



Patterson Park Public
CHARTER SCHOOL

Strategic Plan

2011-2015



Educational Excellence • Community Commitment • Organizational Strength

Photographs: Students at the Patterson Park Pagoda; On the Chesapeake Bay with the BEES summer program; and kindergartners at recess in Patterson Park.

The seven strategic goals of the Patterson Park Public Charter School:

Educational Excellence

#1 School graduates well-educated, well-rounded students who excel in critical thinking.

#2 School consistently exceeds State academic standards, while upholding its charter to nurture the whole child.

#3 Students consistently exhibit strong, individual academic growth.

Community Commitment

#4 School has a visible role and a strong reputation as a force for good and a community pillar.

#5 School taps into community and city resources that lead to student success, strong families and healthy communities.

Organization Strength

#6 School entities – Board, ACT, and HOPPP - are strong and collaborate to support academic and non-academic goals of the school.

#7 School-based organizations collaborate to define and meet aggressive annual fundraising targets.

Urban Education

These seven goals summarize and epitomize the potential of education in an urban setting. PPPCS provides a superior education to all our children. We serve families living in some of the most difficult neighborhoods in Baltimore, and we serve middle class families who no longer have to leave the City when their children reach school age.

Patterson Park Public Charter School Strategic Plan 2011-2015

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Mission

Patterson Park Public Charter School develops well-educated, community-minded children by providing high-quality, community-based education; capitalizing on the diversity of nearby neighborhoods and the resources of Patterson Park.

Vision

Students, parents, educators, and the Patterson Park area are united through an educational environment that rewards creativity and builds community ties. Strong academic standards and community/arts-related partnerships encourage PPPCS students to become independent and responsible thinkers. We are a diverse student population and incorporate the many attendant cultures into our curriculum and daily life.

Core Values

The core value of PPPCS is *excellence*; excellence that pervades all aspects of the school's existence: academic, social, physical, and cultural. It is an *excellence* that is reflected in high test scores; but also in parent, student and staff satisfaction and enthusiasm; in the school's reputation; in the socioeconomic and racial diversity of its students and staff; in the quality of its facilities; in the role that the school plays in the community and in the quality of its partnerships.

PPPCS is an educational model that exceeds state standards while giving maximum academic growth to every single student. We emphasize community, culture and civility; which when combined with our academic program provides students the best opportunity for a happy and productive adult life.

PPPCS strengthens Baltimore City by offering a high quality education that attracts a diverse community and keeps families in the neighborhood. We are redefining urban education, providing a private-school-like education at public school prices; giving inner city kids the chance of a lifetime and proving that academic achievement is a function of the quality of education, not of the student's background.

Our educational model receives national recognition, with low student and teacher attrition that other schools aspire to replicate, and creates a competitive environment where families actively seek to enroll their child. Students are eager to come to school and have the foundation for choice of secondary school and post-secondary education. PPPCS is a first-rate facility that includes state-of-the-art classrooms and technology with a sustainable-green approach.

PPPCS reaches its goals with a strong accountability model that relies on constant evaluation of the things that are important. We know where we are going, how we are getting there, and whether or not we are making progress.

Background

In a very real sense, the process that resulted in this Strategic Plan has been underway since the school's inception almost five years ago. The Board of Directors has convened at a summer retreat every year and a winter retreat most years to prioritize the short and long term goals of the school. As the school moved forward with accomplishment of its goals—final expansion to full K-8 grade levels, ownership and management of its facility, development of a complete thematic curriculum, and financing for a new middle school building—by the winter of 2010-2011 the Board was able to articulate a five-year Strategic Plan.

This document is the articulation of the Board's strategy. The PPPCS Strategic Plan is broken down in two ways: as a series of over-arching mission-specific goals; and for each goal the related objectives, measures, benchmarks, and reporting framework.

School Organizations

The Plan's Organizational Goals, #'s 6 & 7, focus on the internal organizations that are critical to school success: the Board of Directors (Board); Hands on Patterson Park Public (HOPPP), the Action Collaboration Team (ACT) and the Patterson Park Public Charter School Fund (Fund). To clarify the goals, following is a brief description of each of those organizations:

- The Board of Directors is the governing body of the school. It is responsible to Baltimore City Schools for complying with the school's charter; it sets school policy; and it employs the principal and executive director to implement the school's policies.
- HOPPP is the organized parent group. HOPPP is primarily a supportive body that elects its own leadership and sets its own goals annually. Two parents are elected to positions on the Board of Directors.
- ACT is a broader collaboration of stakeholders that includes teachers, administration, parents, community members and Board. Its primary role is to support the School Performance Plan and to oversee the school's budgeting process. It supports the School Performance Plan through its various committees.
- The Fund is a separately incorporated tax-exempt, non-profit organization whose sole purpose is to raise funds for the school. It has a Board of Directors separate from the Board of PPPCS above, although two Fund Directors also sit on the PPPCS Board. The Fund has no discretionary authority over the use of its funds.

Goals, Objectives, Measures, Benchmarks

There are seven strategic goals in three categories: Educational, Community, and Organizational. These are described in the next section of this document.

- Educational goals relate to the academic aspects of the school, especially around achievement, curriculum, instruction, culture and diversity.
- Community goals reflect our belief in the central role that the school plays in the community around it, the school's contribution to the community and the community's contribution to the school.
- Organizational goals relate to the strength and sustainability of the school to its organizations and and to the school's fundraising capacity.

Goal #1 - Educational: School graduates well-educated, well-rounded students who excel in critical thinking.

Objectives	Measures	Benchmarks
Implement curriculum with clearly defined themes for each grade.	Theme-based formal observation for each teacher each year	100% of teachers complete a theme-based formal observation and post-observation conference
	Integration of themes into curriculum webs	Themes fully integrated into curriculum at all grade levels
	Community connections included for each theme	Neighborhood and city fully integrated into curriculum at all grade levels
Implement courses in Art, Music, PE, Spanish, Tech and Library ("specials")	Level of specials courses in class schedules	Administration to define desired amount of instruction in all subjects, by grade level annually & report to Board
	Integration of specials in curriculum webs	
	Discussion of specials implementations in team meetings	
	Arts integration plan for each grade	
Implement pre-school readiness activities	Assess incoming kindergartners for school readiness	95% of incoming kindergartners assessed for readiness
	Incoming kindergarten families accept and attend school readiness summer camp	90% of those invited to summer camp accept
	Early Learning Party attendance & satisfaction	An average of 10 families attend each Early Learning Party and 90% positive feedback surveys from families who participate in Early Learning Parties
Create and maintain an environment that supports the mission of the school	Students and teachers want to come to school every day	96% student attendance 90% student retention 90% teacher retention
	Students, families and staff are satisfied with the school	95% overall satisfaction rating on City Schools Climate Survey for each stakeholder group
	Students wear uniforms every day	100% compliance with implementation of uniform policy
	Families fulfill volunteer hours	100% of families volunteer at least 1 hour and 90% of families complete 15 or 30 volunteer hours
Use state-of-the-art building and classroom resources to deliver a quality education	Students, families and staff are satisfied with school facilities and resources	90% of Climate Survey respondents rate Resources, Physical Environment and Safety dimensions satisfactory
	Develop and implement a Classroom Technology Plan	Full implementation of the Classroom Technology Plan

Goal #2 - Educational: School consistently exceeds State academic standards, while upholding its charter to nurture the whole child.

Objectives	Measures	Benchmarks
Demonstrate Adequate Yearly Progress by improving MSA (or Common Core Standards) scores in all subgroups each year	Percentage of students scoring at each state performance level (Advanced, Proficient, Below Proficient) for all grades and subgroups	Exceed AMOs developed by MSDE
Demonstrate excellence in Algebra	Percentage of students who pass the Algebra High School Assessment	75% of 8 th grade students pass the Algebra HSA Annually
Demonstrate character education at every grade level	Number of Character Education Initiatives	6 Initiatives on TRRFCC character traits
	Integration of character education in curriculum webs	Character education fully integrated into curriculum webs
Instill a culture of civility and promote the value of diversity	Number of suspensions, office referrals, and fights and other incidences of bullying	10% reduction from prior year for suspensions, office referrals and bullying reports
	Number of attendees at events that promote diversity	At least 50% of families attend school-wide events that promote diversity
Assign students to heterogeneously grouped classrooms that: <ul style="list-style-type: none"> • use inclusion strategies to push in additional services • avoid tracking • provide an environment where students with different abilities benefit from each other • make effective and efficient use of scarce special education and Title I teacher resources • recognize the different academic requirements at different grade levels, e.g. elementary and middle school 	Proportion of Special Education, ESOL and Title I eligible students, in each classroom. Range of students' abilities within each class as reflected by NWEA test scores and teacher evaluation	Defined by the administration and approved by the Board annually

Goal #3 - Educational: Students consistently exhibit strong, individual academic growth.

Objectives	Measures	Benchmarks
All students make progress of a year or more annually	NWEA RIT scores in Reading and Mathematics as measured from Spring-to Spring	100% of students will achieve academic growth greater than one year in both Reading and Math
		100% of students will meet or exceed the average growth rate based on their starting RIT scores in both Reading and Math
All students have personalized education profiles	Personalized Education Profiles (PEP)	100% of students have Writing Portfolios
All students meet with success after graduating	Number of students attending a school that is one of their top three choices	100% of students attend one of their top three high school choices and 90% of students attend their first choice high school
	Number of students who continue on to post-secondary education	100% graduate from high school and 100% pursue post-secondary education or vocational training

Goal #4 - Community: School has a visible role and a strong reputation as a force for good and a community pillar.

Objectives	Measures	Benchmarks
Improve and maintain a positive relationship with the school's neighbors	# of complaints from neighbors # of compliments from neighbors	Reduce complaints/incidents by 10% and increase compliments by 10% every year
Be fully engaged with the greater community	Number of partners and community members (who also live or work in the surrounding community) who are engaged with the school	Increase number of community volunteers by 10% every year; maintain or increase number of community partners yearly
		Increase number of events/activities extended to community members by 2 yearly
Establish PPPCS role in neighborhood transformation	Number of service learning projects that affect the community, by grade	Implement one neighborhood related service learning project by each grade level annually
	Scale of annual school-wide service learning project	Plan and implement one major, year long project with a community partner every year
Communicate effectively and efficiently with all stakeholders	Climate and Communications Surveys	Increase in results from Climate Survey and Communications Surveys by....**

***will need to set baselines for survey data for first time survey is conducted.*

Goal #5 - Community: School taps into community and city resources that lead to student success, strong families and healthy communities.

Objectives	Measures	Benchmarks
The Community School Initiative is strong and sustainable	Correlation between needs assessment and annual evaluation	All identified needs are addressed
	Amount of specific Community School funding	Year over year increases in Community School funding
	Climate and Community School Surveys	Increase in positive results of specific (tbd) categories on Climate and Community School Surveys
Maintain, develop and evaluate partnerships that contribute to the above goal	Climate and Partner Surveys	Increase in positive results of specific (tbd) categories on Climate and Partner Surveys from school and partner community
	Maintain = participation, communication Develop = needs assessment, follow-up Evaluate = Community School committee	Community School Committee to define metrics and evaluate . . . more to be defined

Goal #6 - Organizational: School entities – Board, ACT, and HOPPP - are strong and collaborate to support academic and non-academic goals of the school.

Objectives	Measures	Benchmarks
Board has full active membership (all of whom meet written expectations), with functioning committees	Percentage of Board positions filled on August 1 of every year	Board positions 100% filled by August 1 of every year
	Board meetings attendance	All Board members miss no more than one meeting per year
	Committee membership	Every Board member is a member of at least one committee
	Board member contributions	All Board members contribute at least \$10.00 to the school annually
Identify, cultivate and maintain parent leadership that increases family engagement, and that sets and meets annual goals	Ongoing activity of HOPPP: attendance at meetings and events; number of events; funds raised, etc.	Maximum self-sufficiency, minimum staff support, and contested elections with desired outcomes established annually and reported to the Board
	Completing annual activities	Every committee meets every one of its annual goals
ACT has a full complement of active membership and effectively functioning committees, representing all parts of the school community (teachers, staff, parents, Board) and that sets and completes all annual activities	Membership	Committees formed, fully staffed by October 1
	Meeting attendance	Every stakeholder group has at least one member at every ACT meeting and every committee has at least one member at every ACT meeting
	Completing annual activities	Every committee meets every one of its annual goals
All school organizations have clearly defined roles, work together on common tasks, and are fully aware of others' activities	Written roles descriptions for every school organization that includes outcome expectations	All three organizations meet 100% of their outcome expectations for their defined role
	Internal organization survey to be developed	Benchmark to be established

Goal #7 - Organizational: School-based organizations collaborate to define and meet aggressive annual fundraising targets.

Objectives	Measures	Benchmarks
School-wide Budgeting Committee establishes aggressive annual fundraising priorities	Dollar amount of total funds raised toward defined targets, plus other funds raised	Minimum of \$100,000 new funds raised in fiscal 2012, increasing by 25% per year afterward
Coordinate targets of the PPPCS Fund with all other organizations to meet annual fundraising objectives	Dollar commitments from each school organization	Total commitments meet defined requirements

Reporting and Surveys

Ultimately, this Strategic Plan defines what PPPCS will hold itself accountable for, and if PPPCS is to hold itself accountable, it must measure progress toward its Objectives and report on its progress. This section of the Strategic Plan lays out the reporting that will be provided to the Board as specified at specific times of year.

Each of the three Strategic Goal categories—Educational, Community and Organizational—minimally have a year-beginning report and a year-end report. The year-beginning report is presented to the Board at its September meeting and generally is intended to ensure successful preparation for the coming year. The year-end report is presented at the July retreat and the Board uses it to identify areas where change should be suggested for the coming year. Some reports are also presented at monthly or quarterly intervals.

The items that are reported fall in two broad categories: those that are easy to quantify, e.g. test scores, and those that are quite a bit fuzzier, e.g. effective communication with stakeholders. In order to measure the fuzzier items, PPPCS will use a variety of surveys, some of which already exist and some of which are new.

Annual Surveys that are called out by the Strategic Plan are:

City Schools Climate Survey*

Community School Initiative Survey*

PPPCS Communications Survey (parents, stakeholders, partners, staff)

PPPCS Partnership Survey

Internal Organization Survey (Board, ACT, HOPPP)

Learning Party Survey

* *existing survey*

Educational Goals: Year-beginning Report

Report Item	Measuring	Board
Curriculum Webs	Integration of essential curriculum items into webs: themes, specials, interventions, and community resources	September
Class Schedules by Grade*	Extent of instruction in Art, Music, Language, Physical Education, Technology, etc.	September
Class Rosters*	Heterogeneous grouping of students, specifically proportions of ESOL, special ed, Title I students, as well as range of achievement levels within classes	September
Arts Integration Plans	Extent of arts integration at each grade level	September
Classroom Technology Plan	Goals for the school year	September
School Readiness Results*	% of incoming Kindergarten students assessed % attending summer school readiness sessions	September
Student and Teacher Retention*	% of students and teachers returning	September

** Data for report is readily available or easy to get.*

Educational Goals: Year-end Report

Report Item	Measuring	Board	Intermediate
Observations	Use of themes in classroom instruction	July	
Student attendance*	Students want to come to school every day	July	Monthly
MSA, Stanford and Algebra Test Scores*	Academic achievement	July	
NWEA Reading and Math RIT Scores*	Student academic growth, by individual student	July	
Suspensions*, Office Referrals and Bullying	Culture of civility and value of diversity	July	Monthly
Attendance, satisfaction with Learning Parties	Success of learning parties, promotion of school readiness	July	
Uniform Compliance	School environment as intended by charter: % of students in uniform daily	July	Quarterly
School Satisfaction*	School environment as intended by charter: scores on overall satisfaction, resources, physical environment and safety	July	
Volunteer Hours*	School environment as intended by charter	July	Quarterly
Classroom Technology Implementation	Delivery of quality education	July	
Diversity Attendance	At specific events that teach the value of diversity	July	
Personalized Education Plans	% of students with PEP's, promoting individual growth	July	
High School Choice	% of graduating eighth grade students who are accepted at first choice high school, and also at one of first three choices	July	
Post-secondary education	TBD measure of student long term success by attendance at post-secondary institutions or trade schools	July	

** Data for report is readily available or easy to get.*

Community Goals: Year-beginning Report

Report Item	Measuring	Board
Community School Needs	Assessment needed to prioritize annual goals and measure results	September

Community Goals: Year-end Report

Report Item	Measuring	Board	Intermediate
Compliments and Complaints	Relationship of school and community	July	Quarterly
Number of community volunteers and partners	Engagement with the greater community	July	
Number and scale of community service projects	Role in neighborhood transformation	July	Quarterly
Climate & Communications Survey Results	Quality of communication with stakeholders	July	
Needs assessment results*	Correlation between needs assessment and accomplishments	July	
CSI Funding Levels*	Strength and sustainability of Community School Initiative	July	Quarterly
Climate & Partner Survey Results	Effectiveness and quality of partnership relationships	July	

* Data for report is readily available or easy to get.

Organizational Goals: Year-beginning Report

Report Item	Measuring	Board
Board membership & committee assignments*	Board and Committee activity	September
HOPPP membership*	Including some assessment of current and future leadership levels	September
ACT membership*	ACT and committee membership	September
Annual activities and results for HOPPP and ACT	Strength of all school organizations	September
Fundraising commitments	Collaboration of school organizations, occurs as part of the budget process	September

Organizational Goals: Year-end Report

Report Item	Measuring	Board	Intermediate
Board contributions	Board commitment	July	
Organization Survey Results	Satisfaction of organizations and their membership with overall communication and collaboration	July	
Meeting attendance	For all organizations	July	Quarterly
Meeting all annual goals	For all organizations	July	
Funds raised	Meeting annual fundraising goals	July	Quarterly

** Data for report is readily available or easy to get.*

Glossary

Term	Acronym	Definition
Academic growth		Student progress in skill acquisition and cognitive advance, as measured primarily by standardized tests (like NWEA) designed to specifically assess such progress.
Adequate Yearly Progress	AYP	The measure of whether a school has achieved its AMO's for all students as well as for sub-groups based on race/ethnicity and special needs, such as English language learners.
Algebra High School Assessment	HSA	One of the four tests that each Maryland student must pass before they graduate from High School, administered to an increasing number of PPPCS 8 th graders.
Alternative Learning Center	ALC	A non-traditional setting where a student who has been struggling to maintain their behavior receives additional academic and behavioral support.
Annual Measurable Objectives	AMO	A state-developed measure that determines compliance with the federal No Child Left Behind Act (NCLB). In Maryland, AMO's are set for each school as the percentage of students who must achieve Proficient or Advanced scores on the Reading and Math MSA's. AMO's are set to increase each year so that 100% of students achieve Proficient or Advanced by 2014.
Arts Integration	AI	An approach to teaching and learning that uses the fine and performing arts as pathways to learning. The goal of PPPCS's arts integration program is to increase knowledge of a general subject area while concurrently fostering a greater understanding and appreciation of the fine and performing arts.
Baltimore City Public Schools	BCPS	Also known as City Schools, BCPS is the Local Education Authorizer (LEA) for all Baltimore City charter schools.
Bargaining Unit		Any of the three unions that represents City Schools employees: Principals and Administrators (PSASA); Teachers (BTU), and other employees (CUB).
Bullying		Intentional conduct, including verbal, physical or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school
City Schools		See BCPS.
Community School	CS	A network of partnerships between a school and other community resources that promotes student achievement and family and community well being. Its integrated focus on academics, enrichment, health and social supports, youth and community development and family engagement leads to student success, strong families and healthy communities.
Community School Initiative	CSI	Both a national and city-wide strategy to coordinate efforts of the school system, local schools, city agencies and community partners to support the growth of Community Schools. In Baltimore, focus areas are attendance, climate and family, and community involvement.

Community-based learning		Movement of instruction from the classroom to real life situations in the community. Some examples include going on field trips to museums, participating in community mapping, and partnering with Audubon for environmental instruction.
Curriculum Webs		Illustrations of the thematic units generated by PPPCS staff as a tool to show integration of quarterly (or in the case of Kindegarten, monthly) thematic units into the curriculum.
Diversity		A measure of the variation in characteristics of a group. In the case of PPPCS, the school was founded with a vision of diversity with respect to family income, race and ethnicity.
Early learning		Academic and social experiences to prepae students for kindergarten.
Environmentally sustainable		The long term maintenance of healthy ecosystems served by reducing negative human impact and enhancing ecosystem services through environmental management and the management of human consumption of resources.
Heterogeneous grouping		Grouping students with different academic abilities and educational needs into the same classrooms whenever possible with the goal of improving outcomes for all students.
Individual Education Plan	IEP	A plan for students who are eligible for Special Education that is created by a team of professionals and the child's parent. The plan may include goals and services to address any disability that a student has that negatively impacts a student's classroom performance and is identified by the team through evaluation.
Inclusion		Including students with identified special educational needs in classrooms with their "general education" peers for a majority of the day.
Local Education Authority	LEA	An entity authorized by law to issue charters and to hold authorized charter schools accountable for results according to a contract between the LEA and school. In the State of Maryland, charters can be authorized by the school district in which the school applies or by MSDE.
Lesson Plan		A map and description of the instruction for an individual lesson.
Maryland State Assessment	MSA	Standardized reading and math tests given to students in grades 3-8 in mid-Spring. An additional science test is given to 5 th and 8 th graders in late Spring.
Maryland State Department of Education	MSDE	The division of state government that oversees public school districts.
Northwest Education Assessment	NWEA	Computerized tests that present students with age-appropriate content in reading and math. As the student responds to the questions, the test adjusts the difficulty of the question so that an accurate measure of student skill and cognitive ability is measured.
Office Referral		A document completed by staff when a student is sent to the office or the ALC for additional attention, typically because of behavioral problems.

Personalized Education Plan	PEP	A goal of this Strategic Plan is for a document to be completed for each student at PPPCS which includes the unique elements of their instruction. Students who have Federally identified special needs, including those receiving special education, ESOL instructions, or services through a 504 plan already have plans in place. Students who do not receive these services will have a plan that indicates the academic supports, afterschool services, and enrichment activities that they are provided.
Pull out		Providing federally mandated services, such as special education or ESOL, to students in a classroom away from their regular setting.
Push in		Providing federally mandated services, such as special education or ESOL, to students by co-teaching with the general education teacher in the regular classroom setting.
Retention		The percentage of teachers or students who return to the school in the following year, specifically based on the first day of school in one year and the first day of school in the following year.
RIT– Rasch Unit	RIT	A curriculum scale that uses individual item difficulty values to estimate student achievement. An advantage of the RIT scale is that it relates the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale, meaning that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.
School brand		The intangible sum of an organization's attributes: its name, visual identity, history, reputation, and the way it's publicized. While many people refer to a brand as a logo or tag line, a "brand" is actually much larger. A brand is the essence or promise of what will be delivered or experienced by the "customer." In our case, students, families, staff, community and partners.
School Readiness		The set of skills that a student needs in order to make the successful transition to kindergarten. See Early Learning.
Service learning		Activities that combine academic study with community service that enhances student learning. Some examples include cleaning the boat lake as part of environmental studies, or singing at the Hatton Center while studying old age.
Stanford Achievement Test	SAT 10	A standardized achievement test used across the United States to measure academic knowledge. Maryland uses it to assess students in 1 st and 2 nd grades.
Subgroups		Sets of students that are federally identified by race, class, gender, socio-economic standards, disability, and English proficiency. A school's effectiveness is judged by its ability to increase rates of proficiency among each of these subgroups.
Suspension		The removal of a student from his or her regular education program. Administration refers to City Schools' policies when considering suspension as a behavioral intervention.

Thematic instruction		A central tenet of PPPCS education that dictates the organization of its curriculum around macro “themes.” Thematic instruction integrates basic disciplines like reading, math, and science with the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on.
Tracking		Separating students by academic ability into groups for purposes of instruction, in theory allowing each group to proceed at their maximum rate. Contrast with heterogeneous grouping.
Uniform compliance		Compliance with the school’s requirement and family commitment that children wear complete school uniforms every day. See the Family Handbook for specific details on uniforms.
Volunteer hours		Hours spent by families to satisfy the PPPCS requirement and family commitment for volunteer efforts: 15 hours per year for single-parent families, and 30 hours for two-parent families.
Webs		See Curriculum Webs
Whole child		An approach to education that promotes the development of children who are healthy, safe, engaged, supported, and challenged. A central tenet of PPPCS education that requires that the curriculum, in addition to reading, math, social studies and science, includes subject matter that educates the whole child: language, art, music, physical education, community service, real world experience, etc.