Charter School.

795 **ARTICLE NINE**

796 **TERMINATION BY THE CHARTER SCHOOL OPERATOR**

797 **Section 9.1** Grounds for Termination by the Charter School. This Contract may be terminated
798 by the Charter School under procedures in Section 9.2 if the Charter School Operator finds that
799 any of the following Events of Termination have occurred:

800 (1) The Charter School has insufficient enrollment to successfully operate a public
801 school;

802 (2) The Charter School has lost its right to occupy all or a substantial part of its
803 physical plant and cannot occupy another suitable facility, at a cost deemed
804 reasonable by the Charter School Operator, before the expiration or termination of
805 its right to occupy its existing physical plant;

806 (3) The District defaults materially in any of the terms, conditions, promises or
807 representations contained in or incorporated into this Contract.

808 **Section 9.2** Procedures for Charter School Termination of Contract. The Charter School may
809 terminate this Contract according to the following procedures:

810 (1) Notice. If the Charter School determines that any of the Events of Default set
811 forth in Section 9.1 has occurred, the School shall notify the District
812 Administrator of the pertinent Event(s) of Termination. The notice shall be in
813 writing, shall set forth in sufficient detail the grounds for termination, and shall
814 specify the proposed effective date of termination (which date shall, to the extent
815 reasonably practicable, be the end of the next academic semester scheduled for
816 the Charter School).

817 (2) Discretionary Termination.

818 (a) As to the Event(s) of Termination set forth in Sections 9.1(1)-(3), the
819 District Administrator may conduct a preliminary review of the alleged
820 bases for termination to ensure that such bases are bona fide. Such review
821 shall be completed promptly and, within 30 days after the District
822 Administrator receives the Charter School's notice, the District
823 Administrator shall deliver to the Charter School a notice either approving
824 the School's requested termination or denying the same on the grounds
825 that the asserted bases for termination are not in fact bona fide.

826 (b) If such results of the review and the District Administrator's determination
827 are not delivered to the Charter School in writing within 30 days after the
828 District Administrator receives the notice, the School's notice shall be
829 deemed an approved basis for termination.

830 (3) Automatic Termination. As to the Event(s) of Termination set forth in Section
831 9.1, termination shall be effective on the date set forth in the Charter School's
832 notice under Section 9.2(1).

833 **Section 9.3.** Final Accounting. Upon termination of the Contract, the Charter School shall
834 assist the District in conducting a final accounting of the Charter School by making available to
835 the District all books and records that have been reviewed in preparing the School's annual
836 audits and statements.

837 **ARTICLE TEN**

838 **TECHNICAL PROVISIONS**

840 **Section 10.1** Term of Contract. The terms of this contract will be for five years.

841 The term of this Contract shall commence on the date of the execution of this
842 Contract and continue until June 30, 2016.

843 During the fourth full academic year of this Contract the District shall conduct a review of the
844 Charter School's performance to date. The District shall specify in writing for the Charter
845 School the subjects of the review at least 3 months prior to the beginning of the fourth full school

846 year of the operation of the Charter School. The measures for evaluation shall be derived from
847 the following sources:

- 848
- 849 a) State of Wisconsin and Federal Statutes except were excluded by this contract
 - 850 b) FWA Charter School Contract
 - 851 c) FWA Goals
 - 852 d) Annual School Accountability Plan
 - 853 e) Annual School Accountability Progress Report
 - 854 f) Governance Council Bylaws, meeting minutes
 - 855 g) FWA Curricula
 - 856 h) Community Partnership Evaluations
- 857

858 The District shall complete the review and shall issue a written report by the end
859 of the fourth full school year of the Contract. The Charter School shall have the
860 opportunity to rectify any negative findings. The results of the review, the
861 Charter Schools' action plan, and subsequent results shall serve as the basis for
862 the District to determine whether it will negotiate another Contract with the
863 Charter School during the fifth year, for another five year contract taking the
864 school into years six through ten.

865 **Section 10.2** Applications of Statutes. If, after the effective date of this Contract, there is a
866 change in Applicable Law that alters or amends the responsibilities or obligations of any of the
867 Parties with respect to this Contract, this Contract shall be altered or amended to conform to the
868 change in existing law as of the effective date of such change.

869 **Section 10.3** Amendments. This Contract may be amended only upon the written agreement of
870 the Parties.

871 **Section 10.4** Severability. If any provision of this Contract is held to be invalid or
872 unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or
873 impairing the validity and enforceability of the remainder of the provision or the remaining
874 provisions of this Contract. If any provision of this Contract shall be or become in violation of
875 any federal, state, or local law, such provision shall be considered null and void, and all other
876 provisions shall remain in full force and effect.

877 **Section 10.5** Successors and Assigns. The terms and provisions of this Contract are binding on
878 and shall inure to the benefit of the Parties and their respective successors and permitted assigns.

879 **Section 10.6** Entire Agreement. This Contract sets forth the entire agreement among the Parties
880 with respect to the subject matter of this Contract. All prior application materials, agreements or
881 contracts, representations, statements, negotiations, understandings, and undertakings are
882 superseded by this Contract.

883 **Section 10.7** Assignment. This Contract is not assignable by either Party without the prior
884 written consent of the other Party.

885 **Section 10.8** Non-waiver. Except as provided herein, no term or provision of this Contract shall
886 be deemed waived and no breach or default shall be deemed excused, unless such waiver or

887 consent shall be in writing and signed by the Party claimed to have waived or consented. No
888 consent by any Party to, or waiver of, a breach or default by the other, whether expressed or
889 implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach
890 or default.

891 **Section 10.9 Force Majeure.** If any circumstances occur which are beyond the control of a
892 Party, which delay or render impossible the obligations of such Party, the Party’s obligation to
893 perform such services shall be postponed for an equivalent period of time or shall be canceled, if
894 such performance has been rendered impossible by such circumstances.

895 **Section 10.10 No Third Party Rights.** This Contract is made for the sole benefit of the Parties.
896 Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to
897 create a relationship among the Parties or any of them, and any third party, including a
898 relationship in the nature of a third party beneficiary or fiduciary.

899 **Section 10.11 Governance Law.** This Contract shall be governed and controlled by the laws of
900 the State of Wisconsin.

901 **Section 10.12 Notices.** Whenever this Contract provides that notice must or may be given to
902 another Party, or whenever information must or may be provided to another Party, the Party who
903 may or must give notice or provide information shall fulfill any such responsibility under this
904 Contract if notice is given or information is provided to:

905 President, Governance Council of Fox West Academy
906 c/o Hortonville Area School District
907 246 North Olk St.
908 P.O. Box 70
909 Hortonville, WI 54944
910

911 Notice hereunder shall be effective if made by hand delivery to the pertinent Party or by United
912 States mail, postage prepaid, certified with return receipt requested. Notices shall be effective
913 when actually received by the addressee, if made by hand delivery, or 2 days after delivering the
914 pertinent notice to the control of the United States Postal Service, if made by certified mail with
915 return receipt requested.
916 The undersigned have read and agree to comply with and be bound by the terms and conditions
917 as set forth in this Contract.

918

SIGNATURE PAGE FOLLOWS

919 FOR THE FOX WEST ACADEMY
920
921
922 Barry Hoff
923
924 Name: Barry Hoff
925 President – FWA Governance Council
926
927 1-10-11
928 Date
929 Denise Nelson
930
931 Name: Denise Nelson
932 Secretary – FWA Governance Council
933
934 1-10-11
935 Date

FOR THE HORTONVILLE AREA SCHOOL
DISTRICT:
Paul D. Thome
Name: Paul Thome
President, HASD Board of Education
1-10-11
Date
Marv Obry
Name: Marv Obry
Clerk – HASD Board of Education
1-10-11
Date

ADDENDUM TO THE CHARTER SCHOOL CONTRACT BETWEEN

**THE BOARD OF EDUCATION OF THE
HORTONVILLE AREA SCHOOL DISTRICT**

AND

FOX WEST ACADEMY

Whereas, Fox West Academy and the Hortonville Area School District Board of Education are parties to a Charter School Contract which was entered on January 10, 2011;

Whereas, Fox West Academy desires to make modifications to the terms of the Charter School Contract in accordance with Wisconsin Department of Public Instruction charter school contract reviewer benchmarks;

Whereas, the Board desire to grant these modifications to the terms of the Charter School Contract;

NOW, THEREFORE,

- A.** The parties agree to modify the student admissions requirements section of the Charter School Contract by adding the following language, after relevant parts of line 413, as follows: “Any student wishing to attend FWA may make application according to timelines published ~~and attend one of the informational sessions provided or view a video of the session according to the determined deadlines.~~ Interested students and their parents are encouraged to attend an informational session prior to the application deadline. Accommodations such as teacher calls, online video, or student meetings during the school day will be made for interested students and parents unable to attend an informational session. ~~This informational video will be made available on the school’s website.~~”
- B.** The parties agree to modify the student admissions requirements section of the Charter School Contract by adding the following language, after relevant parts of line 421, as follows: “To be eligible for admission through this lottery-placement process, individuals must have submitted complete and valid enrollment applications ~~and attended or viewed an informational session~~ by the end of the established registration window.”
- C.** The parties agree to modify the student admissions requirements section of the Charter School Contract explaining lottery exemptions, lines 426 through 430 to read, as follows: “Exemptions from the lottery shall be granted to students currently attending FWA, siblings of students currently attending FWA, ~~and siblings of alumni that attended FWA,~~ and children of the founding members of FWA. Founding members of FWA include Jennifer Koenecke, Dan Lundstrom, Greg Hall, Barry Hoff, Zola Nimmer, Denise Nelson, Tori Mann, Kristi Compton, Kip Wenninger, John Brattlund, Stephanie Halverson, Anne Walker, Jean Wagner, and Lorie Claybaugh.”
- D.** The parties agree to modify the Obligations of the Charter School Operator section by adding the following section, after relevant parts of line 639, as follows:

“Section 4.11 Waiver of Administrative Fee. The District hereby waives any administrative fee for any costs of administering this Contract.”

- E. The parties agree to modify the charter school budget section by including a five-year projected budget after line 599 of the contract to read, as follows:

Fox West Academy Five-Year Projected Budget

Category	2011-2012 Year One Implementation	2012-2013 Year Two Implementation	2013-2014 Year Three Implementation	2014-2015 Year Four	2015-2016 Year Five
Operating Revenue					
Charter Grant	175,000	175,000	0	0	0
District Funds (\$115/student)	6,900	6,900	6,900	6,900	6,900
Fund Raising and Grants	3,000	5,000	10,000	10,000	10,000
Total Revenue	184,900	186,900	16,900	16,900	16,900
Expenditures					
Professional Development	29,000	25,000	2,000	2,000	2,000
Committees	21,125	20,000	4,000	3,000	3,000
Curriculum Development	18,325	25,000	1,000	2,000	2,000
Supplies	25,350	50,000	3,900	2,900	2,900
Furniture and Equipment	85,300	58,900	2,000	1,000	1,000
Contingency Fund	3,000	5,000	2,000	2,000	2,000
Transportation – Service Learning	2,800	3,000	2,000	3,000	3,000
Total Expenditures	184,900	186,900	16,900	16,900	16,900

The undersigned have read and agree to comply with and be bound by the terms and conditions set forth in this contract addendum.

FOR THE FOX WEST ACADEMY

FOR THE HORTONVILLE AREA SCHOOL DISTRICT:

Name: Barry Hoff
President – FWA Governance Council

Name: Paul Thome
President, HASD Board of Education

Date

Date

Name: Denise Nelson
Secretary – FWA Governance Council

Name: Marv Obry
Clerk – HASD Board of Education

Date

Date

Charter School Future Planning Results

Responding:

Dr. Lois M. Alt, Assistant Superintendent Curriculum, Instruction & Technology
DC Everest School District

Jay N. Joppa, Principal
Rhinelanders Schools

Jonathan Woloshin, Dean of Students/Advisor TAGOS Leadership Academy
Janesville Schools

Greg Hall
Fox West Academy

Jason Lau, Administrator
West De Pere Schools

Steve DeMay, Co-founder & Advisor
Appleton Area Schools

Rebecca Fox-Blair, Executive Director
Monona Grove Schools

Dan Lundstrom - Advisor/Teacher
Fox West Academy

Staffing/Facility

3. What is your student population at your charter school?

75
90 middle/87 secondary
70 30% spec. ed., 60-70% Free & Reduced
60
25
68
31
60 6th-7th-8th

4. What are the grade levels of the students attending your charter school?

6-11
K-12
7-12
6-8
7-12
7-12
10-12
6-8

5. How many certified staff are employed at your charter school?

- 5
- 4
- 3
- 2
- 4

6. What is the student-to-staff ratio at your charter school?

- 15:1
- 16 on average
- 15-18
- 20:1
- 15:1
- 17:1
- 17:1
- 20:1

7. Are there any support staff positions at your charter school? If so, how many, and in what capacity? Are these positions funded by the school district or by the charter?

- 1 support person is funded by the district. She does generally clerical duties, attendance, lunch count, greeting guests, etc.
- Paraprofessionals Elementary 2 Middle/Sec 1 District pays salary.
- Secretary 6hrs/day (Works 10) Special education Aide 4hrs/day.
- No.
- One full-time secretary and one 6 hour special education aide.
- .5 Secretary and .5 EA -- both are funded by the district.
- No.
- We share reading and IEP-related services with our partner building (we are housed inside) - Hortonville Middle School.
-

8. What is the name and title of the person who serves as the liaison between the charter school and the district?

- Steven Pophal, D. C. Everest Junior High Principal serves as the liason
- Jay N. Joppa, Principal
- Jonathan Woloshin
- Greg Hall - Lead Teacher Steve Gromala - Administrative Advisor (principal of the middle school we share a space with)
- Jason Lau, administrator
- Ben Vogel, Asst. Superintendent of AASD
- Rebecca Fox-Blair
- Steve Gromala

9. Do you use a district facility or do you lease space?

- District Facility 50%
- Lease Space 50%

10. If you lease space, how large is the facility, and what is your annual cost (including utilities and all other related facilities costs?)

- 44,000 square feet - Costs run approximately \$125,000 for lease, utilities, etc.
- 8000 sq. ft 80K year (Includes heat and electric).
- It is a combined lease with the district office. I do not know the exact cost.
- 9800 sq. ft and annual lease is \$73,000.

Curriculum

11. Does your charter school use a clearly defined, comprehensive curriculum that is aligned with state and national standards? If not, please describe.

- Yes – 7
Common Core Standards or equivalent state standards where CC is not available.
Common core Standards Project Foundary.
- Student-driven, project-based learning -- students do select standards in their projects

12. Is this a purchased curriculum or one developed at your site for the unique needs of your students?

- Purchased – 1
- Developed – 6
- No – 1

13. If purchased, what is the name of the curriculum? What is the cost of this package?

- Project Foundary, Larsen Math.
- For the current year, we have used Think Through Math - a purchased online math programs at a cost of approximately \$40 per student.

14. What do you estimate is the amount of district resources allocated to deliver your curriculum of choice, not including staffing costs?

- \$9,000
- Don't know.
- 100K After we do our expense reports TAGOS still makes a return on investment of about 100K annually. Revenue – expenses.
- Hard to say what the actual cost is because it is included in our overall operating budget.
- Lease cost plus about \$88 per student for site budget, also lunch supervision cost.s
- \$160 per student
- We are a combo integrated teacher led classes and project based learning. The bulk of our resources go to PBL.

15. How do you create staff development opportunities for the charter school staff that enhance the curriculum and instruction?

- The advisors create their own staff development on one Friday each month. Other district-wide opportunities are made available to them as well.
- District Professional Development days built into the district calendar. Whole district participates on these days. Secondary has Home Study days. Teachers have no preps. during the day. Use these days without students for planning/recording.
- Through the Wisconsin Innovative Schools Network Other depends on areas of need.

- Currently using charter grant funds. Have dedicated a small portion of our per pupil supply budget (\$100/student) for continued staff development. We also have a staff of only 3.
- They can participate in all district level professional development opportunities.
- We create our own staff development based on needs, strategic goals and sustainability.
- Our staff members choose professional development in most cases.
- We use our staff development time to work collaboratively and we attend other trainings and workshops.

16. Is world language available to students at your charter school?

Yes – 8

No – 0

17. If yes, how many languages?

- German this year. Potentially Spanish next year.
- Students are able to sign up for a high sch. course at the high school. Possibly 3-4 choices.
- 3 Total Spanish 1-2 Mandarin 1 Arabic 1
- Spanish is made available by the middle school we share space with.
- Multiple through the use of Rosetta Stone.
- Students have many options and formats to learn any language they want.

18. How is world language instruction delivered to students (direct instruction, web-based programming like Rosetta Stone, tele-presence, etc.)?

- Telepresence and Rosetta Stone
- Rosetta Stone – 4
- Web-based, University tutors, Traditional classes
- Classroom Instruction
- NA
- Web-based University Tutors

Assessment

19. Does your charter school require use of a benchmark assessment to monitor student academic progress?

Yes – 8

No – 0

20. If your answer to the above question is yes, which assessment(s) do you use (for example, MAPS)?

- MAPS – 7
- WKCE Starting E pass Suite of ACT test
- Plus Hope Study
- Plus we have our own writing benchmark assessment
- Project Foundary Scope and Sequence

21. Are district or charter school resources used to purchase the above assessment(s)?

District Budget – 7

Charter School Budget – 2

22. Does your charter school use a student reading assessment?

Yes – 7

No – 1

23. If yes, are district or school resources used to purchase this assessment?

District Budget – 6

Charter School Budget – 1

Technology

24. How often do you replace or plan to replace computers used at the charter school?

Every three years or less – 1

Three to five years – 4

Five to seven years – 3

25. How often do you replace or plan to replace tablets, laptops or other wireless devices used at the charter school?

Every three years or less – 0

Three to five years – 5

Five to seven years – 2

Other – 1

26. How do you handle printing at the charter school?

Each student has a printer – 0

Printers are located in resource areas throughout the school – 7

All printing is managed through high-speed copiers – 2

27. Who is responsible for printing costs?

District Budget - 1

Charter School Budget – 7

28. How often do you update the technology infrastructure at the charter school?

Every one to three years – 0

Every five years – 0

As needed – 8

29. Who is responsible for the cost of infrastructure upgrades?

District Budget – 6

Charter School Budget – 3

30. Additional Comments – none

31. Share Results – 3

I would be interested in the results of your survey

I'd like a copy (demaysteven@asd.k12.wi.us)

Please Share jwoloshin@janesville.k12.wi.us



A Collaborative Learning Community

FWA Team Norms (developed during the 2012-13 school year)

- Spend an appropriate amount of time on agenda items
- Foster a trusting and supportive environment
- Communicate ideas and concerns
- Challenge each other to be innovative
- Consider decisions about student learning while being mindful of the whole child
- Work toward an equal distribution of responsibilities based on strengths
- Enjoy the ride

2011-2012 End-of-the-Year Staff Reflection Notes

	Struggles	Adjustments	Tentative plans
<p> sed confidence public ng m solving/independent g irt level for students t the whole child icking onships with students ctions) t timing unication with families :tudies ology integration ng students in rative experiences nt choice lity nsive adjustment to olerant environment ition of a positive, :tful learning nment by teachers ation of projects ers in more of a tive role nt enjoyment of school </p>	<ul style="list-style-type: none"> ● Reading skill development ● Math structure ● Structured time ● Structure of work areas ● Grading ● Comfort level for students ● Behavior and work time expectations ● Games/casual computer use ● Parent led activities ● Advisory ● Respect of property ● Listening skills practice - stretching active listening 	<ul style="list-style-type: none"> ● Review reading and math common core ● Student-led advisory ● Laptop care/use ● Personal device check-in? ● Additional responsibilities outside of school ● Student committees - structure ● Consistency ● Start/end each day as all school ● Essential skills adjusted to 7 habits ● Request override levels for students 	<ul style="list-style-type: none"> ● Culture thro ● Culinary wo ● Premier Pro ● Laptop/com policy ● Game restri ● Cost/value c school items ● Computer m system upd: citizenship ● Explore goa behavior ● Accountabili (parents che students) ● Earn privileg ● LEADER in ● Parent/teach assessment skills (startir ● Jason Proje ● spelling/voc

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FWA Goals for 2012 - 2013

Objective	Action Steps	Person(s) Responsible	Timeline	Current Status
Create and utilize a digital comprehensive integrated PBL curriculum		•	• By end of year	•
Link essential skills to Covey Framework.	<ul style="list-style-type: none">• Conduct a data analysis of essential skills and link language to Covey framework.• Assess as a team both spring and fall rather than summative assessments after a project.	•	•	•
Maintain, sustain and increase the number of connections with community members.	<ul style="list-style-type: none">• Continue compilation of partnerships with community members. Determine and identify the level of participation with and commitment of community members to FWA .• Increase the number of links with community experts and increase the quality of student interaction with those experts.	•	•	•
Establish collaborative relationships with other PBL Schools	<ul style="list-style-type: none">• Utilize the virtual learning system to connect with other PBL schools• Contact IDEA, SILA, and other potential partners•	•	•	•

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FWA Goals for 2012 - 2013

Objective	Action Steps	Person(s) Responsible	Timeline	Current Status
By the end of 8 th grade over 50% of student projects will be self-directed, utilize authentic assessment and be presented to authentic audiences.		•	•	•
Create a culture of digital citizenry and diminish carelessness with equipment/room.	<ul style="list-style-type: none">• Reduce the number of technology equipment repairs needed because of carelessness and improper use.• Utilize PBIS and 7 Habits Principles to define expectations.• Promote sense of ownership by establishing a one-to-one environment.	•	•	•
Create and implement a personalized learning plan (PLP)	<ul style="list-style-type: none">• Utilize <i>The Leader in Me</i> to create a personalized learning plan (PLP) by the end of the first project• Revisit PLP at least quarterly	•	•	•
Establish Sustained Silent Reading as a priority	<ul style="list-style-type: none">• Increase the amount of time spent on Sustained Silent Reading.• SSR will occur for 25 minutes a day during “help” period with 5 minutes for reflective journals.	•	•	•

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FWA Goals for 2012 - 2013

Increase quality and quantity of project reflections	<ul style="list-style-type: none">• Students will do weekly project reflections couched in the 7 Habits Principles referencing essential question(s)/and need to know.	•	•	•
Create, encourage, and sustain a positive and productive learning environment at FWA.	<ul style="list-style-type: none">• Use the <i>Leader in Me</i> and PBIS to convey behavior expectations and natural consequences.• Every student will have an active role on a leadership committee.	•	•	•
Expand and maintain a variety of assessment tools to evaluate the success of FWA	<ul style="list-style-type: none">• Create an electronic system to consistently track the project process, standards and life skills.• Develop and implement a pre and post school climate survey• Create an advisor evaluation instrument specific to the needs of FWA.	•	•	•

SMART Goal Worksheet

School: Fox West Academy

Team Name: FWA

Team Leader: Dan Lundstrom

Team Members: Greg Hall, Jenni Koenecke, Dan Lundstrom

District Goal(s): Our community ensures every student learns at the highest level

School Goal(s): **The number of HMS/FWA students that reach (or exceed) expected RIT-level growth norm will increase by 5 percent in READING** from spring 2012 to spring 2013 according to the NWEA Measure of Academic Progress Spring test.

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Percent of FWA Students that reach or exceed RIT-level growth expected norm will increase by 5% in reading from spring to spring and will demonstrate comparable growth in areas of analyzing text and evaluate and extend text.	Analyzing text: lessons and activities that focus on the use of language, word, and vocabulary in fiction and nonfiction literature Strategies from Des Cartes: - Identify main idea in literary passages (1 to 3 paragraphs) - Gives examples of cause and effect in informational text	All FWA Staff members	MAPS for 6 th /7 th grade winter testing; evaluation for all students spring 2013 MAP test.	Demonstrated growth in MAPS for 6 th /7 th grade winter testing; final evaluation for all students spring 2013 MAP test.
	Evaluate and extend text: lessons on comprehension and reading strategies for nonfiction and instructional texts as well as nonfiction narratives. Strategies from Des Cartes: - Recognizes that compare and contrast is a useful strategy for informational texts - Explain how one's experiences and values affect interpretation of facts in	All FWA Staff members	MAPS for 6 th /7 th grade winter testing; evaluation for all students spring 2013 MAP test.	Demonstrated growth in MAPS for 6 th /7 th grade winter testing; final evaluation for all students spring 2013 MAP test.

	informational text			
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Fox West Academy

Behaving the Polar Bear Way

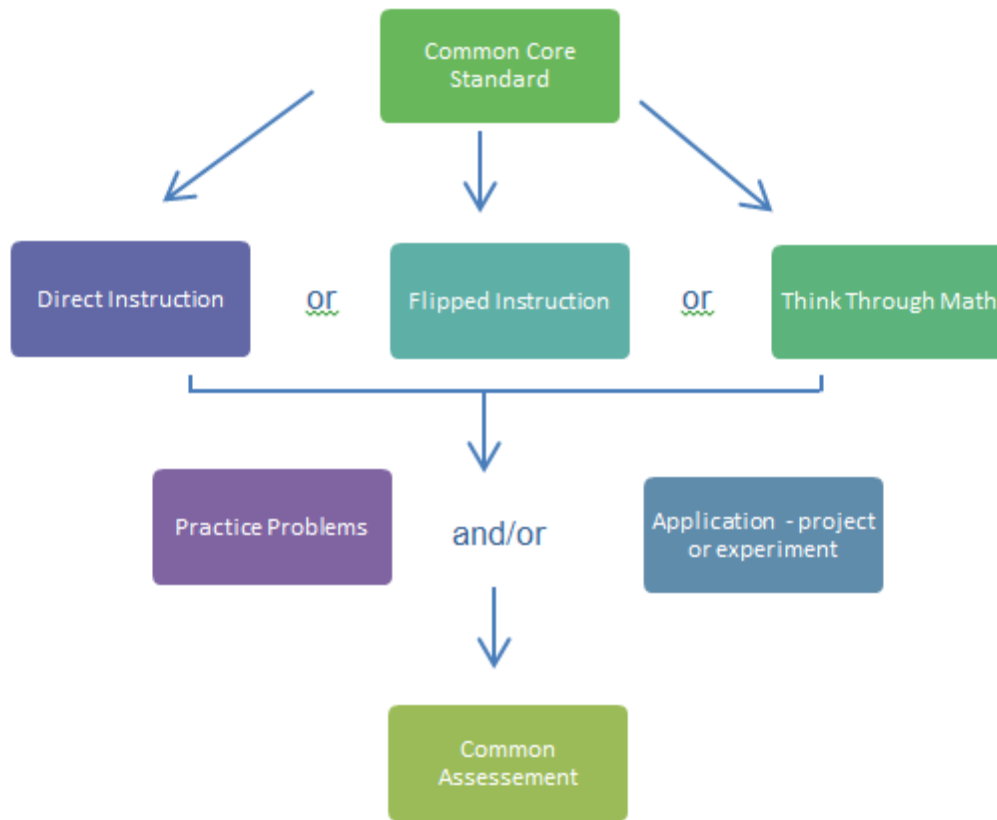
Choosing to lead with respect, confidence, and passion

B	e honest	Admitting mistakes	Don't make excuses for something not being done; Let someone know when something breaks
		Getting what you need	Ask for help when needed
E	xceed expectations	Focusing on learning	Use technology for enhancing learning - no use of devices for off-task purposes; no gaming; do not let electronics become distrator
		Seeking help when needed	Ask specific questions that will bring help; don't just say, "I don't get it!"
		Giving it your best	If you have to ask if it is good enough it probally is not. Are you proud of your work? When you're working with a group, keep seeking ways to contribute (whether or not your assigned task is
A	ccept responsibility	Eating snacks appropriately	No food or beverages by computers; no candy; no soda or energy drinks; no snacking during instructional time; dispense of all trash and recyclables appropriately
		Helping to keep FWA clean and organized	Organize and clean work stations; chairs pushed in and returned to correct place; Common supplies returned
		Being ready for class	Do not wait for reminders to be ready; Get quiet and listen when instructor begins; Have all materials needed prior to starting; No leaving materials behind when finished
		Completing assignments and meeting deadlines	Complete all assignments on time; Meet deadlines; Talk to advisor ASAP if there is an issue with completing an assignment
R	espect others	Listening respectfully during instruction	No talking or distracting others when someone is talking to you; No earphones; No use of electronics or objects for off-task purposes; No texting
		Using FWA materials and technology appropriately	Do not abuse any equipment or do things that may damage them; Use desktops when available before laptops; Return equipment to there designated spot plugged in, Do not use others' equipment
		Having fun in appropriate ways	Do not slap, push, wrestle, jump on other forms of horseplay; exit and enter FWA without making a scene - volume level 1

As your team of advisors we are charged with helping you be honest, exceed expectations, accept responsibility, and respect others. Being mindful of the teenage brain and how we learn we will continue to acknowledge and recognize jobs well done. Realizing that leadership is a process we need to practice, we will continue to provide redirection and reminders. Because we care about the entire Fox West community we will follow through with appropriate consequences when our norms aren't being followed.

When norms are not carried out, students will be required to meet with a member of the advisory team for approximately 10 minutes to discuss their actions and a plan for better future decisions. These meetings will take place before lunch if students break norms in the morning, and the meeting will take place after school if students break norms in the afternoon. Students will not miss the buses or after school activities when these discussions are held after school.

Math Individualization and Differentiation at Fox West Academy





A Collaborative Learning Community

WELCOME TO STUDENT PRESENTATION NIGHT

SCHEDULE

6:30-6:40 Media Pit- All Group Meeting

6:45 -7:05 1st Rotation

7:10-7:30 2nd Rotation

7:30-8:00 Optional Social

REMINDERS

Parent/Teacher Conferences

Goodwill Clothing Drive Feb. 12th - ??

Application Window – Feb. 1st – April 30th

Re-enrollment Survey

Parents - Following the main presentation please take a few minutes please ask panel of experts the following question: *How was your experiment different and what conclusions did you make?*

1 st ROTATION – 6:45-7:05		
LIBRARY*	LOCATION	SHOWCASE PRESENTATIONS
Log on onto a computer or iPad and click onto the current projects and assignments tab for directions: Logan Madelyn Anna * Rachel * Payton Matt Seth Jacob Bradley Matthew Kayla Jakob M. Danie Aria Shea Josh Karissa Mallory Sabrina Morgan Katy	MEDIA PIT	Presenters: Ethan Supporting Panel: Rachel and Brooke Matthew, Kayla, Rick, Alec, Carson
	6 TH /7 TH GRADE ROOM	Presenters: Colton Supporting Panel: Griffen, Jordan, Sam M., Blaze
	8 TH GRADE ROOM	Presenters: Emily and Makenna Supporting Panel: Christopher, Caleb, Zach, Zach, Sam, Jason
	CAFETERIA	Presenters: Josh G.* Supporting Panel: Cole, Luke,

2 nd ROTATION – 7:10-7:30		
LIBRARY	LOCATION	SHOWCASE PRESENTATIONS
Log on onto a computer or iPad and click onto the current projects and assignments tab for directions: Anna * Rachel * Ethan Rachel Brooke Colton Emily Griffen Jordan Christopher Caleb Zach Zach Sam VB Jason Josh G. Cole Luke Rick Alec Carson Sam M Blaze	MEDIA PIT	Presenters: Payton and Matt Supporting Panel: Seth, Bradley, Jacob, Nolan Audience: Makenna
	6 TH /7 TH GRADE ROOM	Presenters: Allison and Alyssa Supporting Panel: Shea, Josh, Karissa Audience: Morgan, Katy
	8 TH GRADE ROOM	Presenters: Aria and Danie Supporting Panel: Marek, Brady Audience: Madelyn ?
	CAFETERIA	Presenters: Jakob and Logan Supporting Panel: Mallory, Sabrina, Sam, Cam

Parents - Following the main presentation please take a few minutes please ask panel of experts the following question:

How was your experiment different and what conclusions did you make?

As always, all of us here at Fox West want to thank you for supporting your child's learning.