



TO: Members of the Board of Education

FROM: Jennifer Cheatham, Superintendent of Schools

DATE: December 8, 2016

SUBJECT: Badger Rock Middle School Charter Renewal

Issue:

The charter contract for Badger Rock Middle School (BRMS) expires on June 30, 2017. The Board is required to make a decision as to whether or not to renew BRMS' contract at least three months before the contract's expiration. As a result, the Board is asked to review the BRMS charter renewal application during the December 12th Operation Work Group for consideration for a December 19th Board action to renew the contract.

Background:

In December 2015, the Superintendent recommended, and the Board granted, BRMS a one year charter contract extension. The Board approved the one-year contract to allow the school to prepare for a more rigorous 2016 charter review process in line with the national charter guidelines.

In June 2016, MMSD launched a [new charter school renewal process](#) that requires a charter school and their governing body to prepare an evidence-based application detailing the success and efficacy of the school's implementation over the course of the previous contract, and the plan for process improvement and implementation for the future term of the renewal request (typically five years). Under this new process, if any school should receive a "fails meet expectations" the school would not be recommended for a full charter renewal for five years. However, each school is given the opportunity to resolve any areas that do not meet expectations after the Charter Committee's first review of the application and prior to the official December Board meeting.

During the December Regular Board Meeting, the Board has a number of options available for consideration for any charter renewal. They are:

1. Non-renew the charter. The Administration would then provide a recommendation as to whether the school should dissolve, become a magnet school, or become a neighborhood school.
2. Renew the charter for less than the five years requested. Board policy allows a charter to be renewed between two and five years.
3. Renew the charter for a one year probationary period. The Board would need to waive their current policy to allow for a one year renewal period.
4. Renew the charter for the full five year term.

If the Board approves a charter renewal in the December Regular Board meeting, the contracts for each school could be revised to reflect additional expectations for improvement over the upcoming years. Additionally, the Board could choose any of the options above with a conditional approval. This condition could be that the charter respond to areas of concern prior to the date of the contract vote. In any case, an approved application would mean that the final contracts will come back to the Board in March for approval prior to the DPI required April 1 finalization date.

Analysis:

BRMS was founded to empower its students to thrive as citizens, entrepreneurs, leaders, collaborators, and innovators, working to restore the natural world and to better the cultural environment while creating just, nourishing, and sustainable communities. Today, BRMS embraces this through an urban agriculture lens and a philosophy of participatory, place-based learning through real-life, inquiry-driven projects designed by students and teachers emphasizing social change within the local community. Currently, there are 75 students attending BRMS (36% Hispanic, 25% African American, 17% bi- or multiracial, 17% white, 37% ELL, 27% SPED, and 75% low-income).

On October 24th, BRMS submitted their charter renewal application. Upon receipt, the MMSD Charter Review Committee scored the application using the publically available renewal rubric. Ultimately, BRMS was found to have areas that did not meet expectations. In early November, the MMSD Chief of Staff met with school leadership and governing council members to share the feedback and next steps for resubmission.

On November 17th, BRMS resubmitted their charter renewal application based on the feedback given on the original submission. The Charter Review Committee scored the final applications again. Summary conclusions are below.

Strengths in the current term (2015-2016, and start of 2016):

- New school leadership and refreshed school governing board and structures all in line with and support of the school's vision
- Sustained focus on project-based learning model supported by research
- Slight growth in MAP reading proficiency 2014/15 to 2015/16 for most subgroups, with the exception of ELLs and low income students who fell in proficiency

Areas of strength in the charter renewal application:

- Vision to expand experiential and project based learning to students through a tighter instructional scope and sequence and stronger partnerships with the community
- Root cause analysis provided on student math assessment results, which led to clear improvement areas in the area of math core curriculum
- Strong focus on improving systems and communications between the school staff, school leadership teams, and the BRMS Governance Council

Areas for growth in the charter renewal application:

- Financial Sustainability & Enrollment
 - In order for BRMS's model to remain financially feasible, BRMS would need to reach a student enrollment of 150. To get there, BRMS would need a stronger student recruitment strategy for all grades levels and more concrete ways to increase their school facility capacity from 100 to 150 students.

- School Data
 - We acknowledge the new leadership team and Governance Council in place at BRMS since the previous years' academic results. Still, we have concerns about the lack of academic gains in the 15/16 school year. The application should more clearly state the improvements that will be made to the core curriculum in reading.
 - Outcomes for ELL students and students with disabilities are in need of improvement. The application should more clearly state the improvement plans for these student groups.
- Waivers
 - The application states that they would waive the MMSD grading system; yet, the application doesn't fully describe what system would replace the MMSD grading system. More information is needed on this waiver.

We look forward to a discussion on Monday which will inform my final recommendation to the Board for your consideration on December 19, 2016.

Charter School Renewal Rubric Evaluation - Final

Badger Rock Middle School

December 7, 2016

		Committee	
		Rating	Notes
School Information			
	Vision, Mission, Goals	Meets Expectations	
	Values and Instructional Theory	Meets Expectations	
	Vision for Future	Meets Expectations	
Governance Council & Leadership Structure			
	Governance Council	Meets Expectations	
	Leadership Structure	Meets Expectations	
	Planned Changes	Meets Expectations	
Student Body and Demographics			
	Student Body/Demographics	Meets Expectations	
	Planned Changes	Meets Expectations	In order to support the goal of 100 students next year the Committee would like to have seen a student recruiting strategy that includes recruitment for 7 & 8th grade students. Additionally, the Committee would like to have seen evidence for the recruitment efforts stated from earlier this year in September, October, and November.
School Data			
	Academic Achievement Data & Analysis	Fails to Meet Expectations	The academic achievement of Badger Rock does not meet expectations. While the root cause analysis provided is good, there is a lack of focus on changes needed to enhance the core reading curriculum. The efforts to strengthen interventions are good but there is evidence that the core reading instruction is critical to the plan for improving reading outcomes for students.
	Student Attendance Data	Meets Expectations	
	Student Behavior Data	Meets Expectations	
	Climate Survey Data	Meets Expectations	
	Student access to Opportunities	Meets Expectations	
	Summary Doc of Charter Measures	Meets Expectations	Ideally the Committee would have access to the actual data from this year up to the first quarter including the overall of student results available to date for this current year.
	Summary Doc of Charter Goals	Fails to Meet Expectations	The outcome data of the Charter Goals does not meet the expectations of the Committee. While the root cause analysis is good, there is no clear process as to what will happen different to improve outcomes in reading.
School Improvement Planning			
	School Improvement Planning Process	Meets Expectations	
	Planned Changes	Meets Expectations	
Family Engagement			
	Family Engagement	Meets Expectations	
	Planned Changes	Meets Expectations	
Curriculum, Instruction & Assessment			

	Curriculum	Fails to Meet Expectations	The application does a good job of explaining the project based learning approach and the research to support it. However, the core reading curriculum is not clearly explained and there is no clear evidence that it appears in within the BRMS standards, nor in the instruction scope and sequence. Please provide the full instruction scope and sequence rather than just an example. The Curriculum section seems to support an Environmental focus over Urban Agriculture. Is this a shift in your mission and focus? If yes, that should be more apparent from the beginning to end of this document. If not, please provide scope and sequence for the Urban Agriculture focus. Committee doesn't see an intentional focus to support ELL growth.
	Planned changes	Fails to Meet Expectations	Provide the robust instructional scope and sequence for this current school year. If you are still focusing on urban agriculture, provide the urban agriculture standards here.
	Instructional Design	Meets Expectations	
	Planned changes	Meets Expectations	
	Assessment Plan	Fails to Meet Expectations	Unclear how the assessment plan supports the instructional design.
	Planned changes	Fails to Meet Expectations	The rubric states to provide a full Assessment Plan, the application states that it is still in development. The expectation is that the Assessment Plan would include the project based learning assessments, AIMSWeb, etc. At this point the only Assessment Plan is in the SIP, but the SIP Assessment Plan doesn't include all the assessments described in the application.
Student Behavior Management			
	Student Behavior Management System	Meets Expectations	
	Process for Continuous Improvement	Meets Expectations	
	Planned Changes	Meets Expectations	
Key Partnerships			
	Key Partnerships	Meets Expectations	
	Planned Changes	Meets Expectations	
Human Resources			
	Staff Recruitment and Retention	Meets Expectations	While this meets the rubric, the Committee would have thought Badger Rock would want competencies above and beyond the district's. The application says that they have been created, but they weren't provided. Similarly, the staff retention plan meets expectations but the Committee was hoping for a stronger retention plan, including a better development of staff leadership concept in last bullet. The Committee also would have liked to see the research strategy expanded upon more.
	Staff Evaluation Plan	Meets Expectations	
	Planned Changes	Meets Expectations	
Transportation			
	Transportation Plan	Meets Expectations	
	Planned Changes	Meets Expectations	
Waivers			
	Use of Statutory Waivers	Meets Expectations	
	Use of Waivers of Board Policy	Meets Expectations	
	Use of waivers of Employee Handbook	Meets Expectations	
	Method of Communicating waivers to stakeholders	Meets Expectations	
	Planned Changes	Meets Expectations	Further discussion is needed regarding the grade reporting system. At this time the Committee is not prepared to support a waiver to the grading reporting system without a better understanding of what the replacement system would be.
Financial Operations			
	Financial Operations	Meets Expectations	
	Planned Changes	Meets Expectations	The Buck Institute, AVID training, and other conferences can be quite expensive. Ideally we would have a breakdown of the PD budget to show how you would fund these PD and recruiting strategies.
Facility/Safety Planning			
	Facility Plan	Meets Expectations	

	Process for ensuring health and safety of students	Meets Expectations	
	Planned Changes	Fails to Meet Expectations	There continues to be concerns on the viability of a Phase 2 fundraising plan. If there is no fundraising, or not enough, the expansion to 150 kids would still be expected to happen. The expansion options stated in the application would need to come from local funding sources without impacting the instructional model of the school. The Committee needs evidence that options 2 and 3 stated on page 86 would be feasible without compromising the instructional model of the school.
Legal Requirements			
	Process to ensure legal compliance	Meets Expectations	
	Process for ensuring equitable access to all students	Meets Expectations	

BADGER ROCK  MIDDLE SCHOOL

Charter School Renewal Application 2016



photo by Adam Ryan Morris

Growing resilient learners, one project at a time



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Letter to the District

Badger Rock Middle School (BRMS) is seeking a five year renewal of its charter school contract. We are optimistic about our strategic planning effort and new school leadership committed to building staff capacity. We have enhanced our ability to work in concert and deliver results that benefit students, their families and the community.

We have identified key ways to communicate with school leadership, parents and valued partners to understand needs and align the implementation of the school mission. It has been especially gratifying to observe the new interim principal as he listens intently to parents, then incorporates staff, governance partners, and MMSD into the conversation so that everyone is working and communicating together. In his words: *We are all facing the same direction.*

We are excited about the strong, diverse council presence, its demonstrated resilience and re-commitment to innovative practices, school leadership and council work. Tremendous efforts have been made to confirm a school culture that aligns Urban Agriculture as a model for teaching and learning within the project based learning methodology. This fall, we have added a farmer in-residence with support from Community Groundworks. begun the second year with Aldo Leopold Nature Center to support weekly Field Days, and partnered with Spring Harbor, an experienced environmental middle school.

The monthly CommUNITY dinners we offer, in partnership with Center for Resilient Cities/Badger Rock Neighborhood Center, are a foundation for promoting student work, family fun and healthy eating. Dinners are a springboard for engaging neighbors and maximizing our role as a school embedded in a neighborhood center. Our collective stewardship of the neighborhood is important.

Our priorities are set and and our efforts aligned with stakeholders, including parents, partners and MMSD. It is our intent to extend the school capacity to deliver high quality education with a focus on increasing enrollment for the 2017-2018 year. Within the context of our four core values, we continue to work on clarifying our project-based learning instructional design model and providing staff with the tools they need to practice it with fidelity. This has been done primarily by synthesizing innovative strategies with traditional best practices.



This report highlights the actions that will be taken to show resilience with a more focused and disciplined approach in the creation and implementation of our school Improvement Plan (SIP). We are eager to work with MMSD resources, Innovative Schools Network and the UW to move forward with greater clarity to make BRMS shine as an example of excellence, an investment and a model for others.

There is still much work to be done, including implementation of strategic planning goals and building stronger structures and systems to ensure enrollment growth, financial sustainability, and the continued clarification and implementation of a project based learning instructional design model. The Council has created an infrastructure to measure progress, prepare disciplined reviews and adjust strategies to achieve our goals over the next five years. We ardently believe in the Badger Rock Vision and believe that this term report demonstrates our commitment to ensuring a very positive future for BRMS in the service of our students, families, and the overall community.

Respectfully Submitted,
Tom Mosgaller, BRMS Governing Council Chairperson



I. School Information

A. School's Vision, Mission and Goals

Badger Rock Middle School (BRMS) empowers its students to thrive as citizens, entrepreneurs, leaders, collaborators, and innovators, working to restore the natural world and better the cultural environment while creating just, nourishing, and sustainable communities.

Mission

Badger Rock Middle School (BRMS) will prepare our diverse student citizens to meet the challenges of the 21st century, helping them thrive as environmentally responsible, justice-oriented problem solvers and lifelong learners. Our interdisciplinary academic program thrives on authentic, community, project based learning (PBL) at its core, with ecological systems as our comprehensive framework. Badger Rock Middle School will be a model for environmental sustainability, culturally relevant teaching, stewardship and civic engagement integrating best practices in sustainability education, design, and systems thinking into every aspect of the learning experience.

Badger Rock Middle School: Growing Resilient Learners One Project at a Time

Vision

We aim to create a school where all students are engaged and supported in active learning to develop lifelong learning skills, with an understanding of themselves and their relationship to family and community.

We also aim to empower our students to thrive as citizens, entrepreneurs, leaders, collaborators and innovators, working to restore the natural world and better the cultural environment while creating just, nourishing and sustainable communities. The on-site farm, sustainable energy demonstration site and surrounding environment will serve as a living lab for students, allowing them to learn side by side with professionals, mentors and community members.

Community partnership, learning and citizenship are crucial elements of the school's overall vision to increase student engagement and strengthen relationships and learning outcomes. With passion, a healthy, informed optimism, and a well-stocked tool kit,



students from Badger Rock Middle School will become our future leaders, reshaping our communities in socially, ecologically and economically sustainable ways.

The school will engage all members of the learning community in authentic experiences meant to help students, staff, and the community explore issues of sustainability, local culture, interdependence, social justice, and global awareness. The school will combine the best features of traditional and innovative curriculum, propelling students to think critically and strategically, solve problems creatively and collaboratively, and gain knowledge and skills to be catalysts and change agents in their communities. In doing so, the school will meet and exceed all local and state academic standards and create a dynamic new model for holistic education based upon principles of sustainability.

The following are the school's core values that support the student experiences at Badger Rock Middle School:

PLACE: Investigating and taking care of our community. Students scrutinize cultural and natural systems via hands on activities at the school site. Classes routinely go offsite to survey local ecosystems and nearby neighborhoods during weekly place-based field days.

CULTURAL RELEVANCE: Learning with content and activities that reflect students' backgrounds. Students regularly encounter images, language, people, and values that help them feel at home in an environment where they can readily learn. Teachers ground their teaching practices in community awareness and participation.

SUSTAINABILITY AND RESILIENCE: Cultivating an awareness that how we live impacts our ecosystem and society. Every aspect of the physical environment – school building, energy systems, gardens, greenhouses – will model sustainability. Mindfulness practices and service learning foster personal and social resilience.

DESIGN AND INQUIRY. Nurturing curiosity and design projects that require essential questions, challenges, and problems. Projects will require students to identify opportunities and problems, collect and interpret data, design prototypes, give and receive feedback, and share final products.

The core values stated above help create a framework for success for Badger Rock Middle School students and are measurable through their direct relation to the goals in the School Improvement Plan and the Strategic Planning Document. Specific measurable goals related to PBL include exposing staff to PBL and building capacity, building PBL into content knowledge and creating methods for teachers and students to assess effectiveness. Additional measurable goals related to Urban Agriculture include developing a purpose statement and a clear vision, building a network of partners to



advise and support the BRMS program, using Urban Agriculture as a context for learning PBL and acquiring needed resources and skills to implement the program.

Badger Rock Middle School exists as a charter school to serve students utilizing an educational model and pedagogical approach that differs a great deal from the legacy schools in the Madison Metropolitan School District. Badger Rock's place- and project-based learning model requires a very different curricular focus than other schools in the district, therefore solidifying the need for the school to be a charter. Additional reasons why a charter school is necessary relate to a small school size, potential for increased neighborhood/parental involvement and middle class flight. The small size of BRMS has proven to be a positive factor in building relationships within the school setting as documented in school feedback. Neighborhood students who attend Sennett Middle School are currently bussed 45 minutes out of their neighborhood. There is not a natural connection between the school and home because of the great distance. Having a nearby school embedded within a neighborhood center creates a higher potential for family engagement. This is already beginning to happen during the 2nd Friday CommUNITY Dinners. Furthermore, too many middle class families are leaving the district because of real or perceived lack of options for certain learners who might not excel in school. The experiential learning style and charter school concept has appeal to families that might otherwise look for other options.

B. School's Core Beliefs, Values and Instructional Theory

BRMS is built upon a student centered, holistic educational model, with a culturally relevant, place-based curriculum, which helps develop the knowledge, skills, and attitudes necessary to become engaged citizens who can respond effectively to dramatic global change. This philosophy is based upon a worldview that recognizes the universe is interconnected parts and systems that can only be fully understood in relationship to one another. This systems thinking helps students understand the complex interactions between natural and social systems, and develops strategies that facilitate student interests and investigations. Classroom work is based on real world experiences rooted in a sense of place and tradition and engage the whole person to think critically and live with compassion, energy, and purpose to provide students the opportunities to learn by doing, learn by achieving, and learn by making a difference.

Teaching through project-based learning allows our core values to permeate all student learning experiences. PBL also supports the acquisition of many skills addressed in our district's graduate vision (critical thinking, creativity, collaboration, communication) and our school's equity vision of engaging all students in active learning.



PBL is an effective way to learn and develop deeper competencies required for success in college, career, and civic life. There is a great body of research supporting the implementation of PBL approaches. Much of this research has been gathered and shared by the Buck Institute for Education (www.bie.org). Their collected research provides a strong rationale for utilizing PBL, including:

- making school more engaging for students,
- improving learning,
- building success skills for college, career and life,
- helping address standards, and
- connecting students and schools with communities and the real world.

The Underlying Theories of Research

Environmental education is not a new concept for educators in the state of Wisconsin. According to the Wisconsin Administrative Code (see PI 8.01(2)(k)), "environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans, with greatest emphasis in art, health, science, and social studies" in every school district. Furthermore, a press release from the Wisconsin Department of Public Instruction (2009) demonstrates the continued support of the state's educational leaders regarding environmental education:

"In an effort to ensure that every child graduates with the environmental skills and knowledge needed to build Wisconsin's economy and a sustainable future, the Wisconsin No Child Left Inside Coalition will develop the state's first environmental literacy plan."

The release continues:

"Wisconsin schools need robust environmental education programs that not only teach environmental science, but that also stress the need for citizen involvement and solving problems through critical thinking and collaborative working relationships," said Jesse Haney, coordinator of the Wisconsin No Child Left Inside Coalition.

Given the seemingly increased attention on environmental education within our schools, it seems wise to explore the research for signs of effectiveness.

A focus on the environment for promoting learning is not a new concept in Wisconsin. According to the Wisconsin Administrative Code [see PI 8.01(2)(k)], "environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans, with greatest emphasis in art, health, science, and social studies" in every school district.



Due largely to the multiple definitions and desired outcomes of environmental education writ large, research on environmental education is fragmented and "disappointingly quiet on the more general question of 'what works'" (Feinstein, 2009, p. 35). A variety of research on the specific instructional strategies of Environmental-Based Education (EBE)/Place-Based Education (PBE) has brought about consistently promising results in terms of academic achievement and, to a secondary degree, environmental behavior.

In a widely cited report prepared by California's State Education and Environment Roundtable titled *Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning*, Lieberman & Hoody (1998) discuss findings from a study of 40 schools (representing elementary, middle, and high-school levels) located in 12 different states that implemented EBE strategies. Evidence based on survey results, site visits, interviews, and gains on standardized test scores and G.P.A.s suggests that students learn more effectively within a comprehensive environmental-based educational framework than students within a more traditional, compartmentalized educational framework. Observed benefits of EBE focused schools included an increased performance on standardized tests measuring academic achievement, a reduction in behavior issues; and a qualitative change in student engagement and motivation.

More recent quantitative and qualitative studies (Athman and Monroe, 2004; Falco, 2004; NEETF, 2000) document the same benefits, even expanding the range of positive effects. For example, Falco (2004) found that students in 10 middle schools in South Carolina participating in a program that used the environment as an integrating context (EIC) showed a degree of improvement in attendance, discipline, and academic achievement. Powers (2004) notes some especially intriguing initial findings concerning students with special needs and ESL students. Qualitative data indicates that students with a range of special needs perform better during place-based learning activities.

One common and important characteristic of many of these successful programs is that the environment and environmental issues are the focus of the majority of a school's curriculum. Consequently, successful PBE programs utilize several means of connecting students to place. One method gaining recent popularity in the U.S. is the school gardening movement. In a review of 12 quantitative and 7 qualitative studies on gardening projects within U.S. schools, Blair (2008) notes some positive and significant trends. For example, 9 of the 12 quantitative studies demonstrate that students engaged in school gardening programs attain higher science achievement and improved food consumption behavior. Common themes among the 7 qualitative studies include an increase in student bonding and teamwork and an improved school attitude.

Another noteworthy feature of many EBE/PBE curricula is strong tendency towards using student-centered approaches such as project-based learning. Project-based learning is



consistent with constructivist approaches to education that assume students need opportunities to construct knowledge by asking and refining questions, direct investigation, interpreting and analyzing information, and drawing conclusions (Rivet and Krajcik, 2004; Blumenfeld et. al., 1991). Scholars in science education appear to be at the forefront of this research. A growing body of literature indicates that Project-Based Science (PBS) yields significant positive results for students. For example, a team of researchers has been working on a large-scale PBS project in collaboration with the Detroit Public School District. Results indicate that a standards-based, inquiry science approach increases standardized achievement test scores, including a decrease in the gender gap among African-American males (Geier et. al., 2008). Equally promising, results from Cuevas et. al. (2005) indicate that an inquiry-based approach to science education for elementary students is effective for promoting students' inquiry ability, including their ability to plan procedures and draw conclusions. In their study, low-achieving, low-SES, and ELL-exited students showed particularly significant gains in these areas.

In addition to Environmental and Place Based Learning, Service Learning has also been shown to have a significant impact on student learning and student efficacy. Service-learning — partly through its effects on students' sense of community and positive school climate — may especially help to increase the engagement and motivation of disadvantaged students. Brandeis University researchers found that service-learning's academic and civic impact was even greater for lower-income, minority, and more at-risk youths (Center for Human Resources, 1999). Additionally, a Search Institute evaluation of the National Service-Learning Initiative and the Generator Schools Project 4 concluded that students who were most at risk or more disengaged from school when they got involved in service-learning saw positive changes during the time of their involvement. By the end, they were more likely to: believe they were contributing to the community; be less bored than in traditional classrooms; be engaged in academic tasks and general learning; and be more accepting of diversity (Blyth, Saito, & Berkas, 1997).

The studies discussed above represent some of the larger contributions to the broad field of environmental education research, including project-based learning and service learning. Individual case studies from a wide-range of school settings document the success of each of these approaches to teaching and learning. We do not want to romanticize the power of EBE, PBE, Service learning or project-based approaches as, obviously, no "magic bullet" exists that will address all of the issues faced by our school district. However, a growing body of research leads us to believe that using the environment and a culture of service to others as an integrative context in the curriculum are successful and promising strategies.

In a widely cited report prepared by California's State Education and Environment roundtable titled *Closing the Achievement Gap: Using the Environment as an Integrating*



Context for Learning (EIC), Lieberman & Hoody (1998) discuss findings from a study of 40 schools (representing elementary, middle, and high school levels) located in 12 different states that implemented Environmental-Based Education (EBE) strategies. Evidence based on survey results, site visits interviews, and gains on standardized test scores and G.P.A.s suggests that students learn more effectively within a comprehensive environmental-based educational framework than students within a more traditional , compartmentalized educational framework. Observed benefits included an increased performance on standardized tests measuring academic achievement, a reduction in behavior issues, and a qualitative change in student engagement and motivation

C. Vision for the Future

From our strategic planning process this summer, we learned from families, students, staff and community members that our focus should turn towards the operationalization and implementation of our mission and vision. In “Organizing Schools for Improvement,” Anthony Bryk points to several “essential supports” that are required for school improvement. Our vision for the future centers on implementing these supports in service of our equity vision “to engage all students in active learning and develop a strong understanding of themselves and their community.” Since the beginning of this summer, our school has begun to plan and implement these supports.

School Learning Climate

The results from our climate survey, monthly parent feedback sessions, student interviews and staff reflections point towards the need to create a culture of high expectations and a climate of trust. Students, staff and parents reported that students repeatedly left class, played non-academic games on their computers and phones and used profanity towards adults and their peers. Furthermore, climate surveys from students, staff and families identified “safety” as one of our top priorities areas. In response, our staff spent this summer reflecting and planning for a safe and predictable environment that is built on fostering trust between adults and staff. Specific actions we have taken include teaching and practicing routines, teaching and rewarding our behavior expectations, shifting support from student services into the classroom and creating opportunities for student and staff bonding. In just 3 months, our results look promising. Students, staff, families and community partners report a positive shift in our culture and climate.



Parent and Community Ties

Based on feedback from our family climate survey and monthly family meetings there was a strong need to re-engage our parents and families. For example, in the 2015-16 climate survey, our families reported rarely visiting our school or meeting with staff. At our monthly family meetings, our parents also reported the need for increased communication from the school regarding their child's academic performance and events. In response to these needs, our school began crafting our family engagement plan centered around better communication and building community (see section VI). Preliminary results are promising, including increased communication from school and family attendance at school events. We will also continue to create leadership spaces to increase parent leadership and decision making. For instance, we added another parent representative to the governance council and our parents crafted their own mission and purpose for our monthly family meetings.

Professional Capacity of the Faculty

Our vision for the future includes a faculty that has the proper training and expertise to teach using a project-based learning framework, teach reading strategies, training in AVID practices and competence in building positive relationships with our students. Out of 7 academic staff, we have 2 teachers that have attended professional development sessions in project-based learning, 1 teacher with a reading license, 2 teachers with AVID training and 3 teachers with Developments Designs training. We will be prioritizing our funding and resources towards building the collective capacity of our staff to meet our students' academic and social emotional needs.

Instructional Guidance

Our vision for the future also includes a rigorous curriculum that is grounded in content and agriculture standards with thematic driving questions. We also envision instruction that is inquiry-based, relevant to our students lives and their community and supported by necessary interventions. Our assessments will be multi-faceted, timely and used to adjust planning and instruction. During our summer reflection, we identified having a thematically connected curriculum but one that is not reflective of agricultural experiences due to a lack of agricultural expertise on our staff. Our instruction across classrooms was inconsistent with the project-based learning framework due to the lack of training (only 1 core teacher received any training) and the last minute hiring of an emergency math teacher. Furthermore, reading intervention structures were place but delivered without consistency and our assessment plan was not fully developed due to the lack of summer planning.



We acknowledge this is one of greatest areas of need and have already taken several steps including intense summer curriculum planning, creating a project-based learning transition plan, securing a farmer-in-residence as a source of agricultural expertise, using Title 1 funds for before/after school interventions and securing diagnostic assessments tools in math.

Appendix A: Project Based Learning (PBL) Transition Plan



II. Governance Council and Leadership Structure

A. Governance Council

The BRMS Governance Council includes ten members with representatives from the community, BRMS families, staff and partners. Six of the ten members have been added in the past year. The current makeup is as follows: parents (2), community professionals (5), retired MMSD teacher (1), BRMS school principal and BRMS teacher (1). The council meets monthly. Throughout the last term, the BRMS Governance Council engaged in activities that support the school's mission and vision. Current committees include: fundraising, neighborhood/community assets, partnerships (FMPS Adopt-a-School and Community Related via CRC), and Parents/PTO. The community partnership committees have done a great deal of work to resolve challenges impacting BRMS. The current BRMS Governance Council is capable of engaging the other stakeholders/partners and optimizing our vision for the school. All of our partners are committed to making BRMS a model of innovation through aligned and defined actions, and the methods of measuring our execution and progress over future terms.

During this term, the Governance Council approached the future more strategically, with an eye towards organizational quality and continuous improvement. The council engaged in a Strategic Planning Initiative led by Tim Hallock, Quality Management Director, State of Wisconsin Dept. of Health, Division of Care & Treatment, engaged partners and stakeholders in supporting BRMS growth and success and re-invigorated our parent and family group while nurturing broad support from the community surrounding BRMS.

Appendix B: Governance Council Members

Appendix C: Governance Council Bylaws and EIN Number



B. Leadership Structure

The School Based Leadership Team (SBLT) includes the BRMS interim principal assigned by the MMSD in July of 2016, as well as representation from core academic staff, student services, and support staff (specifically the Bilingual Resource Specialist and Special Education teacher). The SBLT utilizes data to inform the development of the SIP and monitor implementation and outcomes over the school year, sets the tone for use of data and problem solving at school site and serves as a model for effective data use, analysis and action planning for other school teams.

Recent changes to the SBLT include increasing the frequency and regularity of SBLT meetings (twice a month) in order to successfully fulfill primary role of focusing on goals within the BRMS School Improvement Plan and utilizing data on consistently and with fidelity to inform decision making.

Communication & Decision Making Structure

Beginning the summer of 2016, communications structures and decision making structures have been implemented to foster a collaborative culture. The principal will communicate to the council the issues that are negotiated at the school-level, and will raise issues with the council that need to be negotiated at the council level.

Parents and families are sent weekly correspondence highlighting school wide events along with classroom specific news. Furthermore, the principal has met monthly with a growing parent and family group to provide updates, craft a mission and purpose for the group and support specific projects.

Finally, the school's leadership team meets on a more regular basis (twice a month as well as special sessions) to support the implementation of our improvement plan as well as address current issues. Notes are kept and shared with all staff members while key decisions are made after sufficient input from all staff.

C. Planned Changes to Governance Council and/or Leadership Structure for Renewal Term



Looking forward, the BRMS Governance Council anticipates executing our newly drafted strategic plan which includes a review process for measuring progress and modifying goals over time, clarifying and strengthening working relationships between all stakeholders utilizing the Governance Council Roles and Responsibilities Matrix and enhancing communication and issue resolution at regularly scheduled stakeholder meetings with MMSD, CRC and FMPS AaS partners. In addition, as we head for 2020, we will be working to broaden council understanding of ways to foster board success, strong working committees such as fundraising, enrollment, community, and broadening parent engagement. The BRMS Strategic Planning document and School Improvement Plan are unifying documents that will assist with the direction of the BRMS Governance Council in both theory and operations.

Rationale for Changes

When granted a one year renewal in late fall 2015, the BRMS Governance Council two areas of focus to promote school growth and change:

- 1) critically analyze what had happened since 2011, and
- 2) create a supportive process to make decisions affecting future directions.

We engaged a strategic planner and during this process the council reflected and sought feedback from all partners, staff, families and MMSD administration using the same feedback process each time ----eventually gathering feedback from all to identify three key objectives that would drive future work and relationships.

Leadership changes in July accentuated a need to change communication and decision making structures for all stakeholders. In addition to a principal, it is also noteworthy that many new individuals have joined the Badger Rock Team. Sharing clearly articulated strategic objectives, strategies and actions and more frequent communication with key representatives has enabled us to maximize our ability to absorb and incorporate their voices in our on-going operation. Strategic planning represented an opportunity to grow and change by critically assessing our strengths and weaknesses. Agreeing on key objectives with all stakeholders has helped us communicate clearly to all. It has created a dynamic that enables people to join the process at any point as team members.

The BRMS Governance Council meets monthly and communication / decision making generally follow a routine template that invites predictability. Individual members are asked to submit agenda topics in advance. Prior to monthly meetings, members receive an email request to review minutes /ideas and prepare to give feedback . In addition we



rely on staff, parents, partner members to bring the voice of their constituency group to the council meeting to discuss issues or give input. All members have an opportunity to check in at the start of the meeting and give feedback before adjournment. Decisions are made after all council reps have an opportunity to provide feedback. Council members also attend parent meetings and monthly partner meetings in order to listen, answer questions, provide information or resolve issues. This has been extremely important during the past few months as we seek to re-build our parent group and gather input from a diverse set of parents.

Parents communicate through council member reps, the principal, teachers and the school secretary. The format can be bilingual, electronic or hard copy and often is handled within the weekly principal communication or a sign outside the school, or at the entry way. 2nd Friday CommUNITY Dinners provide another vehicle to have handouts, announcements and informal conversations. When we attend monthly parent meetings we listen and respond as requested. The best vehicles for parents feedback and engagement in decision making is by talking with the council reps, attending a parent meeting, or asking staff members to pass on information. This is an area that is “under construction” as we pursue our goal to be stewards of the community and the environment which includes the parent community.

Staff have open lines of communication and build trust through a staff welcoming luncheon, working collaboratively with staff, partners and students on projects such as the 2016 Election Day Bake Sale to benefit school string instruments and urban agriculture program, and attending 2nd Friday CommUNITY Dinners together where we can be an audience for the sharing of student projects.

When seeking information or feedback from our broader community, we have asked individuals to respond to a survey or questionnaire, requested information be provided via the principal, teacher rep or SBLT or at times communicated collaboratively with an identified staff representative for a specific project.

We have worked with the majority of our key partners for several years and there is a strong shared commitment to the success of BRMS students and support for the school needs. Partner meetings include advance agendas, minutes, time for updates, questions, collaborative planning, problem solving and check out. Summer meetings are focused on



reviewing plans for the year and anticipating changes. Partner representatives have gone out of their way to be supportive, usually communicating between meeting by email.

BRMS communications are a work in process. We are most excited to be working on an innovative communications initiative with representatives from our FMPS AaS partner The Vine Church to streamline, facilitate and modernize our Governance Council communications. Council members are beginning to pilot SLACK, an app, which be one click for access to all BRMS documents, emails, significant articles and project templates.

Appendix D: BRMS Governance Council Strategic Plan

Appendix E: BRMS Governance Council Roles and Responsibilities Matrix



III. Student Body/Demographics

A. Student Body/Demographics

The following chart represents BRMS enrollment demographics for the total student body:

Enrollment	2013-14	2014-15	2015-16	2016-17
All School	92	84	73	75
Grade 6	12	30	33	21
Grade 7	43	17	23	35
Grade 8	37	37	17	19
Asian	4	3	3	3
Black	16	20	15	19
Latino	40	27	26	27
Multiracial	6	8	14	13
White	26	26	15	13
Special Ed	22	20	18	20
ELL	39	25	23	28
Low Income	64	56	49	56
Advanced Learners	22	21	3	4

The BRMS attendance area mirrors that of Sennett Middle School; however, BRMS places a preferential emphasis on attracting students who live within the immediate Badger Rock neighborhood. While all families living in the Sennett attendance areas receive information on BRMS, those who live in the immediate neighborhood receive additional information through the Badger Rock Neighborhood Center and the Center for Resilient Cities, and also receive preference for admissions.

The small school size as well as BRMS's educational model and pedagogical approach have attracted families of students with disabilities. In addition to the decrease in advanced learners last year, this shift in our population have created an opportunity for us to plan for more personalized learning opportunities. The chart below illustrates the shift within our population of special education students. These changes speak to the attraction of our educational model and pedagogical approach that places learning experiences beyond the four walls of a traditional classroom.



Percentage of Disability Within Our Special Education Population	2013-14	2014-15	2015-16	2016-17
A: Autism	13%	16%	38%	15%
CD: Cognitive Disability	13%	11%	0%	0%
EBD: Emotional Behavioral Disability	8%	11%	25%	20%
LD: Specific Learning Disability	46%	32%	25%	10%
OHI: Other Health Impairment	17%	26%	25%	40%
SL: Speech or Language Impairment	4%	5%	13%	15%
V: Visual Impairment	0	0	0	5%

Applications for Enrollment

MMSD in conjunction with BRMS establishes a date by which all applications (“application date”) for enrollment in BRMS must be received in the MMSD Enrollment Office. All applications received by that date will be sorted by the MMSD Enrollment Office into two groups: (1) applications of students who reside within the BRMS attendance area (“Resident Applicants”), and (2) applications of students who reside outside of the BRMS attendance area (“Transfer Applicants”).

BRMS will allocate 80% of available seats to Resident Applicants and 20% of available seats to Transfer Applicants. In addition to students who reside within the designated attendance area for BRMS, any student who submits an application and is a sibling of a student who 1) is currently attending BRMS during the initial application period; and 2) will continue to be enrolled in BRMS in the following school year, will be considered a Resident Applicant regardless of their residency. If, following applicable preferences as set forth below, the total number of Resident Applicants and Transfer Applicants who apply by the application date is greater than the number of available seats allocated for Resident and Transfer Applicants, respective lotteries will be conducted by the MMSD Enrollment Office to determine which students will be admitted into BRMS or where students will be placed on the waiting lists.

Waiting lists created pursuant to this section shall remain in place and shall be used to fill vacancies that arise in any Sixth Grade classroom until and including the first day of the 3rd quarter. Following the first day of the 3rd quarter, the Sixth Grade waiting list shall dissolve and no additional transfers into BRMS will be approved for the remainder of the school year, except through the appeal process identified in MMSD Board Procedure 4023.



Priority-Resident Applicants:

Priority will be given to Resident Applicants in the following order:

Resident Applicants who reside within the BRMS attendance area and are siblings of students who 1) are currently attending BRMS during the initial application period; and 2) will continue to be enrolled in BRMS in the following school year, shall be granted admission as a first priority.

Resident Applicants who do not reside within the BRMS attendance area and are siblings of students who 1) are currently attending BRMS during the initial application period; and 2) will continue to be enrolled in BRMS in the following school year, shall be granted admission as a second priority.

Resident Applicants who are children of MMSD teachers who are 1) currently assigned to BRMS during the initial application period; and 2) will continue to be assigned to BRMS in the following school year, shall be granted admission as a third priority.

Resident Applicants who are children of “Founders” of the BRMS, as defined herein, shall be granted admission as a fourth priority. The following individuals are designated as Founders: Jamie Domini, Nan Youngerman, Sara Alvarado, Brenda Baker, Kristen Joiner, David Wasserman, Jay Affeldt, Mark Wagler, Tom Mosgaller, Susana Vasquez Garcia, Kathy Price, Isadore Knox, Wayne Strong.

Resident Applicants who reside within the Allis Elementary attendance south of US Highway 12 and 18 shall be granted admission as a fifth priority.

Priority-Transfer Applicants:

Priority will be given to Transfer Applicants in the following order:

Transfer Applicants who are children of MMSD teachers who are 1) currently assigned to BRMS during the initial application period; and 2) will continue to be assigned to BRMS in the following school year, shall be granted admission as a first priority.

Transfer Applicants who are children of “Founders” of the BRMS, as defined herein (see list of “Founders” above), shall be granted admission as a second priority.

Applications Received After Application Date: In the event additional applications are received from Resident Applicants after the application date, those Resident Applicants shall be admitted in the order received (if seats are available), or added to the end of the



waiting list established for Resident Applicants in the order received (if seats are unavailable).

In the event additional applications are received from Transfer Applicants after the application date, those Transfer Applicants shall be admitted in the order received (if seats are available), or added to the end of the waiting list established for Transfer Applicants in the order received (if seats are unavailable).

Seventh and Eighth Grade Enrollment:

The application procedures and enrollment preferences applicable for Resident Applicants and Transfer Applicants seeking entrance into BRMS for their sixth grade year are similarly applicable to students seeking entrance into BRMS for their seventh or eighth grade years. Waiting lists created pursuant to this section shall remain in place and shall be used to fill vacancies that arise in any Seventh or Eighth grade classroom until and including the first day of the 3rd quarter. Following the first day of the 3rd quarter, the Seventh and Eighth Grade waiting lists shall dissolve and no additional transfers into BRMS will be approved for the remainder of the school year, except through the appeal process identified in MMSD Board Procedure 4023.

The goal of enrolling students who live in the BRMS neighborhood helps to shape our recruitment strategies. Per our contract, we allocate 80% of available enrollment to Resident Applicants and 20% of available enrollment to Transfer Applicants. The following have been our recruiting strategies: visitations to feeder elementary schools in the MMSD - including fifth grade students from feeder schools in BRMS family night, Spanish language marketing materials, conversations with current parents to encourage their connections to enroll, word of mouth, and most recently, personal recruiting by Governance Council, the interim principal, and staff members.

As has been the goal since the opening of the school, BRMS reflects the racial and ethnic balance in the MMSD. The BRMS Governance Council has worked to collaboratively develop and implement a recruitment plan that includes (1) sending the description to all of the elementary schools in the MMSD; (2) sending the notices to all elementary school PTOs; (3) posting the description on the MMSD website and BRMS website; (4) placing the description of the program in community organizations and places of business that target various groups of students/families; and (5) hosting at several open houses. Outreach efforts have been especially targeted toward underserved populations.



B. Planned Changes to Recruitment Strategy and/or Student Selection Process for Renewal Term

Upon reflection, our past recruitment strategies relied solely information sharing instead of relationship building. Thus, it will be the goal of the BRMS Governance Council to develop a clear, coherent marketing strategy with support from our partners to meet our goal of increasing enrollment to 100 students beginning with the 2017-18 school year using clear communication about the Badger Rock experience (ie. project based learning, urban agriculture) as well as building long lasting relationships with our key stakeholders and constituents.

As part of our plan, we will identify and connect with key stakeholders to bring them into the planning process and timeline. We will engage parents and partners and utilize their feedback, resources and expertise, including time, relationships, marketing and project management skills. It is our intent to increase the breadth of our recruitment committee by engaging varied teams/messengers and using a variety of media to enthusiastically share the successful aspects of the BRMS story.

We will work to build stronger relationships with the following key stakeholders:

Stakeholders	Recruitment Strategy	Start Date
Feeder Pattern Schools	Principal attends school functions (ie. parent night) to share Badger Rock experience	December
	Hold an open house for interested families	January
	Coordinate visits to Badger Rock	February
Elementary Schools with a project-based learning and/or urban agriculture experience	Principal attends school functions (ie. parent night) to share Badger Rock experience Coordinate class visits to Badger Rock	January
	Hold an open house for interested families	January
Badger Rock Parent & Family Group	Share parent & family testimonials in video and print have parents share at elementary school information nights	November



<p>Current Badger Rock Students</p>	<p>Students continue to share their research and experiences at monthly COMMUNITY Dinners and other events</p> <p>Capture and share student testimonials in video and print</p> <p>Students share their experience at elementary school information nights and visits</p>	<p>September</p> <p>November</p> <p>January</p>
<p>Partnerships</p>	<p>Work with local marketing firm to help in developing marketing and communications plan</p> <p>Leverage our partner networks to share the Badger Rock experience</p>	<p>September</p> <p>December</p>
<p>Community Center</p>	<p>Coordinate with community center to write stories about BRMS in area newspapers, particularly those that are read in communities of color, such as <i>Capitol City Hues</i></p> <p>Create a summer gardening program for elementary students.</p>	<p>October</p> <p>June</p>
<p>Community at Large</p>	<p>Develop promotional materials to promote Badger Rock in videos and photos</p> <p>Develop announcements/advertisements for BRMS recruitment via community radio stations</p> <p>Create a student run BRMS-BRNC newsletter that informs the neighborhood of news. At present the neighborhoods adjacent to the school do not have newsletters or associations.</p>	<p>September</p> <p>December</p> <p>January</p>



<p>Social Media</p>	<p>Increase use of a school Facebook page and Twitter account in order to gain followers, post achievements and announcements, and help local parents and community members understand our school.</p>	<p>Year round</p>
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IV. Student Data

A. Student Academic Achievement Data and Analysis

Math

Over the past 3 years, our math MAP data showed inconsistent growth. In 2013-14 and 2014-15, all but two of our subgroups (African American, Special Education) showed growth at or above 60%. However, in 2015-16, there was a significant dip in both proficiency and growth. Through analysis and data team discussions with SBLT, we discovered that there was an over reliance on the use of the computer math program (ALEKS) rather than specific and direct instruction being provided to the students. A dramatic decrease in advanced learners (from 21 to 3 students) also compelled us to refine our multi-tiered systems of support.

In the 2016-17 school year, BRMS will be utilizing College Preparatory Mathematics (CPM). The program will include direct instruction, guidance, and feedback for students. The school staff will receive professional development on implementing this new model, will review progress quarterly and will adjust the implementation plan of CPM accordingly.

In addition to using our math MAP scores, our team has already taken steps to develop more frequent assessments, identify specific students needing help and implementing interventions. For example, our math team met with our district's math coordinator to augment the assessments from CPM with progress monitoring tools from i-Ready Math. Furthermore, our school started a data wall tracking tool to identify the specific names of students, their current math level (MAP and other assessments) and growth targets. We will use this tracker to measure the fidelity of our newly formed intervention structures such as our after school tutoring sessions taught by our math teacher using i-Ready lessons and direct teacher instruction.

We believe that this more intentional way of working (using multiple measures of data, progress monitoring, applying interventions) will result in deeper learning in math.



Math Proficiency: Percent proficient and advanced (Spring)	2013-14	2014-15	2015-16
Gender			
Female	25%	39%	21%
Male	36%	28%	22%
Race			
Asian	75%	100%	67%
Black	10%	0%	0%
Hispanic	17%	31%	15%
Multiracial	67%	44%	7%
White	50%	41%	60%
Special Education			
Special Education	21%	19%	6%
Not Special Education	22%	25%	25%
English Language Learner			
English Language Learner	20%	25%	13%
Non-English Language Learner	27%	35%	25%
Low Income			
Low Income	22%	25%	10%
Not Low Income	52%	44%	44%
Advanced Learners			
Tier 1	50%	100%	67%
Tier 2	100%	N/A	N/A
Tier 3	50%	53%	N/A

Math Growth: Percent meeting or exceeding expected growth (Fall to Spring)	2013-14	2014-15	2015-16
Gender			
Female	67%	65%	45%
Male	79%	69%	36%
Race			
Asian	75%	100%	67%
Black	75%	44%	44%



Hispanic	66%	71%	38%
Multiracial	100%	100%	25%
White	76%	67%	43%
Special Education			
Special Education	71%	56%	21%
Not Special Education	73%	71%	43%
English Language Learner			
English Language Learner	66%	72%	35%
Non-English Language Learner	78%	65%	41%
Low Income			
Low Income	75%	69%	36%
Not Low Income	68%	65%	44%
Advanced Learners			
Tier 1	100%	100%	67%
Tier 2	100%	N/A	N/A
Tier 3	94%	79%	N/A

Reading

Similar to our math MAP results, our reading growth and proficiency remained steady in 2013-14 and 2014-15 but significantly dipped in 2015-16 especially for our multiracial and English Language Learners. This summer, our SBLT identified the inconsistent delivery of the reading class, lack of intentional planning and the absence of language supports as primary factors to the decline. For example, during the 2015-16 school year, a dedicated reading time was provided after lunch, yet explicit instruction at students' developmental and specific reading levels was inconsistent. Some classrooms read books without direct teaching of reading skills.

To improve reading achievement, our staff will focus on intentional planning with a consistent use of data, providing specific reading instruction and providing reading interventions.

Intentional Planning

Beginning this year, our language arts teacher, bilingual resource teacher and special education teacher started planning with a literacy coach. They used various sources of data including drilling down beyond surface level MAP data to identify specific areas that



students struggled and the made a plan to teach specific reading lessons that target the area of need. For example, in the beginning of the year, the team identified our students struggling with the identification of main ideas in literary text. As a response, each teacher begins the class reading with a group of students and helps them work through how to find main ideas. We intend to use our central office literacy department's resources and instructional planning tools.

Interventions

Over the next several years, we plan to deepen our students' reading skills through structural refinements in our master schedule to provide intervention and acceleration for all students and build our staff's capacity to teach reading in all content areas. So far, we have used Title 1 funds to provide reading classes before school and started to use reading strategies in other content areas. We have also begun collaborating with the district's special education department to identify additional reading interventions and programs.

Reading Proficiency: Percent proficient and advanced (spring)	2013-14	2014-15	2015-16
Gender			
Female	23%	24%	31%
Male	22%	20%	22%
Race			
Asian	50%	67%	67%
Black	5%	0%	7%
Hispanic	9%	12%	19%
Multiracial	43%	13%	14%
White	46%	44%	60%
Special Education			
Special Education	10%	20%	12%
Not Special Education	26%	22%	30%
English Language Learner			
English Language Learner	11%	13%	16%
Non-English Language Learner	29%	26%	31%
Low Income			



Low Income	15%	17%	12%
Not Low Income	40%	30%	52%
Advanced Learners			
Tier 1	50%	100%	67%
Tier 2	100%	100%	N/A
Tier 3	30%	26%	N/A

Reading Growth: Percent meeting or exceeding expected growth (fall to spring)	2013-14	2014-15	2015-16
Gender			
Female	58%	56%	43%
Male	59%	76%	43%
Race			
Asian	50%	67%	67%
Black	44%	53%	60%
Hispanic	69%	79%	29%
Multiracial	83%	50%	17%
White	48%	73%	71%
Special Education			
Special Education	72%	60%	50%
Not Special Education	55%	71%	41%
English Language Learner			
English Language Learner	66%	82%	39%
Non-English Language Learner	53%	63%	45%
Low Income			
Low Income	60%	68%	48%
Not Low Income	54%	69%	40%
Advanced Learners			
Tier 1	50%	0%	33%
Tier 2	100%	N/A	N/A
Tier 3	63%	68%	N/A



B. Student Attendance Data

BRMS student attendance data has held steady at approximately 95% over the last three years. In the 2015-16 school year, BRMS attendance was three percentage points higher than the district overall, and an increase in attendance was shown at 3% in the ELL population, 4% in the black population, 7% in the multiracial population. We attribute this to stronger relationships with typically underserved students and their families, while working to move toward a more engaging model of instruction for the students.

Attendance	2013-14	2014-15	2015-16
School Overall	95%	93%	96%
District Overall	93%	93%	93%
Gender			
Female	95%	92%	95%
Male	95%	93%	96%
Race			
Asian	95%	94%	97%
Black	94%	92%	96%
Hispanic	96%	96%	96%
Multiracial	90%	87%	94%
White	96%	93%	95%
Special Education			
Special Education	94%	92%	94%
Not Special Education	95%	93%	96%
English Language Learner			
English Language Learner	96%	95%	98%
Non-English Language Learner	95%	92%	95%
Low Income			
Low Income	95%	92%	96%
Not Low Income	95%	94%	95%
Advanced Learners			
Tier 1	N/A	N/A	99%
Tier 2	N/A	N/A	89%



Tier 3	N/A	N/A	N/A
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Chronic Absenteeism	2013-14	2014-15	2015-16
% Meeting Goal (Missed 5% or less of days)			
School Overall	63%	46%	67%
Gender			
Female	55%	45%	64%
Male	70%	46%	69%
Race			
Asian	60%	33%	67%
Black	59%	36%	64%
Hispanic	66%	67%	80%
Multiracial	29%	9%	56%
White	70%	48%	56%
Special Education			
Special Education	56%	30%	50%
Not Special Education	65%	54%	72%
English Language Learner			
English Language Learner	68%	64%	92%
Non-English Language Learner	59%	45%	57%
Low Income			
Low Income	60%	39%	67%
Not Low Income	59%	59%	66%
Advanced Learners			
Tier 1	50%	0%	100%
Tier 2	0%	n/a	0%
Tier 3	16%	45%	n/a



C. Student Behavior Data

In the 2015-16 school year, no students were expelled from BRMS, and for the first year since the school opened, there were no in-school suspensions.

Behavior: Number of Incidents (Level 2+)	2013-14 Minor	2013-14 Major	2014-15	2015-16	2016-17*
School Total	56	8	25	248	23
Gender					
Female	11	4	1	109	6
Male	45	4	24	139	17
Race					
Asian	0	0	0	0	0
Black	30	5	15	61	10
Hispanic	11	3	1	27	2
Multiracial	5	0	6	36	8
White	10	0	3	9	3
Special Education					
Special Education	25	3	3	63	12
Not Special Education	31	5	21	184	11
English Language Learner					
English Language Learner	10	3	1	33	2
Non-English Language Learner	46	5	24	215	21

*2016-17 data shows behavior incidents for the month of September 2016

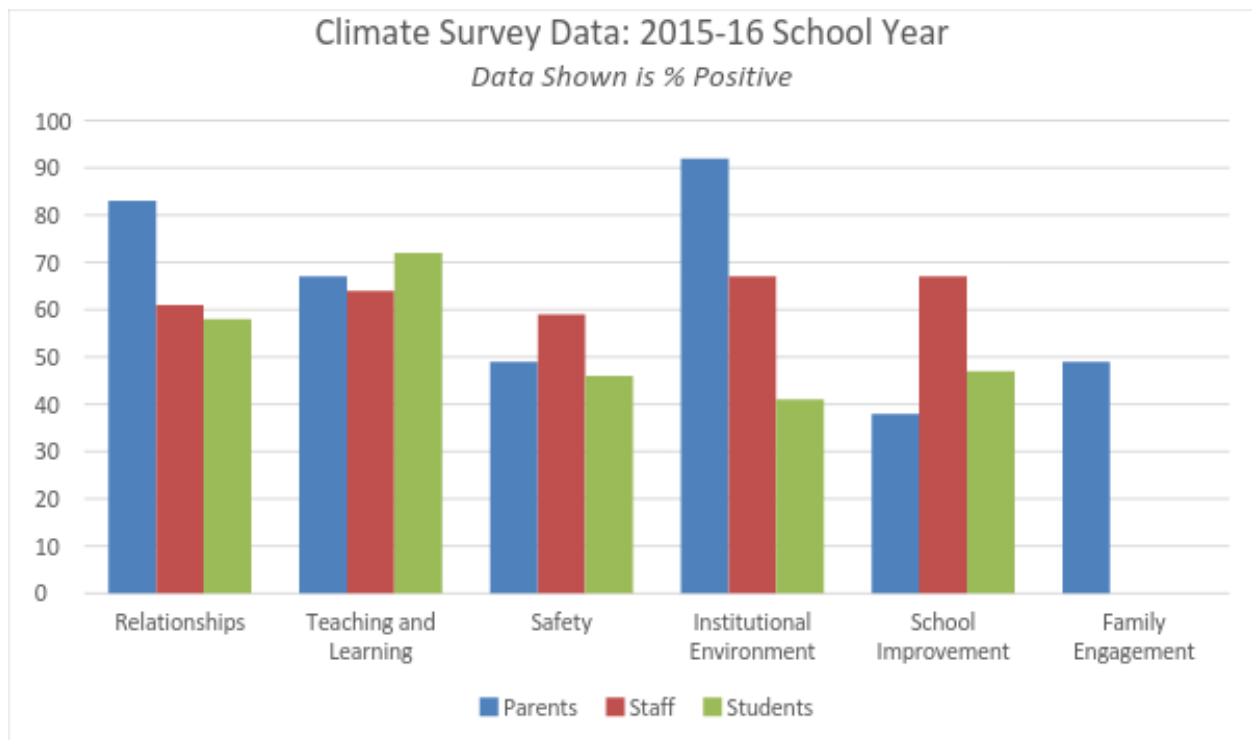
The documentation procedures for behavior incidents being utilized at BRMS changed in 2014-15 and there was great inconsistency among the school staff and administration on these procedures. During the 2015-16 school year, the documentation procedures were much more clear, in particular for Level 1 behaviors. While the incidents were recorded in a new format during the 2014-15 school year, resulting in many incidents being recorded that had not been in the past. The 2016-17 data shows some improvements, though it is evident that there is much work to do in this area. In addition to strategic professional development on cultural proficiency, culturally responsive teaching, and closing the



achievement gap, BRMS staff have already begun implementing more engaging, collaborative practices with students, to help reduce this significant behavior issue.

Because this issue is such an important component of the school’s overall success, school administration and staff have prioritized it as a focus area throughout the summer and since school started in September. We have begun to see progress. For example, our risk ratio, which measures the level of disproportionality, is low compared to other middle schools. For example, our Black students have a risk ratio of 1.7 for behavior incidents and 0.57 for out of school suspensions. Our Latino students have a risk ratio of 0.72 for behavior incidents and 0 for out of school suspensions.

D. Climate Survey Data



Students

In both climate survey years, our students rated staff-to-student relationships most positively. For example, 87.5% of students responded positively when asked if teachers



really cared about them. However, our students rated student-to-student relationships most negatively, where around 80% felt students experienced bullying. While examining these results over the summer, our staff contributed the positive rating between staff and students to the smaller size of the school, genuine interest and care for students from staff and the many opportunities for staff to develop strong bonds with students on field trips and school events like the annual student & staff soccer game. For the student-to-student negative rating, especially around bullying, our staff felt that certain negative behaviors were tolerated and even consistently ignored.

To improve student-to-student relationships, we developed a daily advisory class, identified bullying and harassment as one of our “non-negotiables” and developed positive behavior systems that reward positive interactions. In our advisory class, students build community through activities that develop empathy through sharing and listening while having fun. By identifying bullying and harassment as one of our “non-negotiables,” we want to communicate to students our commitment to eliminate it from our community. During the first week of school, students are taught the district’s definition of bullying and harassment, why we are addressing it and how the behavior education plan articulates our response. Finally, our Positive Behavior Support (PBS) Team regularly teaches and rewards behavior that help eliminate bullying and harassment. For instance, in the month of November, students experienced our Kindness Campaign, where we promote and reward kind acts.

Parents

Our parents’ sentiment mirrors the results from our student survey, where relationships between students, staff and parents were most positively rated (ie. 92% of parents felt that teachers respected their children) while student-to-student interactions were negatively rated (ie. 67% stated students experienced bullying). Additionally, our parents also identified family engagement as an area of improvement. For example, only 25% of families reported they met with their child’s teachers. In meetings with families over the summer, they contributed the lower ratings to a lack of communication between school and families and a lack of support structures for each other.

In response, we developed a comprehensive family engagement plan (as outlined in section VI of this report) that centered around bolstering communication and building community.

Examples include greeting families during morning and afternoon drop-offs, assigning each staff 4-6 families to personally contact to share school news and invite to school functions, increasing staff attendance at school functions such as our monthly community



dinners and creating spaces where student share their work and talents such as student-led conferences and community dinners.

Staff

In our climate survey, our staff rated shared leadership as positive (ie. 92% reported that staff are involved in school & department decisions) while identifying conflict resolution, bullying, planning time and consistent consequences as areas of improvement. The root of these lower ratings were the lack of structures (ie. time for co-planning and behavior response systems) and time to promote dialogue, problem solving and ultimately relational trust.

To leverage our strength in shared leadership and begin the work in building trust and consistent structures, our staff have committed to consistent meetings with a clear agenda, outcomes and a reflection on our group decision making process in order to increase transparency and communication to all staff, carving and protecting weekly time for academic team planning, student services planning and logistical planning and ensuring that all staff professional development days include time for planning, sharing and problem solving.

E. Student Access to Opportunities

In line with our core value of “design & inquiry” and the element of “voice & choice” from a project-based framework , we support our students to drive their own learning opportunities in the emergent learning block and after school. Before each semester, we develop courses based on student interest and staff expertise. This current semester, students have access to courses in gardening, fitness, African drumming & dance, Spanish and orchestra as well as visual art, drama and soccer during after school. Students that do not enroll in our fitness class will still have access to physical movement during our weekly Field Days, where they are often engaged in walking or running, and in other classes such as African drumming & dance or gardening.

We will continue to use current waivers including art, music, physical education, foreign language and wellness curriculum in order to maximize our ability to meet student



interests. We personalize the learning experiences but seek to ensure equal access for all learners.

F. A Summary Document Providing an Overview of All Student Results Using the Accountability Measures Set Forth Specifically in the Charter School Contract

Educational Goals	2015-16	Goal for 2016-17
Student Learning Plans	57%	100%
Student Led Conferences	64% attendance	100%
Student Self-Evaluation of Progress	Science: Four times a quarter Social Studies: Three formal a year Math: Progress monitoring bar on ALEKS program weekly Language Arts: Once a quarter Field Days: Twice a year	Science: Four times a quarter Social Studies: Once a quarter Math: Once a week Language Arts: Once a quarter Field Days: After every Field Day
Performance-Based Assessments	Science: 5 times Earthquake Simulation Field Guides Using Microscopes Socratic Seminar Insect Collection Social Studies: 4 times What would you do videos? Shared pamphlets and career	Science: At least 1 per quarter Social Studies: At least 1 per quarter Math: At least 1 per quarter Language Arts: At least 1 per quarter



	options Final Who Am I Poster Future life story Math: 1 time Videos of doing math Language Arts: 1 time Socratic Seminar	
Capstone Project	90% of 8th graders completed their project	100% of 8th graders

Our summary charter shows an inconsistency in the achievement of the educational goals set forth in our charter mainly arising from structural and planning challenges. For example, only 57% of our students (ELL and Special Education) completed a learning plan while only 64% of families attended our conferences. To reach our goal of 100% learning plan completion, capstone project submission and conference attendance rate, we have made several structural and planning changes including the creation of an advisory class to dedicate time towards academic and career planning, student led conference practicing and field day reflection. We also planned for student- led conferences earlier including creating practice scripts and assigning specific students to each teacher.

G. Data Summary Related to Progress Towards Goals Set Forth in the Charter School Contract

Student Performance on State Required Exams

Category	Below Basic	Basic	Proficient	Advanced
Gender				
Female	41 %	14%	18%	5%
Male	60%	19%	12%	10%
Race				
Asian	Not reported	Not reported	Not reported	Not reported
Black	Not reported	Not reported	Not reported	Not reported



Hispanic	63%	13%	13%	4%
Multiracial	50%	8%	17%	25%
White	14%	36%	28%	21%
Special Education				
Special Education	80%	13%	0%	7%
Not Special Education	45%	18%	18%	8%
English Language Learner				
English Language Learner	94%	6%	0%	0%
Non-English Language Learner	38%	21%	19%	11%
Low Income				
Low Income	63%	1%	10%	2%
Not Low Income	35%	717%	22%	17%
Advanced Learners	Not reported	Not reported	Not reported	Not reported

MAP Score Goals

Focus Groups AA-African American FR- Free and reduced	Goal	Result	M-Met PM-Partially Met NM-Not Met
Reading			
School Overall Proficiency Results	21 to 26%	22%	PM
Focus Group AA Proficiency Results	0 to 10%	7%	PM
Focus Group FR Proficiency Results	16 to 21%	13%	NM
School Overall Growth Results	68 to 78%	41%	NM
Focus Group AA Growth Results	56 to 66%	55%	NM
Focus Group FR Growth Results	53 to 63%	38%	NM
Math			
School Overall Proficiency Results	32 to 37%	23%	NM
Focus Group AA Proficiency Results	11 to 16%	0%	NM



Focus Group FR Proficiency Results	21 to 26%	11%	NM
School Overall Growth Results	66 to 76%	39%	NM
Focus Group AA Growth Results	47 to 57%	44%	NM
Focus Group FR Growth Results	52 to 62%	36%	NM

Our state exam results mirror information from our MAP results, in which many students scored below proficiency and did not grow. In light of the reduction of our advanced learner population (from 21 students in 2014-15 to 3 students in 2015-16), we realize the urgency of providing the proper supports and interventions to our students. So far this year, we shifted our math curriculum, instituted small group reading instruction in our language arts class, provided before and after school tutoring sessions and identified progress monitoring tools.

English Language Learners (ELL)

DPI Level	2013-14	2014-15	2015-16
6	0%	5%	0%
5	34%	20%	25%
4	25%	25%	45%
3	31%	40%	15%
2	6%	10%	15%
1	3%	0%	0%

Over the past three years, our English Language Learners have steadily increased in their DPI level. For example, in 2015-16, there was a 5% increase of students in level 5 and a 20% increase of students in level 4. In 2014-15, students only received ESL services in Math and ELA every day, with the ability for the Bilingual Resource Teacher (BRT) or Bilingual Resource Specialist (BRS) to offer study times and English specific lessons for ELLs focused on the nuances of learning English as a second language. Most services were pull-out services in small groups with the BRS or BRT. In 2015-16, students received ESL services in all core subject areas. Most services were push-in services in small groups with the BRT.



Furthermore, experiential learning gives our ELLs a tangible and shared experience to then understand and apply language. Teachers know that all students have had an experience to then go back and make sense of orally or written, but everybody has the same entry point into the language heavy activity.

Lastly, as a small school, the BRT is able to connect with all ELLs every day, if not multiple times a day. Last year the BRT was able to flex her schedule to be in classrooms when language intense lessons were happening and students would need the most language support. The BRT was also able to plan and reflect with all teachers to ensure that even when she was not available, ELLs were getting scaffolded lessons that would help them access the activity and grow as language students.



V. School Improvement Planning

A. School Improvement Planning Processes

The school improvement planning process began in July 2016. The principal recruited an academic teacher, student services staff and a bilingual resource teacher to begin drafting the school's theory of action and the various elements of the school improvement plan (SIP) including goals, strategies and professional development plan over the course of a week. After the initial draft, the SIP underwent several refinements based on feedback meetings with our governance council, parent and family groups, staff and central office support. These refinements included a more robust family and engagement plan, a professional development plan aligned to desired outcomes and loftier goals to increase math and reading achievement.

Appendix F: School Improvement Plan 2016-17

B. Planned Changes to the School Improvement Planning for Renewal Term

We will begin our school improvement planning process earlier in subsequent years. The BRMS SBLT drafted the SIP in July 2016 when the interim principal was hired. Next year, we plan to start drafting the SIP before school ends and engage families and our Governance Council in the process to align our collective efforts. We plan to align our SIP ever closer to the Governance Council's strategic plan.



VI. Family Engagement

A. Family Engagement

Family and Community Engagement (FACE) Team

During the summer of 2016, our school's FACE Team created a family engagement plan based on feedback meetings from parents and families. This plan aims to create better communication structures as well as build community between our school and families.

Communication

At summer meetings, our parents and families consistently identified better communication between our school and families as a priority. In response to this need, our FACE team implemented the following strategic steps:

- Weekly Bulletin: Each week, our school shares upcoming events and major assignments in each class.
- First Point of Contact: Each family is assigned a staff member that contacts them monthly to share upcoming events and positive news about their student.
- Regular Principal Communication: The principal regularly meets with parents and families to share the school's progress

Community

In addition to better communication, our parents and families also identified their desire to better connect and support each other. In response to this need, our FACE team implemented the following strategic steps:

- Common Mission: At the September parent and family meeting, the principal facilitated a mission building activity where families crafted a mission statement that aims to "collaborate to support families, students and staff by embracing and enriching communication and education."
- Family Outreach Nights: Starting this September, our school reimagined our 4 family outreach nights by partnering with the neighborhood center's community



dinner nights. Instead of just 4 opportunities, families, staff and community members now have 11 opportunities to gather.

Growth

Since the summer of 2016, we have experience growth in parent and family engagement. At our October 2016 parent and family meeting, 16% of our families attended compared to just 4% in June 2016. Members of our parent & family group also represent the wide diversity of our student body. In our September and October meetings, there were representatives from each racial group. Two of our parents also serve on our governance council. Attendance at our monthly community dinners also increased from 9% to 16% from September to October 2016.

B. Planned Changes to Family Engagement for Renewal Term

We will continue to reflect on engagement measures (e.g., attendance at school events, climate survey data) and seek feedback from our families so we can better communicate and build community with our families. For instance, our principal has met with a local marketing firm to begin crafting a communications plan. This plan will be reviewed with our parent and family group. Furthermore, we plan to use Dr. Karen Mapp's Dual Capacity Framework to examine and adjust current family engagement practices. Additionally we will seek to maintain and expand our school's Facebook page in an effort to remain digitally connected to our broader community.



VII. Curriculum, Instruction & Assessment

A. Curriculum

BRMS uses a Project Based Learning instructional approach to teaching and learning. The project itself is developed as a unit of study and incorporates learning standards from multiple disciplines and subject areas, including the fine arts.

As a PBL school, projects are part of the overall infrastructure of BRMS, the facility, and operational systems and structures. Projects are developed around essential questions, challenges, and problems. These projects require students to identify opportunities and problems, collect and interpret data, design prototypes, give and receive feedback, and share final products. The benefits of Project Based Learning include:

- Assists students in finding entry points into the curriculum in core subjects in ways that are relevant to them and different from traditional textbook and scope and sequence learning.
- Develops capacities in students to self-organize their education and create meaning of things that have value in the world.
- Projects serve a greater purpose than to simply earn a grade and/or show knowledge of something, which allows students to develop greater self-awareness of how they can contribute to the overall community.
- Emphasizes interdisciplinary learning, real team collaboration, risk taking, creating learning as opposed to consuming knowledge, and cultivated intrinsic motivation in students.

All of the projects in which students participate encompass one or more of the BRMS core values, are interdisciplinary, and are aligned with core academic standards.

Curriculum Overview

The document below outlines a high level overview of the three year cycle in science, social studies and language arts which are driven by the essential questions from each yearly theme.



Year 1: Systems	Year 2: Water	Year 3: Humans & Our Impact
<p>Essential Questions In what ways do systems impact our community, our history, and individuals?</p> <p>How do communities and systems adapt to change?</p> <p>How do communities survive catastrophes when systems break down?</p> <p>How do we put into place new, sustainable systems that improve our community?</p>	<p>Essential Questions Are we headed for a water crisis?</p> <p>What are the (natural and human-controlled) water systems in our community?</p> <p>What are the consequences when we (do not) control the use, quality and quantity of water?</p> <p>How have people been affected by water?</p>	<p>Essential Questions How are humans changing our earth and what effect is it having?</p> <p>Are we leading the earth towards it's next mass extinction?</p> <p>How can the perspectives of a group affect their use of and impact on the environment?</p>
<p>Science Recycling/Waste/Decomp Climate Change Human body systems Food Systems: Ingredients and nutrition Cells Forces and Motion Transportation Recreation</p>	<p>Science Water Cycle Weather States of Matter Atoms and Molecules Volcanoes, Earthquakes, and how water has shaped our earth surface.</p>	<p>Science Ecosystems and Species Diversity Genetics Extinction/Evolution of Species Astrobiology and Solar System/Space</p>
<p>Social Studies Government Systems Transportation Systems Food Systems: Agricultural Systems, Food Production/Factory Systems</p>	<p>Social Studies Topographic Maps and Interpreting Maps Geography Ancient Civilizations and Water Human controlled water systems (Dams, Water Treatment, Agriculture)</p>	<p>Social Studies Community Development (How have human settlements changed) Race Studies: Slavery, Genocide Culture: Different views of environment. (Native American Especially) Women's Rights Agriculture over time</p>



<p>Language Arts Narrative writing "Amendments and how they live out in our lives today" "Culminating quarter 1 project on their chosen system" Informative & explanatory writing project " Argumentative writing pieces (Communicating change to systems)</p>	<p>Language Arts Narrative writing "Living in Great Depression" Informative & explanatory writing project "How water affected the way civilizations were built" Argumentative writing pieces (Communicating change to systems) "Debate on ancient civilization traditions"</p>	<p>Language Arts Narrative writing Informative & explanatory writing project Argumentative writing pieces (Communicating change to systems) "Mock debates about presidential candidates"</p>
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Sample Water Unit Outline

S-50

**Learning about Water Systems in different School Systems:
 Lessons learned from a Public Charter
 Sara Krauskopf and Cari Hauge--Badger Rock Middle School**

Driving Questions for First Semester:

- Are we headed for a water crisis?
- What are the (natural and human-controlled) water systems in our community?
- What are the consequences when we (do not) control the use, quality and quantity of water?
- How have people been affected by water systems in the past?

Objectives:

Students can:

- Trace water through a local system including atmospheric, ground, biotic, underground components.
- Identify human water needs for a portion of our watershed.
- Provide examples of how humans alter the water cycle.
- Read and create a variety of maps.
- Solve problems using the basic properties of water

Activities - Quarter 1:

- Walking tour of school grounds to look at water flow
- Tour of local municipal well



- Tour of sewage treatment plant
- Walking tour with guest speaker from City Stormwater Engineering Department
- Hand drawn comics to demonstrate water movement to and from well, wastewater treatment plant, and storm sewers.
- Macroinvertebrate sampling at local stream
- Discussion, readings of water cycle
- Follow-up discussions on groundwater, sewage treatment, storm-water
- Labs on soil types and water infiltration rates into soil (indoors and in field)
- Guest speaker on building water retention system
- Social studies collaboration on:
 - reading maps
 - making topographic maps
 - what is a watershed?

First quarter final group project:

- Create a 3D model of a watershed, showing both natural and man-made systems above and below ground.



**First quarter individual project:**

- Write a paper explaining your model to be presented to your family at parent-teacher conferences.

Activities - Quarter 2.

- Water quality sampling at different parts of the watershed (abandoned due to freeze)
- Investigation into groundwater contamination from DNR specialist
- Readings on local water quality problems
- Chemistry labs on properties of water: boiling point of pure vs contaminated water, adhesion, cohesion
- Field trip to National Mississippi River Museum
- Engineering project to create washing station and water filtration system for village
- Video on problems with amphibian populations (water pollution, chytrid fungus)
- Brainstorming ideas for 4th quarter community improvement projects.
- Social studies collaboration on:
 - local water pollution issues
 - debate on water issues
 - research on water/ecological hero
 - International Water issues (3rd quarter)

Quarter 4 student ideas (yet to come)

- Create a game app to teach about water issues/conservation
- Educate neighborhood about water conservation measures
- Plant rain gardens
- Organize a med drop to prevent meds from getting into water supply
- Collect frogs, check on health
- Improve frog habitat
- Create a video to teach people about water pollution issues--connection to ocean plastic pollution
- Educate farmers about manure digesters
- Collect trash to prevent it getting into water
- Build a robotic boat to take water samples in the middle of a pond (larger project for Middle School Science Symposium with mentor)
- Create better frog habitat
- Teach people not to use so much fertilizer

Links and other Resources:

[Rubric for water system final project quarter 1](#)



[Ecuadorian Washing Station](#) activity

[The Poop Cycle Video](#) by asapSCIENCE

[Madison Water Utility](#)

[MMSD \(Madison Metropolitan Sewerage District\)](#)

[Wonderful Wacky Water Critters \(Macroinvertebrates\)](#)

Soil sampling, water flow activities from [Earth Partnership for Schools](#) (UW Arboretum)

[The Thin Green Line](#) (Nature frog video)

NGSS Standards:

- MS-ESS2-1. **Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.**[Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.]
- MS-ESS2-4. **Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.** [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]
- MS-ESS3-3. **Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. ***[Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]
- MS-PS1-1. **Develop models to describe the atomic composition of simple molecules and extended structures.** [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different



molecules with different types of atoms.] *[Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.]*

MS-PS1-2. **Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.** [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.] *[Assessment boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]*

MS-PS1-5. **Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.** [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.] *[Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]*

Math

Our math curriculum has changed during the past three years. In 2014-15, we used the district adopted math curriculum (Connected Math). In 2015-16, we transitioned to ALEKS math, an online math program that seemed promising in its ability to diagnose and provide individualized feedback. This summer, upon examination of our lowered math MAP results and identified drawbacks such as the lack of teacher feedback in ALEKS, we shifted back to the current district adopted math curriculum (CPM) and incorporated diagnostic tools from i-Ready Math. Students have also begun applying math concepts to their Field Days. For example, they created a map of our school grounds including measuring the perimeter and area of major areas (building, parking lot, gardens). We believe that using CPM to engage students in collaborative math practices, i-Ready Math to progress monitor and applying math concepts during our Field Days will result in deeper math learning.

Current Changes

Since July, 2016, the school staff and interim principal have been working to refine how students access core curricular standards including integrating math into our yearly



theme and essential questions and strategically using our field experiences to support content mastery.

The following topic overview for this school year illustrates the influence of our essential questions in core content areas and field experiences.

Quarter 1: In what ways do systems impact our community, our history, and individuals?

<p>Science Waste Systems (Recycling & Trash) Food Systems</p>	<p>Math Number Systems Mathematical Arguments</p>
<p>Language Arts & Social Studies Writing Narratives Government Systems Currency Systems</p>	<p>Field Experiences Tours to Badger Rock building, recycling plant, landfill, Sassy Cow Creamery, Capitol Civic Mirror Simulations School Grounds Mapping</p>

Quarter 2: How do communities and systems adapt to change?

<p>Science Human Body & Mind Cells Energy (Human body, history of fuels, renewable energy)</p>	<p>Math Number systems Ratios, Percentages, Fractions Probability Area</p>
<p>Language Arts & Social Studies Explanatory & Information Text Colonization & Slavery</p>	<p>Field Experiences Tours to MG&E, Madison Kipp, UW Coal and Nuclear Plant, Full Spectrum Solar Indians Springs Park Mapping Gardening & Cooking Civic Mirror Simulations</p>

Quarter 3: How do communities survive catastrophes when systems break?

<p>Science Climate Change Carbon Cycle</p>	<p>Math Number Systems Manipulating Fractions, Ratios and</p>
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	Proportions Algebraic Expressions Patterns & Lines Linear Expressions
Language Arts & Social Studies Argumentative Writing Civil War & Slavery Colonization of Native Americans Women's Suffrage	Field Experiences Tours to Aldo Leopold Nature Center Climate Change Exhibit, Wisconsin History Museum, UW Burial Mounds Orienteering Nature Survival Skills

Quarter 4: How do we put into place new and sustainable systems that improve our community?

Science Forces and Motion Solar System Transportation Systems Engineering	Math Number Systems Statistics & Distribution Area & Volume Comparative Data & Populations Geometric Figures Congruence & Similarities
Language Arts & Social Studies Argumentative Writing Media Systems Systems in World Cultures	Field Experiences Tours to Little Amerricka, Spring Harbor Gardens, Farms, Chicken Coop Networks

Planned Changes to Curriculum for the Renewal Term

We plan to refine our curriculum by creating a robust scope and sequence that integrates urban agriculture standards, by increasing the level of rigor of learning experiences, by providing necessary supports & interventions and ensuring our core values permeate our learning experiences.



Scope & Sequence

We will consult the Wisconsin Agriculture, Food, and Natural Resources state standards (from DPI: http://dpi.wi.gov/sites/default/files/imce/cte/pdf/Ag_Section_IV.pdf) in conjunction with Wisconsin's Model Standards for Environmental Education. (<https://dpi.wi.gov/sites/default/files/imce/standards/pdf/envired.pdf>) to redevelop a scope and sequence that suits the philosophy of the school and enhances the pursuit of advancing learner outcomes. For example, in next year's theme of water, students can learn about the role of water in seed germination in science, water rights for farmers in social studies, measuring water consumption and its cost in math or writing an argumentative piece about why conservation of water is necessary in language arts.

Inquiry & Context

To promote inquiry, our curriculum planning process will incorporate more elements of our project-based learning framework. For the 2016-17 school year, for each quarter, students will engage in at least 1 interdisciplinary project. During the second semester, 8th grade students will create a self directed culminating project. We are working with Project Foundry, a learning and relationship management software designed for project-based learning, to assist with integrating the project process in our 8th grade students' Capstone Projects. This process is utilized in many outstanding PBL schools across the nation and we believe it will add a level of PBL understanding for our students that has been absent in the past as well as create more fidelity in the process.

Increasing Rigor

Last year, our MAP (fall to spring) data showed that students did not grow in math compared with previous years. Based on our analysis of the curriculum, there was an over reliance on a computer based program, ALEKS. This year, we are adopting the district's CPM math curriculum which has showed the potential to help students grow in math conceptual understanding. To support deeper learning of math, students will also apply these concepts in their Field Experiences (ie. mapping the area and perimeter of our school).

Moreover, last year, our MAP data showed uneven growth in reading proficiency and growth. An analysis revealed that although students had a daily reading class, there was inconsistent teaching of reading skills and strategies. This year, we are focusing on content-literacy strategies that can be taught in all subjects. These include instruction on close reading, reading widely, writing arguments, the writing process and collaborative discussions.



To create a more rigorous core curriculum, we also plan to integrate AVID strategies school wide, especially the WICOR elements (writing, inquiry, collaboration, organization and reading). The implementation of AVID school wide particularly supports the element in our strategic plan to prepare students for high school and beyond. Moreover, the inquiry element strongly supports a project-based learning model as well as our core values around inquiry & design. AVID reading strategies will also support our school improvement goals around reading growth and comprehension.

Supports & Interventions

This year, we have started to incorporate more supports & interventions to help our students access our curriculum. In our English and mathematics classes, students receive targeted instruction based on formative assessments. For instance, we have started to use results from the MAP assessment to target specific math skills to reteach. We have also begun to explore the use of i-Ready math probes for more frequent assessments. In language arts, students start their classes in small reading groups with either a core teacher, bilingual resource teacher or special education teacher and practice reading comprehension strategies. Using Title 1 funds and our partnership with MSCR, we also provide tutoring in math and reading before and after school. These sessions are taught by our own licensed teachers.

B. Instructional Design

The BRMS teaching and learning infrastructure has been based on the following areas of educational design: 1) multi-age learning, 2) collaborative school faculty, 3) interdisciplinary curriculum design, 4) place-based philosophy engaging community elders and experts in community-based learning activities and projects, and 5) vital partnerships with the Center for Resilient Cities, Growing Power, Madison Gas & Electric, Sustain Dane.

Per the existing contract, the BRMS curriculum has empowered students to master rigorous academic standards through an innovative learning environment. Key components of our curriculum and instruction have included: 1) growing and sustaining living systems, 2) project-based learning, 3) interdisciplinary learning, 4) business/community ethics, and 5) global cultural competencies and IT skills.

The following have played key roles at BRMS: 1) academic career plan, 2) two student-led conferences during the year, 3) learning portfolio systems, 4) Learning Circles as 21st



century skills and communication skills development, 5) annual projects that show original thinking and scholarship, 6) 8th grade capstone projects that culminate the middle school experience, and 7) job-shadows and/or fieldwork every year that places the student with a working professional in the field.

The instructional design has changed throughout the years and was heavily influenced by staffing allocation.

From 2013-2015, there were two teams of teachers. Each team consisted of an English language arts/social studies teacher, a math/science teacher, a special education teacher, a special education assistant and a bilingual resource teacher or bilingual resources specialist. This model was chosen to promote collaboration (i.e the math/science teachers would co-plan) while keeping the number of student contacts lower for each teacher.

In 2015-16, there were four teachers who taught each taught a single subject (English language arts, social studies, math and science). Supporting these teachers were two special education teachers, one was a special education assistant, and one was a bilingual resource teacher.

Moving forward, we want our instructional design to be influenced by our principles outlined in the next section instead of staffing allocation.

Planned Changes to Instructional Design for Renewal Term

Instead of being heavily influenced by staffing allocation, we want our instructional design goals to influence our allocation decisions. Our design will be influenced by the following principles:

- Instruction time is maximized (prioritize fewer but longer classes in order to accommodate project based learning needs and minimize the number of transitions between classes)
- Schedule all core classes simultaneously to allow flexible grouping between core teachers. For example, on project days, students may be grouped based on the different needs of their projects
- Each core academic class will target a class size between 20 to 30 students. This range allows flexibility in groupings and use of the various spaces at our school.
- Each class is supported by a team of at least two adults (ie. a core academic teacher is paired with a special education teacher, special education assistant



- or bilingual resources teacher) so we can begin exploring co-teaching models to support student learning
- Support staff (ie. educational assistants) are scheduled during students academic time versus emergent time (ie. dance class) to provide additional academic support
 - Curriculum uses the project based learning framework. At least once a quarter, students create a project that integrates knowledge from core disciplines (language arts, math, science, social studies). Starting this year, 8th grade students will create a culminating project as part of their rite of passage to high school.

We have planned integration with Project Foundry for 8th grade Capstone Project documentation, as well as collaborating with a larger group of PBL schools in the state through the Innovative Schools Network around documenting an integrated project process/implementation.

See Appendix G for sample project process we plan to adapt from a school with a similar model.

C. Assessment

Assessment Plan

For summative student academic and achievement assessments, our school used MAP Reading and Math twice per academic year and annual state exams. For social-emotional & behavioral data, our school collaborated with the district on climate surveys and positive behavior support self-assessments.

For school implementation assessment, our school collaborated with the the district around the use of the School Based Leadership Team (SBLT) self-assessment, teacher team self-assessment, and parent teacher conference data.

In the classroom, our teachers have used a number of formative evaluation tools such as project rubrics and project finalization discussions, performance assessments and self reflections. Moving forward, we plan to formalize these formative processes and align our innovative practices more closely with the MMSD Graduate Vision.

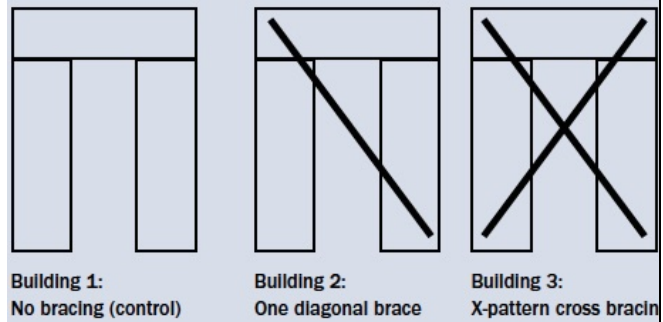


Performance Assessment Example

Earthquake Challenge:

What does it take to build a structure that can stand up in an earthquake?

Jenga block testing: *You must try the options below, but then test for height, changing the base, and other options. Record what works and doesn't work and why.*



test description	time standing	observations and recommendations
<i>Building 1: No Bracing (control)</i>		
<i>Building 2: one diagonal brace</i>		
<i>Building 3: x-pattern cross brace</i>		

What questions do you have based on your research? What would it be helpful to know more about?

Required Research Questions:

1. What causes an earthquake?
2. What is the difference between an S wave and a P wave? Which causes more structural damage?
3. What are some of the challenges engineers and architects encounter when designing a building to withstand an earthquake?
4. What are some recommendations for creating a more stable structure? (find at least 4, more for a higher score) How/why do they work?



Planned Changes to Assessment Plan for Renewal Term

To measure content mastery and growth, we will continue to use the MAP assessment twice per year in Math and Reading. However, we will also add use the beginning of year (BOY) and end of year (EOY) assessments in language arts and diagnostic assessments such as AIMSweb and I-ready math assessments.

Duckworth and Yeager recommend "using a plurality of measurement approaches. Although time and money are never as ample as would be ideal, a multimethod approach to measurement can dramatically increase reliability and validity (Eid & Diener, 2006; Rushton, Brainerd, & Pressley, 1983). (Duckworth, 2015). Additionally, Derek Rowntree (2015) defines six purposes of assessment as: 1. Selection by Assessment, 2. Maintaining Standards, 3. Motivation of Students, 4. Feedback to Students, 5. Feedback to the Teacher, and 6. Preparation for Life (Rowntree, p. 16-30).

BRMS will continue to diversify its assessment tools and practices in order to most fully understand its student and teacher strengths and needs. In this portfolio of assessment practices, our staff seeks to include local tools in addition to community experts in the feedback process of learning, so as to bring in an authentic audience and make learning relevant.

Parallel to our work in content mastery, we are currently refining and applying our student competency rubric to measure key student success skills, such as: collaboration, critical thinking, creativity and communication. The Badger Competencies align to the district's graduate vision and will prepare students for high school, college, career and community.

In alignment with the Badger Competencies BRMS teachers will provide formative feedback throughout the project process and throughout the year so that students are not only informed of their progress in these areas but are active participants in the process of learning skill development. Frequent formative check-ins with individual students, called student conferring, is a model we will strive for.

In addition to tracking learner growth on rubrics and through conferring, BRMS will also discuss options around a research-based assessment tool to measure the culture of the school from year to year. Some examples include the Hope Survey (hopesurvey.org), Grit Scale (<http://angeladuckworth.com/grit-scale/>), and Towson University's Community Service Attitudes Scale (<https://www.towson.edu/provost/servicelearning/faculty/documents/postcommunityservice.pdf>).

Appendix F: Student Competency Rubric: "Badger Competencies"



VIII. Student Behavior Management

A. Student Behavior Management System

Beliefs and Values

Our core values of sustainability & resilience drive the beliefs and values of our behavior management system. We believe in creating safe and supportive learning environments where all students feel welcomed and part of our community. These environments sustain our students' bond with our school and each other. We also believe in setting clear and high expectations, acknowledging students when they meet them. We see failure as an opportunity for growth and a chance to build resilience. Thusly, when students fail to meet our behavior expectations, we will teach and provide interventions to support them . Finally, we also believe in the capacity of every person to restore and repair harm. When there is behavior that strains relationships, will work to repair them in order to continually sustain our community.

Student behavior data

From 2013 to 2015, the number of behavior incidents increased from 64 to 875 as a result of clearer expectations of behavior documentation, increase in students with multiple behavior incidents and larger number of level 1 behavior documentation. Groups with a higher proportion of behavior incidents include males, African American, multiracial and special education students. Level 2 behaviors (which typically require support staff intervention) increased from 25 incidents in 2014 to 248 incidents in 2015.

From 2013 to 2016, the number of out of school suspensions increased from 13 to 18. During the 2014-15 school year, there were 2 out of school suspensions. Groups with a higher proportion of behavior incidents include males, African American, multiracial and special education and non-English language learners.

From 2013-16, the number of in school suspensions decreased from 3 to 0.



From 2013-16, the number of restraint and seclusion incidents increased from 0 to 1 restraint. The lack of a dedicated safe room as well as predominance of glass doors discourages the use of seclusion. From 2013-16, there were no expulsions.

Analysis of behavior data

In addition to our quantitative data shown above we also reviewed qualitative measures such as our climate survey, staff interviews and parent & families meetings. On their climate surveys, our students identified peer-to-peer interactions (especially around bullying and harassment) as being their main concern. This summer, our staff shared their concerns about a culture of high expectations and timely supports while our families shared their concerns around clear communication and accountability. Using both quantitative and qualitative data, our staff grappled with the following questions:

- How do we build community between students to increase empathy and positive interactions?
- How do we support our students who are disproportionately represented in our behavior data?
- How do we use a progressive discipline approach so students know our response to unwanted behaviors? Given the use of zero in-school suspensions last year, we wondered about our supervision system for in school suspensions.

Action steps

In response to our behavior data, our staff began the process of creating a positive behavior response system centered on building community, clear communication of expected behaviors and timely supports.

To build internal relationships and community, all students take an advisory class where they consistently engage in community building activities from Developmental Designs or TRIBES curriculum. These classes are purposely smaller than our academic classes (around 18 students) and paired with our students services in order to maximize the support and attention to each student. Additionally, students and staff regularly engage in community building activities with each other such as our kickball game with incoming sixth graders or staff versus student soccer games.

To communicate our clear behavior expectations, all students rotate through our behavior talks during the first week of school. They learn about our classroom and school wide expectations and the behavior education plan. Each Monday, we hold assemblies to teach expected behaviors and acknowledge students when they meet those expectations. Our



parents and families have been sent a copy of the behavior education plan and have discussed climate and culture at parent and family meetings.

To provide timely supports to students, our classes have at least two adults (one academic teacher paired with a support staff) to support behavior. Our students services staff routinely work in the commons area so they can monitor classrooms and provide immediate assistance. They also conduct ongoing problem solving meetings with teaching staff and apply interventions needed for students.

B. Process for making continuous improvement efforts at the school, classroom, and student level based on the student climate data analysis

Our process for continuous improvement include an analysis of behavior at all levels of school systems. using school wide behavior and climate survey data before crafting school improvement plan (SIP), maintain regular monitoring of behavior data at school based leadership team (SBLT) meetings and implement weekly student problem solving meetings with Student Services Intervention Team (SSIT) and instructional teams.

c. Planned Changes to Student Behavior Management for Renewal Term

We plan to bolster our student behavior management system by creating engaging and high interest academic experiences, creating structures in the daily schedule for community building, explicit teaching and celebration of expected behaviors, social emotional skills and academic & career planning (ACP) and creating clear systems of support including an emphasis on the prevention of misbehavior.

These high interest academic experiences include applying a project based learning framework to core classes, field trips to community organizations and businesses and engaging afternoon classes such as gardening, fitness, Spanish, orchestra and African drumming.



Structures for physical activity and community building include a daily advisory class to teach expected behaviors, community building and academic & career planning (ACP).

A clear system of support include an emphasis on the prevention of misbehavior by assigning at least 2 adults in each core classroom, building staff capacity for classroom engagement and behavior management (7 staff have been have been trained in Developmental Designs and we hope to train all staff in two years) and strengthening the partnership with families.



IX. Key Partnerships

A. BRMS Key Partners

Foundation for Madison's Public Schools Adopt-a-School (FMPS AaS) partners, including CUNA Mutual Credit Union, Group Health of Southwestern WI, Summit Credit Union, and The Vine Church. These partners have contributed funding and volunteers to sponsor Family Outreach Nights over the past several years, and each partner has contributed in areas that reflect their expertise. Group Health of Southwestern Wisconsin supports the BRMS health office with needed supplies. Summit Credit Union has contributed financial literacy information for students. CUNA Mutual has printed valuable media materials, held drives for box tops, sporting equipment, hosted an on-site field trip and offered expertise on project management. The AaS partnership group meets every other month.

Center for Resilient Cities (CRC), which operates the Badger Rock Neighborhood Center (BRNC). The Neighborhood Center exists to support residents of all ages, and all Badger Rock families and students. BRNC's CommUNITY Night, a free monthly dinner, has been combined with BRMS's Family Outreach Nights, to deepen connections among students, families, neighborhood residents, and CRC/BRMS staff.

Since August 2012, BRNC has been a city polling place. Although many schools are polling places, this change is especially important for people of color. It also provides an important civil rights and civic engagement lesson for students. Prior to 2012, the polling place was the police station, which made many neighborhood residents uncomfortable. The average number of voters in a presidential election prior to moving the polling place was 975. After reassignment to Badger Rock, voter turnout exceeded 1,500 (93% of registered voters) and ranks among the highest in the city.

Aldo Leopold Nature Center (ALNC), which jointly developed the Science of Resilient Communities Program with BRMS teachers and CRC staff. This weekly program offering, which focuses on resilience in social and biological communities, is unique to BRMS. The curriculum includes team building activities and nature-based learning both on site and at locations around Madison. The program is in its second year.



Community GroundWorks (CGW), which offers the school's Gardener in Residence Program (GiR). Through GiR, students spend 80 minutes a day, four days a week, immersed in the urban agriculture curriculum, engaged in hands-on learning about food production, preparation and preservation, and nutrition and healthy eating. This partnership, new in 2016-17, has replaced the earlier partnership with Growing Power, which that organization chose to end for financial reasons. Since 2012-13, undergraduate teams of Morgridge Center Badger Volunteers have help tend the school gardens each semester and over the summer.

B. Planned Changes to Key Partnerships for Renewal Term

The renewal team has focused on a deeper understanding and support of the core values at BRMS through the development of strategic planning objectives and focus on the School Improvement Planning process. This process has allowed for increased communication and involvement and a stronger focus on core values and strategic planning objectives. Those objectives include focus on urban agriculture, students becoming stewards of the community and environment, and pathways to graduation. It is our goal to help BRMS become a school that is deeply embedded within its neighborhood.

The Innovative Schools Network and The Wisconsin Collaborative Educational Research Network at the University of Wisconsin - Madison School of Education have both reached out to BRMS in the past year to assist and support our innovation and vision. We will continue to work with these organizations.

Increased Quantity and Quality of Communication

New BRMS leadership has made communication with stakeholders a priority. This already shows in weekly updates to Governance Council members from school leadership and exchange of information with key partners. The Vine Church has made a proposal to update and facilitate how the BRMS Governance Council communicates. CUNA Mutual Credit Union has offered a skilled individual to help transition strategic planning objectives into day-to-day practice. We believe improved communication will support success in all areas of BRMS functionality.

Increased Involvement

Developing partnerships in 2016-17 include the UW-Madison's Center for Healthy Minds (mindfulness practice) and the University of Chicago Lab School, which brought its sophomore class service learning retreat to BRMS and plans to return in future years. We are also pursuing conversations with REAP, to bring their Farm to School program to Badger Rock.



Existing BRMS partners have shown increased involvement in 2016-17, including The Vine Church's Adopt-A-Teacher program, funding for renewal report, collaboration in Badger Rock Neighborhood Center's CommUNITY Dinners (second Fridays), and support for urban agriculture teaching and learning. It is evident that more people and more energy are focused on BRMS's success, which is, in turn, laying the foundation for greater connection to a neighborhood known for its physical disconnect from the rest of Madison.

Stronger focus on Core Values / Strategic Planning Objectives

Stakeholders will understand and contribute to decisions such as school themes, the School Improvement Plan, schedules, curriculum materials, staffing, and work with partners. This work will be driven with a goal of moving BRMS closer to building resilient learners one project at a time; so that the work of the school reflects a sense of place, cultural relevance, inquiry and design, sustainability, and resilience; and reflects the neighborhood and its value in the work being done.

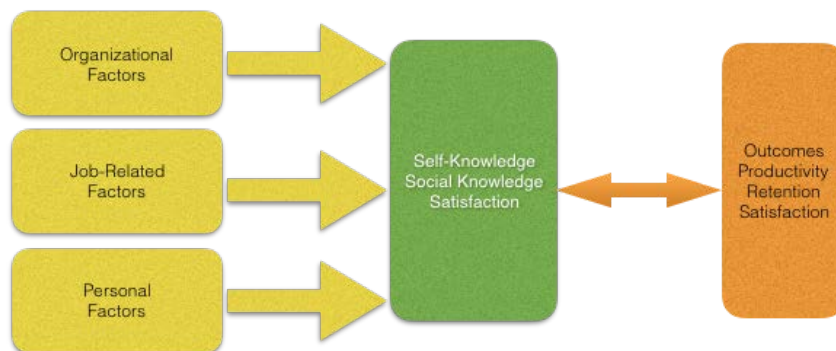
Appendix G: FMPS Partners



X. Human Resources

A. Staff Recruitment and Retention Plan

According to a 2014 Yukon Bureau of Statistics survey, workplaces that demonstrate the value they place in their employees and that put into place policies and practices that reflect effective retention practices will benefit, in turn, from worker commitment and productivity. That same study found that creative strategies that go beyond pay and benefits can be employed to attract and retain employees just as effectively as raises and benefits. With this in mind, we have a new focus to retain staff utilizing the following conceptual framework, adapted from Nyquist, Hitchcock, and Teherani (2000) to improve staff job satisfaction:



We believe that retaining employees at Badger Rock is about helping them grow and expand, not simply getting better at what they already do. We have already begun utilizing many of the recommendations for growing teacher leadership from Education|Evolving's *Teacher Powered Schools* initiative, to increase staff self-knowledge, social knowledge, and their satisfaction in their roles.

Recruitment

Recruiting staff for Badger Rock is unique to our setting as the expectations for teachers at BRMS is different than that of other schools in the district. We will recruit staff who have training in PBL, place-based, and urban agriculture models who understand the project process and have a deep desire to implement a student-directed inquiry model. Our demographic data also show a need to recruit a more diverse staff that often reflects our student population, including staff that speak Spanish.



Demographic Data

Teachers Only	2011	2012	2013	2014	2015	2016
Asian	0	1	1	1	1	1
Black	0	0	0	1	0	0
Hispanic	2	3	2	1	0	0
White	9	6	12	14	12	15
Two or more races	0	0	0	0	0	0
All Staff	2011	2012	2013	2014	2015	2016
Asian	0	1	1	1	1	2
Black	0	1	2	0	0	1
Hispanic	2	3	2	1	1	0
White	10	11	20	18	18	19
Two or more races	0	0	0	0	0	1

Recruitment Plan: Attraction and Selection

To attract qualified candidates, we will focus on creating compelling messages and materials, attending regional and national conferences around project-based learning and urban agriculture and begin building relationships with teacher preparation institutions and programs that train teachers who fit our needs.

So far this year, we have:

- Partnered with a local marketing company to craft a communications plan that messages the “story” of Badger Rock
- Strategically highlighted our work in media outlets such as our “Hawk House” project with the local utility company
- Met with university professors and teacher placement coordinators that research innovation in schools or alternative teacher preparation programs
- Presented at the North American Association for Environmental Science annual conference

We also plan to:

- Attend national and regional conferences on project-based learning to learn and share our work with similar schools
- Place student teachers from our partner teacher programs



To select qualified candidates, we will focus on creating a profile of skills, dispositions and competencies for success at Badger Rock in addition to the district’s selection process. Before hiring staff this summer, the governance council and staff created a “Badger Rock Staff Profile” to use during our interview process.

Retention

Our retention data shows the need to retain current staff, especially those that transfer to other schools. Our retention plan will involve:

- Understand the issues that motivate staff to leave using exit interviews
- Identify high performing staff base on our staff profile and evidence of student learning, growth and achievement
- Encouraging high performing staff to stay using specific strategies such as providing additional resources, giving regular positive feedback, giving honest feedback, supporting areas of development and creating paths for staff leadership

Retention Data

Teachers Only	2011	2012	2013	2014	2015
Retained	10	8	8	12	9
Transfer	0	2	5	4	3
Resignation-Personal Reasons	0	0	0	0	2
Resignation-No Return Contract	0	0	1	0	0
Resignation-Relocation	0	0	0	1	0
Resignation-Furthering Education	0	0	0	0	0
Resignation-Not Specified	1	0	0	0	0
Resignation-Other Employment	0	0	1	0	0
Retirement	0	0	0	0	0
All Staff	2011	2012	2013	2014	2015
Retained	11	11	14	15	12
Transfer	0	3	5	6	5



Resignation-Personal Reasons	0	0	0	1	2
Resignation-No Return Contract	0	0	1	0	0
Resignation-Relocation	0	0	1	1	0
Resignation-Furthering Education	0	1	0	0	0
Resignation-Not Specified	1	1	0	1	0
Resignation-Other Employment	0	0	1	0	0

B. Staff Evaluation Plan

The evaluation of BRMS staff is consistent with the district’s Educator Effectiveness evaluation process. The Educator Effectiveness evaluation system is made up of two parts. Half of the system is based on practice measures, and the other half is based on outcome measures. The evaluation framework measures teaching practices even in a project-based learning model. For example, Domain 3D: Using Assessments in Instruction is also applicable to a project-based learning model since this model calls for frequent assessments and feedback to students.

The other half of the Educator Effectiveness evaluation system measures student learning outcomes (SLOs) such as progress on summative assessments and standards-based rubrics. Under a project-based learning model, students are also assessed on their content mastery and thus can be evaluated under this evaluation system.

C. Planned Changes to Human Resources for the Renewal Term

Training & Support

We will ensure adequate and ongoing training for staff in content as well as pedagogy. As an example, the BRMS math teacher is being trained in new math curriculum (College Preparatory Math) as well as being trained in and completing math specialist courses. Our



humanities teachers is currently being supported by a literacy coach. The interim principal is also working with the District to offer professional development to staff in the areas of student engagement and project-based learning. We will also explore local and national networks that support project-based learning and environmental education professional development. We have already targeted several opportunities including the annual PBL Summer Institute in Wisconsin and the Buck Institute's PBL World National Conference.

Culture and Climate

We aim to build a culture and climate of high expectations for staff based on relational trust and mutual respect. Meetings have clear outcomes, staff developed norms and includes a reflection component on our process of working together.

Shared Leadership

We are increasing the collective ownership of our school through several key actions to expand our shared leadership. For example, our SBLT has increased its membership to include more academic teachers and support staff. Out of a staff of 12, we have 7 staff on our SBLT that regularly meet to support our school improvement plan.



XI. Transportation

A. Transportation Plan

Students are currently transported to and from BRMS in the same manner as students in the rest of the MMSD.

B. Planned Changes to the Transportation Plan for the Renewal Term

We would like to explore formal ways to support parents who make the choice to send their child to BRMS through a Transportation Committee that might survey parents to assess specific needs.

Several parents have mentioned a desire to find a carpool partner or asked if we might recruit more heavily from their neighborhood so that they might form car pools. Expressed requests of this nature are noted. BRMS has always thought about a Walking School Bus / Bike Riding Team and we would like to explore what is happening at other schools to encourage same. As we build community and parents begin to feel less isolated and make connections with other families, it is our hope that we might nurture this need organically.



XII. Waivers

A. Use of Statutory Waivers

Per the one-year contract, p. 14, Section 21:

Charter Schools are exempt from certain state requirements, (chps. 115-121), regarding public education, unless specifically referred to in state statute. BRMS will take the following state exemptions in order to maximize the flexibility afforded to charter schools by state law.

- a. Length of School Day -- Statute 120.12(15): Requires school boards to establish rules for scheduling hours in a normal school day. BRMS staff in conjunction with the BRMS Governance Council will establish the school's daily, weekly, and annual schedule.

B. Use of Waivers of Board Policy

The current BRMS contract includes the following waivers from MMSD practices and elements of its strategic plan, with which BRMS is otherwise compliant:

- Curriculum Development Cycle - The Council may develop, revise or institute curriculum in a cycle that varies from the cycle set forth in the MMSD strategic plan.
- Professional Development Days - BRMS staff may participate in District-wide professional development. The Council and BRMS may also utilize scheduled professional development days at its discretion and provide additional or separate professional development activities related to BRMS' educational program and methodology.
- Progress Reporting - BRMS' schedule and format of progress reporting may vary from that of other MMSD Schools.
- Art, Music, Foreign Language requirements.



BRMS is allowed to waive the following MMSD Board Policies and may, at a later time and via a written request to the MMSD, request future waivers from the MMSD School Board.

- 4610 - Wellness Curriculum - BRMS students and staff will comply with (and likely exceed) the intent of the policy but the provisions outlining how and when health classes will be taught needs flexibility.
- 4615 - Animals in the Classroom - Given the mission and vision of the school, BRMS plans to have animals in the classrooms. Safety will continue to be important for BRMS staff and appropriate measures will be taken.
- 3611 - Evaluation of Learning Materials - The BRMS Governing Council will have the power to oversee the evaluation of learning materials. This is to ensure the use of materials that reflect the BRMS mission and vision.

C. Use of Waivers of Collective Bargaining Agreements/Employee Handbook

No handbook waivers are being requested at this time.

D. Methods of Communicating Waivers to Stakeholders

Starting this year, communication of waivers have included providing updates and gathering feedback from our families at our monthly family meetings, from our school staff at SBLT and general staff meetings and from our governance council at our monthly meetings. In the future, we will increase the opportunities to provide updates and gather feedback from our families (ie. surveys and at more family events) and from our students.

E. Planned Changes to Waivers for the Renewal Term

We are also seeking additional waivers as follows:



- Waiver from the process of getting new classes approved through Curriculum & Assessment department. This waiver would allow us flexibility in providing creative experiences for students that are different from what already exists in the District. Provide flexibility to incorporate opportunities that come up through volunteers and partnerships.
- Waiver for course titles on Infinite Campus since there is a mismatch between what we offer and what we can document on Infinite Campus. For instance, there is not a Gardening course, and it doesn't fit neatly with any already-created course.
- Waiver from the grade reporting system. We would like to explore grading systems that also includes effort and our Badger Rock Competencies and Skills (Collaboration, Critical Thinking, Creativity, Communication).
- More flexibility in shifting allocation between positions. For example, this year we received a partial allocation in our Bilingual Resource Specialist (BRS) position that resulted in their physical presence at our school for only one afternoon a week. With our high population of Spanish speaking families, we could have shifted the BRS allocation to other part-time staff so our parents could have greater access to a Spanish speaking staff member.



XIII. Financial Operations

A. Financial Operations

As an instrumentality of the MMSD, BRMS has the same financial relationship with the overall district budget as all other middle schools. After establishing the budget neutral funding levels, the school allocates and budgets resources on the same timeline and same process used by traditional schools. During this term, BRMS managed its budget within the MMSD infrastructure.

The primary area of our budget has been spent on staffing, supporting our urban agriculture focus and staffing our field experiences. This school year, our teacher allocation was spent on three core teachers and support staff (bilingual resource teacher and special education teachers). Title 1 funds were used for staffing during the day and before/after school tutoring. Furthermore, this year and last, our in-kind donations were used to pay Aldo Leopold Nature Center staff to provide additional support on Field Days.

Sources	2013-14	2014-15	2015-16	2016-17
Allocation FTE	15.005	15.660	12.859	12.097
General Formula	12,125.60	14,548.74	11,022.48	9,196.20
School Improvement	5,461.64	5,313.30	12,094	\$6,579.00
Title 1 Funds	none	13,684.00	23,002.00	\$23,922.51
In Kind			\$40,000	\$40,000



2016-17 Allocation

	BADGER ROCK MIDDLE SCHOOL	Initial FTE	Final FTE
Administration	Principal	1.000	
Clerical Support	Admin Clerical Senior (10-Month)	0.490	0.490
EA Support	Lunch Room Supervision	0.140	-
	Parent Liaison		-
Teacher Pool	Total Teacher Allocation	3.700	3.781
	Base Allocation	4.200	
	Flexible Initial Allocation	(0.500)	
Targeted Teacher Allocation	AVID Teacher	-	-
	AVID Coordinator	-	
	ACP Coordinator	0.100	
	Interventionist (CEIS)	-	
	Instructional Coach/Learning Coordinator		-
Student Services	Social Worker (Org 813)	0.400	
	Psychologist (Org 814)	0.400	
	Guidance Counselor	0.300	
	PBS Coach Required Base (Org 802)	0.500	0.500
	PBS Coach Supplemental (BEP)	-	
	BEA (Org 802)		-
	Nurse (Org 432)	0.100	
Nurse Assistant (Org 432)	0.500		
Special Education	Cross Categorical Teacher Required Base	1.500	1.500
	Cross Categorical Teacher Supplemental	0.540	
	SEA	0.602	1.444
	SEA - Floater	-	
	Student Assigned SEA	-	
OMGE	ESL Teacher	-	
	BRT Teacher	0.500	
	Spanish BRS	0.242	
	Hmong BRS	-	
	TOTAL FTE ALLOCATION	11.014	11.257

2015-16 Allocation

	BADGER ROCK MIDDLE SCHOOL	Initial	Final
1 - Administrative Allocation	Principal	1.000	1.000
	Assistant Principal	-	-
2 - Teacher Allocation Pool	Base (Incl -0.8 Equity Based Adjustment)	4.100	
	Flexible Initial Allocation	0.500	



	Total Teacher Allocation (incl. conversions)	4.600	4.685
3 - Targeted Allocation	AVID - Teacher - Strategic Framework	-	-
	AVID - Coordinator - Strategic Framework	-	-
	Add'l AVID (from conversions)	-	-
	Guidance	0.300	0.300
	Instructional Coach/Learning Coordinator		-
4 - Allocation from Other Departments	PBS Coach (Org 802)	0.500	0.500
	Social Worker (Org 813)	0.400	0.400
	Psychologist (Org 814)	0.400	0.400
	Nurse (Org 432)	0.200	0.200
	Interventionist		-
	Advanced Learn - IRT (Org 352)	0.333	0.333
5 - Support Staff Allocation	AV - Technician (Clerical 12-M)	-	-
	Admin Clerical (10-month)	0.490	0.490
	Clerk Receptionist	-	-
	EA - Clerical	-	-
	EA - Regular	-	-
	Lunch Supervision	0.140	-
	Nurse Assistant (Org 432)	0.500	0.500
	EA-Interventionist (Org 802)	-	-
	Parent Liaison	-	-
6A - Special Education Allocation, Teacher (Org 302)	Cross Categorical Teacher	1.500	1.759
	Speech Language Clinician/Therapist	0.200	0.200
	Hearing Impaired Teacher		-
	Visually Impaired Teacher		-
	Occupational Therapist	0.250	0.250
	Physical Therapist	0.050	0.050
6B - Special Education Allocation, SEA & Other (Org 302)	Cross Categorical Base SEA	1.300	0.875
	Cross Categorical Supplemental SEA		
	Student Assigned SEA		-
	Hearing Impaired SEA		-
	Visually Impaired SEA		-
	Interpreter - Hearing Impaired		-
	Occupational Therapy Assistant		-
7 - OMGE (Org 312)	ESL Teacher	-	-
	BRT Teacher	1.000	1.000
	BRS Total	-	-
	Spanish		-
	TOTAL FTE ALLOCATION	13.163	12.942



B. Planned Changes to Financial Operations for Renewal Term

We plan to align all available resources to implement our strategic plan (to develop an integrated project-based learning model within an urban agriculture context) while honoring our instructional design principles including targeting an average class size of 25 and providing at least additional support staff in each academic class. Professional development funds will be prioritized towards deepening staff capacity in project-based learning, reading strategies and urban agriculture knowledge.

We acknowledge our higher per pupil expenditures compared to other district middle schools and have taken steps to refine our student recruitment plan (see section 3), fundraising strategies and add value to our district. Our governance council created a fundraising work group to begin supplement district allocation. So far, results include a partnership with the Center for Resilient Cities and Community Groundworks for farmer-in-residence position and a renewed grant with the Aldo Leopold Nature Center to support our Field Day experiences. We have also shared our urban agricultural model and project based learning practices with other middle schools and national conferences. Given how our Badger Rock Student Competencies mirror the district’s graduate vision and how our instructional model (project based learning within an urban agriculture context) reflects the personalized pathway work in high schools, we hope to support and spur innovative practices within the district.

5 Year Budget

		2016-17	2017-18	2018-19	2019-20	2020-21
Revenue Generators	Per Student Multiplier (Full Revenue Limit Authority)	11,492	11,607	11,723	11,840	11,959
	Enrollment	76	76	76	76	76
Revenue Sources	State Authority	873,392.00	882,125.92	890,947.18	899,856.65	908,855.22
	SAGE	-	-	-	-	-
	Title I-A	23,922.51	24,281.35	24,645.57	25,015.25	25,390.48
	IDEA Flow Thru	910.00	923.65	937.50	951.57	965.84
	Title III	190.00	192.85	195.74	198.68	201.66
	Total Revenue	898,224.51	907,330.92	916,530.25	925,823.47	935,211.54
Instructional Expenditures						



Staffing Expenditures (expressed in Full Time Equivalents)		FTE		FTE		FTE		FTE		FTE	
	Classroom Teacher	6.46	506,485.27	6.46	516,614.98	6.46	526,947.28	6.46	537,486.23	6.46	548,235.95
	Educational Assistant	0.50	22,687.03	0.50	23,140.77	0.50	23,603.59	0.50	24,075.66	0.50	24,557.17
	Special Education Assistant	1.44	72,658.89	1.44	74,112.07	1.44	75,594.31	1.44	77,106.19	1.44	78,648.32
	Student Services (Guidance, Psych, Social Work, Nurse)	2.20	187,780.69	2.20	191,536.31	2.20	195,367.03	2.20	199,274.37	2.20	203,259.86
	School Administrator	1.00	136,205.65	1.00	138,929.76	1.00	141,708.36	1.00	144,542.53	1.00	147,433.38
	Clerical Support	0.49	33,536.59	0.49	34,207.33	0.49	34,891.47	0.49	35,589.30	0.49	36,301.09
	Professional Development		6,579.00		6,710.58		6,844.79		6,981.69		7,121.32
	Extended Employment (Formula)		521.41		531.84		542.47		553.32		564.39
Purchased Services	Services (Equipment Repair Mileage) *Formula		1,759.28		1,794.47		1,830.35		1,866.96		1,904.30
	Rent		65,400.00		66,708.00		68,042.16		69,403.00		70,791.06
Supplies	General Supplies *Formula		6,298.47		6,424.44		6,552.93		6,683.99		6,817.67
Capital Equipment	Capital Equipment *Formula		617.04		629.38		641.97		654.81		667.90
Total Cost			1,040,529.33		1,061,339.92		1,082,566.72		1,104,218.05		1,126,302.41
Net Revenue to Expenditures			(142,304.82)		(154,009.00)		(166,036.46)		(178,394.58)		(191,090.87)



Loc	Description	Budget FY2017	Third Friday	Cost per Pupil
234 Total	Hamilton	6,799,762.28	826.00	8,232.16
225 Total	Toki	5,099,382.53	575.00	8,868.49
227 Total	Whitehorse	4,329,522.12	473.00	9,153.32
245 Total	Jefferson	4,927,645.98	504.00	9,777.08
220 Total	O'Keeffe	4,901,431.05	498.00	9,842.23
231 Total	Spring Harbor	2,769,953.15	269.00	10,297.22
242 Total	Sennett	7,231,158.69	666.00	10,857.60
228 Total	Sherman	4,564,650.08	418.00	10,920.22
210 Total	Blackhawk	4,257,084.29	389.00	10,943.66
203 Total	Cherokee	5,261,627.85	477.00	11,030.67
239 Total	Wright	3,318,012.10	255.00	13,011.81
246 Total	Badger Rock	1,016,419.39	76.00	13,373.94
Total / Average		54,476,649.51	5,426.00	10,039.93



XIV. Facility/Safety Plan

A. Facility Plan

BRMS is located in the Badger Rock Center (BRC), a 23,000-sq. ft. state-of-the-art facility built in 2012 to LEED-NC Platinum (version 2009) standards. (LEED stands for Leadership in Energy and Environmental Design; NC stands for New Construction.) Although not yet LEED-certified by the U.S. Green Building Council, BRC was built to secure 101 of 110 possible rating points, which will make it one of the highest LEED-rated buildings in the northern hemisphere. Built to exacting energy efficiency and environmental design standards, the Badger Rock Center and its surrounding site are perfectly aligned with BRMS's educational focus on sustainability and urban agriculture.

BRC was constructed using as many sustainable, recycled or repurposed, and local and regional materials as possible. Concrete used in the building and drive aisles was repurposed from the former Badger School once located on the site, and interior walls were fabricated with stone from Wisconsin and Minnesota and wood from trees harvested on site. Furnishings, such as the lockers located throughout the second floor, were repurposed from an MPS school being converted to senior housing in Milwaukee.

BRC was designed to admit maximum natural light (e.g., windows, polished concrete floors, Solatube™ tubular daylighting devices), while maintaining maximum energy efficiency. The HVAC system includes geothermal heating and cooling and features three different solar arrays, two on the roof and one on the building's south façade. The educational greenhouse attached to the building is similarly energy efficient, with automated retractable shade cloth and vents that control air temperatures. The building meets ADA accessibility standards.

A unique feature of the BRC building and site is that all stormwater runoff – from the building's roof or from the site itself – is captured and managed on site. Underground cisterns can hold 80,000 gallons of water, while an in-building cistern has a 7,000-gallon capacity. Bioswales featuring native plantings hold and manage any overflow, allowing slow infiltration that recharges groundwater. Water from the cisterns, after filtering through the building's UV-filter system, is used to water the school gardens and other urban agriculture when rainfall is scarce. Given the on-site retention capacity, BRMS gardens can weather an extensive drought while the school delivers on its sustainability and urban agricultural educational mission.



BRC was constructed with education in mind. Every building system (i.e., HVAC, solar, stormwater management) can be monitored by BRMS students from computers or iPads. The greenhouse, school gardens and natural areas offer opportunities to study agricultural practices, plant growth, and the water cycle. BRC's food preparation room and certified commercial grade kitchen allow students a homegrown farm-to-school and nutrition education experience, as they harvest, clean and prep, and cook produce that they've grown, using healthful recipes. Students also learn food preparation and preservation techniques (drying, freezing, canning) – life skills that will serve them well in the future. Finally, the extensive growing and cooking spaces allow BRMS students and their families to learn and share agricultural, horticultural and culinary knowledge from the diverse cultures and backgrounds that make up the Badger Rock community.

B. Process for Ensuring the Health and Safety of All Students

BRMS follows all health and safety guidelines, policies and rule, established, now or in the future, by the MMSD. This includes, but is not limited to, conducting fire drills, severe weather shelter drills, development of a building security plan, immunization requirements, and addressing cleanliness of the site and classrooms. BRMS students have access to the District's health services. BRMS will comply with local, state and federal laws, regulations, and codes pertaining to the health and safety of the BRMS pupils.

C. Planned Changes to the Facility Plan for the Renewal Term

BRMS was originally chartered at a capacity of 150 students across the three grades; however, the MMSD capped student enrollment at 100 for the 2013-2014 school year and the remaining years of the original 5-year charter (see Amendment 4 to the charter). This cap was intended to stay in place until Phase 2 of the Badger Rock Center (then known as the Resilience Research Center) was constructed.

Current Space Usage and Addressing Future Growth

At present, BRMS occupies the entire second floor of the Badger Rock Center. The school also makes daily, flexible use of the Multipurpose Room (cafeteria), building kitchen (for



school meals and student cooking classes), and the prep room/greenhouse areas. BRMS staff makes occasional use of the first floor Workshop Room for parent-teacher conferences, IEP meetings, special behavioral incidents, and small class offerings, such as algebra.

In 2013, as the 100 student cap was put into effect, BRMS Governance Council members, the then-principal, MMSD Central Office and CRC discussed space options for the school's future growth. Those plans remain valid and are briefly summarized here.

1. A student population of 100 can be accommodated in the second floor school space as currently designed. As enrollment increases beyond 100, the current art/science classroom can be used for an additional 25 students, without any need for space modifications. The Workshop Room could be flexibly used by BRMS as needed.
2. A Phase 2A, one-year, temporary classroom plan was explored by BRMS, the MMSD and CRC in 2013. This plan would have enabled the school to expand to its full 150 student complement while awaiting completion of the full Phase 2. At the time, the MMSD was supportive of this plan, but it was tabled when school enrollment did not increase. Those plans can be revisited for implementation as the school grows.
3. With the closure of ITT Tech, which was located across Rimrock Road within walking distance of the school, there is a large amount of space standing vacant. Members of the BRMS Governance Council and CRC staff have had an initial meeting with Alexander Company, the property owner, about potential use of the space. In Year 1 of the charter renewal period, that conversation will be explored in greater detail for its potential as BRMS grows.

Badger Rock Center - Phase 2

During the renewal term, CRC plans to conduct a Phase 2 capital campaign and construction that will enable BRMS to grow up to its originally chartered 150-student capacity. The Phase 2 capital campaign will be conducted regionally and nationally, as well as locally. The 33,000-sq. ft. Phase 2, originally designed at the same time as Phase 1, will include two additional classrooms with outdoor balconies, teacher/support staff offices, a school nurse's office, and additional restrooms for BRMS.

Phase 2 will also include a neighborhood center gymnasium, Neighborhood Center and MSCR offices, large and small meeting rooms, a teen center, an audiovisual room with a neighborhood radio station, and a repair shop/shared tool library accessed from outside



the building. A 1,500-sq. ft. retail space is also planned for the building, with the hope of attracting a small food market/café, from which produce grown on site can be sold, since with the closure of Badger Bowl, the Badger Rock neighborhood has just one retail food outlet. An additional greenhouse and several additional hoop houses are also planned.



XV. Legal Requirements

A. Process for ensuring compliance with legal requirements affecting charter schools

BRMS is in compliance with Wisconsin statute section 118.40 that specifically addresses charter school law. BRMS is an instrumentality of MMSD, under 118.40.7.1. As an instrumentality of MMSD, staff fall under the MMSD's staff handbook, consistent with Wisconsin Act 10.

B. Process for ensuring equitable access to all students regardless of race/ethnicity, gender and/or disability

BRMS does not use a student's protected class status (e.g., race, gender, disability status, etc.) to determine admission to the school or any program offered by the school. In addition, BRMS is in full compliance in providing services to nontraditional learners, as stipulated in Title I of the Secondary and Elementary Education Act of 1965.

BRMS has 23 ELL students or 30.7% of its students. Additionally, 66.7% of BRMS students qualify for the federal Free and Reduced Price Lunch program. The MMSD Free and Reduced Price Lunch program participation rate was 46.61% in 2015-2016.



XVI. Additional Considerations

A. Any other data elements supporting the school's success not yet discussed

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B. Any other aspect(s) of the School that is changing during the Renewal Term not yet considered in this application

The BRMS Governance Council and partner organization Center for Resilient Cities (Badger Rock Neighborhood Center) are meeting to begin working on the Governance Council's strategic objective to strengthen BRMS ties with the neighborhood. The group is working with an approach piloted by John McKnight, Co-Director of the Asset-based Development Institute and Professor Emeritus of Communications Studies and Education and Social Policy at Northwestern University in Evanston, IL. The approach comes from a paper written by McKnight called "An Educating Neighborhood: How Neighbors Create a Village that Raises Their Children."

In addition, the BRMS Governance Council will be exploring the community school concept, since co-location of BRMS with the Badger Rock Neighborhood Center has put the school in a good position to expand its impact in that strategic direction. The Governance Council will use the MMSD's Community Schools concept paper and other research on community schools to shape its specific approach.



Appendix A: BRMS PBL Transition Plan

Why Project-Based Learning (PBL)?

Teaching through project-based learning allows our core values (design & inquiry, promoting a sense of place, resilience and cultural relevance) to permeate all student learning experiences. PBL also supports the acquisition of 21st century skills (critical thinking, creativity, collaboration, communication) and our school's equity vision of engaging all students in active learning.

Equity Vision

All students are engaged and supported in active learning to develop lifelong learning skills and an understanding of themselves and their relationship to family and community.

TIMELINE

Summer 2016 (complete)

Vision	Culture
Leader recognizes a need for deeper learning for staff and students Leader recognizes a need for deeper learning and develops his personal "Why PBL?"	Leader gathers information about structures and policies that promote or hinder effective PBL practices
Capacity Building	Continuous Improvement
Leader evaluates strengths of staff members that can contribute to a PBL implementation effort Introduce staff to PBL framework	Current conditions for students and staff are analyzed, evaluated and reflected upon



2016-18: Planning & Exploration

Vision	Culture
<p>Begin to develop a vision of what PBL looks like a Badger Rock.</p> <p>Visit schools in various stages of PBL implementation</p> <p>Leader communicates the need for deeper learning for staff and students</p> <p>Leader communicates his personal “Why PBL?” to all stakeholders</p> <p>A clear school vision is developed that includes PBL and is aligned with the district vision</p> <p>PBL vision and action plan are shared with staff and communicated with parents in a variety of ways</p> <p>Vision drives decisions, including professional development</p>	<p>Teachers explore PBL and experiment with the practices on their own</p> <p>Students have project experiences and are more engaged learners during those times</p> <p>Leader begins to shift the focus of classroom walkthroughs and observations to include PBL best practices</p> <p>Leader formally and informally celebrates practices that support deeper learning and PBL</p> <p>Leader plans for eliminating or changing practices, expectations, and programs that don’t support deeper learning and PBL</p> <p>Schedule includes protected collaboration time for teachers and flexibility for interdisciplinary PBL</p> <p>Explicit instruction on student success skills occurs</p> <p>Teacher incorporate project-based teaching practices into their regular practice</p> <p>Teachers use more formative assessment and start to question traditional grading methods</p> <p>Teachers begin to incorporate authentic audiences and public exhibitions of work</p> <p>Students ask for more PBL experiences</p>
<p>Capacity Building</p>	<p>Continuous Improvement</p>



<p>PBL articles are shared with the staff</p> <p>Leader and staff attend professional development for PBL</p> <p>Leader begins to incorporate PBL best practices into the way staff is supported</p> <p>Some teacher PLCs dedicated to PBL</p>	<p>Leader analyzes personal strengths and growths opportunities and evaluates his ability to lead the shift to PBL</p> <p>Leader recognizes and celebrates practices that support Project Based Learning with staff</p> <p>Teachers and leaders reflect on their PBL teaching practices using quality tools</p>
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2018-20: Internalization

Vision	Culture
<p>Leader messages and communicates the vision</p> <p>Leader creates community connection to build project idea and expert banks</p> <p>Teachers, parents, and students can tell you what the vision for the school is and the plan for moving PBL forward</p> <p>School website reflects the PBL vision</p>	<p>Leader supports structures that promote ideal PBL culture (schedules, expectations, celebrations, etc.)</p> <p>PBL teaching practices are evident in all teaching, not just in project-based units</p> <p>Projects are “main course” curriculum</p> <p>Authentic audiences and public exhibitions of work are a regular part of PBL practice</p> <p>Curriculum is reflective of the students and their community</p> <p>Failure is celebrated and seen as a learning opportunity</p> <p>Productive conversations about teaching practices, student work, school policies and procedures are regularly held</p> <p>Formative and summative assessments are used to drive PBL curriculum decisions</p> <p>Grading practices are studied and revised to reflect PBL</p>



Capacity Building	Continuous Improvement
<p>Leader seeks feedback and pursues opportunities to deepen his or her understanding of PBL</p> <p>Leader reflects upon and share his own deeper learning growth and development story</p> <p>PBL professional development opportunities continue to be offered for additional, current and new staff</p> <p>Instructional leader provide meaningful feedback to teachers</p> <p>PBL tools, resources and supports are provided</p>	<p>Leaders, as part of a district cohort, provide meaningful feedback about PBL</p> <p>Leaders provides teachers with meaningful feedback about PBL</p> <p>PBL school visits between leaders and leadership teams are an expectation</p> <p>Use of iterative protocols are regularly used to improve PBL instruction</p> <p>PBL Leadership team meets regularly to continue to deepen their understanding of PBL practices</p> <p>PBL classroom visits for teachers are an expectation</p> <p>PBL Leadership team evaluates the implementation of PBL</p>

2020: Refinement

Vision	Culture
<p>Leader promotes PBL in the community</p> <p>Leader supports innovative ideas that teachers bring forward</p> <p>Site-based PBL action plan is continuously reflected upon and revised as needed</p>	<p>Leader constantly evaluates the school culture and addresses needs</p> <p>PBL is seen as “the way we teach” not a separate event</p> <p>The community feels connected to the school</p> <p>Students are highly engaged in their work and are contributing to a larger purpose</p>
Capacity Building	Continuous Improvement
<p>Leader continuously evaluates the</p>	<p>Leader visits other schools to provide and</p>



<p>professional development needs for PBL and plans accordingly</p> <p>Assessments are fully aligned with vision and curriculum.</p>	<p>receive ongoing growth producing feedback</p> <p>Ongoing professional development for PBL is provided</p> <p>Reflection of PBL practices lead to improvement</p> <p>Quality tools for assessing the implementation of PBL are used on a regular basis to drive decision-making</p>
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Appendix B: Governance Council Members, Roles, and Terms

Dave Ahmann	Community Representative, Fundraising Chair	Term 2016-2019
Officer Amanda Analla	Community Representative	Term 2016-2019
Lilian Hanyire	Parent, FACE Liaison	Term 2016-2019
Cari Hauge	BRMS Teacher/Staff Representative, SBLT	Term 2015-2018
Peng Her	Community Representative, CRC Partner	Term 2015-2018
Tom Mosgaller	Community Representative, President and Founding Member	Term 2014-2017
Michelle Palmer	Parent, FACE Liaison	Term 2016-2019
Pastor Scott Sterner	Community Representative, FMPS Partner, The Vine Church	Term 2016-2019
Hong Tran	Interim Principal (<i>ex officio</i>)	N/A
Nan Youngerman	Community Representative, Secretary and Founding Member	Term 2014-2017



Appendix C: Governance Council Bylaws and EIN Number

EIN Number: 45-3416247

Badger Rock Middle School
Governing Council Bylaws
Approved January 6, 2011

Section One

Name

The name of the organization is Badger Rock Middle School (hereinafter referred to at times as BRMS).

Location

The educational facilities of BRMS shall be located at the Resilient Research Center campus - 501 E. Badger Road, Madison WI 53713

Fiscal Year

The fiscal year of BRMS shall coincide with the fiscal year of the MMSD District, which is July 1st thru June 30th.

Section Two

Purpose

In addition to the specific and general purposes of the organization described herein, the purposes of BRMS shall include without limitation applying for charter to operate a school, entering into a charter contract with the MMSD Board of Education or other charter



authority, operating a school, fund-raising, grant writing therefore and doing all things necessary or convenient to accomplish all or any of the foregoing.

Section Three

Governing Council

General Powers and Duties

The business and affairs of BRMS shall be managed by its governing council (or the "Council"). Without limiting the generality of the foregoing, the council may exercise such powers of MMSD as are provided for by law or by the Wisconsin Department of Public Instruction, the MMSD Board of Education, the Charter Contract or these Bylaws. The Council may assign duties and responsibilities to appropriate committees, as it may deem necessary.

The Council powers and duties are described in the MMSD Charter Grant (approved by the MMSD Board of education). Council members only have governing authority during official meetings or other official business. The chairperson will preside over meetings, using Robert's Rules as a guideline. The chairperson of BRMS, in consultation with the executive committee comprised of the Chair, Vice-chair, Secretary, and Treasurer sets the agenda. The secretary will take meeting minutes, and posts notification of meeting dates. In order for a BRMS board member to speak for the council to the District Administrator, staff or parents, that member must have been given that authority by a formal vote of the Council.

Rules of Order

The Chair, or in the absence of the Chair, the Vice-Chair, shall serve as chairperson at all meetings of the council. The conduct of the meeting shall be in accordance with established parliamentary procedure. Except as otherwise specified by law or by BRMS governing policies pertaining to its own operating procedures, the council shall be governed by the rules prescribed in most recent Robert's Rules of Order.

Board Composition, Term, Term Limits, and Elections

The Governance Council will consist of not less than seven (7) nor more than eleven (11) members each serving a three-year term. The council will include, but is not limited to, parent(s) or guardian(s) of students, Community Professionals, retired MMSD teachers or



staff, MMSD school leaders, and community member(s). From this council a Chair, Vice-Chair, Treasurer and Secretary will be elected annually.

The terms for all members begins upon approval of the BRMS contract. Terms of office during the first year of organization will consist of three (3) persons serving an initial one-year term, Four (4) members serving an initial 2 year term and the remaining members serving the full three year term. The terms selected will begin as of the contract to June 1, 2011.

Council members are term limited to serving two consecutive three (3) year terms of office. There must be a separation from the council for one (1) calendar year before the individual could again be elected to the council for an additional term. The council may approve exception to this term limit

Election of new members to the council will be open to any interested candidate to be selected at the BRMS annual meeting in June. The council shall appoint a nominating committee to solicit candidates for open positions and present the slate of candidates at the Annual Meeting.

Vacancies

Vacancies will be filled by appointment by the council based on a majority vote of the quorum. Interested candidates shall submit a written letter of interest to the council or the council itself may nominate them. Letters and/or nominations must be submitted no later than one week prior to the next regularly scheduled council meeting at which the candidates will be reviewed and voted on. The appointed member shall fulfill the remainder of the vacant term.

The council is not bound to select a replacement member from the candidates. If the council holds that all of the candidates are unsuitable, the council must advertise the vacant position and solicit new applicants.

Attendance

Attendance at regular meetings of the council is expected. If a member must miss a regular meeting or leave a meeting early due to extenuating circumstances, the member must notify the council Chair in advance, if possible. Unexcused absences at two (2) or more regular meetings in a row may result in removal from the council.

Compensation



Council members shall receive no compensation for their services. If they attend meetings or conferences on behalf of the charter school, they shall be compensated for appropriate travel and conference related expenses.

Resignations

Council members may resign at any time by giving written notice to the Chair or Secretary. Such resignation shall take effect at the time specified therein. The acceptance of such resignation shall not be necessary to make it effective.

Recall

Any single council member may be recalled. A petition signed by parents or guardians of students enrolled at the school must be presented to the council during a special meeting called for such purpose. The petition must contain signatures totaling at least thirty-three percent (33%) of the number of enrolled students as of the date of the petition. One parent/guardian per family may sign the petition for each of their enrolled children.

The council, upon receiving the petition, shall verify its authenticity and schedule a special Council meeting during which the recalled member may be removed. The removal process of the bylaws will be followed.

Removal of a Board Member

A member may be removed for cause by a majority vote of the entire BRMS Governing council (six voting members). Cause could be for ethical or failing to adhere to the list of responsibilities and commitments expected from council members. A member may be removed for unprofessional or disrespectful conduct during council meetings or official school functions, or while dealing with staff, parents, or community members.

Conflicts of Interest

Wisconsin State Statute clearly limits any financial transactions between the council members and BRMS. Council members shall not be a party to any transaction to sell materials or services, or to work under contract to the charter school.

Any Council member, officer, key employee or committee member having an interest in a contract or other transaction presented to the council or a committee thereof for authorization, approval or ratification shall make a prompt, full and frank disclosure of his/her interest to the council or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be



adverse to the BRMS interest. Such transactions presented to a Council committee will not be acted upon without Council approval.

A person shall be deemed to have a “conflict of interest” in a contract or other transaction if she/he has, directly or indirectly, a significant financial or personal interest in the contract or transaction with BRMS. Any contract or transaction entered into in violation of the Wisconsin Statute or failure to make the disclosure required by this law shall be cause for removal or termination.

Section Four

Annual Review

The BRMS faculty will report annual progress of BRMS students to the council at its May council meeting

Section Five

Annual Meeting

An Annual Meeting shall be conducted each year in June on a date set by the Governing council. All BRMS parents, BRMS Council members and full-time BRMS staff are allowed to vote. Their responsibilities include:

- Selecting a chairperson to conduct the Annual Meeting;
- Elect candidates to fill Governing council positions for three-year terms.
- Approve a tentative budget for the upcoming fiscal year.

Section Six

Bylaw Amendments

These bylaws may be amended by a majority vote of the governing council.



Appendix D: BRMS Governance Council Strategic Plan

Strategies To meet key objectives	Key Objectives For BRMS	Action Plans Action Steps to drive strategy forward	Owner(s)
<p>Create a model of teaching where Urban Agriculture drives the learning experience</p>	<p>Be a model for urban agricultural education</p>	<p>Establish a team including Farmer-in-Residence and Principal to establish a purpose statement outlining the mission and vision for the BRMS “Urban Agriculture” (UA) experience. Outcome is a “Purpose Statement” to guide the UA experience across all BRMS stakeholders</p>	<p>Farmer-in-Residence, Principal January 2017</p>
	<p>Be model of effective teaching (across district, state nation)</p>	<p>Develop a curriculum map that integrates Urban Agriculture standards into content area subjects. Outcome is a curriculum map</p>	<p>Principal & Personalize Pathways Coordinator Fall 2017</p>
	<p>Deliver quality education to raise achievement level</p> <p>Develop student on the path to graduation</p>	<p>Create a workgroup to explore and establish a network of experts (e.g. farmers other UA schools, UW, etc. – internal/external). Outcome: three or more experts identified and partnership established by end or Spring 2017. Two interactions (e.g. site visit to expert, visit and tour by expert(s), in-service with staff, etc.). One interaction in Spring 2017 and another Fall of 2017.</p>	<p>Tom M. to lead in establishing workgroup. (workgroup can select a leader of group)</p>
<p>Bring students and neighbors together to learn from each other</p>	<p>Develop a sense of stewardship in community and environment</p>	<p>Schedule a calendar of student and staff presentations at monthly community nights. Outcome a list of all projects presented.</p>	<p>Led by FACE Team November 2016</p>
	<p>Develop a sense of place (strong neighborhood) that is connected to all stakeholders</p>	<p>Establish a workgroup to work with CET to match community members/neighbors with special skills/attributes to students with a need to learn from them. Outcomes will be 1) a completed assessment and list of neighbors skills/attributes, 2) a method to assess what</p>	<p>Governance Council Chair will support CET in leading this action Fall 2017</p>



		students need, and 3) an approach to match students to neighbors	
<p>Apply a common PBL framework to curriculum planning that is well understood, systematic and consistent</p>	<p>Be model of effective teaching</p>	<p>Create a standard "PBL Framework" to guide staff. Outcome is a common PBL framework</p>	<p>BRMS SBLT guided by Principal</p> <p>2016</p>
	<p>Deliver quality education to raise achievement level</p>	<p>Staff plan, develop and implement curriculum employing the PBL Framework at BRMS. Outcome is lesson plans following PBL Framework.</p>	
	<p>Develop student on the path to graduation</p>	<p>Assess and improve the integration and application of PBL framework in core content areas</p>	



Appendix E: BRMS Governance Council Roles and Responsibilities Matrix

*A collaborative workflow chart that distinguishes and defines key roles and responsibilities
(Adapted from a matrix by Lewicki Education Consulting)*

Task/Process	<u>BRMS Leadership/Faculty</u> <i>Principal and SBLT</i>	<u>BRMS Governing Council</u> <i>Majority community members, charter educators, parents, community partners</i>	<u>MMSD Administration</u> <i>Superintendent Designee (Chief of Staff), Chiefs of Schools, Director of Curriculum, Special Education Director, District Support</i>	<u>MMSD School Board</u> <i>Charter Authorizer</i>	<u>Partners</u> <i>Founding, Educational, Foundation for Madison Public Schools Adopt-A-School Partners, and Community Partners</i>
School Charter	Assist in developing and primary implementation an innovative BRMS Charter aligned with MMSD vision	Develop, adopt and implement an innovative BRMS Charter aligned with MMSD vision The Charter Contract will address: A description of the educational program of BRMS The methods BRMS will use to enable pupils to attain the educational goals The methods by which pupil progress in attaining the educational goals will be measured The governance structure of BRMS Exemptions from statutes and rules MMSD School Board waivers Charter Contract review and renewal processes	Provide consultation to the Governance Council on renewal process and application	Approves renewal application	Provide input on developing the charter Assist in implementing the charter



<p>School Vision & Strategic Plan</p>	<p>Assist in developing and implement a BRMS Strategic Plan that is aligned with, and contributes to, the MMSD Strategic Plan</p> <p>Create an annual collaborative strategic planning retreat to sustain a coordinated vision and implementation</p> <p>Speak with a common, positive voice</p> <p>Field questions to appropriate stakeholders</p> <p>Encourage innovative teaching and learning, and sustaining the vision of BRMS</p> <p>Encourage development and implementation of Professional Development Plans for students, for BRMS Leadership/Faculty, and for BRMS Governing Council</p>	<p>Develop, adopt and assist in implementing a BRMS Strategic Plan that is aligned with, and contributes to, the MMSD Strategic Plan</p> <p>Create an annual collaborative strategic planning retreat to sustain a coordinated vision and implementation</p> <p>Speak with a common, positive voice</p> <p>Field questions to appropriate stakeholders</p> <p>Encourage innovative teaching and learning, and sustaining the vision of BRMS</p> <p>Encourage development and implementation of Professional Development Plans for students, for BRMS Leadership/Faculty, and for BRMS Governing Council</p> <p>Design and implement continuous improvement protocols and foster a continuous improvement culture</p>	<p>At a minimum of three times a year, up to monthly as requested by the principal, conduct a Chief of Schools deep dive process in alignment with the BRMS Instructional Design where classroom instruction is observed, standards alignment is monitored, and school improvement is fostered through joint problem solving</p>		
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	Design and implement continuous improvement protocols and foster a continuous improvement culture				
School Policies	<ul style="list-style-type: none"> • Execute and enforce all MMSD policies. • Execute and enforce all BRMS policies. • Recommend to BRMS Governance Council any policy waivers if needed for innovative and accountable pedagogy. • Assess and report to BRMS Governance Council on the efficacy of policies, and continued use of waivers. 	<ul style="list-style-type: none"> • Create and oversee BRMS specific policies that support the intentions of the BRMS Charter Contract and are distinctive to the BRMS pedagogy. • Consider policy waivers recommended by BRMS Leadership/Faculty and propose policy waivers to the MMSD School Board that are needed to provide flexibility for innovative and accountable pedagogy. 	<ul style="list-style-type: none"> • Create and enforce MMSD policies that align with state statutes. • Consider policy waivers recommended by BRMS Governance Council and propose policy waivers to the MMSD School Board that are needed to provide flexibility for innovative and accountable pedagogy. 	<ul style="list-style-type: none"> • Approve and oversee MMSD policies that align with state statutes. • Approve BRMS policy waivers that are needed to provide flexibility for innovative and accountable pedagogy. 	
School Budget, Grant Development & Fund Development	<ul style="list-style-type: none"> • Draft BRMS financial budget and recommend to the BRMS Governance Council. • Execute the BRMS 	<ul style="list-style-type: none"> • Approve BRMS financial budget. • Regularly monitor financial performance against budget. • Identify and initiate grant development 	<ul style="list-style-type: none"> • Deliver and distribute BRMS budget funds. • Support BRMS grant development initiatives as appropriate. • Facilitate grant 	<ul style="list-style-type: none"> • Allocate BRMS budget funds based on MMSD formulas, and BRMS pedagogy and enrollment. • Empower BRMS Governing 	<ul style="list-style-type: none"> • Identify and initiate grant development opportunities and draft grant applications where partner is the principal grant applicant.



	<p>financial budget and regularly report to BRMS Governance Council on financial performance against budget.</p> <ul style="list-style-type: none"> Identify and initiate grant development opportunities and draft grant applications and recommend to the BRMS Governance Council. Invite partner involvement in grant development opportunities where BRMS is the principal grant applicant. Identify and initiate fund development opportunities. Contribute to, and execute, fund development opportunities, as coordinated by BRMS Governance Council. 	<p>opportunities.</p> <ul style="list-style-type: none"> Invite partner involvement in grant development opportunities where BRMS is the principal grant applicant. Approve grant applications where BRMS is principal grant applicant. Regularly monitor allocation of grant funds received by BRMS. Identify and initiate fund development opportunities. Coordinate and execute fund development opportunities. 	<p>disbursement and accounting.</p> <ul style="list-style-type: none"> Support BRMS fund development initiatives as appropriate. 	<p>Council to create budget parameters and work with MMSD administration for adequate resourcing of BRMS.</p>	<ul style="list-style-type: none"> Invite BRMS involvement in grant development opportunities where partner is the principal grant applicant, and grant is relevant to BRMS. Contribute to grant development opportunities where BRMS is the principal grant applicant and grant is relevant to partner. Contribute to fund development opportunities, as coordinated by BRMS Governance Council.
<p>School Program</p>	<ul style="list-style-type: none"> Contribute to development 	<ul style="list-style-type: none"> Create annual BRMS program 	<ul style="list-style-type: none"> Participate in development and 	<ul style="list-style-type: none"> Participate in development 	



<p>Development & Evaluation</p>	<p>of annual BRMS program goals as necessary.</p> <ul style="list-style-type: none"> • Contribute to monitoring of BRMS program goals as necessary. • Contribute to preparation of annual BRMS Academic Accountability Plan as necessary. • Contribute to preparation of annual BRMS Academic Accountability Progress Report as necessary. 	<p>goals, including academic goals and overall school operational and financial performance goals.</p> <ul style="list-style-type: none"> • Regularly monitor progress toward achievement of BRMS program goals. • Prepare an annual BRMS Academic Accountability Plan and present to MMSD Administration, as per BRMS Charter Contract. • Prepare an annual BRMS Academic Accountability Progress Report and present to MMSD Administration, as per BRMS Charter Contract. • Provide BRMS program information to MMSD Administration and MMSD School Board in a timely manner as relevant developments unfold. 	<p>review of BRMS program goals as necessary.</p> <ul style="list-style-type: none"> • Complete annual financial audit of the financial operations of BRMS. • Complete annual audit of the programmatic and financial operation of BRMS as part of MMSD's programmatic evaluation of all MMSD schools. • Incorporate BRMS Governance Council's annual Academic Accountability Plan and annual Academic Accountability Progress Report into the annual school audit processes. • Inform MMSD School Board of annual BRMS audit results and recommend any resulting actions required. • Work proactively with BRMS to initiate school improvement goals and changes as necessary. 	<p>and review of BRMS program goals as necessary.</p> <ul style="list-style-type: none"> • Deliberate and act on MMSD Administration recommendations related to BRMS program audits, and may request additional reviews if necessary. 	
<p>School Staffing Development & Evaluation</p>	<ul style="list-style-type: none"> • Work with the human resource capacity of MMSD and 	<ul style="list-style-type: none"> • Contribute to BRMS staff hiring process as necessary. • Contribute to 	<ul style="list-style-type: none"> • Make recommendation to MMSD School Board in relation to BRMS staffing 	<ul style="list-style-type: none"> • Approve BRMS staff allocation through budget • Support quality professional 	



	<p>other contributors as necessary to recruit, interview, and hire BRMS staff.</p> <ul style="list-style-type: none"> • Ensure appropriate BRMS staffing level to carry out the vision of BRMS. • Complete regular evaluation of BRMS staff for teacher effectiveness in the rigorous implementation of BRMS vision, in line with MMSD staff evaluation policies and procedures. • Design and execute staff Professional Development Plans and initiatives to work successfully in BRMS. • Provide BRMS staff development and evaluation information to MMSD Administration as required. 	<p>BRMS staff evaluations as necessary.</p> <ul style="list-style-type: none"> • Contribute to preparation of BRMS Professional Development Plans as necessary. • Support BRMS staffing related initiatives recommended by BRMS Leadership/Faculty as necessary to meet and sustain the pedagogical vision and student achievement of BRMS. 	<p>upon completion of BRMS and MMSD human resources hiring protocol.</p> <ul style="list-style-type: none"> • Provide, fund and support appropriate professional development opportunities for BRMS staff, district leadership and adequate BRMS staff resourcing as aligned with District offerings for other schools and in alignment with the strategic framework. 	<p>development in all MMSD schools, including BRMS, through the budget process</p> <ul style="list-style-type: none"> • Provides district leadership for vision achievement and progress possibly through special board meetings, joint governance retreats, annual review of BRMS Academic Accountability Progress Report 	
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<p>School Curriculum & Assessment</p>	<ul style="list-style-type: none"> Design and implement BRMS curriculum that achieves the vision of BRMS. Regularly assess and share progress of BRMS curriculum development and report progress on implementation to BRMS Governance Council. 	<ul style="list-style-type: none"> Contribute to design, implementation, and assessment of curriculum development as necessary. Regularly monitor and review all BRMS curriculum developments as they contribute to achievement of BRMS vision. 	<ul style="list-style-type: none"> Retain and understand the ongoing nature of BRMS curriculum as necessary. Collaborate with BRMS Leadership/Faculty to implement curriculum as necessary. Monitor current educational curriculum research and best practices. 	<ul style="list-style-type: none"> Review curriculum process and achievements on an ongoing basis as well as with the annual Academic Accountability Progress Report and regular program audits. 	
<p>Industry Best Practice Dissemination</p>	<ul style="list-style-type: none"> Document and deliberate on successful practice, especially as transferable to other schools and programs in MMSD, and to other districts as well. 	<ul style="list-style-type: none"> Document and deliberate on successful practice, especially as transferable to other schools and programs in MMSD, and to other districts as well. 	<ul style="list-style-type: none"> Document and deliberate on successful practice, especially as transferable to other schools and programs in MMSD, and to other districts as well. 	<ul style="list-style-type: none"> Document and deliberate on successful practice, especially as transferable to other schools and programs in MMSD, and to other districts as well. 	
<p>School Marketing & Communications</p>	<ul style="list-style-type: none"> Develop and maintain PR tools to “tell the story” of BRMS in print, PowerPoint, and online as necessary. Develop a photo archive that is readily accessible when needed. 		<ul style="list-style-type: none"> Have BRMS PR information to provide to public. 		<ul style="list-style-type: none"> Have charter school PR information to provide to public. Include links on websites.



<p>Partners</p>	<ul style="list-style-type: none"> BRMS Leadership/Faculty, and BRMS Governance Council work in tandem to build strong and productive relations with a whole series of community partners for academic, student development, visioning, and sustaining efforts. 		<ul style="list-style-type: none"> MMSD Administration and MMSD School Board are kept current on the partnership developments as strategic leaders for MMSD in its long-term and consequential relations with community partners. 		<ul style="list-style-type: none"> Communicate current developments within partnership
<p>Transportation & Facilities</p>					
<p>Metrics, Measurement, Accountability</p>	<p>Responsible for pulling data, analyzing it and presenting it as agreed too</p>	<p>Responsible for reviewing data and working with the School SBLT to implement improvement on the data</p>	<p>Responsible for providing access to data dashboard, data reports as available to other schools</p>		



Appendix F: School Improvement Plan 2016-17

INTRODUCTION

<p>Introduction to SIP/ School Profile</p>	<p>At Badger Rock Middle School, we prepare every student for college, career and community through project-based learning with an urban agriculture focus. Through project based learning, students integrate knowledge from all four core subjects (math, science, social studies, language arts) to explore real world problems and challenges. Through our focus on urban agriculture, students learn important skills needed to successfully research, plant, grow, harvest and consume healthy produce. We are also driven by our core values of place, cultural relevance, sustainability & resilience and design & inquiry. These core values permeate every action we take including the creation of our school improvement plan (SIP), which outlines key strategies in the areas of literacy, math, culture & climate, instruction, challenging & well-rounded participation and family engagement.</p>
<p>BRMS Key Strengths</p>	<p>We have a dedicated staff that works tirelessly to meet the needs of our students. We also have strong partnerships with local organizations that provide community-based experiences such as trips to nature centers or local businesses. Our smaller learning community provides more individual attention to student needs as well as the opportunity for deep and meaningful relationships. Our students are also challenged to confront and solve real-world problems through their project-based learning experiences.</p>
<p>Progress Made During Prior Year</p>	<p>During the prior year, our students grew in overall proficiency in reading MAP scores. Compared to other areas in our climate surveys, students reported a higher level of satisfaction in teaching and learning, parents reported a higher level of satisfaction in relationships and staff reported a higher level of satisfaction in school improvement.</p>
<p>Areas of Continued Growth</p>	<p>For the upcoming year, we plan to focus on strengthening the project-based learning experience for our students as well as provide students a richer experience in urban agriculture. We also plan to provide more meaningful math experiences as well as literacy instruction throughout our core subjects.</p>



Goals

Strategic Framework Goal #1: Every student is on-track to graduate as measured by student growth and achievement at key milestones.

Measure	Group	Baseline	Goal	Percentage Point Increase	Rationale (optional)
<i>MAP 6-8 Reading: Percent of Students Meeting Fall-Spring Growth</i>	All Students	41%	51%	10%	8 more students out of 76 students-Each student about 1.3%
	African American	54%	72%	18%	3 more students- out of 17-Each student about 6%
	English Language Learners	40%	56%	16%	4 more students out of 27-Each student about 4%
<i>MAP 6-8 Reading: Percent of Students at Spring Proficiency</i>	All Students	26%	31%	5%	3 more students out of 76-each about 1.3%
	African American	7%	12%	5%	1 more student out of 17-each about 6%
	English Language Learners	16%	21%	5%	1 more student-out of 27, each student about 4%
<i>MAP 6-8 Math: Percent of Students Meeting Fall-Spring Growth</i>	All Students	38%	60%	22%	17 more students-out of 76, each about 1.3% New math curriculum and structured supports will accelerate growth



	African American	42%	60%	18%	3 more students-out of 17, each about 6%
	English Language Learners	36%	48%	12%	3 more students out of 27, each about 4%
<i>MAP 6-8 Math: Percent of Students at Spring Proficiency</i>	All Students	22%	32%	10%	6 more students out of 76, each about 1.3%
	African American	0%	12%	12%	2 more students out of 17, each about 6%
	English Language Learners	16%	28%	12%	3 more students out of 27, each about 4%

Strategic Framework Goal #2: Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.

<i>Grades 6-8 Arts Education Annual Participation Rate</i>	All Students	8%	25%	13%	
	English Language Learners	8%	25%	17%	
	African American	13%	25%	12%	
<i>Grades 7-8 World Language Annual</i>	All Students			0%	



<i>Participation Rate</i>	Select Focus Group			0%	
	Select Focus Group			0%	

Strategic Framework Goal #3: Every student, family and employee experiences a positive school and district climate as measured by school climate survey data.

Dimension	Surveyed Group	Baseline	Goal	Percentage Point Increase	Rationale (optional)
Safety	Students	46%	50%	4%	<i>Fostering Community is our focus with a structured advisory. Building peer-to-peer conflict resolution will help.</i>
Family Engagement (Parents Only)	Parents	49%	53%	4%	<i>Our SIP will focus on effective communication which should result in increase in this dimension.</i>
Select Dimension	Select Group			0%	



Strategies

Content Focus Area: Literacy				Hover over this box to see Instructions for this area	
Strategy	Strategy Group	Lead Owner	End of Year Target	Implementation Data	Outcome Data
Utilize disciplinary literacy strategies to critically read, ask questions, and draw conclusions from text.	All students		5% Increase in proficiency, 10% increase in growth Reading MAP data	Costa's visuals present in all classes, key texts are noted in lesson/project plans, PD exit slips, student work analysis, walkthrough data specifically F3, G1, G3, C3	Increase in proficiency Increase in use of text and questioning on Instructional Practices Tool from Q1-Q4
Scaffold academic language for students through language frames and word walls.	English Language Learners		5% increase in MAP Proficiency, 16% increase in growth on Reading MAP	Word walls/ pics of word walls, culturally relevant language frames, walkthrough data for G3 and C3	Increase in proficiency Increase in use of academic language as measured by G3 and C3 from Q1-Q4
Increase the use of culturally relevant text to engage	African American		5% in proficiency, 18%	Examples of texts used in PBL Deep dive data of	Increase in engagement in texts



students in meaningful learning.			increase in growth on Reading MAP	cultural relevance, specifically in the area of F3	for learning as measured by F3 from Q1 to Q4
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Content Focus Area: Math				Hover over this box to see Instructions for this area	
Strategy	Strategy Group	Lead Owner	End of Year Target	Implementation Data	Outcome Data
Explicitly teach the collaborative process from CPM to support student conceptual understanding.	All students		Increase in math MAP data, 22% increase in growth, 10% increase in proficiency	Completion of school wide collaboration rubric. Evidence of students using collaborative protocols during lessons. (C2b)	Students can successfully perform collaborative roles as measured by school wide collaboration rubric
Scaffold academic language for students through language frames and word walls.	English Language Learners		Increase in math MAP data, 12% increase in growth, 12% increase in	Evidence of word wall for key math terms in math classroom. Student work shows evidence of annotation and vocabulary instruction.	Increased use of academic language by students as measured by C3



			proficiency	Walkthrough tool C3	
Connect mathematical concepts to project based learning and urban agriculture themes to build relevance.	African American		Increase in math MAP data, 18% in growth, 12% in growth	Evidence of math concepts in Unit plans, examples of student projects with math components. Students articulating purpose and relevance of lesson (F1)	Students will use math concepts as evidence or tools in chosen projects, increase of students able to articulate lesson's relevance as measured by F1

Instructional Practice Focus Area				Hover over this box to see Instructions for this area	
Strategy	Strategy Group	Lead Owner	End of Year Target	Implementation Data	Outcome Data



<p>Implement a consistent project based learning model to engage students in relevant authentic inquiry.</p>	<p>All students</p>		<p>10% increase in Growth for Reading, 5% increase in proficiency for Reading, 22% increase in growth on Math MAP, and 10% increase in Math proficiency</p>	<p>Outline PBL planning template, rubrics to measure PBL skills, essential questions, and evaluations of essential questions, Increase in student ability to relate content to their own learning (F1f)</p>	<p>Students are able to explain the PBL process and show evidence of a project that was created using the process. Increase in student understanding of relevance based on data from F1 from Q1 to Q4.</p>
<p>Consistently utilize culturally relevant language frames and accountable talk.</p>	<p>English Language Learners</p>		<p>Increase in reading growth for ELLs from 40 56%.</p>	<p>A shared set of accountable language frames. Deep dive data on accountable talk (C3)</p>	<p>Students are able to use oral and written language to communicate based on C3, and analysis of BOY and EOY assessments</p>



Ensure the element of choice and personal interests in projects (including supporting texts) so students find relevance in their learning.	African American		Increase in reading growth for African American students from 54% to 72%.	Examine two projects per quarter to determine the number of choices(including supporting texts), walkthrough data about students finding relevance in learning based on F1 and I2	Variety of student projects connected to different parts of the community Increase in reading growth measures Increase in F1 data from Q1-4
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School Structure Focus Area				Hover over this box to see Instructions for this area	
Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success
Create regular collaborative planning time to develop standards-aligned lessons and projects, analyze students data and adjust instruction	All students		Meeting SIP Goals in the areas of MAP Literacy growth and proficiency & Math growth and	Completed lesson plans, PBL planning documents, staff reflection documents, analysis of student work protocols	A complete guide for one year of curriculum, adjusted lesson plans based on student data analysis



			proficiency		
Refine process and structure for student academic and behavioral problem solving including communication with all staff.	All students		4% increase in student safety domain of the Climate Survey	SSIT meeting minutes, behavior data, referrals, MAP, Climate Attendance, promotion list, walkthrough data (16)	Documentation of consistent problem solving meetings, determination and follow-through of interventions
Disaggregate academic and behavioral data by focus groups to ensure equitable practices.	African American		Meeting SIP Goals in the areas of MAP Literacy growth and proficiency & Math growth and proficiency 4% increase in student safety	SBLT meeting minutes, Data for AA and ELL students for MAP, Climate, Referrals,	Behavioral and academic gaps between focus groups and whole student body are smaller



			domain of the Climate Survey		
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School Culture & Climate Focus Area				Hover over this box to see Instructions for this area	
Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success
Integrate SEL standards into project based learning curriculum	All students		There will be a 4% increase in student ratings of safety on the Student Climate Survey	-Presence of posters with norms of collaboration in classrooms -Observational data of student collaboration (tallying of norm use, C3) -Review of teacher lesson plans for evidence of SELS incorporation	Student behavior referrals during class time will reduce by _____ Fall to Spring
Promote positive peer relationships, self exploration, and healthy conflict resolution skills through utilizing a	All students		There will be a 4% increase in student ratings of safety on	-Observational data from Advisories (fidelity checks)	ACP Pretest/Posttest Data will reflect growth of students'



consistent Advisory structure and curriculum			the Student Climate Survey		understanding of SELS and self-understanding.
Engage staff in reflection on implicit bias and impact on student interactions and learning	African American		There will be a 4% increase in student ratings of safety on the Student Climate Survey	-Implicit bias PD agendas and sign-in sheets	Student Climate Survey reflects student trust in staff.

Challenging & Well-Rounded Participation Focus Area				Hover over this box to see Instructions for this area	
Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success
Partnering with community organizations to provide opportunities for students to engage in arts instruction.	All students		25% of students will have a transcripted arts experience	Student schedules, master schedule, communications with community organization	Calendared experiences, student focus group to consider additions for 17-18



	Select Focus Group				
	Select Focus Group				

Family Engagement Focus Area				Hover over this box to see Instructions for this area	
Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success
Build relational trust between staff and families through effective positive communication.	All students		There will be an increase in 4% points in the family engagement dimension of the parent climate survey.	Each family has an identified point of contact at school that regularly use their family's preferred method of communication (at least monthly before every major event-ie. family outreach night). Communicate and honor our families' unique ways to support student learning (ie. academic help, motivational	Increase in family participation at family outreach nights, student led conferences from 15-16 Climate Survey.



				support, reviewing school goals)	
Engage community partners as active resources in supporting student learning and growth	All students		At least 4 times a month, students will interact with our community partners in service to student learning.	Students tour Badger Rock Center, visit Aldo Leopold Nature Center, participate in service learning projects with partners.	Consistent communication with partners, articulated purpose and scope tied to student learning, meeting schedules as measured by Partner Contributions document
Develop strong parent and family group that is representative of the Badger Rock community to support student learning and build community	African American		Parent group includes representation from each of our focus groups.	Parent meeting agenda show evidence of planning to recruit families from focus groups	Regular members of parent groups will represent focus groups.



Quarterly Planning and Progress Monitoring

Focus Area	Strategy	Q1 Actions to Complete
Content-Literacy	<p>Utilize disciplinary literacy strategies to critically read, ask questions, and draw conclusions from text.</p> <p>Scaffold academic language for students through language frames and word walls.</p> <p>Increase the use of culturally relevant text to engage students in meaningful learning.</p>	<p>Common text annotation will be introduced/refined schoolwide.</p> <p>Identifying key texts within curriculum planning.</p> <p>Introduce a framework for questioning (Costa's) to staff and students</p>
Content-Math	<p>Explicitly teach the collaborative process from CPM to support student conceptual understanding.</p> <p>Scaffold academic language for students through language frames and word walls.</p> <p>Connect mathematical concepts to project based learning and urban agriculture themes to build relevance.</p>	<p>Familiarize all staff with the CPM group roles and their purpose</p> <p>Create and implement collaborative group reflection rubric to be used in all classes.</p> <p>Engage staff in model lesson with math curriculum and group structure.</p> <p>Create math word wall</p> <p>Utilize language frames to support students in fulfilling roles</p> <p>Explicitly connecting projects to real world math applications.</p> <p>Highlight the mathematical contributions of African American mathematicians in classrooms.</p>
Instructional Practice	<p>Implement a consistent project based learning model to engage students in relevant authentic inquiry.</p>	<p>Introduce and implement common project based learning structure and language to staff and students with emphasis on collaboration rubrics.</p>



	Consistently utilize culturally relevant language frames and accountable talk.	<p>PD on Project Based Learning during back to school days with PBL planning structure (Introduce, Research, Product, Reflect?), writing essential questions, and writing rubrics.</p> <p>Write and implement culturally relevant language frames school wide.</p> <p>Integrate use of language frames into student collaboration rubric.</p> <p>Introduce accountable talk and model for students.</p>
	Ensure the element of choice and personal interests in projects (including supporting texts) so students find relevance in their learning.	<p>Add an element of choice in project planning template.</p>
School Structure	Create regular collaborative planning time to develop standards-aligned lessons and projects, analyze students data and adjust instruction	<p>Create a template (tool that communicates high level learning) for weekly lessons to support collaboration between staff</p>
	Refine process and structure for student academic and behavioral problem solving including communication with all staff.	<p>Use SSIT Toolkit to refine student problem solving process and begin implementing with a focus on disaggregated data: MAP, climate, attendance, promotion list data, teacher observation & feedback</p>
	Disaggregate academic and behavioral data by focus groups to ensure equitable practices.	<p>Regularly engage in data analysis protocol disaggregating data based on the Data Review calendar</p>
School Culture & Climate	Integrate SEL standards into project based learning curriculum	<p>Facilitate student development of universal norms of collaboration that reflect SEL standards</p> <p>Teachers incorporate SEL standards into lesson plans.</p>
	Promote positive peer relationships, self exploration, and healthy conflict resolution skills	<p>Adapt District ACP curriculum for use in Advisory with additional community building activities.</p>



	through utilizing a consistent Advisory structure and curriculum	Ensure all staff understands Advisory curriculum to provide consistent implementation. Complete Schedule/Calendar of All school assemblies that will supplement SEL standards and lessons
	Engage staff in reflection on implicit bias and impact on student interactions and learning	PD on implicit bias
Challenging & Well-Rounded Participation	Partnering with community organizations to provide opportunities for students to engage in arts instruction.	
Challenging & Well-Rounded Participation	None	
Challenging & Well-Rounded Participation	None	
Family Engagement	Build relational trust between staff and families through effective positive communication.	<p>Regularly communicate academic expectations and progress to families.</p> <p>Create a primary relationship staff member that communicates positive news, school updates and invitations to school events.</p> <p>Regularly communicate and participate in PTO meetings and help build a PTO-representative of student focus groups.</p> <p>Plan for student-led conferences</p>



Engage community partners as active resources in supporting student learning and growth	Meeting with potential and current partners to assess readiness and areas of need. Solidify and prioritize key partners.
Develop strong parent and family group that is representative of the Badger Rock community to support student learning and build community	Recruit members who are representative of the BRMS community

Professional Learning Plan

		Summer		Quarter 1 Learning Cycle		Quarter 2 Learning Cycle			Quarter 3 Learning Cycle		Quarter 4 Learning Cycle		
		June-July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June
SBLT: What are the high level SIP topics the SBLT will address?	<i>SBLT Meeting Dates</i>		Leadership Institute: August 8-10	Sept 6 & 20	October 4 & 11	Leadership Institute (Nov 16), Nov 1 & 22	Dec 6 & 20	Jan 10 & 24	Leadership Institute (Feb 22), Feb 7 & 21	Mar 7 & 21	Apr 4 & 25	Leadership Institute May 17, May 9 & 23	June 6
	SBLT Priorities			Roles, Lead Owner, Data Review Calendar									
	SBLT Self-Assessment Date												
School-wide Professional Learning: What are the desired outcomes for whole staff learning?	<i>District-wide PD Days, Staff Meeting Dates</i>	Last Day of School: June 10; Teaching & Learning Summit: June 13-14	District-Wide PD Days: August 25-26, 29-30			District-Wide PD Day: November 11			District-Wide PD Day: February 3	District-Wide PD Day: March 31			



	<p>School-wide Professional Learning Priorities</p>		<p>Equity implicit bias Systems behavior (support) Advisory curriculum Family engageme nt Field day essentials</p>			<p>implicit bias PBL ramework Claim Evidence Reasoning (CER) ocabulary strategies in esson Plans Fall MAP Data Analysis</p>						
<p>Teacher Teaming: What are the key SIP topics to be addressed by Teacher Teams?</p>	<p><i>Early Release-Professional Collaboration Time Dates</i></p>		<p>Project-based learning framework Collaborative learning rubric</p>	<p>Sept 12: Great Teaching Cycle Sept 26: Language frames and Costa's framework</p>	<p>Oct 17: student led conference , relational trust, revisit PBL planning and collaboration rubric</p>		<p>Dec 5: Reflect and adjust on Advisory curriculum</p>					
	<p>Teacher Team Priorities</p>			<p>Use Datawise and Great Teaching Cycle to plan instruction</p>		<p>Nov 28: Use collaboration rubrics to analyze data on student collaboration</p>						
<p>Instructional Coaching: What is the SIP-related focus of coaching?</p>	<p>Coaching Priorities</p>											



Assessment Calendar

		Fall		Winter		Spring	
		Required	Optional	Required	Optional	Required	Optional
<i>Summative</i>	Literacy					MAP Reading (all grades) Forward Exam ELA (all grades)	
	Math					MAP Math (all grades) Forward Exam Math (all grades)	
	Science					Forward Exam Science (grade 8)	
	Social Studies					Forward Exam Social Studies (grade 8)	
	Social-Emotional-Behavioral						
	Other			ACCESS for ELLs (all grades, all ELLs)			
<i>Interim: Screening Benchmark</i>	Literacy	MAP Reading (all grades)		MAP Reading (all grades)			



	Math	MAP Math (all grades)					
	Science						
	Social Studies						
	Social-Emotional-Behavioral						
	Other					Climate Survey (all grades)	
<i>Formative</i>	<i>Ongoing at discretion of Teacher Teams to check for understanding and identify student needs</i>						



Appendix G: Project Process

(From EdVisions Off Campus)

Project Process

1. Complete a brainstorming sheet (solo, with an advisor, or with a parent)
2. Choose your **project evidence**
3. Write a **project proposal** on Project Foundry
4. Attend proposal team (with your two advisors) for approval
5. Start work on your project!
 1. Complete task list in Project Foundry
 2. Record your time logs each day
 3. Meet with your advisor for any help you need
 4. Your advisor checks in on tasks/deadlines and request pieces of evidence along the way
6. Done with your research and evidence? Write a **project reflection**
7. Submit your project to your advisor. (At this time it may be returned to you for revision.) Be sure to include:
 1. Project evidence (final product)
 2. Reflection
 3. Works Cited
8. Meet to finalize the project with proposal team
 1. Advisors ask questions about your learning
 2. You and the advisors review time logs and discuss the amount of credit you've earned
9. Write thank you notes for community experts you consulted with during the project



Appendix H: Student Competency Rubric

Student Competencies

In addition to a mastery of the content standards, we also believe that students should be taught to master the skills needed for success in the 21st century. These skills and their elements are outlined below and accompanied by rubrics that we will use to measure the growth of each student.

Collaboration	Critical Thinking
<ul style="list-style-type: none"> ● Taking Responsibility for One’s Own Learning and Performance ● Maximizing Group Performance ● Managing Social Relationships 	<ul style="list-style-type: none"> ● Analyze Driving Question and Begin Inquiry ● Gather and Evaluate Information ● Use Evidence and Criteria ● Justify Choices, Consider Alternatives & Implications
Creativity & Innovation	Communication
<p>Process</p> <ul style="list-style-type: none"> ● Define the Creative Challenge ● Identify Sources of Information ● Generate and Select Ideas ● Present Work to Users or Target Audience <p>Produce</p> <ul style="list-style-type: none"> ● Originality ● Value ● Style 	<ul style="list-style-type: none"> ● Organization ● Eyes and body ● Voice ● Presentation aids ● Response to audience questions ● Participation in team presentations



Collaboration Rubric

	1 - Emerging	2 - Developing	3 - Accomplished
Taking Responsibility for One's Own Learning and Performance	does not take responsibility for and does not complete their tasks within the group.	does not take responsibility for and does not complete their tasks within the group on time.	takes responsibility for work and completes tasks within the group on time.
	is <i>almost always off-task</i> and/or brings others off-task with them.	is <i>often off-task</i> or does not engage in the work of the team every day.	is on-task and engaged in the work of the team. They occasionally offer ideas and listen to others.
	does not use feedback in a helpful way (becomes defensive, angry, ignores feedback)	attempts to use feedback but may not always use feedback.	uses feedback to improve their work in a respectful and appreciative way.
Maximizing Group Performance	does not pay attention to the quality of the work the group produces or the understanding of other group members.	does pay attention to the quality of the work that they do, but doesn't help other group members improve.	pays attention to the quality of work, helps others in their group, and takes action to improve group work. They offer feedback and assistance to others.
Managing Social Relationships	does not help group be more effective by completing their role in the group.	helps group be more effective by only completing their own role in the group.	helps group be more effective by completing their own role in the group and actively participating in the work of the group.
	does not show respect for the ideas, opinions, and feelings of others (they use put downs, leave people out, cause conflict, or does not use positive language).	rarely shows respect for the ideas, opinions, and feelings of others (they use put downs, withdraw from the group, or does not use positive language).	shows respect for the ideas, opinions, and feelings of others (is polite, listens to others, does not use put downs, and sets a positive tone in the group).



Critical Thinking Rubric

	1 - Emerging	2 - Developing	3 - Accomplished
Analyze Driving Question and Begin Inquiry	sees only superficial aspects of, or one point of view on, the Driving Question	<p>identifies some central aspects of the Driving Question, but may not see complexities or consider various points of view</p> <p>asks some follow-up questions about the topic or the wants and needs of the audience or users of a product, but does not dig deep</p>	<p>shows understanding of central aspects of the Driving Question by identifying in detail what needs to be known to answer it and considering various possible points of view on it</p> <p>asks follow-up questions that focus or broaden inquiry, as appropriate (CC 6-12.W.7)</p> <p>asks follow-up questions to gain understanding of the wants and needs of audience or product users</p>
Gather and Evaluate Information	<p>is unable to integrate information to address the Driving Question; gathers too little, too much, or irrelevant information, or from too few sources</p> <p>accepts information at face value (does not evaluate its quality)</p>	<p>attempts to integrate information to address the Driving Question, but it may be too little, too much, or gathered from too few sources; some of it may not be relevant</p> <p>understands that the quality of information should be considered, but does not do so thoroughly</p>	<p>integrates relevant and sufficient information to address the Driving Question, gathered from multiple and varied sources (CC 6, 11-12.RI.7)</p> <p>thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias) (CC 6-12.W.8)</p>



<p>Use Evidence and Criteria</p>	<p>accepts arguments for possible answers to the Driving Question without questioning whether reasoning is valid</p> <p>uses evidence without considering how strong it is</p> <p>relies on “gut feeling” to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria)</p>	<p>recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question</p> <p>evaluates and revises ideas, product prototypes or problem solutions based on incomplete or invalid criteria</p>	<p>evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient (CC 6-12.SL.3, RI.8)</p> <p>justifies choice of criteria used to evaluate ideas, product prototypes or problem solutions</p> <p>revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria (CC 6-12.W.5)</p>
<p>Justify Choices, Consider Alternatives & Implications</p>	<p>chooses one presentation medium without considering advantages and disadvantages of using other mediums to present a particular topic or idea</p> <p>cannot give valid reasons or supporting evidence to defend choices made when answering the Driving Question or creating products</p> <p>does not consider alternative answers to the Driving Question, designs for products, or points of view</p> <p>is not able to explain important new understanding gained in the project</p>	<p>considers the advantages and disadvantages of using different mediums to present a particular topic or idea, but not thoroughly</p> <p>explains choices made when answering the Driving Question or creating products, but some reasons are not valid or lack supporting evidence</p> <p>understands that there may be alternative answers to the Driving Question or designs for products, but does not consider them carefully</p> <p>can explain some things learned in the project, but is not entirely clear about new understanding</p>	<p>evaluates the advantages and disadvantages of using different mediums to present a particular topic or idea (CC 8.RI.7)</p> <p>justifies choices made when answering the Driving Question or creating products, by giving valid reasons with supporting evidence (CC 6-12.SL.4)</p> <p>recognizes the limitations of an answer to the Driving Question or a product design (how it might not be complete, certain, or perfect) and considers alternative perspectives (CC 11-12.SL.4)</p> <p>can clearly explain new understanding gained in the project and how it might transfer to other situations or contexts</p>



Communication Rubric

	1 - Emerging	2 - Developing	3 - Accomplished
Explanation of Ideas & Information	uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas	uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant	uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question (CC 6-8.SL.4)
Organization	<p>does not include important parts required in the presentation</p> <p>does not have a main idea or presents ideas in an order that does not make sense</p> <p>does not have an introduction and/or conclusion</p> <p>uses time poorly; the whole presentation, or a part of it, is too short or too long</p>	<p>includes almost everything required in the presentation</p> <p>moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order</p> <p>has an introduction and conclusion, but they are not effective</p> <p>generally times presentation well, but may spend too much or too little time on a topic, or idea</p>	<p>includes everything required in the presentation</p> <p>states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner (CC 6-8.SL.4)</p> <p>has an effective introduction and conclusion</p> <p>organizes time well; no part of the presentation is rushed, too short or too long</p>
Eyes & Body	<p>does not look at audience; reads notes or slides</p> <p>does not use gestures or movements lacks poise and confidence (fidgets, slouches, appears nervous)</p> <p>wears clothing inappropriate for the occasion</p>	<p>-makes infrequent eye contact; mostly reads notes or slides</p> <p>-uses a few gestures or movements but they do not look natural</p> <p>-shows some poise and confidence (only a little fidgeting)</p> <p>makes some attempt to wear clothing appropriate for the occasion</p>	<p>keeps eye contact with audience most of the time; only glances at notes or slides (CC 6-8.SL.4)</p> <p>-uses natural gestures and movements looks poised and confident</p> <p>-wears clothing appropriate for the occasion</p>



<p>Voice</p>	<p>mumbles or speaks too quickly or slowly</p> <p>speaks too softly to be understood</p> <p>frequently uses “filler” words (“uh, um, so, and, like, etc.”)</p> <p>does not speak appropriately for the context and task (may be too informal, use slang)</p>	<p>speaks clearly most of the time; sometimes too quickly or slowly</p> <p>speaks loudly enough for most of the audience to hear, but may speak in a monotone</p> <p>occasionally uses filler words</p> <p>tries to speak appropriately for the context and task</p>	<p>speaks clearly; not too quickly or slowly (CC 6-8.SL.4)</p> <p>speaks loudly enough for everyone to hear; changes tone to maintain interest (CC 6-8.SL.4)</p> <p>rarely uses filler words</p> <p>speaks appropriately for the context and task, demonstrating command of formal English when appropriate (CC 6-8.SL.6)</p>
<p>Presentation Aids</p>	<p>does not use audio/visual aids or media</p> <p>attempts to use one or a few audio/visual aids or media but they distract from or do not add to the presentation</p>	<p>uses audio/visual aids or media, but they sometimes distract from or do not add to the presentation</p>	<p>uses well-produced audio/visual aids or media to clarify information, emphasize important points, strengthen arguments, and add interest (CC 6-8.SL.5)</p>
<p>Response to Audience</p>	<p>does not address audience questions (goes off topic or misunderstands without seeking clarification)</p>	<p>answers some audience questions, but not always clearly or completely</p>	<p>answers audience questions clearly and completely</p> <p>seeks clarification, admits “I don’t know,” or explains how the answer might be found when unable to answer a question</p>
<p>Participation in Team Presentations</p>	<p>not all team members participate; only one or two speak</p>	<p>all team members participate, but not equally</p>	<p>all team members participate for about the same length of time</p> <p>all team members are able to answer questions about the topic as a whole, not just their part of it</p>



Critical Thinking Rubric

	1 - Emerging	2 - Developing	3 - Accomplished
Analyze Driving Question and Begin Inquiry	<p>sees only superficial aspects of, or one point of view on, the Driving Question</p>	<p>identifies some central aspects of the Driving Question, but may not see complexities or consider various points of view</p> <p>asks some follow-up questions about the topic or the wants and needs of the audience or users of a product, but does not dig deep</p>	<p>shows understanding of central aspects of the Driving Question by identifying in detail what needs to be known to answer it and considering various possible points of view on it</p> <p>asks follow-up questions that focus or broaden inquiry, as appropriate (CC 6-12.W.7)</p> <p>asks follow-up questions to gain understanding of the wants and needs of audience or product users</p>
Gather and Evaluate Information	<p>is unable to integrate information to address the Driving Question; gathers too little, too much, or irrelevant information, or from too few sources</p> <p>accepts information at face value (does not evaluate its quality)</p>	<p>attempts to integrate information to address the Driving Question, but it may be too little, too much, or gathered from too few sources; some of it may not be relevant</p> <p>understands that the quality of information should be considered, but does not do so thoroughly</p>	<p>integrates relevant and sufficient information to address the Driving Question, gathered from multiple and varied sources (CC 6,11-12.RI.7)</p> <p>thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias) (CC 6-12.W.8)</p>



<p>Use Evidence and Criteria</p>	<p>accepts arguments for possible answers to the Driving Question without questioning whether reasoning is valid</p> <p>uses evidence without considering how strong it is</p> <p>relies on “gut feeling” to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria)</p>	<p>recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question</p> <p>evaluates and revises ideas, product prototypes or problem solutions based on incomplete or invalid criteria</p>	<p>evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient (CC 6-12.SL.3, RI.8)</p> <p>justifies choice of criteria used to evaluate ideas, product prototypes or problem solutions</p> <p>revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria (CC 6-12.W.5)</p>
<p>Justify Choices, Consider Alternatives & Implications</p>	<p>chooses one presentation medium without considering advantages and disadvantages of using other mediums to present a particular topic or idea</p> <p>cannot give valid reasons or supporting evidence to defend choices made when answering the Driving Question or creating products</p> <p>does not consider alternative answers to the Driving Question, designs for products, or points of view</p> <p>is not able to explain important new understanding gained in the project</p>	<p>considers the advantages and disadvantages of using different mediums to present a particular topic or idea, but not thoroughly</p> <p>explains choices made when answering the Driving Question or creating products, but some reasons are not valid or lack supporting evidence</p> <p>understands that there may be alternative answers to the Driving Question or designs for products, but does not consider them carefully</p> <p>can explain some things learned in the project, but is not entirely clear about new understanding</p>	<p>evaluates the advantages and disadvantages of using different mediums to present a particular topic or idea (CC 8.RI.7)</p> <p>justifies choices made when answering the Driving Question or creating products, by giving valid reasons with supporting evidence (CC 6-12.SL.4)</p> <p>recognizes the limitations of an answer to the Driving Question or a product design (how it might not be complete, certain, or perfect) and considers alternative perspectives (CC 11-12.SL.4)</p> <p>can clearly explain new understanding gained in the project and how it might transfer to other situations or contexts</p>



Creativity & Innovation Rubric

Product	1 - Emerging	2 - Developing	3 - Accomplished
Originality	<p>relies on existing models, ideas, or directions; it is not new or unique</p> <p>follows rules and conventions; uses materials and ideas in typical ways</p>	<p>has some new ideas or improvements, but some ideas are predictable or conventional</p> <p>may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas</p>	<p>is new, unique, surprising; shows a personal touch</p> <p>may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways</p>
Value	<p>is not useful or valuable to the intended audience/user</p> <p>would not work in the real world; impractical or unfeasible</p>	<p>is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified need</p> <p>unclear if product would be practical or feasible</p>	<p>is seen as useful and valuable; it solves the defined problem or meets the identified need</p> <p>is practical, feasible</p>
Style	<p>is safe, ordinary, made in a conventional style</p> <p>has several elements that do not fit together; it is a mish-mash</p>	<p>has some interesting touches, but lacks a distinct style</p> <p>has some elements that may be excessive or do not fit together well</p>	<p>is well-crafted, striking, designed with a distinct style but still appropriate for the purpose</p> <p>combines different elements into a coherent whole</p>



Process	1 - Emerging	2 - Developing	3 - Accomplished
Define the Creative Challenge	<p>may just “follow directions” without understanding the purpose for innovation or considering the needs and interests of the target audience</p>	<p>understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience</p>	<p>understands the purpose driving the process of innovation (Who needs this? Why?)</p> <p>develops insight about the particular needs and interests of the target audience</p>
Identify Sources of Information	<p>uses only typical sources of information (website, book, article)</p> <p>does not offer new ideas during discussions</p>	<p>finds one or two sources of information that are not typical</p> <p>offers new ideas during discussions, but stays within narrow perspectives</p>	<p>in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature)</p> <p>promotes divergent and creative perspectives during discussions (CC 11-12.SL.1c)</p>
Generate and Select Ideas	<p>stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s)</p> <p>selects one idea without evaluating the quality of ideas</p> <p>does not ask new questions or elaborate on the selected idea</p> <p>reproduces existing ideas; does not imagine new ones</p> <p>does not consider or use feedback and critique to revise product</p>	<p>develops some original ideas for product(s), but could develop more with better use of idea-generating techniques</p> <p>evaluates ideas, but not thoroughly before selecting one</p> <p>asks a few new questions but may make only minor changes to the selected idea</p> <p>shows some imagination when shaping ideas into a product, but may stay within conventional boundaries</p> <p>considers and may use some feedback and critique to revise a product, but does</p>	<p>uses idea-generating techniques to develop several original ideas for product(s)</p> <p>carefully evaluates the quality of ideas and selects the best one to shape into a product</p> <p>asks new questions, takes different perspectives to elaborate and improve on the selected idea</p> <p>uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product</p> <p>seeks out and uses</p>



		not seek it out	feedback and critique to revise product to better meet the needs of the intended audience (CC 6-12.W.5)
Present Work to Users/Target Audience	presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features)	<p>adds some interesting touches to presentation media</p> <p>attempts to include elements in presentation that make it more lively and engaging</p>	<p>creates visually exciting presentation media</p> <p>includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience</p>



Appendix I: FMPS Adopt-a-School Partner List

BRMS FMPS Adopt-a-School Partners 2016-2017

Organization	Name & Job Title	Email	Phone
BRMS Governance Council	Nan Youngerman, BRMS Governance Council	nyoungerman@gmail.com	608-658-4119 cell 608-233-0310
Badger Rock Middle School	Hong Tran, Principal	httran@madison.k12.wi.us	608-444-1268
GHC-SCW	Eileen Bradley, Ginger Francis, GHC-SCW Community Care Specialist	ebradley@ghcscw.com gfrancis@ghcscw.com	608-661-7240
Summit Credit Union	Jody Stollendorf, Community Giving & Event Coordinator	Jody.Stollendorf@summitcreditunion.com	608-243-5000 ext. 2836
CUNA Mutual Group	New contact in process		
The Vine Church EFCA	Scott Sterner, Pastor Sarah Allen, BRMS Partnership Team Leader	sssterner@thevinemadison.org Schelty1@gmail.com	(608) 514-5234 (608) 577-4517
Foundation for Madison's Public Schools	Mary Bartzen, Community Partnerships Director	mbartzen@fmeps.org	608-237-7723



Appendix J: References and Resources

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