Charter School Renewal Application
2019

Growing resilient learners, one project at a time

photo by Adam Ryan Morris
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Letter to the District

Badger Rock Middle School (BRMS) is seeking a five year renewal of its charter school contract. We are excited about the strong, diverse council presence, its demonstrated resilience and re-commitment to innovative practices, school leadership and council work. Tremendous efforts have been made to develop a school culture that aligns urban agriculture as a model for teaching and learning within a project-based learning methodology. During the recent term, we have expanded to a full-time “farmer in-residence” with support from Community Groundworks.

We are proud of Badger Rock’s incredible growth and success during the past three-year term following the arrival of a new principal and governance council. Under new leadership, enrollment has grown each year. We have also seen the addition of several new staff members and far more professional support, professional development, teamwork and overall collaboration. This collaboration extends to the active involvement of our Governance Council and its role in establishing an active learning community of families, students, partners and staff. We have identified key ways to communicate with school leadership, parents and valued partners to understand BRMS’s needs and align them to the school’s mission. It has been especially gratifying to observe Principal Tran as he listens intently then incorporates staff, families, governance, partners, and MMSD into the conversation so everyone is working and communicating together. In his words: “We are all facing the same direction.” One of our greatest achievements over the past three years is the significant growth our students with disabilities have achieved in reading and math.

In collaboration with partners, the Center for Resilient Cities/Badger Rock Neighborhood Center, we sponsor monthly CommUNITY dinners. These dinners are a springboard for engaging neighbors and maximizing our role as a school embedded in a neighborhood center. Our collective stewardship of the neighborhood is important.

Our priorities are set and our efforts align with stakeholders, including parents, partners and MMSD. It is our intent to extend the school capacity to deliver high quality education with a focus on increasing enrollment to the maximum 120 students in the 2020-21 school year. Our enrollment has grown significantly in the past two years. Within the context of our four core values, Place, Cultural Relevance, Sustainability & Resilience and Inquiry & Design, we continue to work on improving our project-based learning
instructional model and providing staff with ongoing training and the tools they need to practice it with fidelity.

This report highlights the actions that will be taken to show resilience with a more focused and disciplined approach in the creation and implementation of our school Improvement plan (SIP).

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

Respectfully Submitted,

Dave Ahmann
BRMS Governing Council Chairperson
I. School Information

A. School’s Vision, Mission and Goals

Vision
Badger Rock Charter School’s vision is to provide a diverse and highly engaging education that encompasses the breadth and depth of the local community whose innovations shall be ever evolving and will directly address the priorities of developing academic skills, interpersonal relationships, an active awareness of the future and actions to ensure a sustainable planet.

Mission
Our mission is to create a learning environment that encourages curiosity, embeds inquiry, experiential and project-based learning that addresses the deep academic and social/emotional development of all students through their strengths and interests.

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

We also want to create a strong neighborhood school. Without us, students will need to take the bus 45 minutes out of their neighborhood. There is not a natural connection between the school and home because of the great distance as well as the challenges for students to develop positive relationships with staff and other students in a building of some 650 students. Having a locally school embedded within the Badger Rock neighborhood center creates multiple opportunities for family, school and community engagement. This is happening as demonstrated by our monthly Friday CommUNITY Dinners and numerous community events.
B. School’s Core Beliefs, Values and Instructional Theory

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

The following are the school’s core values that support students’ experiences at Badger Rock Middle School:
**Place:** Investigating, learning from and taking care of our community. Students scrutinize cultural and natural systems via hands on activities at the school site. Classes routinely go offsite to survey local ecosystems and nearby neighborhoods during weekly place-based field days.

**Cultural Relevance:** Learning through content and activities that reflect students’ backgrounds. Students regularly encounter images, language, people, and values that help them feel safe in an environment where they can engage their curiosity and readily learn. Teachers ground their teaching practices in community awareness and participation.

**Sustainability and Resilience:** Cultivating an awareness that how we live impacts everyone, our ecosystem, society and our planet. Every aspect of the physical environment – school building, energy systems, gardens, greenhouses – will model sustainability. Mindfulness practices in becoming more aware of self, emotional control and service-learning foster personal and social resilience.

**Inquiry & Design:** Nurturing curiosity through project designs addressing essential questions, challenges, and problems. Projects will require students to identify opportunities and problems, collect and interpret data, design prototypes, give and receive feedback, and share final products.

The core values stated above help create a framework for success for Badger Rock Middle School students and are measurable through ongoing assessments, rubrics and their direct relation to the goals in the School Improvement Plan and our Strategic Planning Document. Specific measurable goals related to student projects that incorporate content knowledge and creating methods for teachers and students to assess effectiveness.

Badger Rock Middle School exists as a charter school to serve students utilizing an educational model and pedagogical approach that differs a great deal from the legacy schools in the Madison Metropolitan School District. Badger Rock’s place-based and project-based learning requires a very different learning model than other schools in the district, thereby solidifying the necessary flexibility and autonomy allowed through the designation of being a charter school.

Teaching through project-based learning allows our core values to permeate all student learning experiences. PBL also supports the acquisition of many skills addressed in our district’s graduate vision (critical thinking, creativity, collaboration, communication) and our school’s equity vision of engaging all students in active learning. PBL is an effective
way to learn and develop deeper competencies required for success in college, career, and civic life. There is a great body of research supporting the implementation of PBL approaches. Much of this research has been gathered and shared by the Buck Institute for Education (www.bie.org). Their collected research provides a strong rationale for utilizing PBL, including:

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

**The Underlying Research**

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

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

The release continues:

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

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

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

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

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

C. Vision for the Future

Our vision for the future centers on implementing core values by deepening PBL practices, integrating urban agriculture concepts with an emphasis on social-emotional learning. Below, we outline key steps to achieve these goals.

**Urban Agriculture, Wellness and Project-Based Learning**
- Engage PBL experts to consult/advise on project processes
- Visit other PBL charter schools seeking other best practices
- Integrate agriculture concepts into core content and projects e.g. water quality, photosynthesis, organic versus conventional farming, erosion issues, global water issues, forest preservation, CO₂, etc.
- Increase gardening experiences throughout the academic day for all staff and students including simulations e.g. erosion types, plant biology, seed germination, plant identification, food preparation including canning and freezing food

**Social-Emotional Learning and Positive Relationships**
We plan to be proactive in developing:
- Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior.
- Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.
- Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand the social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
- Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns and social norms.

II. Governance Council and Leadership Structure

A. Governance Council

Badger Rock Middle School (BRMS) is a public charter authorized by the Madison Metropolitan School District in December, 2010. BRMS is directed by an independent Governance Council, consisting of not less than seven (7) nor more than eleven (11) members each serving a three-year term. Council representatives are community members, a BRMS teacher, the school principal (ex officio) and at least two parents/guardians. The Council is a registered 501(c) (3) organization, named Friends of Badger Rock Middle School and abides by its established By-Laws. A list of Council members, Council By-Laws and 501(c)3 certification are attached to this renewal application.

The Council, per contract provisions, directs and oversees the operational, financial and educational aspects of the school in cooperation with the principal and the school district. All meetings are scheduled monthly and noticed properly according to the open meetings notice. The Governance Council leadership structure includes the positions of president, secretary and treasurer. The Council has standing committees that report activity at Council meetings. Most active committees during the past three year period include Partners (meets quarterly), Bridging (meets quarterly), Parents and Neighborhood Center. Additional committees growing out of specific needs or events are Enrollment, End-of-Year Celebration, Governance/Nominating, and Renewal Report writing.
The BRMS Governance Council meets monthly. Communication / decision-making follows Robert’s Rules of Order. Meetings follow a routine template that invites predictability. Individual members are asked to submit agenda topics in advance and the principal and Council President create a draft agenda. Prior to monthly meetings, members receive an email request to review previous meeting minutes /ideas and prepare to give feedback. In addition, staff, parents, partner members bring the voice of their constituency group to council meetings to discuss issues or provide input. All members have an opportunity to check in at the start of each meeting and give feedback before adjournment. Council members attend monthly CommUNITY Dinners and quarterly Partner and Bridging meetings in order to listen, answer questions, provide information or resolve issues.

The Council has been active during the recent term to support Principal Tran as he introduced predictable operating systems, established teacher professional development and implemented the three strategic planning goals vetted by all stakeholders in 2016. Parents communicate through Council member reps, the principal and teachers. The format can be bilingual, electronic or hard copy. Every second Friday CommUNITY Dinners provide another strong vehicle for parent/community communication and building trusting relationships. When seeking information or feedback from our broader community, we have asked individuals to respond to surveys and have requested information be provided via the principal, teachers, School Based Learning Team (SBLT) or partner committees.

During the next term, the BRMS Governance Council looks forward to continued use of the Roles and Responsibilities Matrix (Appendix C) to guide and clarify our work with MMSD, BOE, FMPS Partners and other stakeholders. This is a tool we have used successfully over the past two charter terms to clarify roles and responsibilities of stakeholders. We look forward to the support of the interim and future MMSD Administration as well as the Board of Education members. We are excited and eager to integrate new ideas into the BRMS program that support educational innovation and enrich education within the BRMS community and the Madison Schools.

Appendix A: Governance Council Members
Appendix B: Governance Council Bylaws & EIN Number
Appendix C: Roles & Responsibilities Matrix
B. Leadership Structure

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

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

Communication & Decision-Making Structure

Communications and decision making structures have been developed and implemented to foster a collaborative culture. The principal communicates to the Council the issues that are addressed at the school-level, and reports issues to the Council that need to be negotiated at the Council level.

Parents and families are sent bi-weekly correspondence highlighting school-wide events along with classroom specific news via our biweekly newsletter. Parent meetings have included workshops that address ongoing family needs.

Finally, the school’s leadership team meets on a more regular basis (twice a month as well as special sessions) to support the implementation of our improvement plan as well as address current and emerging issues. Notes are kept and shared with all staff members while key decisions are made after sufficient input from all staff.
C. Planned Changes to Governance Council and/or Leadership Structure for Renewal Term

There will be no significant changes to Governance Council / Leadership Structure for the renewal term.

III. Student Body/Demographics

A. Student Body/Demographics

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

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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All School</td>
<td>73</td>
<td>75</td>
<td>88</td>
<td>86</td>
<td>97</td>
</tr>
<tr>
<td>Grade 6</td>
<td>33</td>
<td>21</td>
<td>35</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Grade 7</td>
<td>23</td>
<td>35</td>
<td>21</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>Grade 8</td>
<td>17</td>
<td>19</td>
<td>32</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>African American</td>
<td>15</td>
<td>19</td>
<td>21</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>Latino</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>Multiracial</td>
<td>14</td>
<td>13</td>
<td>26</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Special Ed</td>
<td>18</td>
<td>20</td>
<td>32</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>ELL</td>
<td>23</td>
<td>28</td>
<td>28</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Low Income</td>
<td>49</td>
<td>56</td>
<td>69</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>Advanced Learners</td>
<td>3</td>
<td>4</td>
<td>16</td>
<td>34</td>
<td>45</td>
</tr>
</tbody>
</table>

The BRMS student population is very diverse, racially and economically. As one can notice from the chart above, nearly 25% of enrollees are African American; nearly 30% are Latino while white and multi-racial each comprise 20% of total enrollment. Nearly 30% of enrollees are students with special educational needs and BRMS has perhaps the
district’s highest percentage of “low income” students at 74% and 30% of students are English Language Learners.

The student enrollment maximum was established at 150 in the original 2011 contract. It was assumed at the time that a “second” building expansion phase would be completed that would accommodate 150 students. The current 3 year contract calls for 120 students maximum and we currently have 97 enrolled. The contract between the Board of Education and the Badger Rock Governance Council requires that 80% of students come from the Sennett boundaries with up to 20% coming from the rest of the school district. We have not met the yearly 80% from the Sennett Middle School area however we have had many transfer students apply from the Midvale and Lincoln area but were unable to accommodate all of them due to the 20% enrollment limitation. Recruitment strategies are numerous and include the following:

- Beginning in December, two printed information flyers are sent to all parents of 5th grade students in the Sennett, Midvale and Lincoln attendance areas informing them of BRMS’ innovative option to the legacy middle school model and invites them to visit and complete an application.
- From January until enrollment closes, we have held two open houses whereby parents and students can visit, meet staff and learn about the great services provided at BRMS.
- Families in the local neighborhood receive additional information from BRMS as well as the Center for Resilient Cities which houses BRMS. Parents who attend the Centers programs are regularly informed about Badger Rock Middle School.
- Presentations by BRMS principal to attendance area elementary students in fifth grade.

The Badger Rock Charter School was purposely designed and created as a “small school” with an emphasis on urban agriculture and project based learning. The small school size as well as BRMS’s educational model and pedagogical approach have attracted many families including families of students with disabilities. This shift in our diverse and dynamic population has created an opportunity for us to plan for more personalized learning opportunities. Our team teaching model combined with project based learning (PBL) provides more opportunities to adapt to student needs. The chart below illustrates the shift within our population of students with IEPs. These changes speak to the attraction of our educational model and pedagogical approach that places learning experiences beyond the four walls of a traditional classroom.
### Percentage of Disability Within Our Special Education Population

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</thead>
<tbody>
<tr>
<td><strong>A: Autism</strong></td>
<td>38%</td>
<td>15%</td>
<td>13%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>ID: Intellectual Disability</strong></td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>EBD: Emotional Behavioral Disability</strong></td>
<td>25%</td>
<td>20%</td>
<td>16%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>LD: Specific Learning Disability</strong></td>
<td>25%</td>
<td>10%</td>
<td>23%</td>
<td>20%</td>
<td>29%</td>
</tr>
<tr>
<td><strong>OHI: Other Health Impairment</strong></td>
<td>25%</td>
<td>40%</td>
<td>35%</td>
<td>44%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>SL: Speech or Language Impairment</strong></td>
<td>13%</td>
<td>15%</td>
<td>3%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>V: Visual Impairment</strong></td>
<td>0%</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>H: Hearing Impairment</strong></td>
<td>6%</td>
<td>5%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Current Enrollment Protocol:

MMSD in conjunction with BRMS establishes a date by which all applications (“application date”) for enrollment in BRMS must be received in the MMSD Enrollment Office. All applications received by the designated date will be sorted by the MMSD Enrollment Office into two groups: (1) applications of students who reside within the BRMS attendance area (“Resident Applicants”), and (2) applications of students who reside outside of the BRMS attendance area (“Transfer Applicants”). All applicant parents and students are encouraged to spend approximately ½ day visiting BRMS before deciding to actually attend BRMS.

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

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

**Priority-Resident Applicants**

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

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

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

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

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

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

**Priority-Transfer Applicants**

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

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

Transfer Applicants who are children of “Founders” of the BRMS, as defined herein (see list of “Founders” above), shall be granted admission as a second priority.
Applications Received After Application Date: In the event additional applications are received from Resident Applicants after the application date, those Resident Applicants shall be admitted in the order received (if seats are available), or added to the end of the waiting list established for Resident Applicants in the order received (if seats are unavailable).

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

**Seventh and Eighth Grade Enrollment**

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

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

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

Knowing that building long term relationships and face-to-face recruitment are our most effective tools, the Governance Council and School Leadership Team seek to implement the following changes in order to increase the number of applicants and to facilitate earlier commitments to our school:
- Due to their close proximity to our school and similar gardening experiences as a vehicle for instruction, we seek to include Lincoln & Midvale Elementary in our resident applicant pool to increase their chances in our lottery.

- Increase the number of Meet & Greet opportunities at BRMS to every month, December through June so that we increase the amount of face to face interactions between school staff and parents/students prior to enrollment to assist families in making a well informed decision.

- Principal, staff and students conduct recruitment presentations at all 5th grade classrooms in the Sennett, Midvale and Lincoln attendance area.

- Conduct collaborative lottery process between the MMSD Enrollment Office, Badger Rock staff and Governance Council to determine which students will be admitted into BRMS and the rank students will be placed on the waiting list.

- Increase recruitment to previously home-schooled students.

- Seek an adjustment to the stated enrollment goal of 120 students established during the first charter contract which was based on the assumption that a second building phase would be added that would accommodate such an enrollment. We are seeking to amend this goal to 100 students due to several new factors. First, the addition of a new library has reduced classroom space. Second, since we are committed to fully inclusive practices, so all students, regardless of disability or language levels share classrooms. Finally, given the current teacher allocation level of 3.8 teachers, we would have 30 students per classroom if our enrollment reaches 120 students. We believe a class size of 25 students would allow staff to meet the needs of our unique student demographics.
IV. Student Data

Academic rigor, through experiential learning, is a driving force at BRMS. During the past three years BRMS has integrated Project-Based Learning and “urban gardening” experiences to develop and deepen students’ understandings and their ability to apply academic skills.

Teachers have worked collaboratively and with intention to positively impact student learning. One critical aspect of teacher work has been school-wide professional development led by local and national experts grounded in environmental and project-based teaching and learning.

Second, the staff read and discussed Culturally Responsive Teaching and THE BRAIN, Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta Hammond. All BRMS staff will continue their efforts and improving their culturally responsive teaching practices.

Third, they have developed teams and systems to monitor academic progress throughout the year. In particular, the School-Based Leadership Team (SBLT) has met regularly to monitor and assess data including, but not limited to MAP scores, Deep Dive information, culture and climate data and authentic assessments as well as BRMS attendance and behavioral data. The information gleaned has been used to inform current and future planning with guidance from Principal Hong Tran and MMSD administrative staff. The analysis and reflection of the aggregated data has also been a basis for communicating to parents, partners, prospective enrollees, Governance Council members and the Foundation for Madison School Partners so they can monitor school progress and make informed decisions as they support BRMS. Information has been shared at regularly scheduled staff meetings, CommUNITY dinners, quarterly partner meetings, Governance Council meetings, in school newsletters, and informally during conversations with various stakeholders.

When one visits BRMS one sees students immersed in authentic and relevant project-based learning experiences with an urban agricultural focus, a co-teaching model in all CORE academic classes, and instances of differentiated instruction offering students multiple entry ways into learning. We believe this approach to teaching has led to positive outcomes for student achievement which we will highlight below. See Appendix K for all student data sets. BRMS data shows that most student sub-groups are steadily
increasing their math and reading skills as evidenced by the percentage of students meeting their growth targets.

A. Student Academic Achievement Data and Analysis

Based on the Department of Public Instruction’s State Report Card, the first data presented demonstrates Badger Rock Middle School’s growth during the current charter term and compared to other MMSD middle schools. For the 2018-19 school year, our highest elements were “school growth” (83.1/100 compared to a statewide average of 66/100) and “closing gaps” (87/100 compared to a statewide average of 73.9/100). Our lowest element was “student achievement” (32.4/100 compared to a statewide average of 61.3/100). These results correspond to other measures of achievement (ie. MAP) where our students are experiencing high growth and gap closing results while highlighting a need for us to additionally focus on their movement across proficiency benchmarks. To meet this challenge, our staff has shifted their focus to supporting this movement across proficiency levels through regular progress monitoring and targeted instruction.

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wisconsin DPI Ratings</strong></td>
<td>★☆☆☆☆</td>
<td>★★★★★☆</td>
<td>★★★★★☆</td>
<td>★★★★★☆</td>
</tr>
<tr>
<td>Fails to meet expectations</td>
<td>46.1</td>
<td>73.3</td>
<td>79.4</td>
<td>79.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wisconsin DPI Ratings</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly Exceeds Expectations</td>
<td>83-100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>73-82.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>63-72.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Few Expectations</td>
<td>53-62.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fails to Meet Expectations</td>
<td>0-52.9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018-19 Results

<table>
<thead>
<tr>
<th>School</th>
<th>Rating</th>
<th>School</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wright</td>
<td>81.4</td>
<td>Sennett</td>
<td>66.4</td>
</tr>
<tr>
<td><strong>Badger Rock</strong></td>
<td><strong>79.9</strong></td>
<td>Jefferson</td>
<td>65.5</td>
</tr>
<tr>
<td>Hamilton</td>
<td>79.8</td>
<td>O’Keeffe</td>
<td>65.5</td>
</tr>
<tr>
<td>Cherokee Heights</td>
<td>78</td>
<td>Blackhawk</td>
<td>64.0</td>
</tr>
<tr>
<td>Toki</td>
<td>73.7</td>
<td>Sherman</td>
<td>63.8</td>
</tr>
<tr>
<td>Spring Harbor</td>
<td>72.8</td>
<td>Whitehorse</td>
<td>61.7</td>
</tr>
</tbody>
</table>

**MAP Data**

The following graphs present the details of successes at Badger Rock.

Our students overall are out performing the district in math and reading growth. In particular, Black students’ math growth has increased from 44% in 2015 to a high of 96%
in 2017. Black students also have risen from significantly below district average to be consistent with the district average in reading proficiency.

The Special Education cohort experienced robust growth in reading scores moving from 50% in year 2015-16 to 76% for the 2018-19 school year.

The following graphs represent areas for growth:
While we celebrate the growth demonstrated by all student sub-groups, we also acknowledge the challenge to increase the number of students in all sub-groups who achieve at or near grade level proficiency. BRMS is committed to this goal, particularly for our students with disabilities. BRMS will implement a wide range of strategies aimed at increasing proficiency based on our root cause analysis of our data and the goals we have set for ourselves in our charter. We will refine our project process throughout the curriculum to better accommodate varying levels of student abilities and interests. We are committed to the continuing professional development of our staff in the area of project-based learning and will seek opportunities to increase our skills through the use of state and national experts for staff training. In order to more fully integrate gardening concepts across all subject areas, we will specifically target creation and implementation of a plan promoting collaboration between the Farmer in Residence and CORE academic staff. This will be facilitated by an environmental expert on PBL. We will also visit other schools that have had success using a similar environmental model to foster further innovation within BRMS. We will maintain our commitment to the co-teaching model while deepening our skills to delivering targeted literacy and math instruction to the students who need intervention.

One final area that we felt strongly is holding our students back from meeting their potential academically is their social emotional health. Therefore, in the 2019-20 school year and beyond, BRMS principal, staff and Governance Council will develop daily interventions around self-awareness and mindfulness training. These efforts will directly address areas such as empathy, compassion, gratitude, and conflict resolution. During the next term, BRMS would like to formalize a school-wide plan and implement it year-by-year, building on teachers’ current observations and individual efforts.

According to the psychologist Peter Gray, children today are more depressed than they were during the Great Depression and more anxious than they were at the height of the Cold War. A 2019 study published in the Journal of Abnormal Psychology found that between 2009 and 2017, rates of depression rose by more than 60 percent among those ages 14 to 17, and 47 percent among those ages 12 to 13. This isn’t just a matter of increased diagnoses. The number of children and teenagers who were seen in emergency rooms with suicidal thoughts or having attempted suicide doubled between 2007 and 2015.

(Kim Brooks, August 17, 2019, New York Times).

Teachers are aware, in many instances, that the social emotional needs of our students are roadblocks that too frequently prevent learners from reaching their greatest potential.
Listing areas of need can be overwhelming: conflict resolution, emotional regulation and coping strategies, recognizing and handling anxiety and, for too many, dealing with trauma that is experienced outside of the classroom.

BRMS plans to build more resilient learners step-by-step. The first year will focus on planning and piloting a social emotional thread into the fabric of BRMS project-based learning in a systematic way, including attention to teacher wellness and self-care, using the resources and expertise of our FMPS Partners, especially Group Health Cooperative. We expect to identify successful models and decide collectively how this will look at BRMS. We are committed to considering integration of a school-wide mindfulness program. In fall 2019 and each of the next 5 years, we are implementing the HOPE Survey which on a pre/post basis measures students’ sense of well being and sense of hope for their future. Strengthening social emotional skills will create more opportunities for academic growth that will last well into students’ high school and adult years. By the end of the five year term we also expect to build a network of resources that can be accessed by the entire school community to increase students’ stability at home.

**B. Student Attendance Data**

![Overall attendance rates.](chart.png)

BRMS has achieved an average attendance of over 90% for the past 3 years. This tracks consistently with district-wide attendance numbers.
Notably our black students’ attendance rates have exceeded the district average, with our average above 90%.

This is the data sent to us by the district that shows the percentage of students who are considered chronically absent. To be considered chronically absent students must be absent for over 5% of the academic school year. These numbers show that our chronic absentee percentage has dropped significantly over the last four academic years from 72% to 29%. We attribute this to building relationships with students and their caregivers and working with them to problem solve issues surrounding transportation. Our chronically absent average is now well below the district average.
C. Student Behavior Data

Appendix F section IV

Sub Group Progress (2018-19)
In-School Suspensions
Compared to all other middle schools, the following subgroups had lower events per student: Asian, Latinx, White and ELL. All other subgroups were higher than district average.

Out-of-School Suspensions
Compared to all other middle schools, the following subgroups had lower events per student: Male, Asian, Black, Latinx, Multiracial, ELL, low-income and special education. We attribute this trend to our shift towards keeping students in school via alternatives to suspensions and in-school suspensions, where students continue to receive instruction.

Behavior Events Per Student (Level 2 or higher)
Compared to all other middle schools, all of our subgroups had lower events per student except our Asian subgroup, which was equal to all other middle schools at 0.5.

Behavior Risk Ratio
Compared to all other middle schools, the following subgroups had a lower risk ratio than all other middle schools: Latinx and ELL.

Analysis of Behavior Data
The summary table highlights several positives and several areas of growth for the next charter term. The positives include the lowered use of out-of-school suspensions and lower behavior events per student compared to other middle schools. We attribute this shift to our increase use of alternatives for suspensions and our instructional model where teachers provide academic and socio-emotional support in the classroom.

Two areas that we will address during the next term is our equitable use of in-school suspension across all subgroups and our behavior risk ratio. For in school suspensions, only four subgroups (Asian, Latinx, White, ELL) were lower than district average. Additionally, only three subgroups (Latinx, White and ELL) were lower than district average for behavior risk ratio. We believe several elements are at play with respect to our in-schools suspension and behavior risk-ratio. First, is our implicit biases and how they impact which subgroups are being addressed as misbehaving. We know that these biases
unconsciously influence our interactions with students so we plan to continue deepening our work around anti-racist practices, particularly anti-black racism in schools. The second issue is our undeveloped alternatives to exclusionary practices for level 2 behaviors. According to our district’s behavior education plan, level 2 behaviors can be responded to with support staff intervention or up to 1 day of in-school suspension. Over the next charter term, we will bolster our menu of support staff interventions. Finally, last year we surveyed students and conducted focus groups around culture, climate and discipline. Students reported that while they wanted teachers to respond to behaviors in class, they wanted teachers to do so without calling for behavior support. Thus, we have shifted our professional development and supports for new teachers to focus on classroom engagement and management practices.

**Summary Table (✔ = equal to or lower than district average)**

<table>
<thead>
<tr>
<th>Sub Group</th>
<th>In-School Suspension</th>
<th>Out-of-School Suspension</th>
<th>Behavior Events per Student</th>
<th>Behavior Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latinx</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Muttracial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>ELL</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-ELL</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Climate Survey Data

Data Summary

The Madison Metropolitan School District has developed a comprehensive “Climate Survey” that addresses many questions and goals. The questions on the survey have changed throughout the years; the graphs below represent the questions that have stayed the same or similar throughout the span of the last four-year years (2015-2019). The surveys are completed by students, staff and parents.
MMSD Climate Survey 2014-2015 to 2018-2019: Students

This dashboard displays longitudinal data from MMSD students' climate survey responses.

- **Chart Sort**
  - By Positivity
  - By Negativity

- **Chart Sort** displays the rate of positive or negative responses, respectively. For example, By Positivity presents the percentage of students replying positive, while By Negativity presents the opposite in orange. The bar graph (right) displays the percentage point change from the first year the question was asked, with positivity increases in green and positivity decreases in red.

**Comparison Group**
- No Comparison
- District Avg Students
- District Avg Staff

**Comparison Group** presents corresponding data for a chosen respondent group, shown by gray "x" marks.

**Filters**
- MS Badger Rock
- All Grades
- All race/ethnicities
- All genders
- All disability statuses
- All income statuses
- All ELL statuses
MMSD Climate Survey 2014-2015 to 2018-2019: Staff

This dashboard compares only current questions with similar questions from prior surveys. Question wording may differ slightly from year to year, which may explain some variation in responses. Hover over the line chart to view exact question wording.

<table>
<thead>
<tr>
<th>Power Questions</th>
<th>Percent By Positivity</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy going to work.</td>
<td>16-17: 64%</td>
<td>+4%</td>
</tr>
<tr>
<td>17-18: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at my school/building.</td>
<td>14-15: 42%</td>
<td>+27%</td>
</tr>
<tr>
<td>15-16: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Questions</td>
<td>Percent By Positivity</td>
<td>Change</td>
</tr>
<tr>
<td>My school/building is clean.</td>
<td>14-15: 13%</td>
<td>+56%</td>
</tr>
<tr>
<td>15-16: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers expect students to do their best.</td>
<td>14-15: 71%</td>
<td>+15%</td>
</tr>
<tr>
<td>15-16: 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff communicate effectively with the families we serve.</td>
<td>14-15: 13%</td>
<td>+66%</td>
</tr>
<tr>
<td>15-16: 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff communicate effectively with one another.</td>
<td>14-15: 42%</td>
<td>+32%</td>
</tr>
<tr>
<td>15-16: 77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying among staff is not a common problem in this school/building.</td>
<td>14-15: 17%</td>
<td>+32%</td>
</tr>
<tr>
<td>15-16: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can openly talk about concerns without putting my position at risk.</td>
<td>14-15: 71%</td>
<td>+20%</td>
</tr>
<tr>
<td>15-16: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel I belong at this school in this department.</td>
<td>14-15: 71%</td>
<td>+5%</td>
</tr>
<tr>
<td>15-16: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff resolve conflicts in productive ways.</td>
<td>14-15: 80%</td>
<td></td>
</tr>
<tr>
<td>15-16: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has clearly stated expectations for student behavior.</td>
<td>14-15: 68%</td>
<td></td>
</tr>
<tr>
<td>15-16: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18: 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19: 60%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MMSD Climate Survey 2014-2015 to 2018-2019: Parents

This dashboard compares only current questions with similar questions from prior surveys. Question wording may differ slightly from year to year, which may explain some variation in responses. Hover over the line chart to view exact question wording.

<table>
<thead>
<tr>
<th>Power Questions</th>
<th>Percent By Positivity</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is safe at this school.</td>
<td>14-15</td>
<td>-47%</td>
</tr>
<tr>
<td></td>
<td>15-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td></td>
</tr>
<tr>
<td>My child enjoys going to school.</td>
<td>16-17</td>
<td>-50%</td>
</tr>
<tr>
<td></td>
<td>17-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td></td>
</tr>
<tr>
<td>The school is clean.</td>
<td>14-15</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>15-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td></td>
</tr>
<tr>
<td>My child belongs at this school.</td>
<td>14-15</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>15-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td></td>
</tr>
<tr>
<td>The school has clearly stated expectations for student behavior.</td>
<td>14-15</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>15-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td></td>
</tr>
<tr>
<td>School staff communicate effectively with me.</td>
<td>16-17</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>17-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td></td>
</tr>
<tr>
<td>Student bullying is not a common problem in this school.</td>
<td>16-17</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>17-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td></td>
</tr>
</tbody>
</table>

This dashboard displays longitudinal data from MMSD students' climate survey responses.

Chart Sort:
- By Positivity
- By Negativity

Chart Sort: displays the rate of positive or negative responses, respectively. For example, By Positivity presents the percentage of students replying positive or strong positive in blue, while By Negativity presents the opposite in orange. The bar graph (right) displays the percentage point change from the first year the question was asked, with positivity increases in green and positivity decreases in red.

Comparison Group:
- No Comparison
- District Avg Students
- District Avg Parents
- District Avg Staff

Comparison Group: presents corresponding data for a chosen respondent group, shown by gray “x” marks.

Filters:
- MS Badger Rock
- All Grades
- All Race/Ethnicities
- All Genders
- All Disability Statuses
- All Income Statuses
- All ELL Statuses
The district has also identified three **Power Goals** for students and staff. There are two power goals on the parent survey. For comparison, it is worthwhile comparing Badger Rock’s Power Goals to the averages of all other schools for the 2018-19 school year. The Power Goals and the respective percentage scores are as follows:

<table>
<thead>
<tr>
<th>Student Power Goals:</th>
<th>BRMS</th>
<th>MMSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe at my school.</td>
<td>68</td>
<td>63</td>
</tr>
<tr>
<td>I feel I belong at this school.</td>
<td>53</td>
<td>63</td>
</tr>
<tr>
<td>I feel valued at this school.</td>
<td>46</td>
<td>56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Power Goals:</th>
<th>BRMS</th>
<th>MMSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel valued at work/school</td>
<td>79</td>
<td>72</td>
</tr>
<tr>
<td>I enjoy going to work</td>
<td>68</td>
<td>76</td>
</tr>
<tr>
<td>I feel safe at my school/building</td>
<td>68</td>
<td>74</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Power Goals:</th>
<th>BRMS</th>
<th>MMSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is safe at this school</td>
<td>83</td>
<td>77</td>
</tr>
<tr>
<td>I feel like I am part of the school community</td>
<td>71</td>
<td>66</td>
</tr>
</tbody>
</table>
Analysis

For students, there was a slight increase in feeling safe at school (+2%) but a larger decrease in their sense of belonging at the school (-22%) when comparing 2014-15 to 2018-19 school year. Through our internal surveys and student focus groups last year, our students identified key areas for improvement, including increasing cultural representation in the curriculum and teachers addressing behavior themselves and not immediately calling for behavior support or their parents. So far, we have increased representation of cultures in our curriculum and prioritized classroom culture and climate planning, a priority in our school based leadership team meetings, staff meetings and principal/teacher feedback meetings.

For staff, we have seen a slight increase (4%) in staff feelings of enjoyment of going to work and a larger increase (+27%) of feeling safe at school. We attribute the positives shifts to our shift to co-planning and co-teaching, which reduces the isolation of teaching alone. We also attribute these shifts to our focus on building collective efficacy and a more distributed leadership model.

For families, we see a decrease in their children feeling safe at school (-4%) and an increase (+4%) in their children’s enjoyment of going to school. In addition, families have reported increases in their child’s sense of belonging (+15%) and clear expectations for their child’s behavior (+4%). However, families also reported a decrease (-9%) in school communication and a decrease (-5%) that school bullying is not a problem at school. We are addressing these decreases by bolstering our communication efforts (ie. bi-monthly newsletter, increase staff presences after school to talk to families) and increasing social-emotional interventions.

Plans for the Future

This data compels us to examine how we can cultivate a stronger sense of belonging for students. We began this process by conducting several internal student surveys and focus groups to examine the culture and climate results. Our students identified curriculum, teacher and student capacity developments as key areas to address. Students wanted the curriculum to represent their histories. They also wanted teachers to create a safe and welcoming environment, while holding students accountable. They also wanted their peers to develop leadership and problem solving skills.

Culturally Relevant Curriculum

In response to student feedback, we spent several days last summer increasing curricular representation of the various cultures and historical experiences at our school. For example, students will be learning about Hmong migration experience, African American
quiltmakers in Gee’s Bend and the Latinx migration experience. We will be reexamining our curriculum each summer in order to refine our curriculum. As a part of our theme cycles at Badger Rock we also teach very specifically about issues of justice sustainability related to resources such as: water, food, communities/neighborhoods and land use. We do not shy away from issues of racial disparity and oppression in these areas. But we are also committed to showing students how people who share their own cultural background have made an impact in these areas of study. Whether that is through political action or scientific innovation, we want to inspire students of all cultural backgrounds to see themselves as part of the solution to the major issues of our day.

**Teacher Development**

Second, our students wanted teachers to create a safe and welcoming environment while consistently acknowledge negative behaviors in fair and supportive ways. Our students also want teachers to manage minor behaviors themselves, instead of calling for behavior support. In response, we have shifted our professional development to examining racial bias at various school levels, provided additional training opportunities for new staff and continued to hold ourselves accountable through examining classroom specific academic and behavior data. We will also address issues of implicit bias, white saviorism and “colorblindness” with our staff. We believe one of the first steps to having a more culturally sensitive curriculum is having a staff that better understands their own cultural heritage and the impact that race plays in their own lives. With that foundation in place, teachers of all backgrounds can begin to create learning experiences that do not ignore or oppress the differences of other cultures but instead celebrate them.

Within this contract period, teachers will also be trained in Mindfulness and relaxation techniques to better develop teacher and student self awareness to help students understand and learn how to better deal with their personal emotions, issues and challenges.

**Student Development**

Starting with the 2019-20 school year, we increased our investment in student leadership development through deepening existing partnerships and creating new ones. We now offer several student leadership classes with the YWCA and a group focused on African American male empowerment in partnership with our county. These addition opportunities
build upon our updated advisory class scope and sequence that outlines key social emotional lessons and skills.

Our data also points to our needs to increase communication and partner with families, particularly around our practices that supports our students’ sense of belonging and safety.

**Monitoring Progress**

To help us monitor our progress, we will be investing in additional data sources, such as the Hope survey which is a measure of the “sense of hope” that students have in their future. This survey is completed by each student and is compared with hundreds of thousands of students nation-wide. Results will allow staff to better focus on individual student dynamics as we continue improving the climate and culture at Badger Rock Middle School.

We will also initiate parent and student advisory groups with a specific focus on increasing the sense of belonging for our students and families.

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**E. Student Access to Opportunities**

In line with our core value of “design & inquiry” and the element of “voice & choice” from our project-based framework, we support our students to drive their own learning opportunities within the school day and beyond.

We support these interests through integration of disciplines throughout the core academic areas, in our school wide projects, a project time course, exploratory courses, after school opportunities and community opportunities.

**Core Academic Classes**

Within the core academic classes, students experience an integration of the arts and urban agriculture. For example, language arts units examine texts in multiple forms (film, photography, artwork) and produce products that range from beading, writing songs and sewing story cloths and quilts. Additionally, our farmer-in-residence collaborates with each content team to integrate agricultural experiences. Students have conducted soil
sampling in science and applied their understanding of ratios to scale soup recipes to prepare for community dinners.

**Schoolwide Projects**

Each year, we design two school-wide projects that integrate content area with graduate vision skills. For example, this year, students are designing raised garden beds for the businesses and apartments near our schools. In each class, they will develop the graduate vision skills around community connection, communication and design/creativity.

**Project Time**

Each student participates in a project time course that develops their project management and research skills. From this course, our students have conducted self-created projects including hatching and maintaining chickens on site, building a hawk platform in partnership with our local utilities company, creating an ultimate frisbee club in partnership with the local university.

**Emergent Learning Course**

We also partnered with community organizations to provide courses that meet their diverse interests. These courses have included biking riding and maintenance, African drumming and dance, social justice, coding, gardening and cooking.

**After School Opportunities**

Students also have access to after school opportunities through our partnership with MSCR. They receive academic support as well as enrichment activities such as sports clubs and field trips.

**Community Opportunities**

We also connect our students to various community opportunities that can further their own goals. Our students have participated in Simpson Street Free Press, met with local and state politicians, designed a park, designed a high school set to open in 2020, presented at Harvard University, participated in AVID in high school and won several awards including the Mann and Sanchez scholarships.
F. A Summary Document Providing an Overview of All Student Results Using the Accountability Measures Set Forth Specifically in the Charter School Contract

The summary document of all student results is located in Appendix F. The analysis of progress will be presented below in section G.

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

ACCESS for ELL students

Over the past three years, we see a trend of ELL students increasing their DPI levels. For example, there are currently 25% of our students in the highest level, compared to 0% just three years ago. The growth in our ELL students mirror their MAP reading growth, where in 2015 there were 16% proficiency to 2018, where there were 36% proficiency. We attribute this growth to a shift in our instructional model where our bilingual resource teacher co-plans and co-teaches with our core academic teachers. A summary table can be found in the Appendix Section F.

Annual Review of ACPs & Student Projects

Academic and Career Planning (ACP) has evolved over during the past three years. We began with a stand alone class taught by our ACP coordinator but shifted into a more integrated model. Students now experience Academic and Career Planning in their advisory & project time class, which are taught by core academic instructors. This shift has increased the ACP experience to all students and not just 8th graders. We have also taken part of district provided experience such as Futurequest in order to bolster the ACP experience for all students.

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Additionally, student projects has increased in the past several years. 100% of our
students participate in an annual project connected to our school wide projects. 100% of our students also participate in classroom based projects.

District Climate Survey

For students, we have seen a slight increase in feeling safe at school (+2%) but a large decrease in their sense of belonging at the school (-22%) while comparing 2014-15 to last year. Through our internal surveys and student focus groups last year, our students identified key areas for improvement, including increasing cultural representation in the curriculum and teachers addressing behavior themselves and not immediately calling for behavior support or their parents. So far, we have increased representation of cultures in our curriculum and prioritized classroom culture and climate planning a priority in our school based leadership team meetings, staff meetings and principal/teacher feedback meetings.

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Students Attendance Data

Between 2015-16 and 2018-19, our attendance data have decreased (-5%) but remains close to district average. However, we experienced a large improvement in reducing the percentage of chronically absent students from 72% students chronically absent in 2015-16 to 29% chronically absent in 2018-19. We especially saw large improvements with our African American, Latinx and mutl-racial students. We attribute these shifts to a school wide efforts in progress monitoring and problem solving with students and families. A more detailed analysis is provided in Section IV part B.

Student Discipline Data

Our discipline data shows that we are below all other middle school averages in behavior events per student and out of school suspensions but higher in behavior risk-ratio and
in-school suspensions. This data points to the need for our continual work on addressing our own implicit biases when addressing student discipline and the need for increasing access to alternatives to in-school suspensions. A more detailed analysis is provided in Section IV part C.

**Family Engagement** (conferences, community dinners and advocacy)

We have averaged approximately 80% for parent teacher conference attendance, 25% for attendance at our monthly community dinners and at least two parents on our governance council each year. Based on parent feedback, we will be increasing the frequency of newsletters to twice a month, increase our communication around student progress and curriculum and begin leverage more parent voice in school based decisions.

**Academic Progress** (Ongoing evaluation, report cards, performance based assessments, MAP)

During the last charter term, we have increased the instances of teacher evaluation of student progress. This work has been driven by our School Based Leadership Team (SBLT). After each MAP assessment, we conduct an analysis and plan next steps. After each quarter, we analyze grades in each class and plan next steps to support students. Between summative assessments, teachers develop formative assessments that monitor daily and weekly progress.

We have also partnered with education consultants to develop performance based assessments connected to our school wide projects. These assessments support the district’s graduate vision. For example, this year’s project on building raised garden beds for the community focuses on the graduate vision skills of community connection, communication and design. Teachers develop rubrics that they use in their content area classes to develop these skills before and during the school wide project.

As a result of our ongoing evaluation of student progress, the bolstered use of authentic and formative assessments, the refinement of our curriculum, assessment and co-planning/teaching systems, our MAP results have steadily improved during this past charter term.

<table>
<thead>
<tr>
<th>Element</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Reading Growth</td>
<td>41%</td>
<td>56%</td>
<td>62%</td>
<td>56%</td>
</tr>
<tr>
<td>Reading Proficiency</td>
<td>26%</td>
<td>20%</td>
<td>25%</td>
<td>28%</td>
</tr>
<tr>
<td>Math Growth</td>
<td>38%</td>
<td>64%</td>
<td>77%</td>
<td>73%</td>
</tr>
<tr>
<td>Math Proficiency</td>
<td>22%</td>
<td>28%</td>
<td>23%</td>
<td>29%</td>
</tr>
</tbody>
</table>
In particular, our African American students, English language learners and students with disabilities have shown growth in many areas, including the highlighted areas below.

<table>
<thead>
<tr>
<th>Element</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Reading Proficiency</td>
<td>7%</td>
<td>0%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>African American Math Growth</td>
<td>36%</td>
<td>53%</td>
<td>95%</td>
<td>67%</td>
</tr>
<tr>
<td>Students with Disabilities Reading Growth</td>
<td>44%</td>
<td>50%</td>
<td>70%</td>
<td>78%</td>
</tr>
<tr>
<td>Students with Disabilities Math Growth</td>
<td>25%</td>
<td>33%</td>
<td>75%</td>
<td>68%</td>
</tr>
<tr>
<td>English Language Learners Reading Proficiency</td>
<td>16%</td>
<td>23%</td>
<td>30%</td>
<td>36%</td>
</tr>
<tr>
<td>English Language Learners Math Growth</td>
<td>36%</td>
<td>64%</td>
<td>70%</td>
<td>74%</td>
</tr>
</tbody>
</table>
V. School Improvement Planning

A. School Improvement Planning Processes

During the previous charter term, we focused on improving our school improvement process as well as increasing staff and student voice. In particular we focused on a deeper analysis of instructional data (i.e. MAP assessment, grades, classroom visits) in order to make the right school-wide instructional moves. We also gathered greater input from students through the use of student based leadership teams.

We also voluntarily participated in the district’s SIP 2.0 pilot project which focused more on highlighting our narrative, making longer range plans and using additional data to measure progress. Our current version is attached as an appendix. As part of the pilot process, we are only completing several sections and have provided feedback on how to streamline the remaining sections.

Appendix D: School Improvement Plan

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

Since we are already participating in the district’s updated SIP planning process, there are no planned changes to the school improvement planning process.
VI. Family Engagement

A. Current Practices

During this current charter term, our family engagement practices were guided by Dr. Karen Mapps’ Dual Capacity Building Framework for Family School Partnerships, with a particular focus on the process and organizational conditions for effective partnerships. The process conditions includes practices that are linked to learning, builds relational trust, are collaborative and are interactive. Organizational conditions are practices that are systematic, integrated and sustained.

Parent Representation on Governance Council

The governance council have had at least two parents of color in our council for the past four years. This insures that major decisions around school mission, vision and practices reflect the needs of our families with a particular focus on our families of color.

Parent Groups

Starting in 2016-17, our principal and governance council organized a monthly parent meeting to create a mission for the parent group, communicate ongoing school needs, provide a platform of parent feedback and provide mutual support. Based on parent feedback, we shifted these meetings to our monthly community dinners. Parent meetings always included translation services, childcare and food for everyone, kids and parents. We note: no matter what first language a parent speaks, every parent speaks fluent “parent love” and seeks the best for their child.

School and Community Events

We hold monthly community dinners where school staff, families and community members gather to strengthen our collective relational trust. During these dinners, school staff will present their curriculum, students share their projects and performances, community organizations share resources and our governance council report on the school’s progress. We consistently have 25% of our families attending these dinners and draw 150-200 attendees. School and community events are bilingual. Activities are often offered for families, in addition to student presentations. Dinners are catered by Kipp’s Catering of BRNC and students frequently contribute a dish they have grown and prepped for the dinner. Transportation may be provided when a family needs support in order to enjoy being present as their child makes a presentation or receives an award.
Communication

Based on parent group feedback, we have focused on ongoing and regular communication. Last year, we started bi-weekly bilingual newsletters. Teachers began using apps that quickly and efficiently communicate classroom updates. For specific student progress concerns, teachers personally reach out to families using a communication method identified by families as their preferred ie text/email/phone. For families that do not regularly attend events, we have assigned staff to personally communicate in order to build relational trust.

Conferences

We use our parent teacher conferences to communicate student progress and partner with families to support students. Based on parent feedback, we started a hybrid conference model where teachers will meet with only their first hour families but also provide several drop in hours where families can meet with other teachers. We have an average of 80% attendance for these conferences and aim to have 100% by the next two years. We provide refreshments, transportation and translation support.

Staff Outreach

Each day, our staff is outside during drop off and pick up to greet students and families to build relational trust. In order to make face to face contact with more families, we attend community events such as Saturday football games, awards ceremonies and family gatherings and celebrations.

B. Planned Changes

During the next term, we will build on the foundation that exists by increasing the frequency and the quality of communication to families, with a particular focus on student progress. To do so, we will increase the use of various methods of communication of academic progress including face-to-face meetings, apps for quicker communication and more formal means such as parent-teacher conferences.

Based on feedback from our parent group and our families at school events, we will also increase the opportunities for parent networking and involvement in decision-making. This includes the governance council recruiting additional parents, and creating a diverse parent advisory group to gain a better understanding of issues that students and families are currently facing and what supports they might identify as most helpful.
VII. Curriculum, Instruction & Assessment

A. Curriculum

Much of our curriculum centers around an inquiry-based, project-based model of teaching and learning. Our core curriculum overlaps the various content areas as we attempt to create units that incorporate more than one content area e.g. social studies and science, or science and math as there are common skill sets students develop that apply and are used in more than one area. We believe this is more engaging than teaching each content area separately. During the past charter, we developed our curriculum to include a three year curriculum framework, a scope and sequence for each subject area, worked with curriculum experts to refine project process and developed two school-wide interdisciplinary projects.

Planned Changes to Curriculum

For the next charter term, we will update our previous three year framework by increasing the integration of urban agriculture and sustainability concepts and practices throughout our curriculum. We will seek more student voice and choice in determining projects. We will expand and enrich the integration of academic content within projects. All teachers will expand their knowledge and expertise in gardening and sustainability concepts to better integrate content into agriculture and other projects while students learn the critical elements of environmental balance and planet sustainability.

Appendix E: Curriculum Documents

- Three-Year Framework
- Project Process
- Sample Interdisciplinary Project
- Sample Unit Plan
B. Instructional Design

The BRMS teaching and learning infrastructure has been based on the following areas of educational design: 1) multi-age learning, 2) collaborative school faculty including team teaching, 3) interdisciplinary curriculum design and 4) project-based learning engaging urban gardening and community based learning experiences that leverage vital partnerships with the Center for Resilient Cities, Community Groundworks and other partners.

The following have played key roles at BRMS: 1) academic career plan, 2) student-led conferences during the year, 3) learning portfolio systems, 4) daily advisory and project time classes 5) annual projects that show original thinking and scholarship, 6) 8th grade capstone projects that culminate the middle school experience.

Our instructional design will be influenced by the following principles:

- Instruction time is maximized (prioritize fewer but longer classes in order to accommodate project-based learning needs and minimize the number of transitions between classes)
- Schedule all core classes simultaneously to allow flexible grouping between core teachers. For example, on project days, students may be grouped based on the different needs of their projects
- Each core academic class will target a class size between 22 to 27 students. This range allows flexibility in groupings and use of the various spaces at our school.
- Each class is supported by a team of at least two adults (i.e., a core academic teacher is paired with a special education teacher, special education assistant or bilingual resources teacher) so we can implement co-teaching models to support student learning.
- Certified staff (advanced learning coordinator, special education teachers, bilingual resource teacher, librarian) co-plans and co-teaches in the regular education environment to support student access and acceleration with the core curriculum.
- Support staff (i.e., educational assistants) are scheduled during students academic time versus emergent time (i.e. dance class) to provide additional academic support
Curriculum uses a project-based learning framework. Each semester, students create an interdisciplinary project that integrates their project experiences with their knowledge and skills from core disciplines (language arts, math, science, social studies). Our Eighth grade students will also create a culminating project as part of their rite of passage to high school.

Planned Changes to Instructional Design

We plan to apply and expand our current instructional design during the next charter term. We also plan to refine the design by exploring the benefits of year-round schooling, community-based schooling by visiting and learning from other schools. There will more emphasis on integrating agriculture principles into projects and relevant classroom content. We also plan on continuing our emphasis on building positive relationships and will include formal use of mindfulness as a tool for building self awareness and accountability for behaviors.

C. Assessment

Assessment Plan

During the past charter term, we have bolstered our assessment system to support our students’ academic and socio-emotional growth. The elements below represent our system to date.

Measures of Academic Progress (MAP)

Students participate in our MAP assessment in reading and math three times a year. After each assessment, we analyze the data at our SBLT meetings and classrooms and then make adjustments in our curriculum and interventions. Our protocol involves subgroup analysis with proficiency and growth goals and an examination of strand performance. Results are communicated to families at parent teacher conferences and other meetings (i.e. IEP, ELL meetings).

AIMSWEB

Students participate in AIMSWEB assessments several times a year in their language arts classes. Teachers use the data on reading fluency to plan direction instruction opportunities and progress monitor reading growth.
Achieve 3000

Starting in the 2019-20 school year, we will shift from AIMSWEB to Achieve 3000 to measure and progress monitor reading performance. Students will participate in the assessments several times a year in addition to using the program as a source of leveled texts for project research. Like AIMSWEB, the program can progress monitor student performance and as well as provide leveled text for student research projects.

FAST Math

Starting the 2019-20 school year, all students participated in this math screener in order to assess baseline math fluency and conceptual understanding levels. Teachers will use this program to progress monitor and inform direction instruction opportunities. In prior years, we have used other computer based applications but will shift with district resources.

Performance Assessments

Starting in 2018-19, our staff received professional development from Envisions schools to craft authentic performance assessments for school wide projects. These assessments are embedded throughout the school year and related to the district’s Graduate Vision. For example, our 2019-20 school wide on building raised bed gardens for the community incorporates Graduate Vision skills around community connection, communication and design/creativity.

Classroom Assessments

Each classroom incorporates the performance assessments described the row above as well as develops their own formative assessments. These include more traditional tests and quizzes but also includes performance tasks such as writing research papers or using microscopes.

Culture and Climate Survey

Our school participates in the district’s annual culture and climate survey in the spring. The SBLT analyzes the data to inform school wide goals around culture and climate. These results are shared with families and community dinner nights.

Emotional Safety Survey
Starting in 2018-19, our school developed an internal survey to gather student feedback on their feelings of safety during classes and transitions to classes. Twice a year, we asked students to rate their level of safety in each area of the school (i.e. breakfast, transition to classes, bathrooms, all classes). Our SBLT analyzes this data and then plans follow up steps including implementing changes to routines and helping individual teachers analyze and problem solve their own data.

Cognitive Behavioral Intervention for Trauma (CBITS)
Each sixth grader participates in a trauma screener once a year. Our student services staff uses this data to plan social-emotional support including intervention groups.

Planned Changes to Assessment Plan for Renewal Term

For the renewal term, we plan to add several more assessment practices but also focus on how to use the data more effectively. To supplement our MAP assessment which is now given twice per year instead of three times a year, our SBLT will monitor achievement progress data by analyzing reading and math data using Achieve 3000 and Fast math information. Parallel to our work in content mastery, we also want to refine and apply our student competency rubric to measure key Graduate Vision skills within each interdisciplinary projects. We plan to continue working with project-based learning experts (such as Envisions) to develop these authentic assessments throughout our projects as well as more deeply align our projects to content standards, including agricultural and arts standards. In addition to tracking academic outcomes, we will also supplement our current socio-emotional assessments with the Hope survey, which measures levels of hope in their futures and their resilience.

VIII. Student Behavior Management
A. Student Behavior Management System

Beliefs and Values

Our core values of sustainability and resilience drive the beliefs and values of our behavior management system. Fundamentally, we believe that student behaviors, both positive and negative, are a manifestation of how the brain functions. Guided by early childhood experiences to family and community experiences, one’s brain is wired to act and react to how the brain evolves. From this philosophy, we believe that most students don’t choose to be disrespectful, hyperactive or aggressive, rather they are simply following the dictates of the brain’s wiring. We also believe in doing everything possible to create a safe, positive and supportive learning environment. Critical to creating this learning environment is creating a strong sense of belonging girded by supportive relationships between students and adults.

When it comes to academic benchmarks or behavior, we see failure as an opportunity for growth and a chance to build resilience. Thusly, when students fail to meet our behavior expectations, we will teach and provide interventions to support them. Our interventions will include keen awareness of students’ emotional statuses, to help avoid negative and confrontational behavior. Additionally, we will develop and normalize “mindfulness” practices with staff and students.

Finally, we also believe in the capacity of every person to restore and repair harm. When there is behavior that strains relationships, we will work to repair them in order to continually sustain our community. By cultivating restorative practices within our learning environments, we hope to instill and promote the same in our community at large.

Our Behavior Response System

Our behavior response system centers around prevention, teaching and acknowledging expected behaviors and restoration.

Teaching

At the beginning of each year, each student reviews each element of the district’s behavior education plan. We review expectations, difference between fair and equitable, the progressive approach, strategies that adults will use in the classroom to support students, ways to repair harm, how students can get help, understand what is a suspension and
expulsion, review each behavior and their leveled responses. For the 2019-20 school year, the whole staff meets with the entire school body daily to provide feedback on behavior, review behavior goals and rewards as well as deliver daily announcements. Throughout the year, the principal and teacher and will meet with students in the commons to provide classroom specific feedback as well as teach specific behaviors.

Response

Adults in the classroom are expected to respond to student behavior in line with values in the behavior education plan. These practices include understanding the root of the behavior and putting in place supports for students. Since we are a highly inclusive school, we provide additional adult support in the classroom. Thus, the second adult will provide that additional support without the need to call for behavior support.

If the classroom teacher needs additional support, they will radio for one of our student services staff. Based on a collaborative conversation with the classroom teacher, our student services staff will supervise the class while the classroom teacher problem solves with the student or the student services staff will problem solve with the student. Student services staff have “protected” times in their schedule to complete work outside of behavior response.

Furthermore, we monitor student behavior incidents on a daily, weekly, monthly and quarterly basis in order to provide additional support as needed. These supports include skill building lessons, student mediation, family meetings, weekly groups as well as community based support such as mental and behavioral health support.

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

Our process for continuous improvement includes a continual analysis of behavior and social-emotional data at all levels of school systems. For example, we utilize school-wide behavior and climate survey data before crafting our school improvement plan (SIP), maintain regular monitoring of behavior data at school-based leadership team (SBLT) meetings, and implement regular student problem solving meetings with all staff. Each school year, our SBLT engages in a data analysis of our culture and climate survey data.
Twice a year, we implement our own internal emotional survey data that asks students to rate their level of emotional safety in classrooms, transitions and breakfast, lunch and after school transitions. Each adult responsible for these spaces will analyze student feedback and make a plan to address any areas of concern. Finally, we examine student referrals by subgroups and individual students in order to plan school wide and individual interventions.

We share general culture and climate progress with families using our newsletter and community dinners. We also share general culture and climate progress with our partners in order to garner additional support for students.

C. Planned Changes to Student Social Emotional and Behavior Management for Renewal Term

To address the disproportionality in our in-school suspension and behavior risk ratios, we outlined several areas around in our school improvement plan for the next three years. First, we will continue to develop our own anti-racist teaching practices. Over the last three years, we have invested in our staff’s racial identity development and how it impacts our students. Our professional development learning plan addressed white fragility, white saviorism, white silence and will shift to addressing anti-black racism in schools. We will also continually, reflect and adjust our practices based on multiple data sources, including consistent analysis of behavior data, culture and climate survey (Hope Survey) and internal data sources such as our emotional safety survey. We analyze these data sources in the school, grade and on the individual class level. We will continue to do so, especially by subgroups in order to highlight areas of disproportionalities. Second, we are investing in staff professional development around developing deep learning relationships with students centered on academic and social emotional feedback. We believe deep and supportive relationships built through conferring and co-teaching practices and that these practices have helped reduce the average number of behavior events per student compared to other middle schools. Finally, we intend to supplement existing culture and climate data sources with additional data, such as the Hope Survey, in order to dig deeper into the experiences of our students. Finally, we will develop and implement “mindfulness” practices over the next two years.
IX. Key Partnerships

A. BRMS Key Partners

BRMS is fortunate to have a rich and fruitful partnerships under the auspices of Foundation for Madison’s Public Schools, the Center for Resilient Cities / BRNC and various neighborhood/community groups. Many of these partnerships have committed support to BRMS from the beginning and our relationships have deepened over time. While supporting many pressing needs in varied ways that reflect their resources, our partners have helped advance the school’s mission and core values.

Foundation for Madison’s Public Schools Adopt-A-School Program (FMPS AaS):

CUNA Mutual Credit Union
Group Health Cooperative of Southwest WI
Fields’ Auto
The Vine Church

These partners have generously contributed funding, materials and volunteers to support a wide range of school initiatives. Each partner has contributed in areas that reflect a match between identified school needs and their resources. Group Health of Southwestern Wisconsin supports the BRMS health office with needed supplies, volunteer time during various school events and additional funding for some programs such as the bicycle initiative. CUNA Mutual has held drives for box tops, sporting equipment, hosted an on-site field trip and offered expertise on project management and contributed funding for the year end school / community celebration. Field Auto is new in the neighborhood and eager to contribute meeting space, project funds and volunteer time. They are working with us to explore the use of their bowling alley for teacher-student relaxation and their car wash for fundraising. The Vine Church is equally generous, giving volunteer time to the urban agriculture program, second Friday CommUNITY Dinners, committee membership, donation of refreshments and childcare for meetings. The AaS partnership group meets quarterly and has proven to be an increasingly valuable and treasured asset as stated above. They brainstorm ways to support BRMS programming and respond with enthusiasm and generosity. One key tool is the on-going Teacher Wish Lists.
Facility Partners:
Center for Resilient Cities
Badger Rock Neighborhood Center (BRNC)
Community Groundworks - Gardener in Residence Program (GIR)
CommUNITY Dinners

This partnership merges the integrated interests of all building residents. BRNC hosts many community / neighborhood events and provides both visibility and infrastructure to our shared space. The school and the neighborhood center collaboratively give a vibrancy and a legitimacy to what has historically been an underserved neighborhood. BRNC exists to support residents of all ages and all BRMS families and students. Community Groundworks funds the Gardener-in-Residence, a critically important role that supports 80 minutes/day, four days / week of engaging hands-on learning about food production, preparation and preservation as well as information on nutrition and healthy eating. This partnership, new in 2016-17, is a vital aspect of BRMS project-based learning. The chickens, the honey, the farmers market, nutritious grown foods and the food preparation experiences supported by Kipp Thomas Catering are all part of this partnership and embraced by students, families and the community. During summer 2019 the first summer camp program was held for incoming 6th graders focusing on agriculture activities in the garden and the kitchen.

Neighborhood / Community Partnerships:
Summit Credit Union, Books 4 Schools, REAP,
Local Bicycle nonprofits such as Wheels 4 Winners, WI Bike Fed and
YWCA - Restorative Justice

These partnerships lend expertise with very specific initiatives. Summit Credit Union and Books 4 Schools represent informal partnerships within our neighborhood, helping on a more ad hoc basis with small grants and/or reduced prices. They have welcomed us and supported BRMS during every term of its existence. REAP has supplied healthy snacks and added inspiration, extending what our gardens provide. Our newest partner, the YWCA, supports the development of a BRMS Restorative Justice program. This reflects a conscious effort to shine a light on social & emotional needs of our students in a positive and productive way.
B. Planned Changes to Key Partnerships for Renewal Term

It is our goal to help BRMS become a school that is more deeply embedded within its neighborhood and supported by its partners.

Increased Quantity and Quality of Communication

BRMS leadership has made communication with stakeholders a priority. This shows in regular updates to Governance Council members from school leadership and exchange of information with key partners. We intend to deepen our partner relationships, making certain together we continue to use their contributions of time, money and materials strategically to more skillfully implement our core values, strategic goals, contractual agreements and SIP.

Stronger focus on Core Values / Strategic Planning Objectives, Contractual Agreements

BRMS strives to include more stakeholders in decision making, based on an understanding of Core Values / Strategic Planning Objectives, Contractual Agreements and reflect the neighborhood and its value in the work being done. The goal, as always, is to move closer to building resilient learners one project at a time.

Increased Involvement

If the opportunity arises, we feel we can add new partners in a future term because the BRMS program is clearly articulated and our current partners are working collaboratively in support of BRMS. Key areas of interest might include teacher professional development and social emotional learning.
X. Human Resources

A. Staff Recruitment and Retention Plan

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

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

Recruitment

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

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

During the past 3 years, we have:

- Partnered with a local marketing company to craft a communications plan that messages the “story” of Badger Rock
- Strategically highlighted our work in media outlets such as our “Hawk House” project with the local utility company
- Met with university professors and teacher placement coordinators that research innovation in schools or alternative teacher preparation programs
- Presented at the North American Association for Environmental Science annual conference
- Attend national and regional conferences on project-based learning to learn and share our work with similar schools
- Place student teachers from our partner teacher programs

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

Retention

Our retention plan will involve:

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

As outlined below, our retention rate for core staff have been 75% or higher since 2016-17. We believe our careful recruitment and ongoing professional development has helped us increase our retention rate.
<table>
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<th>2018-19</th>
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**B. Staff Evaluation Plan**

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

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

C. Planned Changes to Human Resources for the Renewal Term

We will continue to train and support our staff by engaging Wisconsin Resource Center for Charter Schools for consultation and coaching on project process and personalized learning. We will invest in PBL, mindfulness and more direct staff involvement in urban gardening projects. We will participate in and deliver presentations at Innovative Schools Network National Conference on Educational Innovation.

We will also develop a staff accountability process to reflect a more teacher-powered school model.

To recruit and retain candidates, we also seek additional waivers around staffing.
XI. Transportation

A. Transportation Plan:
Currently BRMS students do not have access to school bus transportation to the venue. Students either walk, bike or are dropped off by parents.

B. Planned changes:
We seek district funded bus passes for any student that qualifies for free or reduced lunch and live 1.5 miles or further from our school. This will greatly improve our options to get students to campus daily. It would reduce the need for parents to drive out of their way and allow students to return safely home after school. We believe this change will mitigate absences and tardies to school.

XII. Waivers

A. Use of Statutory Waivers
Charter Schools are exempt from state statutes, (chapters 115-121), unless specifically referenced to charter schools. BRMS will operate in accordance with designated statutes in addition to waivers from Madison Metropolitan School District policies as itemized below.

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

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

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

- **Professional Development Days** - BRMS staff shall participate in the district’s professional development related to school health and safety issues. The Council and BRMS may utilize scheduled professional development days at its discretion and provide additional or separate professional development activities related to BRMS’ educational program and methodology.

- **Progress Reporting** - BRMS’ schedule and format of progress reporting may vary from that of other MMSD Schools.

- **Art, Music, and Foreign Language requirements.**

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

- **4610 - Wellness Curriculum** - BRMS students and staff will comply with (and likely exceed) the intent of the policy but the provisions outlining how and when health classes will be taught needs flexibility.

- **4615 - Animals in the Classroom** - Given the mission and vision of the school, BRMS plans to have animals in the classrooms. Safety will continue to be important for BRMS staff and appropriate measures will be taken.

- **3611 - Evaluation of Learning Materials** - The BRMS Governing Council will have the power to oversee the evaluation of learning materials. This is to ensure the use of materials that reflect the BRMS mission and vision.
  - If BRMS chooses not to adopt district provided curriculum and materials, an equal value of such curricula shall be credited to BRMS’s budget.

C. Use of Waivers of Collective Bargaining Agreements/Employee Handbook
There are currently no use of waivers to the collective bargaining/employee handbook.

D. Methods of Communicating Waivers to Stakeholders

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

E. Planned Changes to Waivers for the Renewal Term

We are seeking additional waivers as follows:

Waiver to board policy

- 5111- Authorized Transportation
  - We request district funded city bus passes for all students who qualify for free or reduced lunch and live 1.5 miles or farther away from Badger Rock Middle School. We believe this shift will improve attendance and increase our enrollment.

- 7412-Attendance Areas and Boundary Changes
  - We seek to include Lincoln Elementary and Midvale Elementary attendance area within BRMS attendance boundary. With Lincoln’s focus on outdoor and garden based education, we want to increase the chances of their students entering our school to experience a similar focus in middle school. Currently, students from Lincoln and Midvale are placed in the 20% pool during a lottery situation which places them further down on the list during the enrollment and commitment process. Placing Lincoln and Midvale families in the 80% pool reduces their wait time and possible commitment to other schools.
  - Additionally, both schools’ location on South side of Madison present additional opportunities to focused collaboration around family supports and resources.
According to state statute 118.40(6), there will not be administrative placement of students at BRMS without parent approval. Parents/guardians shall apply for enrollment per our enrollment practices.

118.40(6)
(6) Program voluntary. No pupil may be required to attend a charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor

Waiver to handbook
• 8041/8042 - Employment and Transfer of Assignment
  ○ Surplussed staff shall be placed in available openings at other schools before being assigned to Badger Rock.
  ○ Before surplussed staff is placed at Badger Rock, there shall be a transition meeting between surplussed staff and leadership team so surplussed staff understands the unique responsibilities of teaching at our school including multi-age classrooms, co-teaching expectations, additional training and family & community expectations.
  ○ All staff working at Badger Rock with a teaching license may be assigned by the principal to teach classes in order to provide as much direct support to students as possible.

XIII. Financial Operations

A. Financial Operation
As an instrumentality of the MMSD, BRMS has the same financial relationship with the overall district budget as all other middle schools. After establishing the budget neutral funding levels, the school allocates and budgets resources on the same timeline and same process used by traditional schools. During this term, BRMS managed its budget within the MMSD infrastructure. The primary area of our budget has been spent on staffing. Title 1 funds were used for staffing in academic areas.

See Appendix G for Five Year Budget Planning
Table 1 represents the numbers the district estimates for use per student based on their status in regular or special education. Table 2 uses the amount the district receives per student from the State and Federal Government. Since there is no way to accurately calculate how much of that money is used for overhead by the district we believe the actually budget lies somewhere between Table 1 and Table 2.

**B. Planned Changes to Financial Operations for Renewal Term**

We are currently working towards raising $40,000 annually to support professional development in project-based learning, integrating garden-based education, anti-racist teaching practices and developing school wide culturally responsive mindfulness. As of October 21, 2019, we have secured $13,500 in annual commitments towards this goal.

To supplement any fundraising shortfalls, we are also deepening relationships with local experts and organizations. This includes continued collaboration with the neighborhood center’s farmer in residence for garden-based education training, the YWCA for racial justice training and our district for culturally relevant and mindfulness practices.

**XIV. Facility/Safety Plan**

**A. Facility Plan**

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

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

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

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

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

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

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

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

Current Space Usage and Addressing Future Growth

At present, BRMS occupies the entire second floor of the Badger Rock Center. The school also makes daily, flexible use of the Multipurpose Room (cafeteria), building kitchen (for school meals and student cooking classes), and the prep room/greenhouse areas. BRMS staff makes occasional use of the first-floor Workshop Room for parent-teacher conferences, IEP meetings, special behavioral incidents, and small class offerings, such as algebra.

A student population around 100 students can be safely educated in the second floor school space as currently designed. The Workshop Room could be flexibly used by BRMS as needed. Thus, we are seeking an adjustment to our enrollment to reflect the language in the fourth amendment of the June 20, 2013 contract with the school district as seen below.
XV. Legal Requirements

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

BRMS is in compliance with Wisconsin statute section 118.40 that specifically addresses charter school law. BRMS is an instrumentality of MMSD, under 118.40.7.1. As an instrumentality of MMSD, staff fall under the MMSD’s staff handbook, consistent with Wisconsin Act 10. The Badger Rock Governance Council will utilize its autonomy as described in 118.40.

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

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

For the 2019-20 school year, BRMS has 29 ELL students or 29% of its students. Additionally, 72% of BRMS students qualify for the federal Free and Reduced Price Lunch program.