



Madison Preparatory Academies

Empowering Young Men and Women for Life



MADISON
PREP

Education Plan

October 28, 2011

An Initiative of The Urban
League of Greater Madison

*Sow a thought, and you reap an act;
Sow an act, and you reap a habit;
Sow a habit, and you reap a character;
Sow a character, and you reap a destiny.*

~ Samuel Smiles ~

Table of Contents

Executive Summary	1
Single Gender Education at Madison Preparatory Academies.....	3
The International Baccalaureate Curriculum at Madison Preparatory Academies	3
A. Learning Standards	3
B. The Middle Years Programme (MYP)	4
1. Language A	4
2. Humanities.....	5
3. Mathematics	6
4. Technology	6
5. Science.....	6
6. Physical Education/Health & Wellness	6
7. Language B.....	7
9. Areas of Interaction	7
10. Personal Project	8
C. The Diploma Programme (DP).....	8
1. Extended Essay	10
2. Theory of Knowledge Course.....	10
3. Creativity, Action and Service.....	11
D. Professional Development in IB	11
E. Special Education in Madison Prep’s IB Curriculum.....	12
F. English Language Learners in Madison Prep’s IB Curriculum.....	13
College Preparatory Educational Program	15
A. Graduation Requirements	15
B. College/University Exposure.....	15
C. Destination Planning	15
Methods of Instruction	16
A. Harkness Teaching	16
B. Disciplinary Apprenticeship	17
Data-Driven Instruction.....	18
A. Assessments.....	19
B. Grade Promotion	20
C. Homework and Teacher on Call	20
D. Report Cards.....	20
Extended School Day and Year.....	21
A. School Calendar.....	22
B. Tutorial/Enrichment	23
C. Co-Curricular Program.....	24
D. Organizational Time	24
E. Intersession	24
Mentoring and Community Support.....	24
A. Group Mentoring.....	25
B. One-on-One Mentoring	25
C. Peer Mentoring	26
D. Community Support	26
Prep Year.....	26

Executive Summary

Madison Preparatory Academy's educational program has been designed to be different. The eight features of the educational program will serve as a powerful mix of strategies that allow Madison Prep to fulfill its mission: to prepare students for success at a four-year college or university by instilling Excellence, Pride, Leadership and Service. By fulfilling this mission, Madison Prep will serve as a catalyst of change and opportunity for young men and women who live in a city where only 48% of African American students and 56% of Latino students graduate from high school. Madison Prep's educational program will produce students who are ready for college; who think, read, and write critically; who are culturally aware and embrace differences among all people; who give back to their communities; and who know how to work hard.

One of the most unique features of Madison Prep is the **single gender** approach. While single gender education has a long, successful history, there are currently no schools – public or private – in Dane County that offer single gender education. While single gender education is not right for every student, the demand demonstrated thus far by families who are interested in enrolling their children in Madison Prep shows that a significant number of parents believe their children would benefit from a single gender secondary school experience.

Madison Prep will operate two schools – a boys' school and a girls' school – in order to meet this demand as well as ensure compliance with Title IX of the Education Amendments of 1972. The schools will be virtually identical in all aspects, from culture to curriculum, because the founders of Madison Prep know that both boys and girls need and will benefit from the other educational features of Madison Prep.

The **International Baccalaureate (IB) curriculum** is one of those strategies that Madison Prep's founders know will positively impact all the students the schools serve. IB is widely considered to be the highest quality curricular framework available. What makes IB particularly suitable for Madison Prep is that it can be designed around local learning standards (the Wisconsin Model Academic Standards and the Common Core State Standards) and it is inherently college preparatory. For students at Madison Prep who have special learning needs or speak English as a second language, IB is fully adaptable to their needs. Madison Prep will offer both the Middle Years Programme (MYP) and the Diploma Programme (DP) to *all* its students.

Because IB is designed to be college preparatory, this curricular framework is an ideal foundation for the other aspects of Madison Prep's **college preparatory program**. Madison Prep is aiming to serve a student population of which at least 65% qualify for free or reduced lunch. This means that many of the parents of Madison Prep students will not be college educated themselves and will need the school to provide considerable support as their students embark on their journey through Madison Prep and to college. College exposure, Destination Planning, and graduation requirements that mirror admissions requirements are some of the ways in which Madison Prep will ensure students are headed to college. Furthermore, parents' pursuit of an international education for their children is increasing rapidly around the world as they seek to foster in their children a global outlook that also expands their awareness, competence and comfort level with communicating, living, working and problem solving with and among cultures different than their own.¹

Harkness Teaching, the cornerstone instructional strategy for Madison Prep, will serve as an effective avenue through which students will develop the critical thinking and communication skills that IB emphasizes. Harkness Teaching, which puts teacher and students around a table rather than in theater-style classrooms, promotes student-centered learning and rigorous exchange of ideas. Disciplinary Apprenticeship, Madison Prep's approach to literacy across the curriculum, will ensure that students have the literacy skills to glean ideas and information from a variety of texts, ideas and information that they can then bring to the Harkness Table for critical analysis.

Yet to ensure that students are on track for college readiness and learning the standards set out in the curriculum, teachers will have to take a disciplined approach to data-driven instruction. Frequent, high quality assessments – aligned to the standards when possible – will serve as the basis for instructional practices. Madison Prep teachers will consistently be analyzing new data to adjust their practice as needed.

More instructional time will be required, however, to provide students with the ability to master all standards. Madison Prep will offer students an additional 21 to 31 additional instructional days as compared to their counterparts in traditional Madison Metropolitan School District (MMSD) schools. Two weeks of orientation in August will be required for sixth grade students and new students as well as a third “semester” for all students in July. A regular day at Madison Prep will include an additional 102 minutes of instructional time as compared to Toki Middle School, a public school operated by the Madison Metropolitan School District. During this extra time, students will have 90-minute block classes, a daily sustained silent reading period, and a daily enrichment/tutorial period. Madison Prep’s founders understand that added instructional time is a necessity to ensuring that all students reach high expectations.

Mentoring, while not traditionally thought of as part of the educational program of a school, will be just that at Madison Prep. Madison Prep understands that at-risk students, particularly at-risk adolescents, need a wide variety of support to increase their chances of academic success. For this reason, Madison Prep students will participate in one-on-one mentoring, group mentoring, peer mentoring, and community mentoring. Mentoring will be an opportunity, among other things, for students to engage with positive role models outside of the school or family setting.

Knowing that students significantly behind in reading and math need a special approach, Madison Prep will offer a **Prep Year** for students who are currently performing well below grade level in reading and/or math. Prep Year will be a time of intensive, specialized support – implemented by the Skills Mastery Coordinator – to catch students up in their basic literacy and numeracy skills.

These eight strategies together make a powerful educational program that the founders of Madison Prep know will change the course for students who would otherwise fall through the cracks. As Madison Prep further develops, implements, and refines these approaches, its founders look forward to helping to disseminate its successful strategies to schools throughout Dane County who also want to close an achievement gap that otherwise will continue to grow.

Single Gender Education at Madison Preparatory Academies

The Business Plan for Madison Prep outlines evidence demonstrating that single gender public education is effective, needed, desired and allowed. But how will single gender education work at Madison Preparatory Academies?

Madison Preparatory Academy for Young Men and Madison Preparatory Academy for Young Women will be two schools (albeit under the same roof for approximately three to five years). Each school will have its own principal, but will share other staff, particularly during the first five years. Students at both schools will be taught by the same teachers for 2012-2013. As the schools grow and achieve scale, staff will gradually work primarily or entirely at one of the two schools, but still collaborate closely with their counterparts in the other. Positions that will continually serve both schools are: the President/CEO, Librarian, Director of Family and Community Partnerships, Skills Mastery Coordinator, Grants & Development Manager, Nurse, Director of Athletics/Activities, Administrative Support staff and Food Service staff.

The educational philosophy, goals and program will be the same at both schools. The International Baccalaureate curriculum and Harkness teaching will be the foundations of the educational program at both schools. Teachers will certainly differentiate lessons based on individual students and sections, but differentiation will never be based on gender stereotypes.

Requirements for participation in co-curricular activities, mentoring, orientation, field trips, internships and community service, and any other non-academic aspects of the Madison Prep experience, will also be identical for students at both schools.

The International Baccalaureate Curriculum at Madison Preparatory Academies

The mission statement of Madison Preparatory Academy is to prepare young men and women for success at a four-year college or university by instilling Excellence, Pride, Leadership and Service. To best meet that mission, academically, MPA will use the International Baccalaureate curriculum aligned to the Common Core State Standards and Wisconsin's Model Academic Standards.

The International Baccalaureate is an affiliate partner of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and is both an organization and a set of three different educational programs, or curricula. MPA will start with the IB Middle Years Programme (MYP) for students in grades six through ten. Students will then participate in the two-year Diploma Programme (DP) beginning in grade 11.

A. Learning Standards

In forming curriculum for each course in MYP and DP, Madison Prep will use the Common Core State Standards in English Language Arts (or Language A in IB terms) and Math, the only subject areas for which Common Core Standards have been developed thus far. The reason for aligning Madison Prep's Language A and Mathematics curriculum with the standards being used in Wisconsin's other public schools is two-fold: 1) the IBO encourages schools to adapt national, state and/or district educational standards to the framework and 2) these standards, particularly the Common Core Standards, are high quality benchmarks for student learning. The Common Core State Standards Initiative website describes the standards this way:

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with

disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

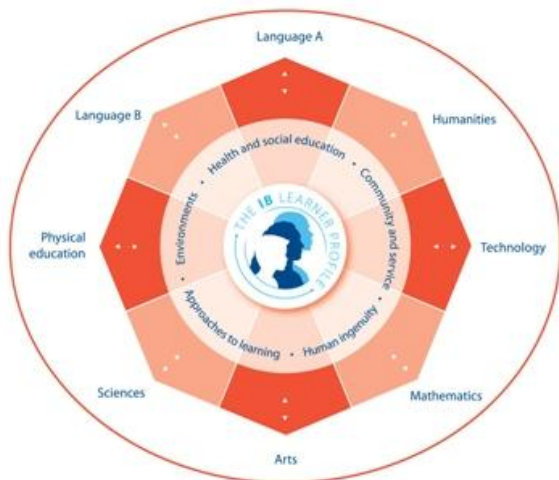
These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- *Are aligned with college and work expectations;*
- *Are clear, understandable and consistent;*
- *Include rigorous content and application of knowledge through high-order skills;*
- *Build upon strengths and lessons of current state standards;*
- *Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and*
- *Are evidence-based.*

The Common Core Standard's emphasis on college and work preparation, academic rigor, and the realities of our global economy are a natural fit for Madison Prep's mission, as well as the IBO's mission. Furthermore, by aligning its curriculum to standards used in other Wisconsin schools, particularly those in Madison, Madison Prep will more efficiently be able to demonstrate how its strategies are replicable at other schools. For more information on the Common Core Standards, you may visit the Common Core State Standards Initiative's website at www.corestandards.org.

For subject areas other than math and English, Madison Prep will align its curriculum to the grade 8 and grade 12 Wisconsin Model Academic Standards. Since MYP spans grades 6-10, curriculum alignment to the Wisconsin standards will require that MYP teachers use both the grade 8 and grade 12 standards in their planning. MYP teachers will work with DP teachers to ensure that the grade 12 standards not met during MYP are met through students' work in the DP. In the description of each MYP subject area below, note the set of Wisconsin standards that will be used for alignment. For more information on Wisconsin's Model Academic Standards, please see: dpi.wi.gov/standards. Assuming Wisconsin adopts the Common Core Standards in other content areas (in addition to Math and English), Madison Prep will realign its curriculum and adopt those standards.

B. The Middle Years Programme (MYP)



The Middle Years Program (MYP) is the curricular framework that Madison Prep will use for students in grades 6-12. The MYP, according to the IBO's *MYP: From Principles to Practice*, is a framework that consists of eight subject groups. Students at Madison Prep will study Language A (the language of instruction), Humanities, Technology, Mathematics, Arts, Science, Physical Education and Language B (a second language, other than the language of instruction).

1. Language A

English will be the language of instruction at Madison Prep and will therefore serve as Language A. In the Language A classroom, students at MPA will gain the content knowledge of the English Language Arts Common Core State Standards Initiative. The sixth through twelfth grade standards have two sections: reading and

writing. In reading, the areas of instruction are Reading Literature and Reading Informational Text. According to the Common Core State Standards Initiative:

The following [Reading of Literature] standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The Common Core Reading anchor [Reading of Informational Text] standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

An additional component to the Language A instruction includes writing. The writing component will follow the Common Core Standards, as well.

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year, in their writing of argumentative, informative/explanatory essays, narratives or research papers, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples.

Speaking and Listening is a standard that will be an essential component of the MPA learning experience. The Harkness Teaching strategy, small group collaborative projects, individual project exhibitions, and learning fairs ensure that MPA students will demonstrate mastery of the Comprehension and Collaboration Standard, as well as the Presentation of Ideas and Knowledge Standard.

Language is the final component of the English Language Arts Common Core Standard. The standard offers “a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*” To meet this standard all writing and oral presentations rubrics have a Language criterion identified. As with all writing assessments and evaluations, Madison Prep students will be explicitly taught, examples will be given, and anchor papers will be shared to clearly show students what the expectations for standard mastery look like.

2. Humanities

Humanities, in the MYP framework, is the subject area that is termed Social Studies in the Madison Metropolitan School District (MMSD).

Within the curriculum, humanities provides coordinated, systematic study of information, skills and concepts from the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology and sociology. Attention is also given to connections among the peoples and nations of the world, the effect of science and technology on society (and vice versa), and the ways to practice good citizenship. Social studies helps young people develop the knowledge and skills necessary to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

In the Wisconsin Model Academic Standards for Social Studies, there are five areas of study for our students. They are: Geography, History, Political Science and Citizenship, Economics and the Behavioral Sciences

3. Mathematics

Math is a subject area that is identified in the MYP and MMSD. Math will follow the Common Core State Standards Initiative. Students will study Ratios and proportional relationships, the Number System, Numbering and Quantity, Expressions and Equations, Functions, Algebra, Geometry, Measurement, Statistics, Data Analysis, Probability and Process. Similar to the expectations in the Language Arts/English Standards, Math students should demonstrate increasing sophistication in all aspects of mathematical proficiency including, application, execution, use and understanding. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

4. Technology

Technology is another subject area in the Middle Years Program. At Madison Prep, Technology will be an integrated part of the student learning. It will also be taught as a separate class to ensure students have the opportunity to fully develop their understanding and use of computers, information technology, software, programming, graphics and design, multimedia, cyber security, web tools and social media. Madison Prep will use Web 2.0 practices to integrate technology across the school curriculum using such strategies as online composition, collaboration, remixing and publishing to enhance and exhibit their learning.

5. Science

Science in the MYP framework, again, follows the Wisconsin Model Academic Standards for Science.

The study of science allows Wisconsin students to experience the richness and excitement of the natural world. As adults they will face complex questions requiring scientific thinking, reasoning, and the ability to make informed decisions. Scientific knowledge prepares students for the future and helps them acquire skills needed to hold meaningful and productive jobs. These content and performance standards recognize that science is for all students—the essence of science literacy.

In the Wisconsin Model Academic Standards for Science, there are eight areas of study for our students. They are: Science Connections, Nature of Science, Science Inquiry, Physical Science, Earth and Space Science, Life and Environmental Science, Science Applications, Science in Personal and Social Perspectives.

6. Physical Education/Health & Wellness

The World Health Organization defines Health as *a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.*² Arizona State University defines Health as *a state of well-being that encompasses mind, body, spirit and community.* They define Wellness as *an active, lifelong process of becoming aware of choices and making decisions toward a more balanced and fulfilling life; wellness involves choices about our lives and or priorities that determine our lifestyle.* Madison Prep has embraced these definitions for its students and therefore, and plan to go beyond what your typical physical education program will provide. Its Health & Wellness program will ultimately instill in its students the knowledge, attitudes, behaviors and habits necessary to live a healthy life.

Students at Madison Prep will engage in physical exercise, play and sports. They will also learn about nutrition, eating, healthy lifestyle practices, sources of healthy food in the community and how to eat well on a shoe-string budget. They will learn the art of meditation and physical wellness through yoga, Pilates and other forms of exercise. They will also learn how communities impact the health of the people who live within it.

Madison Prep will utilize the FitnessGram and NutriGram systems created by the Cooper Institute of Dallas, TX to assess and monitor students' physical and nutritional knowledge, growth and development. The NutriGram is a data driven web application that uses an interactive online question and answer format to assess students' nutritional knowledge and eating behaviors. Students, teachers and parents receive personalized assessment report, which Madison Prep will use to inform its curriculum. FitnessGram is a health-related physical fitness assessment and computerized reporting system that uses objective criterion to evaluate fitness performance. The standards of fitness within FitnessGram address levels of fitness necessary for good health and are established for each age and gender.

Madison Preparatory Academy intends to partner with the YMCA of Dane County and other local health and wellness providers to implement and manage its health and wellness program. This class will be an integrated interdisciplinary approach to address the pressing concerns of childhood obesity, lack of balanced nutrition and prevention of adult onset diseases that are decreasing the life expectancies of people of color.

7. Language B

Language B in the MYP program is the ‘other’ language that students study, academically. In MMSD, Foreign and World Language is the equivalent to Language B. At the middle school level, MPA students will have Spanish as Language B during the first year. As the school expands more world languages will be added. In all IB programs, there is a requirement for a second language. Therefore, by the time MPA students graduate, they will have had seven years of second language instruction.

8. The Arts

All students at Madison Prep will take Art. The IB MYP Arts Guide states the aims of the teaching and study of MYP arts are for students to: understand how the arts play a role in developing and expressing personal and cultural identities, appreciate how the arts innovate and communicate across time and culture, become informed and reflective practitioners of the arts, experience the process of making art in a variety of situations, explore, express and communicate ideas, become more effective learners, inquirers, and thinkers, develop self-confidence and self-awareness through art experiences, appreciate lifelong learning in and the enjoyment of the arts. Madison Prep students will explore visual, graphic, musical and performing arts. The number of learning options taught in these areas will increase over time as the school’s enrollment and budget grow.

9. Areas of Interaction

In addition to the subject areas to be studied, IB identifies five areas of interaction in learning:

Approaches to Learning: encourages students to take increasing responsibility for their learning, to question, and evaluate information critically, and to seek out and explore the links between subject groups. Learning how to learn and how to evaluate information critically is as important as the content of the subject disciplines themselves.

Community and Service: encourages students to become aware of their roles and their responsibilities as members of communities. All MYP students are required to become involved with their communities – an involvement that benefits both parties.

Health and Social Education: encourages students to explore personal, physical, and societal issues and to develop respect for their body and mind.

Environments: encourages students to become aware of their interdependence with the world and to develop responsible and positive attitudes towards their environments.

Human Ingenuity: encourages students to examine and reflect on the ingenious ways in which humans think, create and initiate change.

The Areas of Interaction are what takes the teaching and learning of any standards to a new level, the IB level. Without the Areas of Interaction guiding teachers in making interdisciplinary connections, then the teaching and learning of the standards would look like it does at traditional secondary schools where study across subject areas is often accidental at best. An example will clarify.

A math teacher wants to teach her class how to compute the area of a square. Why is this important for my students to know she asks herself. After some deliberation, she concludes that knowing how to compute the area of a square will enable students to demonstrate a degree of control over their environment; thus becoming more empowered. Is this area of interaction one of Environment or one of Human Ingenuity? She shares this question with her colleagues and they conclude that they can plan an Environments unit based on computing area. The overarching question will be, “What is the impact of attempting to control your

environment? The math teacher will teach the skill of computation, the science teacher will teach the students about the impact of farming causing deforestation, the Humanities teacher is going to examine conflicts caused by the management of natural resources, the Language A teacher will have a series of short-stories with farming, migrant families, and refugees as the central characters, the art teacher will exhibit various works of displaced artist from different time periods and have the students comparatively analyze the works. Student will also learn the crafts of displaced people. In Physical Education, students will explore the nutrition and sanitation concerns of people living in highly concentrated areas, either developed (urban) or under-developed (rural), and the Language B teacher will have poems that students are first translating and then writing a series of original poems based upon what they have learned in all their classes.

In the MYP, it is expected that the teaching and learning of standards will be planned in this way. In MYP teachers will address all five Areas of Interaction throughout the school year. This approach is one of the facets that make the IB MYP approach different than what is traditionally offered in schools.

10. Personal Project

The final component of the Middle Years Program is called the Personal Project. This culminating task is a multi-year project that is reflective of students' learning from 6th through 10th grade. The subject or topic selected should be personal in nature. Additionally, the five areas of interaction, Approaches to Learning, Community and Service, Health and Social Education, the Environment, and Human Ingenuity, must also be reflected in the project. The Personal Project is developed under the advisement of a teacher and yearly progressed is tracked and recorded during the MPA co-curricular advisement period. Students at Madison Prep will complete an individual and team project each year and present their project as part of their annual Performance Review in front of panel of four judges each spring. Students who pass their performance review will be advanced to the next grade. Students who do not pass will be given additional coaching and support, and another opportunity to present their project before the end of the third/summer semester.

C. The Diploma Programme (DP)

Students who pursue the IB Diploma in eleventh and twelfth grades, according to the IBDP School Guide, must take six subjects, one from each of IB's Subject Groups 1–5, and one of the four subjects identified in Group 6. Either three or four subjects must be taken at Higher Level (HL – 240 hours of instruction) and the rest at Standard Level (SL – 150 hours of instruction). The six IBDP subject groups and course offerings are summarized below.

Group 1: Studies in Language and Literature - IBDP candidates will take a Language A class in Grades 11 and 12. In MMSD the equivalent class is English. In Language A, students may study Literature, Language and Literature, and Literature and Performance. When the student chooses to study Literature, content reading is selected because of its culturally relevancy and/or the promotion of intercultural understanding. Students who choose to study Language and Literature will read literature in another language and then comparatively analyze the text to literature written in English. The third choice is Literature and Performance. In this class, students will study various pieces of literature and then create an original dramatic, visual, musical or concert thematically related to the literature that was studied (*note: this list not all inclusive but provided as examples*)

The goals for students in studying Group 1 are to develop: a personal appreciation of language and literature, skills in literary criticism, an understanding of the formal, stylistic and aesthetic qualities of texts, strong powers of expression, both written and oral, and an appreciation of cultural differences in perspective

Group 2: Language Acquisition. The IBDP Curriculum Guide describes Group 2 as: An additional language to the student, with an emphasis on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

Three subjects are available to accommodate students' interest in and previous experience of language study. The Language ab initio course is for beginners (that is, students who have little or no previous experience of learning the language they have chosen). These courses are only available at standard level. Language B, is a continuing course of language study intended for students who have had some previous experience of learning the language. The class may be studied at either the higher level or standard level. Classical Language may also be a Group 2 subject. Latin or Classical Greek coursework provides opportunities for students to study the language, literature and culture of ancient Rome or Greece.

Group 3: Individuals and Societies. Humanities and social sciences courses are offered at both SL and HL. This group of classes is similar to what is currently offered in MMSD high schools in 11th and 12th grade. At MPA students may choose from classes similar to the following: Business and Management, Economics, Geography, American History, World History, European History, Information technology in a global society (ITGS), Religious history, Philosophy, Psychology, and/or Social and cultural anthropology. The number of areas of study will grow as the school's enrollment and budget grows.

Group 4: Experimental Sciences. Chemistry, Biology, Physics, and Design Technology are classes that are planned to be offered at Madison Prep. In their science classes, students will: explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method (IBDP Curriculum Guide, 2010).

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions (IBDP Curriculum Guide, 2010).

Group 5: Mathematics and Computer Science. It is a requirement of the program that students study at least one course in mathematics; computer science is an elective. There are four courses available to student in math. They are: Mathematical Studies - standard level, Mathematics SL, Mathematics higher level, Continued Mathematics standard level. According to the IBDP Curriculum Guide for Math the aims of these courses are to enable students to: develop mathematical knowledge, concepts and principles, develop logical, critical and creative thinking, employ and refine their powers of abstraction and generalization. Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

Computer Science is an elective class in Group 5. This is an elective class that can serve as an additional math class, not as a replacement for a mathematics class. The goals of this course offering are to develop an understanding of: the range and organization of computer systems, and the use of computers in a variety of disciplines, applications and contexts (IBDP Curriculum Guide, 2010). At Madison Prep, computer science will be emphasized in technology course(s), which students will take all seven years while they attend Madison Prep.

Group 6: The Arts. In the group there are four subjects that may be taken: film, music, theatre or the visual arts. These subjects may be studied at higher level or standard level. The IBO states:

The subjects in group 6 allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres. In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures and express themselves with confidence and competence (IBDP Curriculum Guide, 2010).

The International Baccalaureate Diploma Program Assessment Guide states that at the end of 12th grade, IBDP candidates must take externally scored exams. These exams are composed of the following: structured problems,

short-response questions, data-response questions, text-response questions, case-study questions and the limited use of multiple-choice questions. Continuing from the IB Assessment guide, a student's examination performance in individual subjects is scored on a scale of 1–7 points with 3 additional points available based on a matrix of performance in the Theory of Knowledge (see below) and the extended essay (see below) components. Students who display satisfactory levels of performance across all subject areas and achieve a minimum of 24 points (out of a possible 45) are awarded the IB diploma. All others receive a certificate of results for the subjects examined. Subjects are marked according to the following scale: **7** Excellent, **6** Very good, **5** Good, **4** Satisfactory, **3** Mediocre, **2** Poor, **1** Very poor.

There are three additional components of the IB Diploma Program that must be completed outside of the curricular areas of study, the Extended Essay, Theory of Knowledge, and Creativity, Action and Service (CAS). Students must fulfill these requirements before being awarded the IB Diploma or IB Subject Area Certificate(s) at the end of 12th grade.

1. Extended Essay

The Extended Essay is a 4,000 word research paper written by the candidate student under the supervision of a teacher. The subject of the Extended Essay might be connected to one of the six subject areas, but it is not required. Once completed, the Extended Essay will be evaluated by certified IB scorers. This external evaluation will determine the final score of the Extended Essay.

2. Theory of Knowledge Course

According to IB's Theory of Knowledge (TOK) Guide, the interdisciplinary TOK course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of issues and situations they encounter. Course material will convey the theoretical foundation of essential concepts, and provide an environment in which these concepts can be discussed and debated. The focus of the discussion should not be the differentiation between "right" and "wrong" ideas, but rather on the quality of justification and a balanced approach to the knowledge claim in question.

The TOK course uses a combination of the following and in no particular order ("many entry points and sequences are possible"):

- ☐ *Ways of knowing*: (sense perception, reason, emotion and language/tone/symbols/nomenclature).
- ☐ *Areas of knowledge* (mathematics, natural sciences, human sciences, history, the arts and ethics): their distinct natures and methods of gaining knowledge, the types of claim each makes and the issues to consider (e.g. "How do you know that the scientific method is a valid method of gaining knowledge?", "What is the reason for having historical knowledge, and how is it applied in life?"). Factors that transcend individual ways of knowing and areas of knowledge:
- ☐ *Nature of knowing*: What are the differences between information, data, belief, faith, opinion, knowledge and wisdom?
- ☐ *Knowledge communities*: What is taken for granted in a community? How can we decide which beliefs we ought to check further?
- ☐ *Knowers' sources and applications of knowledge*: How do age, education, culture and experience influence selection of sources and formation of knowledge claims? If you know something, or how to do something, do you have a responsibility to use your knowledge?
- ☐ *Justifications of knowledge claims*: Why should claims be assessed critically? Are logic, sensory perception, revelation, faith, memory, consensus, authority, intuition, and self-awareness equally reliable justifications? Use of coherence, correspondence, pragmatism, and consensus as criteria of truth.

The Theory of Knowledge Guide states, “The TOK course is expected to involve 100 teaching hours over the two years of the Diploma Program. Having followed the course, students should be competent to analyze knowledge claims and respond to knowledge issues in the context of different areas of knowledge and ways of knowing, expressing ideas accurately and honestly, and using examples from their own experiences as learners and in outside life.”

3. Creativity, Action and Service

Creativity Action and Service (CAS) is the final component of the IB Diploma Program. The purpose of CAS, according to the International Baccalaureate Organization is to add counterbalance to the academic rigor demanded by the Diploma Program.

- Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or the homeless.

After completing the 120 hour CAS component of the program, IB has found that students have increased awareness of strengths and areas for growth, are willing to undertake new challenges, are able to plan and initiate activity, work collaboratively with others, show perseverance and commitment, better engage with issues of global importance and are able to consider ethical implications and develop new skills.

Students at MPA will maintain a CAS journal that will be used as a tool for reflection and data-tracking. In addition students will meet with CAS Coordinators to monitor their progress. CAS Coordinators are teachers who monitor, and, at times, facilitate CAS opportunities. Over the course of the two years, the coordinators and students will meet every six to nine weeks to review CAS activities. As the catalog of activities grows, so do the opportunities for further community engagement and civic participation.

D. Professional Development in IB

The IBO stresses the importance of teacher and administrator professional development in order to implement the framework properly. The chart below outlines the professional development that Madison Prep teachers and administrators will participate in to ensure that IB at Madison Prep is carried out as intended.

IB Professional Development Plan for Teachers and Administrators at Madison Prep		
	Teachers	Administrators
Planning Year: 2012-2013	<ul style="list-style-type: none"> •All department chairs, general education, and specialty teachers attend level one IB workshops in their content area(s) •All teachers utilize the IBO's Online Curriculum Center (OCC)* 	<ul style="list-style-type: none"> •Principals and Director of Teaching & Learning attend level one IB workshop for administrators •Principals and Director of Teaching & Learning visit three established IB schools in Wisconsin •Principals and Director of Teaching & Learning utilize the IBO's Online Curriculum Center (OCC)
Year One: 2013-2014	<ul style="list-style-type: none"> •All teachers attend one "roundtable" hosted by the Wisconsin Association of IB Schools (WAIBS) •Newly hired teachers attend level one IB workshops in their content areas •All teachers utilize the IBO's OCC •Teachers participate in level two on-line workshops 	<ul style="list-style-type: none"> •Director of Teaching & Learning attends level two IB coordinator workshop •Director of Teaching & Learning attends WAIBS roundtables with teachers •Principals and Director of Teaching & Learning utilize the IBO's OCC

Continued: IB Professional Development Plan for Teachers and Administrators at Madison Prep		
	Teachers	Administrators
Year Two: 2014-2015	<ul style="list-style-type: none"> •Newly hired teachers attend level one IB workshops in their content areas •Department Chairs attend level two IB workshops in their content areas •All teachers attend one “roundtable” hosted by WAIBS •All teachers utilize the IBO’s OCC •Teachers participate in level two and level three on-line workshops 	<ul style="list-style-type: none"> •Director of Teaching & Learning attends level three IB coordinator workshop •Principals and Director of Teaching & Learning utilize the IBO’s OCC
Year Three: 2015-2016	<ul style="list-style-type: none"> •Newly hired teachers attend level one IB workshops in their content areas •All teachers attend one “roundtable” hosted by WAIBS •Department Chairs hired in Year One attend level three IB workshops in their content areas •All teachers utilize the IBO’s OCC •Teachers participate in level two and level three on-line workshops 	<ul style="list-style-type: none"> •Director of Learning Support attends level one •Principals, Director of Teaching & Learning, and Director of Learning Support utilize the IBO’s OCC
Year Four: 2016-2017	<ul style="list-style-type: none"> •Newly hired teachers attend level one IB workshops in their content areas •All teachers attend one “roundtable” hosted by WAIBS •Department Chairs hired in Year Three attend level two IB workshop in their content areas •All teachers utilize the IBO’s OCC •Teachers participate in level two and level three on-line workshops 	<ul style="list-style-type: none"> •Director of Learning Support attends level two administrative workshop •Principal, Director of Teaching & Learning, and Director of Learning Support utilize the IBO’s OCC
Year Five: 2017-2018	<ul style="list-style-type: none"> •Newly hired teachers attend level one IB workshops in their content areas •All teachers attend one “roundtable” hosted by WAIBS •Department Chairs hired in Year Three attend level three IB workshops in their content areas •All teachers utilize the IBO’s OCC •Teachers participate in level two and level three on-line workshops 	<ul style="list-style-type: none"> •Director of Learning Support attends level three administrative workshop •Principals, Director of Teaching & Learning, and Director of Learning Support utilize the IBO’s OCC

*The IBO’s Online Curriculum Center (OCC) provides on-going professional development by bringing together IB educators world-wide. This resource will allow Madison Prep teachers to access subject guides, sample unit planners, teacher discussion forums, and feedback from head examiners. Teachers will also be able to use the OCC to participate in the IBO’s seven year cycle of curriculum reviews.

E. Special Education in Madison Prep’s IB Curriculum

Madison Prep is committed to meeting the needs of all learners. This includes serving students who qualify for special education in accordance with the law. Many of Madison Prep features will create a learning environment that is beneficial to students with special needs: small classes, more time at school, frequent assessment, and so on. While the IB curriculum is often mischaracterized as a “gifted and talented” program that is not appropriate for students with special needs. Implicit in this misstatement is the assumption that students with disabilities cannot excel in a curriculum that stresses rigor. This could not be further from the truth. In fact, the IB framework is ideal for students with special needs because it ensures rigor while allowing flexibility for modifications.

It is the belief of both the IBO and MPA that the school day be entirely inclusive. MYP schools are expected to have *all* students participate in the program, to the fullest capacity of the student. In fact, the IBO has described MYP as a program for all or for none. Therefore, all MPA students will be in the Middle Years Program. Madison Prep students in the IB Diploma Programme may receive modifications to the external assessments according to a

student's IEP and/or 504 plan. Of course, teachers in both Madison Prep's MYP and DP will continually work to ensure that students' IEPs and 504 plans are being fully implemented.

Because Madison Prep will not be its own local educational agency, the Madison Metropolitan School District is the agency responsible for FAPE (free appropriate public education) as it relates to the school. Madison Prep anticipates that 20% of its student body will require special education services. To accommodate this need, Madison Prep has allocated for an appropriate amount of special education staff (chart reflects staffing and student enrollment for both schools combined as their enrollment grows).

Special Education Caseloads at Madison Preparatory Academy (Boys & Girls Combined)					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Enrollment	120	240	360	480	600
Students Identified for Special Education Services	20% = 24	20% = 48	20% = 72	20%=96	20%=120
Special Education Teachers	2.0	2.50	3.75	4.0	4.0
Skills Mastery Coordinator	1.0	1.0	1.0	1.0	1.0
Director of Learning Support	0.0	0.0	2.0	2.0	2.0
CASELOAD	8	14	11	14	17

Madison Prep will hire special education teachers, including the Skills Mastery Coordinator, who have cross-categorical licensure. Any Madison Prep student who requires services beyond what a cross categorical special education teacher can provide will be served by specialized staff provided by MMSD at no additional cost to Madison Prep. For example, if a student with a hearing impairment enrolls in Madison Prep with an IEP that requires an educational (deaf and hard of hearing) interpreter, MMSD will provide that licensed educational interpreter so that the student may take full advantage of Madison Prep's educational program.

Special education staff, principals, the Director of Teaching and Learning, and the Director of Family and Community Partnerships will review IEPs of students upon their enrollment at Madison Prep. The Principals will ensure proper implementation of the IEPs in implementation years one and two, with the Director of Learning Support taking on that duty in years three and beyond.

Madison Prep's special education teachers will work with students in the least restrictive environment. Madison Prep does not intend to establish self-contained special education classrooms. Special education teachers will deliver services in a variety of ways, including co-teaching with the regular education teacher, one-on-one time within the regular class period, and small group instruction within the regular class period. Special education teachers and regular education teachers together will have flexibility in determining how students' needs are met.

F. English Language Learners in Madison Prep's IB Curriculum

Madison Prep expects that approximately 20% of its student body will be students who speak English as a Second Language. Madison Prep's philosophy is that students who speak a language other than English is an asset, not a deficiency or obstacle. Madison Prep will seek to continue to foster students' native languages (an important tenant of IB) while also ensuring that students become fully literate in English, which will be Madison Prep's primary language of instruction.

Incoming students whose parent(s)/guardian(s) report that the home language is one other than English will be referred to the ESL teacher for baseline assessments. If the student is determined to need ESL support, the ESL teacher will work with the student's regular education teachers to formulate an individualized learning plan that outlines specific goals, strategies, and assessments to ensure that the student makes adequate progress in his/her English language development at Madison Prep. This individualized learning plan will include how Enrichment, Intersession, and Prep Year may be utilized to help English Language Learners meet their language acquisition goals while still meeting the standards of their subject area classes. The ESL teacher will implement this process for years one and two, with the Director of Learning Support taking over oversight responsibility in years three and beyond.

A proper allocation of teachers licensed in English as a Second Language in addition to oversight from the Director of Learning Support starting in year three will ensure that English Language Learners progressing in their acquisition of English.

English as a Second Language Allocation at Madison Preparatory Academies					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students Identified for as ELL	15% = 18	15% = 36	15% = 54	15% = 72	15% = 90
ESL Teachers	1.0	1.0	2.0	2.0	4.0
Regular Teacher with ESL Certification	1.0	1.0	1.0	1.0	1.0
Director of Learning Support	0.0	0.0	2.0	2.0	2.0
Number of ELL students per Licensed ESL Teacher	9	18	11	15	13

Five additional strategies will be used at Madison Prep to meet the needs of ESL students:

1. Implementation of Disciplinary Apprenticeship and Sustained Silent Reading (see above). These two approaches will ensure that all students are developing strong literacy skills and will be particularly important for English Language Learners.
2. Pull out and push in. Madison Prep believes that ESL students at all levels will benefit from interacting with native English speakers in the classroom and socially. Because of this, most ESL instruction will take place within the regular classroom. However, Madison Prep may establish courses, if deemed necessary, in addition to students' regular Language A course specifically designed to bolster ESL students' academic English.
3. Professional Development. All teachers will receive on-going professional development in best practices for ESL students. Madison Prep aims to hire at least one other teacher besides the ESL teacher who holds a license in English as a Second Language instruction and has significant, successful experiences teaching English Language Learners. Much of this professional development will be peer-to-peer with the ESL experts on staff teaching their colleagues successful classroom practices for ESL students.
4. Continued Language A Development. One of the major findings reported in Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth (2006), was that "oral proficiency and literacy in the first language can be used to facilitate literacy development in English." This assertion is based on substantial research that continued development of the first language is critical to the development of the second language. Therefore, it is critical that students who speak English as a Second Language continue their acquisition of their first language. Without this continued development of the first language, ESL students will reach a ceiling of English language acquisition that is likely not an academic level of attainment. For native Spanish speakers, this continued level of development in Spanish will take place through leveled Language B (Spanish) sections that allow students continue to develop their Spanish acquisition from their current level. School staff will create native language development plans on a case by case basis for students whose native language is not Spanish or English.
5. Cultural Awareness and Value. Madison Prep recognizes that language and culture are intrinsically related. Madison Prep will foster an environment where students' and staff members' cultures are shared and valued. This philosophy fits well with the IBO's promotion of intercultural understanding and respect.

College Preparatory Educational Program

A. Graduation Requirements

Madison Preparatory Academy will be a college-preparatory school whose graduation requirements will mirror the typical course-taking patterns for students who are admitted to the University of Wisconsin-Madison. The following information from UW-Madison's website will guide counselors and teachers in ensuring that all students take the appropriate classes in grades 9 through 12 that will prepare them for college application and admission. Note that because the typical high school grades (9 through 12) span both the MYP and DP, coordination will have to take place across these two programs within the school.

High School Course Patterns for Students Typically Admitted to UW-Madison	
Subject Area	Number of Years
English	4+
Math*	4+
Social Studies	4+
Science	4
Single Foreign Language**	4
Additional Academic/Fine Arts	2+
Total Units	22+

* Math requirement includes at least one year each of algebra, geometry, and advanced math, or an integrated sequence of courses. Statistics, business math, and/or computer courses will not fulfill this requirement.

** Non-native English speakers may satisfy the foreign language minimum requirement if they were educated in their native language through grade 8 (approximately age 13).

B. College/University Exposure

Students at Madison Prep will be exposed to college continually. All students will make annual college visits, take ACT preparation classes, and participate in activities/offerings at Madison's local colleges and university. Job shadowing, career exploration, and internships will also be a critical part of Madison Prep's college preparatory program (starting in grade six), so that all students understand the link between their future aspirations and a college education. During the junior and senior year one counselor for each school will be solely devoted to guiding students through their college application and admissions process. During eleventh grade year, students will take several college trips outside of Wisconsin, resources permitting.

C. Destination Planning

Destination Planning will play a critical role in preparing Madison Prep students for higher education and careers beyond high school. To best acculturate MPA students to the idea that college is possible for them and should be one of their goals, Madison Prep will supplant 1-2 tutoring/enrichment sessions per month at both schools to offer the Urban League of Greater Madison's *Empowering Young Men* and *Empowering Young Women for Life Success Workshops*.

The Success Workshops will offer eight future-focused, self-development workshop sessions for young men and women in grades 6-12 during the fall, spring and summer semesters. Through the workshops, students will learn more about themselves, and will work to identify their life purpose, plan for the future, prepare for college or a career training program after high school, and learn about numerous career opportunities that they can engage in as adults. The Series illuminates post-high school educational and professional career options, and guides participants through establishing well-informed, articulate, and thoughtful written *Destination Plans*.

Specifically, the Success Workshops will address the *5 Critical Success Factors for Student Success* that young people must have and develop as they transition from middle school to high school, and from high school to college and work. These factors are:

Relevant Information	Information that facilitates new learning, inspires imagination, informs goals and goal setting, enhances understanding, illuminates possibilities, and creates “Ah ha” moments.
Motivation	Inspiring, exciting, re-affirming, optimistic, and instructive messages of hope and possibilities that tap into young men and women’s personal interests, address and counter their fears, challenge their excuses, and move their vehicle from park to 60MPH in 60 seconds.
Sound Guidance & Support	Relationships and learning opportunities that help them connect the dots between their present potential and performance, personal interests and habits, and long-term success.
Positive Peer Network	A group of like-minded young men and women who are equally committed to developing a healthy drive and motivation to succeed and will hold each other accountable to achieving personal and program goals and objectives
An Attainable Plan for the Future	A well-informed, written action plan that clarifies the developmental milestones they must achieve, thresholds they must cross, and resources they need to accomplish their goals and objectives

Each workshop focuses on a career strand and features a presenter or panel of leading men and women in business, health, education, government and other career fields. Panelists or presenters will share their personal stories, professional backgrounds, motivational messages, and tangible information on educational and professional pathways to success. They will also answer students’ questions and engage them in dialogue (Note: The Destination Planning for Parents Program will be structured differently but address similar topics.)

Young men and women completing Destination Planning, along with their parents who will participate in the parent version of the program, will acquire significant knowledge about the IB program; high school, college and career preparation; career opportunities; and build a network of support with other participants. More importantly, students will have fun and leave Madison Prep as high school seniors with informed and well-defined *Destination Plans* that clarify their path to post-secondary education and employment. Following are some of the Career Strands that students will explore.

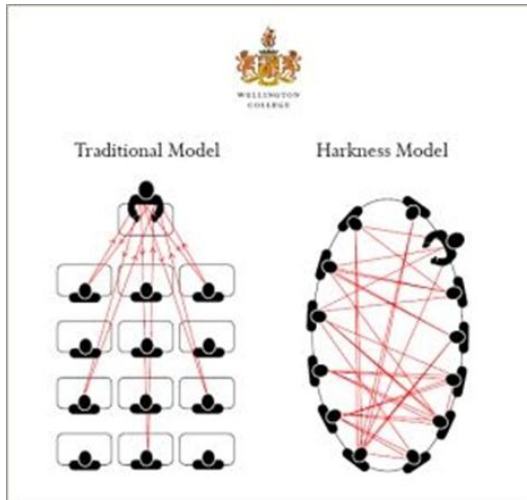
- Banking, Finance and Real Estate
- Law, Government and Security
- Marketing and Advertisements
- Medicine, Health & Wellness
- Agriculture
- Visual and Graphic Arts
- Teaching
- Music, Media & Entertainment
- Retail & Hospitality
- Journey Trades
- STEM fields (Science, Technology, Engineering and Mathematics)

Methods of Instruction

A. Harkness Teaching

Harkness Teaching will be the cornerstone instructional strategy at Madison Prep. Madison Prep’s Principals and Director of Teaching and Learning will travel to Exeter Academy in the spring and summer of 2012 to be professionally developed in Harkness Teaching. These instructional leaders will then train Madison Prep teachers in the summer of 2012 to facilitate Harkness classrooms. On-going professional development for teachers will take place through peer-to-peer observations, formal and informal evaluations, video analysis, and on-line collaboration with educators at other schools using Harkness. Teachers will face several challenges as they implement Harkness Teaching in their classrooms, among them:

- balancing participation among students
- removing themselves from the center of the lesson; creating student-centered lessons
- classroom management challenges that may come with all students facing each other
- adapting to a classroom furniture arrangement (oval table rather than chairs) that they may not be familiar with



While Harkness Teaching will be the cornerstone instructional method at Madison Prep, students' learning needs will require the use of other instructional strategies at various times. In a visual art class, for example, students may not generally be working around the Harkness table while creating their art. Instead, the art room will be equipped with large work tables at which students will work. However, the art teacher will still gather students around the Harkness Table to facilitate critiques, lead discussions on artists or related movements, or provide reading time. Science teachers at Madison Prep may also provide students with a mix of time around the Harkness Table (for hypothesis development, for example) and around work tables for scientific experimentation. In cases where assessment requires students to be seated separately, the cafeteria and gym will be equipped with tables and chairs where students can work individually.

Resources and instructional materials that will be particularly important in the typical Harkness classroom are the Harkness Table, interactive white boards, laptops/tablets, and texts/textbooks. The Harkness Table will be the physical implement of the instructional strategy and a powerful symbol of the schools' student-centered approach to teaching and learning. Interactive white boards and laptops or tablets will be important pieces of instructional technology that allow students and teacher to share, access, and manipulate information that will spur and support the discussions that occur around the Harkness Table. Finally, physical (rather than digital) texts and textbooks will also be critical portals for students to access knowledge that they will bring to the Harkness table.

B. Disciplinary Apprenticeship

All teachers at Madison Prep will be teachers of reading and writing. To do this, Madison Prep will follow the Disciplinary Apprenticeship model of literacy. In this model, all teachers, regardless of subject area, are teachers of literacy. This approach is very different from the "English teachers teach writing" or "kids should already know how to read" mindset common in many secondary schools. Within the IB framework, students must be assessed through analytical reading and writing. Therefore, students will be taught reading and writing specific to their subject area by the subject area teacher with the mindset at Madison Prep being: teaching reading and writing IS teaching content.

Simply put, science teachers at Madison Prep will teach students how to read and write like scientists; history teachers will teach students how to read and write like historians; and likewise for each subject area. While an underlying set of instructional methods to be used in all classes (for example, Cornell note-taking), each subject-area teacher will be able to customize their approach to literacy through the framework of the content they are teaching. So while a Six Traits approach to writing will be present in all classes, science teachers will focus teaching expository writing skills through lab reports, for example, while a Language A teacher will focus on persuasive writing through literary analysis. Explicit teaching of reading skills will be undertaken in a similar way. All teachers will reinforce the same meta-cognitive reading skills in all classes: prediction, clarification, visualization, connecting, questioning and summarizing. However, the Humanities teacher may focus more on increasing students' comprehension through text-to-text connections while the Language A teacher might focus more on text-to-self connections.

This approach to literacy reinforces that literacy skills are critical in all academic areas. It gives teachers and students a common language around the acquisition of literacy skills and teaches student specific skills for accessing the curriculum so that they can demonstrate higher level thinking in their assessments.

A critical part of reinforcing literacy skills – particularly meta-cognitive reading skills – taught in the Disciplinary Apprenticeship classroom is time for silent, individual reading of self-chosen texts. The National Endowment for the Art’s “To Read or Not To Read” (2007) report outlines significantly decreasing rates of pleasure reading among older children. The percentage of 17 year olds surveyed who reported that they never or hardly read jumped from 9% in 1984 to 19% in 2004. Conversely, the number of 17 year olds who reported that they read every day has declined from 31% in 1984 to 22% in 2004.

In order to combat these trends and ensure that Madison Prep students develop a life-long love of reading, the school schedule will provide students with thirty minutes per day of sustained silent reading (SSR) time. During this time, students will silently read books they have chosen that are also at their independent reading level. Students will not be assessed on the content of the books they read. Instead, struggling readers will be coached by teachers on the basic skills of pleasure reading: how to choose a book, determine if it is at the appropriate level, persevere through uninteresting sections, find related books of interest, et cetera. Given that Madison Prep’s struggling readers will be faced with texts above their reading level in most classes, SSR will give these struggling readers the opportunity to practice the reading skills they are learning in class with books that are at their reading level. Furthermore, SSR will be an opportunity for students – particularly those who are reluctant readers – to realize that reading can be fun. This is because students will have a full range of reading material from which to choose. It is this element of choice that makes any SSR program – and in this case Madison Prep’s – successful in raising students’ reading levels and creating lifelong readers.

Instructional resources and materials that will be important for the implementation of Disciplinary Apprenticeship, including SSR, will include teacher copies of one of the many versions of Ruth Culham’s Six Traits of Writing, teacher copies of Reading for Understanding (Schoenbach et al, 1999), a large quantity of fiction and non-fiction books of high interest for students, a variety of instructional texts (among them, textbooks and online journal subscriptions), and student writing tools (paper or digital).

Data-Driven Instruction

The following chart outlines Madison Prep’s student achievement goals for the first three years of the schools’ operations as well as the assessment measure for each goal. In order to reach these goals, instruction at Madison Prep will be data-driven. Frequent quality assessments that are aligned will provide the data that teachers will use to inform their instructional practices.

Madison Prep’s Student Achievement Goals for School Years 2012-13 through 2014-2015		
Category	Goal	Measure
Reading	90% of students will gain at least 1.5 grade levels in reading each year	MAP*
	90% of students will meet their target RIT** each year	MAP
	90% of students will read on grade level after three years of enrollment	MAP
	85% of students will score proficient or advanced on state reading test after three years of enrollment	State-wide assessment
Math	90% of students will gain at least 1.5 grade levels in math each year	MAP
	90% of students will meet their target RIT each year	MAP
	90% of students will complete Algebra with a C or better by the end of 9 th grade (end of summer semester)	Student report cards
	85% of students will score proficient or advanced on the state math test after three years of enrollment	State-wide assessment
Language	80% of students will gain at least 1.5 grade levels in language each year	MAP
	90% of students will meet their target RIT each year	MAP
	85% of students will score proficient or advanced on the state math test after three years of enrollment	State-wide assessment

Continued: Madison Prep's Student Achievement Goals for School Years 2012-13 through 2014-2015		
Category	Goal	Measure
Writing	85% of students will score at least "3" on all writing traits after two years of enrollment	Internal and/or District writing assessment***
	75% of students will score at least "4" on at least two writing traits after three years enrollment (at least "3" on all other traits)	Internal and/or District writing assessment***
Science	85% of students will score proficient or advanced on the state science test after three years of enrollment	State-wide assessment
Other	Attain a "Satisfactory" AYP status each year after year one	AYP Report
	Meet all AYP objectives each year after year one	AYP Report

*Refers to Measure of Academic Progress computer adaptive assessment produced by the Northwest Evaluation Association.

**Rasch Unit

***MMSD administers a district-wide secondary writing assessment in grades 7 and 9. Madison Prep students will participate in those writing assessments, but will also participate in similar writing assessments in grades 6, 8, and 10. To the extent possible, Madison Prep would look to have those assessments scored externally.

Student Achievement Goals Beyond Years One through Three		
Category	Goal	Measure
Postsecondary Planning	100% of students will complete a Destination Plan before graduation	Destination Plans
	100% of students will complete the SAT and ACT assessments before graduation with 75% of those who've been enrolled in Madison Prep for at least three years achieving an ACT benchmark score of 18 in English, 22 in Math, 21 in Reading, and 24 in Science	SAT and ACT
	100% of students will qualify for admissions to a four-year college or university by the time of graduation	Transcripts, admissions standards, and acceptance letters
	100% of students will enroll in a postsecondary education or training program after graduation	Alumni reports
Other	90% of students will graduate on time from Madison Prep	Transcripts

A. Assessments

Since the measure for the goals above are all summative or interim assessments, teachers at Madison Prep will develop standards-based formative assessments that will not only provide them with data on students' progress towards the standards of their curriculum area, but also students' progress towards the achievement goals outlined above. The lists below identify the name and type of assessments that will be used to drive instruction.

Summative:

- Wisconsin Knowledge and Concepts Exam (or its predecessor)
- Personal Project (MYP) in grade 10
- Extended Essay (DP) in grade 12
- Diploma Programme Exams
- Writing assessment (district-wide in 7th and 9th; all years at Madison Prep)
- Course summative assessments
- EXPLORE test (grade 8)
- PLAN (grade 10)
- ACT (grades 11/12)

Interim:

- Measure of Academic Progress (MAP) tests three times per year

Formative:

- Six-week school-wide assessments (tied directly to standards)
- Classroom assessments (tied directly to standards)
- Accelerated Reader (measures quality and quantity of reading practice; assesses comprehension of 140,000 "real" books)

Teachers will use the two-hour of collaboration time on Monday afternoons to review assessment data, adjust instructional plans, and plan for further assessments.

B. Grade Promotion

Madison Prep staff will work to ensure that all students are ready for grade promotion by the end of the school year (July). However, Madison Prep is committed to ensuring that no student moves from grade to grade without making adequate progress. Madison Prep will not have a rigid retention policy, but will evaluate students at risk for retention on a case-by-case basis.

However, there will be no *social promotion* at Madison Prep. Students will not be advanced from grade-to-grade unless they can demonstrate they are ready – with readiness being defined by students being able to show what they’ve learned through achievement assessments and their personal project.

In the IB program, students must complete a personal project as part of their education. At Madison Prep, students will complete a personal project every year in one of the four core subject areas: Language A (or Deep Dive Language A), Mathematics (or Deep Dive Mathematics), Humanities and Science. Students will determine their project focus by October 31st each year and will spend the rest of the academic year working on their project, with adequate time provided by the school. They will be encouraged to use technology and the arts in their presentations to ensure the integration of these disciplines in their work.

Students will complete two projects: an individual project and a group project. They will be required to present and defend each project at the end of the third (summer) semester to a panel of four judges, which will include a school administrator, two teachers and an external expert in field of the primary subject in which the student (or students) is presenting. Students will be given a common, set time to complete their presentations and judges will be given a common, set time for completing their scoring and assessment of the presentation.

Teachers, support staff and parents will be equally accountable for ensuring students are ready to move to the next grade.

C. Homework and Teacher on Call

Homework will be important part of Madison Prep’s students’ lives. Madison Prep’s philosophy on homework is that it provides students with an opportunity to learn responsibility, time management and independence. Madison Prep’s does not believe that homework is an accurate assessment of students’ skills or knowledge (all skill and knowledge assessments will take place at school).

Madison Prep teachers will give daily homework. While students may start their homework in tutorial, they will likely have to complete it outside of school. Because Madison Prep realizes that not all families can assist with homework in the same way, two Madison Prep teachers will be available “on call” for homework questions each weekday evening on a rotating basis and for a period of time on the weekends. Students will be instructed to call the “Teacher on Call” if they encounter a question about homework that they have tried unsuccessfully to answer on their own. Madison Prep will provide the teachers on call with a cell phone to be used for this purpose only. In this way, students and families will have a lifeline to school in the evenings and on weekends without teachers’ personal cell phone numbers needing to be distributed. The Principals will collaboratively establish the On-Call Schedule for teachers.

D. Report Cards

Students at Madison Preparatory Academy will receive report cards every quarter (see school calendar). The contents of the report card will reflect the students’ degree of mastery of the content standards for each course using the following descriptors: Advanced, Proficient, Basic, Below Basic or Far Below Basic. The intent of adopting a standards-based report card is to consistently report to parents and families the academic progress of their student in comparison to standards mastery, rather than anecdotal evidence or arbitrary connotations that come with the traditional grading system (grades A, B, C, D, F).

In the interim of reporting, teachers will be expected to have frequent family contact, both to report on students' successes and areas for improvement. Families will also be engaged in student exhibitions of their work as well as conferences.

Extended School Day and Year

Madison Prep's longer school day and year will ensure that students have enough instructional time to meet the schools' ambitious student achievement goals. The school day will run from 8:00am to 5:00pm and will include a four block schedule, daily assembly, sustained silent reading period, and enrichment time. Co-curricular activities and athletics will occur between 5:00pm and 6:30pm, with the exception of Mondays which will be early release days for students.

Teachers will be required to work from 7:45am to 5:00pm, with fifty (50) minutes of duty-free time during the day. This duty-free time includes a thirty-minute lunch break and two ten-minute breaks.

The chart below shows both the bell schedules for early release Mondays and the regular daily schedule for Tuesdays through Fridays.

Madison Preparatory Academy Bell Schedule					
Early Release Mondays			Daily Schedule (Tues - Fri)		
	Time	Min		Time	Min
Assembly*	8:00 - 8:20	20	Assembly	8:00 - 8:20	20
Transition	8:20 - 8:25	5	Transition	8:20 - 8:25	5
Period 1	8:25 - 9:25	60	Period 1	8:25 - 9:55	90
AM Break	9:25 - 9:35	10	AM Break	9:55 - 10:05	10
Period 2	9:35 - 10:35	60	Period 2	10:05 - 11:35	90
SSR1/Lunch2	10:35 - 11:05	30	SSR1/Lunch2	11:35 - 12:05	30
Lunch1/SSR2	11:05 - 11:55	30	Lunch1/SSR2	12:05 - 12:35	30
Transition	11:55 - 12:00	5	Transition	12:35 - 12:40	5
Period 3	12:00 - 1:00	60	Period 3	12:40 - 2:10	90
PM Break	1:00 - 1:10	10	PM Break	2:10 - 2:20	10
Period 4	1:10 - 2:10	60	Period 4	2:20 - 3:50	90
Tutorial/Enrichment	2:10 - 2:45	35	Tutorial/Enrichment	3:50 - 4:50	60
Organization/Dismissal	2:45 - 2:55	15	Organization/Dismissal	4:50 - 5:00	5
Planning/Collaboration	3:00 - 5:00	120	Co-curriculars/Athletics	5:00 - 6:30	90
*Assembly will include both schools' students, faculty, staff					

Madison Prep will utilize an eight day rotation of courses. The rotation gives students and teachers the opportunity to see each other at different times in the school day. By having classes at different times during the day, teachers are better able to maximize learning. As many teachers who do not teach in rotating schedules will attest to, that section that they always see right after lunch is often lethargic and difficult to motivate. Or that last section of the day is always difficult to manage on a Friday afternoon. But a rotating class schedule avoids problems such as these. A student's Humanities class may fall on a Monday afternoon one day and then on a Wednesday morning for the next meeting. The rotating schedule will also ensure that certainly classes are not disproportionately affected by the Monday early release schedule. The chart below explains how the rotating schedule at Madison Prep will work. The letters are placeholders for specific courses (see key below chart).

Rotation of Classes								
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
PERIOD 1	A	E	B	F	C	G	D	H
PERIOD 2	B	F	A	E	D	H	C	G
PERIOD 3	C	G	D	H	A	E	B	F
PERIOD 4	D	H	C	G	B	F	A	E

A – Language A (Lang A)
 B – Humanities (Hum)
 C – Technology (Tech)
 D – Health and Wellness (H/W)
 E – Math (Math)
 F – Science (Sci)
 G – Language B (Lang B)
 H – Art (Art)

Below is a sample schedule for a sixth grade student at Madison Prep who is not in the Prep Year. This schedule follows the eight day rotation (guide to course abbreviations is above). Students will go to tutorial/enrichment

Sample Sixth Grade Student Schedule								
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
PERIOD 1	Lang A	Math	Hum	Sci	Tech	Lang B	H/W	Art
PERIOD 2	Hum	Science	Lang A	Math	H/W	Art	Tech	Lang B
PERIOD 3	Tech	Lang B	H/W	Art	Lang A	Math	Hum	Sci
PERIOD 4	H/W	Art	Tech	Lang B	Hum	Sci	Lang A	Math

Below is a sample teacher schedule under the eight day rotating block. Sections are differentiated by the grade, gender of the section, and a random lettering (X, Y, or Z).

Sample Teacher Schedule: Humanities Teacher								
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
PERIOD 1	6 th Girls X	Prep Period	6 th Girls Y	6 th Girls Z	6 th Boys X	Prep Period	6 th Boys Y	6 th Boys Z
PERIOD 2	6 th Girls Y	6 th Girls Z	6 th Girls X	Prep Period	6 th Boys Y	6 th Boys Z	6 th Boys X	Prep Period
PERIOD 3	6 th Boys X	Prep Period	6 th Boys Y	6 th Boys Z	6 th Girls X	Prep Period	6 th Girls Y	6 th Girls Z
PERIOD 4	6 th Boys Y	6 th Boys Z	6 th Boys X	Prep Period	6 th Girls Y	6 th Girls Z	6 th Girls X	Prep Period
TUTORIAL	OFF	ON	ON	OFF	OFF	OFF	ON	OFF

A. School Calendar

Madison Prep will also have a longer school year. While MMSD requires 188 teacher days and 180 student days, Madison Prep will require 227 teacher days and 211 student days for sixth graders/new students (201 for returning students). Below is the tentative calendar for school year 2012-2013. Madison Prep's calendar will maintain the MMSD breaks/vacations, with the exception of July and mandatory orientation for new students in August.

School Calendar 2012-2013		
July 2012	2 First day for administrators ? Fourth of July Holiday (observed)	Teacher Days = 0 Student Days = 0
August 2012	6 First day for all staff 20-31 Orientation for sixth graders (all staff)	Teacher Days = 20 Student Days = 10
September 2012	3 Labor Day (no school) 4 First Regular Day of School 10, 17, 24 Early Release Days	Teacher Days = 19 Student Days = 19
October 2012	1, 8, 15, 22, 29 Early Release Days 25, 26 Professional Development Days	Teacher Days = 23 Student Days = 21
November 2012	xxx End of First Quarter xx Beginning of Second Quarter 5, 12, 19, 26 Early Release Days 22-23 Thanksgiving Holiday (no school)	Teacher Days = 20 Student Days = 20

December 2012	3, 10, 17 Early Release Days 24-Jan. 4 Winter Holiday Break (no school)	Teacher Days = 15 Student Days = 15
January 2013	7 School Resumes (early release) 7, 14, 28 Early Release Days 21 Martin Luther King Jr. Day (no school) 18 End Second Quarter/First Semester 22-Feb 1 Intersession	Teacher Days = 18 Student Days = 18
February 2013	2 Begin Third Quarter/Second Semester 4, 11, 18, 25 Early Release Days 22 Professional Development Day	Teacher Days = 20 Student Days = 19
March 2013	4, 11, 18 Early Release Day 25-Apr 1 Spring Break (no school) XX End of Third Quarter XX Start Fourth Quarter	Teacher Days = 16 Student Days = 16
April 2013	2 School Resumes 8, 15, 22, 29 Early Release Days	Teacher Days = 21 Student Days = 21
May 2013	6, 13, 20, 27 Early Release Days 27 Memorial Day (no school)	Teacher Days = 22 Student Days = 22
June 2013	13 Last Day of School/End Fourth Quarter/End Second Semester 14 Last Day for Staff 14-28 Summer Recess I 28 Staff Only	Teacher Days = 11 Student Days = 9
July 2013 <i>Early Release Schedule for all July</i>	1 School Resumes/First Day of Third Semester X Fourth of July Observed (no school) 30 Last Day of Third Semester 31 Start Summer Recess II	Teacher Days = 21 Student Days = 21
August 2013	5 First Day for New Staff 12 First Day for Returning Staff 19-30 Orientation for 6th Grade/New Students	New Teacher Days = 20 Returning Teacher Days = 15 New Student Days = 10 Returning Student Days = 0
September 2013	2 Labor Day (No School) 3 First Regular Day of School	

*Admin team for 2012-2013 is the Principals, Director of Teaching and Learning, Director of Family and Community Partnerships. Admin team will schedule vacations according to policies of Employee Handbook.

B. Tutorial/Enrichment

The sixty-minute tutorial/enrichment period at the end of each day will be a critical part of Madison Prep's educational program and one of the ways Madison Prep will utilize its extra instructional time. Enrichment will be structured practice time (no new formal instruction) guided by teachers and administrators. Students will use the sixty minute period to review or finish class work that they did not understand, work on homework with the help of peers and/or a teacher, study for assessments, collaborate on projects, read and generally further develop their study habits.

All Madison Prep teaching staff and administrators will guide tutorial/enrichment. The Skills Mastery Coordinator will be responsible for establishing norms and practices, so that students experience tutorial/enrichment consistently no matter which adult is supervising the period for that day. With sixteen staff and administrators available to guide tutorial/enrichment during the 2012-2013 school year (see list below), each of these staff and administrators will be assigned to approximately two to three tutorial/enrichment periods per eight-day cycle. When staff are not guiding tutorial/enrichment, they will be collaborating, lesson planning, and filling any other regular job duties.

Volunteer tutors from the community will be involved in tutorial/enrichment in a one-on-one tutoring fashion. Teachers will collaborate to determine which students are most in need of one-on-one tutoring during tutorial/enrichment with the Skills Mastery Coordinator.

Madison Prep staff and administrators who will be assigned to guide tutorial/enrichment in 2012-13 are: two Department Chairs, four regular teachers, two special education teachers, one ESL teacher, the Master Skills Center Coordinator, the Social Worker, the Counselor, the Director of Teaching and Learning, the Director of Family and Community Partnerships, and the Principals.

C. Co-Curricular Program

Madison Prep will offer co-curricular instead of extracurricular activities to ensure that the programs it offers complement what or how students are learning during the school day, and to ensure that student's participation and performance in these programs are measured and tracked. Co-curricular offerings will be determined by staff. The type and number of co-curricular options that will be offered will be determined by each school's principal, teachers and staff once they are hired, and further informed by students' interests and needs after both schools open.

All Madison Prep students will be required to participate in co-curriculars. Students will be evaluated on their performance in co-curricular activities based on their demonstration of Madison Prep's values (excellence, pride, leadership, and service) and the content of the activities. Students may use the co-curricular program to assist in their work on their MYP Personal Project.

D. Organizational Time

Parents often complain that their children have a difficult time organizing themselves when it comes to bringing home homework and important information, staying focused and organized while studying and completing homework, and getting things done on-time. Each day for the last 10 minutes of school, teachers will lead students through the process of gathering their work, putting things away, writing classroom assignments in their agenda books, and reviewing what students should do to be prepared for the next day. They will also spend a few moments recapping the day's activities and learning with students.

E. Intersession

Intersession will be a special two-week session between the first and second semester designed to 1) allow students who are not making adequate progress in literacy and math the opportunity to relearn important concepts and skills from first semester and 2) provide students with unique learning opportunities that generally fall outside the realm of the tradition curriculum.

During Intersession, all students will take four courses that meet every day for 85 minutes. Two types of courses will be offered: required math and literacy courses as well as elective courses. Students not making adequate progress in literacy and/or math will be required to take one or both of these intensive "booster" courses designed to catch them up. All students will have the opportunity to take special elective courses designed by the staff. These courses could be anything from *Personal Finance* to *Poetry of the Harlem Renaissance*, from *Badminton* to *Paper Mache*. Elective courses taught during Intersession will allow students to explore new interests as well as give teachers an opportunity to share their passions with students. Students not requiring booster courses will be eligible to take four electives. Students requiring one or both booster courses will still take two elective courses.

As Madison Prep grows to include eleventh and twelfth graders, high school students will not only have the opportunity to take elective courses but also to teach elective courses to younger students under the supervision of a teacher. Intersession will be considered part of the regular school year and will run according to the regular daily schedule.

Mentoring and Community Support

Evaluations of mentoring programs indicate that they have a small but significant positive effect on youth development. On average, adolescents who have been mentored are less likely to have problems in school and at home, less likely to use drugs and alcohol and less likely to get into trouble with the law.³ The impact of mentoring varies as a function of characteristics of the mentor, the young person and their relationship. In general, mentoring tends to be more successful when a mentor maintains a steady presence in a young person's life or an

extended period of time, has frequent contact with them and involves them in a wide range of recreational, social and practical activities.⁴

Madison Prep will invest in three forms of school-based mentoring in support of its students' academic and personal growth and development: group mentoring, one-on-one mentoring and peer mentoring. Each is essential to the success of young men and women, particularly young people without positive, supportive or engaging parents at home or in their community. It is very likely that Madison Prep will serve students with varying degrees of parental and/or positive adult supporters in their lives.

“The tragic plight of African-American males in regard to low academic performance, high school graduation, and college enrollment together with the increased numbers of juvenile detainees, prison incarceration, and gang involvement requires a strategic response. African-American males mentoring other African-American males is one of the critical strategies that is required. In fact, it may be the most important strategy in ensuring the successful development and maturation of young African-American males into a generation of men who will be loving fathers to their children, faithful husbands to their wives, and leaders for their community.” ~ Mychal Wynn, Author of Empowering African-American Males: A Guide to Increasing Black Male Achievement

Madison Prep will utilize mentoring as a major part of its educational strategy and will seek the involvement of as many male mentors for male students and female mentors for female students as possible. It will use all three forms of mentoring as using a single form provides inconsistent or limited options for adult interaction, coaching and support.⁵ In review of the literature on mentoring available through groups like MENTOR, the national leader on youth mentoring in the U.S., utilizing different mentoring strategies will likely yield a greater positive impact on students and those doing the mentoring than might otherwise be realized if just one strategy was selected.⁶

A. Group Mentoring

Group mentoring is when one mentor engages a small group of individuals in discussion to impart wisdom and experience on the group, to listen to their ideas and issues, and to help them problem-solve, inform their thinking, or build connections. Group mentoring has been found to be an effective tool for maximizing the benefit of a mentor's time, particularly in the case of Black, Hispanic and Southeast Asian men and women in professional careers who are highly sought after by schools to engage students but are rarely available in large enough supply to meet the extraordinary needs of young people. At Madison Prep, group mentoring will occur between faculty, staff and students, and between volunteers and students as a core practice.

Group mentors will be resources for students, ensuring to the best of their ability that students' needs are met at school and that mentees are getting along socially and academically. Each Madison Prep faculty member and staff leader will be required to serve as school-based mentors for groups of 20 boys and/or girls. This responsibility will be outlined in the position description of every Madison Prep teacher.

Athletic coaches will also serve as group mentors. They will reinforce Madison Prep's core values and leadership dimensions during athletic training and competition, and will provide students with sound personal and professional coaching, guidance and high expectations for teamwork, sportsmanship and personal conduct.

B. One-on-One Mentoring

Madison Prep staff will conduct one-on-one Mentor Statuses with each of the 20 students in their cohort at least once per quarter. Staff will hold a formal Mentor Status with each student at least once per month where they will talk through their mentees' future goals and interests, and review their progress towards fulfilling their academic and non-academic goals. These statuses are designed to help strengthen the connection between Madison Prep students, school, and a caring adult, and to ensure students are getting good advice and counsel as they pursue educational and personal success.

Mentor Statuses will also be used in the event that a young person begins to have performance problems. In these cases, Statuses will happen immediately and be followed-up on more frequently to ensure plans and resource persons are put in place to help the student succeed. One-on-one Mentor Statuses will last approximately 15 minutes. Teachers and students will be given time during the day each week for these statuses to occur.

C. Peer Mentoring

Each new student will be assigned a veteran student to help them acclimate to the school community and address school related questions they might have. In future years, after the school adds high school grades, mentors will be upperclassmen and women (8th grade for middle school and 11th – 12th grade for high school). Peer mentors will be assigned at the beginning of school year and as new students transfer to the school. This program will be implemented in the 3rd trimester of year one, in preparation for newly arriving students in year two.

D. Community Support

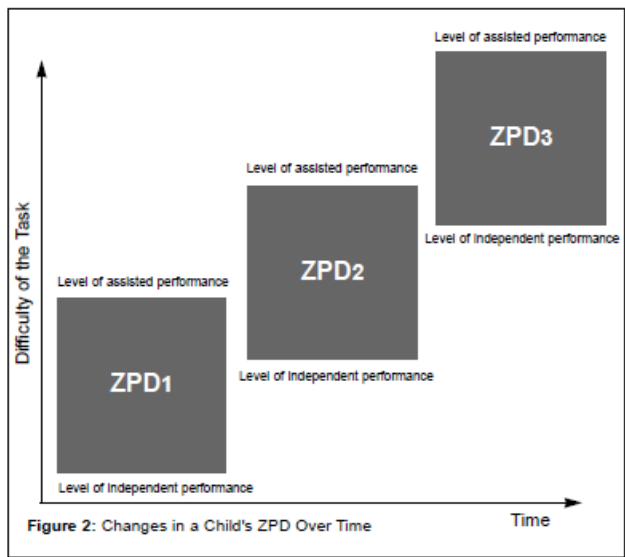
Madison Prep will seek to partner with civic groups, professional societies and professional associations, affinity groups and agencies such as 100 Black Men of Madison; fraternities and sororities; Rotary, Kiwanis and Optimists Clubs; language, cultural and literary societies; local and national colleges and universities; business and service organizations; and many others interests in lending support and engaging with its students through mentoring, event and activities they or the school may host or sponsor.

Resources permitting, Madison Prep will employ contractors through private funds: two people who will carry the title, “Community Builders.” These team members’ primary responsibility will be to develop a network of support for Madison Prep Scholars in their home communities, identifying safe-zones, supporters and advocates for Madison Prep students in communities where they reside. They will also establish relationships with key influencers in these communities and know what’s going on with students in their home neighborhoods.

Community Builders will model the school’s core values and leadership dimensions in public, and will serve as a source of inspiration, support, and partnership in the communities that they serve. *Note: This position will not be listed as a budget priority; Madison Prep will seek financial support through AmeriCorps and other sources to support these positions after the charter school application is approved.*

Prep Year

Madison Prep is 100% committed to ensuring none of its students are passed from grade to grade without having the appropriate skills to succeed academically. As a result, students who enter Madison Prep significantly behind in reading and math will participate in a “Prep Year.” This will be shared and discussed with their parents prior to the beginning of the school year.



During Prep Year, Madison Prep faculty and support staff will hone in on areas where scholars are struggling academically and establish an individualized learning plan for each student. Prep Year students will be enrolled in most of the regular curriculum but will take more versions of Language A and Math that are geared towards their specific needs for more intensive support. This support will include one-on-one and small group instruction and tutoring in reading, language arts and mathematics. Skills volunteers will be used, when appropriate, to assist with tutoring. Faculty will provide consistent challenge, encouragement and support to ensure students are brought up-to-grade level as quickly as possible.

Students enrolled in Prep Year will take “Deep Dive” classes. These classes will be taught by the regular

education teachers, with support from the Skills Mastery Coordinator and Special Education and/or ESL teachers. Students who are significantly behind in Reading will substitute regular Language A with Deep Dive - Language A (DD-LA) and those significantly behind in Math will substitute regular Math with Deep Dive – Mathematics A (DD-MA). Both classes will provide students with educationally appropriate instruction within their Zone of Proximal Development, with teachers providing increasingly challenging instruction and assignments to move students learning forward at a pace that influences students’ academic growth without frustrating them or turning them off to learning.

(See chart on previous page) As Bodrova and Leong (1998) describe in their article in the journal *Literacy, Teaching and Learning*, “The Zone of Proximal Development (ZPD) is the Vygotskian concept that defines development as the space between the child’s level of independent performance and the child’s level of maximally assisted performance. Those skills that are on the edge of emergence and that can be enhanced by varying degrees of assistance are located within the ZPD. As a new skill or concept is mastered, what a child can do one day only with assistance, soon becomes his or her level of independent performance.”⁷

An example of how Prep Year will work at Madison Prep: A student completes Madison Prep’s pre-assessment in reading and is found to be reading two grade levels behind. Instead of placing this student in a heterogeneous classroom with other students who are reading near grade level or higher, and potentially placing the student at risk of losing his or her confidence and falling further behind, Madison Prep will provide one year of specialized intensive reading instruction, within the IB curriculum, to raise the student’s skills to grade level. The student will attend DD-LA where they will receive a combination of large and small group instruction, and one-on-one instructional support/tutoring. The same will apply to students who are significantly behind in math. Both classes will be taught by the Master Teacher/Department Chairs of both subject areas to ensure students have the most effective teachers guiding their learning.

Students who complete Prep Year during their first year at Madison Prep will either repeat that same grade level as a non-prep students or move forward with their classmates to the next grade level depending on how quickly their skills develop. No student will complete Prep Year more than once.

Preps will continue to be exposed to the regular curriculum during the year, ensuring that while they are building basic and critical thinking skills, they are also engaging in learning with their peers who are not in Prep Year. Within Madison Prep’s culture of teamwork and peer support, students completing Prep Year will have the full support of their peers who are not.

Prep Year students will be designated by grade level for local and state compliance purposes only, i.e. Prep 6 for 6th graders, Prep 7 for 7th graders, and so on. For example, if they have completed 5th grade and are enrolling in Madison Prep for 6th grade, they will be listed as 6th graders but will repeat 6th grade, if necessary. The same applies to other grade levels in which students enter Madison Prep.

School staff will routinely evaluate students’ academic progress using a combination of formative and interim assessments that are aligned with IB and State of Wisconsin Academic Standards. Madison Prep’s Principal and staff will select appropriate books, materials and tools to use with Prep Year students.

¹ Hayden, Mary and Jeff Thompson. *International Schools: Growth and Influence*. UNESCO’s International Institute for Education Planning, Paris France, 2008.

² Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19 June - 22 July 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948. The definition has not been amended since 1948.

³ Rhodes, Jean and Sarah Ryan Lowe. *Mentoring in Adolescence*. In Richard Lerner and Laurence Steinbergs (eds.) *Handbook of Adolescent Psychology*, 3rd Edition. Vol. 2, pp. 152-190. New York: Wiley, 1990.

⁴ Langhout, Regina Day, Jean Rhodes and Laurie Osborne. *An Exploratory Study of Youth Mentoring in an Urban Context: Adolescents’ Perceptions of Relationship Styles*. *Journal of Youth and Adolescence*, Vol. 3, No. 4, August 2004, pp. 293-306.

⁵ US Department of Education. *Impact Evaluation of the U.S. Department of Education’s Student Mentoring Program*, February 2009.

⁶ Mentor Research Categories: http://www.mentoring.org/news_and_research/research_and_studies/research_categories/#formal

⁷ Bodrova, Elena and Deborah Leong. *Scaffolding Emergent Writing in the Zone of Proximal Development*. Literacy Teaching and Learning, 1998: Volume 3, No 2, page 1.