

Ripon Area School District
2021-2022
Charter School Authorizer Annual Report



Ripon Area School District Charter School Authorizer Annual Report 2021-22

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Section I: Authorizer Information

Authorizing Entity:	Ripon Area School District
Authorizer Address:	1120 Metomen Street, Ripon WI 54971
Authorizer Contact Person:	Mary Whitrock
Contact Person Title:	Superintendent
Contact Person Phone:	920-748-4600
Contact Person Email:	whitrockm@ripon.k12.wi.us

Section II: Charter School Information

Charter Schools Currently Under Contract:			
School Name (Yr. Opened/Closed):	Contract Start Date:	Contract Expiration Date:	Grades Served:
Quest (2010-11)	3/20/2020	3/20/2025	3-5
Odyssey (2019-20)	7/01/2018	6/30/2023	4K-12
Barlow Park Charter	7/01/2019	9/01/2025	K-2

Charter Schools Whose Contract Was Non-Renewed or Revoked:			
School Name:	Contract Start Date:	Date of Non-Renewal or Revocation:	Reason for Non-Renewal or Revocation:
n/a			

Charter Schools Currently Under Contract that have not Opened:		
School Name:	Contract Start Date:	Date School will open:
n/a		

Charter Schools that Closed:		
School Name:	Date of School Closure:	Reason for Closure:
Journey (2013-14)	6/30/2022	The charter was ended to expand grade levels to four-year-old kindergarten.
Catalyst (2012-13)	6/30/2022	Low enrollment

Section III: Academic Performance of Charter Schools

Barlow Park Charter - Second Year

This document serves as the Barlow Park Charter School annual report for the Ripon Area School District Board of Education and the Barlow Park Charter School Governance Council. During the 2021-2022 school year, Barlow Park Charter School completed its school opening supported by the second year of the charter school grant.

Barlow Park Charter School Vision Statement

“Setting a positive trajectory for lifetime learning.”

Mission Statement

Barlow Park Charter School’s responsive environment encourages all learners to reach their fullest personal potential and become well-balanced, compassionate, curious citizens.

Foundations of Barlow Park Charter School

- Developmentally-appropriate learning activities
- Play-based instruction for Play Workshop and academic areas
- Flexible, competency-based, multi-age groupings for Literacy and Math
- Research-based social skills program
- Multi-sensory and brain-based strategies
- Governance Council Leadership

Beliefs and Guiding Principles for Implementing Our Mission

These guiding principles are meant to be applied comprehensively throughout the vision implementation process. The order of presentation does not reflect any prioritization.

- **Play** is the work of children and an important component of a child’s school experience. Through play, children are able to take safe risks with their learning.
- **Well-Balanced Curriculum** - We care for and nurture the whole child.
- **Curious Citizens** - We recognize and foster curiosity in our children by encouraging them to explore their environment, devour books and information, ask questions, investigate concepts, manipulate data, search for meaning, connect with people and nature, and seek new learning experiences.
- **Compassionate Students and Staff** - We focus on creating and supporting a healthy culture and climate by teaching others to work in groups and show care for one another.
- **Competency-Based Instruction** - We help children grow as learners by stage, not age. When children are given instruction at their instructional level, they grow faster.
- **Collaboration** - Teaching and learning are collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels:
 - When students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students;
 - When educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students;
 - And when students are given opportunities to work together toward goals in ways that enhance learning.

Homeroom Teachers

Rachel Minch
Marissa Hopp

Heidi Hopp
Anna Crook

Kathryn McMillan
Megan Lee

Governance Council Members

Pamela Mumm
Jean Rigden
Andrea Young

Coleen Maugham
Carissa Sorensen
Kaitlyn Boscaljon

Jason Kauffeld
Bailey Patterson

School Description

Barlow Park Charter School is a K-2 elementary charter school in the Ripon Area School District, opening in the fall of 2020, with 100 students. Offering a play-based, competency-based learning environment, Barlow Park Charter School's mission is to "encourage all learners to reach their fullest personal potential and become well-balanced, compassionate, curious citizens." The competency-based model emphasizes responsive teaching and personalized learning by placing a student in their zone of proximal development rather than by their chronological age. By infusing purposeful play into both the play workshop and academic areas, students will have many opportunities to develop their social-emotional skills and executive functioning skills.

At Barlow Park Charter School everyone plays an important role for each child because *It takes a village to raise a child!*

The district contact for Barlow Park Charter School is Dr. Tanya Sanderfoot
100 Ringstad Drive Ripon, WI 54971; phone: (920) 748-1550; email: sanderfoott@ripon.k12.wi.us

Governance Strategic Initiatives

- Recruitment (student)
 - Creates/implements a marketing plan that advertises and promotes the school, enrollment periods, and application procedures. MET
- Sub-committees
 - Establishes/ensures governance board subcommittees for efficient operations MET
- Equity/Disaggregated Academic Data
 - Creates/refines process for reporting specific performance measures found in charter contract designed to hold the school and its stakeholders accountable to the mission (requests disaggregate data) MET

Performance Measures

1. Y3: Governing board will participate in at least 1 professional development around strategic planning and will develop a strategic plan with rubric for measuring progress. MET
2. Y3: All BPCS teachers will understand and implement developmentally appropriate instructional methods that meet each individual student "where they are at," respect their social and cultural contexts, and foster

the development of social and emotional learning by creating and implementing learning continuums for literacy, math, and SEL. **MET**

- 3. Y3: Annually, at least 75% of caregivers will participate in at least two BPCS activities: attending/chaperoning field trips or special learning activities, joining the governance board, subcommittee, and/or Parent Advisory Council, attending Board or Council meetings or public forums, participating in a school fundraiser, volunteering in the classroom, or other school activities as measured by activity attendance logs, meeting minutes, and sign-in sheets.

Share this info out with families and let them know what their opportunities to be involved are. **MET**

- 4. Y3: By spring of 2022, at least 80% of K&1st grade students will demonstrate one year's growth on the phonological screener as measured by a comparison of results in fall vs. spring. **Partially Met**
Disaggregate data requested

Kindergarten: 89% of students are mid/at grade level

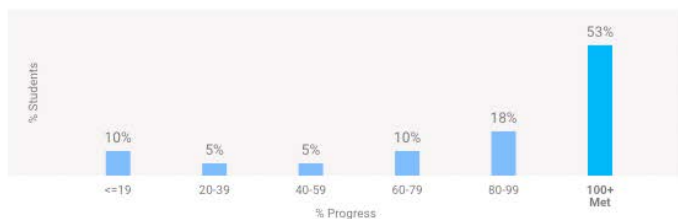
Overall Placement

Students Assessed/Total: 38/41

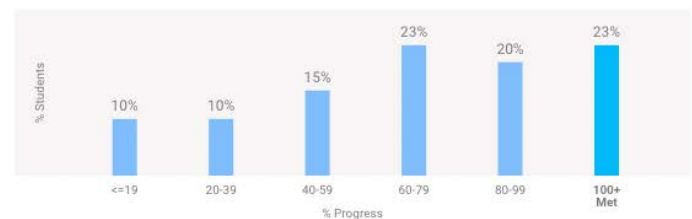


● Mid or Above Grade Level
 ● Early On Grade Level
 ● One Grade Level Below
 ● Two Grade Levels Below
 ● Three or More Grade Levels Below

Distribution of Progress to Annual
Typical Growth



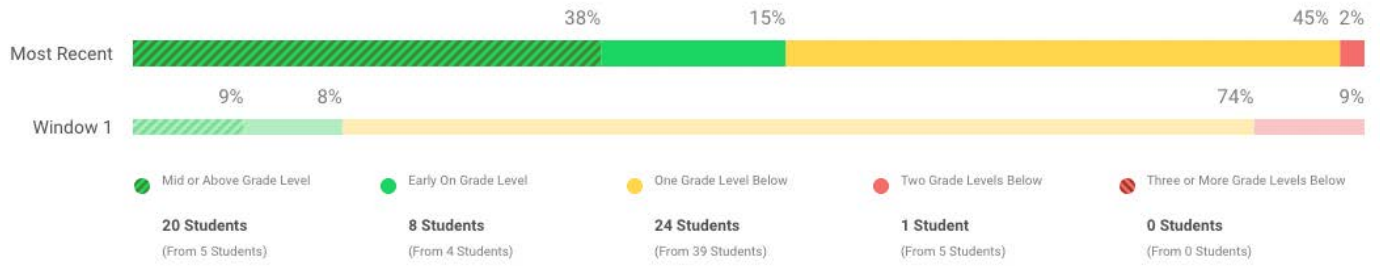
Distribution of Progress to Annual
Stretch Growth®



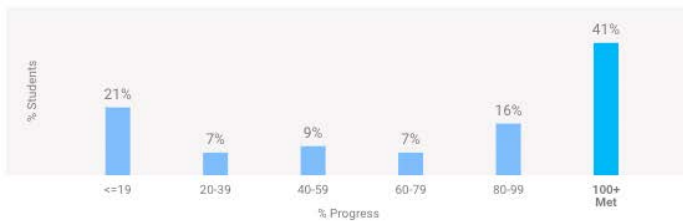
First Grade: 53% of students are mid/at grade level

Overall Placement

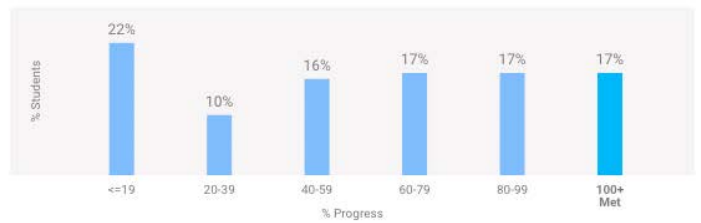
Students Assessed/Total: 53/58



Distribution of Progress to Annual
Typical Growth



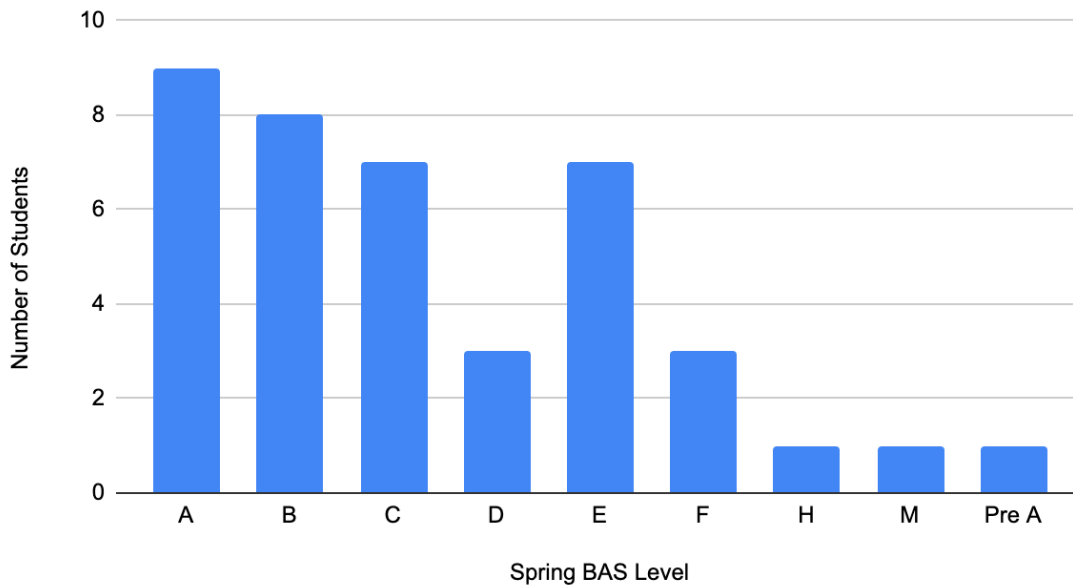
Distribution of Progress to Annual
Stretch Growth®



- Y3: By spring of 2022, at least 80% of K-2nd grade students will be at or above level or the sum/average of the class as a whole will be at or above grade level as measured by the F&P BAS or similar leveled reading assessment. **Partially Met**
Disaggregate data requested

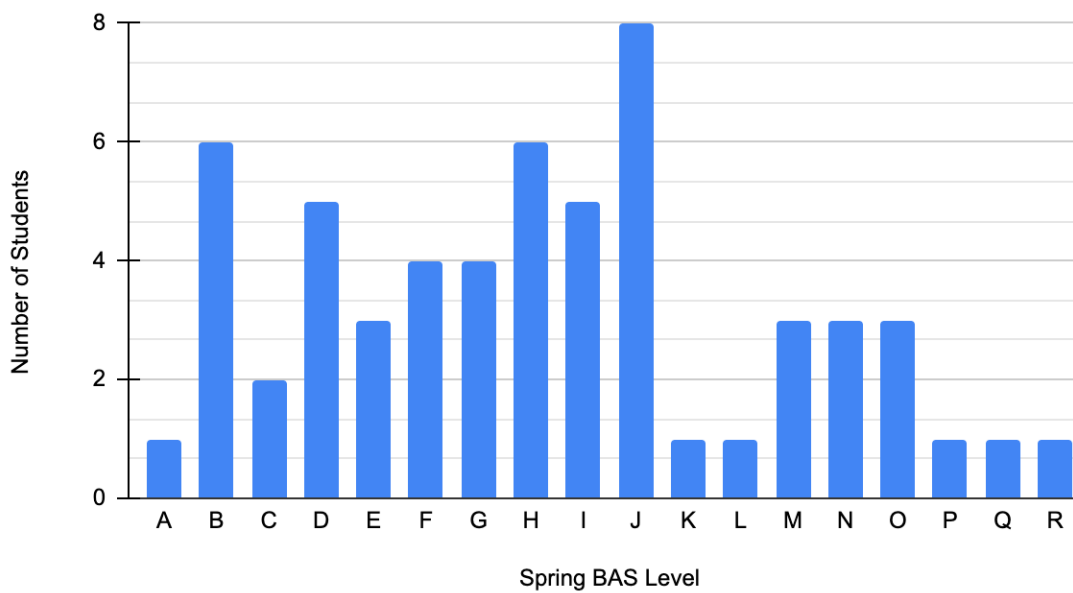
Kindergarten: C and Higher = 22 students or 55%; Grade Level Average = C

Kindergarten BAS Level



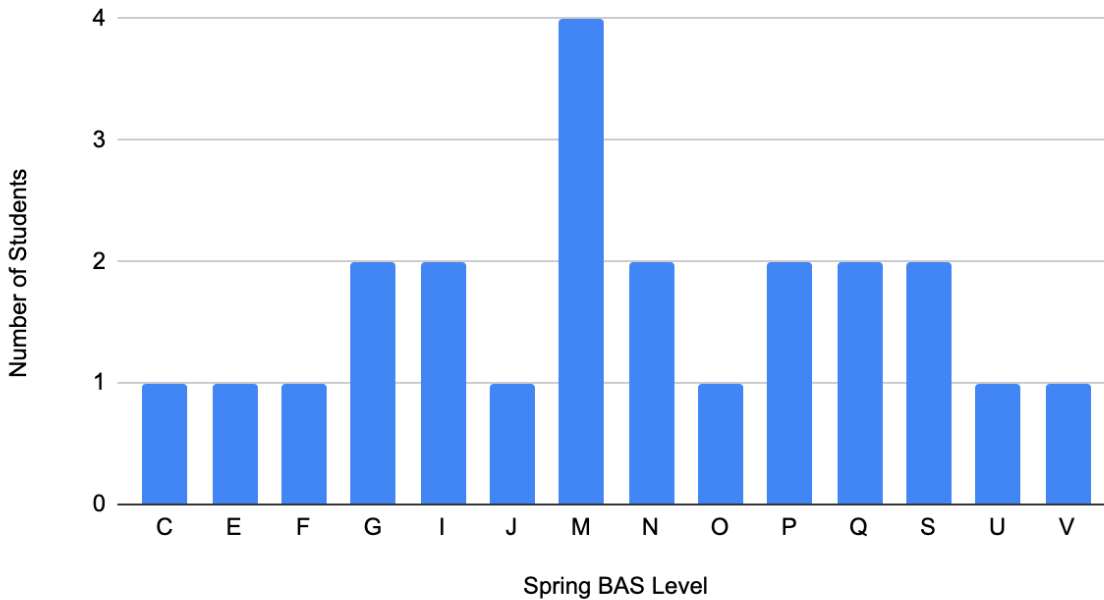
First Grade: J and Higher = 22 students or 38%; Grade Level Average = I

First Grade BAS Levels



Second Grade BAS Levels: M and Higher = 15 students or 65%; Grade Level Average = L/M

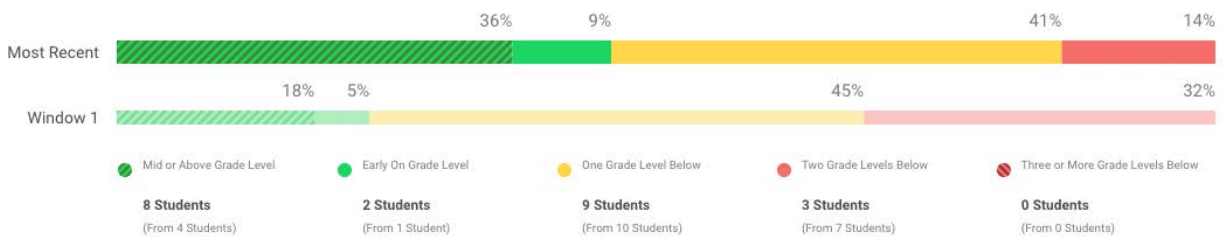
Second Grade BAS Levels



6. Y3: By spring of 2022, at least 80% of 2nd grade students will be at or above grade level or the sum/average of the class as a whole will be at or above grade level as measured by iReady math and reading assessments. **Partially Met**
 Disaggregated data requested.
 Reading: 45% of students are mid/at grade level

Overall Placement

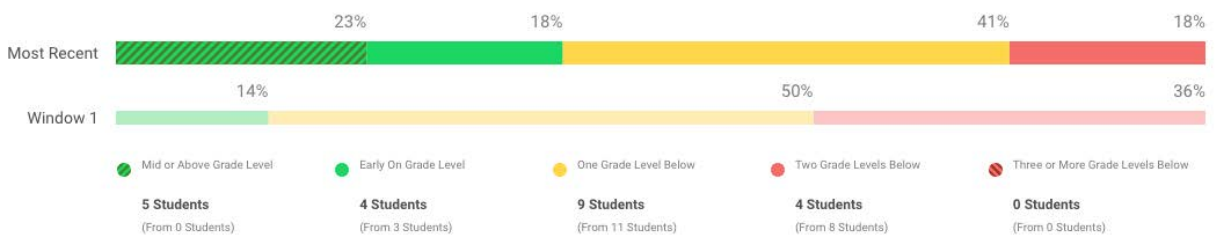
Students Assessed/Total: 22/24



Math: 41% of students are mid/at grade level

Overall Placement

Students Assessed/Total: 22/24



- 7. Y3:By the spring of 2022, at least 80% of K-2nd grade students will demonstrate a full year's growth on the school-developed continuums for SEL, literacy, and math. **Partially Met**
- 8. Y3:Staff will develop a system for tracking student progress beyond BPC. **MET**

Accomplishments for the 2021-2022 School Year

- July
 - Attended retreat at Blue Harbor Resort in Sheboygan, WI where we had a chance to review and write literacy and math continuums. We also participated in staff team building activities and socializing.



- August
 - Developed a year long calendar mapping out length of competency band instruction including pre and post testing



- September
 - Initial reading and math assessments
 - "Raking in the Fall" event for students to enjoy games and activities while meeting other students and teachers



- October
 - Began switching for competency bands
 - Power of Play Night "Apples!"
 - Adjusted band mapping calendar based on data and student needs
 - Parent teacher conferences
 - Participated in strategic planning along with governance council members



Barlow Park Charter School
Power of Play Night! 🍏

When: October 19th from 4:30-6:00 p.m.
 Where: Barlow Park Charter School

Join us for a night of apple themed play, reading and treats! All Barlow Park Charter School families are welcome!

"Have an apple-solutely wonderful day."

Message your child's teacher on ClassDojo if you're able to attend.

- November
 - Created a spreadsheet to house all assessment data. This was used to communicate data between teachers to check progress, communicate with parents, and report grades
- December
 - Put the created assessment spreadsheet to use for filling out report cards!
 - Planned for events coming up after break
- January
 - Began sending home student growth continuums after competency band switches
 - Administered the BAS reading assessment for each student
 - Sent home a packet of teacher profiles to families that introduced each teacher that their child could have
- February
 - Continued looking into SEL continuums
 - Power of Play night "Pizza Pizza" February 10, 2022 at 5:30 p.m.
 - Developed a document containing BPC shared materials and their locations



ol District | C



- March
 - Met with Behavior interventionist to discuss struggles and talk about strategies
 - Field trip to Page Farms to learn about the seed to harvest process
 - Participated in the second strategic planning session along with Governance Council members



- April
 - Met with Jennifer Martin to discuss needs and how she can best help us run smoothly
 - Participated in the Money Smart reading with High School Students
 - Brought in the Zoo Zort presenter to learn about, see and touch exotic animals from the comforts of our own school



- May
- Set the date and location for our annual staff retreat (Kalahari Resort in WI Dells)
 - Discussed the specifics of how grades should be represented on the report card across grade levels
 - Welcomed Tom Pease (Children's Musician) into our school to help celebrate all of the amazing work done this year
 - Hired two new 2nd grade teachers to join our staff next year
 - Interviewed for two new 1st grade teachers
 - Began inviting new team members to weekly staff meetings



- June
 - Celebrated all of the growth of students and staff
 - Said farewell to Kathy McMillan, Anna Crook, and Megan Lee as they began new chapters within their lives



Caregiver Satisfaction Survey Highlights

- 92% of caregivers are very likely to recommend BPC to friends or colleagues.
- 92% of caregivers are very satisfied with the academic progress their child has made this year.
- 92% of caregivers rank their child's enthusiasm for going to school as very high.

Open Response

- What is one aspect of our school that you are most happy with?
 - Love play based education and that students have fluid movement academically and aren't just in one grade level learning based on abilities
 - The teachers are amazing. My children feel comfortable and welcome in each classroom.
 - The competency bands and ability for my child to be challenged appropriately.
 - We have loved the individualized learning plans. It helped us feel that our child was not being left behind in the class.
- What is one thing you would like to see improved at our school?

- I am hopeful that they continue to let my child access material in the grade level where she is at for reading and math regardless of whether that puts her ahead of peers once she is out of the competency based model of learning.
- More updates on what my child learns
- More development of the Family play nights. Could the children run games or stations they are learning about in school? Can these be scheduled and advertised at the beginning of the school year?
- Is there anything else you would like to tell the teachers, staff, or governance council of BPC?
- Thank you for all of your fantastic work and going above and beyond in teaching and caring for my child!
- Thank you for all you do to make our little ones days at school exciting fun and for helping spark their enthusiasm to learn

Planning and Training

Date	Professional Development	Location
July	Retreat	Blue Harbor
September	RISE Format	BPC
Weekly	Team Planning	BPC
Monthly	PLC with Cathy Toll	BP/J
November	Rime Magic	BPC
February	Spring Into Success	RASD
July	Retreat	Kalahari

Governance Council Meeting Dates (minutes attached)

<u>July</u>	<u>August</u>	<u>September</u>	<u>October</u>
<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>
<u>March</u>	<u>April</u>	<u>May</u>	June (not approved yet)

Journey Elementary School

This document serves as the Journey Charter School final report for the Ripon Area School District Board of Education. During the 2021-2022 school year, Journey Charter School completed its ninth year of operation.

Journey Charter School Vision Statement

Journey Charter School will provide a project-based learning environment that considers the whole child in fostering inquiry and critical thinking skills that will guide our students to flourish as leaders, life-long learners, and problem solvers.

Mission Statement

“Empower students to problem solve and flourish in a global society”

Foundations of Journey Charter School

- Flexible multi-age groupings
- Process-oriented instruction influenced by student choices
- A problem solving approach using communication, collaboration, and critical thinking skills
- Local community partnerships
- Student Project Showcase Nights
- Governance Council Leadership

Guiding Principles

The teachers at Journey Charter School will be implementing the *Responsive Classroom* Approach into their daily teaching practices. This approach uses the following Guiding Principles to ensure best teaching practices:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills are cooperation, assertion, responsibility, empathy, and self-control (often referred to in the Responsive Classroom approach with the acronym CARES).
- Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

Homeroom Teachers

Carrie Phillips - Kindergarten	Aria Palmer - 1st Grade	Jackie Adams - 2nd Grade
Amber Willoughby - Kindergarten	Brett Long - 1st Grade	Sheena Schroeder - 2nd Grade
		Carlie Stigler - 2nd Grade

Governance Council Members

Kelly Nielsen	Katie Feldner	Joe Michels
Paige Kane	Stephanie Tavs	Jaime Martin
Ryan Kane	Kelly Esala	

Description of School

Journey Charter School, the K-2 elementary charter school in the Ripon Area School District, opened in the fall of 2013, with 125 students. Offering a project-based learning (PBL) environment, Journey Charter School's vision is to **"Empower students to problem solve, collaborate, and flourish beyond the classroom."** The PBL model emphasizes student inquiry as part of the process of learning, from asking open-ended questions to sharing individual or group learning with others. PBL teaching strategies enable Journey teachers to guide students through in-depth studies of real-world topics and challenges. The resulting learning environment is one of dynamic communication, creativity, critical thinking, and collaboration.

Students are young explorers at Journey Charter School. Authentic and interdisciplinary learning occurs both inside and outside of the classroom. Students interact with local experts and the college community and are provided opportunities to conduct their own field research.

The district contact for Journey Charter School is: Dr. Tanya Sanderfoot 100 Ringstad Drive Ripon, WI 54971; phone: (920) 748-1550; email: sanderfoott@ripon.k12.wi.us

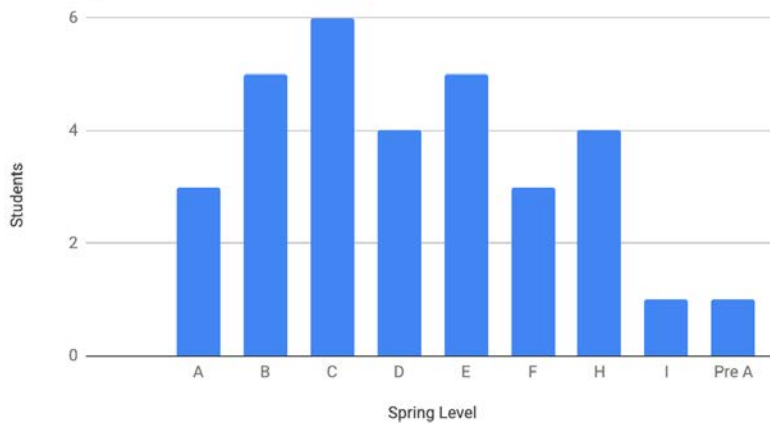
Governance Strategic Initiatives

- Establish governance subcommittees for efficient operations.
 - Executive Team
 - Academic Excellence Team
 - Sustainability and Resource Development Team
 - Community Relations Team
- Create and refine on-boarding process for new council members.

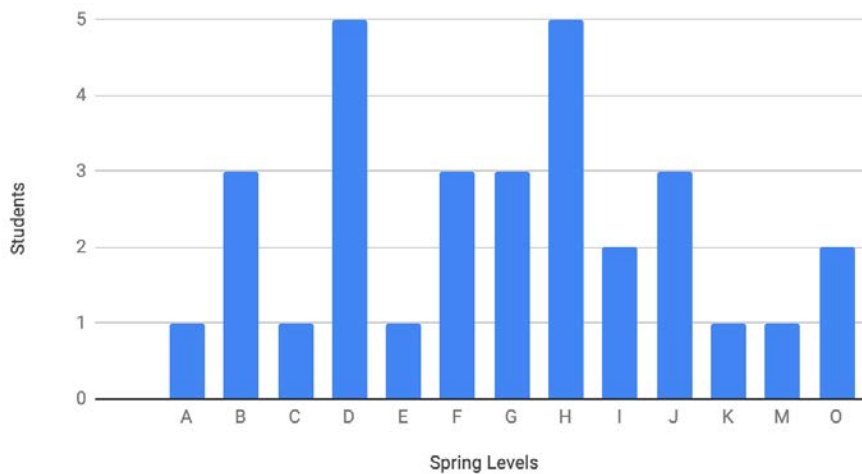
Performance Measures

- BAS Scores

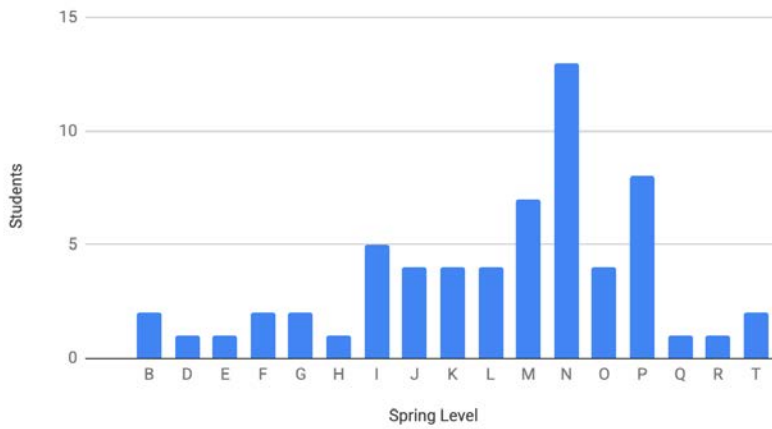
Kindergarten BAS Level



First Grade BAS Levels



Second Grade BAS Levels



- iReady Scores
 - i-Ready Growth-Reading: Fall to Spring

Overall Placement

Students Assessed/Total: 126/129

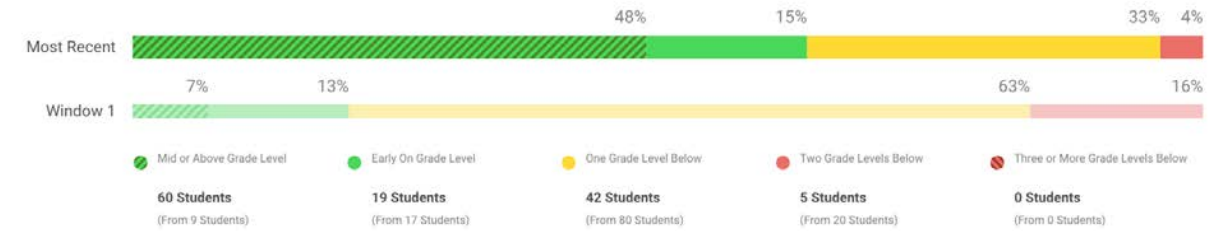


Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	63%	22%	16%	0%	0%	32/32
	Window 1	9%	44%	47%	0%	0%	
Grade 1	Most Recent	19%	19%	56%	6%	0%	32/34
	Window 1	3%	9%	75%	13%	0%	
Grade 2	Most Recent	29%	21%	44%	6%	0%	62/63
	Window 1	6%	8%	44%	42%	0%	

- i-Ready Growth-Math: Fall to Spring

Overall Placement

Students Assessed/Total: 126/129



Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	72%	16%	13%	0%	0%	32/32
	Window 1	19%	25%	56%	0%	0%	
Grade 1	Most Recent	38%	3%	56%	3%	0%	32/34
	Window 1	0%	6%	78%	16%	0%	
Grade 2	Most Recent	40%	21%	32%	6%	0%	62/63
	Window 1	5%	11%	60%	24%	0%	

Accomplishments for the 2021-2022 School Year

September - During the first few weeks of school, students focused on classroom and school routines and procedures. Journey uses a Responsive Classroom approach. The students and teachers worked together to create hopes and dreams for the year, establish rules, and learn about CARES: cooperation, assertion, responsibility, empathy, and self-control. The CARES lessons helped students develop these necessary components of successful learning.

Bookworm Gardens: Journey Kindergarten, First, and Second Graders went to Bookworm Gardens in September. This field trip helped students grow the connection within our Journey Charter school family, fostered a love of reading, sparked their imagination and creativity and provided real-life opportunities for students to practice communication, collaboration, critical thinking and creativity.



October - Multi-age Kickoff

Collaboration, communication, and critical thinking are the 21st century skills that are important for all learners. Journey students had their first Project Launch for the year! They have been working on their three C's - communication, collaboration, and critical thinking. We had a special visit from Mr. Palmer, an expert at woodworking. He talked about how he uses the three C's in his real-world job. This helped build excitement to get students to create their own projects throughout the year. Mr. Palmer was commissioned to build each classroom a kid work/tool bench. Students enjoyed building and creating with these throughout the year.



November -

Multi-age - Students from different grade levels work together to solve problems in their triads. They created goals based on PBL rubrics for collaboration and communication. They worked together to create domino chain reactions and coil pots. After each lesson, the students reflected on their goals.

Journey Past Days - As part of the social studies standards, students learn about what life was like long ago and compare it to how they live life now. Students participate in many activities such as line dancing, bead

trading, creating games from long ago and creating drawings using berries and feathers. They had so much fun learning about this topic with hands-on activities.



December -

We had a special visit from the fire department and their dog, Sparky. The kids learned about valuable ways to stay safe if there is ever a fire in their home. They got to talk to real firefighters from our community and ask questions to help them stay safe.



January -

A storyboard was set up with Jolene Meyer to create an updated video to showcase Journey and some of the learning process that takes place in our classrooms.. We focused on multi-age. She interviewed teachers and Tanya, language was provided for our key components and she followed two multiage times with tons of footage of kids engaged in PBL! This was completed and posted prior to School Choice night on ["Video Tour"](#) of our Journey Website.

(The video is 11min long - but truly captures our vision and purpose of what makes our school unique for K-2 choices!)

Our essential question for multi-age was: How can Multi-Age empower me to problem solve and flourish?

1. Oil Spills - How can we use critical thinking in our group to complete the challenge to clean up the water from an oil spill?
2. Lego Building - How can we use collaboration to problem solve and flourish?
3. Teddy Bear Bridges - How can we effectively communicate with our team to solve the problem?



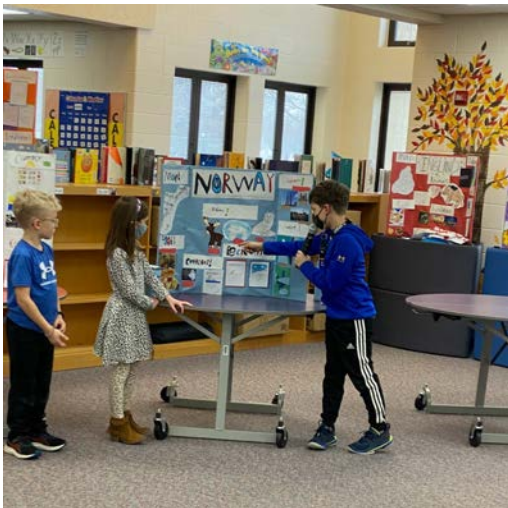
February -

Winter Gallery Walk - All teachers in Journey Charter School use methods of instruction to support a Project-Based Learning approach. One very important aspect of the PBL approach is for students to showcase their learning to an authentic audience. This year's topics are:

Kindergarten - *Arctic Animals*

First Grade - *Spot Your Emotion with Light and Sound*

Second Grade - *Around the World in a Day*





March - Ag Ambassadors

Volunteers from Envision Greater Fond du Lac, Inc. came to our school to teach the students about agriculture. Kindergarteners learned about apples, first grade learned about trees, and second graders learned about popcorn. The students got to enjoy applesauce, string cheese, and popcorn for a fun snack.



April -

First Grade Crayon Initiative: "How can I learn about critical thinking in a real world problem?" Journey 1st Grade started a [Crayon Drive!](#) and included projects for our multi-age groups. Students worked on critical thinking skills to help others and solve a real world problem.



May - Spring Gallery Walk

Kindergarten - *"Our future's so bright...we gotta wear shades!"*

First Grade - Crayon Initiative - *"Driven" to care and learn!*

Second Grade - *"Hooray for Market Day"*



June - Discovery World

Journey Charter School students, teachers, and parents wrapped up our multage year with an all-school field trip to Discovery World in Milwaukee, Wisconsin. Discovery World offered fun and educational experiences for kids and featured interactive exhibits, the aquarium, educational labs and programs and other exciting activities.

This field trip helped celebrate how we have grown the connection within our Journey Charter school family, fostered our love of learning, sparked our imagination and creativity and provided a real-life opportunity for students to practice communication, collaboration, critical thinking and creativity. The students had so much fun!



Parent Satisfaction Survey Results - TBA

Planning and Training

Date	Professional Development	Location
Sept - March	PLC with Cathy Toll	BP/J
Sept. 24, 2021	Smart Panel Training	JCS
February 21, 2022	Spring Into Success	RASD
June 7-9, 2021	Teacher Retreat	Elkhart Lake

Governance Council Meeting Dates (minutes attached)

July (no meeting)	August	September	October
November (no meeting)	December	January	February
March (no meeting)	April (no meeting)	May	June

Quest Elementary School

Quest Annual Report for the 2021-2022 School Year

Quest Elementary School offers a dynamic, hands-on, project-based learning environment for students in grades 3-5 in the Ripon Area School District. Quest students are learners who thrive in collaborative, interdisciplinary learning environments and are afforded an opportunity to delve into the exciting world of interactive, inquiry-based project learning. Their learning is enhanced through designing projects that explore personal, real-life issues where students collaboratively share with peers and teacher/facilitators. Community showcase events provide a forum for project presentations. Autonomous charter school governance attends to the daily operations of Quest Elementary School. Parents and community members, along with educators, utilize democratic decision making to guide the Quest Governance Council as it leads the school in its mission to benefit students, parents and the community.

Quest Mission

The Quest mission statement reinforces this belief: Quest Elementary School provides a rigorous and challenging interdisciplinary, project-based curriculum grounded in 21st century skills leading to a collaborative environment for personalized learning and group engagement. “Education begins with the curiosity of the learner” (Dewey). This statement represents the heart and soul of Quest Elementary School. The vision of Quest, that all children become active, engaged learners, is grounded in the methodology of project-based learning and the pedagogy of a rigorous, technologically enhanced curriculum. The vision of Quest Elementary School incorporates a wide array of characteristics centered in a learning community grounded in 21st century Skills. The integrated inquiry based pedagogy of Quest offers students and families high-quality educational choices.

Governance Council Membership

Christina Othon, President	Christine Engel
Beth Kwakkel, Secretary	Jamie Dragolovich
Dana Morocco, Previous President	Christine Engel
Gretchen Geiger, Teacher	Stephanie Tavs
Jessi Johnson, Teacher	Bryan Ernst
Janet Ernst, Teacher	

Quest Homeroom Teachers

Gretchen Geiger - 3rd Grade	Kelsey Baiting - 5th Grade
Jessica Johnson - 3rd Grade	Keri Simacek - 5th Grade
Janet Ernst - 4th Grade	Meg Hartzell - 5th Grade
Kayla Murphy - 4th Grade	

Professional Development

Teachers in Quest engage in ongoing professional development to improve school instruction and meet the needs of all students through a variety of teaching methodologies. Student-initiated projects driven by collaborative learning teams and based in a standards-driven curriculum are central to the Quest vision. Students who are connected to the community through real-world issues and mentors, and engaged as young citizens, are more likely to remain engaged in their education. Quest strives through community showcases and a community-led Governance Council to produce a community-oriented culture of academic and personal learning.

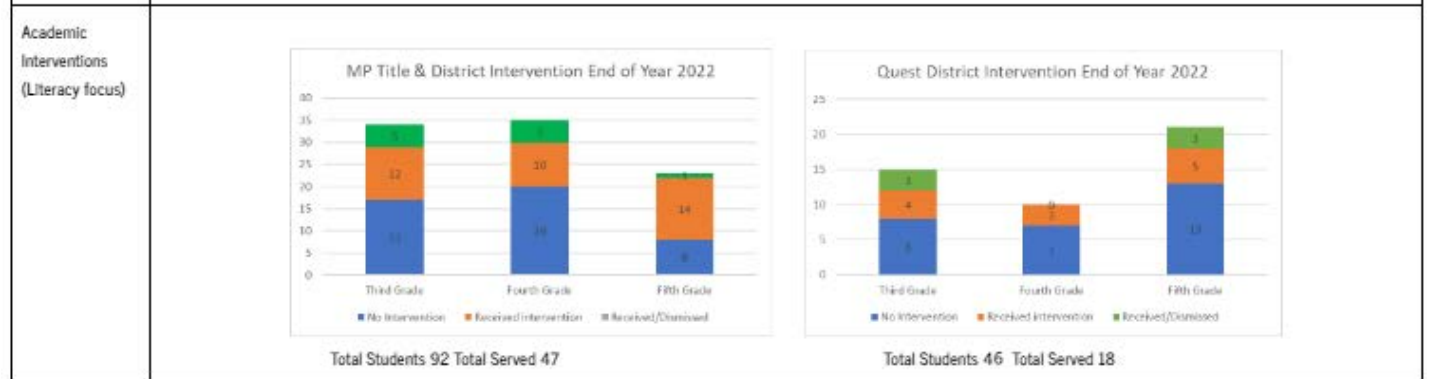
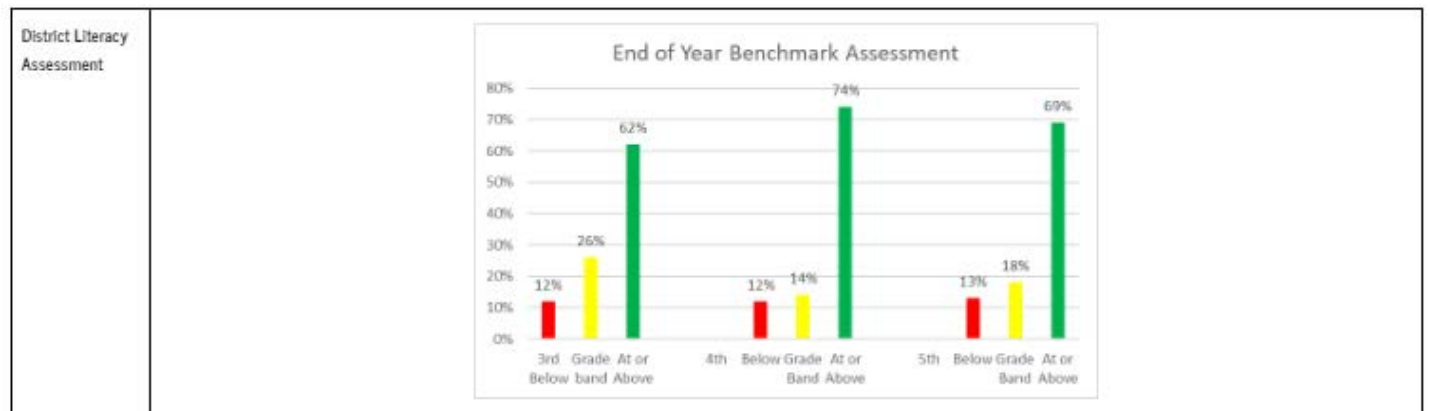
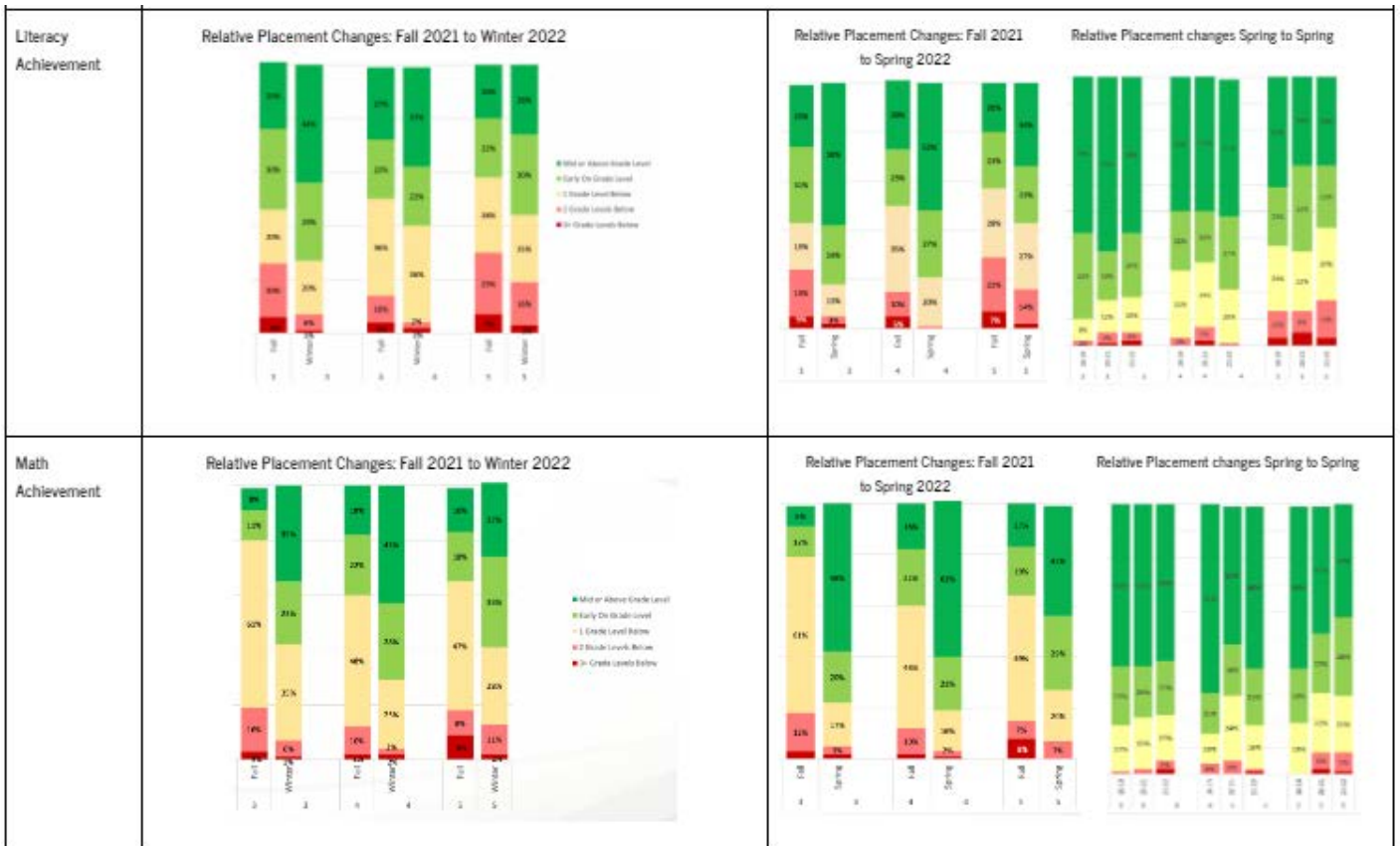
Quest teachers meet weekly to collaborate and implement learning initiatives. Teacher-led professional growth activities are incorporated into these weekly meetings, as well as discussing the effective management of Quest’s project-based learning goals. Quest staff also used these meetings to help facilitate the implementation of curriculum in reading, math, language arts, science, CQI, and PurposeFULL People.

This year we were excited to return to a more “normal” school year. While we continue to follow practices that discourage the transmission of viruses, students were happy to participate in large and small group activities throughout the year.

Attendance and Behavior Data by 3-5 Schools

Elementary (3-5) Data Profile											
	Mid-year 2021-22		End-of-Year 2021-22								
Attendance	9/1/21-1/19/22		9/1/21-6/3/22								
	% in Attendance	<table border="1"> <tr> <th>Murray Park</th> <th>Quest</th> </tr> <tr> <td>90.54%</td> <td>92.23%</td> </tr> </table>	Murray Park	Quest	90.54%	92.23%	<table border="1"> <tr> <th>Murray Park</th> <th>Quest</th> </tr> <tr> <td>91.76%</td> <td>92.88%</td> </tr> </table>	Murray Park	Quest	91.76%	92.88%
Murray Park	Quest										
90.54%	92.23%										
Murray Park	Quest										
91.76%	92.88%										
Behavior	9/1/21-1/19/22		9/1/21-6/3/22								
	# of ODR's	<table border="1"> <tr> <th>Murray Park</th> <th>Quest</th> </tr> <tr> <td>44</td> <td>39</td> </tr> </table>	Murray Park	Quest	44	39	<table border="1"> <tr> <th>Murray Park</th> <th>Quest</th> </tr> <tr> <td>79</td> <td>85</td> </tr> </table>	Murray Park	Quest	79	85
Murray Park	Quest										
44	39										
Murray Park	Quest										
79	85										
Pupil Service Contacts	2021-22 Pupil Service Contacts (through Jan. 31, 2022)		2021-22 Pupil Service Contacts (through June 3, 2022)								
	Total Student Contacts	531	Total Student Contacts	916							
Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. <i>These contacts do not include things like regularly scheduled small groups, classroom lessons, ongoing social skill instruction, college/ career-related meetings, scheduling, etc.</i>											

Performance Measures



Highlights of the 2021-22 School Year

All Quest classrooms began the year with a study of the Habits of Mind. These habits have been identified through extensive research as a skill set of highly successful people. Quest staff identified nine “habits” to be the focus for Quest: perseverance, managing impulsivity, metacognition, striving for accuracy, thinking and communicating with clarity and precision, taking responsible risks, listening with empathy and understanding, questioning and posing problems and creating, imagining and innovating.

In addition, students used the RASD adopted “PurposeFULL” Social and Emotional Learning (SEL) Curriculum which identifies “Character Strong” themes of courage, perseverance, honesty, respect, gratitude, kindness, responsibility, cooperation and creativity. Each Quest classroom read books that modeled the habits and themes, and taught focused reading and language lessons pertaining to the literature. These habits and the “Character Strong” themes from the “PurposeFULL People” curriculum were further reinforced in our yearly collaborative activity.

Quest held two in-person project showcases highlighting student work this year. At the winter showcase, third graders demonstrated machines they designed and built to rescue a tiger using VEX kit materials from the PLTW Science module, Forces and Interactions. In addition, the students wrote instruction manuals to accompany their unique machines.

Fourth graders shared models of the human nervous system and videos created to share information to prevent concussions. The students created slides and wrote brochures about the natural resources of the United States. Fifth graders demonstrated their programming and engineering skills with robots built using the PLTW Robotics and Automation module. In addition they created genre board games which they shared with their families.

During the spring showcase, we were excited to bring back the Annual Spring Cook-out and Picnic. Many families enjoyed sharing a meal together while viewing their children’s projects. In our greenhouse, we grew over 40 different varieties of plants which allowed us to hold our Annual Spring Plant Sale.

In addition to the plant projects in the greenhouse, Quest students shared projects that incorporated literacy, social studies and science. Third graders used the new Social Studies curriculum to create projects related to “changemakers”, people who have positively changed history. Fourth graders created a Native Peoples of Wisconsin museum and designed games using science concepts related to waves of light. Fifth graders created group projects from their book clubs and digital state projects.

Community Outreach

Quest students reached out to the Ripon community through donations of garden produce to the Ripon Area Food Pantry. In addition, Quest students participated in the Ripon Dickens of a Christmas celebration by dramatizing a scene in a local store window and selling student-made notecards.

Beyond Brick and Mortar

Throughout the year Quest grade levels reached out locally, nationally, and globally to connect with individuals, professionals and classrooms to learn, grow, and share. Skype, Buncee, and email were used to go beyond the classroom walls for information to assist and promote connections with experts for student projects.

Governance Council Meeting Dates (minutes linked below)

[September 14](#)

[October 12](#)

[November 9](#)

[January 11](#)

[March 8](#)

[May 10](#)

Catalyst Middle School

Catalyst Charter Middle School offers a dynamic, project-based environment for students in Grades 6-8 in the Ripon Area School District. Catalyst is designed for students looking for a rigorous, innovative, self-directed, inquiry-based setting that helps develop important skills needed to become independent learners and leaders in the 21st Century.

Catalyst Mission

The mission of Catalyst Charter Middle School is to build a community of independent learners through thinking, creating, and collaborating for the future.

The Catalyst project-based learning framework includes the following instructional practices:

- Interdisciplinary instruction
- Place-based learning partnerships
- Real-world experience
- Teacher- and student-directed projects.
- Digital technology-infused learning environment
- Global learning partnerships preparing students for a technology-driven society with skills to manage, collaborate, and communicate appropriately in a global setting.
- Global Citizenship
- STEM

Professional Development for 2020-2021

CCMS Staff continues to devote time to learning, practicing, and refining the process of instruction and assessment. The following chart is a summary of the different training, workshops, and conferences attended by CCMS staff. Catalyst staff also meet weekly to collaborate and implement learning initiatives.

I-Ready Training
CESA 6 Spring Into Success
Buck Institute for Education: PBL 101
CPM: Phase 1 Implementation Series
Development of Units of Study in Reading: CESA 6 Collaboration

Project Highlights of 2020-2021

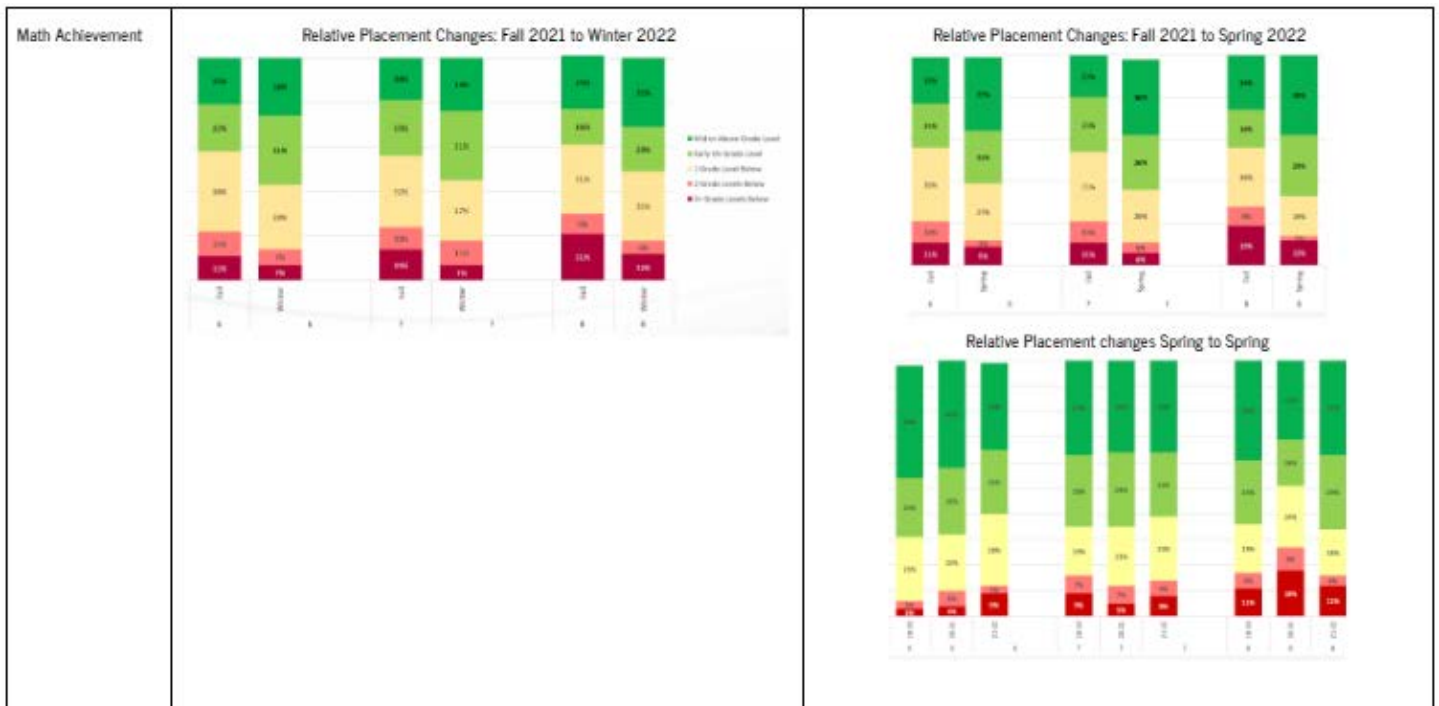
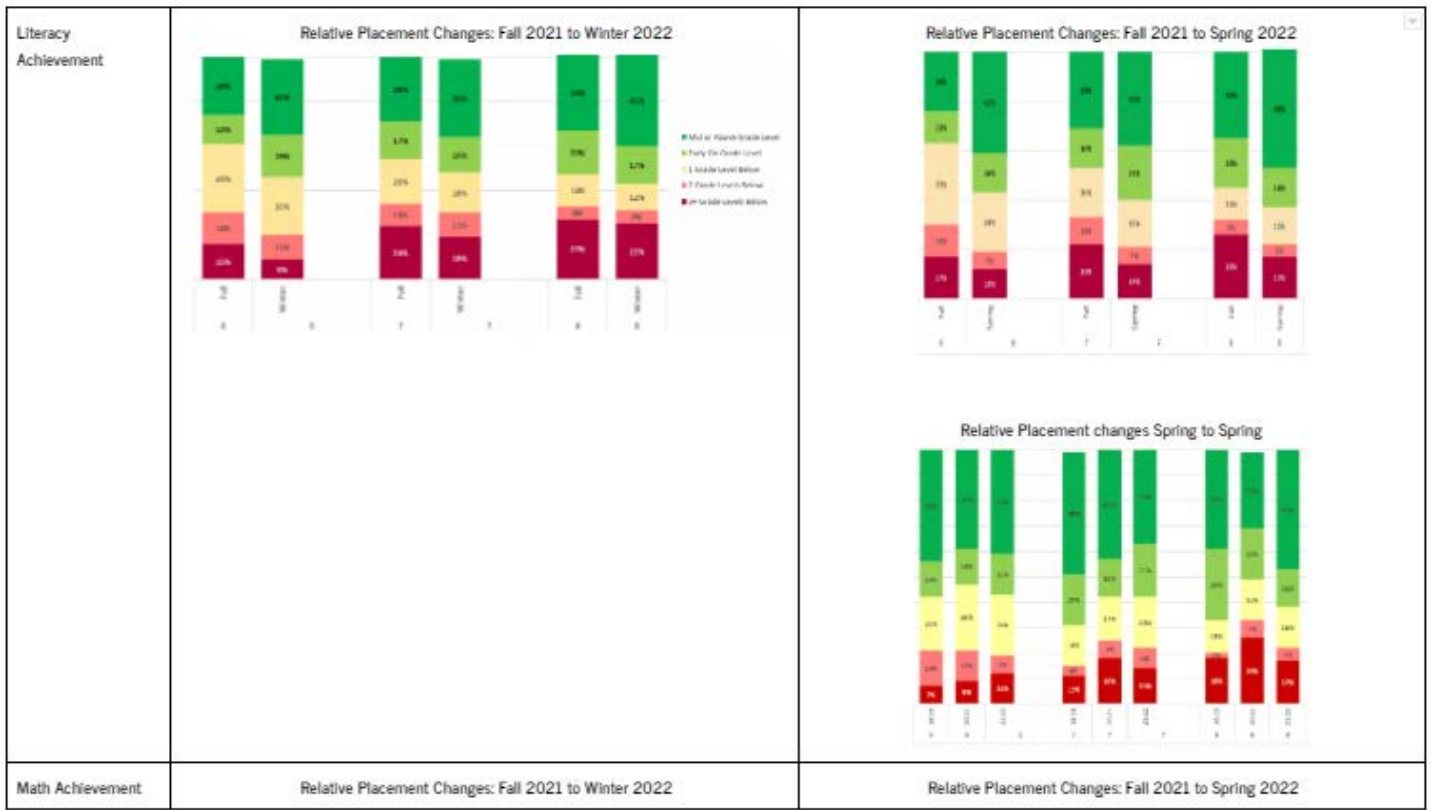
During the 2020-2021 school year, the Catalyst team of educators continued to develop, modify and utilize curriculum to allow for a blended approach to student projects that worked for all grade levels, 6th through 8th. Through dynamic seminars and units of instruction prior to and throughout their project processes, students

were able to build background knowledge and make a variety of content connections that supported their own student-led projects. Students continued to maintain a lot of “voice and choice” within the PBL structure. In addition to the modified project structure, Catalyst also piloted the National Geographic social studies curriculum and learning platform, NGConnect, to support the district adoption of the Common Core State Standards for Social Studies. The projects within Catalyst this year mainly covered standards in: Science, Social Studies, and Writing/ELA.

Attendance and Behavior Data by Grade 6-8 Schools

Middle School (6-8) Data Profile					
	Mid-year 2021-22			End-of-Year 2021-22	
Attendance	9/1/21-2/4/22			9/1/21-6/3/22	
	% in Attendance PE	RMS 92.49%	Catalyst 92.13%	% in Attendance	RMS/Catalyst 94%
Behavior Incidences	9/1/21-1/19/22			9/1/21-6/3/22	
	# of ODRs	RMS 81	Catalyst 48	# of ODRs	RMS 118 Catalyst 70
Pupil Service Contacts	2021-22 Pupil Service Contacts (through Jan. 31, 2022)			2021-22 Pupil Service Contacts (through June 3, 2022)	
	Total Student Contacts	789		Total Student Contacts	1,431
Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. These contacts do not include things like regularly scheduled small groups, classroom lessons, ongoing social skill instruction, college/ career-related meetings, scheduling, etc.					

Performance Measures



Science and Social Studies Standards Covered in 2020-2021:

- Engineering Design
- Motion & Stability
- Heath & Energy
- Matter & Its Interaction
- Earth’s Place in the Universe
- Inquiry Practices and Processes
- Geography
- History
- Behavioral Sciences
- Economics
- Political Science

	2020-2021 Project and Activity Highlights
Project/Standard Focus	Description
School Newsletter - Informational writing; editing and revising skills	Throughout the 1st semester, 7th grade students collaborated to create a monthly school newsletter to highlight school and community events, as well as share student writing, interests and passions with parents. The students met virtually with Tim Lyke, previous owner and writer of The Ripon Commonwealth Press. They asked him many great questions, such as what sources to rely on, how to set up and organize a newspaper, how to hook readers, how to come up with stories and topics that will interest your audience, how to plan and prepare for an interview, and more. Students then got to work analyzing example articles and newspapers, choosing their ‘beats’, and writing. By the end of the semester, the newsletter was completely student run and organized. It was great to see the students take such ownership!
Shoe Box Roller coasters	As part of a unit on motion, force, and Newton’s Laws, 6th grade students conducted their own research, attempted to contact live sources in the field, and designed their own roller coasters. The designs had to fit within a shoe box, and they learned about the elements of the engineering process as they went. Finally, they each created an instruction manual for their roller coaster design, which explained how and why their roller coaster worked, using Newton’s Laws of Motion.
Mystery Location	Students chose one secret location in the Western Hemisphere. Using the 5 Themes of geography, they then researched their chosen location and developed 10+ interesting facts or clues for their peers. Final products took the form of presentations, stations, bloom balls, time capsules, or escape rooms. No matter the form, each student created a geographic mystery for their peers to solve that required all to ask a lot of questions and apply their knowledge of geography.
Synthetic Materials	As students learned more about matter and its interactions, they completed a research project on a synthetic material of their choice. In their research, students discovered how a natural element can undergo a chemical change, which can completely alter the substance's properties. They created a model of the synthetic material and evaluated

	the benefits and impacts on our environment of creating this new material. Students shared their findings with the class in the form of a slideshow presentation.
Understanding North American History through Artistic Expression	In this project, students viewed North American History through the scope of art. 6th-8th grade students met virtually with Ripon College Art Professor, Mollie Oblinger. She taught our students how to observe art, what questions to ask, and what formal properties of art to pay attention to (movement, color, form, depth, and light). Students were able to apply what they learned as they each chose and analyzed art pieces that portrayed important moments and people in North American history. We then skyped with Professor Oblinger a second time to learn how to create our own artwork to portray a current facet of life in North America. Finally, students received the help of Kelsey Raschke (Educator) & Laura Fiser (Curator) of The Paine Art Center, Oshkosh. They met with our students virtually to provide them insights on putting together and curating a gallery of their work throughout the project.
Earth's Place in the Universe	Students completed a series of mini-projects to complement this unit on Earth and the Universe. They designed a location and layout for a solar farm, as a way to deepen their understanding of the movement of the sun throughout the day. They created a flowchart for determining the time of year, based on reading constellations in the night sky. And finally, students analyzed the movie E.T. for accuracy in the portrayal of the moon in different scenes. They were able to sharpen collaboration skills throughout these mini-projects. The projects gave students an opportunity to demonstrate their understanding of the topics in a variety of ways.
Spring Break Cruise	Prior to spring break, students took on the role of travel agents as they worked individually or in teams to research, plan, and propose a spring break cruise trip through Central America and the Caribbean Islands. For each country they included in their cruise, students planned fun and engaging vacation activities that incorporated economics, history, geography, and culture. Students then attempted to appeal to the wishes and travel criteria of their clientele as they developed and presented a Google Earth in an effort to "sell" their trip. As students listened to the presentations of their peers, they completed a decision matrix to determine the trip that best met their own personal travel goals. We then held The 2021 Travel Agent Choice Awards which recognized the best planned vacations.
Career Board Games	6th grade students explored different career paths, by learning about hard and soft skills, apprenticeships, and more. They were able to complete interest surveys through a career-based subscription site, Xello, in order to make goals for themselves. This career unit culminated in a board game assignment; students researched different career paths to their own dream career, and they created a board game to illustrate those paths. Additionally, they learned and utilized career-specific vocabulary within that game.
Heirloom Seed Holiday	The Heirloom Seed Holiday was a writing project that combined creativity with informational and persuasive writing. Students chose a seed to represent their family, as an heirloom that could be passed down for generations. Then, they created their own unique holiday to celebrate that seed, and had to convince others of the worthiness of this holiday. They researched, wrote a 5-paragraph essay, and created an informational booth to share their ideas with others.

Interactive Notebook	Throughout the year students created a resource for both fiction and nonfiction text that they could refer back to. The hope was that the time, creativity and effort they put into each page would be a resource they would hang on to for years to come. This resource included things such as text features, plot development, text structure, point of view and author's purpose.
Heat & Energy	Students applied their knowledge of heat and energy and the engineering design process in order to create an insulated cup that kept a drink cold for an extended period of time. The scientific method was used to test the insulated cup's effectiveness, and to analyze and draw conclusions about the results.
Motion & Stability	Students used real world examples to explain Newton's Three Laws of Motion.

Conference Dates: (held virtually)

- October 15th and 20th
- November 10th and 12th
- February 18th and 22nd

Showcase nights canceled as a result of covid-protocols

Connections are also made with parents through Infinite Campus updates, weekly email updates, and printed handouts. Parents were encouraged to set-up conferences at times that were convenient.

Community/Global Connections

Thank you to each community member for sharing their expertise.

Kelsey Raschke (Educator) & Laura Fiser (Curator) of The Paine Art Center, Oshkosh	Kelsey Raschke & Laura Fiser shared their experiences and provided insight to help students in grades 6-8 curate an art gallery for their North American History social studies projects.
Professor Mollie Oblinger, Art Professor from Ripon College	Professor Mollie Oblinger met with students in grades 6-8 twice via Google Meet to teach them about what to pay attention to when analyzing artwork for historical significance and how to create their own art works. The expertise she shared was so valuable to our students' learning.
Tim Lyke- Ripon Commonwealth Press	7th grade Catalyst students interviewed Tim Lyke, of the Ripon Commonwealth Press, to help them organize and put together a class newsletter throughout the first semester. He gave them so much insight including how to gather sources and research, how to write and edit their work, and finally tips for publishing.
Professor Steve Martin, Communications Professor from Ripon College	Professor Steve Martin shared his expertise on public speaking with 6th grade students, as they prepared for giving their first speeches of the year. He spoke with students via Google Meet, and provided them with many tips to ease their nerves.

Communications to Community:

Homework Calendar (Updated by staff as a communication tool for homework and activities in class)

Please see below for previous week.
Catalyst Homework Calendar 2016-2017

	Mon. April 3	Tues. April 4	Wed. April 5	Thur. April 6	Fri. April 7
Announcements				Top of Excellence for 8th grades	
8th grade Reading	Achieve3000 - Conferencing	Woods-LI #111 due on Friday	Complete PPK Read Aloud	Achieve3000 - Complete 3 Activities @ 75%	Achieve3000 - Complete 3 Activities @ 75%. Woods-LI due
8th grade Math	Instructional Minutes ALIXO weekly goal: at least 10 topics / yr.	New Weekly Assignment: Graphing	ALIXO weekly goal: at least 10 topics / yr. or at least 12 topics / yr. if needing to catch up to overall goal	Seminar: handout on rules of graphing with a coordinate plane and questions on weekly assignment	ALIXO weekly goal: at least 10 topics / yr. or at least 12 topics / yr. if needing to catch up to overall goal

	overall goal or at least 12 topics / yr. if needing to catch up to overall goal Every Star: Graphing			Graphing assignment due the day after break	
8th CCB/Projects Most assignments are found in Google Classroom	8:30 - Skype with an expert from Catalyst Science	WI Forward Practice Essay due end of the day	Paras Assignment Round in Google Classroom due today	Continue work on roller coasters.	Final essay submitted for WI Forward Practice and Narrative Every Google Classroom
How are Newton's Laws evident in the success of a roller coaster?	WI Forward Practice Essay due end of the day on Tues. Plan in small groups for roller coasters. All information found on CCB Forces of a Coaster science lesson in google classroom due Tuesday end of day	Plan in small groups for roller coasters. All information found on CCB	Planetary Science: Planet Profile due the day after break	Make a Movie in BrainPOP demonstrating understanding of Newton's Laws in Coasters.	

Weekly Update sent to all parents via email or IC

Week of May 24th-27th

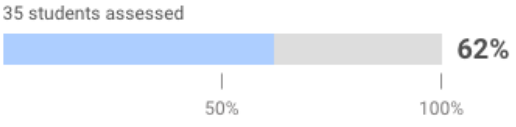
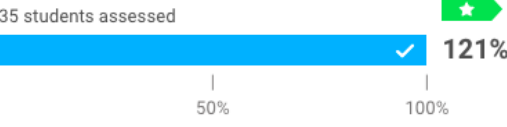
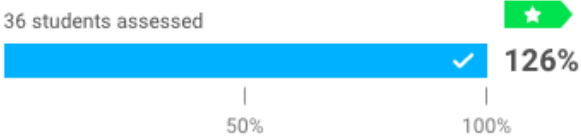
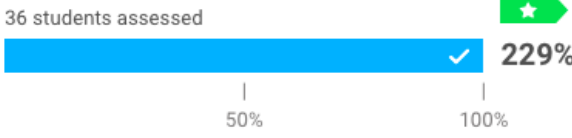

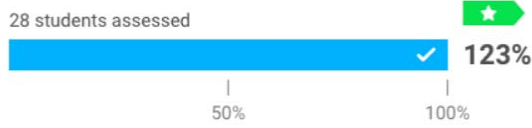
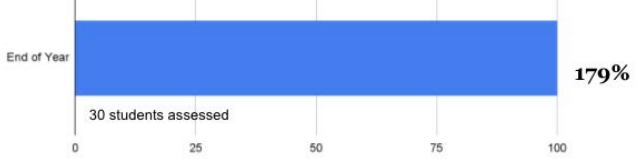
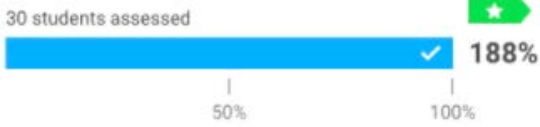
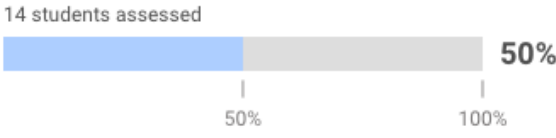
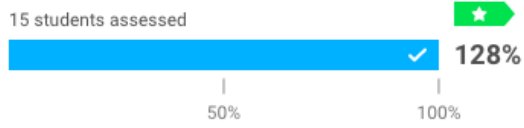
Announcements	Thank you to everyone who helped support our first annual flower basket sale! We still have baskets left- \$15 per basket, or 2 for \$25. Let us know if you are interested! No School Friday (5/28) or next week Monday (5/31)
MATH	7th Grade Math with Mrs. Cardinal: In math this week, we will be learning about angles. We will learn how to classify them by their sizes and by their relationships to other angles. The students will construct triangles and quadrilaterals with given side lengths and/or angles and predict if they will be unique shapes. See the Homework calendar for homework due dates (in bold). -7th/8th Accelerated Math with Mrs Osheim: Please see "Math 8" on this link for an overview of the week & assignments.
READING	Students will have their final vocabulary/spelling quiz Monday this week. They will also finish their book clubs and have their final book club discussions on Thursday. A reader response will be due at that time. Lessons this week will focus on analyzing interactions in a text, analyzing character's inner thinking, and distinguishing multiple perspectives.
ADVISORY	If not yet finished, students will work to finish both the iReady Reading and Math assessments during advisory this week. All assessments must be completed before students leave school on Thursday, May 27th. Reports on student progress will be sent home with your student early next week.
WRITING	We will be continuing to revise our short stories this week by incorporating dialogue, adding our main character's interior monologue, using blocking to help our scenes come alive, and varying sentence length to aid the flow. Final short stories will be due at the end of class on Tuesday, June 2nd. (Please see the Homework Calendar .)
SCIENCE	We are learning about circuits this week! Students will learn how to draw them, using circuit notation, and we also have a hands-on lab planned for the second half of the week. (Please see the Homework Calendar .)
SOCIAL STUDIES	We have begun our student-led projects around topics of interest in South America. Students should have finished up their research last week, so this week will be focused on creating student final products. It should be fun! (Please see the Homework Calendar .)
GRADES	Updated grades for assignments, tests, and projects may be found in Infinite Campus , in the "Assignments" tab. They are also posted in Google Classroom for each of your student's classes.
CONTACT INFO	Carlie Cardinal (7th math, social studies, and writing): cardinalc@ripon.k12.wi.us Angela Propson (reading) propsona@ripon.k12.wi.us Josh Kollmann (science): kollmannj@ripon.k12.wi.us

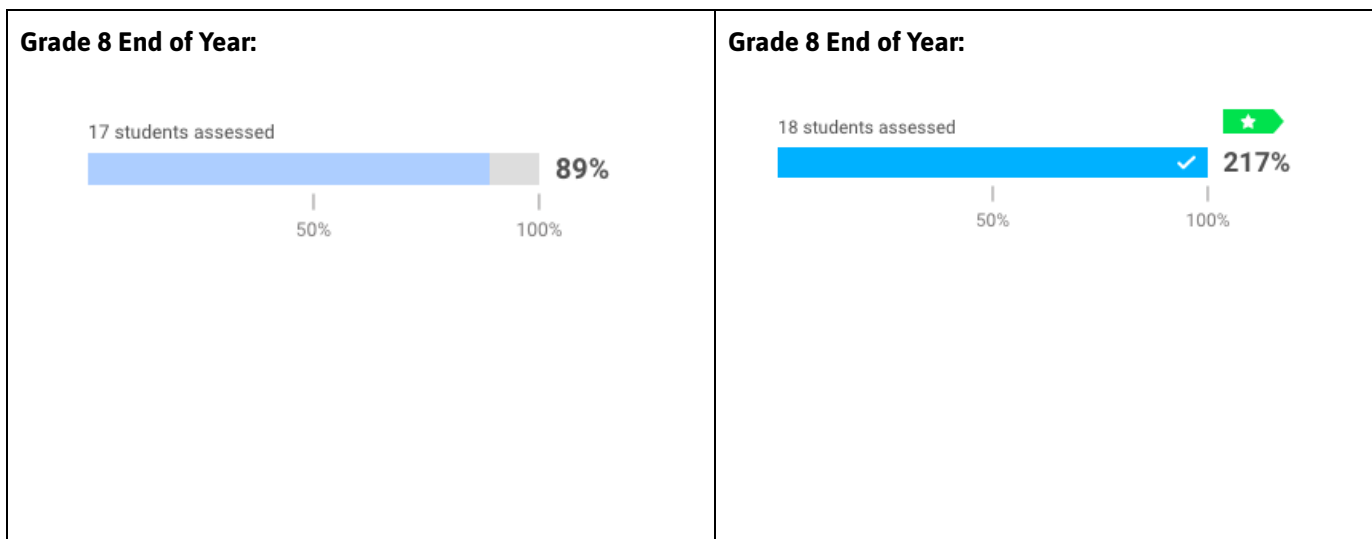
Communication through IC on homework and classroom messages.

Photos/Articles on District Facebook Page

District Assessment/Screener Information:

RASD continued their use of i-Ready to measure, support and fill gaps in learning related to math and reading. Students worked on individualized lessons based on beginning and mid-year assessments during advisory each week. The table below shows median growth for CCMS students on the i-Ready comprehensive assessments based on progress toward typical annual growth.

Mathematics Median Growth	Reading Median Growth
<p>Grade 6 Mid-Year:</p>  <p>35 students assessed</p> <p>50% 100%</p> <p>62%</p>	<p>Grade 6 Mid-Year:</p>  <p>35 students assessed</p> <p>50% 100%</p> <p>121%</p>
<p>Grade 6 End of Year:</p>  <p>36 students assessed</p> <p>50% 100%</p> <p>126%</p>	<p>Grade 6 End of Year:</p>  <p>36 students assessed</p> <p>50% 100%</p> <p>229%</p>
<p>Grade 7 Mid-Year:</p>  <p>Mid-Year</p> <p>29 students assessed</p> <p>25%</p>	<p>Grade 7 Mid-Year:</p>  <p>28 students assessed</p> <p>50% 100%</p> <p>123%</p>
<p>Grade 7 End of Year:</p>  <p>End of Year</p> <p>30 students assessed</p> <p>179%</p>	<p>Grade 7 End of Year:</p>  <p>30 students assessed</p> <p>50% 100%</p> <p>188%</p>
<p>Grade 8 Mid-Year:</p>  <p>14 students assessed</p> <p>50% 100%</p> <p>50%</p>	<p>Grade 8 Mid-Year:</p>  <p>15 students assessed</p> <p>50% 100%</p> <p>128%</p>



The **CCMS Governance Board** consists of:

Candie Baker - President/Community Member

Sarah Rieder- Parent

Carlie Cardinal- Lead Teacher

Jaime Martin- Teacher

Bryan Ernst - Community Member

Jennifer Buccholz- Parent

Dawn Wisneski- Parent

Minutes from each meeting can be found on the district website at:

<http://www.ripon.k12.wi.us/board/catalystgovernanceboard.cfm>.

District Assessment/Screening Information:

RASD continued its use of i-Ready to measure, support and fill gaps in learning related to math and reading. Students worked on individualized lessons based on beginning and mid-year assessments during advisory each week. As a result of the switch to virtual learning during COVID-19, students were unable to complete the end of year assessments.

Communications to Community:

Homework Calendar (Updated by staff as a communication tool for homework and activities in class)

Please see below for previous week.
Catalyst Homework Calendar 2016-2017

Announcements	Mon, April 3	Tues, April 4	Wed, April 5	Thur, April 6	Fri, April 7
				Due of Excellence field trip 4th graders	
8th grade Reading	Achieve Lexia - Conferencing	Vocabu-LE #11 due on Friday	Complete PXX Read About	Achieve3000 - Complete 3 Activities @ 75%	Achieve3000 - Complete 3 Activities @ 75% Vocabu-LE due
8th grade Math	Substitution, Slope, Slope Intercept	New Weekly Assignment: Graphing	ALING weekly goal: at least 10 tasks if at overall goal or at least 12 tasks if needing to catch up to overall goal	Summer: handout on Lines of graphing with a coordinate plane and questions on weekly assignment	ALING weekly goal: at least 10 tasks if at overall goal or at least 12 tasks if needing to catch up to overall goal

	overall goal or at least 12 tasks if needing to catch up to overall goal Entry Bar Creating			Graphing assignment due the day after break	
8th CC&P Projects Most assignments are found in Google Classroom	8:00 - Shape with an Expert from UCourts Coastal2	WI Forward Practice Essay due end of the day	Finews Assignment found in Google Classroom due today	Continue selection on roller coasters.	Final essay submitted for WI Forward Practice and Narrative Story (Google Classroom)
How are Newton's Laws evident in the success of a roller coaster?	Plan in small groups for roller coasters. All information found on ESL .	Plan in small groups for roller coasters. All information found on ESL .	Planetary Science Planet Profile due the day after break	Make a Movie in BrainPOP demonstrating understanding of Newton's Laws in Coasters.	
	Forces of a Coaster science lesson in google classroom due Tuesday end of day				

Communication through IC on homework and classroom messages.

Photos/Articles on **District Facebook Page**

Odyssey Academy of Virtual Learning

Odyssey Academy of Virtual Learning Vision

Empower • Individualize • Innovate • Succeed

Mission Statement

The mission of the Odyssey Academy of Virtual Learning is to empower learners through a customized and flexible pathway that fosters forward thinking.

Foundations of Odyssey Academy of Virtual Learning

- Innovative, Personalized, Project-Based, Virtual Education Program that meets the needs of all learners
- Customized learning environment that provides students to study at their preferred pace, time and place under the direction of an appropriately licensed teacher
- Flexible, competency-based, multi-age groupings for literacy and math to meet specific needs of students
- Parents can choose to play an active role in their child’s education if they choose to, under the direction of the teacher
- Researched best practice- Project-Based Learning
- Effective Team- partnership is developed between the teacher, parent and student that maximizes student learning, which allows each student to reach their full potential
- Governance Council Leadership

Classroom Teachers

Shelly Schueller
Erin Gelhausen
Anissa Kramer
Renee Goeb

Kristie Webb
Kristal Mott
Stephanie Hicks
Lee Mierow

Wendy Toutant
Melissa Christ
Aric Soderbloom

Governance Council Members

Megan Prellwitz
Tami Schattschneider

Maribel Brown

Lindsay Loewe

School Description **C**

Odyssey Academy of Virtual Learning is a 4K-12 charter school in the Ripon Area School District, which opened in the fall of 2019 with 97 students. Currently, we have an enrollment of around 300 students. Odyssey Academy is a tuition-free 4K-12 project-based, virtual charter public school supporting parents across the state who want to educate their children at home. Whether homeschool families or families on the go, Odyssey empowers parents to make educational decisions for their children. Odyssey provides a truly unique learning option for parents to consider between traditional online public schools and homeschool by providing financial resources, access to quality curriculum, and the support of licensed teachers.

With Odyssey, your child's educational journey begins with the opportunity for the parent to play an integral role. As your child's first teacher, you may want to remain connected to their education. An effective and beneficial partnership is developed between the teacher, parent and student that maximizes student learning, which allows each student to reach their full potential.

The district contact for Odyssey Academy of Virtual Learning is Rebecca Miller
phone: (920) 896-1245; email: millerr@ripon.k12.wi.us

Governance Strategic Initiatives

- Marketing
 - *Creates/implements a communications and marketing plan for student recruitment, retention, and enrollment that removes barriers and bias from the process.*
 - *Creates/implements a marketing plan that advertises and promotes the school, enrollment periods, and application procedures.*
- Member Development
 - *Develops/revisits the understanding of the Governance Board's roles and legal responsibilities.*
 - *Develops onboarding process for sustainability of a high-functioning Board.*
 - *Align onboarding process and Board roles/responsibilities with other Boards in the District.*
- Financial Responsibilities
 - *Develops/revisits understanding of the financial responsibilities of the governance board.*

Performance Measures

1. Goal 1: Odyssey Academy will be guided by a trained and autonomous Governing Board that oversees decisions regarding school policies, personnel decisions, and fiscal operations. Y3: The Odyssey Governance Board has received training from WRCCS twice this year, on 11-23-20 and 1-18-21. - **Goal Met**
2. Goal 2: Train teachers into best practices for delivery of blended learning and virtual instruction. Y3: Staff have participated in the following professional development which enhances best practices in blended and virtual learning: SLATE, Literacy Leaders Conference - CESA , Teach Your Heart Out 2.0 Virtual Conferen, CESA 6- Integrating Social-Emotional Skills Into Literacy Workshop, Reading and Writing Strategies for the Online and In-person Classroom with Jennifer Serravallo, ESGI TeachCon, Uplifting Education Professional Development, PBL(Project Based Learning) Works 101 Workshop , Wisconsin eSchool Network Curriculum Review Team, CESA 6- Jan Richardson Webinar - Build Deeper Comprehension (Primary Focus), iReady training, Simply K12 webinars, Ditch Summit-**Goal Met**
3. Goal 3: Train teachers into best practices for delivery of Project Based Learning instruction. Y3: 100% of Odyssey staff will be trained in Project Based Learning as of July 2021.-**Goal Met**
4. Goal 4: Communicate required assessments with the Governance Board and parents through the handbook. Y3: This is communicated in the handbook, which is posted on the website, grade level student expectation documents, newsletters and parent meetings. -**Goal Met**
5. Goal 5: Demonstrate strong levels of critical thinking, analytical reasoning, problem solving, written communication, and time management skills. Y3: 85%of our students received a 3.0 or higher on critical thinking, analytical reasoning, problem solving, written communication, and time management skills as measured by a research-based, standardized scoring and observation rubric. -**Goal Met**

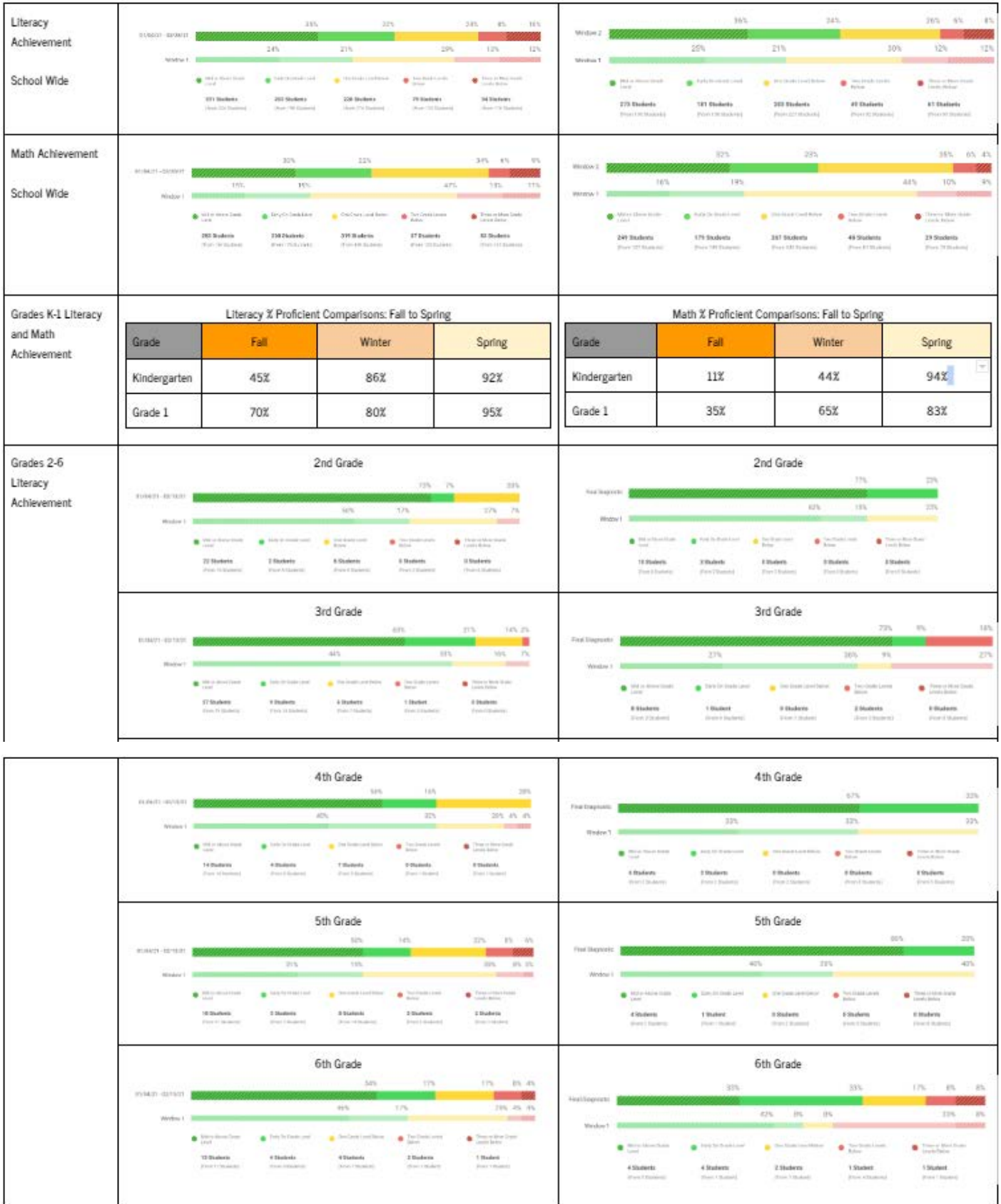
- 6. Goal 6: Demonstrate high levels of understanding on project-based learning assessment. Y3: 87% of students received a 3.0 or higher (4.0 standard rubric) on their project-based learning evaluations as measured by a research-based, standardized scoring and observation rubric - **Goal Met**
- 7. Goal 7: Demonstrate a high level of understanding of content based on portfolio, quarterly reports, and other skill based assessments. Y3: 83% of students received a 3.0 or higher (4.0 standard rubric) on their portfolio/ILP evaluations in quarterly parent/teacher/student conferences (to include semester report card results and subject area & other skill-based and course-specific test results) as measured by a research-based, standardized scoring and observation rubric. - **Goal Met**
- 8. Goal 8: Maintain a graduation rate equal to or higher than RASD. Y3: 100% Graduation rate in 2020-2021.- **Goal Met**
- 9. Goal 9: Maintain an attendance rate equal to or higher than RASD. Y3: - **Goal Met**

Attendance and Behavior Data for Virtual School

Odyssey Academy of Virtual Learning Data Profile								
	2020-21				2019-20			
Enrollment	Enrollment 2020-21				Enrollment 2019-20			
	September 2020	458	January 2021	440	September 2019	117	January 2020	137
	Growth Rate: Just under 400%							

Pupil Service Contacts	2020-21 Pupil Service Contacts (9/1/20-6/4/21)			No Data Available — No Pupil Services Staff
	Unduplicated Contacts	102 (of the 440 total students)	23.2% of students seen	
	Total Duplicated Contacts	160		
<p>Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. <i>These contacts do not include things like regularly scheduled small groups, classroom lessons, ongoing social skill instruction, college/ career-related meetings, scheduling, etc.</i></p> <ul style="list-style-type: none"> • "Unduplicated" = Any student who was seen by a pupil services staff member, as outlined above. Students are only counted <u>once</u> in this total, even if they've been seen multiple times, and/or by multiple members of the team for that building. • "Duplicated" = A running total of <u>cumulative</u> contacts made by the members of the team for that building. Example: if a student was seen 14 times, all 14 of those contacts are included in this number. 				

Performance Measures





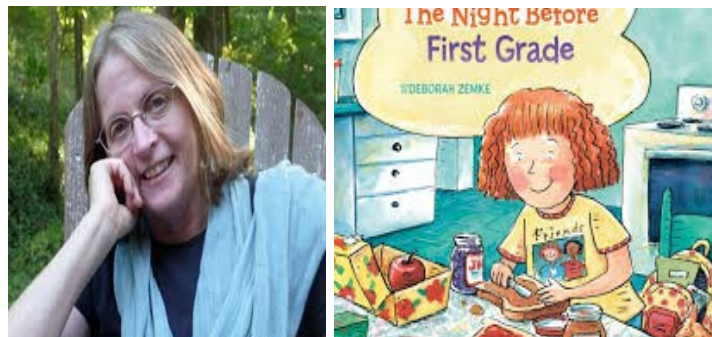
Accomplishments for the 2020-2021 School Year

- Odyssey Academy grew it's enrollment by 400%
- **August/September**
 - Individualized Learning Plan Meetings - nearly 500 teacher/parent/student meetings to individualize student learning
 - Parents and Student Information Sessions
 - Onboarding of 400 new students
 - Hired 8 highly educated and experienced teachers and staff
 - PAG- Odyssey Parent Advisory Group- 1st meeting of the year, 15 parents joined!
 - Professional Development- Book Study- Connecting with Students Online by Jennifer Serravallo



● **October**

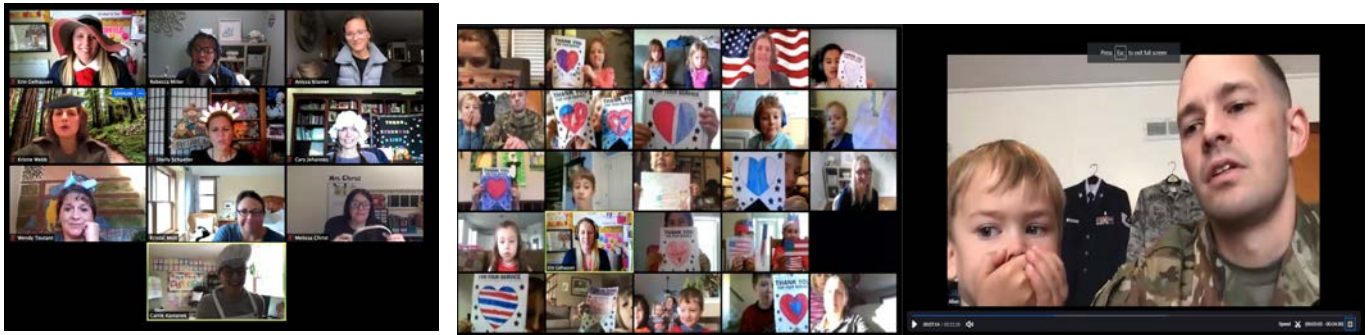
- Headrush Learning Management Platform- implemented a new system to better assess and evaluate student's in a project-based learning environment
- Live, Virtual Art Classes began
- Author Visit- Deborah Zemke
- Fun, Interactive- Cooking in the Kitchen with Kastanek



● **November**

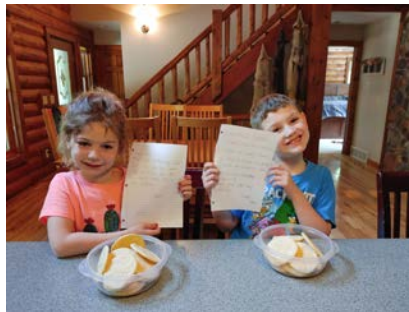
- Odyssey Connect Group began in grades 9-12- a social time for peers to connect, meet new friends and have fun in a virtual setting
- Reader's Theater Performances
- Fall Fun- conducted by the Odyssey PAG
- Honoring our Veterans Family Program





- **December**

- Advisory Group- Resume Writing
- Parent Meeting- Topics: Assessment, New Class Offerings, Q & A Session
- SLATE Conference- Professional Development- Teaching Strategies in a Virtual Platform
- Science Projects & Presentations



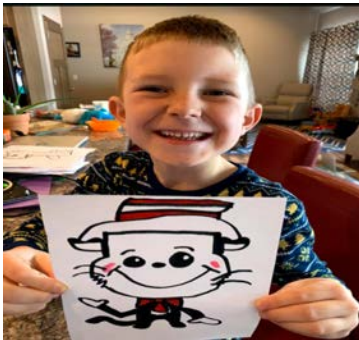
- **January**

- Mid year Data-Day, evaluation of student assessment and progress
- Book Clubs- grades 3 & 4- Stone Fox by John Reynolds Gardiner and grade 5 & 6- Restart by Goardan Korman
- ACT Practice Sessions
- Early College Course Options- ECCP & SCN opportunities shared with students & parents
- State Testing Location Sign-Up
- Virtual Field Trip- Ford's Theater, Statue of Liberty, The Alamo, Mount Vernon, Monticell, Museum of the American Revolution
- Student Government Opportunities- Juniors & Seniors- Fond du Lac County Council American Legion and Auxiliary- Student Government Day
- Course Information Sessions
- Addition of Project Support Time- a time where students can get support on projects, ask questions and connect with each of their content area teachers
- State Testing Preparation with students



● February

- Course Registration Sessions - MS & HS Students and Parents- for 2021-2022 school year
- Revised the ACP- Academic & Career Planning Handbook
- Virtual Field Trip- Marsh Haven Nature Center
- 100th day of school celebrations
- New Club- Coloring Club added for all ages
- Monthly Birthday Celebrations
 - During ACC (Assembly, Celebration and Creativity) Time we celebrated all of our students who had a birthday in February. We learned how birthdays are celebrated around the world and what kinds of birthday treats are traditional in other countries.
- Celebrations for Dr. Seuss Day and Read Across America Week

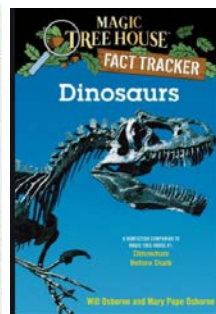
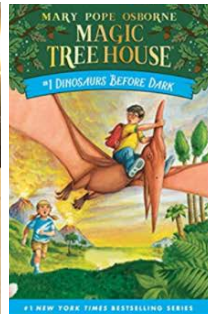


● March

- Odyssey Connect- Social Skills group, extended to all grade levels, 4K-2, 3-6, 7-8 and 9-12; meet bi-weekly to meet other peers, connect, socialize and have fun in the virtual world.
- State Testing at 4 locations throughout the state for the ACT 11, Aspire and Forward Tests- Ripon, Merrill, Fond du Lac And Pewaukee
- Presentation to DPI Grant Cohorts in April→ Using Headrush To evaluate in the PBL classroom
- Online Registration for courses through Infinite Campus
- Revising curriculum options for all grade levels

- **April**

- ACT, Aspire and Forward Testing at 4 Locations throughout the state: Ripon, Fond du Lac, Merrill and Pewaukee
- DPI Grant Cohort Presentation- Connecting Student in a Virtual World
- Student Clubs- Coloring Club, Lego Club, Yoga Club, Odyssey Buddies
- Special Guest- Brian Niznansky from StormTeam 4 - Meteorologist
- Book Clubs in Grades 4K-2



State Testing Location

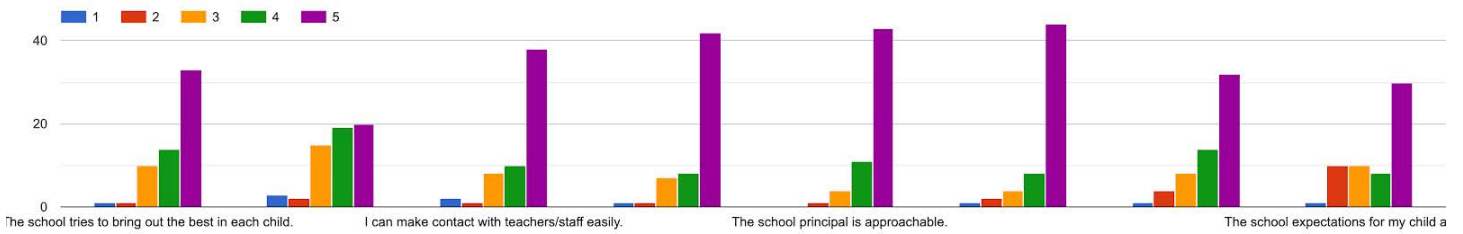
- **May/June**

- Civics Exam- Student Preparation
- Governance Board Training- Recruitment & Retention
- Individualized Learning Plan meetings- current families to plan for next school year
- Yoga & Mindfulness Club- Harry Potter Theme- "special magic" inside each of us & story- A Little Spot of Love by Diane Alber
 - Story- Breathe with Me by Mariam Gates- practicing to incorporate calming breaths into daily routines
- News Anchor Visit- Anne Herbst, NBC Channel 9 News- Denver, CO
- CQI Plus/Delta School-Wide
- Family Survey- State Testing
- Professional Development- PBL Training, Simple K12 Training, WDLC- Digital Learning Tools for Student Engagement

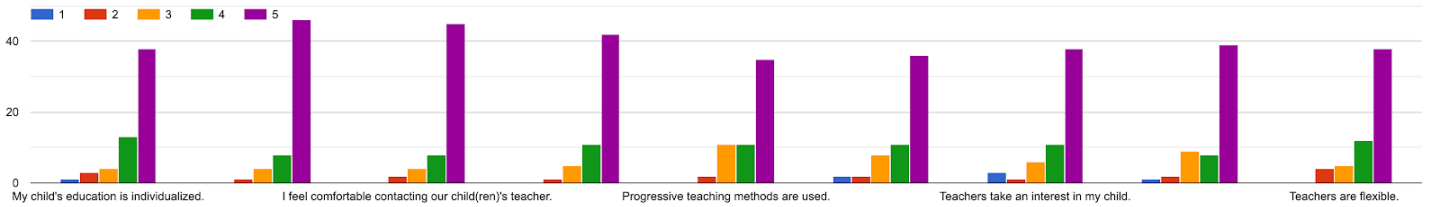


Parent Satisfaction Survey Highlights (46% participation)

Overall School Experience (1 being the lowest and 5 being the highest)

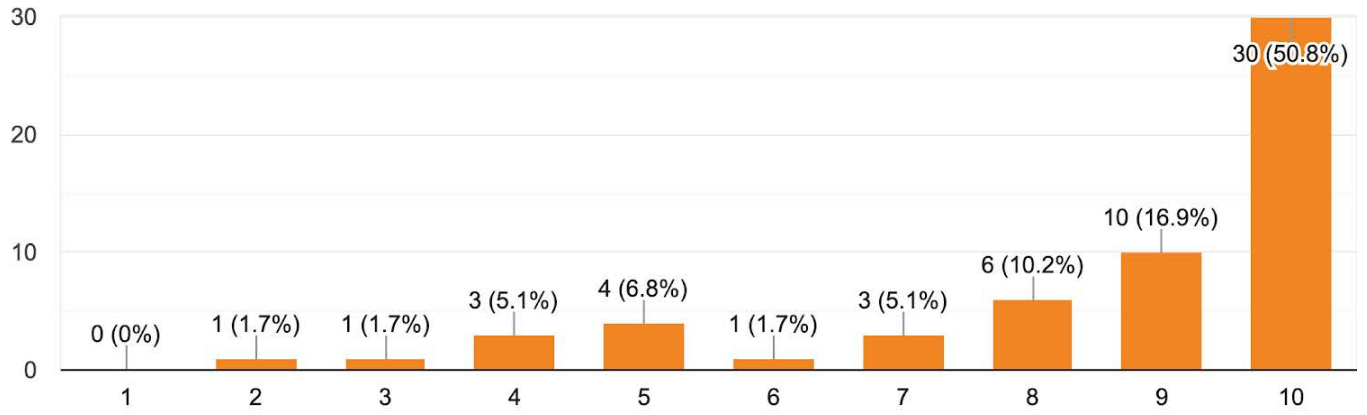


Teaching & Learning (1 being the lowest and 5 being the highest)

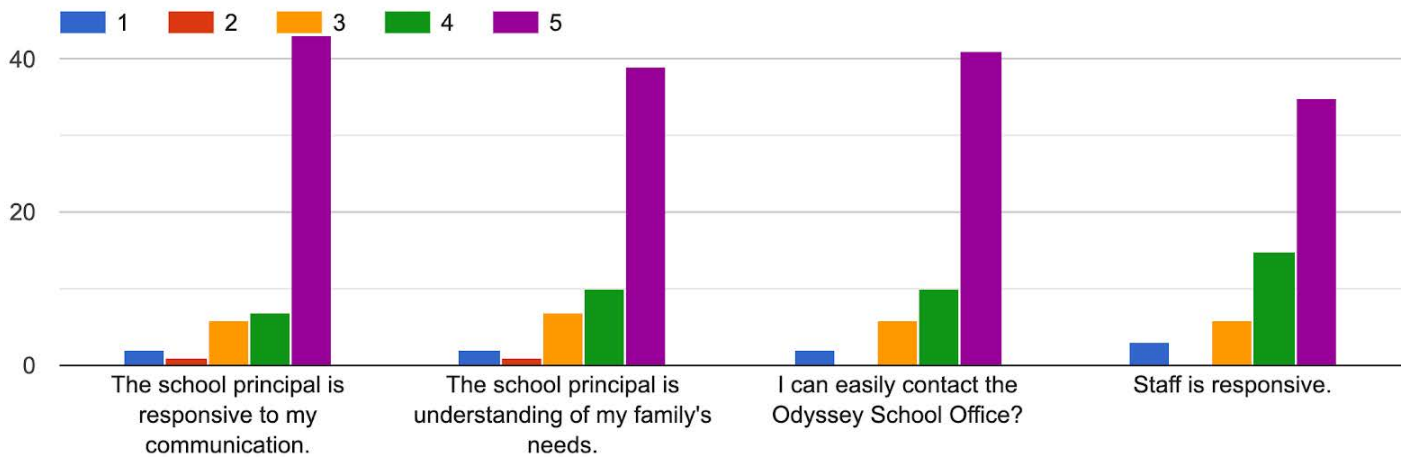


Considering your complete experience with Odyssey Academy, how likely would you be to recommend us to other families?

59 responses



Administration (1 being the lowest and 5 being the highest)



Odyssey Professional Development Log

Date	Professional Development	Location
September	Digital Tools for Student Learning - WDLC	Virtual
October	iReady Assessment Training	Virtual
November	Headrush Training	Virtual

January	WRCCS Teacher Workshops	Virtual
February	CESA 6 & Simple K12	Virtual
March	Literacy- CESA 6	Virtual
April	ISN Conference	Virtual
May	WDLC Digital Learning	Virtual
July	WRCCS Conference	Virtual

Governance Council Meeting Dates (minutes attached)

<u>June 3rd (annual meeting)</u>			<u>September 21</u>
<u>October 19</u>	<u>November 16</u>	<u>December 14</u>	<u>January 18</u>
<u>February 1</u>	<u>March 22</u>	<u>April 19</u>	<u>May 17</u>

Section IV: Financial Performance of Charter Schools

Each charter school in the Ripon Area School District has direct and estimated indirect costs. Certain expenses listed below were spent directly on the charter school operations. In addition to the direct expenses, each charter school was assigned a percentage of district-wide costs based on the percentage of district-wide enrollment.

Direct costs are used for the following expenditures: Undifferentiated Curriculum (110000), Regular Curriculum (120000), Vocational Curriculum (130000), Physical Curriculum (140000), Building Administration (240000), and General Operations (253000).

Estimated indirect costs were used for many but not all district-wide expenses, including the following : Special Education (Function 150000), Co-Curricular Activities (160000), Guidance Services (213000), Health Services (214000), Psychological Services (215000), Curriculum Development (221200), General Administration (230000), Direction of Business (251000), Business Services (252000), Pupil Transportation (256000), Food Services (257000), and Central Services, including Technology (260000).

Journey Charter:

Direct expenditures: \$768,464
Estimated indirect expenditures: \$558,470

Quest Charter:

Direct expenditures: \$855,938
Estimated indirect expenditures: \$627,205

Catalyst Charter:

Direct expenditures: \$352,219
Estimated indirect expenditures: \$300,715

Barlow Park Charter:

Direct expenditures: \$793,264
Estimated indirect expenditures: 524,103

Odyssey Academy of Virtual Learning:

Direct expenditures: \$1,558,904
Estimated indirect expenditures: \$1,267,297

Section V: Other Contract Terms and Expectations

(Optional) - Not applicable

Section VI: Authorizer Operating Costs

See completed audited Schedule of Charter School Authorizer Operating Costs in the charts below.

**Ripon Area School District
Catalyst Charter School
Schedule of Charter School Authorizer Operating Costs
Fiscal Year Ending June 30, 2022**

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,914
EMPLOYEE BENEFITS	200	1,159
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$5,073

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

**Ripon Area School District
Journey Charter School
Schedule of Charter School Authorizer Operating Costs
Fiscal Year Ending June 30, 2022**

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,914
EMPLOYEE BENEFITS	200	1,159
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$5,073

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

**Ripon Area School District
Barlow Park Charter School
Schedule of Charter School Authorizer Operating Costs
Fiscal Year Ending June 30, 2022**

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,914
EMPLOYEE BENEFITS	200	1,159
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$5,073

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

**Ripon Area School District
Odyssey Academy of Virtual Learning Charter School
Schedule of Charter School Authorizer Operating Costs
Fiscal Year Ending June 30, 2022**

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,914
EMPLOYEE BENEFITS	200	1,159
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$5,073

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

**Ripon Area School District
 Quest Charter School
 Schedule of Charter School Authorizer Operating Costs
 Fiscal Year Ending June 30, 2022**

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,914
EMPLOYEE BENEFITS	200	1,159
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$5,073

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

Section VII: Services Provided to Charter Schools

Ripon Area School District
 Schedule of Charter School Authorizer Services and Costs
 Fiscal Year Ending June 30, 2022

SERVICES PROVIDED	FUNCTION CODE	COST
UNDIFFERENTIATED CURRICULUM	110000	\$3,022,859
REGULAR CURRICULUM	120000	672,079
VOCATIONAL CURRICULUM	130000	22,282
PHYSICAL CURRICULUM	140000	109,213
SPECIAL EDUCATION*	150000	158,055
CO-CURRICULAR ACTIVITIES*	160000	109,159
OTHER SPECIAL NEEDS*	170000	63,521
PUPIL SERVICES*	210000	350,738
INSTRUCTIONAL STAFF SERVICES*	220000	381,385
GENERAL ADMINISTRATION*	230000	243,865
BUILDING ADMINISTRATION*	240000	223,100
BUSINESS ADMINISTRATION*	250000	1,725,165
CENTRAL SERVICES*	260000	245,901
TOTAL		\$7,327,323

**Descriptions with an asterisk (*) use estimated costs based on charter school enrollments as of the 3rd Friday in September. Charter school students (763 students) represented 42.7% of the district student enrollment (1,785), and these costs have been calculated based on that percentage of total costs.*