



Chain Exploration Center Inc.

2018-2019
GOVERNANCE COUNCIL
ANNUAL REPORT

N3160 Silver Lake Drive Waupaca, WI 54981



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Governance Council

SUMMARY

The 2018-2019 inaugural year at the Chain Exploration Center (“CEC”) came to an emotional close as some students may be moving on forever, while others are filled with excitement for the year ahead at the charter school. There were many accomplishments, challenges, frustrations, and celebrations all met with open-minded, solution-oriented energy, all shaping the culture of inquiry and inclusiveness.

Students eagerly explored engineering through Project Lead the Way, planted our apple orchard (soon to be multi-fruit orchard), created a student council, experienced entrepreneurial endeavors in the school store, kayaked Silver Lake, performed on stage, visited the state capital, and so much more. Our courageous team of advisors encouraged student creativity and drive, fostering the culture of inquiry and embracing the world of student voice and unique perspectives and possibilities.

The Governance Council applied for 501(c)(3) status and eagerly awaits an answer from the IRS. Recruitment of the Governance Council members was a recurring theme throughout the year with a focus on procedure and outreach. June’s annual elections welcomed a new voting member to the Governance Council, and we continue to strive to fill gaps in our team’s skill set.

Much of the year was spent problem-solving and developing feasible solutions so that we could create our string orchestra within the CEC’s budget. Many professional development opportunities for the Governance Council as well as our Administrator led us to look internally at our own budget. We are currently reviewing the contract presented by Aber Suzuki Center, which is affiliated with the University of Wisconsin-Stevens Point. This is all made possible because of the tremendous, unwavering support from the School District of Waupaca’s Board of Education. Our entire team is grateful for the support and confidence in our abilities.

DEMOGRAPHICS

As of June 2019, the Governance Council is comprised of seven members -- five women and two men. Each member offers a unique skill set and perspective. Three members have a background in education, specifically: Environmental Education, Administration, and project-based S.T.E.M. One member has a finance background,

another an architectural background, another a small business, and lastly, one is a high school senior student representative. Five of the members have current CEC students and/or students enrolled for 2019-20. Please see Appendix A for a list of names, positions, and backgrounds of current members.

The annual election took place at our annual meeting in June. Members elected and welcomed Sara Zoeller for a three-year term. Sara Zoeller is a graduate of Waupaca High School and is a small business owner of Service Master, Waupaca.

PROFESSIONAL DEVELOPMENT

Members of the Governance Council participated in numerous professional development opportunities throughout the year including Robert's Rules instruction provided by Jenifer Erb. District trainings include workshop on Wisconsin's Open Meeting Law attended with the Waupaca Board of Education, as well the Stronge Assessment System. The Department of Public Instruction ("DPI") had many sub-grant recipient required trainings we took part in. These were: the annual convention of the Wisconsin Resource Center for Charter Schools ("WRCCS"), monthly calls via Zoom with the DPI, and various WRCCs courses in governance presented via Zoom or Buzz. In addition, the Governance Council was required to select two members to participate in an online program selecting and fulfilling competencies set by the entire council in collaboration with our assigned mentor school. The Innovative Schools Network Conference is an annual event that brings together our Advisors, Administrator, Governance Council, and School Board. We all returned from April's 2019 ISN Conference energized with new ideas, and reminders of our mission and of our common goals. Lastly, one member also had the opportunity to attend the National Charter Schools Conference in July of 2018 with intentions of returning in future years.

GOAL SETTING

In June of 2018 our Governance Council set some attainable yet lofty goals for our future that remained our driving focus throughout the year:

- Recruit more members with specific skill sets as well as a student representative.
 - Laurie Wagner joined us with a background in Education Administration and with experience with our District's new teacher and administrator evaluation process.
 - Jack Snider was our student representative and has been instrumental in our grade level 21st Century Skills competency rubrics currently in development.

He was tasked with preparing and administering student and teacher polls focused on 8th grade graduation competencies and high school readiness to prepare our outgoing students (see Appendix D for the current version of the grade level rubrics in development).

- Increase awareness via outreach and education.
 - A bimonthly newsletter “CEC Explorer” is distributed via email to families as well as members of the community who’ve contributed to CEC activities and outreach, and we also distributed printed copies in key public areas such as the Waupaca Public Library.
- Build local partnerships.
 - Our Governance Council has working plans to coordinate with the Middle School PTG to host a “Color Run/Fun Run” for families of both schools as a fundraising opportunity for both in 2019-20.
- Establish a calming space for students.
 - Federal grant funds allowed for the purchase of several study carrels in the hallways. Students often requested to use these spaces to self-regulate.
- Establish a Community Garden.
 - Students from Chain Elementary as well as the Chain Exploration Center planted the approximate 1-acre garden. All students were enthusiastic, and many students were heard boasting about their contributions. The garden has been sectioned off to include: a student experimental garden, measured community member plots, and a section with vegetables to be donated to local organizations. A survey was sent out to the local community as well as our school community to assess interest early on.
 - The well for the garden was paid for with Community Foundation Grant funds. The sustainability of the garden would be questionable without this donation. We owe Dan Riley as well for his willingness to share expertise and for preparing the area and putting up the fence.
 - The Secret Service Club (name is Interact Club at the high school) is a club at each building in our district encouraging students to find service projects and work as a multi-age group. The sheds donated by the Community Garden are beautiful art pieces thanks to this club and many of our CEC/Chain Elementary students.
- Expand the District’s options for learning a musical instrument by focusing on string instruments, and serve as a lab for a school orchestral program.
 - A plan is in motion to offer string bass, cello, violin, and viola free of charge to all students grades 4 and higher next year. Students chose instruments and an instrument order was placed based on the measurements and requests. The instrument purchases were funded by the federal grant the CEC received.

The contract for instruction presented by the Aber Suzuki Center is currently under attorney review.

- Providing students with Suzuki programming was not an easy achievement. After months entertaining different options, we were inspired by other charter schools in Wisconsin to restructure our own budget. After many internal and district -level discussions, we had some tough items to decisions to make. In the end, the cost of our Suzuki programming is being offset by our reducing staff in other areas. In 2019-20 The CEC will no longer have a legacy-school Physical Education Teacher, an IMC Teacher, or Music Teacher (music only affects grades 4-6). The CEC will ensure that students' needs in these areas are met. We have created a new aide position and the person hired will run a Physical Activity class as well as two additional electives. Please see the section titled "ADMINISTRATOR'S GOALS AND PROGRAM PLANNING" for additional information about programming and the new aide's role.

FUTURE GOALS

The annual meeting for the Governance Council falls in June. The board self-evaluation was done prior to this meeting. The data collected was used to improve communication, discuss understanding of expectations, and set short-term and long-term goals. In addition, each member silently reflected in a guided evaluation of self-performance for the past year and identified areas for personal growth. Our goals set at the annual meeting were a concise version of many similar discussions throughout the year. Goals set for the year ahead include: increase community engagement/involvement and communication; continue to recruit new members for the Governance Council; increase visits to the CEC from local experts for students; potentially partner with WLC for a robotics team; continue to add curriculum information to the website; complete and implement the 21st Century Skills Competency Rubrics; and finally, continue developing the Personalized Learning Plans ("PLP") for maximum support for the students.

Financial Report

TREASURER'S REPORT

This year we have focused on some basic building blocks to creating a sustainable financial situation to support the mission and vision for multiage project-based learning at the Chain Exploration Center. These basic building blocks have included the following:

- We compiled and submitted our 501(c)(3) application to achieve not-for-profit, tax-exempt status with the Internal Revenue Service (IRS). Attorney Thomas W. Moniz (von Briesen & Roper) reviewed our application. This is a key step in our growth path to achieve sustainable levels of fundraising to support project-based learning activities at the CEC. This process typically takes over a year to be approved, but we have received notification from the IRS that our application is under review and have not received any clarifying questions to date.
- Additionally, we completed filing our first tax reporting cycle. We submitted Form 990 and the four supplemental schedules required to support that filing. This submission was reviewed at one of our regular monthly meetings to ensure all Governance Council members had the chance to provide input. We are now better prepared to meet timely tax filings moving forward.
- Governance Council members certified that no conflicts of interest exist between any Governance Council members and parties we do business with, in accordance with our Conflicts of Interest Policy.
- At the direction of the attorney Thomas W. Moniz (von Briesen & Roper), the CEC established its own dedicated checking account. The CEC will utilize the account for fundraising activities and other support functions for the school that are outside of public school funding through our District. This eases the burden on District resources and reduces transactional complexity.

BUDGET VS. ACTUAL 2018-2019 YEAR-END FINANCIAL REPORT (prior to audit)

DISTRICT FUND 10 BUDGET VS. ACTUAL 2018-2019

OBJECT	ITEM	BUDGET	ACTUAL
324	Building Repairs	\$620.00	\$600.00
342	Staff Travel (mostly Grant Gunded)	\$500.00	\$112.52
351	Advertising	\$500.00	\$540.00
400s	General Supplies: (workbooks, computer supplies, periodicals, food, textbooks, paper)	\$7,200.00	\$8356.72
940	Dues and Fees	\$2,000.00	\$0 (Grant Funded)
Total		\$10,820.00	\$9,609.24

FEDERAL SUB-GRANT BUDGET VS. ACTUAL

FUNCTION NAME	PURCHASED SERVICES BUDGET	NON-CAPITAL OBJECTS BUDGET	TOTAL BUDGET	ACTUAL
Other Pupil Services		\$5,500.00	\$5,500.00	\$5,497.52
Instructional Staff Training	\$4,015.00	\$394.00	\$4,364.00	\$4,078.77
Other Improvement of Instruction		\$138,466.00	\$138,466.00	\$136,789.46
Community Relations	\$6,050.00		\$6,050.00	\$3,362.00
Other General Administration		\$40.00	\$40.00	\$0
Non-instructional Staff Training		\$394.00	\$394.00	\$349.63
Total	\$10,065.00	\$144,794.00	\$154,859.00	\$150,077.38
Allowable Carryover Amount				\$4,781.62

The Chain Exploration Center Inc. does not discriminate on the basis of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap.

Governance Council Committees

FUNDRAISING COMMITTEE

In addition to the recurring, monthly Governance Council meetings, we have held regular monthly fundraising meetings. We have decided on a strategy of implementing a handful of smaller fundraising activities like lower effort activities at project presentation nights supplemented with a couple major fundraisers. The first attempt at a substantial fundraising effort was our 2nd annual U-Rah-Rah at the beginning of June. The majority of the rummage sale items were donations from families, and also included some District items that the District was disposing of. One of the most sought-after items was a group of retired lunch tables donated by the WLC. The tables found a new home at a local firehouse. Total profit from the sales totaled \$2,000. The second substantial event was the first annual CEC golf outing held on June 29th, 2019. This event raised \$2,428.50 for the school. Although we will likely fall short of our initial year one fundraising target of \$12,000, we have plans in place to accelerate our work in this area, most notably by utilizing the Scrip Fundraising Program. The Scrip initiative is contingent upon our achieving not-for-profit status.

GRANT COMMITTEE

The Grant Committee has been busy this year applying for and securing funds for special and unique equipment and materials for the students at the CEC. In the total amount received beyond the federal sub-grant was \$11,085. We purchased eight new kayaks this year, along with safety gear and additional lake exploration equipment; and established an orchard and a branch of the Community Garden on school grounds. Most recently, students kayaked Silver Lake, obtained water samples, identified insect species, and identified bird species unique to migration.

2018/2019 Grant Committee Awarded Funds

Organization	Award Amount	Materials Purchased
UW-Extension	\$600.00	2 kayaks, life jackets, water testing kits
Waupaca Rotary Club	\$1500.00	6 kayaks and life jackets
Natural Resources Foundation of Wisconsin	\$435.00	Hand lenses, water sample containers, magnification containers, binoculars, fresh water invertebrate field guide
Fleet Farm	\$50.00	Fencing for orchard trees
Fuel Up to Play 60 (Ms. Olsen)	\$1000.00	Walking Club and Composting
Community Foundation Grant	\$7500.00	A well for irrigation and garden coordinator position
Federal Sub-Grant	\$154,859.00	Year One DPI grant funds
TOTAL:	\$165,944.00	

Federal Sub-Grant

In July of 2018 the CEC was awarded \$650,625 over the next five years. The performance measures written in the proposal were reviewed, adjusted, and approved by the Department of Public Instruction. No more than 10% of our first-year funds, budget of \$154,859 allowable as carryover, and all first-year funds must be and have been obligated by June 30, 2019. We will have approximately \$5,000 to carry over, well under our 10% limit. The CEC Governance Council and Administrator were required to participate in monthly grant-related conference calls with the DPI. On occasion, one School Board Member (authorizer) was also required to attend. The CEC works regularly with Wisconsin Resource Center for Charter Schools (WRCCS) to receive trainings, correspondence, attend grant-required annual events, work with our mentor school, and report performance measures. The approved year-two grant fund amount is \$181,372.

Administrator's Report

ENROLLMENT

In our first year, 58 students were grouped into three multiage advisory groups, that served as homerooms. Our total student enrollment included 20 third graders, 20 fourth graders, and 18 fifth graders. One 4th grade student transferred back to the Waupaca Learning Center in late September after meeting with administration and expressing a desire to rejoin old friends. The student body's diversity was similar to that of the school district, including 34% of the population economically disadvantaged, 5% students with disabilities, and 9% students of races other than white, however, the CEC had no English Language Learners. Student's fall iReady scores showed incoming academic scores similar to the District average.

Enrollment for 2019-20 opened on February 1, 2019, for new 2nd-and 3rd-grade students. As of June 30, 2019, there are 15 incoming 2nd graders and 16 incoming 3rd graders registered. This is below the 18 students per class maximum, so we did not need to hold a lottery. In the already-established grades, 10 students indicated they will not be returning. In order to even out numbers according to contract, eight of their places were filled by students on the waiting list in the order received for a total of 56 students in grades 4-6. The total enrollment for grades 2-6 for the 2019-20 school year as of this date is 87 students, with six students on the waiting list. The waiting list remains in effect until January 1, 2020.

The CEC Administrator administered parent satisfaction survey in fall and spring. Fall results were very favorable, showing high parent satisfaction, and offering suggestions to increase communication. A weekly classroom newsletter was established in addition to the bimonthly "CECExplorer." There was a lack of responses to the spring survey, so no conclusive feedback could be gathered.

An exit survey was administered to the families who are leaving the school. Various reasons were indicated for leaving including religious reasons, wanting greater access to sports and to middle school band, project-based learning not a good fit, and missing friends. No pattern in the reasons for leaving emerged. Our 17% "implementation dip" was to be expected in the first year, and is common in all of the charter schools we have visited and communicated with.

ADVISORS' GOALS and STRUCTURE OF SCHOOL DAY

The three advisors (CEC teachers) met on a daily basis this past year to plan and monitor progress. They participated in professional development at the district level and according to CEC goals. A log was kept of professional development hours. Two new advisors were hired in late March after an extensive interview process. Mr. Devon Feldt will teach a 4th-6th section with Mrs. Mary Kaye Ristow and Ms. Holly Olsen and Mrs. Lori Wolff will teach 2nd-3rd with Ms. Catherine Seifert. Advisors and our Administrator visited charter schools with successful programs in the new grade levels we will be adding in 2019-20. These schools included Merrimac Community Charter, L.E.A.D.S. School of Inquiry in Shawano, and S.O.A.R. Middle School in Land O Lakes. In addition, several visits were made with our mentor school in Lodi, and all current advisors and other interested teachers attended the Innovative Schools Network Conference in April.

Advisors met this past month to map out the first week of school in 2019-20. An opening theme of *My Place in Space* will incorporate science and social studies standards, as well as introduce the project process to new students. We will partner with events happening at the Waupaca Public Library. Advisors then met in grade level groups to map out which science standards would be covered in which years, and to define project themes.

It is the intent that the 4th-6th graders will meet regularly with the 2nd-3rd graders, promoting a school-wide community culture. All grades will continue to dedicate time for mindfulness and uninterrupted project time.

The schedule worked well this past year and no major changes are needed.

ADMINISTRATOR'S GOALS AND PROGRAM PLANNING

The Governance Council conducted the Administrator's (Principal's) evaluation, indicating many goals were met. Continuing Administrator goals for next year include community outreach, and clear curriculum standards indicated in student Personalized Lesson Plans (PLPs) for increased parent involvement.

Project Nights were the highlight of the year; they were a time for students to show their learning and practice their presentation skills. The project cycle encompassed the four pillars of our school: Agriculture, Environment, S.T.E.M., and Arts. The Project Nights showcased each pillar. The first one, held in early October, was the Apple

Orchard Grand Opening. This night included the planting of the final tree, presentations on research related to everything apple, and apple refreshments.

December's History/Citizenship Project Night consisted of stations in the gym in which students, sometimes in full costume, presented their findings to small audience groups. In accordance with Social Studies Standards, third grade studies topics about local history, fourth grade did state history, and fifth grade tackled United States History. One student group's Citizenship project made a lasting difference in the community! The students wanted to increase the safety of students who walk to school at the CEC. They presented their proposed solution to the Farmington Town Board and the School Board. Their requests for the addition of a street crosswalk and for a walking path on school grounds were granted; and the students were complimented on their thorough research, their thoughtful problem-solving, and their presentation skills.

In February, the students put on a full-scale musical production held at the middle school auditorium. Students conducted all aspects including marketing, advertising, costumes, set, programs, as well as performing.

During the spring S.T.E.M. project cycle, there was no project night, but rather school-day group presentations of their engineered devices. The grand finale of the year happened at May's Environmental Day, in which pairs of students presented their findings on Agricultural or Environmental topics to elementary school children and parents in interactive presentations.

Each Project Night was unique, and plans are underway to continue this set-up, but with more advance notice of the dates for families.

Upcoming changes in the schedule and course offerings are in the works. 4th-6th grade students and their families have selected elective courses for the next school year. These choices include Art, Choir, Makerspace, F.A.C.E., and multiple Foreign Languages through Duolingo, an online curriculum. All students in these grade levels will also experience string instrument instruction. The contract with University Wisconsin-Stevens Point for Suzuki instruction was drafted this year, and has been approved by the Governance Council, has been provided to the District Business Manager, and is being reviewed by an attorney. All instruments have been ordered.

In addition, an instructional aide was hired to conduct physical activity classes for the CEC in the coming years. Mrs. Kori Bowe will be assisted by CEC's other instructional

aides and will work under the direction of core Advisors in offering physical education opportunities. This is in lieu of a district Physical Education teacher.

The CEC has the honor of serving as a lab school for our district in the area of math curriculum, fulfilling one of the many duties of a charter school. Advisors and administration met with math representatives for various companies and will be piloting a new math program next year entitled *Into Math*. The only cost for this pilot will be the professional development, and will be covered within the CEC's professional development budget. Our experience with this program will be shared with the school district. These materials as well as supplemental materials for literacy, phonics, and student agendas are being ordered this summer. *Redbird* online math instruction will be replaced with an online supplement from *Into Math*. The renewal of the ALEKS math program is still being debated.

FACILITIES UPDATE

The facilities updates made last summer proved to function well during the school year. The District's support both financially and in manpower is immensely appreciated. The new Health Room is centrally located. The Great Room was used extensively for community building and whole group meetings. The Community Room was used for all Governance Council meetings, for students' "live source" interviews and work with community mentors, for student IEP meetings, PTG meetings, and many others. An adjacent playroom works well for kids' entertainment while adults meet. The school store was totally redesigned and refurbished. It was a dramatic makeover and is a functional and aesthetically pleasing learning experience for the students at this point--finishing touches will be added this summer. There is a nagging roof leak in the upstairs hallway that is being assessed by the District and scheduled to be remedied this summer. Other facility updates this past year include:

- Designed and planted school orchard
- Designed and painted an interior wall mural
- Designed and planted a community garden
- Improved access to Silver Lake (to be continued)
- Installed new sound system in the gym
- Acquired rabbits and a rabbit barn

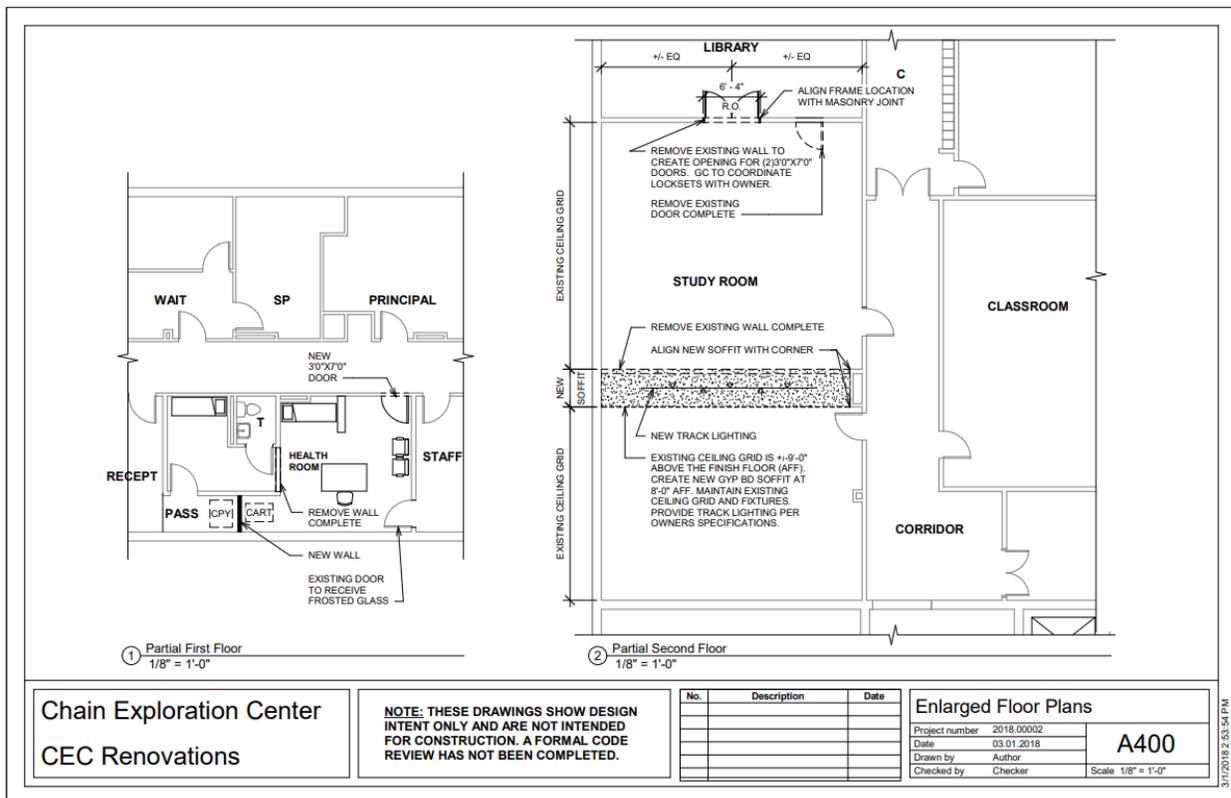
Currently underway this summer will be:

- Makerspace lab (grant funded)
- Redesigning the school parking lot to increase safety and efficiency

- Contributing to safe passage for students walking to school by defining and maintaining a path on school grounds that starts at the street crosswalk added by the Town of Farmington and will end at the parking lot crosswalk that leads to the school entrance once the parking lot redesign is finished.
- Installation of prominent curbside school sign
- Installation of a purchased screen and projector in the gym (grant funded)
- Establishment of a downstairs great room to accommodate the school's expansion
- Establishment of planting/fish farming facilities in the basement.

Needed improvements in the future will be

- Playground
- Library redesign

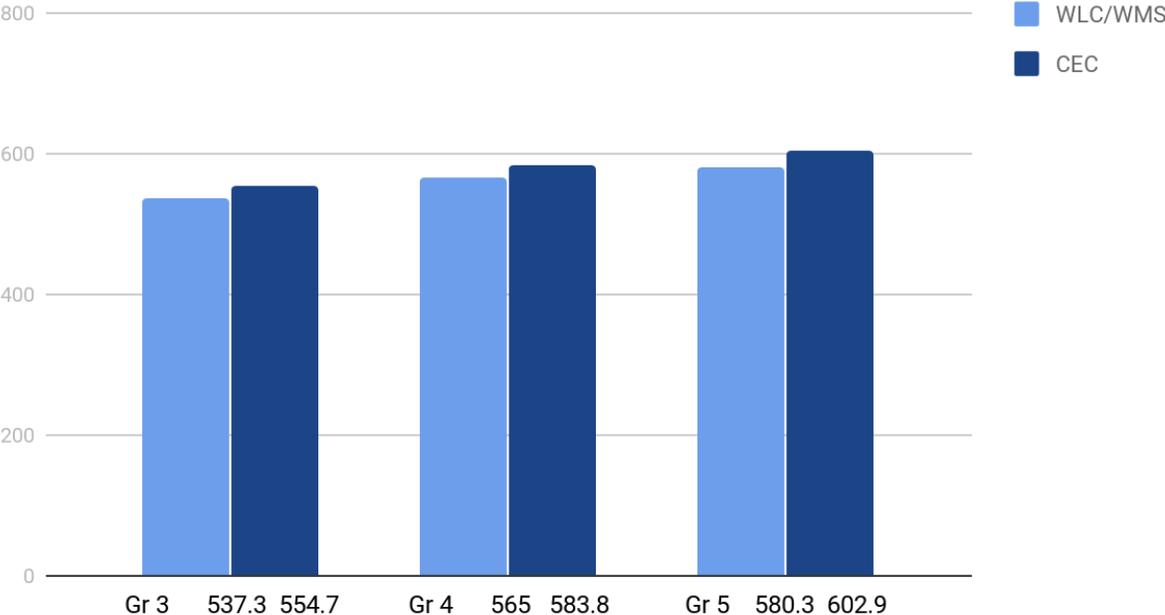


CONTRACTUAL GOALS FOR STUDENT PROGRESS

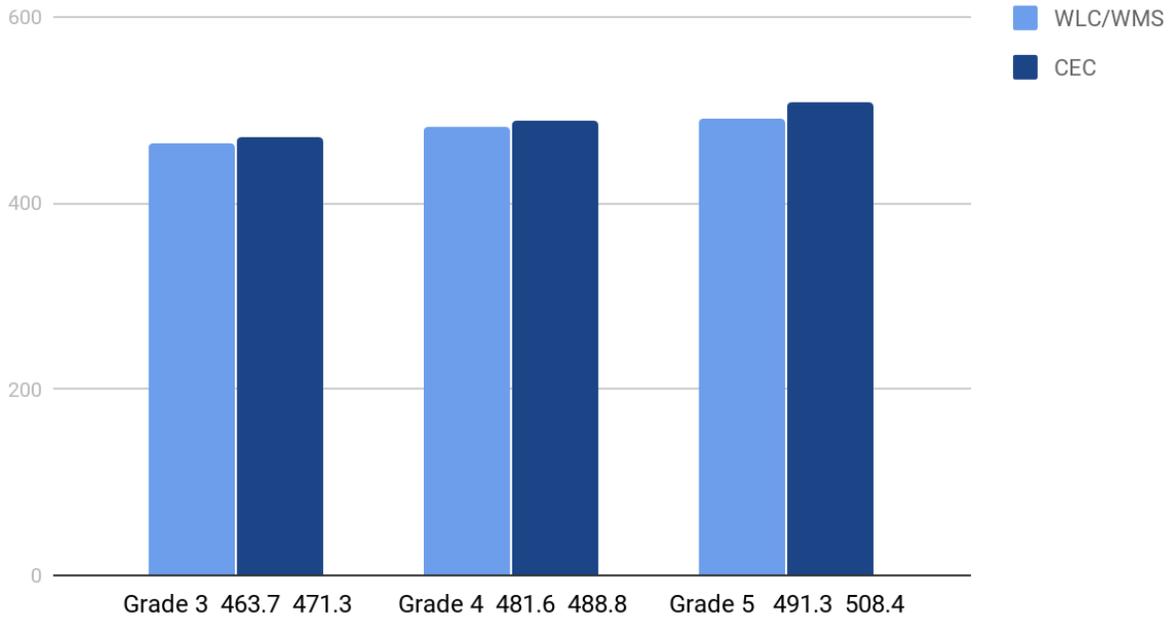
1. District Examinations: CEC students' combined average will be at or above the District average on District assessments.

Results: The iReady tests were administered three times this past year. At year end, 42 of the 58 (72%) students scored above the District average in Reading and 41 of the 58 (71%) scored above the District average in Math. The charts below show the overall average score at each grade level.

READING iReady average Spring 2019



MATH iReady average Spring 2019



2. Project-based learning: students will participate in integrated coursework. All students will complete and present projects. Student will develop skills in self-evaluation.

Results: Every student participated in seven project cycles of varying lengths. For the longer project cycles, they chose topics within the themes/pillars of the school; Agriculture, Environment, Arts, and S.T.E.M. Another lengthy project cycle had a theme of History/Community. Shorter cycles were free choice for the students. Each cycle included the steps of the Project Cycle, including Planning, Research, Production, Presentation and Reflection (see Appendix B for Project Cycle Checklist). An added challenge was to make each presentation different from the last one. The students ended the year with an interactive presentation in which younger students learned about the topic through presentation at our annual Environmental Day. All students completed 21st Century Skills Learning Rubrics with their advisor (see Appendix D for 21st Century Skills Rubric). Their scores indicated 54 of the 58 students (93%) have increased proficiency on the 21st Century Skills Rubric across projects since the beginning of the year.

Currently, a committee that includes our high school Student Governance Council Representative, Administrator, Advisor, and Governance Council

President, is working on a competency framework of 21st Century Skills across grade levels. This working document will outline the expected learning outcomes for each grade level in our charter school, culminating by showing proficiency in all of them in an 8th grade Capstone Project (see Appendix C for 21st Century Skills Grade Level Rubric).

3. Personalized Learning Plans: Each student's PLP will be used by the advisors and the student to guide project development, and to measure progress toward individual standards.

Results: PLPs were established by each student. Much of the work was contained in a physical binder, which was easier for some students (see Appendix E for an example of a Digital PLP). The PLPs are a work in progress, and will continue to be refined, as we map out learning targets at a district level. A major challenge appears to be the duplication of work in a physical binder and an electronic portfolio. Students are divided on which system works better for them. Although a work in progress, our philosophy and initial steps toward PLPs were featured in a 2019 Innovative Schools Network publication entitled Transformational Personal Learning Practices by Dr. Steven Rippe and Nicole Luedke.

4. All students will participate in multiple service-learning projects.

Results: At year end 100% of students in Grades 3-5 have met their goal hours of documented community service (see Appendix F for record-keeping chart). Examples of community service include conducting the recycling and composting programs for the building, preparing and planting the community garden, trash pick-up around the acreage, a food drive in the Silver Lake community, reading with kindergarten Book Buddies, and picking invasive mustard at Hartman Creek State Park. This program will continue to grow and expand with each year.

PERFORMANCE MEASURES FOR WISCONSIN CHARTER SCHOOL GRANT REQUIREMENTS

When applying for and receiving a Federal Charter School Sub Grant, the required Performance Measures, while generally the same in intent, are delineated differently than the performance goals written in a contract. What follows is the annual report on these grant related performance measures. This report was submitted to the Department of Public Instruction on June 17. Please see this [link](#) or refer to Appendix G.

APPENDIX A

Current Governance Council Members

Name	Position	Background
Megan Sanders	President	Project-based S.T.E.M. Education
Sara Rogers	Vice-President	Architecture
Bob Schulz	Treasurer	Finance
Becky Lange	Secretary	Environmental Education
Laurie Wagner	Member	Education Administration
Jack Snider	Student Representative	High School Student
Sara Zoeller	Member	Small Business Owner

APPENDIX B

Project Checklist

Name _____ Project _____ Date _____

1. Planning Phase Due _____

Project Rationale

- What topic do you want to study?
 - Why do you want to study this topic?
- Write 1-2 paragraphs that explains your interest in the topic.

Family Discussion of Project

Meet with your family and discuss the following topics. Take some notes on this discussion and add them to your project rationale page.

- Do you have a strong interest in pursuing this as a research topic?
- Where will you go to get needed resources? (books, websites, computer/ internet)
- Who could you use as a live source? Can you locate their email or phone number?
- What subtopics might you explore during your research?
- What ideas do you have to present your learning? Model, presentation, skit... (Be Creative!!)

I have read and discussed the rationale and approve further study of this topic.

Family Member Signature _____

Advisor Signature _____

Pre-Project Research

Spend 1-2 hours reading about your topic

- Write a few facts that you learned on your topic
- Create a driving question to lead your research
- Generate a list of subtopics
- Gather relevant sources and ideas for live sources (experts, field trips...)

Proposal Meeting

- Organize Pre-Project Research
- Prepare Project Binder
- Schedule and meet with your Advisor

APPENDIX C

MY GROWTH ACROSS TIME 2018-19 PROJECT RUBRIC RECORD



Name: _____ Grade: _____

21st c Skill	Proficient Progress definition	Project Theme						
		Agriculture Date:	Choice Date:	History Date:	Arts: Date:	STEM Date:	Choice Date:	Environ. Date:
Independence	*I go through all steps of the project process. *I use problem solving to keep moving forward. *I persevere to meet my goals.							
Collaboration	*I apply the information from my live source in the project. *I help others solve problems.							
Creativity	*I connect various sources to create an original product or idea. *I apply new knowledge to create a product.							
Critical Thinking	*I formulate questions to aid in research. *I take and organize relevant notes. *I accurately cite references. *I use thorough, genuine reflection to improve.							
Communication	*I express my learning through writing. *I present information in a clear, concise and logical manner. *I learn and support others through listening.							

KEY
Beginning : 1
Developing: 2
Proficient: 3
Advanced: 4

Mid-Year Advisor Signature _____
Date: _____

End of Year Advisor Signature _____
Date: _____

APPENDIX D

CEC Graduation Competencies									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8 Summative Portfolio
Communication and Presentation									
	Practice turning on/off computer, using mouse and scroll button, click on links	Use desktop, windows, and menus to open documents	Save, print, and send documents, students start to develop keyboarding skills.	Use correct posture, finger placements, and home-row keys to develop keyboarding skills. PP images, headings, transitions, keyword bullet points, email signature -- appropriate and relevant	Highlight, copy, insert text and images, continue keyboarding, links are relevant and public to use (copy:right).	Proofread documents for conventions, spacing, format, font type proficiently. PP, proof read for layout, minimum font styles, contrasting colors, aesthetics, copyright information--distinguish	Demonstrate word processing features such as tabs, bullets, headings/headers, indents, PP, distractions/effective -- the difference	Apply advanced formatting and page layout, columns, templates, styles, PP -- effective supplemental to information	different modes of effective complementing tech for presentation, create a website for their digital portfolio -
Technology (Holly)	Explore different volumes and tones of voice in a variety of settings.	Control and use appropriate volume while expressing oneself.	Consider audience and make adjustments to presentation	Begin to make eye contact with the audience and alter voice for scenario	Projects appropriate voice, stand poised, make eye contact at least 75% of the time, clear audible voice	consider appropriate dress, make eye contact at least 75% of the time, clear audible voice	Keeps eye contact with audience most of the time, uses strong voice and tone to emphasize points in presentation	Begins to interact with audience during presentation, modifies presentation based on audience	consider audience, well rehearsed eye contact, professional diction in public speaking. Uses appropriate volume, tone
Presentation	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information, and provide a list of sources.	Recall relevant information from experiences or gather relevant information from several print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.	Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing (Rhonda)	Practice using manners different greetings in different situations.	share information about self and ask listener about themselves, greet others by name	Use staff member at the school or family formal conversation and working on the preparation of.	give background information, but stick to the topic, start to use formal language	developed handshakes, etiquette, consider audience and purpose	initiate the search for the source, utilizing informal chat/social conversation/email text, progressing to purpose of meeting	effectively initiate a conversation utilizing informal chat/social conversation/email text, progressing to purpose of meeting	focus on developing and exploring appropriate follow up questions.	converse unguided, can ask follow up effective questions, can use email text appropriately, maintain eye contact.
Speaking (Dack) Conversation	nonverbal cues such as facial expressions, identify different tones of voice.	stop talking over others and let others finish conversations.	non-verbal language -- body language, volume, tone of voice and effects on a conversation	show listening by offering feedback		listen for real even when you don't think the other person is right			Adjusting to audience based on non verbal cues, not interrupting, continuing eye contact, show evidence of listening
Listening (Megan)	Creativity								
	Initiates curiosity and interest in learning/wonderment and awe	Explores topics in order to find passions and interests	Asks questions about the topic of interest	Asks questions about the task, process, or ideas.	Seeks to extend understanding by questioning, trying new approaches to the task, and/or considering new ideas.	Seeks and considers unfamiliar ideas with an open mind. Begins to explore in order to solve a problem.	Suspends evaluation of ideas until they are thoroughly explored.		Seeks out and explores new and contradictory ideas, unanswered questions, and complex situations or solutions in your personal (local or global) community.
Exploration/Curiosity	Understands the target problem and make suggestions on solutions	Explores historical innovations and how they have solved problems	Takes existing solutions to the target problem and expands on them	Creates new solutions to the target problem	Creates and plans an original solution using skills and new learning	Creates realistic and original solutions to the target problem.	Creates an original and realistic solution taking into account the needs and interests of those involved		Produces novel and unique ideas and is willing to consider and follow through on untested ideas or approaches to a problem
Innovation	Critical Thinking								
	Uses pictures and class discussions to determine facts	Uses text features (text and captions) to determine facts	Uses informational text features (table of contents, index) to aide in research	Uses multiple sources for finding research information, begins to cite sources	Analyze best sources for research and determines validity (books, websites)	Uses multiple media for research (live source, videos...)	Determine authors' claim when researching, begins to use MLA bibliography to cite sources	Analyses two or more authors' points of view when researching	Analyses authors' conflicting points of view and begins to use peer reviewed articles
Research Analyze/evaluate	Problem Solve								
	Citizenship								
	Articulates own ideas to others	Summarizes or restates own and others' ideas. Begins to share responsibility of tasks	Listens to others, and demonstrates respect for other ideas	Compares others' ideas to own ideas. Continue on the journey of accepting diversity.	Combines own ideas with others' ideas.	Builds upon others' ideas to generate new and unique insights.	Makes connections between diverse ideas.	Share responsibility for final outcome, use group consensus	Identify each others' strengths and use those diverse strengths for the benefit of the end product or performance.
Collaboration	Willingly follows classroom and community routines	Doing something that needs to be done without being asked	Willingly to help others solve problems	Starts to solve own problem without prompting	Consistently recognizes when things need to be done and follows through	Begins to work on real world problems in problem based learning	A greater number of projects during the year will have a problem base.	Recognizes problems that can be solved through research and action	Consistently seeks challenges and new opportunities for learning
Initiative	at least one hour	at least two hours	at least two hours	at least three hours	at least three hours	at least four hours	at least four hours	at least four hours	A K-8 graduate will have completed at least 24 hours of community service.
Community Service	K	1st	2nd	3rd	4th	5th	6th	7th	8th

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APPENDIX E

The screenshot shows a web page with a blue header containing the word "Math". Below the header is a navigation bar with "ALEKS Math" and "Khan Math" buttons, and a central message: "In November, we switched from ALEKS to Khan Academy for math lessons." The main content area contains a paragraph about math topics and three boxes with mathematical examples.

Math

Change image | Reset | Header type

ALEKS Math | In November, we switched from ALEKS to Khan Academy for math lessons. | Khan Math

In math, now I know how to solve compound inequalities, parabolas, intercepts from tables, triangles, basic trigonometry, standard deviation, how to solve multiple rates, solving function expressions, rate conversion, appropriate units, function domain, function notation, vertical lines, horizontal lines, multiple rate problems, sequences, explicit and recursive formulas, and exponential vs. linear functions.

$$\begin{aligned} & \sum_{k=1}^{550} (k - 2) \\ &= \frac{(1-2)+(550-2)}{2} * 550 \\ &= 273.5 * 550 \\ &= 150,425 \end{aligned}$$

$$\prod_{y=1}^{10} (y) = 10!$$

Using capital pi to multiply all given values of y translates to having a factorial of 10.

In the world of math, sigmas and capital pi represent adding or multiplying all expressions for all values of the given range. On the left, the sigma represents summing all the expressions for $k=1, k=2, k=3... k=550$. More concisely, the sigma sums up $1-1, 2-1, 3-1... 550-1$. The capital pi does similarly, but uses products instead of sums.

APPENDIX F

MY FAMILY AND COMMUNITY ENGAGEMENT HOURS RECORD 2018-19



Name: _____ Grade: _____

..... ..Project	Parent Proposal Conference	Live Source Contact and interview	Additional community outreach (describe)	Project Presentations	Follow up activities (describe)	TOTAL HOURS
Agriculture Date:						
Choice Date:						
History Date:						
Arts Date:						
STEM Date:						
Choice Date:						
Environmental Date:						

TOTAL HOURS From Back: _____

Mid year Advisor signature _____

Date: _____

TOTAL HOURS FOR 2018-19: _____
(GOAL is 100 hours by end of grade 8)

End of year Advisor Signature _____

Date: _____

APPENDIX G

				
Wisconsin Charter Schools Program (WCSP) Performance Measure Review				
Section I: Instructions				
The purpose of this report is to ensure that subgrantees meet all grant requirements. The report should be completed by the charter school leader and/or governance board. Complete this form and submit with the Subgrantee Mid-Year Progress Report or the Subgrantee Year-End Report.				
Section II: General Information				
Subgrantee	Chain Exploration Center	Cohort		1
Authorizer	School District of Waupaca	Grant Type	Implementation Only	
Section III: Submission Information				
Person Submitting Mid-Year Y1 Report	Rhonda Hare	Title	Principal	Date
Person Submitting Year-End Y1 Report	Rhonda Hare	Title	Principal	Date
Person Submitting Mid-Year Y2 Report		Title		Date
Person Submitting Year-End Y2 Report		Title		Date
Person Submitting Mid-Year Y3 Report		Title		Date
Person Submitting Year-End Y3 Report		Title		Date
Person Submitting Mid-Year Y4 Report		Title		Date
Person Submitting Year-End Y4 Report		Title		Date
Person Submitting Mid-Year Y5 Report		Title		Date
Person Submitting Year-End Y5 Report		Title		Date
Section IV: Performance Measures				
Performance Measure	Mid-Year Data	Year-End Data	Annual Targets	Target
<small>List performance measures below. Include baseline data if applicable. Contact DPI if additional rows are required. Place an asterisk next to any performance measures that have been revised with DPI approval.</small>	<small>For each performance measure, provide mid-year data. If none is available, explain. If mid-year data sets the baseline for an annual target, include the data and indicate that it is baseline data.</small>	<small>For each performance measure, provide year-end data. If none is available, explain when the data will be available. Subgrantees must send an updated report once all the data is available. If year-end data sets the baseline for a future annual target, include the data and indicate that it is baseline data.</small>	<small>For each performance measure, provide annual targets. Place an asterisk next to any performance measures that have been revised with DPI approval. Indicate whether the annual target was met or not met. If the target was not met, complete Section V for the measure.</small>	<small>Met or Not Met</small>
1) 21st Century Skills -- CEC students will demonstrate an increase in 21st Century Skills.	Y1: 43 of the 58 students (74.1%) have increased proficiency on the 21st c skills rubric across projects since the beginning of the year.	Y1: 54 of the 58 students (93%) have increased proficiency on the 21st c skills rubric across projects since the beginning of the year.	Y1: 60% of CEC students will demonstrate an increase in 21st Century Skills with tracked progress.	Met
	Y2:	Y2:	Y2:65% of CEC students will demonstrate an increase in 21st Century Skills with tracked progress.	
	Y3:	Y3:	Y3:70% of CEC students will demonstrate an increase in 21st Century Skills with tracked progress.	
	Y4:	Y4:	Y4:75% of CEC students will demonstrate an increase in 21st Century Skills with tracked progress.	
	Y5:	Y5:	Y5:80% of CEC students will demonstrate an increase in 21st Century Skills with tracked progress.	

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APPENDIX G

<p>2) iReady -- Rigorous PBL instruction will yield high student engagement and achievement.</p>	<p>Y1: At mid year, 36 of 58 (62%) students scored above the district average in Reading, and 32 of the 58 (55%) scored above the district average in Math.</p>	<p>Y1: At year end, 42 of the 58 (72%) students scored above the district average in Reading and 41 of the 58 (71%) scored above the district average in Math.</p>	<p>Y1: All CEC students will complete the iReady Reading and Math Assessments with 60% of students scoring at or above the district average.</p>	<p>Met</p>
	<p>Y2</p>	<p>Y2:</p>	<p>Y2: All CEC students will complete the iReady Reading and Math Assessments with 65% of students scoring at or above the district average.</p>	
	<p>Y3:</p>	<p>Y3:</p>	<p>Y3: All CEC students will complete the iReady Reading and Math Assessments with 70% of students scoring at or above the district average.</p>	
	<p>Y4:</p>	<p>Y4:</p>	<p>Y4: All CEC students will complete the iReady Reading and Math Assessments with 75% of students scoring at or above the district average.</p>	
	<p>Y5:</p>	<p>Y5:</p>	<p>Y5: All CEC students will complete the iReady Reading and Math Assessments with 80% of students scoring at or above the district average.</p>	
<p>3) Achievement Gap -- Educationally Disadvantaged students will demonstrate accelerated academic achievement.</p>	<p>Y1: At mid year, 11 of 20 (55%) of economically disadvantaged students are on track to meet year end growth targets in Reading, and 12 of the 20 (60%) are on track to meet growth targets in Math. 66% of SWD are on track in Reading and 33% of SWD are on track in Math. We do not have any ELL students.</p>	<p>Y1: At year end, 14 of 20 (70%) of economically disadvantaged students met year end growth targets in Reading, and 13 of 20 (65%) met growth targets in Math. Also, 100% of students with disabilities met growth targets in Reading and Math. We do not have any ELL students.</p>	<p>Y1: 60% of subgroups including economically disadvantaged students, students with disabilities, and English Language Learners will meet their growth projection score on iReady assessments.</p>	<p>Met</p>
	<p>Y2:</p>	<p>Y2:</p>	<p>Y2: 65% of subgroups including economically disadvantaged students, students with disabilities, and English Language Learners will meet their growth projection score on iReady assessments.</p>	
	<p>Y3:</p>	<p>Y3:</p>	<p>Y3: 70% of subgroups including economically disadvantaged students, students with disabilities, and English Language Learners will meet their growth projection score on iReady assessments.</p>	
	<p>Y4:</p>	<p>Y4:</p>	<p>Y4: 75% of subgroups including economically disadvantaged students, students with disabilities, and English Language Learners will meet their growth projection score on iReady assessments.</p>	
	<p>Y5:</p>	<p>Y5:</p>	<p>Y5: 80% of subgroups including economically disadvantaged students, students with disabilities, and English Language Learners will meet their growth projection score on iReady assessments.</p>	

APPENDIX G

4) Service Learning – Students will document community/family engagement as well as community service hours (a K-8 graduate will have accumulated a total of 100 hours of community service).	Y1: 100 % of students in grades 3-5 are on track to meet target.	Y1: At year end 100% of students in Grades 3-5 have met their goal hours of documented community service.	Y1: 75% of student project portfolios will show evidence of family and/or community engagement. • Grade Three – 10 Hours • Grade Four – 12 Hours • Grade Five – 14 Hours	Met
	Y2:	Y2:	Y2: 80% of student project portfolios will show evidence of family and/or community engagement.	
	Y3:	Y3:	Y3: 85% of student project portfolios will show evidence of family and/or community engagement.	
	Y4:	Y4:	Y4: 90%	
	Y5:	Y5:	Y5: 95%	
5)	Y1:	Y1:	Y1:	
	Y2:	Y2:	Y2:	
	Y3:	Y3:	Y3:	
	Y4:	Y4:	Y4:	
	Y5:	Y5:	Y5:	
Section V: Performance Measures that are Unmet or Behind Target				
<i>For all subgrantees that have not met an annual target in a year-end report or any subgrantees that are behind target in the mid-year report and are requesting a revision in Section VI to a performance measure.</i>				
Performance Measure List each performance measure for which the annual target was not met or for which the grantee is requesting a revision on the mid-year report. Contact DPI if additional rows are required.	Year Indicate the year the target was not met (e.g. Year-End Y2).	Justification Explain why the target was not met.	New Activities For each performance measure, provide the proposed activities the subgrantee will undertake to improve performance. Subgrantees are not required to revise future annual targets. However, subgrantees may propose revisions to future annual targets using Section VI below.	
Section VI: Proposed Revisions				
<i>For subgrantees proposing changes to the data used to measure progress and/or subgrantees that are not on-track to or have not met performance measures. If the revision is being proposed because the grantee is behind target or has not met a performance measure, Section V must be completed for the measure.</i>				
Performance Measure List each performance measure. Contact DPI if additional rows are required.	Year Indicate when this revision was proposed (e.g. Year-End Y2).	Justification For proposed revisions to performance measures that are behind target provide a justification for the proposed revisions. For proposed revisions to data used to measure progress, explain the need for the proposed revision and provide a justification for the proposed targets.	Proposed Revisions For each performance measure, provide the proposed revision (including annual targets).	Approval For DPI use only.
4) Service Learning – Students will document community/family engagement as well as community service hours (a K-8 graduate will have accumulated a total of 24 hours of community service).	Y1-Y5	Based on our experience with project based learning thus far, most students could accumulate almost 20 hours in one year, thus furthering the mission of our school in the community.	(a K-8 graduate will have accumulated a total of 100 hours of community service). Year one: 75% of student project portfolios will show evidence of family and/or community engagement. • Grade Three – 10 Hours • Grade Four – 12 Hours • Grade Five – 14 Hours	Approved
Section VII: Approval				
<i>For DPI use only.</i>				
Report	DPI Reviewer	Electronic Signature	Date	
Year-End Y1				
Mid-Year Y2				
Year-End Y2				
Mid-Year Y3				
Year-End Y3				