



BARLOW PARK CHARTER SCHOOL

it takes a village

BPC 2023-2024 Annual Report
Year Five

"Setting a positive trajectory for lifetime learning."

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 2023-2024 school year, Barlow Park Charter School completed its fourth year supported by the fifth year of the charter school grant. The charter school grant funding was pulled from the state early-mid year due to our plans to merge Barlow Park Charter and Journey Project Schools. Due to this change, some items in this report are difficult to complete as staff started to slowly transition to models that aligned more closely to where we are currently operating as one unified school.

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

Marissa Hopp
Christy Day
Emily Davis/Halley Laper

Heidi Hopp
Callie Mendlesky
Rachel Metoxen

Rachel Minch
Lee Anne Schmude
Cayla Weeks

Governance Council Members

Jean Rigden
Katie Grady

Cathy Scheier
Ashley Dodson

Jason Kauffeld

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 Shawn Gartzke.

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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) Y5: Governing board will reach all annual benchmarks in its created strategic plan as measured by the rubric. Met
 - Y5: The Governing Board previously created an orientation guide for onboarding new council members as part of the BPC Strategic Plan. This was helpful as a change in Governance leadership took place in the Spring and several new members assumed new roles to fill the vacant seats for the 2023-24 school year. There remained vacant seats on the Board throughout the year. Shawn Gartzke was selected as principal to lead the BPC team. The Governing Board attended a WRCCS training alongside our newly hired BPC Principal, Shawn Gartzke, to meet the WRCCS conference attendance obligation and further develop the partnership between administration and the Governing Board.
- 2) Y5: All BPCS teachers will successfully implement individualized learning plans for each student and will be able to effectively assess student achievement of desired outcomes as measured by individualized learning plans for each student. Partially Met
 - Y5: This was another year of growth for our BPC teachers. Staff continued to work on individualized learning for students in the areas of literacy and math. Teaching staff worked

together to assess students and place them in learning bands. As the year progressed, conversations were had regarding the ability of staff to move students around less and take a more grade level approach while still differentiating instruction within the grade level. This aligned with the ongoing work of merging BPC and Journey. Staff worked with students in small groups within our new reading curriculum to meet the individual needs of each student. While formal learning plans were not developed, the individualized instruction each student received was clearly evident.

3) Y5: Annually 80% of BPCS parents will say that they are satisfied or highly satisfied with the educational program at Barlow Park Charter School. **Not Applicable**

- Y5: Due to DPI pulling BPC’s grant funding due to the merger of our two schools (BPC and Journey) we did not complete the parent survey for BPC as had been previously completed due to the Charter ending at the end of the year and not continuing on. Opportunities for parental involvement included the Power of Play sessions, the winter and spring concerts, parent-teacher conferences and Open House.

4) Y5: By spring of 2024, at least 85% of K & 1st grade students will demonstrate one year's growth on the phonological screener as measured by a comparison of results in spring vs. fall. **Partially Met**

- Y5: Barlow Park Charter uses the i-Ready diagnostic to determine growth in the phonological domain. The results show that in Kindergarten, by the end of the year, 75% of the students scored within grade level band or above (increase from 36% at beginning of year), and 25% scored below grade level (decrease from 64% at beginning of year). In first grade, 53% of the students scored within grade level band or above (increase from 31% at beginning of year), and 46% scored below grade level (decrease from 69% at beginning of year).

Grade		Phonological Awareness 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
Grade K	Final Diagnostic	39%	36%	25%	0%	0%
	Fall (Beginning of Year - November 15)	2%	34%	64%	0%	0%
Grade 1	Final Diagnostic	49%	4%	44%	2%	0%
	Fall (Beginning of Year - November 15)	22%	9%	51%	18%	0%

5) Y5: By spring of 2024, at least 85% 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**

- Y5 BPC ELA Outcome:
 - 59% of our BPC Kindergarten students met their end of year goal. This is similar to previous years. The end of year expectation for a Kindergarten student at the end of the year is level CD. Since Kindergarten didn’t have any BAS scores to calculate at the beginning of the year, one year’s growth couldn’t be calculated. Kindergarten

students received additional literacy support from Reading Corp tutors, part of Ameri Corps this year. In analyzing i-Ready reading data, 53% of Kindergarten students scored in the mid or above grade level range.

- 32% of our BPC First Graders met their end of year literacy goal, which is Level J based on the BAS assessment. This is 5% higher than last year's results. An increased focus on phonics and phonemic awareness has had a positive outcome on overall achievement. As the implementation of new literacy resources becomes more familiar, we expect the percentage of students reaching end of year proficiency to grow substantially. We continue to adjust our universal instruction to close the achievement gap. In analyzing i-Ready reading data, 36% of First Grade students scored in the mid or above grade level range.
- 28% of our Second Graders met their end of year literacy goal, which is Level M based on the BAS assessment. This is down from prior years though it is a slight increase for the same cohort of students. An implementation dip was expected due to the adoption of new literacy resources. In analyzing i-Ready reading data, 24% of Second Grade students scored in the mid or above grade level range.

6) Y5: By spring of 2024, at least 85% 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. **Not Met**

- Y5: In comparing i-Ready results of our 2nd grade students from beginning of year to end of year, students made a 20% gain in math, scoring from a 14% (beginning of year) to 34% at or above grade level (end of year) in the area of math. In regard to reading, our 2nd grade students increased from 19% (beginning of year) to 53% (end of year). Reading data reflects a 34% increase from beginning to end of the year.

Math:

2		Overall Grade-Level Placement					
		Green	Light Green	Yellow	Red	Dark Red	
Grade 2	Final Diagnostic		17%	17%	54%	12%	0%
	Fall (Beginning of Year - November 15)		2%	12%	60%	27%	0%

Reading:

2		Overall Grade-Level Placement					
		Green	Light Green	Yellow	Red	Dark Red	
Grade 2	Final Diagnostic		23%	30%	40%	8%	0%
	Fall (Beginning of Year - November 15)		8%	11%	53%	28%	0%

7) Y5: By the spring of 2024, at least 85% of K-2nd grade students will demonstrate a full year's growth on the school-developed continuums for SEL, literacy, and math. **Not Applicable**

- Y5: Due to the change in reading and math bands mid year to a more grade level approach to instruction when the charter grant was no longer funded this data is unavailable.

8) Y5: By spring of 2024, at least 80% of RASD 3rd grade students who attended BPCS for at least two years will score at or above proficient on the Wisconsin Forward exams for reading and math. **Not Applicable**

- The Wisconsin Forward information is unavailable for public reporting at this point so progress on this measure is unavailable.

Accomplishments for the 2023-2024 School Year

- July
 - Governance Council annual meeting
- August
 - Open house to welcome new students
 - Inservice with whole staff
 - Organization of new reading curriculum
- September
 - Focused on setting school routines and norms
 - Began assessments (iReady, BAS, reading and math)
- October
 - Parent teacher conferences
 - Began band instruction for Reading and Math
- November
 - Power of Play night
- December
 - Music Concert
 - NutCracker performance from the Paine Arts Center
- January
 - Report cards
- February
 - 2nd round of Parent teacher conferences
 - Power of Play family night
 - Valentine celebrations
- March
- April
 - Spring music concert

- May
 - Final assessment for reading and math

- June
 - End of the year celebration