



TO: Members of the Board of Education

FROM: Jennifer Cheatham, Superintendent of Schools

DATE: December 8, 2016

SUBJECT: James C. Wright Middle School Charter Renewal

Issue:

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

Background:

In December 2015, the Superintendent recommended, and the Board granted, Wright a one year charter contract extension. The Board approved the one year contract extension 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 contract 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 responds 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:

Wright was founded to successfully educate all students with the knowledge, skills, and confidence required to participate fully in an evolving global society. The school was created to be a pioneer in the use of thematic integrated and multi-cultural curricula as a way of connecting with the lives of its students. Today, Wright's focus is on resiliency, rigor through collaboration, social action, self-efficacy and community. They aim to demonstrate how innovations can accelerate student outcomes. 223 students currently attend Wright (50% Hispanic, 23% African American, 9% bi- or multiracial, 54% ELL, 19% SPED, and 87% low-income).

On October 24th, Wright submitted their charter renewal application. Upon receipt, the MMSD Charter Review Committee scored the application using the publically available renewal rubric. Ultimately, Wright 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 Number 17th, Wright 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):

- Commitment to providing a multicultural, academically focused learning environment integrated with the South Madison community; curriculum infused with social action, social responsibility and self-advocacy
- Consistent enrollment trend at capacity with waitlists
- Newly formed and dedicated Charter Governing Board and strong structures for collaboration
- MAP Reading and Math positive trajectory for proficiency and growth scores overall and for most student focus groups

Areas of strength in the charter renewal application:

- Vision to expand AVID to the entire school and to become an AVID demonstration site in the future.
- Vision to create a college-bound culture school wide with an intentional link between AVID, Academic Career Planning, and academic press.
- Key focus on the positive school climate and culture alongside a strong family and community partnership model to support the students and their school experiences.

Areas for growth in the charter renewal application:

- Vision for Innovation
 - It's not clear why Wright needs to be a charter school in order to implement their vision.

- While the Advisory Period and Social Action Class are fully supported in their concept, the Advisory Period and the Social Action Class could be more fully developed to support the vision and the statements made that they will lead to academic improvement for students.
- School Data
 - We acknowledge the tremendous gains in academic growth in student outcomes this last year. Still, the Committee would have liked to see a stronger improvement plan for the proficiency rates for ELL and students with disabilities, and the core curriculum, including math and reading.

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			
Wright Middle School			
12/7/2016		Committee	
		Rating	Notes
School Information			
	Vision, Mission, Goals	Meets Expectations	
	Values and Instructional Theory	Meets Expectations	
	Vision for Future	Fails to Meet Expectations	The vision continues to be a bit vague; it never explains why Wright needs to be a charter. It also never describes what is truly innovative for the district to learn from in the model. There is no research provided to support their model.
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	
School Data			
	Academic Achievement Data & Analysis	Fails to Meet Expectations	While the Committee marked this item as 'fails to meet', we acknowledge the tremendous gains in academic growth in student outcomes this year. Still, the rubric states that academic outcomes for students should not decrease. The Committee has concerns about the proficiency rates for ELL and Special Education students that are not adequately addressed in the root cause analysis. While Wright's root cause analysis is comprehensive, it does not resulted in a comprehensive plan for improvement as required by the rubric. For example, there is a mention to a root cause being 'institutional racism', if this is the case we expect to see a plan for how the Board and Administration will change that current state for the benefits of the students. There isn't enough of a focus on improvement for the core curriculum, including math and reading, to improve proficiency levels. There is a heavy reliance on the staff PLC as a strategy for improvement, but no evidence that the PLC is going to lead to focused instruction, identifying gaps in the core and/or restructuring the core based on where Wright students are at when they enter Wright.
	Student Attendance Data	Meets Expectations	
	Student Behavior Data	Fails to Meet Expectations	The Charter Application requests three years of behavior data. While there are three years of restraint and seclusion data, there is only one year of behavior data in the chart provided.
	Climate Survey Data	Meets Expectations	
	Student access to Opportunities	Fails to Meet Expectations	There are statements written in this section that do not seem to support the academic and well rounded needs for ELL students. The Committee expects to see a more balanced understanding of the needs of ELL students, more than prioritizing reading intervention for ELL students.
	Summary Doc of Charter Measures	Meets Expectations	
	Summary Doc of Charter Goals	Meets Expectations	
School Improvement Planning			

Charter School Renewal Rubric Evaluation - Final			
Wright Middle School			
12/7/2016		Committee	
		Rating	Notes
	School Improvement Planning Process	Meets Expectations	
	Planned Changes	Meets Expectations	
Family Engagement			
	Family Engagement	Meets Expectations	
	Planned Changes	Meets Expectations	
Curriculum, Instruction & Assessment			
	Curriculum	Meets Expectations	
	Planned changes	Meets Expectations	
	Instructional Design	Meets Expectations	
	Planned changes	Fails to Meet Expectations	The Advisory Period is underdeveloped; the Committee expected to see discussions regarding the school's themes in the vision during this strategic time for students. Additionally, the social action class that is discussed isn't connected to the school's core instruction, to the school's social emotional learning curriculum, nor to the Advisory Period. The social action class could be quite impactful, but as written in the application there are currently no stated skills developed in the course. The focus on the new school PLC sounds like a silver bullet, but there what is the competency being developed in teachers during this time?
	Assessment Plan	Meets Expectations	
	Planned changes	Meets Expectations	
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	
	Staff Evaluation Plan	Meets Expectations	
	Planned Changes	Fails to Meet Expectations	The application rubric states that the application must include a Staff Recruiting Plan aligned with the school's strategic vision. There is no Recruiting Plan included in the application. Additionally, the plan for recruiting bilingual staff to meet the needs of students is not proactive.

Charter School Renewal Rubric Evaluation - Final

Wright Middle School

12/7/2016

Committee

Rating

Notes

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

Financial Operations

Financial Operations

Meets Expectations

Planned Changes

Meets Expectations

Facility/Safety Planning

Facility Plan

Meets Expectations

Process for ensuring health and safety of students

Meets Expectations

Planned Changes

Meets Expectations

Legal Requirements

Process to ensure legal compliance

Meets Expectations

Process for ensuring equitable access to all students

Meets Expectations



Charter School Renewal Application

James C. Wright Middle School
Principal: Dr. Angie Crawford

Submitted to the
Madison Metropolitan
School Board on:
November 17, 2016



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Steadfast and Meaningful Innovation

In line with MMSD's improvement strategy, James C. Wright Middle School (hereafter referred to as Wright, JCW, or Wright Middle School) serves as a significant driver of innovation for the rest of the schools in the district. Wright's focus on resiliency, rigor through collaboration, social action, self-efficacy and community, college and career readiness not only expands enrichment opportunities for MMSD students but also demonstrates how such innovations accelerate achievement outcomes, particularly for those students we, as a district, have not served well enough.

MMSD defines innovation as the "process of trying something new or different that has the potential to address an identified need and produce better outcomes for students." Wright serves as a *unique* source of innovation; the administrator and teachers at Wright constantly make small innovations in their pedagogical and curricular approaches that add up to long term *sustainable* processes addressing Wright students' academic and social/emotional needs.

As Wright enters this new term, Wright intends to move forward by purposefully committing to this "innovation to sustainable practice" cycle. This next term will see Wright's administrator and teachers building upon previous and creating new small school specific innovations and turn them into steadfast, meaningful and long lasting support structures for Wright students.

Wright is an incubator for steadfast and meaningful innovation. In this way, Wright not only enhances educational opportunities for MMSD students by providing innovative and distinctive educational programs, but provides the district with a living picture of how innovations turn into sustainable answers to the district's most pressing questions and needs. We look forward to another five years of innovation, excellence and academic achievement with MMSD.

Sincerely,

Dr. Angie Crawford
Principal, James C. Wright Middle School



I. School Information

A. Our Vision, Mission and Goals

Vision: James C. Wright Middle School's student-centered philosophy focuses on developing students from the inside out by building resiliency, a strong sense of identity, and self-efficacy. Students are empowered to engage in social action for positive change in their lives and communities. This innovative instructional approach accelerates student learning. Educators, students, families, and community members are steadfast in working to close the achievement gap, thus ensuring students have the skills necessary to be college, career, and community ready.

Mission: The James C. Wright community is committed to do whatever it takes, every day, to ensure that every student (1) achieves at high levels, (2) develops self-efficacy, and (3) becomes college, career, and community ready.

Goals: Wright students will:

- Exceed national and district trends in academic growth
- Have effective communication and collaboration skills
- Develop a positive identity around post-secondary plans
- Be self-aware and engage in self-advocacy
- Be resilient
- Connect and engage with the community

B. Our Core Beliefs, Values and Instructional Theory

Wright has a 20-year history of utilizing a values-driven approach to educating the whole student in collaboration with families and community partners in Madison's diverse and vibrant south side neighborhood. Our core beliefs, values, and instructional theory are depicted in the educational model below. Wright's model guides our daily interactions with students in the classroom, our approach to learning supports, and our engagement with families and the community.





C. Foundations of Wright’s Educational Model

Self-efficacy comprises the heart of the model. Self-efficacy means the ability to define a goal, persevere and see oneself as capable.¹ Teachers, parents and other caring adults utilize several strategies to cultivate and promote student self-efficacy: identifying and reinforcing strengths, identifying multiple paths to goal achievement, providing opportunities for mastery experiences, challenging negative or self-defeating thinking, providing honest yet supportive feedback, and celebrating incremental successes. Enhanced self-efficacy creates an academic growth mindset in which students recognize that their ability and competence grow with effort, and that success can be realized by overcoming challenges.

Resilience means facing, overcoming, and growing from adversity, stress, and life challenges.² Although teachers acknowledge the deleterious impacts that poverty and racism can have on student resilience, high expectations and meaningful academic challenges are nonetheless offered to inspire student growth in the context of caring, supportive relationships.³ Specifically, student resilience is developed through supportive instructional practices (e.g., AVID), a school climate that promotes caring and sense of belonging (e.g., PBS, Restorative Practices, advisory), and through family engagement (e.g., student-led conferences, family events; see Section VI. Family Engagement). Community partners also offer opportunities for student growth, thus the entire community contribute to student resilience (see Section IX. Key Partnerships).

Social Action involves teaching with a focus on social justice. In the classroom, this focus adds relevance and meaning to student learning. Student inquiry, self-reflection, and problem-solving feature real social issues that matter. Required social action projects are driven by student questions and engage students in planning and implementing solutions within their school, community, and beyond.⁴ In the school, social action underscores restorative practices which, co-facilitated by student leaders, and builds a sense of community and an opportunity to repair relationships.

College, Career, and Community Readiness starts week one when teachers begin having conversations with students about their future. Each student’s unique identity, life experiences, and motivation are considered as the teachers and students discuss future opportunities.⁵ Student visits to institutions of higher learning and local businesses provide valuable information that will inform their choices beyond high school. Academic and Career Planning (ACP) provides a tool to further facilitate exploration of college and career pathways.

¹ National Association of School Psychologists (2000), *Communique Handout*, Vol 39(3).

² Dweck, (2012)

³ Lippman & Schmitz, Oct 2013, *Child Trends*.

⁴ Canadian Teacher Federation and the Critical Thinking Foundation, (2010).

⁵ Farrington (2012), Savitz-Romer & Bouffard (2014.)



D. Vision for the Future

The Wright educational model includes proven instructional practices that help students develop the academic behaviors, mindsets and perseverance necessary to become college, career, and community ready. Although we believe these cornerstones serve to counteract root causes of the achievement gap (i.e., negative societal messages, low expectations, and opportunity gaps), we aspire to develop the model in three areas.

First, staff will continue to develop competency through involvement in one of several Professional Learning Communities (PLCs). These PLCs will focus on co-planning and co-serving students in classrooms that are demographically balanced, teaching characterized by high rigor, student engagement with positive feedback for academic perseverance, and developing learning targets that emphasize collaboration and critical thinking. Second, Wright will develop a 3-year approach for student exposure to college and career pathways and will become an AVID demonstration site. Third, our family engagement efforts will continue through increased staff capacity to engage in two-way communication with parents and the community about all aspects of Wright's educational model.

Finally, students and families who choose Wright Middle School with its' charter mission, goals, and daily commitment to growth for students AND the important adults in their lives will have a unique three-year learning experience where self-discovery and student-centered learning opportunities are paramount. A diverse classroom at Wright is an ideal laboratory for students to engage in explorations of their own and others' cultures, global issues, multiple perspectives on history, and the use of relevant and available technology to connect with others also seeking solutions to relevant world issues.

Wright teachers will more deeply link learning to making sense of students' immediate world. Student generated questions, meaningful dialogue that tackles controversial social issues, developing problem solving skills for their most pressing concerns, and using social action projects to make a difference in their local community will be enhanced in Wright's current charter model. Parents are partners in their children's growth through a focus on building self-efficacy, goal setting for the future, and cultivating the interpersonal and critical thinking skills necessary for empowering students as change agents.

This charter provides the focus, the flexibility, and the framework for realizing a powerful middle school learning experience that will create this desired vision for the future. Simply stated, Wright students will become self-aware, hard-working, socially responsible 21st century learners.



II. Governance Council and Leadership Structure

A. Governance Council

The Governance council consists of not more than eleven nor less than seven persons: Parent/guardians of Wright Middle School, two Community member/partners Wright Principal, and two staff members. Council leadership consists of the Chair, Vice Chair, Past Chair, Secretary, and Treasurer. The principal of the charter school is an active member of the Council. The Chair presides over all meetings and supervises the Council, handles media inquiries and is the spokesperson for the board. The Vice Chair exercises the duties of the Chair in the absence or incapacity of the Chair. The Past Chair advises the Chair. The Secretary maintains records of the corporation and prepares meeting minutes. The Treasurer has custody of the funds of the corporation and maintains all financial records.

Council members are limited to serving two consecutive three (3) year terms. The governance council recruits new members to replace exiting members. Any parent, staff member, or appropriate community member may request membership on school committees. Elections of board members take place at the annual meeting. There are currently no vacancies on the Governance Council. To date, Wright has recruited two new board members. Council members receive no compensation for their services. Council members may resign at any time and can also be recalled by petition.

The council meets a minimum of four times yearly, per Wright's Bylaws, Article III, section 3.3 to decide and monitor policies for the school. The Principal is responsible for policy and programming implementation. The Principal is responsible for day-to-day operations of the school, including staffing, talent management, student recruitment, partnerships, communications, supporting parents, interfacing with the Madison Metropolitan School District administration, the general education of all Wright students, and for recommending policies to the Governance Council. The Principal ensures a strong partnership between students, parents, staff, community members and District administrators. Parental involvement at Wright Middle School will be encouraged beyond participation in school governance.

The council interacts with school leadership and communicates its decisions via members of the board who are also on the School Based Leadership Team (SBLT). These members (the principal, the learning coordinator, and the social worker) ensure constant engagement and collaboration between the board, families, students and MMSD central office. The SBLT is made up of school staff and does not include community members or parents. The governance council is a balance of school staff, leaders, community members and parents. The role of the council is to recommend policy to the school leadership team and exercise powers necessary to carry out its contract. The role of the SBLT is to implement and monitor the policies and practices effectively.



The 2016-17 Governance Council of James C. Wright Middle School includes the following individuals:

- **Kaleem Caire, Chair:** Kaleem is the founder, president and CEO of One City Early Learning Centers in Madison.
- **Maureen Fiene, Vice Chair:** Maureen is the Learning Coordinator at Wright Middle School.
- **Joseph Rosas, Treasurer:** Joey is the school Social Worker at Wright Middle School.
- **Vanessa Statam, Secretary:** Vanessa is a family engagement specialist with the Dane County Neighborhood Intervention Program. She is also the parent of a child at Wright Middle School.
- **Angelina Crawford, Principal:** Angie is the principal of James C. Wright Middle School.
- **Dale Cox, Board Director:** Dale is president of the Burr Oaks Neighborhood Association and a parent of a child at Wright Middle School.
- **Christine Hodge, Board Director:** Christine is the retired principal with the Madison Metropolitan School District and the director of the Academic Learning Center at Mount Zion Baptist Church.
- **Missey Russell, Board Director:** Missey is the parent of a child at Wright Middle School.
- **Wayne Strong, Board Director:** Wayne is a retired Madison Police Officer and director of workforce development programs at the Urban League of Greater Madison.
- **Monica Wightman, Board Director:** Monica is a full-time education consultant with the Wisconsin Department of Public Instruction and former staff member of Wright Middle School.



B. Leadership Structure

The SBLT comprises current leadership of the school. SBLT members include the Principal, Learning Coordinator, AVID Coordinator/Teacher, School Psychologist/PBS Coach, Social Worker, Reading Interventionist, Two Special Education Teachers, a Bilingual Resource Teacher, an ELA teacher, Science Teacher, and a Math Teacher representing the four teaching teams. This group provides input in the development of the School Improvement Plan (SIP) and monitors the implementation/results of that plan.

The SBLT ensures that staff has input on leadership team decisions by soliciting their feedback through staff meetings and professional development days. The SBLT consistently reaches out to families by creating surveys to elicit feedback on school practices and planning formal feedback sessions as needed.

A goal at Wright is to increase student voice and input. Currently student voice is elicited through the student leadership team, CREW (Creating a Respectful Environment at Wright) and through the student representation on the AVID Site Team. Teachers regularly engage students in reflection about the school through the Social Action classes and advisory at each grade level. On the topic of bullying, student-driven suggestions for how to make Wright a safer and more engaging place to learn occurs in all of the advisory groups and student led projects are developed. The climate survey results also act as an opportunity to look at aggregate and trend data about issues salient to students. Finally, two-way communication between students, families, staff and the administrator is highly valued, and student suggestions are respected and integrated into team decision making as part of the monthly Plan/Teach/Reflect/Adjust cycle.

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

There are no planned changes to the Governance Council or leadership structure for the renewal term.



III. Student Body/Demographics

A. Student Body/Demographics

Wright’s 3rd Friday enrollment numbers have consistently indicated that Wright enrolled 255 or 256 students for the last three years. The 6th grade class has ranged from 86-89 students, the 7th grade class ranges from 84-88 students, and the 8th grade class ranges from 80-85 students. Wright has higher densities of American Indian, Black/African American, Hispanic/Latino, Special Ed, English Language Learners and low-income students than the district as a whole. It has similar densities of Asian and multiracial students as the district. Significantly fewer White students attend Wright than in the district as a whole. Wright’s 255 students comprise approximately 16% of the 1570 West side middle school students. During the last five years, Wright has enrolled 30-35% of West side ELLs, and about 30-34% of West side low-income students, and 19-24% of the West Side special education population.

Wright has consistently served a significantly higher low-income student population than other district schools. In the past three years, the total low-income percentages have been 87%, 91% and 87%, respectively. This is part of a larger trend that has been stable over the past ten years. Wright staff sees this simply as an opportunity to engage in high impact teaching, rather than an obstacle to teaching and learning.

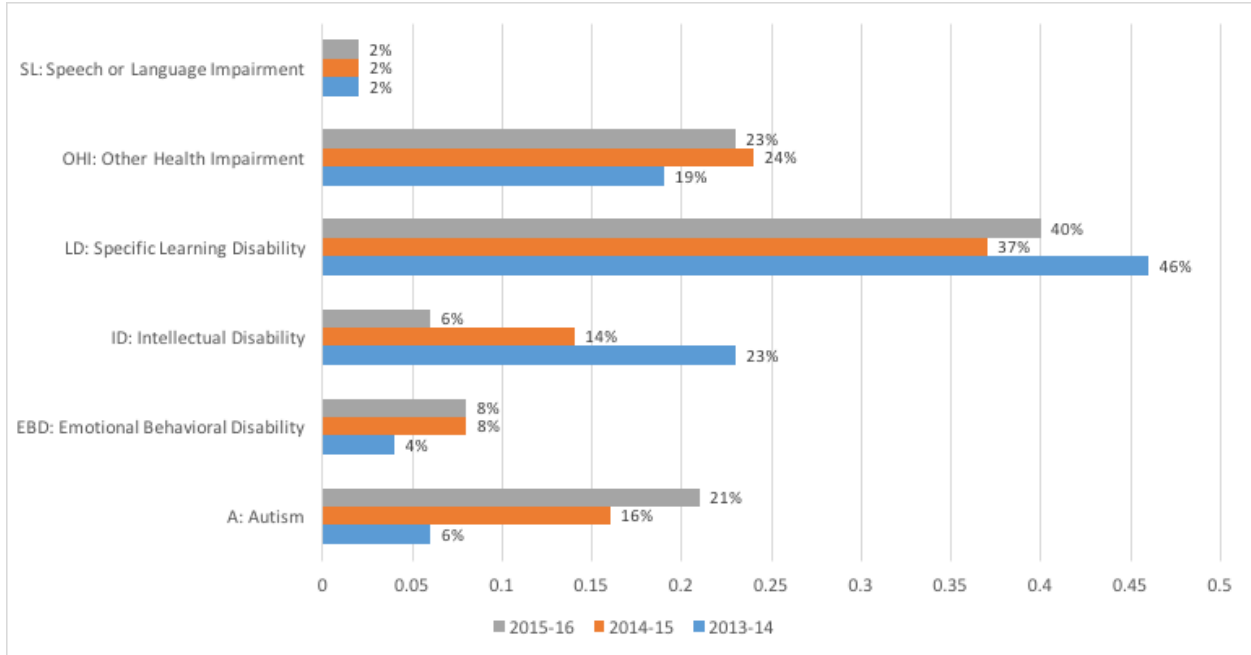
Wright Middle School Third Friday Enrollment

YEAR	Total Students	American Indian/ Alaska Native	Asian	Black or African American	Hispanic /Latino	Multiracial	White	SPED	ELL	Low Income
2015-16	256	2	18	58	128	22	28	48	139	223
2014-15	255	2	24	57	128	16	28	51	145	231
2013-14	255		17	72	135	16	15	49	143	222
2012-13	249	1	14	67	124	13	30	59	130	213
2011-12	251	2	13	78	120	14	24	60	127	217

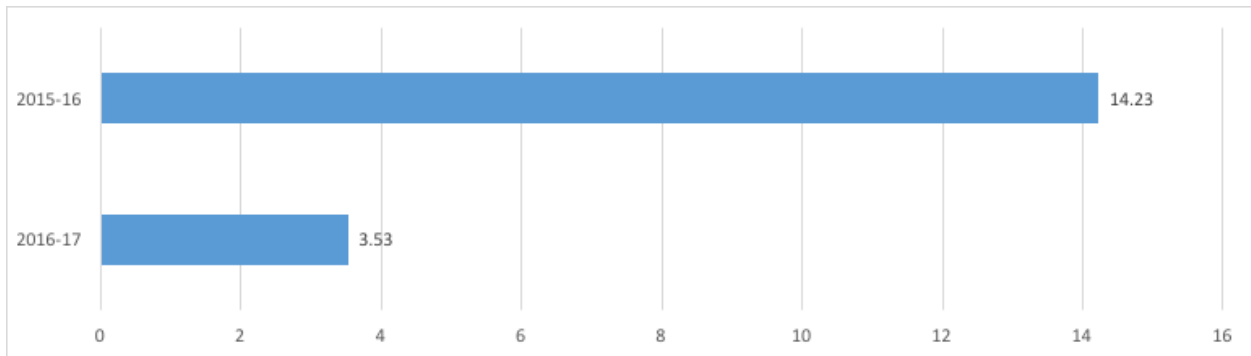
Percentage of Total Enrollment by Characteristics of Interest

YEAR	American Indian/ Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Multi-racial	White	SPED	ELL	Low Income
2015-16	0.80%	7.00%	22.70%	50.00%	8.60%	10.90%	18.80%	54.30%	87.10%
2014-15	0.80%	9.40%	22.40%	50.20%	6.30%	11.00%	20.00%	56.90%	90.60%
2013-14		6.70%	28.20%	52.90%	6.30%	5.90%	19.20%	56.10%	87.10%
2012-13	0.40%	5.60%	26.90%	49.80%	5.20%	12.00%	23.70%	52.20%	85.50%
2011-12	0.80%	5.20%	31.10%	47.80%	5.60%	9.60%	23.90%	50.60%	86.50%

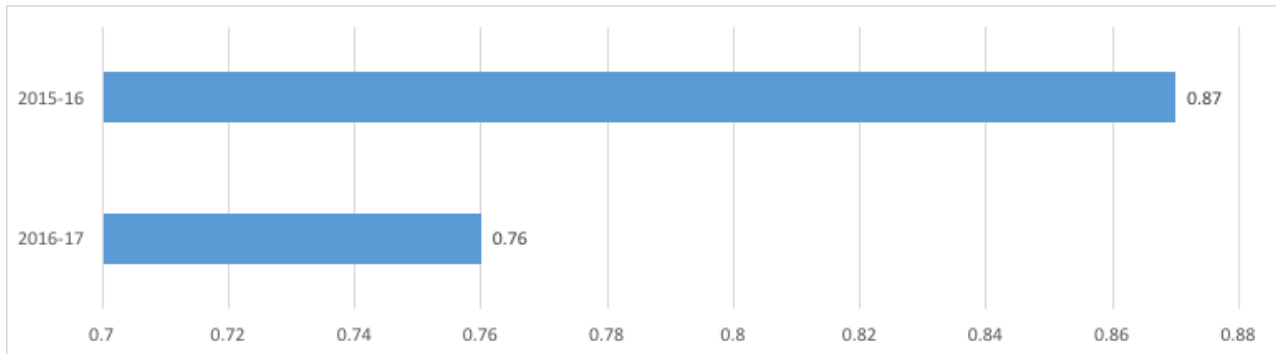
Special Education Enrollment Data by Area of Disability



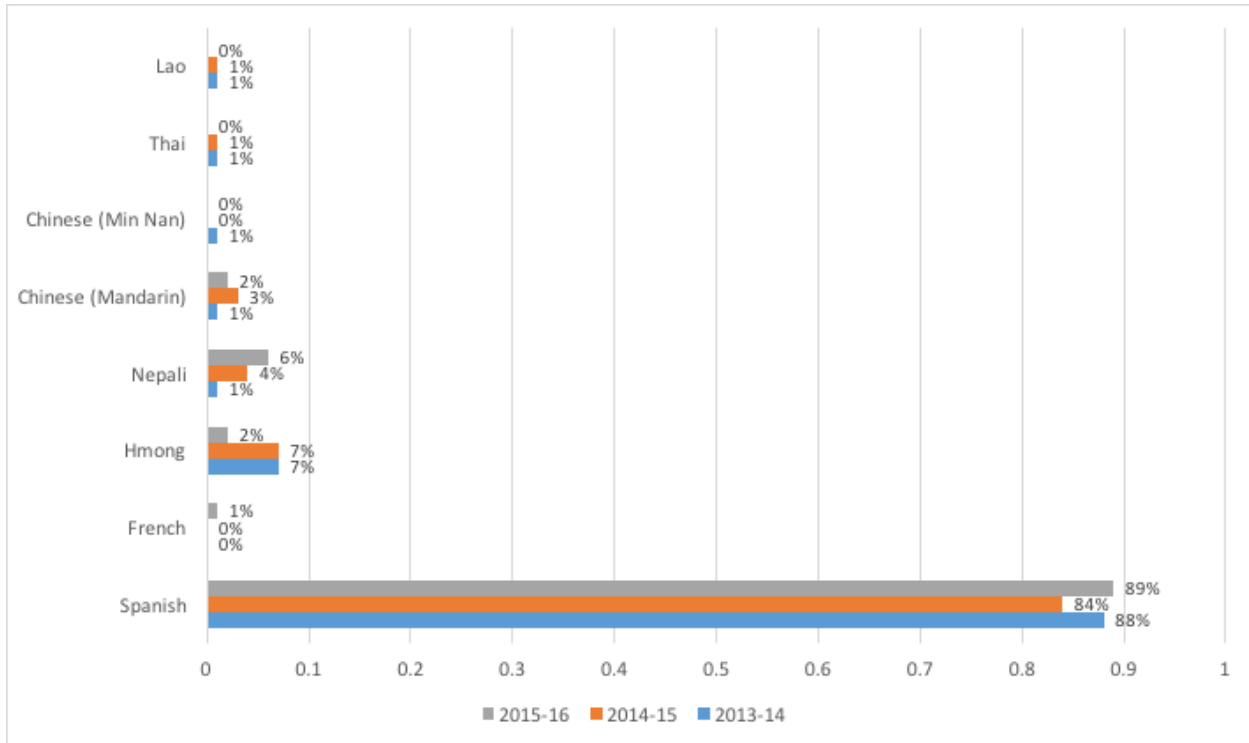
Advanced Learner Enrollment Data--% of population



Advanced Learner Proportionality Data



ELL Enrollment by Home Language



Student Recruitment Strategy

First, Wright sends information about the school to all 5th grade students living in the West Attendance Area, specifically those that attend Lincoln, Leopold, Thoreau, Randall, Van Hise or Shorewood Elementary Schools. This information is sent just before Winter Break. In January, fifth grade students attending Lincoln, Leopold, and Randall experience a presentation at their school by Wright 6th grade students and Principal to learn more about the school. Third, fifth grade families in the attendance area are invited to the “Wright Showcase” where they see a presentation about the school, have questions answered, and tour the building. Parents enroll online or on paper by a date in February - a week or two before the lottery is held. Students who apply must reside within the West High School attendance area at the time of application.

Lottery Selection Process

If there are more than 85 applicants for attendance in 6th grade at Wright, a lottery is conducted by the MMSD enrollment office. Preference for acceptance is as follows:

- Siblings of current continuing Wright students.
- Children of Wright staff living either within or outside of the West Attendance Area
- Children of Wright Governance Board members.
- Students living in the West attendance area.

Students who live outside of the West Attendance area and Open Enrollment students will not be accepted during the application/lottery process but will be placed on a wait list. Those who have applied but were not accepted through the lottery are placed on a Wait List. Those who apply late, live outside of the West Attendance area, or outside of the district are placed at the bottom of the Wait List in that order. Students who are invited to attend Wright but do not reside within the West High attendance area must follow MMSD Board procedures for Internal Transfer. These students are accepted with the understanding that MMSD will not provide



transportation between the student's residence and the school unless they qualify for a bus pass at their home school.

The enrollment office sends a list of accepted names and Wait List to the Wright school office. Within a week of the lottery, 85-90 families receive acceptance letters from Wright. Wait List families receive notice that they have been waitlisted. Families receiving acceptance letters are given two weeks to accept or decline. After that, families are pulled from the Wait List if the number of confirmed acceptances to the 6th grade falls below 85 students. For transportation and other determinations, Wright Middle School becomes the "home school" for attending students who live within the West attendance area.

The Wait List is pulled from during the summer, after registration into the first two weeks of school, and at semester time if enrollment falls below 85 at any grade level. Enrollment is limited to these times to be less disruptive to students' learning. In January of the 6th and 7th grade year, students on the Wait List receive a mailing asking them to confirm their desire to stay on the Wait List. The Wait List reforms in the order those confirmations are returned and the process of filling vacancies repeats for 7th and 8th grade.

Wright has an enrollment target of 85 students per grade and an enrollment cap of 255 students total in the school. When pulling from the waitlist, preference is given to maintaining higher numbers at the lower grades for a couple of reasons. First, the sixth grade wait list is considerably longer than the 7th or 8th grade wait list. Second, doing so increases time for students to become Wright community members. Consequently, if total enrollment is at 255 students, Wright may have a 7th and/or 8th grade class under 85 students and not pull students from the waitlist.

Wright students are allowed to stay at Wright if they move outside of the West Attendance area. They have to arrange for their transportation to Wright, attend regularly, and only qualify for a free bus pass if they were to qualify for it at their new MMSD home school.

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

The recruitment process and lottery will continue to happen earlier in the year to facilitate better transitions from 5th grade. To continue to serve our population, we will use both electronic and paper enrollment. We will also continue to implement some form of in person enrollment process at Wright.



IV. Student Data

A. Student Academic Achievement Data and Analysis

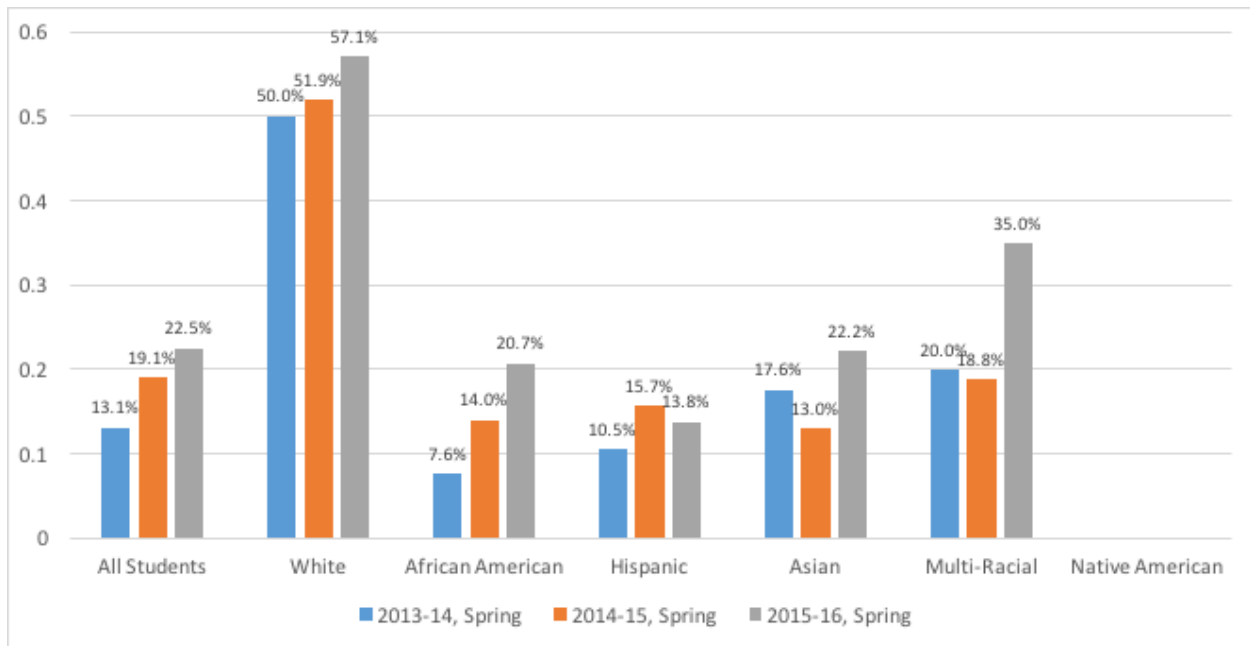
Root Cause Analysis: Many students enter Wright with skills that are significantly below grade level in literacy and math and do not advance to proficiency by 8th grade. Our root cause analysis identified inconsistent core instructional practices, low expectations, and a lack of relevancy for our students as factors contributing to lack of proficiency growth. To reach our goal of all students becoming proficient, our SIP focuses on improving core instructional practices through Professional Learning Communities (PLCs) and a laser-like focus on literacy, increasing rigor through school wide use of AVID strategies and a focus on grade level standards, holding students to high expectations, and making learning relevant through our social action focus and student goal setting/planning for the future. With transparency in mind, an additional root cause of low proficiency is institutional racism. Our SIP outlines goals aimed at staff growth in using an equity lens to build awareness about institutional racism and identifying individual biases and processes that perpetuate disparities. Through these strategies, we anticipate doubling the percentage of students who are proficient in Math and Reading.

To ensure we are meeting the goals listed above, Wright Middle School examines data on a monthly basis in instructional teams, subject based cadre meetings, School Based Leadership Team (SBLT) and during Professional Collaboration Time (PCT) using the Great Teaching Matters Framework of Plan/Teach/Reflect and Adjust. Additionally, staff was trained this past summer in Professional Learning Communities (PLCs) and staff has begun the process of planning modules as a team, teaching and then evaluating lesson effectiveness based on student observations, and formative and summative assessment data. This careful analysis of our data drives our instructional practices including differentiation and scaffolding to meet all student needs, including advanced learners.

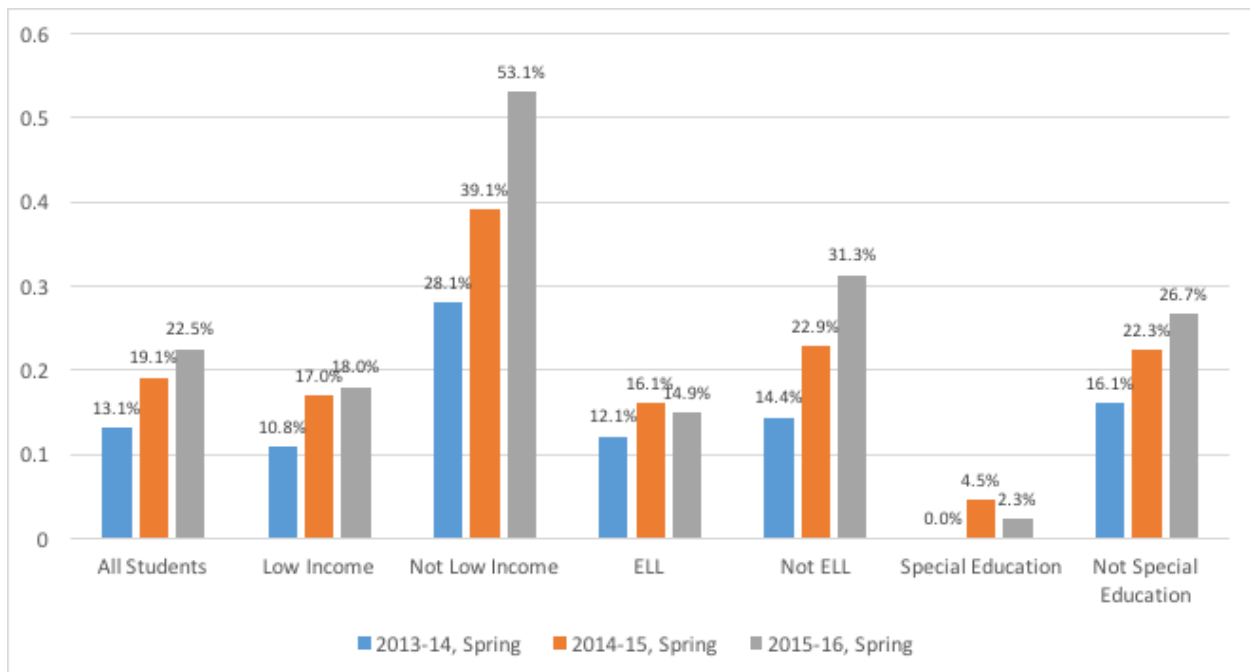
Looking at student MAP data, one can observe that although Wright's overall percent proficient remains small, it has increased over the past 3 years for both math and reading. These increases are consistent in most groups when we stratify by demographic categories. However, when we look at Wright's growth data, our growth is astounding when compared to other district middle schools for both Math and Reading. We show growth in all demographic groupings. Meeting our growth in reading exceeds other district middle school (69% vs 56%) which is 23% more growth than other schools. Nationally, Wright ranks in the 90-95th percentile in student growth on MAP reading tests. Meeting our growth in Math exceeds other district middle schools (68% vs. 61%). Nationally, we rank in the 80th percentile for meeting math goals. Additionally, the most recent DPI School Report Card gave Wright an overall score of Exceeding Expectations and indicated the school exceeded the state average in student growth and closing achievement gaps. We work hard to meet our students' needs and train our staff and this shows in our student growth data.



Spring MAP Reading Data by Ethnicity/Race (% Proficient)

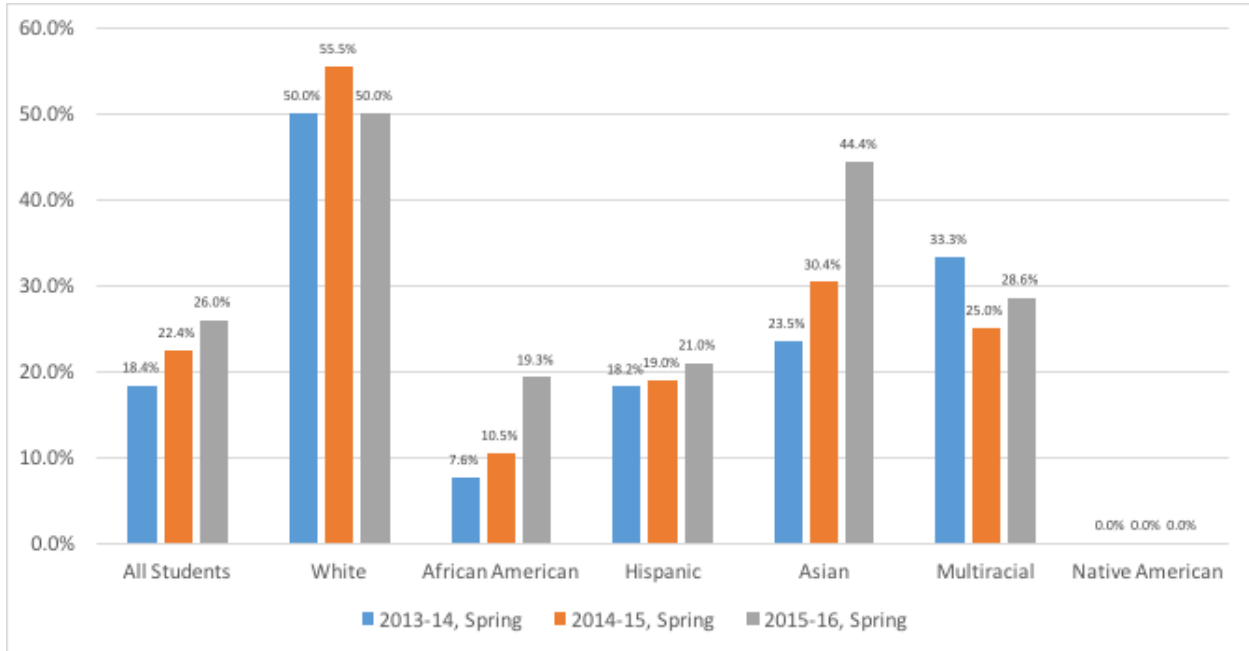


Spring MAP Reading Data by ELL, Special Education and Free/reduced Lunch Status (% Proficient)

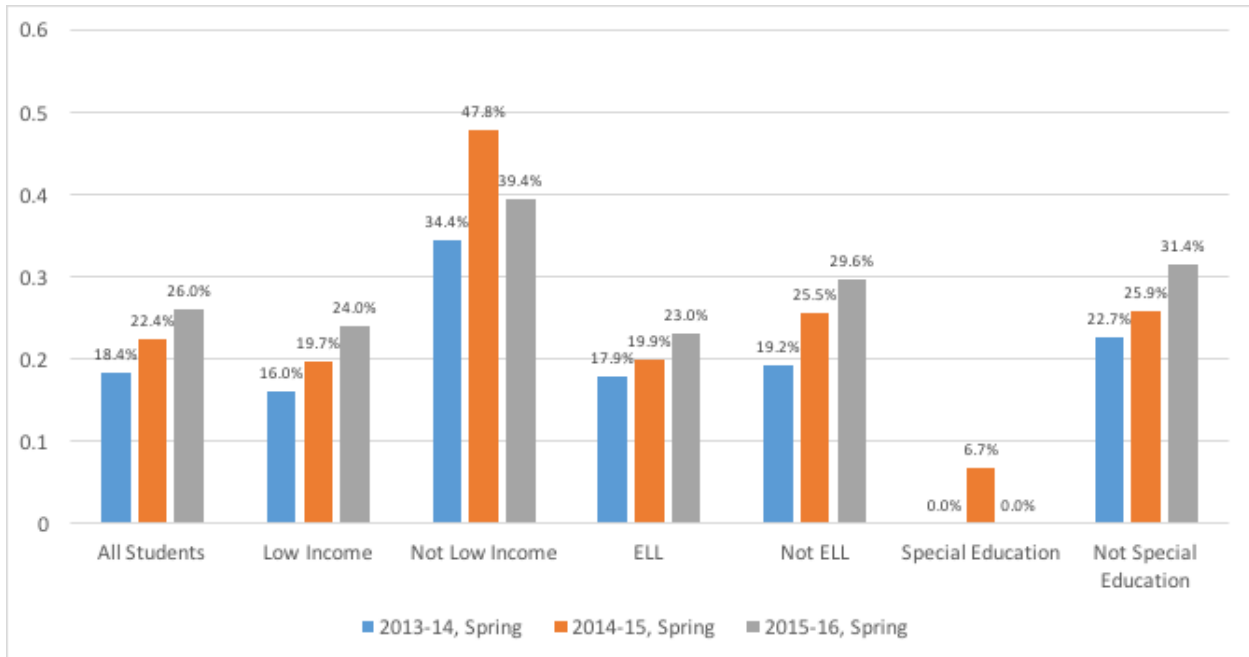




Spring MAP Math Data by Ethnicity/Race (% Proficient)



Spring MAP Math data by ELL, EEN and Free/reduced lunch status (% proficient)





Percent Meeting Reading Growth Targets (Fall to Spring)

Demographic	Wright Middle School				All District Middle Schools
	2012-13	2013-14	2014-15	2015-16	2015-16
All Students	65.70%	60.70%	59.30%	68.60%	55.70%
Non-SpEd	62.80%	62.80%	63.00%	68.50%	55.90%
SpEd	76.00%	50.00%	41.90%	69.00%	54.40%
ELL	66.70%	64.70%	59.90%	70.20%	59.10%
Non-ELL	64.50%	55.00%	58.50%	66.70%	54.50%
Low Income	66.00%	60.40%	59.10%	68.50%	55.90%
Not Low Income	63.60%	62.50%	60.90%	68.80%	55.40%
American Indian	–	–	50.00%	50.00%	50%
Asian	66.70%	64.70%	60.90%	77.00%	62.40%
Black or African American	61.70%	61.90%	57.40%	68.40%	51.30%
Hispanic/Latino	66.10%	61.50%	59.50%	68.30%	57.40%
Multiracial	75.00%	33.30%	81.30%	70.00%	55.40%
White	70.40%	71.40%	48.10%	64.30%	55.40%

Percent Meeting Math Growth targets (Fall to Spring)

Demographic	Wright Middle School				All District Middle Schools
	2012-13	2013-14	2014-15	2015-16	2015-16
All Students	71.00%	59.40%	42.50%	68.30%	61%
Non-SpEd	71.80%	59.60%	42.90%	68.10%	61.30%
SpEd	68.00%	58.50%	40.70%	69.00%	59.10%
ELL	71.80%	60.10%	47.10%	66.70%	61.80%
Non-ELL	70.10%	58.40%	35.60%	70.20%	60.70%
Low Income	71.90%	59.40%	41.20%	67.10%	58.70%
Not Low Income	65.60%	59.40%	60.00%	75.80%	63.10%
All Students	71.00%	46.60%	42.50%	68.30%	61%
Amer Indian/ Alaska Native	100.00%			50.00%	68.80%
Asian	81.80%	44.40%	50.00%	66.70%	68.70%
Black or African American	75.00%	38.90%	36.10%	64.30%	53.70%
Hispanic/Latino	70.20%	52.40%	44.20%	66.90%	60.20%
Multiracial	63.60%	28.60%	11.10%	71.40%	60.10%
White	63.00%	40.00%	70.00%	82.10%	62.90%



State of Wisconsin Department of Public Instruction School Report Card
2015-2016 Summary

James Wright Middle School
School Report Card for 2015 -16
Summary - All Students

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	38.5	100	66.6	100
English Language Arts (ELA) Achievement	20.8	50	33.6	100
Mathematics Achievement	17.8	50	33.0	50
Student Growth	79.3	100	66	100
English Language Arts (ELA) Growth	42.5	50	33.0	50
Mathematics Growth	36.8	50	33.0	50
Closing Gaps	68.9	100	64.1	100
English Language Arts (ELA) Achievement Gaps	33.9	50	32.4	50
Mathematics Achievement Gaps	35.0	50	31.7	50
Graduation Rate Gaps	N/A	N/A	N/A	N/A
On-Track and Postsecondary Readiness	80.5	100	87.5	100
Graduate Rate	N/A	N/A	N/A	N/A
Attendance Rate	74.4	80	74.7	80
3rd Grade English Language Arts (ELA) Achievement	N/A	N/A	N/A	N/A
8th Grade Mathematics Achievement	6.1	20	12.8	20

Wisconsin Knowledge and Concepts Exam (WKCE)
Math Trends

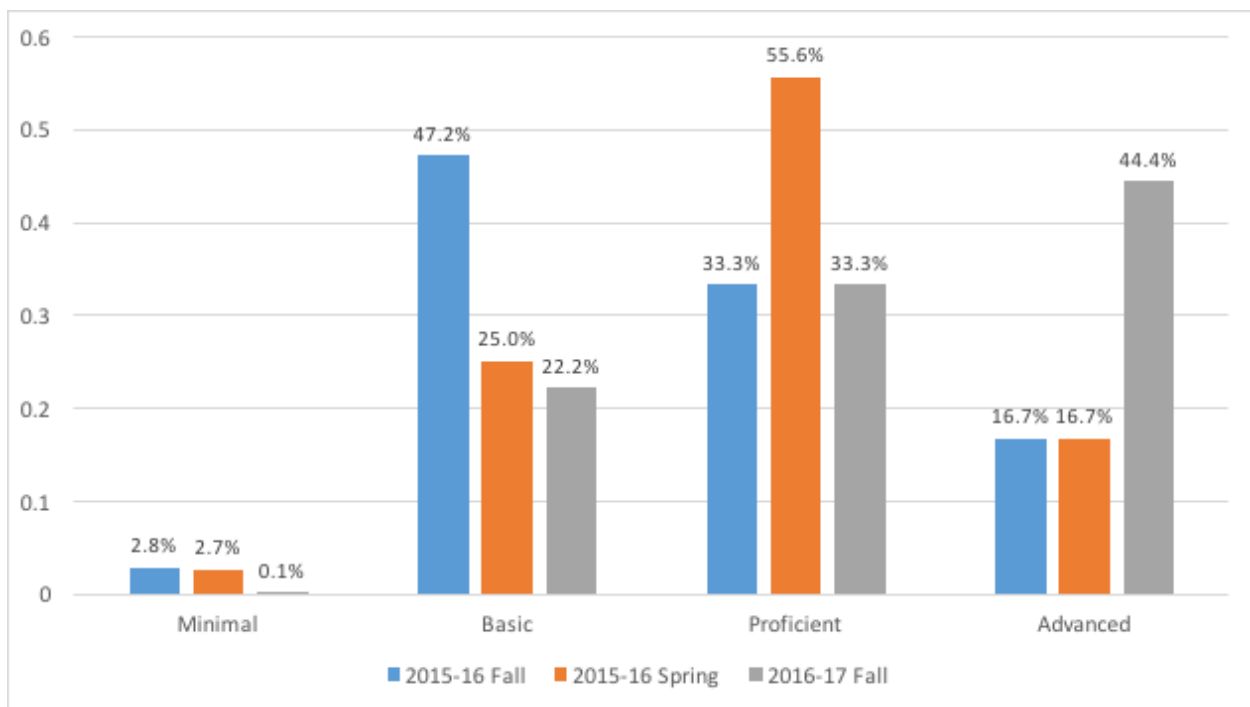
WKCE Math	Minimal	Basic	Proficient	Advanced
2010-11	26.9	14.5	44.6	14
2011-12	25.4	18.5	44.8	11.3
2012-13	41.4	41.8	13.3	3.5
2013-14	36	49.2	12.8	2



**Wisconsin Knowledge and Concepts Exam (WKCE)
Reading Trends**

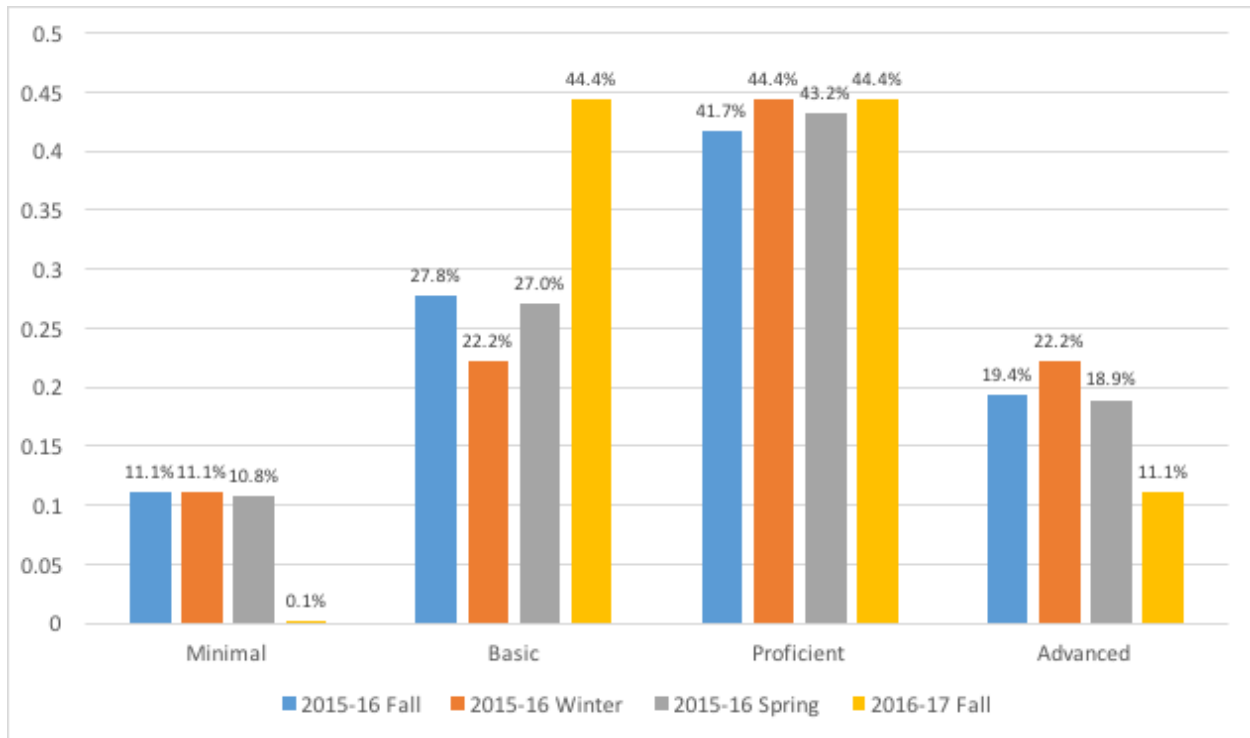
WKCE Read	Minimal	Basic	Proficient	Advanced
2010-11	14	18.6	47.1	20.2
2011-12	10.1	24.7	44.9	20.2
2012-13	50.2	33.7	14.5	1.6
2013-14	48.4	38.8	11.6	1.2

Advanced Learner Measures of Academic Progress (MAP): Math





Advanced Learner Measures of Academic Progress (MAP): Reading



B. Student Attendance Data

Our overall attendance rates consistently meet the district’s goal of 94% student attendance. Furthermore, Wright meets the district’s’ goals for attendance within most demographic groupings. Our social action focus and our community building through advisories create a community where students are connected and invested in what is happening at school. Through our community partnerships, we have created programs that incentivize and motivate students to attend school. When students are chronically absent or habitually truant, we work closely with students and their families to connect them to resources and supports within our school and in the community to address root causes, such as unmet mental health needs and necessary family supports, including childcare and transportation. Our commitment and effectiveness in this work can be seen by comparing our highest group of habitually truant students (African Americans) at 17% with the district middle school percent of habitual truancy at 33% in this same group.

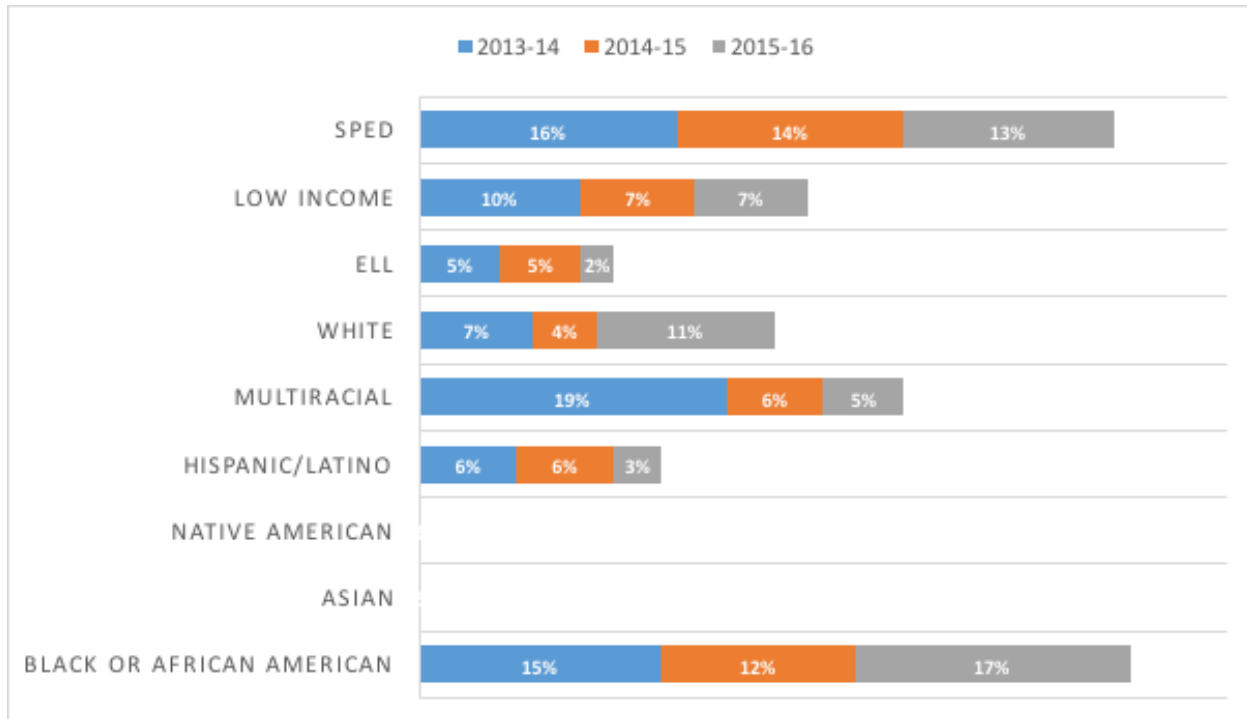
Our retention rates have increased over the last three years, improving from 89% to 93%. Students most often leave Wright due to family relocation out of the district or within the district when they are unable to secure transportation on their own. Simply stated, our model of promoting self-efficacy through resiliency-oriented strategies and social action in our community make Wright a school where students and families want to be and remain through the middle school years. Our retention rate for White students in 2013-14 was poor. Given that this trend did not continue the next few years and it didn’t impact our recruitment for white students (in fact, the number of white students doubled) we are not concerned that it is a recurring issue at Wright Middle School.



Attendance Data

	Attendance	2013-14	2014-15	2015-16
Overall		94%	94%	95%
Gender	Female	95%	94%	95%
	Male	93%	93%	95%
Race	Asian	99%	97%	98%
	Black	92%	91%	93%
	Hispanic	94%	94%	95%
	Multiracial	91%	91%	94%
	White	94%	93%	94%
Special Education	Special Education	91%	91%	93%
	Not Special Ed.	95%	94%	95%
Eng. Lang Learner	English Lang Learner	96%	95%	96%
	Non-English Language Learner	92%	92%	93%
Low Income	Low Income	94%	93%	95%
	Not Low Income	96%	95%	96%
Advanced Learners	Tier 1	N/A	95%	95%
	Tier 2	N/A	96%	95%
	Tier 3	N/A	95%	95%

Habitual Truancy





Retention Rates

	Retention Rates	2013-14	2014-15	2015-16
Overall		89%	90%	93%
Gender	Female	94%	89%	95%
	Male	84%	92%	90%
Race	Asian	90%	100%	100%
	Black	89%	79%	89%
	Hispanic	93%	93%	94%
	Multiracial	100%	91%	92%
	White	59%	100%	95%
Special Education	Special Education	84%	85%	80%
	Not Special Ed.	90%	91%	96%
English language Learner	English Language Learner	95%	94%	94%
	Non-English Language Learner	82%	85%	91%
Socio Economic Status	Low Income	70%	89%	93%
	Not Low Income	92%	100%	90%

C. Student Behavior Data

Our student behavioral data overall indicates we are meeting the positive behavior system goal of having 80% or more of students with 0-1 referrals. This is an extraordinary accomplishment, as some Wright students come to middle school with behavioral challenges. Time and again, students described as challenging in elementary/middle school transition meetings, settle in at Wright with a new positive identity about school and a significant reduction in behavioral referrals.

Despite this progress, we continue to disproportionately refer our African American and Multiracial students for behavior support. These students are almost six times more likely to be referred for behavior support than other students in our building.

At Wright, we have 21% staff of color, versus 90% students of color, which contributes to this disparity in behavior referrals. Our root cause analysis points to mistrust in teacher/student relationship, staff implicit bias, and white cultural expectations. We intentionally work with evidence based learning models, such as restorative practices, and approaches (circles that examine equity traps) that bring awareness that leads to transformation in relationships. As a school community, we are committed to decreasing this number and more successfully engaging these students in their education. With our pedagogical focus on social action and community, college and career readiness, we are making school more relevant for students and this significantly increases engagement.

Additionally, we are dedicated to training staff in forming more positive relationships with all students, identifying personal biases and cultural expectations, avoiding power struggles, and providing a safe classroom environment for all students. We employ principles/strategies from both developmental design and culturally relevant pedagogy along with partnering with parents to ensure success for all students. Our restorative justice program is also embedded in our school culture to ensure we continue to work at not only building, but also mending relationships when conflict occurs.



Student Behavior Data

2015-16	Total Number	% American Indian	% Asian	% Black or African Am	% Hispanic/Latino	% Multi-racial	% White	% SPED	% ELL
Enrollment	260	0.77%	6.92%	22.69%	50.38%	8.46%	10.77%	18.85%	55%
CALLS	565	0.88%	2.83%	68.85%	17.88%	7.79%	1.77%	36.46%	19%
Students	88	–	16.67%	59.32%	25.19%	54.55%	10.71%	44.90%	39%
Risk Ratio	–	9.33	1.56	5.54	2.35	5.09	1	1.43	3.6
No. of Incidents (2-5)	394	0.51%	2.54%	69.54%	18.53%	7.36%	1.52%	35.79%	19.70%
Students	86	50.00%	16.67%	62.71%	22.90%	54.55%	10.71%	44.90%	38.40%
Risk Ratio	–	4.67	1.56	5.85	2.14	5.09	1	1.48	38.30%
ISS	31	0.00%	0.00%	54.84%	45.16%	0.00%	0.00%	25.81%	41.90%
Students	22	0.00%	0.00%	18.64%	8.40%	0.00%	0.00%	10.20%	45.50%
Risk Ratio	–	–	–	–	–	–	1	1.26	–
OSS	25	0.00%	0.00%	72.00%	16.00%	12.00%	0.00%	60.00%	16%
Students	16	0.00%	0.00%	16.95%	2.29%	13.64%	0.00%	16.33%	18.70%
Risk Ratio	–	–	–	–	–	–	1	4.3	–
w/o Suspensions	238	0.84%	7.56%	20.17%	50.42%	9.24%	11.76%	18.49%	55.40%

Student Restraint Data

Because of our school wide positive approach to behavior and the development of positive relationships grounded in restorative practices, we do not use restraints or seclusion as an intervention for Tier 3 level behaviors exhibited by students. When students are in the red zone, we use alternative strategies, allowing them to de-escalate while maintaining safety for others. Wright Middle School also has one of the lowest incidences of police calls due to this similarly held philosophy and beliefs. (1 restraint/exclusion incident each in 2012-13 and 2015-16. None in 2013-14, 2014-2015)

D. Climate Survey Data

Over the last two years, climate survey data has indicated that students are feeling more positive about relationships, teaching and learning, and safety in the building. For example, 72 % of African American attending Wright answered positively to the statement: “I feel I belong at this school”, compared to 57% of African American district wide. By amplifying the voices of those most impacted by our disparities (African American) the overall climate for all students is enhanced. Our model of 1) developing resilience, 2) a focus on social action and 3) community, college, and career readiness, creates an environment of empowerment, community, and a vision for the future, all of which positively impact school climate.

On the other hand, recent school climate data show that parents and staff feel less connected to the Wright community than before. We feel this is not reflective of the true state of our parent involvement. This is based on an n=19. Using other data such as 90% participation in parent-teacher conferences, they are wholehearted partners in meeting the learning and academic needs of their children. However, when it comes to filling out a survey for information, they have given feedback at monthly parent meeting that they have more pressing needs and do not have time to complete surveys.

As for the decrease in staff connection, we communicated with staff in the variety of teams at the school (SBLT, PBS, instructional); they feel a lot of pressure from initiatives, taking time and space from building relationships and community. For example, staff has found that they are working through their lunch when they used to meet in the staff lounge for lunch. Furthermore, it is hard to be a full service school with a small school staff. Staff is expected to wear multiple



hats and play multiple roles, which create extra responsibilities, duties, and stress on our staff, in result staff relationships diminish.

Additionally, during the 2016-2017 SIP process, the School Based Leadership Team made plans to prioritize and rebuild a sense of community with parents and staff. For staff, we are planning monthly staff community building circles to assist staff in supporting each other and building positivity within our community. For parents, we are both modifying our weekly parent communication systems as well as participating in the Parent School Partnership program developed by The Mexican American Legal Defense and Education Fund (MALDEF) (See Family Engagement).

Climate Survey Data

Year	Relationships		Teaching & Learning		Safety		Institutional Environment		School improvement		Family Engagement	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Students	64%	65%	72%	77%	43%	46%	59%	56%	54%	46%	-	-
Parents	89%	78%	90%	68%	52%	42%	90%	84%	40%	56%	59%	59%
Staff	55%	48%	76%	62%	73%	55%	49%	45%	47%	42%	-	-

E. Student Access to Opportunities

Wright Middle School students have excellent access to opportunities. The majority of our students have access to the arts. Wright also has an excellent collaboration with MSCR for after school programming. Student participation in at least one extracurricular club is almost 100%. The number of students participating in Wright’s after school program exceeds all other middle schools in the district.

Regarding access to world language classes, we prioritize reading intervention. This is what has affected our past percentages of special education and African American students in world language classes. We have been intentional on trying to create opportunities for access to world language, for example like adding another Spanish 1 class for our AVID students and providing special education support in these classes. It is also important to remember that 50% of Wright students have Spanish as their first language and, thus, are not in a “World Language class” as defined by Infinite Campus. However, the majority of these students are in a Spanish Language Arts class which enhances their Spanish reading and writing skills.

Two years ago, Wright was able to provide summer school in house using staff, our administrator and supports/systems. Over 30% of our students attend summer school and stay for the afternoon MSCR session. This year-round engagement of our students allows them to continue in their growth towards proficiency while maintaining positive relationships and a connection to school.

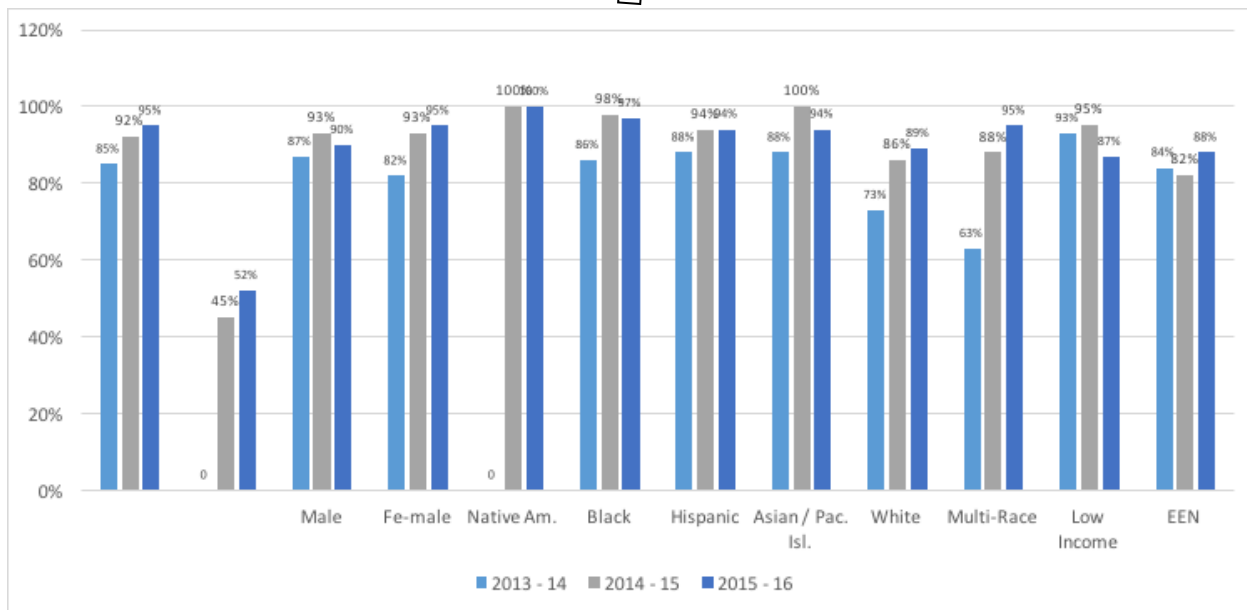
Wright also has amazing partnerships with various community agencies and groups (see Partnerships section) which also allow access to many additional opportunities. All of these partnerships lead to improved resiliency and self-efficacy as they gain confidence, a positive racial identity and strength through taking risks and trying new things.

Student Access to Arts Data



	Fine Arts	Fine Arts	World Language*	World Language*
	2014-15	2015-16	2014-15	2015-16
District	97%	96%	65%	68%
Wright Overall	97%	99%	29%	33%
African American	97%	98%	39%	53%
Hispanic	96%	99%	9%	11%
Asian	100%	100%	43%	31%
White	100%	100%	91%	74%
Two or more races	100%	100%	64%	62%
American Indian/Alaska Native	100%	100%		50%
Free/Reduced Lunch	97%	99%	25%	27%
ELL	96%	99%	11%	14%
Special Education	96%	96%	24%	24%
Advanced Learners	100%	100%	50%	54%

**After School Programming Participation
Percentage Who Attended After School Program at least One Time**



Note: Column 1 is % of students who attended at least once and column 2 is % of students who attended 30+ times. This data comes directly from MSCR. They do not collect data on ELL status. However, 89% of our ELL students are Latino, so the percentage in the “Hispanic category” is representative of what would be ELL %. They also do not collect Advanced Learner status.

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

The data presented in the above sections represents the accountability measures in our Charter contract. As you can see from the data, our school’s student population of proficient and advanced in Math and Reading is approximately 17%, which is extremely low. Our students



come in as 6th graders with low standardized test scores. Growth data, sorted by special education status, race and gender, is significantly higher than other middle schools in Madison. Through our Plan, Teach, Reflect, Adjust cycle, we examine disaggregated data on a monthly basis at our various team meetings to find disparities and examine our systems to make the changes necessary to mitigate any teaching or learning factors that impede progress. Teacher teams, grade level and academic cadre, regularly examine MAP data, student work, and progress monitoring data to continuously improve our teaching and school protocols. We share student level data with our families during student led parent teacher conferences.

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

As reflected in the table below (Section V), Wright met 8 out of our 12 SIP goals and made progress towards 3 more. We have outlined in Section VI: Curriculum, Instruction, and Assessment that follows, how we will accelerate student growth so more students will achieve proficiency in Math and Reading by 8th grade.



V. School Improvement Planning

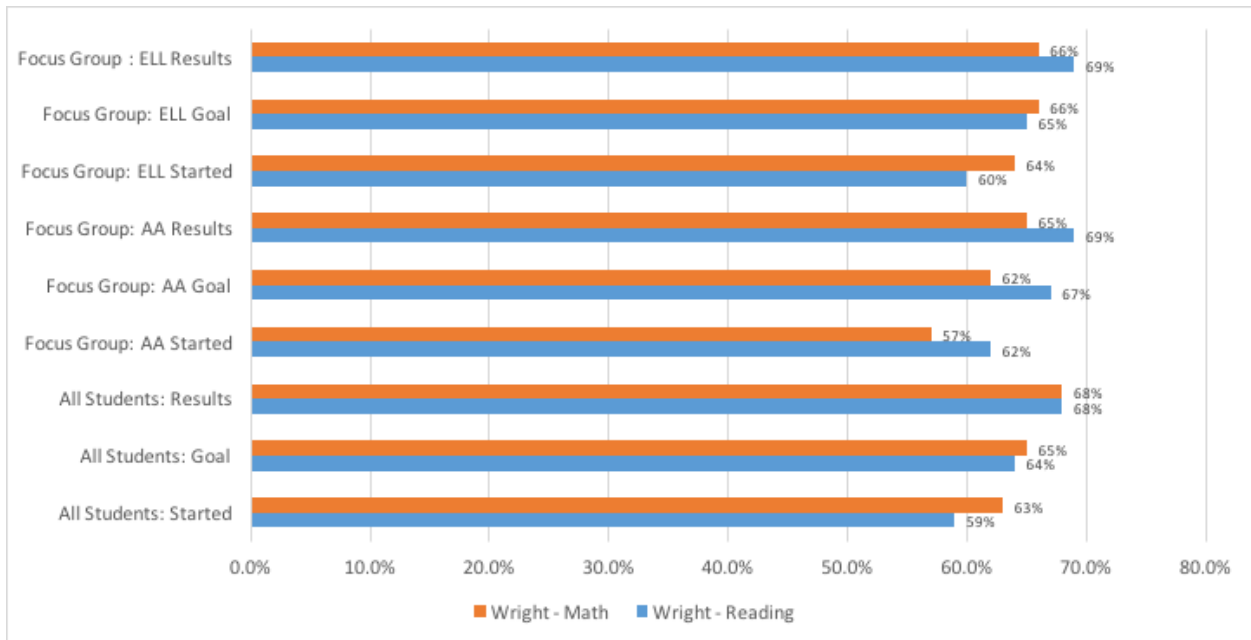
A. School Improvement Planning Processes

A representative group of Wright staff and assigned School Improvement Partner meet bi-weekly during the school year and form the School Based Leadership Team (SBLT). Currently, this team consists of the Principal, Learning Coordinator, AVID Coordinator/Teacher, School Psychologist/PBS Coach, Social Worker, Reading Interventionist, Two Special Education Teachers, a Bilingual Resource Teacher, an ELA teacher, Science Teacher, and a Math Teacher representing the three academic teaching teams. This group provides input into the development of the School Improvement Plan (SIP) and also monitors implementation and results of that implementation. This SBLT regularly reviews data such as MAP/other assessment scores, behavior data, climate surveys, parent engagement, implementation data, walk-through and deep-dive data. Root cause analysis is done with the data to increase understanding of why we are getting the results we are getting and this analysis leads to school-wide goals, initiatives, and the creation of professional development plans.

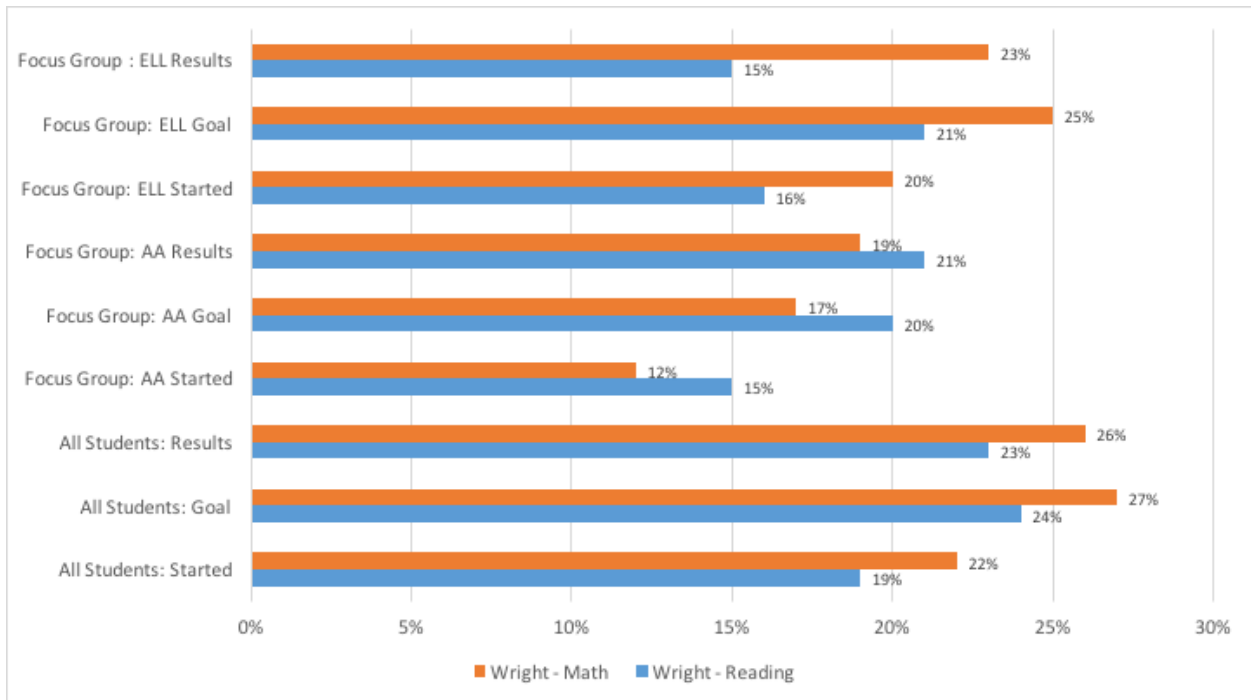
Wright's School Improvement Plan for 2015-2016 maintained the focus of "Increasing Rigor through Collaboration." Our strategies to accomplish this goal were the following: (1) to teach the common core standards that centered on collaborative conversation (SL1) and (2) to write routinely for a range of discipline-specific tasks, purposes and audiences (W10). The instructional practices of engaging students in complex, high level learning, critical thinking and accountable talk were utilized. Our school was structured in a manner to develop high-functioning instructional teams to support the use of formative assessment to adjust instruction that engages all learners while building a positive school community through CLEAR values, restorative practices, and improved communication. Ensuring that students have access to rigorous instruction and programs in order to meet student learning needs was at the core. This was accomplished through collaborating with families and staff to support students' academic social and emotional learning and healthy development.

Our School Improvement Plan for 2016-2017 is in alignment with our 2015-16 strategy in that our focus is to continue to "Increase Rigor through Collaboration." We want to continue to Plan/Teach/Reflect/ and Adjust (the Great Teaching Matters Framework) on our goals in order to make consistent and continuous progress towards student growth and proficiency. Our strategy to accomplish this goal is to teach close reading for the purposes of comprehension and making inferences, as well citing evidence from the text when writing or speaking to support conclusions from the text in order to become more proficient readers and writers (R1). We will utilize the practice of lesson planning around grade-level standards that utilizes the Gradual Release of Responsibility framework to develop student language through the use of collaboration. Along with developing professional learning communities to regularly collaborate in the Great Teaching cycle (planning, teaching, reflecting and adjusting using student data) to increase rigor. We will improve communication and connection through inclusive dialogue, restorative practices, and collaboration around learning. We will increase access for students to fine arts and facilitate learning for parents and families that will support their students' academic and social development to become community, college and career ready. Wright's 2015-2016 SIP documents are attached. As shown in the charts that follow, progress was made in 11 of 12 SIP goals, 8 of 12 goals were met.

Wright's Progress toward Meeting 2015-16 SIP Goals Measures of Academic Progress - MAP (Fall to Spring Growth)



**Wright Progress toward Meeting 2015-16 SIP Goals
Measures of Academic Progress – MAP (Proficiency Growth)**





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

As we move forward with our SIP process for the upcoming term contract, our goal is to enlist parents, students, governance board and community members as part of the process. We will integrate the focus of AVID strategies into our SIP and professional learning plan for students and staff. Furthermore, Wright's goal is to utilize the Family and Community Engagement Committee (FACE), with membership including parents, teachers, and community partners, to develop and monitor the family engagement goals and activities in the School Improvement Plan. This committee will act as a "bridge" to ensure that family input is solicited in the formation of goals and activities, and that families are an integral part of shared responsibility for meeting students' academic goals, social emotional development, and college and career readiness targets. (See Section VI. Family Engagement). As the school identifies area of focus in the SIP, the principal will act as a conduit in order to enhance communication between the Governance Board and our SBLT.



VI. Family Engagement

A. Family Engagement

Family engagement is a top priority at Wright Middle School. Families are respectfully invited to join in their child's academic growth and lead in their child's social emotional growth. Family support in setting and meeting student academic and future college and career goals is critical. Any gap in engaging parents as full partners leaves one of the most powerful influences for youth on the sidelines.⁶ In Parents Partnering for Progress meetings and a charter focus group; families shared feedback that they are very pleased with JCW's focus on career and college readiness, social action, and resilience, as a means to building self-efficacy in their children. Two quotes from the focus groups reveal parents' enthusiasm: "I think Wright should be lauded by other schools working toward equity," and "The goals and philosophical beliefs are ambitious and outstanding, AND build on the strong traditions that have made Wright special."

A recent report⁶ showed that many schools give up on families or focus on asking parents to support their school through fundraising or volunteer efforts. This ignores what parents care deeply about – the academic and social emotional development of their child. Wright staff reinforces the central role families play in assisting their children in discovering who they are, how they can shape their own development, and how they matter in their families, communities and the world. Wright's student-centered goals (e.g. self-awareness, self-efficacy, contributions to their community) require communication and shared responsibility between home and school to accelerate the positive impact on student success both inside and outside the classroom.

JCW staff promotes two aspects of family engagement. First, staff handles the practical issues such as time, schedule, transportation, language accessibility and child care. Second, staff address the important interpersonal factors including a focus on listening to families, building relationships, highlighting a family's strengths even amid challenges, and exploring new ways to support their child at home and at school.⁶ Family engagement is embedded in Wright's School Improvement Plan (SIP) in order to sustain a data-driven, continuous improvement effort that holds our school community accountable to high quality family engagement. Currently, the Family and Community Engagement Committee (FACE), with membership including parents, teachers, and community partners, develop and monitor the goals and activities in the School Improvement Plan. The two SIP goals are:

1. Facilitate learning for parents that will support their students becoming college, career, and community ready.
2. Increase staff capacity to engage in two-way communication with parents and the community.

The focus groups revealed that two-way communication is especially salient for Spanish-speaking parents to ensure no language barriers get in the way of supporting their children. Monthly Parents Partnering for Progress meetings addresses topics of great interest to parents in both the academic and social emotional arenas. JCW staff and parents engage in two-way communication that is linked to learning as a key strategy for building family-school

⁶ Search Institute; *Don't Forget the Families*, (2012).



partnerships. Wright staff sends positive postcards and make positive phone calls to parents. Wright staff calls home anytime a student is missing three assignments and/or when a student is earning a non-satisfactory grade to share in respectful conversations related to supporting student goals. Student led conferences in the second quarter solidify plans for student success.

B. Planned Changes for Family Engagement in the Renewal Term

During the renewal term, the FACE Committee will become an active sub-committee of the Governance Board, with a focus on connecting parents interested in family engagement to our charter decision making body. Additionally, a current parent contract that asks for volunteer hours will be updated to include the charter focus on shared responsibility for promoting self-efficacy in students through social action, resilience building and college, career, and community readiness. Additionally, we'd like to expand our student led conferences to include a second round during second semester.

School leaders at Wright will utilize the Partnership School Model.⁷ The Partnership Model provides a framework that is consistent with Wright's educational model with a focus on building relationships with families, linking family activities to student learning, addressing differences and access for all families, supporting family advocacy and sharing power. Staff will proactively attend to issues of access and communication with Spanish-speaking parents.

Additionally, during the 2016-17 academic year, a group of Wright staff and parents/caregivers will kick off the school year by attending the Parent School Partnership (PSP) Program sponsored by MMSD and the Mexican American Legal Defense Fund (MALDF). During the PSP Program, families learn information and advocacy tools in order to become more effective partners with the school. In addition, parents will learn how to navigate the education system and help improve their child's education while preparing them for college, career, and community.

⁷ Henderson, Mapp, Johnson & Davies (2007).



VII. Curriculum, Instruction & Assessment

A. Curriculum

Wright's academic model incorporates social justice themes as appropriate and metacognitive strategies (such as from AVID) into CCSS aligned lessons taught within the Gradual Release of Responsibility Framework. This is accomplished by teaching students to engage with the text as youth agents of social justice and *academicians* practicing how to read for comprehension; learning to cite evidence from the text when writing and speaking about the conclusions they draw from the texts. The school is an incubator for social change, creating leaders and advocates who examine societal problems and influence change through their critically literacy skills.

For example, our 7th grade classes read "Touching Spirit Bear" to discuss restorative justice and the racial disparities in the criminal justice system. Teachers use texts like these to prepare students for social action *and* build academic self-efficacy. Furthermore, all students are enrolled in a social action class which broadens students understanding of societal issues as well as their potential impact, even on an individual level. Throughout core, teachers employ metacognitive strategies such as COSTA's levels of higher order questioning to prepare students to become independent thinkers, and thus able to be agents of social change.

Classes at Wright utilize district common core aligned curriculum materials with practice focused on increasing rigor through collaboration. Wright's core curriculum is supported by a multi-tiered system of support (MTSS) using a menu of evidence-based curriculum to reach all students, such as READ180, System 44, Do the Math Now, Rewards, and Fountas and Pinnell's Leveled Literacy Intervention. Our scheduled daily intervention block provides opportunities for double dosing of math and reading. For our advanced learners, we have differentiated curriculum in reading and other core content areas and access to a compacted, accelerated curriculum in math.

Furthermore, AVID metacognitive strategies (binder system, accountable talk, SLANT, Cornell Notes, COSTA's levels of thinking) are taught school-wide to move students from dependent to independent learners. This personalized curricular design is the key to Wright's students' accelerated academic growth.

Wright uses this particular curriculum and pedagogical approach for several reasons: (1) It ensures Wright students master Common Core and Wisconsin state standards (2) it integrates all aspects of Wright's academic model (Social Action, Resilience, Self-Efficacy & College and Career Readiness). Most importantly however, this approach accelerates student achievement and growth above and beyond that of other district schools. Wright's growth data indicate that while 69% of our students experienced growth in reading, in other district schools only 56% of students experienced growth in reading. In math, 68% of our students experienced growth in math while only 61% of students in other district schools experienced growth in math⁸

⁸ Refer to charts on pages 13-14, Student Data Section



Additionally, Wright's daily advisory lessons are another enhancement to our core curriculum; lessons build academic behaviors while incorporating the Academic and Career Planning (ACP) principles of "Who are we?", "Who am I?", "Where am I going,?" and "How will I get there?", as well as build social emotional skills (i.e. growth mindset) necessary to be community, college, and career ready (CCCR). All Wright staff teach advisory. As a result, these themes are not only integrated into the core content areas but come to define the school culture at Wright.

Wright's after school programming, with nearly 100 % of students participating, builds students' sense of self-efficacy, supports the high expectations set for students, and reinforces curricular goals. It consists of student clubs (social action clubs, homework clubs, AVID clubs, restorative justice clubs) as well as community internship opportunities through Project Reach and Careers club (an Urban league collaboration for career development), Eye to Eye (a UW program to enhance the college going identity in students with disabilities), Wright Free Press, and Juventud (a collaboration with Centro Hispano to develop cultural identity for Latino students). Additionally, Wright values a long-time collaboration with Simpson Street Free Press where students develop literacy skills while working for a student-run newspaper.

To assess the effectiveness of Wright's curriculum, teachers attend weekly common planning periods in which they align their content across grade levels and subjects. Additionally, all Wright teachers attend school wide professional development days in which they examine student artifacts and data, reflect on whether or not they reflect (1) Common Core standards, (2) academic rigor generated by teachers, and (3) critical thinking by students that lead to mastery of Wright's curriculum. The School Based Leadership Team (SBLT) is currently responsible for taking this information and assessing the overall effectiveness of curriculum. From there, the SBLT consistently uses the School Improvement Plan to modify and improve Wright's curriculum and pedagogical approach.

B. Planned Changes to Curriculum for the Renewal Term

Wright plans on changing its curriculum in three ways. First, Wright will continue making steady and significant progress on the instructional and curricular practice focus areas developed by the SBLT in the 2015-16 and 2016-2017 SIP. These practices will enhance increasing academic language mainstream academic English Language Learners. They include (1) Reading with a focus on improving comprehension through inquiry and writing using textual evidence to support reasoning and (2) increasing student engagement in collaborative discussion in all content areas. Focusing on these two curricular goals pushes students to engage critically with content.

Wright staff believe in setting high expectations and supporting students in building the capacity to reach these high standards. Teachers will support students in achieving these goals by increasing the amount of "accountable talk" structured into their lessons and building in formative assessments to gauge students' writing progress and provide continuous feedback for students.

Second, Wright plans to universally implement culturally relevant pedagogy and actively engage in strategies that utilize positive aspects of youth culture to stimulate academic growth. Wright has already laid the groundwork for this change by identifying a group of teachers' leaders who

will attend Hip Hop in the Heartland to learn additional strategies to effectively engage our diverse body of learners. We will address these themes in professional development and



professional collaboration time. Additionally, social studies curriculum will be enhanced to be more representative of our students' histories.

Third, Wright will build more community connections in order to provide opportunities to enhance CCCR and increase our use of culturally relevant pedagogy. More specifically, Wright will start a three year approach to post-secondary pathways in 6th grade. Sixth graders will be exposed to different careers and professionals that look like our students in those careers. In 7th grade, students will research careers of their interest. In 8th grade, students will benefit from having visiting professionals, colleges, and corporation leaders speak to their classes.

Finally, Wright will create a pre- and post-survey for students to assess the effectiveness of the social action curriculum in meeting the learning targets. We also plan to expand Wright's social action focus by engaging additional community partners to create authentic social action opportunities for students beyond the school walls. This will make the curriculum in the school more meaningful and students will develop skills they can apply in all areas of their lives (e.g. listening, perspective taking, caring for and serving others).

C. Instructional Design

Wright's master schedule is designed around core beliefs in the importance of high quality student/teacher relationships, community building, rigor, and the internal strengths and capabilities of the students. A looping model, designed to allow students to remain with the same core academic team for 6th and 7th grade, is based on the importance of relationships over time and the opportunity to develop deeper teacher knowledge of students. Daily advisory time focuses on the teaching of school wide expectations and routines, addressing social emotional learning standards, creating community, and teaching AVID strategies. Together these strategies provide a powerful vehicle for building self-efficacy in all of our students.

There is a daily intervention period to provide personalized instruction to accelerate academic growth. All students are enrolled in a social action class. Every student has a reading class, in addition to English Language Arts, built into their daily schedule to support literacy achievement. The school master schedule allows for regular weekly teacher team meetings that encourage teachers to refine their ability to implement these high impact strategies in their classrooms. Additionally, the looping of our students ensures that instructors engage in long term collaboration in instructional planning.

Staff teach between 20-25 students in their core content subject area at two grade levels, an intervention course, and one additional non-core course (such as Health or Social Issues). Special education staff is primarily scheduled into the language arts and math classes. Additional supports, such as SEAs, are assigned systematically to prioritize academics. Special education students, ELL students, and advanced learners are clustered in order to maximize student and adult support.



Wright's Eight Period Schedule

GRADE	ADV	1	2	3	4	5	6	7	8
6	Advisory	Math and Science		Social Studies and Language Arts	PE	Extended Math or Advanced Math	Social Studies and Language Arts	PE	Reading 6
					ORCH/BAND			Chorus/Gen Mus	R180
					Comp			Health 6	Rewards
					Art			Social Issues	Leveled Literacy Instruction
7	Advisory	Soc St and LA		PE	Spanish 7	Reading 7	PE	Math, Advanced Math, and Science	
				ORCH/BAND	SpLA 7	Read 180	Chorus/Gen Mus		
				Comp	Read 180	Spanish 7	Health 7		
				Art	System 44		Social Issues		
							Extended Math		
8	Advisory	Math/Sci/	PE	Math/Sci/	Algebra/Sci/LA/SS	AVID 8	Spanish 2	Math/Sci/	PE
		LA/SS	ORCH/BAND	LA/SS		Reading 8	SpLA8	LA/SS	Chorus/Gen Mus
			Social Issues			extended math	Reading 8		Health 8
			Art				Read 180		Comp 8
									Extended Math



Wright's Staffing Plan

Stff	Room	ADV	1a	1b	2a	2b	3a	3b	4a	4b	5a	5b	6a	6b	7a	7b	8a	8b
Bernhardt	2204	7-1 w/ Knuts on	ENG 7-1 (Braxton)		ENG 7-2 (Braxton)		ENG 6-1 (Ellinide)		PREP		Read 7		ENG 6-2 (Ellinide)		PREP		READ 6	
Weatherwax	2205	7-2 w/ Green	SS7-2 (Green)		SS7-1 (Green)		SS 6-2 (Patterson)		PREP		Read 7		SS 6-1 (Martin)		PREP		READ 6	
Jordahl	2206	6-1 w/Dieter	MATH 6-1 (Ellinide)		MATH 6-2 (Ellinide)		MATH INT		PREP		Math int (Dohrn)		PREP		MATH 7-2 (Braxton)		NOT AVAILABLE	
Frank	2207	6-2 w/Patterson	SCI 6-2 (Patterson)		SCI 6-1 (Patterson)		PREP		PREP		Math int		SI7	SI7	SCI 7-1 (Green)		SCI 7-2 (Green)	
Braxton			ENG 7-1 (2204)		ENG 7-2 (2204)		PREP		Reading 2305 (Clyce) Support Span 7		Math 1408		PREP		MATH 7-2 (2206)		2202 MATH 7-1,3	
Ellinide		2206 Jordahl	2206 MATH 6-1		2206 MATH 6-2		2204 ENG 6-1		PREP		Community /life skills (2305)		2204 ENG 6-2		PREP		Reading (Dohrn rm 2305)	
Dawar	2200	w/Darling	SCI 6-4 (Darling)		SCI 6-3 (Martin)		PREP		PREP		Math int		HEALTH 7	HEALTH 7	SCI7-3 (Dohrn)		SCI7-4 (Darling)	
Colburn	2201	7-4 w/Alwa	ENG 7-4 (Alwa)		ENG 7-3 (Dohrn)		ENG 6-4 (Alwa)		PREP		Read 7		ENG 6-3 (Dohrn)		PREP		READ 6 (Kilburg)	
Schmidle	2202	6-3 w/Martin	MATH 6-3 (Martin)		MATH 6-4 (Medrano)		PREP		PREP		Math int		MATH INT	MATH INT	MATH 7-4 (Medrano)		MATH 7-1,3 (Braxton)	
Kilburg	2203	7-3	SS 7-3 (Clyce)		SS 7-4 (Darling)		SS 6-3 (Clyce)		PREP		PREP		SS 6-4 (Medrano)		SI 6	SI 6	READ 6 (2201)	
Dohrn		2202 Schmidle	math pullout 1408		2201ENG 7-3		PREP		PREP		math int (rm 2206)		2201 ENG 6-3		2200 SCI 7-3		Reading (2306)	
Darling	2315	2200 Dawar	SCI 6-4 Rm 2200		2203 SS 7-4		PREP		Span 7 (Braxton)		Span 7		Span 8		PREP		2200 SCI7-4	



Wright's Staffing Plan Continued

Staff	Room	ADV	1a	1b	2a	2b	3a	3b	4a	4b	5a	5b	6a	6b	7a	7b	8a	8b
Dempsey	1207	8-3 w/Rodriguez	Eng 8-3 (Rodriguez)		PREP		Eng 8-1 (Grueter)		Eng 8-2 (Grueter)		READ 8		READ 8		Eng 8-4		PREP	
Fleischman	1208	8-4 w/Hawkins	SS8-4		PREP		SS8-2 (Martin)		SS8-1 (Patterson)		READ 8		PREP		SS8-3 (Rodriguez)		MATH 7/8	
Pietz	1209	8-2 w/Hamilton	Math 8-2 (EA Cler)		PREP		Math 8-3 (Rodriguez)		Alg 8-4		MATH INT		PREP		Math 8-1 (Clyce)		MATH INT	
Wuellner	1210	8-1 w/Johnson	Sci 8-1 (Grueter)		PREP		Sci 8-4		Sci 8-3 (Martin)		MATH 6/7		PREP		Sci 8-2 (Patterson)		HLTH 8 Patterson	
Grueter			Sci 8-1 rm 1210		PREP		Eng 8-1 rm 1207		Eng 8-2 rm 1207		Study hall comp lab		READ 1408		Math 1408		PREP	
Rodriguez	1207		Eng 8-3 rm 1207		PREP		Math 8-3 rm 1209		SPLA 7 Rm 2202		MATH INT rm 2300		SPLA8 Rm 1210		SS8-3 rm 1208		PREP	
Knutsen	2310	2204	PREP		SI 8	SI 8	PREP		R180-7			180-8		180-6				
Alwa	1408	2201	2201 ENG 7-4		PREP		2201 ENG 6-4		Reading 7		PREP		READ 8 /LMC		PREP		Reading 6	
Wolfe	2203		PREP		PREP		PREP		AVID 7		AVID 8		PREP		PREP		PREP	
Hawkins	1206	1208	PREP		PREP		COM P 7	COM P 7	COM P 6	COM P 6	PREP		READ 8		HLTH 6 RM 2315	HLT H 6 RM 2315	COMP 8 PATTERSON	COMP 8 PATTERSON
Johnson	2300	1210	PREP		ART 8	ART 8	ART 7	ART 7	ART 6	ART 6	Not Available							
Hamilton	1410	1209	PREP		ORCH 8	BAND 8	ORCH 7	BAND 7	ORCH 6	BAND 6	PREP		GM 7	VOC 7	GM 6	VOC 6	VOC 8	GM 8
Dieter	Gym	2206	PREP		PE 8 Clyce	PE 8	PE 7	PE 7	PE 6	PE 6 Green	PREP		PE 7	PE 7	PE 6	PE 6	PE 8	PE 8

Staff	ADV	1a	1b	2a	2b	3a	3b	4a	4b	5a	5b	6a	6b	7a	7b	8a	8b
Martin		Mat 6-3		Sci 6-3		SS8-2		Sci 8-3		Ex Math		SS6-1		Not Available			
Patterson	Frank	Sci 6-2		Sci 6-1		SS6-2		SS8-1		Lunch		Read 8		Sci 8-2		HLth	comp
Green	Wax	SS7-2		SS7-1		SS6-3		Art	PE	Lunch		PE	Chor	Sci7-1		Sci 7-2	
Clyce	Kilburg	SS7-3		PE	Art 8	Art 7	Art 7	Reading 7		Study hall 8		Lunch		Math 8		Reading 6	

D. Planned Changes to Instructional Design for Renewal Term



First, Wright plans to use Professional Learning Communities (PLCs) to create a structure for the continuous adjustment to the school's instructional design. PLCs support collaborative culture with a focus on learning for all, collective inquiry (looking at student work), action orientation, learning by doing, and reflection. In addition to relevancy, co-planning to co-serve employs the universal design for learning where curriculum is created for all learners the first time the concept is taught versus developed for a normed-group of students and then adapted after-the-fact. This model will impact all student learning, from advanced learners to special education students to English Language Learners. As we gain skill in this model we will be able to support scheduling with proportional representation of our population in all classes. The research of Frattera and Capper, support these practices to mitigate the root causes previously mentioned⁹.

Second, Wright will explore changing the school schedule to accommodate longer blocks of academic instruction and incorporate reading and math interventions within core instruction. This change will affect staffing (See proposed staffing in Section XIII, B.. Financial Operations). Finally, as Wright becomes an AVID demonstration school, all staff will be *further* trained in AVID strands/strategies that relate to their instructional courses. These changes will start to take place within the next two to three years.

E. Assessment

Assessment Plan: Wright uses a comprehensive assessment plan. This includes formative and summative assessments along with school wide diagnostic screening. All students take MAP in the fall, winter, and spring, in both reading and math. Linguistically diverse students take ACCESS in the winter. All students take the Forward exam in the spring. In addition to these standardized assessments, all students are benchmarked in the fall, winter, and spring using AIMSWEB in reading and math. Data is then compiled and triangulated to make decisions around core instructional practices, as well as placement in Tier 2 and 3 interventions. AIMSWEB and OASYS systems are also employed to monitor the effectiveness of these interventions and the impact on student growth. Progress monitoring tools are essential for this level of examination. Teachers collaborate and communicate with parents regarding their student's intervention plan and growth over time, and adjustments and modifications are made accordingly.

Wright staff actively employs the Great Teaching Framework of plan/teach/reflect and adjust and use ongoing formative assessments such as exit slips, writing samples, checkups, quizzes, and other tools to evaluate the effectiveness of instructional strategies connected to student outcomes. Data is then used to modify instructional practices to ensure student learning.

Communication with parents about learning and standardized test outcomes occurs at student-led conferences in the fall. Students create goals and a portfolio of artifacts to be shared with their parents at these conferences. Unique to Wright is our Teacher Care Meetings with parents and students, which are scheduled throughout the year and bring collective wisdom about a student's strengths and challenges, as well as supports needed for success. Parents, students and staff come together to ensure success is reached and a positive vision for the future is maintained.

⁹ Frattura, E., & Capper, C. (2007). *Leading for social justice: transforming schools for all learners*. Thousand Oaks, CA: Corwin Press.



F. Planned Changes to Assessment Plan for Renewal Term

We believe that our MAP data and our ACCESS data along with AIMSWEB and formative assessments adequately inform our decision making as a school around great teaching practices. As a means to continue to engage families in the learning process we would like to provide a second round of student led conferences in the spring. Changes for the future will focus on a continuous improvement process that ensures greater communication and understanding of the data by all stakeholders, including students and families, educators and community leaders, and the governance board.



VIII. Student Behavior Management

A. Student Behavior Management System

Wright Middle School endorses the MMSD Behavior Education Program (BEP); a comprehensive approach to discipline designed to keep all students engaged in learning by supporting and teaching positive behavior so students are community, career and college ready. Wright's implementation of the BEP is embedded in a system of positive behavior supports which include ongoing teaching of social emotional learning standards in a daily advisory class. Additionally, social emotional skill development is reinforced throughout the day in all content areas. Our universal practices are monitored and adjusted monthly using behavioral data, as well as teacher input. Informal and formal measures, using the Self-Assessment Survey (SAS), are utilized by the PBS staff team. The behavior response system for support is actively in place and our team meets bimonthly to recalibrate our responses, with adjustments incorporating teacher feedback, as well. (Separate document available upon request).

Wright employs a multi-tiered system of support for behavior. This system consists of data analysis on a weekly basis by our SSIT team and teacher teams, looking at behavior referrals, suspensions, as well as teacher recommendations for improvement. Students who demonstrate needs at tiers two and three are provided support in small groups or individually by support staff, as well as case managers, using evidenced- based curriculum and strategies. Interventions, such as check in/check out and check and connect are available for students who benefit from a positive adult contact with progress monitoring. Wright also has a state of the art sensory room which is available for all students to use as part of a plan for emotional regulation. Our entire student services staff and special education staff are trained in Crisis Management and Intervention (CMI), and we utilize all district supports for crisis intervention and case management, including Building Bridges and the Behavior Consultation Team. Furthermore, embedded in all of our systems of support is family engagement and communication about the Behavior Education Plan, as well as, partnering with families when more intensive support is needed.



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

Wright's overarching theme is "Navigating a CLEAR PATH to success: We are community, college and career ready". Students learn skills and behaviors around the values of Citizenship, Leadership, Equity, Achievement, and Relationships, refining and applying these skills on their PATH (Personal Power, Activism, Truth and Humanity) to social change and action. At the core of these lessons are resilience (the ability to recover from setbacks, adapt well to change, and keep going in the face of adversity) and self-efficacy (the ability to set a goal, define the steps to meet the goal, persevere, and see oneself as capable). Knowledge of self and the community is enfolded in everything we do as this is essential to being community, college and career ready. Social emotional learning standards are met and integrated with our Academic Career Planning program which is focused on building a student's understanding of "who are we?", "who am I?", "where am I going?" and "how will I get there?" AVID and other strategies are used to teach students about areas such as goal setting, growth mindset, collaboration, and self-regulation of strong emotions.

Based upon climate survey results, our School Improvement Plan centers on relationships between staff and students. The primary climate goal is improving communication and connection through inclusive dialogue, restorative practices, and collaboration around learning, which, in turn, will help us meet our goal of increasing rigor through collaboration. Consistent with most middle- school- aged youth, peer issues of bullying and harassment are important to Wright students, as identified in our climate survey results. Through our partnership with the YWCA, students and staff are taught the circle process to build community and engage in restorative practices when mistakes and harm occurs in our school community. As part of our social action curriculum, students are trained in the principles of restorative justice and then become leaders, guiding and helping fellow students in need. They also help to lead classroom circles focused on sharing and inclusion in daily advisory lessons. Our school also offers an after school club which continuously builds and refines skills for students interested in being school wide circle keepers. As a community, staff is also trained in the circle process with the purpose of building relationships and community throughout the school year with students AND with their colleagues. We plan on offering community staff circles after school once a month to build our capacity for trust, empathy, and problem solving, which impacts overall student success. Staff at Wright is also engaging in restorative conversations and circles with students and other staff members in order to maintain our strong sense of community with each other. Our restorative justice program is in an early stage of development, but shows great promise as we embed it into the fabric of our school.

C. Planned Changes to Student Behavior Management for Renewal Term

First and foremost, our school community's complex and interconnected framework of behavior support described above will continually strive for high quality outcomes, one student at a time. As we look toward the future, we want to also equip our students with the tools necessary to deal with stress and trauma, which unfortunately at this time in our history, is part of their daily existence. In collaboration with another school partner, Breathe for Change, and a hip hop artist, JusTme, we plan to teach Mindfulness



through Hip Hop Music. “Mindfulness through Music” will give students and staff the tools to navigate their inside world in order to better navigate their external world. Research has shown many positive effects from the practice of mindfulness including stress reduction, increased concentration and attention and self-regulation. All of these skills are needed by students to be agents of change in their own lives, in the community, as well as to be successful in the community, college or a career of their choosing.



IX. Key Partnerships

A. Key Partnerships

Over the last nineteen years, Wright has established strong and lasting partnerships with a number of businesses and agencies on the South Side of Madison and beyond which are instrumental in helping our youth be community, college and career ready. The longevity of these partnerships has generated mutually beneficial relationships for our students and families, while gleaning the wisdom of our community leaders. These partnerships complement the learning in the school setting and extend our students' vision for their future beyond the walls of the building. Key partnerships include:

- ❑ **Urban League** has a staff member located at Wright that coordinates Schools of Hope tutors and provides students with career awareness, employment skills, and summer work opportunities through clubs. The Urban League provides information to the school which connects families to resources and programs in the community. (Partnership at Wright for 8 years)
- ❑ **Centro Hispano** employs a staff member in the building who, through the program Juventud, provides homework help/tutoring, and keeps students engaged and learning about their cultural identity. Centro Hispano also connects families to resources and provides onsite clubs for Wright students. (Partnership at Wright for 4 years.)
- ❑ **The Boys and Girls Club** provides Wright with an AVID/TOPS employee that supports the AVID program in our building, which is focused on career and college readiness. (Partnership at Wright for 4 years)
- ❑ **YWCA** has provided a staff member at Wright two days a week to build a restorative justice program in the school. They train staff in the concepts of restorative justice, and students in the circle process. This support person also leads restorative circles, which will eventually be led by student circle keepers. (Partnership at Wright for 2 years.)
- ❑ **The Wright Free Press** at Madison Newspapers (in partnership with **The Simpson Street Free Press**) employs Wright student writers, enhancing both literacy and career readiness skills. (Partnership at Wright for 4 years.)
- ❑ **The Nehemiah Corporation** works with Wright male students through its Brothers (Building Real Opportunities That Help Everyone Rise) program to build meaningful relationships, cultural identity, self-esteem, and character, leading to future academic and employment success. (Partnership at Wright for 3 years)
- ❑ **One Hundred Black Men** continue their long, informal relationship of supporting Wright by sharing their resources, expertise and mentors, when needed. (Partnership at Wright for 19 years)
- ❑ **The South Madison Police Department** has an "Eat Lunch with a Cop" officer visit the school and presents to parents on cyber security. (Partnership at Wright for 2 years)
- ❑ **The University of Wisconsin-Madison** through the Partner School Network and Wright has a mutually beneficial relationship where student teachers learn from Wright teachers



and Wright staff learns from the University's knowledge base and resources. (Partnership at Wright for 19 years)

- ❑ **Big Brothers/Big Sisters** meets at Wright weekly and “bigs” currently mentor 20 students. This number varies from year to year, and in the past has had as many as twenty-eight “bigs” mentoring students, which builds resiliency. (Partnership at Wright for 14 years)
- ❑ **AmeriCorps** staffs an employee at Wright that supports our students' literacy, coordinates Project Unify, and after school opportunities. (Partnership at Wright for 8 years)
- ❑ **Eye to Eye**, a student organization at UW-Madison meets weekly at Wright to mentor students with disabilities using an art based curriculum, enhancing self-efficacy and a college and career identity. (Partnership at Wright for 3 years)
- ❑ **The Hilton Hotel and Group Health Cooperative (GHC)** have both adopted Wright and support our students' health and academics. Our support staff communicates regularly with these organizations. An example of this partnership is when approximately 70 of our honor roll students are celebrated each quarter at an honor roll luncheon at the Hilton hotel downtown. (Partnership at Wright for 2 years)
- ❑ **Breathe for Change**, an organization that strives to increase wellness in schools through mindfulness and yoga, has partnered with Wright. Their staff provides a weekly wellness activity and professional development for staff, and a newsletter with mindfulness/yoga activities for classrooms. (Partnership at Wright for 2 years)
- ❑ **Tri 4 Schools** sponsored our students' participation in a mud run and triathlon and fundraised to make a donation to the school to support continued healthy activities. (Partnership at Wright for 3 years)
- ❑ **FACE** (Five Agencies Collaborating Equally) kids program and **Journeys** partner running as-needed groups. In the past, we have had grief, self-harm, and concerned others groups. Every year, we run two Choices groups which teach 8th grade students about brain development and the effects of alcohol/drugs on this development. We also screen and provide all 6th graders a trauma treatment group experience called CBITS. (Partnership at Wright for 10 years)

B. Planned Changes to Key Partnerships for Renewal Term

With our increased focus on community, college, and career readiness (CCCR), we plan to build partnerships with organizations that can provide our students with opportunities and experiences that build their college and career identity. For example, we have started discussions with the Hilton about how we will weave a career opportunity into our partnership. We are also growing our current partnerships with a lens of social action, seeking meaningful ways to engage our students in social action projects in the community. We are also currently working on formalizing partnerships with, Madison College, Damascus Church, First Baptist Church and UW-Whitewater.



X. Human Resources

A. Staff Recruitment and Retention Plan

Wright partners with MMSD to recruit, hire, and retain high quality teachers and diverse staff. Wright's staffing level consists of fifty-two staff members inclusive of professionals and paraprofessionals. The student to staff ratio is 21 students to 1 teacher in all academic classes. Class sizes may vary in non-academic courses. Subject to sub-chapter (7) (8) (ss 118.19) (1) and 121.02(1)(a)(2) positions required by the Department of Public Instruction to hold a license according to P13 03(10) will hold such a license. Liability immunity provisions of SS. 118 257, 118 295, 118 126(2) and 115.31 (5)(6), shall apply to all school instructional staff. All teachers are eligible for membership in Madison Teachers Inc. The process for recruitment and assignment of staff is the same process MMSD uses for recruitment and assignment to other MMSD schools. School staff is hired in accordance with the Collective Bargaining Agreement between the Madison Metropolitan School District Board of Education and other Board policies.

B. Staff Evaluation Plan

The supervision and evaluation process of staff is the same as the process MMSD uses in other MMSD schools. Individuals employed at Wright Middle School hold current licenses or permits applicable to charter schools and required by state law or the Wisconsin Department of Public Instruction. The MMSD Board shall employ all personnel for the charter school and, therefore, MMSD Board employment requirements and standards, as well as applicable collective bargaining agreements, apply to such employees. Wright uses the District's Educator Effectiveness program for teacher evaluation.

C. Planned Changes to Human Resources for the Renewal Term

Our vision as a school requires that we ensure our staff is committed and willing to live our mission and vision. Our goals are to ensure that we secure highly qualified staff that is committed and willing to undergo training in AVID, social action and equity. Because we are aware of our students' cultural and language needs, we will require that staff sign an agreement acknowledging and pledging willingness to adopt the school's socially conscious philosophy (to be developed) before being employed. This will also apply to custodial and food service staff, program support, etc. We will continue to request that bilingual speaking staff (Spanish) are preferred and thus if there are any candidates available in the pool they will automatically be included in the school's screening process. Our screening process will look for candidates that demonstrate the following competencies:

- | | |
|---|---|
| <input type="checkbox"/> High Expectations For Every Student | <input type="checkbox"/> Team Collaboration |
| <input type="checkbox"/> Instructional Practice (Great Teaching Cycle, Developmental Designs) | <input type="checkbox"/> Student & Family Engagement |
| <input type="checkbox"/> Cultural Competence | <input type="checkbox"/> Resilience & Results Orientation |
| <input type="checkbox"/> Data Proficiency | <input type="checkbox"/> Self-Awareness & Growth Mindset |
| | <input type="checkbox"/> Willingness to Engage in AVID Training |
| | <input type="checkbox"/> Social Action Oriented |



XI. Transportation

A. Transportation Plan

For transportation and other determinations, Wright Middle School becomes the "home school" for attending students who live within the West attendance area. As a result, these students receive free transportation from the district.

Students invited to attend Wright, but do not reside within the West High attendance area, must follow procedures under Board Policy 4023 for an Internal Transfer. The request approval is with the understanding that MMSD will not provide transportation between the student's residence and the school except if students reside 1.5 or more miles from their home school and they qualify for financial considerations and/or free and reduced lunch. If so, they will be provided transportation through the means of a bus pass provided by the school district.

Students who attend before and after school activities will have access to programming via transportation being provided, similar to the regular school day. After school transportation will be provided in conjunction with policies and procedures outlined within in Madison School Community Recreation (MSCR) Program Guidelines, Procedures and Policies.

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

There are no planned changes to the transportation plan for the renewal term.



XII. Waivers

Waivers in this charter re-application are used judiciously with an effort to balance the need for autonomy to execute Wright's educational model, with the many benefits that come with the support of the Madison school district. Waivers are offered that allow for more fluid engagement of community partners, transparency for students and families about what Wright Middle School has to offer and the role that each play in realizing positive student outcomes, and the ability to set forth clear professional development priorities for our teaching staff and the extended time needed to scale up high quality teaching. Consultation with the district about their priorities and how they fit with Wright's long term, sustainable approach will be facilitated through a protocol that allows flexibility and clear communication between parties.

A. Use of Statutory Waivers

Currently, Wright does not have statutory waivers.

B. Use of Waivers of Board Policy

Currently, Wright does not have waivers to Board Policy.

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

Currently, Wright does not have Collective Bargaining/Employee Handbook waivers.

D. Methods of Communicating Waivers to Stakeholders

Wright will get parent insight in developing the family participation in school policy. Parents will also have input in creating the calendar that will allow for professional collaboration time for teachers and student-led conferences. Furthermore, Wright will involve teacher input to build their practices and policies concerning AVID training and acknowledging the school's socially conscious philosophy. Communication of waivers will also include 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. In the future, we also plan to provide updates and gather feedback from our students.

At least annually, the Governance Council shall provide written notification to all parent/guardians regarding all waivers, to practice, policy and regulations/statutes. If, during the course of a school year, additional waivers are approved the Council shall provide a follow-up notification to all parents/guardians.



E. Planned Changes to Waivers for the Renewal Term

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

Length of School Day -- Statute 120.12(15)

State Statute requires school boards to establish rules for scheduling hours in a normal school day. Wright staff in conjunction with the Wright Governance Council will establish the school's daily, weekly, and annual schedule. For example, Wright staff would like the opportunity to offer a second round (in spring) of Student-led conferences with 16 hours of available appointments for students and families, including evening hours. This is essential for mutual goal setting and strategizing with students and families to be college, career and community ready.

Wright requests the following waivers from MMSD practices and elements of its strategic plan, with which Wright is otherwise compliant:

MMSD Policies and Procedures: 7544 School and Community Partnerships

Wright requests the ability to create and adopt its own policies concerning School and Community Partnerships to develop a more efficient, timely and local partnership approval process with consultation and approval from MMSD. Wright will continue to inform the MMSD Partnership Office of the partnerships it creates and will follow the Partnership Rubric. The Superintendent and the School Board reserve the right to request an evaluation of any partnership at any time but must first consult Wright's Governance Council before terminating or altering such partnership.

MMSD Policies and Procedures: 4500: Family Participation in Schools

Wright requests the ability to create and adopt its own policies in consultation with MMSD concerning family participation in schools to better provide parents with the tools to fully participate in Wright's specific school community culture. In consultation with MMSD, Wright will develop and implement a non-exclusionary "Parent School Agreement" that details a recommended list of agreements that will benefit the student at home and at school.

Curriculum Development Cycle - The Governance Council may develop, revise or institute curriculum in a cycle that varies from the cycle set forth by MMSD.

MMSD Policies and Procedures: 3611 - Evaluation of Learning Materials - The Wright Governing Council will have the power to oversee the evaluation of learning materials. This is to ensure the use of materials that reflect Wright's mission and vision.

**Curriculum Purchasing Power**

Wright requests the ability to purchase curriculum that is aligned with the educational model. Wright will use a shared decision-making model that includes the principal, staff and governance council to determine the allocation of funds for new curriculum.

Professional Development Days – Wright staff may participate in District-wide professional development. The Governance Council and Wright may also utilize scheduled professional development days at its discretion and provide additional or separate professional development activities related to Wright’s educational program and vision.

MMSD Policies and Procedures: 8005 Employment

Wright requests a waiver to require teachers to undergo AVID Certified Teacher training and to require that staff sign an agreement acknowledging the school’s socially conscious philosophy before being employed. Furthermore, Wright requests the ability to have more principal involvement in the staffing of the school regarding custodial and food service staff, program support and teachers.

Consultation Policy

With any new district policies adopted that concern classroom curriculum, the district and the school agrees to negotiate whether or not a waiver is necessary in order to preserve fidelity to Wright’s curricular approach. MMSD and Wright will develop a consultation protocol in which school leadership and the district discuss any new district policies adopted that concern classroom curriculum. The process will focus on discussing whether or not a waiver is necessary in order to preserve fidelity to Wright’s curricular and pedagogical approach. If a waiver is needed the school may renegotiate the contract with the board. Wright at a later time and via a written request to the MMSD, may request future waivers from the MMSD School Board.



XIII. Financial Operations

A. Financial Operations

Wright is primarily funded through MMSD and recently includes Title I. The school has proven to operate in a fiscally responsible manner. Each year Wright has been fiscally responsible with its discretionary funds, carrying over up to \$30,000 over the past 5 years. Please see table below.

Budget Allocation and Trends: 2011-12 through 2016-17

School Year 2016-17	Amount
Allocation	\$47,613.92
Carryover from Prior Year	\$21,170.68
Total Budget	\$68,784.30
Expenditures (11/15/16)	\$18,312.33
Balance 11/15/16	\$50,471.97

School Year 2013 - 14	Amount
Allocation	\$48,937
Carryover from Prior Year	\$14,190
Total Budget	\$63,127
Expenditures (as of 10/5/15)	\$54,653
Balance 10/5/15	\$8,474

School Year 2015 - 16	Amount
Allocation	\$58,887
Carryover from Prior Year	\$20,017
Total Budget	\$63,502
Expenditures (as of 10/5/15)	\$11,104
Balance 10/5/15	\$67,800

School Year 2012 - 13	Amount
Allocation	\$48,326
Carryover from Prior Year	\$31,915
Total Budget	\$80,241
Expenditures (as of 10/5/15)	\$65,820
Balance 10/5/15	\$14,421

School Year 2014 - 15	Amount
Allocation	\$54,922
Carryover from Prior Year	\$8,580
Total Budget	\$63,502
Expenditures (as of 10/5/15)	\$37,410
Balance 10/5/15	\$26,092

School Year 2011 - 12	Amount
Allocation	\$46,816
Carryover from Prior Year	\$26,503
Total Budget	\$73,319
Expenditures (as of 10/5/15)	\$35,974
Balance 10/5/15	\$37,345

In the 2014-15 school year, Wright also received \$85,410 for staff support and professional development, and \$2,081 to support its parent involvement efforts through Title I-A Basic aid. That aid is maintained by the Madison Metropolitan School District. Of the amount received for staffing, \$22,086.30 was for student instruction and \$47,163 for an educational assistant interventionist. An additional \$14,149 was for staff professional development, \$300 for purchasing services, \$1,711.80 for instructional non-capital objects and another \$1,081 for non-capital objects for Wright's parents engagement work. Wright does not receive direct financial assistance for professional development, parent initiatives or construction projects. The funds Wright received in 2016-17 were slightly lower than in 2015-16.



B. Financial Sustainability

Wright is primarily funded through MMSD and has proven to operate in a fiscally responsible manner. Additional funding came to the school through Title I in 2014-15, 2015-16 and 2016-2017.

Wright also has a checking account for donations to the school for specific purchases or purposes. Larger donations are still processed through the district, but small donations are processed through this checking account.

C. Grants, Fundraising and Donations

Wright staff actively seeks grants, institutes fundraising and solicits donations to assist in funding our vision. The following table reflects grants, fundraising and donations received during the 2011-12 school year through the current school year:

Donor	Purpose	Amount
FY2012		
FMPS ISEI	Peace	\$ 470.00
FMPS ISEI	Cameras	\$ 350.00
10th Dist Omega Psi Phi	team wright	\$ 500.00
L Finn 1072 b 1044	team wright	\$1,000.00
L Finn 1156 b 22	team wright	\$1,000.00
Target	Classroom	\$ 147.00
UW Park	Classroom	\$ 640.00
Lifetouch	Classroom	\$ 112.00
GHC 349809	Classroom	\$1,500.00
Total FY2012		\$3,500.00
FY2013		
FMPS ISEI	sensory room	\$ 888.00
B/G Club 101169	AVID	\$4,940.00
L Finn 1139	Team Wright	\$ 600.00
L Finn 1228	Team Wright	\$ 660.00
L Finn 1223	Team Wright	\$ 660.00
Meriter	Classroom	\$ 500.00
UW Park	Classroom	\$ 833.00
Lifetouch	Classroom	\$ 131.00
Target 2369420	Classroom	\$ 148.00
Total FY2013		\$4,940.00
FY2014		
FMPS	Garden	\$1,650.00
FMPS ISEI	8th gr holocaust museum	\$ 956.00



Strand Associates, Inc.	8th gr holocaust museum	\$ 100.00
J H Findorff & Son Inc	8th gr holocaust museum	\$ 200.00
Mark Irgens, D.D.S., S.C.	8th gr holocaust museum	\$ 50.00
Cuna 202740	8th gr holocaust museum	\$ 500.00
Lowes	Playground	\$3,000.00
Tech Ed Fdtn 1577	iPads	\$5,000.00
Tech Ed Fdtn 1578	Kindle	\$1,750.00
Strand Associates, Inc.	Classroom	\$ 100.00
Strand Shopko	Classroom	\$ 250.00
UW Park	Classroom	\$ 798.00
Lifetouch	Classroom	\$ 13.00
L Finn 1332	Classroom	\$ 300.00
Target	Classroom	\$ 26.00
Target 2515962	Classroom	\$ 133.00
Total FY2014		\$11,400.00
FY2015		
FMPS ISEI	Race	\$1,011.00
U Way 69098	T Pyles	\$1,950.00
Lodewick	Conferences	\$2,270.00
Target 2667101	Classroom	\$38.00
LIFETOUCH NATIONAL SCHOOL STUDIOS	Classroom	\$164.00
MT ZION BAPTIST CHURCH	Classroom	\$300.00
WRIGHT - 970 CLEARING ACCT	Classroom	\$163.00
Box Tops 149289	Classroom	\$214.00
Tech Ed Fdtn	Classroom	\$300.00
Mdsn Media	Classroom	\$500.00
UW parking	Classroom	\$853.00
Target 2603001	Classroom	\$75.00
Total FY2015		\$7,838.00
FY2016		
WI High Cls 51	Enrichment	\$826.00
Tri 4 Schools	Wellness	\$4,352.33
Total FY2016		\$5,178.33
Total FY12 - FY16 (current) donations		\$32,856.33



D. Business, Facilities, and Operations

Wright is operated per the budget requirements of MMSD. The business and support services provided by the district are the same as those provided to other MMSD schools.

The manner in which annual audits of the financial operations of the charter school are performed will be completed in the same manner as for other Madison School District schools.

Wright Middle School is housed at the Madison Metropolitan School District owned facility at 1717 Fish Hatchery Road, Madison, Wisconsin. The building is a two story facility with 13 classrooms, a Library, a computer lab, an art room, gym/cafeteria, a music room, main office, and support services areas.

The types and limits of liability insurance that Wright Middle School carries are the same as for all other MMSD schools. There is no effect of the establishment of Wright on the liability of MMSD.

The Council's role in fundraising efforts is to identify additional needs that go beyond what is budgeted for within the school district's budget allocation funding and secure funding from outside sources that would support programming and needs. The council will meet with the principal in order to provide consultation, feedback and identify additional needs and supports for students and staff. The principal will submit the budget and allocation to the district.

E. Planned Changes to Financial Operations for Renewal Term

The planned changes for the duration of the contract will include transferring funding from the formula budget in the following areas in order to provide AVID training for staff (\$8,500), experiential learning opportunities focused on Social Action for students (\$2,500) and social action curriculum (\$600). The reallocation will occur during the 2017-18 budget cycle. Funding will be reallocated from the following accounts in order to cover costs:

Account Number	Amount
10.212.0411.121000.000.0101.239	\$368.00
10.212.0411.123000.000.0101.239	\$192.00
10.212.0411.124000.000.0101.239	\$209.00
10.212.0411.125400.000.0101.239	\$277.00
10.212.0411.125500.000.0101.239	\$250.00
10.212.0411.125600.000.0101.239	\$200.00
10.212.0440.128000.000.0101.239	\$714.00
10.212.0411.135000.000.0101.239	\$917.00
10.212.0440.136000.000.0101.239	\$828.00
10.212.0411.143000.000.0101.239	\$500.00
10.212.0341.240000.000.0101.239	\$800.00
10.212.0353.240000.000.0101.239	\$600.00
10.212.0354.240000.000.0101.239	\$211.00
10.212.0411.240000.000.0101.239	\$1,350.00
10.212.0551.240000.000.0101.239	\$250.00
10.212.0324.120000.000.0101.239	\$1,700.00
10.212.0354.120000.000.0101.239	\$317.00
10.212.0417.120000.000.0101.239	\$1,202.00
10.212.0439.120000.000.0101.239	\$618.00
10.212.0440.120000.000.0101.239	\$813.00
TOTAL REALLOCATION	\$12,316.00

There is concern regarding the level of staffing currently allocated for Wright. Due to the school size, it is difficult to ensure implementation of the charter if current levels of staffing are not maintained. Wright will need staffing to be maintained at 44.75 FTE in order to meet the goals of this charter with fidelity to the instructional model. Our vision is to modify the scheduling block so students would have 60 minute blocks of math and ELA/Reading with intervention incorporated into them. At our current staffing, it is not possible to reconfigure the master schedule to support this.

C. Proposed Staffing Plan



Position	FTE
6 th ELA	1.00
7 th ELA	1.00
8 th ELA	1.00
6 th Math	1.00
7 th Math	1.00
8 th Math	1.00
6 th Science	1.00
7 th Science	1.00
8 th Science	1.00
6 th Social Studies	1.00
7 th Social Studies	1.00
Position	FTE
8 th Social Studies	1.00
AVID Teacher/Coordinator	1.00
Read 180/English Teacher	1.00
Computer Technology	1.00
Music (Band, Vocal, Strings, GM)	1.00
World Language	0.70
Art	0.60
PE	1.00
Reading Interventionist	1.00
<i>BRT (Student Need Dependent)</i>	<i>2.00</i>
<i>ESL (Student Need Dependent)</i>	<i>0.50</i>
<i>CC (Student Need Dependent)</i>	<i>4.00</i>
<i>SEA (Student Need Dependent)</i>	<i>3.50</i>
SEA Floater	1.00
Librarian	0.50
Learning Coordinator	1.00
Counselor/ACP	1.00
Social Worker/PBS	1.00
Psychologist/PBS	1.00
Nurse	0.40
Nurse Assistant	0.50
Administrative Assistant	1.00
Administration	1.00
BRS	1.00
EA/Clerical	0.50
Food Service	1.28
BEA	1.00
Parent Liaison	0.87
Custodian	2.50
Total FTE	44.75



XIV. Facility/Safety Plan*

A. Facility Plan

Wright will follow the same facility and safety plan that is implemented by MMSD. Please see chart below that identifies process ownership for ensuring the health and safety for all students.

Lock-Down and Campus Evacuation Protocol

	Principal	Secretary / Clerk	Psychologist, Social Worker, Nurse/NA	Custodian	Teachers	All Other Staff
During a Lockdown	Call 911. Announce over the PA from a secure location: “WE HAVE A LOCKDOWN EMERGENCY. THIS IS A LOCKDOWN.” Maintain contact with 911. Deactivate bell system if safe to do so. Activate a command post. PA: *248 (Beep) 00	Move to a protected and locked location. Call 911. Call principal (204-1343) with physical description, location and direction of travel and type of weapon. Make PA announcement as listed under Principal if it has not been made. Contact MMSD at any one of these numbers to alert them of the situation (be sure to talk to someone—not voicemail): 663-1904 (Luis Yudice, Safety Office) 663-1632 (Assistant Superintendents) 663-1607 (Superintendent) Deactivate the bell system if safe to do so.			Gather students in classroom or secure location. Lock doors, turn off lights, and cover interior windows. Leave exterior blinds open. Do not respond to anyone at your door—wait for police and/or Principal to unlock door/release.	
Exiting Building/ Campus	Designate exit routes to be used (to avoid areas of trauma and to comply with police preference). Follow police direction for the release of students and staff (i.e., going to each location to unlock doors). Make sure nurse is notified so that we take appropriate medications. Make additional assignments of personnel to duties as described on this sheet if any column	Post to Facebook: “Wright Middle School has experienced an emergency and the building has been evacuated. Please proceed to (Madison Newspapers) to check in with school personnel and pick up children.” Set the	Identify exit routes as designated by Command Post. Assist police at exterior exits and direct classes to proceed to designated areas used for fire drills (if not exiting campus) or to Madison Newspapers via Fish Hatchery Road. Proceed to evacuation site with last students.	Stay at school site for remainder of emergency to assist police with building access needs.	Classroom Teachers: Stay/Unite with your class and follow exit directions. <i>Take your class lists with you.</i> Specials Teachers: Proceed to evacuation site as directed and check in with secretary to: Assist with any classrooms that may have a sub; assist with release of students. Additional Staff: Check in with secretary for duties as assigned (individual student support, class	



	has unfilled positions.	Voicemail on the school phone and email Out of Office Response to repeat the Facebook message.			support, reunification, etc.)
Arrival at Evacuation Site: Fire Drill Locations	Establish Command Post at Madison Newspapers in designated area. Gather list of missing students/staff from Psych/SW/LC/Counselor and report to police.	Set up Reunification Station at or near Madison Newspapers designated area. Direct specials teachers as needed to be with classes that have subs.	Psych/SW/LC/Counselor: Starting on opposite ends of the assembled classes, go classroom teacher to classroom teacher to confirm that attendance has been taken. Create a list of missing students (not absent, <i>missing</i>). Report missing students to Command Post. Next, work to take staff attendance. Report names of <i>missing</i> staff members to Command Post. Nurse/NA: Check in with each class to identify immediate medical needs. Report immediate medical needs to Command Post. Next, provide simple first aid as needed.	See above.	Escort students to designated areas. Hold clipboard up with the teacher name showing. Have students stand/sit. Take attendance by using the list on the clipboard. Be prepared to report any missing students to Psych/SW/LC/Counselor who will be coming around to confirm attendance. Work to keep students calm and in place.
Arrival at Evacuation Site: Madison Newspapers	Establish Command Post in central area between the front and back parking lot doors. Gather list of missing students/staff from Psych/SW/LC/Counselor and report to police.	Set up Reunification Station at the back parking lot. Direct specials teachers as needed to be with classes that have subs.	Psych/SW/LC/Counselor: With Psych upstairs and SW downstairs, go classroom teacher to classroom teacher to confirm that attendance has been taken. Create a list of missing students (not absent, <i>missing</i>). Report missing students to	See above.	Escort students to Madison Newspapers, entering back parking lot doors. Advisories: Proceed to the <i>designated area of your identified number</i> . Areas are numbered 1-12. Hold clipboard up with



			<p>Command Post. Next, work to take staff attendance. Report names of <i>missing</i> staff members to Command Post.</p> <p>Nurse/NA: Check in with each class to identify immediate medical needs. Report immediate medical needs to Command Post. Next, provide simple first aid as needed.</p>		<p>the teacher name showing. Have students stand/sit.</p> <p>All: Take attendance by using the list on the clipboard Be prepared to report any missing students to Psych/SW/LC/Counselor who will be coming around to confirm attendance. Work to keep students calm and in place.</p>
Reunification	<p>Assist at Reunification Station, providing directions and assurance to parents as they arrive to the queue.</p>	<p>Coordinate student release: Direct parents in through warehouse and to their children's location five or so at a time.</p>	<p>Identify students/staff members experiencing high levels of distress and remove to an alternate location away from other students and provide support.</p>	<p>See above.</p>	<p>As parents/know adults arrive to pick up students, record on the attendance sheet the names of the adults who picked up the students.</p>
End of Day	<p>Remaining staff members gather in a central location (center of playground, or Madison Newspapers) to take directions on the following:</p> <ul style="list-style-type: none"> • A debrief of what transpired. • Directions for self-care and mental health services. • Directions on what the plan is for the following work day(s). • Future communication via email. 				



B. Process for ensuring the health and safety of all students

Safety and Security

Task	Person Responsible	Resources/Links
Emergency Procedures Reviewed by all Staff (Spiral Bound)	Principal	Luis Yudice
Meet with Security Staff/Support Staff - Routines/Roles/Procedures	Principal	Luis Yudice
Meet with Key Members of Crisis Response Team (Custodian, SW, Secretary, etc.) Review Emergency Procedures.	Principal	Luis Yudice
S substitute Folder Distributed and Started with Emergency Sub Plans	Classroom Teacher	Principal/Chief of Schools
SEA/BRS schedules provided for all SEAs/BRSs and a copy in office	CC/BRT Teacher/Principal	Chief of Schools
Emergency Procedures Multi-Colored Manual Posted by Doors	Custodial Staff	Principal/Secretary
Student Emergency Health Care Plans Reviewed	School Nurse/Classroom Teacher	School Nurse/Sally Zirbel-Donisc
Analog Telephones Plugged In and Checked	Secretary	Joe Anderson
Walkie Talkies Checked	Secretary	Joe Anderson
First Fire Drill within First Ten Days Scheduled	Principal	Luis Yudice
Fire Drills – Scheduled Monthly	Principal	Luis Yudice
Code Red – Scheduled Once per Semester	Principal	Luis Yudice
Tornado – Once per Year (April – State Wide)	Principal	Luis Yudice
Before/After School Supervision Scheduled	Principal	Chief of School Operations
Specific schedules designed for students who need 1-1 or close supervision during drop off or pick up	Principal	Chief of School Operations



Task	Person Responsible	Resources/Links
Restorative Critical Response Team	Principal	Chief of School Operations/Brian Holmquist
Review Behavior Education Plan (BEP)	Principal	Lela Esser
Visitor Pass and Sign-In Procedures Review	Secretary	Luis Yudice/Chief of School Operations
Schedule a time to meet with Evacuation Site and have plan in place and share with staff.	Principal	Chief of School Operations
Work with Secretary to identify and meet with City of Madison Crossing Guard for your school	Principal/Secretary	Luis Yudice
Staff Reminders		
Wear IDs	Principal	Luis Yudice/Chief of School Operations
Greet Adults without Visitor Passes	Principal	Luis Yudice/Chief of School Operations
Securing Personal Belongings and Classrooms	Principal	Luis Yudice/Chief of School Operations
Building Specific Information	Principal	Luis Yudice/Chief of School Operations
Master Schedule Completed to Facilitate Team Planning		
Core Content Areas Schedule	Principal	Lisa Kvistad
Specials Class Scheduled for Teachers	Principal	Chief of Schools
Schedules submitted and approved for a.m. or p.m. recess times and appropriate supervision provided	Principal	Chief of Schools
Schedule Information Provided to Staff	Principal	Chief of Schools
Support Staff Scheduled (Teachers, SEAs, BRS, BRT, ESL, Therapists)	Principal	John Harper/Asst. Director; Sylvia Romero-Johnson



Curriculum		
Literacy Materials Distributed to Each Classroom	Principal	Tamara Maxwell
Classroom Teacher Instr. Materials to Classrooms	IRT/Principal	Cynthia Green
Distribute Second Step Kits and Child Protective Unit	Social Workers	Lela Esser
Meeting Schedules		
Site Based Leadership Meetings Scheduled	Principal/Leadership Team	Chief of Schools/Partners
Schedule formal observations and conferences with EE Strategist.	Principal	EE Strategist
Staff Meetings Scheduled	Principal/Leadership Team	Chief of Schools/Partners
Grade Level Team or Department Meetings Scheduled	Principal	Chief of Schools/Partners
SSIT Meetings Scheduled	Principal/Leadership Team	Leah Esser
Weekly Meetings with Custodian	Principal	Dave Kapp
Weekly Meetings with Secretary	Principal	Chief of School Operations
Staff/Welcome Back		
Letter/Email to Staff	Principal	Colleagues, Chief of Schools
Staff Development Scheduled	Principal	School Partners
New Staff – Checklist and Meeting	Principal	Sue Gorud/Chief of Schools/Link to Info
New Staff – Assignments of District Mentors	Sue Gorud	Sue Gorud/Chief of Schools/Link Info
New Staff – Assign Staff Buddies	Principal	Sue Gorud/Chief of Schools/Link Info
Notify Sub Office if Vacancies Exist	Principal/Secretary	Chief of Schools
Collect staff schedules and emergency information.	Principal/Secretary	Schedules Emergency Info
School Calendar Information Ready for Distribution	Principal/Secretary	Chief of Schools
G schools onboard new staff with Schoology module and school-wide systems for their digital culture	Classroom Teachers	Beth Clarke
Schedules Created for Common Areas - Staff Roster/Phone Directory Update	Secretary	Chief of Schools
School Assessment Calendar communicated to school staff.	Principal	Tim Peterson



OTHER		
Workplace Bullying Video/Information Scheduled for All Staff Meeting	Principal	Human Resources/Link to Website
Review of Mandated Reporter Information with all Staff	Social Worker/Principal	External PBS Coach
Explicit Teaching of Common Area Behavioral Expectations Planned for First Week (PBS Kickoff)	PBS Team/Principal	External PBS Coach
Plan for Social-Emotional Learning Determined	PBS Team/Principal	Lela Esser
Behavior Education Plan Classroom Sessions Scheduled	Principal	Chief of Schools/Lela Esser
Meet with Lunch Supervisors - Routines/Roles/Procedures	Principal	Chief of Schools
Notify lunchroom staff of accommodations for food allergies or other meal accommodations	Health Office	Sally Zirbel-Donisch
Post School-Wide Behavior Expectations Throughout the Building	Building Custodian/Principal/PBS	External PBS Coach/Chief of Schools

Meet with secretary		
Meet with secretary to plan for enrollment days.	Principal/Secretary	Chief of School Operations
All Students Enrolled and Placed in Homeroom/Schedule	Principal/Secretary	Enrollment Office 3-4957
Run report (IC) for missing classes	Secretary/Principal	Enrollment Office 3-4957

Communication		
Information Available for Parents on Enrollment Day		
September Lunch Menus, Account Information, and District Approved Snack List	Secretary	Food Service/Link
Welcome Letter from Principal	Secretary	Principal
Transportation/Bus Route Information	Secretary	Michael LaCount 442-2898



C. Communication’s Plan

Communication to Parents		
SAFE Arrival Information to Parents	Principal	Chief of Schools Office
School Calendar/Handbook Distributed to Parents	Secretary	Principal/Chief of Schools
Dismissal Information for Parents – Regular and Appointments	Principal	Chief of Schools
Behavior Education Plan Distributed to Parents	Principal	Leia Esser
Share social media guidelines with staff	Principal/Secretary	Chief of School Operations
Reach out to PTA/PTO to confirm of meetings for the year and to invite a representative to be at enrollment days.	Principal/Secretary	Principal
Other Communication		
Website Information Updated		
School Hours	School Staff	Tony Rodriguez (2-2937) / Communication Dept.
Staff Names and Contact Information Updated	School Staff	Tony Rodriguez
Daily Schedule & Lunch Times	School Staff	Tony Rodriguez
Attendance Information	School Staff	Tony Rodriguez
Safe Drop-off/Pick-Up Locations	School Staff	Tony Rodriguez
Link to PTO/PTA Website	School Staff	Tony Rodriguez
Bullying/Harassment Reporting Forms	School Staff	Tony Rodriguez



Cross Categorical/504 Plans		
Case Manager Assigned Through Oasys	Principal	John Harper/Area Assistant Director
Reviews IEPs with case managers to ensure compliance and appropriate service delivery	PST	John Harper/Area Assistant Director
504 Plans Reviewed	Student Services Staff	John Harper/Area Assistant Director
Transportation Information Verified (specialized)	Case Manager	Bob Byington 663-5288
Regular SEA meetings are scheduled	Case Manager/Principal	John Harper/Area Asst. Director
Review Students with BIPs	Case Manager	John Harper/Area Asst. Directory
Classroom Preparation		
Sufficient Student Furniture in Each Classroom	Custodian	Principal
Voice Mail Greeting and Password Reset	Classroom Teacher	Principal/Secretary/Joe Anderson-Link
After School Transportation Information for 1st Day	Classroom Teacher	Principal/Secretary
Roster of Homeroom with Telephone Numbers to be placed behind the Emergency Procedure Multi-Colored Manual	Secretary/Classroom Teacher	Principal
Evacuation Plans Posted in Classrooms	Custodial Staff	Principal
Library is Ready to Open on Day 1	Librarian	Cathy Daane 3-1918
G schools secure devices in carts and plug into appropriate outlet	Classroom Teacher	Beth Clarke



Before/After School		
Information for Staff on Dismissal Procedures	Principal	Chief of School Operations
Transportation Change Log in Office	Secretary	Principal/Chief of School Operations
Bus Check-Off Logs Prepared	Secretary/Principal	Principal/Chief of School Operations
After School Hours Contact Numbers	Principal	Chief of School Operations/Spreadsheet
Dismissal Procedures reviewed with Classroom Teachers	Principal	Chief of School Operations/Guideline Sheet
Playground/Recess/Lunch		
Playground Supervision Plan Completed and Distributed	Principal	Chief of School Operations Office
Noon Hour Supervision Scheduled and Distributed	Principal	Chief of School Operations Office
Lunch Plans for Students with Allergies	Principal	Chief of School Operations Office
Indoor Recess Plan Developed and Distributed	Principal	Chief of School Operations Office
Playground Safety Walkthrough Inspected	Custodian	Building Service Tool
Building		
Interior of Building Inspected	Building Custodian/Principal	Building Service Tool
Door Locking Schedule Reviewed with Custodian	Principal	Chief of Schools/Steve Standish - Building Services
Review Lunch Schedule with Food Service and Custodian	Principal	Chief of Schools./Steve Youngbauer



Other		
Behavior Response Schedule for Staff	Principal	Chief of Schools
Emergency Care Plans reviewed/Back-up Staff Informed	School Nurse	Sally Zirbel-Donisch
Background Checks Forms Available for Volunteers	Secretary	Emily Nyquist/Website
Building Phone Directory Updated	Secretary	Principal
Door Codes Available for Staff	Secretary	Joe Anderson
Emergency Phone Tree and Crisis Information Distributed to Staff	Secretary/Principal	Chief of School Operations/ Luis Yudire/ Leia Esser
Review of Building Signage (Welcoming Language)	Principal	Chief of School Operations
Bell Scheduled Posted by Master Clock and entered on Google Doc.	Secretary/Principal	Joe Anderson
Check School and Safe Arrival Voice Mail Greetings	Secretary	Web Page
Plan for Daily Pledge of Allegiance or Alternative	Principal	Chief of Schools/Link to Wi Law
Substitute Teachers/SEA Aesop Procedures Distributed to Staff	Staff/Principal	Human Resources
Principal Designee Determined and Communicated	Principal	Chief of School Operations
Weekend Access - Send B numbers to Joe Anderson, Distribute Staff Cards	Secretary/Principal	Joe Anderson
		Weekend Instructions
		Weekend Access Cards

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

There are no planned changes to the Facility Plan for the Renewal Term.



XV. Legal Requirements

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

Wright is in full compliance with Wisconsin statutes section 118.40 that addresses charter school law. Note that Wright is an instrumentality of MMSD, under 118.40.7.1. As Wright is an instrumentality charter authorized by the district. The Wright administrator currently utilizes district resources (MMSD's Legal Services Department) for legal counsel, as well as compliance with legal requirements affecting charter schools.

Wright's governance council has engaged Scholz Nonprofit Law firm (Attorney Melissa Scholz) for the establishment of the 501(c) (3) Wisconsin non-profit corporation. Ms. Scholz also prepared and filed the articles of incorporation and reviewed the bylaws for the governance council.

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

Wright does not use a student's protected class status (i.e. race, gender, disability status) to determine admission to any program offered by the school.

Additionally, Wright has been identified as a Title I school wide institution and is in full compliance in providing services to nontraditional learners, as stipulated in Title I of the Elementary and Secondary Education Act of 1965. As previously mentioned, Wright currently utilizes district resources (MMSD's Legal Services Department) for legal counsel, as well as compliance with legal requirements affecting charter schools.



XVI. Additional Considerations

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

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