

To provide a student centered educational community for independent learners which is designed to give students the skills to walk their path in life.

Monona Grove Liberal Arts
Charter School for the 21st Century
Annual Accountability Report
2019-20



MG21

Liberal Arts Charter School

*Choose your path. Know your path.
Walk your path.*

Assessment of School Success 2019-20

I. Demographics and Data

MG21 19-20 Data	
Enrollment for 19-20	27 start year -20 end year Middle Campus 47 start year -44 end year Upper Campus Current Enrollment 2020-2021 17 Middle Campus 51 Upper Campus
Withdrew/Transferred	2 Transferred to other districts 1 Transferred to MGHS 7 Transferred to GDS
MG21 Expulsions for 19-20	0
% of students who received Special Ed Services	29% to start 27% to end
% of Students Economically Disadvantaged	34%
% of Students of Color	3.1% African American 15.6% Hispanic 4.7% Multiple 76.6% White
% of Students by Gender	67% Male 33% Female
19-20 Attendance Rate (September-March 13)	92%
19-20 Graduation Data	14 Seniors 11 Graduated 1 Drop out 2 Students will return for 5th year & will graduate 2021

II. MG21 2019-20 Performance Measures

Performance Measure	Data
<p>1. Equity: Improve initiatives of restorative practices and equity.</p>	<p>Restorative practices training and support for our staff provided by the YWCA. Restorative practices continue to be integrated into the school community.</p>
<p>2. Enrollment: Promote the 6-8 school and recruit students. Enrollment goal: 24 students.</p>	<p>Last year Middle Campus started at 27 students (our goal was 30) and ended with 20 students. Current enrollment is 16 students. Upper Campus enrollment started at 47 students and ended with 44 students. Current enrollment for fall 2020 is 51 students.</p> <p>We had a series of in person and virtual open houses, created a virtual tour, a slide show for families, used our Instagram, website and other social media to promote the school. We were unable to implement our planned face to face presentations due to the school closure. Our middle campus enrollment for this coming year is low due to families not wanting to make a change at the middle school level during the pandemic.</p>
<p>3. Staff Training</p>	<p>Staff has received training in restorative practices, equity, anti-racism, oral history/Story for All project, Shared Leadership, STEM and PBL. Staff was not able to attend the annual ISN Conference or the Breathe for Change training due to Covid-19.</p>
<p>4. Curriculum Development: Development of a rigorous curriculum for the Middle School.</p>	<p>Staff has developed the Middle Campus PBL curriculum. Staff is currently developing 6-12 standards for all subject areas.</p>
<p>5. Restorative Justice: Increase use of Restorative Justice practices to decrease suspension rate by 25% and maintain an attendance rate of 90% or higher.</p>	<p>The data in WISEdash cannot be compared to years past as it only reflects 2/3 of the year due to pandemic closure. As of 2nd Trimester we met our attendance goal as attendance was 92%. Out of school suspension numbers for the Middle Campus were high this year, a total of 32 incidents that resulted in suspension and involved 11 individual students. This is the first year of the Middle Campus expansion and a baseline data gathering year as far as Restorative Justice practices reducing suspension rates and discipline incidents. We will compare this data to next year's data.</p> <p>Upper Campus suspensions continue to be low at 7 suspensions for the entire in-person year, involving 4 students.</p>
<p>6. Student social emotional growth: 95% of students will indicate they feel a personal increase in belongingness, safety, personal respect and confidence, engagement and growth mindset while at MG21.</p>	<p>The report from the Middle Campus spring HOPE Survey states; "Hope rose from 43.44 to 46.43, a gain of 2.99 points in one year. This is a fantastic gain, and the rest of your data shows why. Behavioral engagement rose by 3.67 points on a 20 point scale, and emotional</p>

	<p>engagement rose 6.93 on the same scale. Autonomy also rose to a great extent, from 3.35 to 6.37, a gain of 2.72 on a 7 point scale. These are fantastic gains, and because this group was in a low hope range from prior schooling, proves that your program has been very successful." Additionally, student ratings on Academic Press/Challenge and Goal Orientation which are indicators of Growth Mindset, were at the "Significantly Above Average" level.</p> <p>Upper Campus students were unable to take the spring HOPE survey due to the school closure.</p>
<p>7. Special Education Students: 85% of students with IEP's will achieve IEP goals and obtain required credits each year; 15% of students with IEP's will achieve IEP goals and required credits in 1.5 years.</p>	<p>The Middle Campus currently has 5 of 22 students with IEPs. 4 out of 5 students with IEPs are meeting or approaching their goals. 1 out of 5 students is struggling to meet goals as written in their IEPs 4 out of 5 students are earning full credit.</p>
<p>8. Project Based Learning Growth: 100% of students will show growth in the following areas: 21st century skills, writing, reading and math through a vigorous project based curriculum for all students.</p>	<p>100% of students demonstrated growth in Project Based Learning. Middle Campus PBL Packet</p>
<p>9. Middle Campus i-Ready Performance Measures- Math: 80% of Middle Campus students will meet their predicted growth targets according to iReady each year, 5% of students will exceed their predicted growth targets according to MAP each year, and 15% of students will show growth but not meet their predicted growth targets each year.</p>	<p>Data from the winter i-Ready test showed 32% of students were at grade level in math, 37% one grade level below and 31% of students were two or more grade levels below. We were not able to give an end of year spring test due to the school closure. 74% of students made growth in math from fall to winter. iReady has put new tools in place that will allow students to engage in the diagnostic assessment from home. Staff has been doing math standards and curriculum work this summer. Diagnostic Growth Report</p>
<p>10. Middle Campus-i-Ready Performance Measures- Reading: 80% of Middle Campus students will meet their predicted growth target according to i-Ready, 10% will exceed their predicted growth targets according to MAP, and 10% will show growth but not meet their predicted growth target, showing a need for additional support.</p>	<p>Data from winter i-Ready test showed 42% of students at grade level in reading, 42% one grade level below and 16% of students were two or more grade levels below. We were not able to give an end of year spring test due to the school closure. 74% of students made growth in reading from fall to winter. iReady has put new tools in place that will allow students to engage in the diagnostic assessment from home. Diagnostic Growth Report</p>
<p>11. ACT Scores</p>	<p>Improved from last year/Average Score 19.</p>
<p>12. 95% of our students will indicate they believe they have equitable educational opportunities. <i>*This goal is unclear and will be re-written for 2020-21</i></p>	<p>Enrollment at UC dropped by three students who transferred to other districts/MGHS. This year MG21 UC is at full capacity to start. Enrollment at the MC dropped by seven during the year. Based on 41% of students responding to the survey.</p>

	<p>93% of students surveyed in our annual end of year MG21 Student Survey stated they believe MG21 had created a climate based on respect.</p> <p>88% of students responded to their overall experience at MG21 as Outstanding or Good.</p> <p>88.5% said they found the curriculum challenging.</p> <p>88.5% of students stated that they felt MG21 had prepared them for the future related to their ability to collaborate.</p> <p>96.2% stated they felt MG21 had prepared them for the future related to their critical thinking skills.</p>
<p>13. Parent Involvement: 85% of our parents will be in our school at least five times per year.</p>	<p>100% of Middle Campus parents were involved in our school for our Family Welcome Meeting, Parent Teacher Student Conferences in fall and virtually in spring and at least one other school field trip or event. 50% of parents attended our weekly virtual parent support meetings during the school closure. We were forced to cancel our Annual Open House in the spring so we do not have data for that event. Teachers did connect with all families numerous times by phone and video during the spring school closure. Upper Campus parents were in the school for the Welcome Back meeting and Parent Teacher Student conferences in the fall.</p>
<p>14. Student Wellness Growth: 100% of Middle Campus students will increase their personal engagement by 25% in activities throughout the school year that focus on physical activity, nutrition, and wellness.</p>	<p>A baseline survey of wellness was given earlier in the year to all Middle Campus students. We were unable to gather 3rd Trimester data and complete our end of year wellness survey due to the school closure. Students did, however, meet the goal of improving their wellness by 25% through daily PE, SEL, and outdoor education.</p>
<p>15. Senior Portfolio: Ongoing comprehensive student portfolio will culminate in a final Senior Portfolio, which demonstrates student growth over time.</p>	<p>100% of MG21 Seniors completed a senior portfolio at Proficient or Exceptional. (Modified due to closure)</p> <p>100% of MG21 Seniors demonstrated Proficient or Exceptional Public Speaking skills in their Graduation Speech.</p>
<p>16. Government Test:</p>	<p>100% of seniors scored 80% or better on the State of Wisconsin Government Exam.</p>
<p>17. Service Learning data:</p>	<p>100% of MG21 students participated in 1 or more service learning projects.</p>

III. Student discipline/restorative practices data:

	2019-20	2018-19	2017-18
Incidents	Total 39 (7 Upper Campus 32 Middle Campus)	Total 12 (Upper Campus only)	Total 35 (Upper Campus only)
AODA	3-Upper Camus	4	5
Truancy	0	1	0
Bullying	1	0	0
Dangerous Behavior	13-4 Upper Campus	2	8
Disruptive Behavior	3	0	5
Insubordination	17	3	5
Other	2	0	2
Transportation	0	1	8
Weapon	0	1	1

Restorative Practice Data	Percent of students who participated in Restorative Circles 2019-20 Upper Campus	Percent of students who participated in Restorative Circles 2019-20 Middle Campus
Percent of all students who participated in Restorative Circles	100%	50%
Percent of students who participated in more than one Restorative Circle	75%	25%
Percent of new students who participated in Welcome Circles	15%	NA
Percent of students who had Support Circles	45%	25%
Percent of all students who participated in Support Circles	70%	NA
Percent of students who participated in Restorative Justice Conflict Resolution Circles	28%	15%
Percent of Students who participated in Restorative Justice Circle Keeper Training	30%	30%

IV. REGULAR BUDGET 2019-20
[Final Report Regular Budget 2019-20](#)

V. GRANT BUDGET 2019-20
[Final Report Grant Budget 2019-20](#) - 2019-20 Carryover \$48,088.89-due to school closure/Covid-19

VI. Staff Professional Development 2019-20

- Project Based Learning Training from Innovative Schools Network
- Breathe for Change
- CESA 2 STEM Workshop
- Wisconsin Reading Conference
- YWCA Restorative Justice Training
- Advanced Training in Collaborative and Proactive Solutions with Dr. Ross Greene

VIII. MG21 Shared Leadership Teams Summary/Continuous Improvement Goals

MG21 has moved to a new Shared Leadership Model.

Goals for the 2020-21 school year focus in these areas:

Shared Leadership: As staff has grown, there is a need to shift to a Shared Leadership model.

- a. Develop and implement Shared Leadership teams. Build in meetings and share out times to schedule.
 - b. Improve leadership training for Executive Director-two staff members will pursue Master's in Educational Leadership.
1. Assessment/Scheduling/Calendar:
 - a. Team will coordinate all statewide assessments, develop the school calendar and revise the student schedule to incorporate increased flexibility and options for students.
 2. College and Career Readiness
 - a. Improve CCR through use of Xello, college virtual visits, college courses, YA options.
 - b. Add Junior year course for CCR planning exploration.
 - c. Explore mentor options.
 3. Restorative Justice:
 - a. Team developed an all staff RJ/Equity Training workshop for Summer 2020/and will continue RJ/Equity PD training throughout the year.
 - b. Continue to expand RJ for families and parent support.
 - c. Continue to coordinate and provide support circles for students.
 - d. Upper Campus circle keepers will continue to meet and new circle keepers and staff will be trained/Middle Campus keepers will complete their training and expand.
 4. Community Outreach
 - a. Expand and coordinate our offerings for seminars/community PBL.
 - b. Continue to expand our networking with local community organizations/schools.
 - c. Expand and coordinate service opportunities.
 5. Parent Outreach:
 - a. Coordinate activities to connect and build community with parents.
 - b. Virtual Parent Support meetings that began in spring will continue.
 - c. Improve parent communication.
 - d. Build parent to parent community and connection.
 - e. Increase parent involvement.
 - f. Increase parent survey participation.

6. Curriculum and Instruction:
 - a. Continue to improve Virtual Learning via training.
 - b. Develop 6-12 Priority Standards for Math, Science, SEL, 21st Century Skills, Literacy and Social Studies.
 - c. Develop Outdoor Education program/curriculum.
 - d. Math Education:
 - i. Revise the 6-12 math curriculum with a focus on Algebra, Geometry and Statistics and Probability skills.
 - ii. Develop and pilot math TIC classes (teacher led integrated math classes) 6-12 will be piloted in fall 2020.
 - iii. Develop and pilot advanced math options include: MGHS, ALEKS, WVS,. Art of Problem Solving and Outschool
7. Professional Development:
 - a. Develop a calendar of all staff professional development which will focus on continued work in Equity/Restorative Practices, Curriculum Standards, Math Education.
 - b. Develop PD request/rationale templates for staff.
 - c. Improve sharing out of staff PD workshops/trainings.
8. Operations
 - a. Improve school wide systems necessary for operation and management of school.
9. Student Services
 - a. Improve data management and communication related to student support.
 - b. Improve support group options for students.
 - c. Utilize various tools, including screening, assessments, and behavior/emotional regulation plans, to improve student's social emotional growth.

IX.Addendum Items

1. Hope Survey Data
2. Curriculum Summary 2019-20
3. Parent Survey
4. Student Survey

Addendum #1: Hope Survey Data

[Hope Survey Report 19-20](#)

Hope: According to hope theory, hope reflects individuals' perceptions regarding their ability to clearly conceptualize their goals, develop the specific strategies to reach those goals (i.e., pathways thinking), and initiate and sustain the activities in support of those strategies (i.e., agency thinking). According to hope theory, a goal can be anything that an individual desires to experience, create, obtain, accomplish, or become. A goal may be related to grades in school or activities outside of school, but the important thing is that the goal has value to the individual.

Engagement refers to the student's behavior and attitudes in school. Being behaviorally engaged, for example, means that a student works hard, concentrates, and pays attention. When a student is not behaviorally engaged, they are bored, distracted, and doing just enough to get by. Being emotionally engaged means that a student enjoys being in school and learning new things, whereas an emotionally disengaged student feels worried or discouraged and believes that school is not a fun place to be.

Autonomy refers to the opportunity for self-management and choice. Erik Erikson believed that the need for autonomy is innate in all human beings and that a frustration of this need during childhood or adolescence would lead to maladaptive behavior and neurosis. Subsequently, Richard deCharms argued that all humans

strive for “personal causation”, or in other words, to be the origin of their own behaviors. According to deCharms, when an individual is able to make decisions regarding things that affect them, that person is said to have an internal locus of causality. He hypothesized that an internal locus of causality would lead to stronger motivation and greater engagement.

Belongingness (sometimes referred to as “relatedness”) is a measure of the depth and quality of the interpersonal relationships in an individual’s life. The need to belong, or the need to form strong, mutually supportive relationships and to maintain these relationships through regular contact, is a fundamental human motivation that can affect emotional patterns and cognitive processes. Supportive relationships can serve to buffer the impact of stressful life events, leading to superior adjustment and well-being.

Goal orientation represents the reasons behind a student’s effort to achieve. A “learning” or “mastery” or “task” goal orientation represents a desire to achieve purely for the purpose of obtaining knowledge and increasing skills. In contrast, a “performance” goal orientation represents the desire to succeed in comparison to others, and thus the purpose of all activity in the classroom is not the enjoyment of learning or to satisfy personal interest but to demonstrate superiority or avoid the appearance of failure.

Academic press is a consistently high expectation on the part of the teachers that students will do their best work. The emphasis is on a press for understanding, rather than a press for performance, which can be detrimental to student achievement. In other words, it is important to maintain a task or mastery goal orientation while pressing for student understanding, which emphasizes deep understanding, rather than lapsing into a performance goal orientation, in which students are pressed simply to obtain a high grade.

Addendum #2: MG21 Curriculum 2019-20

MG21 Upper Campus Curriculum

1st Trimester 2019-20

Mini-sessions (please choose one):

Walking Your Path (Ian; required for all new students)

This course gives new students the opportunity to learn about the philosophy and culture of MG2. It is intended to help students get the most out of their experience here. As a class, we’ll explore and help you better understand four key tenets of MG21’s school model:

- Take charge of your education
- Do meaningful and authentic *project-based learning*
- Understand *self*
- Connect to and improve your *community* (school, neighborhood, city etc.)

Digging Deeper (Doc)

This class explores more effective ways of debating by extending and refining your current research strategies, and introduces an argument format of making a claim backed by evidence and clarified by reasoning. Digging Deeper will help you enhance your PBL skills!

The Road To Indian Country (Gene; required for students going to Pine Ridge)

MG21 students will have the opportunity this year to participate in a service project trip to the Pine Ridge Indian reservation in September, to work with an organization called "Re-Member," building and/or repairing houses. This reservation encompasses two of the poorest counties in America. This seminar is designed to give students the history and background needed to have context and understanding.

Our goals for this trip are:

- Put project based service into action.
- Experience the Lakota culture and interact with Lakota people.

TIC Classes

Diseases and Epidemics (Doc)

Explore some of the most devastating epidemics in our history, and learn about the cool microbes that bested the human race. Transform bacteria to make them resistant to antibiotics, and learn about how epidemiologists track and predict future outbreaks.

Voices (Ian)

This course is about finding your voice through writing, speaking and connecting to others with active reading and listening. "Writing is power" and "Reading is Knowledge" are central principles of MG21's philosophy and this course will give you the skills to improve your ability to write creatively and persuasively. You will have the opportunity to write poetry, lyrics, short stories and structured essays. The class is also intended to help you better understand what you read so you'll learn "active reading strategies". This quarter, we will be using the podcast "Serial" to launch our discussions, think critically about pieces of criminal evidence, examine the art of storytelling, and write a persuasive essay illustrating your conclusions about the case. The following excerpt from Serial's official websites describes the case we will be investigating through twelve 30-60 minute audio episodes: *"On January 13, 1999, a girl named Hae Min Lee, a senior at Woodlawn High School in Baltimore County, Maryland, disappeared. A month later, her body turned up in a city park. She'd been strangled. Her 17-year-old ex-boyfriend, Adnan Syed, was arrested for the crime, and within a year, he was convicted and sentenced to spend the rest of his life in prison. The case against him was largely based on the story of one witness, Adnan's friend Jay, who testified that he helped Adnan bury Hae's body. But Adnan has always maintained he had nothing to do with Hae's death. Some people believe he's telling the truth. Many others don't."*¹

Road to Indian Country Part Two (Gene)

This class is for students who went on the Pine Ridge trip as well as students who are interested in learning more about Native American history and culture. Students will read the book *Neither Wolf Nor Dog* by Kent Nerburn and will be expected to participate in class discussions.

Road Ahead (Required for all Seniors) (Gene)

"No one saves us but ourselves. No one can and no one may. We ourselves must walk the path." -Buddha
This course is designed to help MG21 students get the most out of their senior year. The course will focus on the key areas of; Who Am I? (Your values, and mission), What is my path? (goals, post hs planning, career readiness, senior project), and How can I be a participating member of society? (State of WI civics exam). citizenship, voting, responsibilities of being 18), *Prerequisites: Senior standing Credits Social Studies/Government*

Math:

Math/Financial Literacy for this Trimester (required for graduation; preference given to Jrs/Srs)

MG21 Course Bulletin 2nd Trimester 2019-20

TIC Classes

¹ "Serial." 2014. 19 Aug. 2015 <<http://serialpodcast.org/>>

Playwriting (Ian)

Note: Even if you've taken playwriting before, you can take the class again. This class focuses on teaching students the basics of how to write a short play. A local playwright, Bob Curry, will join the class and work with students 2-3 days per week. To prepare for writing your own play, students will read a variety of plays to understand plot development, monologue, dialogue and character development. Students will consider: How can I express my voice through playwriting? What makes a great short play? How does a playwright breathe life into characters? How does the language of a play help give it shape? How do you tell a good story in a play? What makes a play "theatrical"? *Prerequisites: Must have desire to write a short play. **May take even if you have taken Playwriting previously.** Credit: English*

College Success (Ian)

This is a "college level" course for Juniors or Seniors. You will have the opportunity to earn 3 college credits this year if you complete the class. The general subject of our class is *SUCCESS*. We will look at what success means for you personally and how you can achieve it. Throughout the semester, you will learn many proven strategies for creating greater academic, professional and personal success. In addition to classroom activities, we will do guided writings to help you reflect on past experience while you increase your confidence in writing. By the time this course is completed, you will have strategies to apply in most learning situations in and out of the academic setting. *Prerequisites: Must be in 11th or 12th grade Credit: English*

The Bars of Our Cage: The Writings of Daniel Quinn (Gene)

Students will explore cultural evolution and sustainability and the ways in which we are constrained by our consumer "taker" culture through the writings of author Daniel Quinn (*Ishmael* and *The Story of B*). This course is based on discussion and participation so attendance is critical. Students will be expected to complete a reflective project at the end of the course. *Credit: Social Studies*

How to Save a Life (Doc)

In this class you are entering a 1st year medical residency at Monona General Hospital. You have been placed with a team of other first year residents, and assigned a patient. To graduate with honors, you and your team will need to correctly diagnose your patient and create a life-saving treatment plan, without going over budget and, more importantly, without killing your patient. Doing so will require you to work with your attending (Dr. B.), to gain knowledge in basic Anatomy, and your team, to research possible diagnoses, order follow up tests and procedures, and finally determine the appropriate treatment. *Credit: Science*

MG21 Course Bulletin 3rd Trimester 2019-20

TIC Classes

Current Events: Facing the News and Ourselves (Ian)

During morning advisory we spend a couple days briefly discussing the issues surrounding the news of the day. This class will create a structured space for you to deepen your knowledge of current events and spend more time discussing the news with your peers. Each week we'll focus on roughly one major issue in the news and explore it from multiple perspectives using a variety of resources (articles, videos, photographs, etc). In order to understand the news, you need to know how to *read, see and watch* the news. Therefore, I will incorporate some reading comprehension tools provided by *UpFront Magazine* and other websites.

Credit: Social Studies

The Omnivore's Dilemma (Gene)

In this class students will study the various systems where our food comes from. The Industrial System, which culminates with a fast food meal; the Organic Industrial system, which culminates in a meal purchased from a Whole Foods or Trader Joe's store; the local organic system, which will culminate in a local farmer's market

meal that we will prepare and a meal we will forage ourselves, including gathering morel mushrooms, wild asparagus and parsnips (if we can find some) locally harvested deer and some sourdough bread we will make from yeast we will capture from the air. *Credit: Social Studies*

MG21 Rites of Passage (Seniors Only) - RFB

A rite of passage is a cultural phenomenon that is connected with some significant transition in someone's life, usually associated with physical and/or emotional challenges, and the ability to overcome these challenges. Graduating from high school is one of our culture's major rites of passage, and can be a very emotional time for those experiencing it. At MG21, we think of this last trimester for seniors as the last big push to graduation. This class is intended to prepare you for the major milestones of your last trimester as a high school student at MG21, including your senior portfolio, and senior speech. **Credit: 0.5 English**

Health (Sophomore - Seniors) - Michelle

This class is designed to help you make independent, informed decisions concerning your physical, mental, emotional, and social well-being. It encourages you to discover your capabilities and responsibilities for attitudes and patterns of behavior that will promote a full and satisfying life and will address the physical, mental, emotional, social, and spiritual dimensions of health. We will cover nutrition, sex ed, self-esteem, tobacco, alcohol and drugs, mental health, stress, decision making and anything else we decide we'd like to talk about! This course completes your health graduation requirement; please note this class will be taught in a more traditional format to fulfill state requirements. *Credit: Health*

PBL Elective Seminars:

Fiddle: Students will learn to play 7 Irish, Quebecois or Appalachian fiddle tunes. We'll start playing by ear then be given a "tablature" to help remember the tune.

Meditation: This class includes a variety of meditation techniques (visual imagery, breathwork, mindfulness, relaxation, meditations) to give students the skills to manage stress and enjoy a happier, more balanced life.

Street Art: We will be working with local Graffiti artist and owner of Momentum Art Tech to create a mural for our school.

Sector 67: This class will continue to build on robotics using arduino technology, soldering, 3D modeling and how to use our 3D printer. This is a great seminar for students interested in hands-on projects and/or engineering.

Dungeons & Dragons: Do you like playing games or acting? Consider joining us in a world where role playing and dice determine your success! In this weekly seminar you will be able to develop your own character. Choose your creature and occupation, and together we will solve problems, battle the forces of evil, and gather treasure and knowledge across the multiverse! New students are welcome.

Keepers Club: Students who earned circle keeper certificates are highly encouraged to participate in this seminar, which is a continuation of the work you did last trimester.

Mentors: This seminar is a continuing seminar from 2nd trimester. NO NEW STUDENTS.- Fridays for coffee and donuts. Service opportunities Monday afternoons and other times as needed.

Volleyball: This course will run like a weekly volleyball practice with drills and games. You'll walk away with improved volleyball skills, endurance and understanding of the game. *Credits: PE*

Knitting: Knitters of all levels are invited to join! New knitters will learn basic techniques (cast on, cast off and master the knit stitch) and troubleshooting. Experienced knitters are encouraged to learn new stitch techniques and try more difficult projects. If you've got needles, bring 'em!!

Biotechnology: This seminar will introduce students to the basic computer programming and wet lab skills needed to use CRISPR, a revolutionary gene editing tool!

Art and Activism: This seminar focuses on art as a means of activism. This interactive seminar will include discussion, project time, and mentoring - we would like to share some of our final work with the middle school!

International Cuisine: Each week, students will prepare a dish inspired by a different country or world region.

Cryptography: In this seminar, you will learn about several methods of encoding information in plain text, written notes, letters, images, and much more!

Debate This is a continuation from last Trimester, but new members are welcome. We learn about the structure of a debate and debate current controversial topics.

MG21 Newsletter: Learn the basics of graphic design and putting together a newsletter by helping write and organize our monthly MG21 Newsletter.

Music Production I: In this seminar, you will learn how to create your own “beats” using Logic. You will learn how to record, mix and edit sounds to make appealing music that reflects your style. By the end of class, you will produce your own song (without vocals).

Willow Chair Making: In this seminar you will learn how to build a chair out of willow. Students will harvest their own willow and work in teams to build chairs for our school.

Restorative Practices Training

- **What are Restorative Practices?** At the core, restorative practices are about building and restoring relationships. Restorative practices are based on principles and processes that emphasize the importance of positive relationships as central to (1) building community and (2) repairing relationships when harm has occurred.
- **What do Keepers do at MG21?** Keepers are leaders in helping develop and sustain a strong community at MG21. For example, our keepers often facilitate welcome circles for new students and support circles for students who might be struggling. Keepers also have challenging conversations exploring the impact of racism, sexism, homophobia, classism, etc. on our lives and on our society. These are important and difficult conversations that require courage, vulnerability and compassion. In order to become a Keeper, you'll need to participate in a training with Orion Wells (YWCA staff) and returning MG21 keepers 1-2 days/week (1 hour each day) throughout September. Specific days/times TBD.

BYO Garden Beds: Follow Gene's video directions and build your own raised garden bed and plant some vegetables!

PE: Please select one

PE: Basketball This course will run like a weekly basketball practice with drills and games. You'll walk away with improved basketball skills, endurance and understanding of the game. *Credit:PE*

PE: Learning to Breathe This course follows the Mindfulness curriculum, “Learning to Breathe,” by Jon Kabat-Zinn. We will focus on being present, supporting our emotions, and reducing our stress. *Credit: PE/Wellness*

PE: Running

This is a physical education course that is based upon cross-country style running. We will start off slow, and work each week on improving our breathing and running techniques, endurance, and distance. Students must come with appropriate attire for running (running shoes) and bring a jacket if needed for weather purposes.

Prerequisites: None Credits: PE

PE: Team Sports

This is a physical education course centered around team sports such as basketball, volleyball, softball, ultimate frisbee, flag football, and tank ball/dodgeball among others. The class will involve learning the basic rules and strategy of some of these sports, but the main focus is to be active in a competitive environment through a weekly sport. *Prerequisites: None Credits: PE*

MG21 Middle Campus Curriculum 2019-20

Geography- Students learned how to read maps and made maps of the world around them. We completed the course with a challenge at a corn maze where teams worked together to navigate and complete the maze.

Identity/Multimedia Storytelling- In this course, students used multimedia, including video, audio, writing, art, or a combination of these media to share information. We began with an exploration of our own communication and personality styles and use what we learn to make school policy changes happen in Story for All. Then we moved on to study our lives' connection to culture, family, and storytelling.

Story For All-Storytelling and Action

Project Goals: Elevate youth voices

- Increase Literacy skills
- Writing skills
- Public speaking skills
- Ability to complete assignments
- Comprehension and Reflection skills
- Design thinking and creative expression skills
- Increase Collaboration
- Ability to work as a team
- Active listening
- Ability to take input and refine accordingly
- Meet individual goals as well as team goals
- Increase confidence and self-esteem
- Increase empathy
- Increase feelings of connection with peers, adults, community, school leadership
- Increase feelings of autonomy

You Are What You Eat- In this course, students used critical thinking skills to understand how the food we eat affects our bodies, our culture, and the planet itself. To do this, they conducted mini research projects to share what they learned, explored the connection between technology and food science, and interviewed others about their experience with food. Throughout the course, students took many opportunities for hands-on learning, including starting their own gardens from kitchen scraps, cooking meals for their family, and choosing a final project that piqued their interest as an eater.

Ecosystems

This course explored two of the primary ecosystems in Wisconsin; prairies and wetlands. Students learned the basics of how an ecosystem operates and applied those ideas to both types of ecosystems. This class culminated in students making a plan to restore prairie on our school campus.

The Elements

In this course, students got to know the world of subatomic particles. They participated in lab experiences that explored the properties of various elements, how elements interact with each other, and why we organize the elements the way we do. All participants were also challenged to get creative as we created models of atoms, bonds, state changes, and chemical reactions using various media.

The End of the World

In this course, students looked at major mass extinctions and used them to understand the cyclical nature of life on our planet. Students learned about the impacts of humans on our planet, as well as trends in weather

and other natural events. Students thought creatively about “the end of the world” by both designing solutions to problems we currently face, as well as by creating a science fiction version of the possible apocalypse.

Genius Hour

Students worked with a guiding advisor to design their own projects and carry out these projects, on topics of interest to them.

DEAR/Read Aloud

Students had time each day for independent reading and discussions about reading with peers and advisors.

Math

Students worked on ALEKS to practice math skills, and engaged in weekly inquiry-based experiences using math skills, such as mapping out a soccer field, designing with tiles, and baking.

SEL-Character Strong/ Walking Your Path

This course gives new students the opportunity to learn about the philosophy and culture of MG21. It is intended to help students get the most out of their experience here. As a class, we’ll explore and help you better understand four key tenets of MG21’s school model:

- Take charge of your education
- Understand yourself and your role in the community.

CharacterStrong is a character education & social-emotional learning (SEL) curriculum and professional development company to create positive habits.

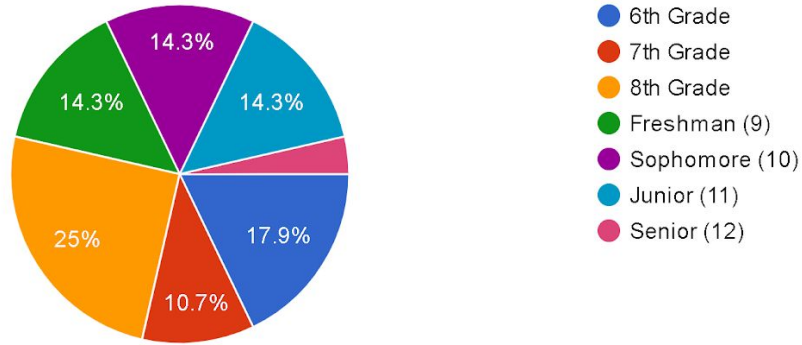
Addendum #3: Parent Survey

Parent Survey Summary 2019-20 (28 Respondents out of 64)

School Climate

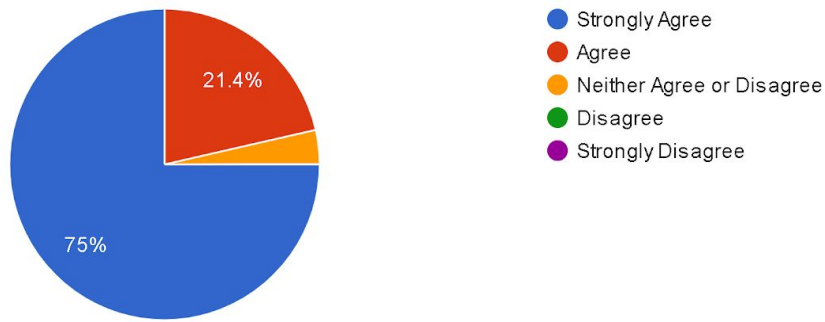
What grade is your student currently in? (for the 2019-20 school year)

28 responses



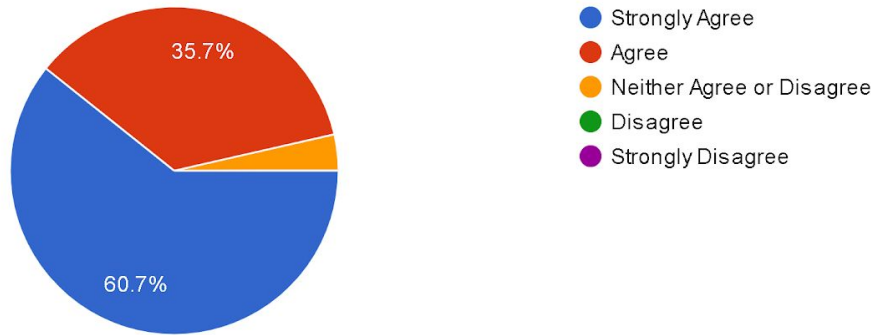
MG21 has created a school climate that is welcoming and respectful.

28 responses



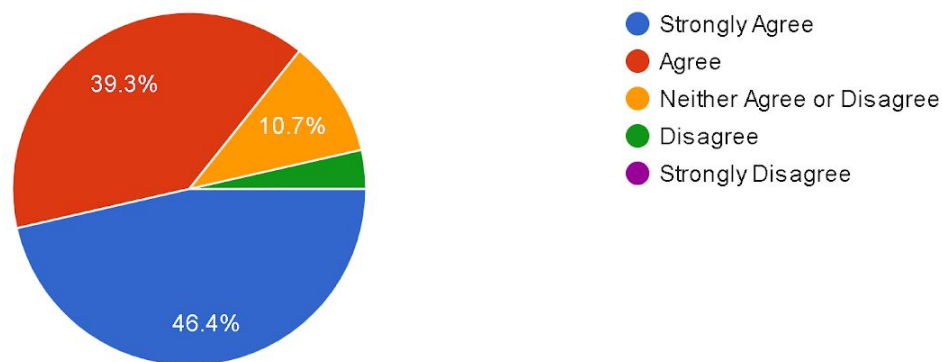
My student feels safe and comfortable at MG21.

28 responses



My student enjoys coming to school.

28 responses



Comments on School Climate

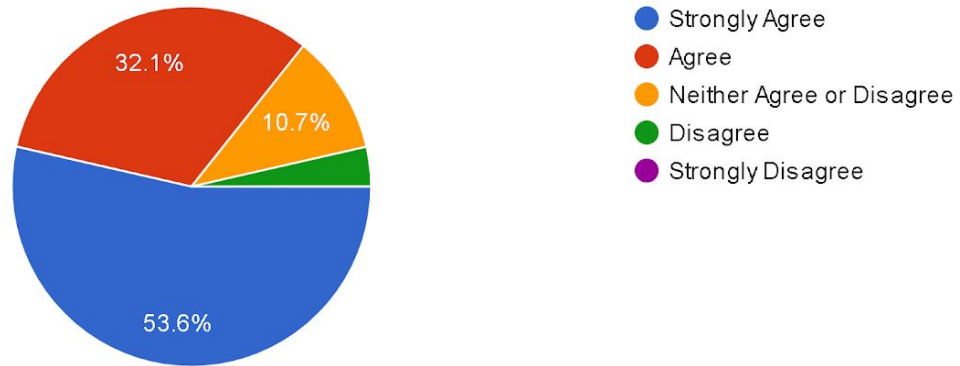
1. Keep up the good work of creating such a comfortable learning environment. All the little things add up — special lighting, comfortable furniture and welcoming staff and students are to name just a few things.
2. The teachers did a great job fostering a welcoming atmosphere.
3. Great job!
4. As parents we feel detached, we'd like to know other students and/or parents at least by name or face.
5. The 2019-2020 School Year was the 1st year (in 10 yrs) our son felt at ease / belonged.
6. Our student started learning again after years of not learning, being bullied by students and ignored by teachers. He was always stressed, anxious and exhausted when he got home from school. Now he is confident, learning and so proud!!!!!!
7. I think resources seemed spread thin with opening the middle school. I believe support for high school students would have been different, and hope it will be different next year. I am hoping that there are lots of service projects for students to get involved with next year. Also wish that there was a better relationship with MG for extra-curricular activities. But the fear of going over there might ease with age.
8. Very impressed with the curriculum and the dedicated of staff
9. The teachers really want the kids to succeed and Jess Frain is wonderfully supportive.
10. I answered disagree to the above question because my kid does not like attending school in general, it wasn't a reflection of the school.

11. You made him like school. Well done
12. I think the teachers make a point to relate and engage with each student
13. The main concern I have is that my student has been exposed to several incidents during the year, such as bullying and harassment, that they and I felt were not handled to their satisfaction. I believe that these incidents could not have been prevented, but the follow-up with parents and students could have been better.
14. I really appreciate everything that you all do for the students. Thank you.

Student Growth:

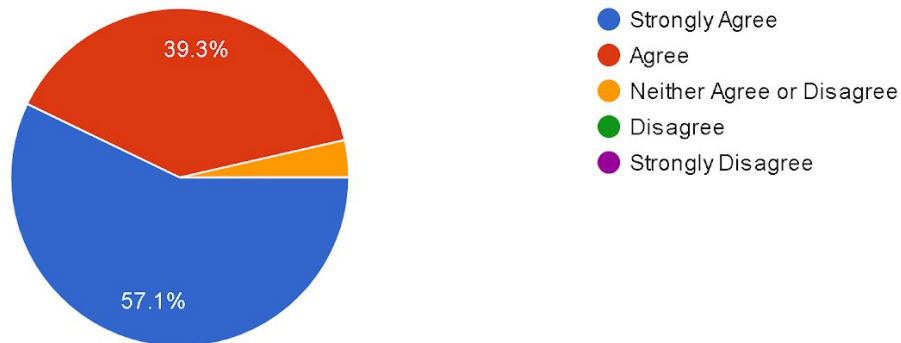
My student's attendance at MG21 has improved their sense of self confidence.

28 responses



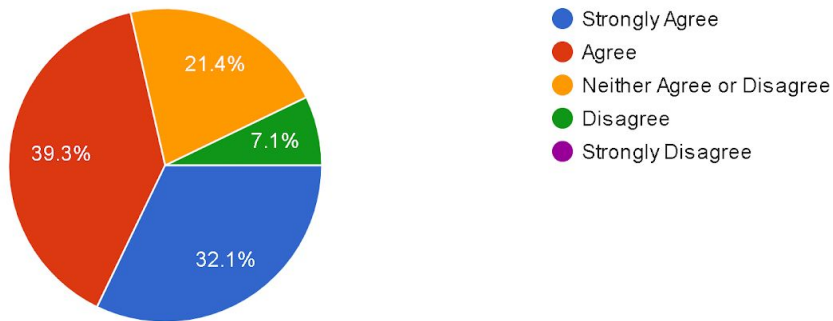
MG21 has provided the tools and support for my student to grow socially and emotionally.

28 responses



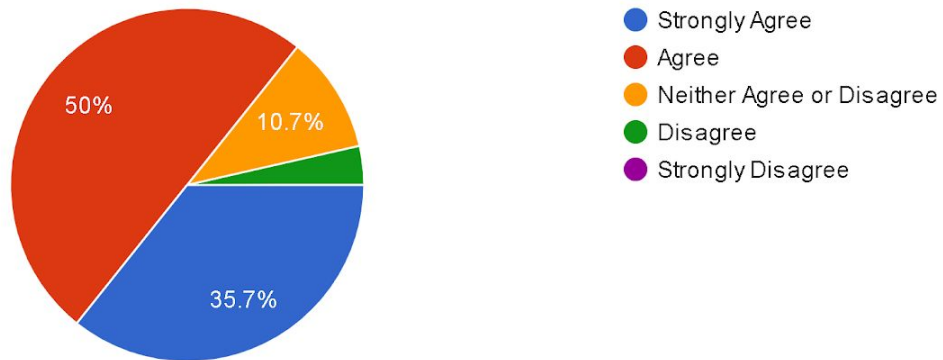
My student's attendance at MG21 has improved their sense of taking responsibility for their choices.

28 responses



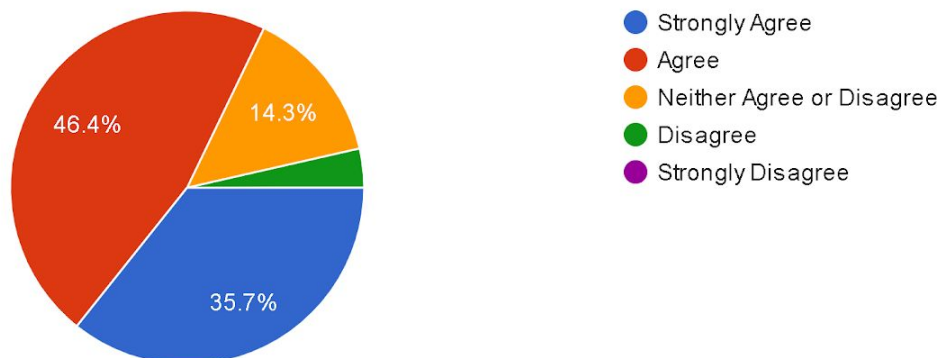
My student's attendance at MG21 has improved their hope and vision for the future.

28 responses



My student's attendance at MG21 has improved their ability to interact positively with family and peers.

28 responses



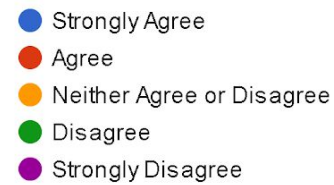
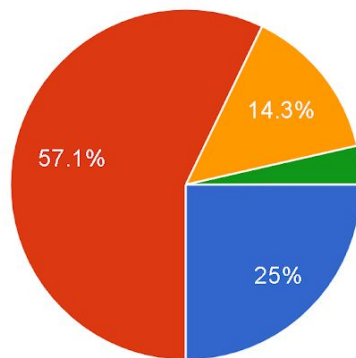
Comments on Student Growth

1. Our student has continued on the same trajectory- he's very motivated and responsible so many of these qualifiers are in line with that trajectory.
2. The MG21 Community has welcomed our son and allowed him to freely express himself.
3. Our student's confidence and ability to organize projects has improved. She has shared that she really enjoys the non-traditional learning approach.
4. She's my first and only child, so I have nothing to compare except myself. Overall, I think she's done very well at MG21, given the difficulty of the teenage years.
5. I would like to see more improvement in my student's procrastination tendencies and planning deficiencies.

Academics

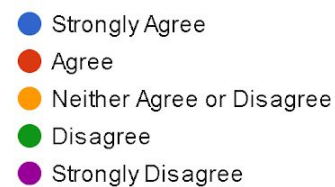
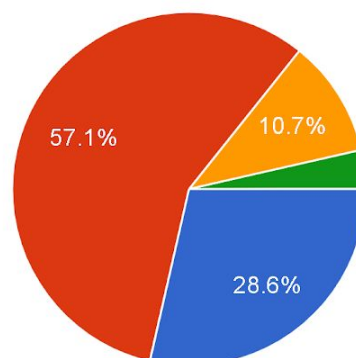
MG21 has met my student's academic needs.

28 responses



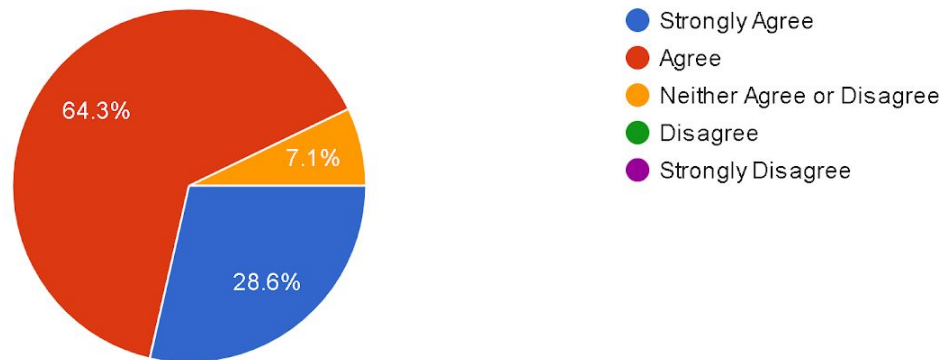
The curriculum challenges my student.

28 responses



The academic program at MG21 has provided my student with the basic knowledge and skills they will need to be successful.

28 responses



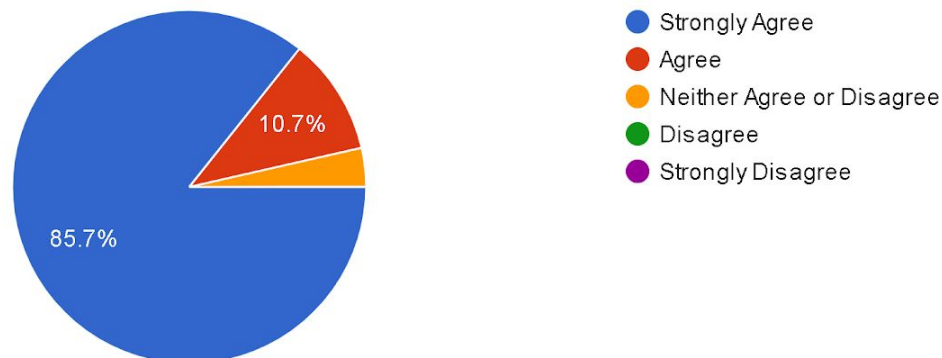
Comments on Academics:

1. My son was not focused or organized enough to follow through with his projects in PBL. He would be initially very enthusiastic about his topic. However, it would soon unravel and the end product was either undone or very poor quality. He enjoyed school more and felt part of the community which was our main goal. However, I feel that there had to be a sacrifice in rigor in order to establish that safe environment for the new school.
2. Math has been the recurring issue. Everything else is superb.
3. We look forward to watching our son's PBL growth over the next few years.
4. I wish there was a way to teach self motivation:-)
5. Because this is our first year, I feel there is still an "unknown" factor to meeting my student's academic needs. I think next year will be more telling.
6. Our student has struggled with anxiety and I think that interferes at times with her focus on academics. Being at MG21 is really helping her move beyond her anxiety, opening up more ability to focus on academics and her goal of going to college. She is very bright and I do think that she could be more challenged but there is a fine balance because she can also become overwhelmed by anxiety making her shut down. I think this is where she comes in, knowing herself and being able to set her goals and how to best accomplish them and challenge herself.

Teaching Staff

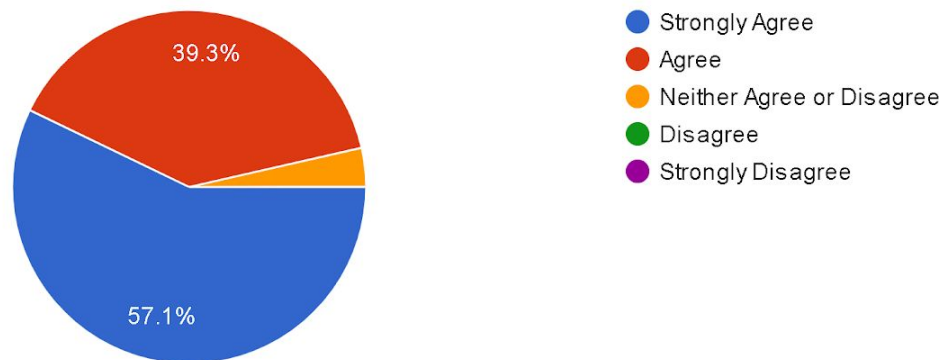
The teachers at MG21 are knowledgeable.

28 responses



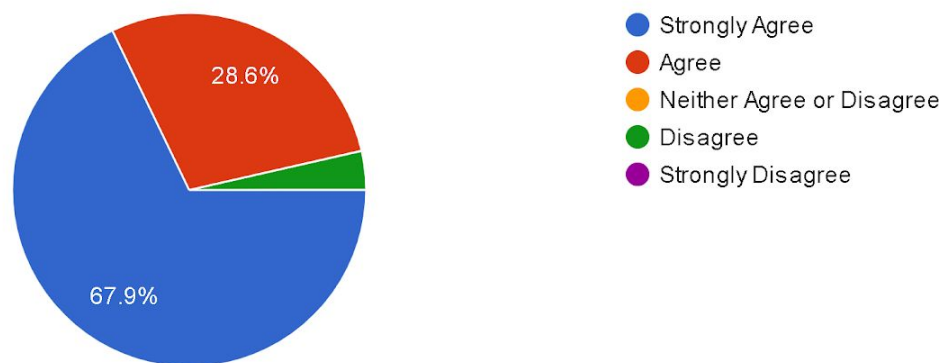
The teachers at MG21 are effective in their teaching methods.

28 responses



The teachers at MG21 are professional in their interactions with students.

28 responses



Comments about Teaching Staff:

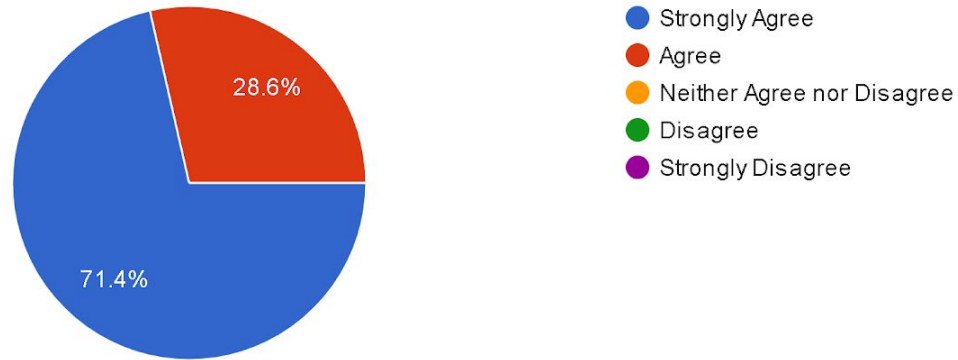
1. They have made relationship building a priority which is paramount especially at MG21.
2. Definitely the cornerstone of MG21; caring, kind, talented, personable teachers.
3. Part of being detached...we hear stories and see how some methods may be less effective. Different teachers appear to have variable expectations/work load that influences student participation.
4. There should be a math teacher. Online curriculum and youtube videos have been insufficient; it is quite a disservice to students to let quality math education be optional. Students without a good math teacher will not overcome their math struggles or challenges easily. We were unaware for a long time that math was such a source of frustration at school.
5. Teachers need to have control of all students' behavior.
6. MG21 Staff are 100% committed to this community. We feel blessed to have them in our lives. The Staff have become such a huge part of our son's life; he feels comfortable opening up and talking directly with Staff (this was not the case prior to MG21).
7. Again - I think staff was spread thin this year and the academic support fell to the side at times because support staff was down at the middle school. I hope this changes this year.
8. Teachers are excellent and always striving to see my son as an individual, top notch staff, all

9. I really appreciate all the staff, and I recognize how hard it is to work with teenagers. Kudos to all of you!
10. I feel the teachers are very passionate about their work and that shows. I also think that these metrics are difficult to assess at this point, due to the crazy school year.
11. I so appreciate the kindness, warmth and support the teachers share with their students.

Communication

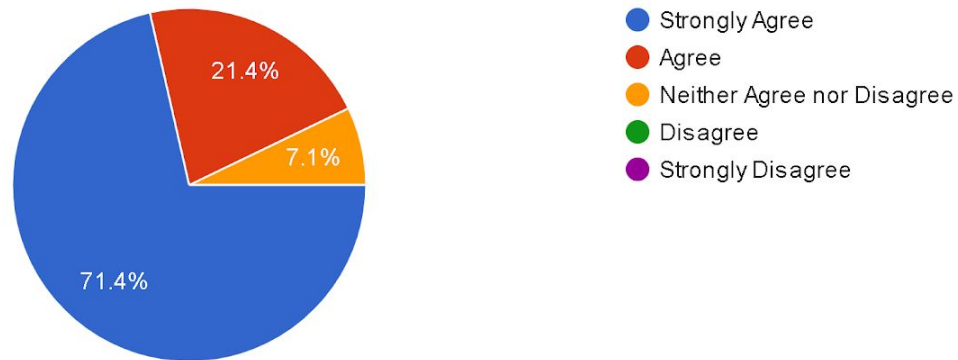
I understand the philosophy/mission/vision of MG21.

28 responses



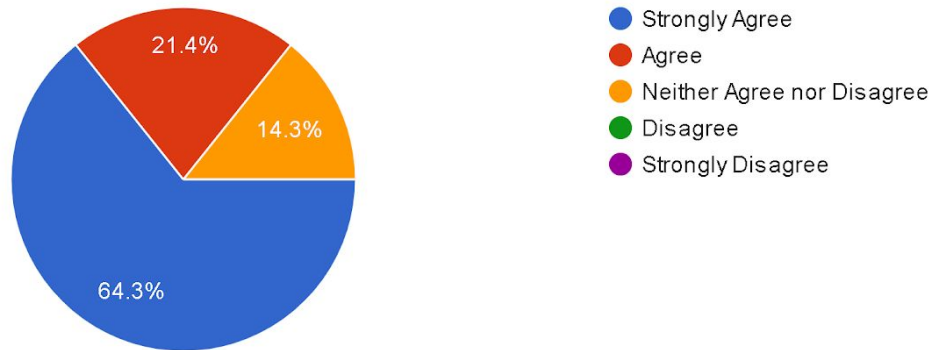
My concerns and feedback are valued and acknowledged by the staff of MG21.

28 responses



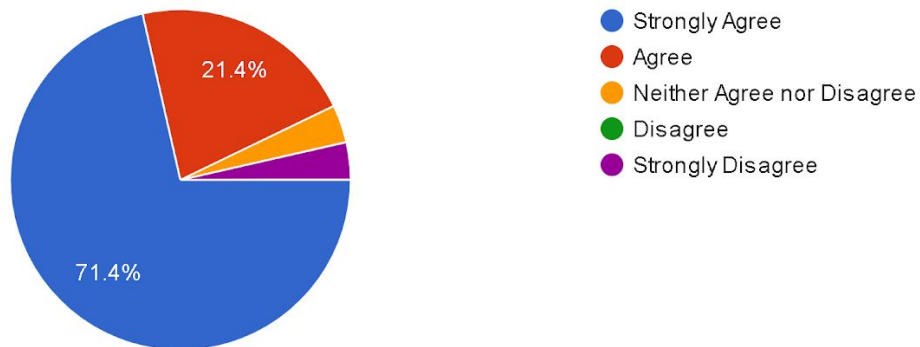
The communication between teachers and parents is good.

28 responses



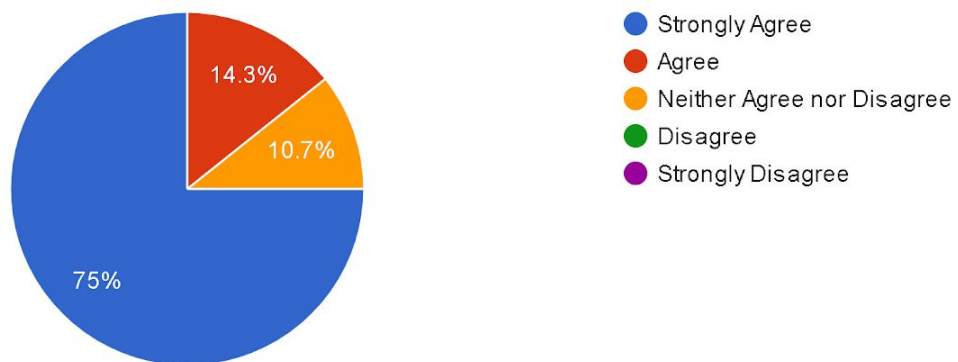
The communication between teachers and students is good.

28 responses



Students and parents have sufficient access to teachers and the school.

28 responses



Comments about Communication

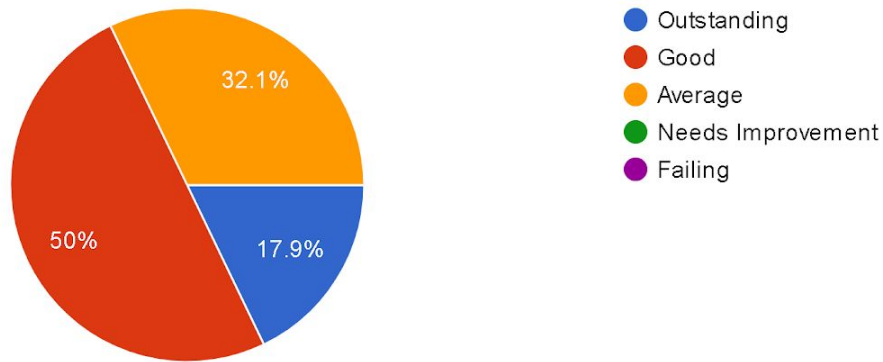
1. Emailing with Ian has been great- succinct and prompt and helpful. I know some things were canceled this spring but we'd have liked to have a little more time to know the teachers and students from the beginning.

2. Student outbursts are very disruptive to classroom learning.
3. Thank you for always making time for us AND for your outside the box thinking.
4. The teachers are great to keep up with the good not just the bad, schools in the past only called if the student did bad, wrong, or problems. They call to check in with all factors of the student.
5. The staff is professional, caring and passionate about what they do
6. I have appreciated the zoom parent forums.
7. All the staff at MG21 are doing a great job. For me, I like a lot of communication in order to plan ahead, and I felt that could have been better. For example, early knowledge of field work, classroom necessities, or events that relies on student-parent communication only did not work well for us.

Student Preparation for the Future

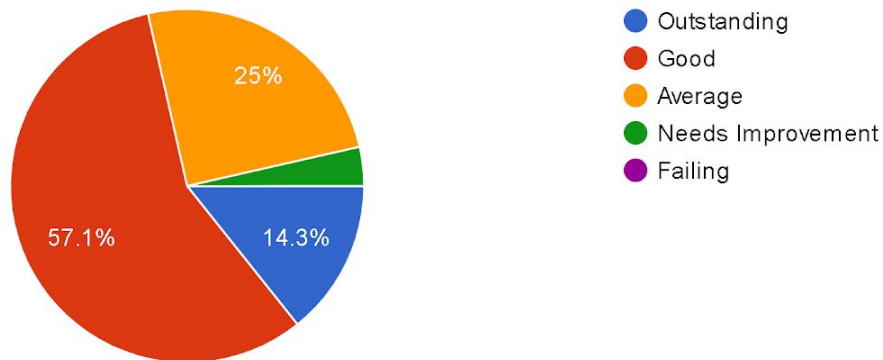
How well is MG21 preparing your student for the future with their **READING** skills?

28 responses



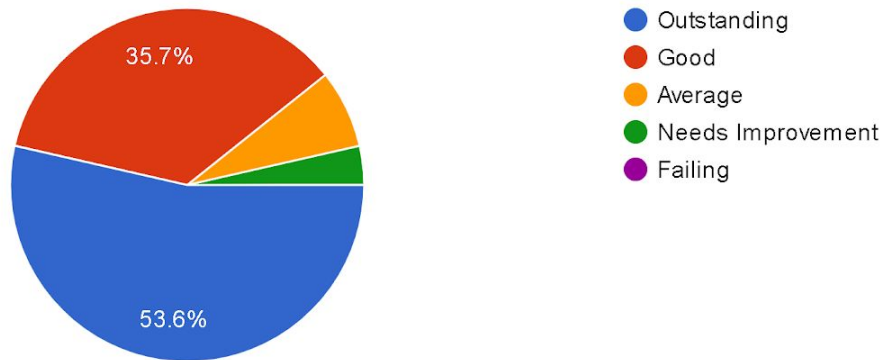
How well is MG21 preparing your student for the future with their **WRITING** skills?

28 responses



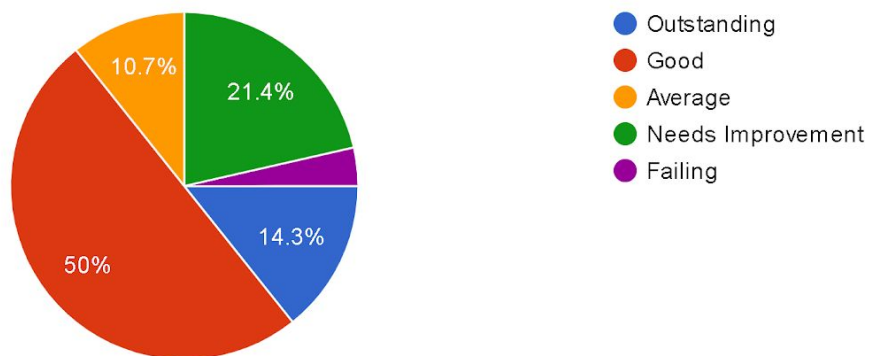
How well is MG21 preparing your student for the future with their THINKING skills?

28 responses



How well is MG21 preparing your student for the future with their MATH skills?

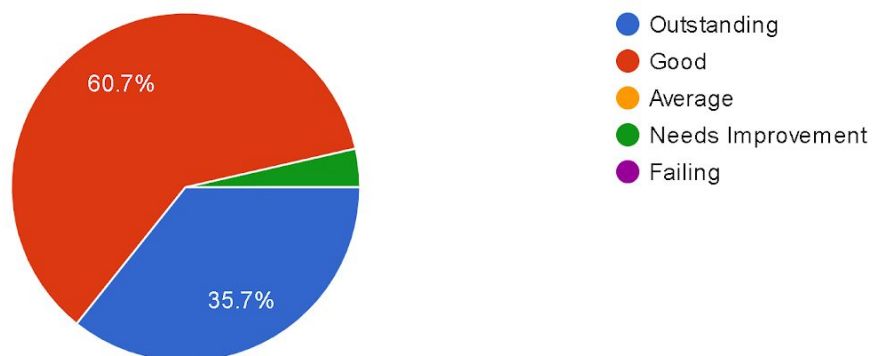
28 responses



Comments

How well is MG21 preparing your student for the future with their ABILITY TO COLLABORATE?

28 responses

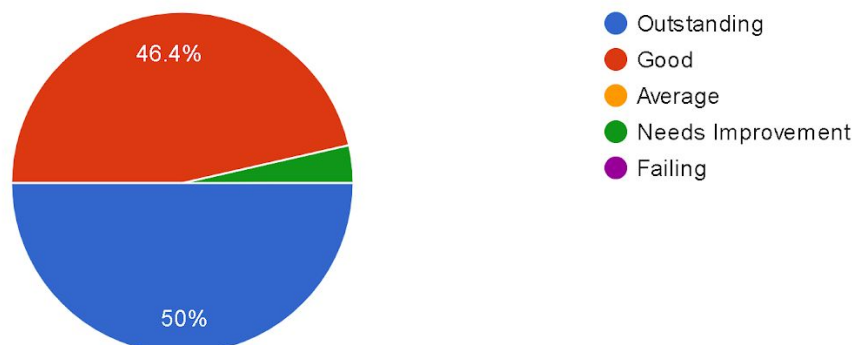


Comments on Student Prep for the Future:

1. My answers seem to contradict how much I value MG21 and my son's experience. Actually, the "average" and "good" ratings are more a reflection of my son's ambition and drive. I'm worried he will not have the foundational knowledge and organizational skills necessary for independent learning at a college or university.
2. We are very pleased overall! Some of these may be "outstanding" but we don't know enough to make that claim. Math is the foundation of preparing for the engineering future he's interested in. We will manage his math education much more closely.
3. I think I wish the curriculum was more challenging. We have to pay for a math tutor to bring our student up to grade level. Started at beginning 6th grade level, after 6 mo is at beginning 7th level.
4. MG21 Staff encourage and embrace "outside the box" problem solving / strategies / and views. They have opened our son's eyes in ways we've not seen before. They help guide our son for his future based on his voice, his opinions, his thoughts. They offer encouragement and support in a non-fake non-judgmental way.
5. It may be that I have high standards, but I have definitely seen a decrease in my student's amount of reading and writing. Math didn't seem like too much of a challenge, so I wonder if my child did enough.
6. We feel supported that if our student is wanting to focus on a certain area that you will help her find resources. When she expressed an interest in wanting to prepare more for the ACT, we really appreciate that you helped her sign up for a summer class.

How would you rate your student's overall experience at MG21?

28 responses



Comments about Overall Experience:

1. Even though I'm worried that he is losing ground academically, experiencing a happy, successful, safe school year was our main goal for this year. His mental health was the priority. I am so thankful to MG21 for providing his 2nd successful academic year thus far. Thank you from the bottom of my heart.
2. We love MG21! Ian's advisory epitomizes a healthy and rewarding high school education/experience. Some consistent foreign language offering would be a great addition to such a well-rounded education.
3. I love the sense of community, I believe it was the right choice for our student, but needs more challenging curriculum.
4. MG21 has been an amazing place of education for my child and we are greatly looking forward to moving into the high school in the fall.
5. Fantastic educators who are creative and care so deeply for the students.
6. Thank you for your continued support, encouragement and most importantly thank you for being you!
7. I would be Very Concerned if he wasn't at MG21. This is Outstanding for him. Thank You MG21!!
8. He's changed 180 degrees for the better, the students are very caring and the teachers and staff really try to make it interesting and fun for him to learn

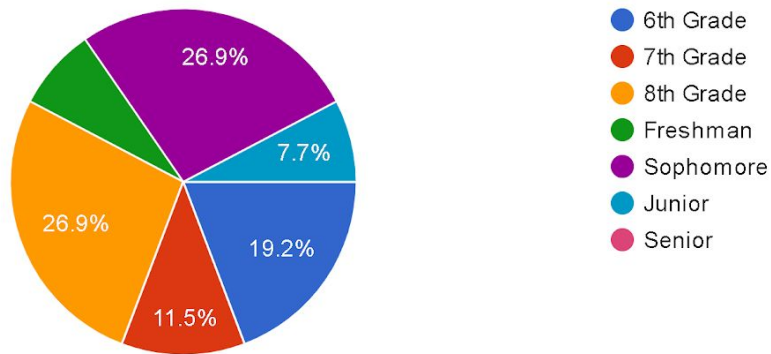
9. Love it
10. I wish we'd started sooner. I'm sure she does too.
11. My student has really enjoyed their time at MG21 this year. I think it will become an excellent experience once my child finds their footing with PBL and a process to achieve more than the minimum required.
12. We are so grateful that our student goes to MG21. This has been such a great environment and the right kind of support she needed to move forward. Thank you.

Addendum #4: Student Survey

Student Survey Summary 2019-20 (26 Respondents out of 64)

What grade are you currently in?

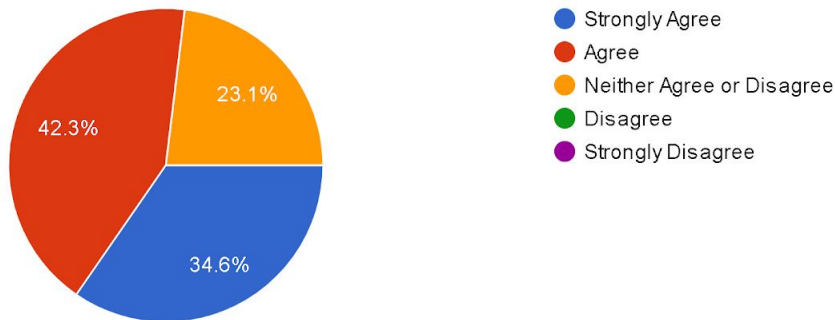
26 responses



School Climate

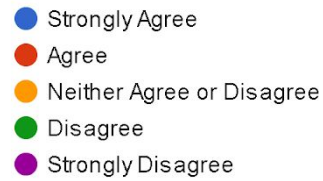
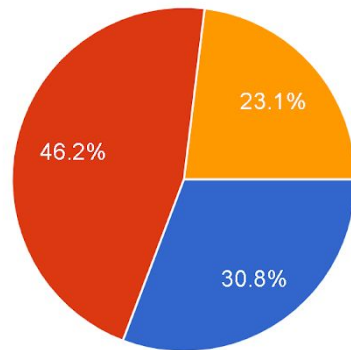
MG21 has created a school climate that is welcoming and respectful.

26 responses



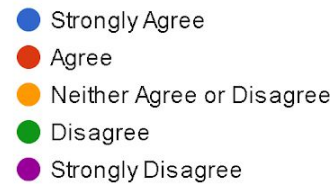
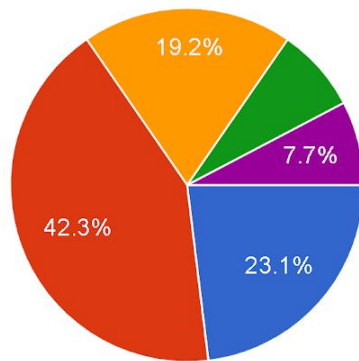
I feel safe and comfortable at MG21.

26 responses



I enjoy coming to school.

26 responses



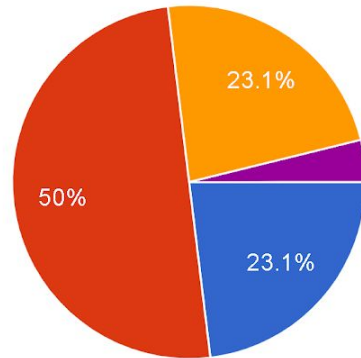
Comments on Climate:

1. When someone reports a bully do something, please give highschoolers more freedom like in previous years.
2. I love it, it's my second family!
3. It's very unorganized, and we need bigger incentives for meaningful projects. That second one is a big one.
4. The upper campus this year has been groupy I think im not sure how else to describe it but there's like more friend groups then there was last year when I came for a day.
5. Not enough focus on Seminars this year, the seminars were alright but felt rushed sometimes. I felt like there needs to be a specific time where we all come up with meaningful seminars. and discuss them with the whole school.
6. Sometimes I feel like we are not taught like a real project school.
7. It is a good school, but I have social anxiety and it is hard for me

Student Growth

MG21 has provided the tools and support for me to grow socially and emotionally.

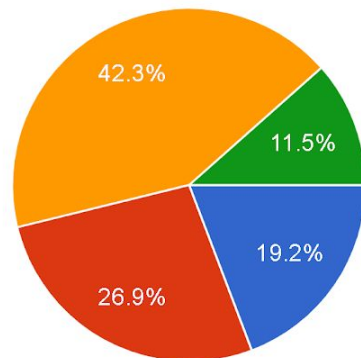
26 responses



- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

Since attending MG21 I have greater self-confidence.

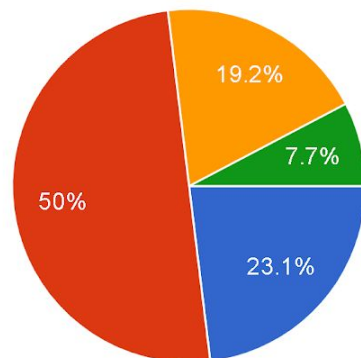
26 responses



- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

Since attending MG21 I take greater responsibility for my education.

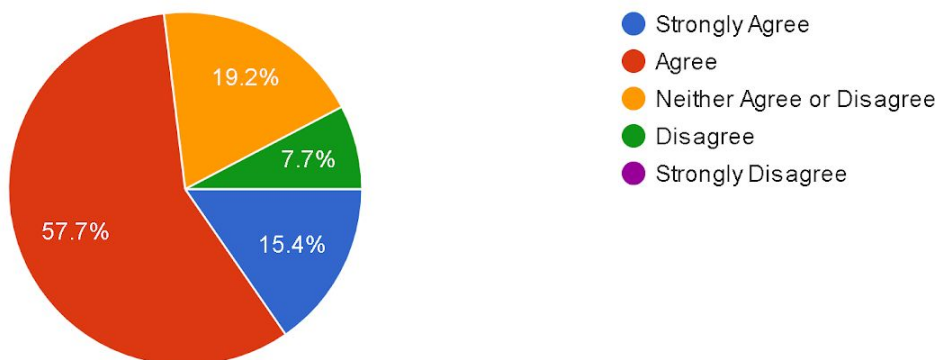
26 responses



- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

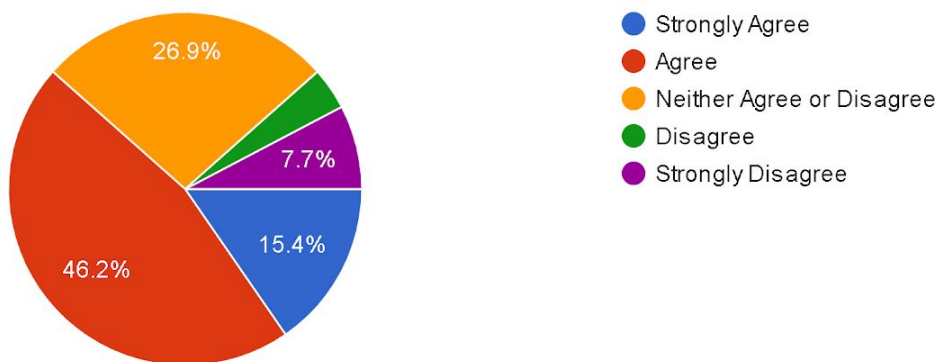
Since attending MG21 I take greater responsibility for my choices.

26 responses



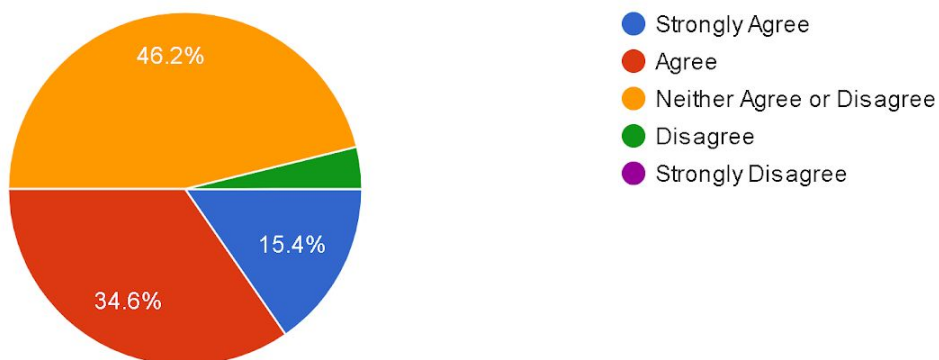
Since attending MG21 I have more hope and a vision for the future.

26 responses



Since attending MG21 I am able to interact more positively with family and peers.

26 responses



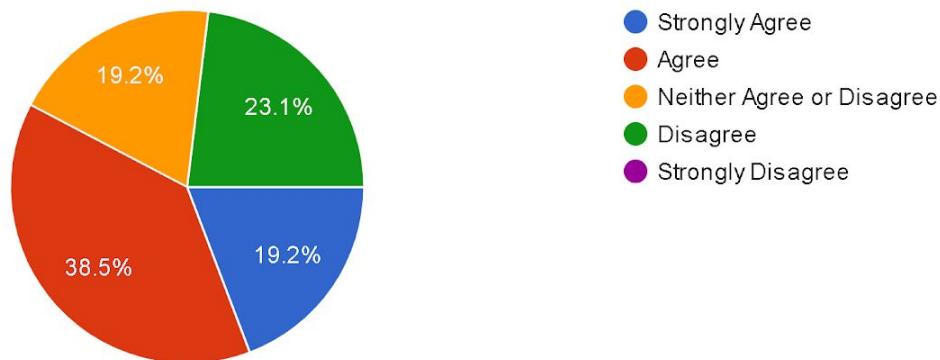
Comments on Student Growth

1. I said disagree for the self confidence and i feel like that makes it seem like its mg21s fault when it's not so it made me feel bad sorry
2. I felt very unsupported by staff.
3. MG21 NEEDS, KEYWORD NEEDS, more teachers. We need people of the community to be intertwined with the education more than we already have. As I've said before, it's imperative that we find more adults to teach kids. They don't have to be full time teachers or anything like that, just seminars that are meaningful. Not just classes to fill up space. Each seminar needs a full proof plan, everytime.
4. There's no way to create a perfect social environment in a school. I feel like maybe there should be more students? Some people will disagree though. I just felt like after a few months of knowing everyone friend groups form and basically don't go away. It's hard to meet anyone new or try something new with different people after a few months. This could seem unimportant but I think it definitely plays a role when doing PBL projects. It can make it harder to do something new or find groups to do projects with.

Academics

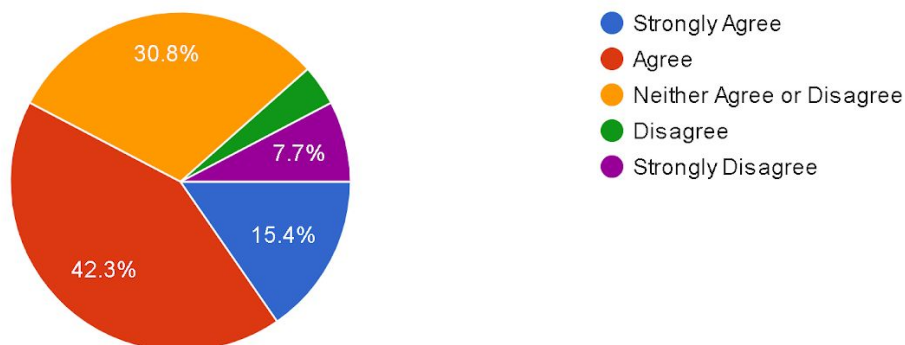
MG21 has met my academic needs.

26 responses



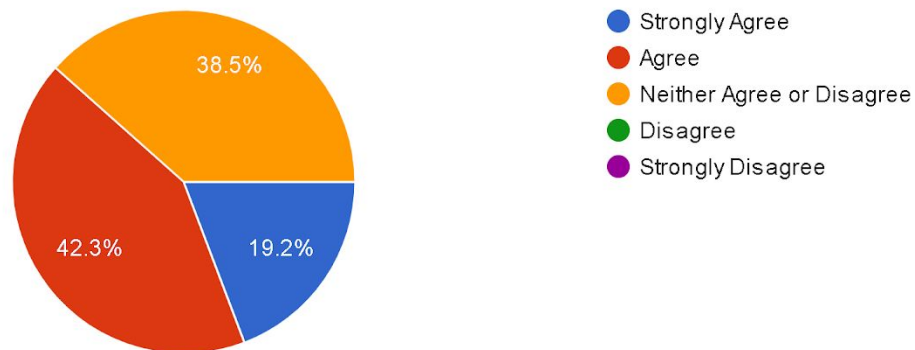
The curriculum challenges me.

26 responses



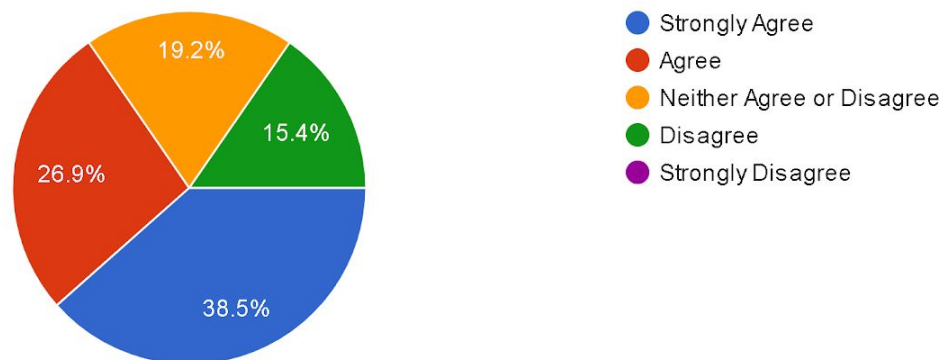
The academic program at MG21 has provided me with the basic knowledge and skills I will need to be successful.

26 responses



I find the Project-Based Learning portion of the program to be engaging.

26 responses



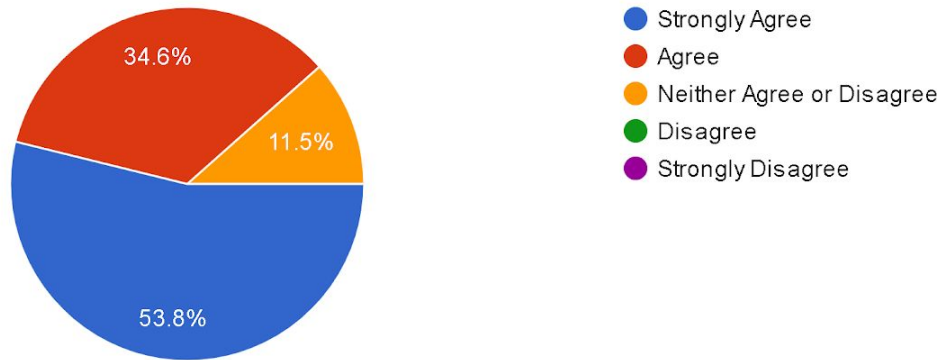
Comments on Academics

1. MG21 curriculum is very easy. The only class that made me think was Gene's, road to Indian country, and, the second, and third class he did. I will take Gene's class every single year I can, just because he is the only teacher that challenges my head. Most, if not all work done at MG21 seems to be filler work. I strongly disagree with that concept. We need classes that are real, and vibrant. Classes that make the students talk and think on their own. This is the real way MG21 is gonna have leverage over funds, and reputation. We need to pump out thinkers.
2. Seminars need improvement.
3. I feel that we need to have personalized academics.

Teaching Staff

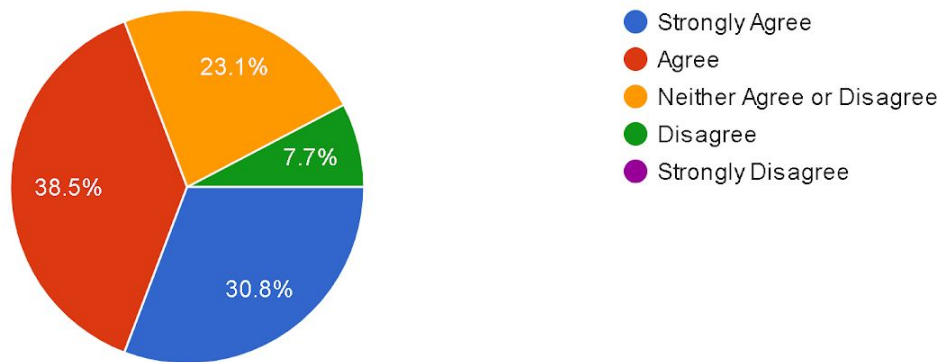
The teachers at MG21 are knowledgeable.

26 responses



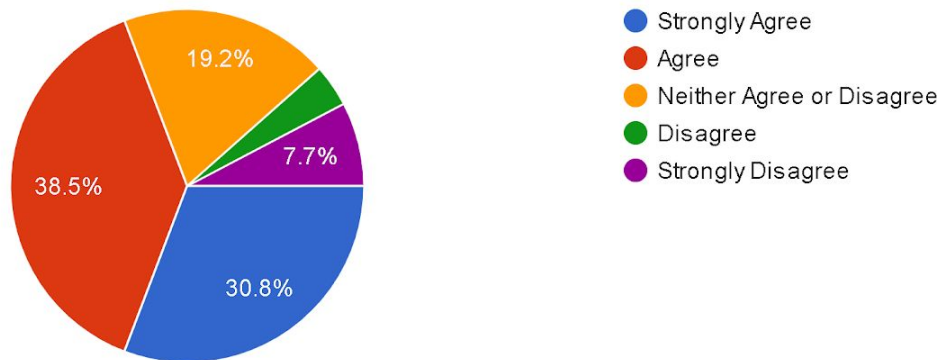
The teachers at MG21 are effective in their teaching methods.

26 responses



The teachers at MG21 are professional in their interactions with students.

26 responses



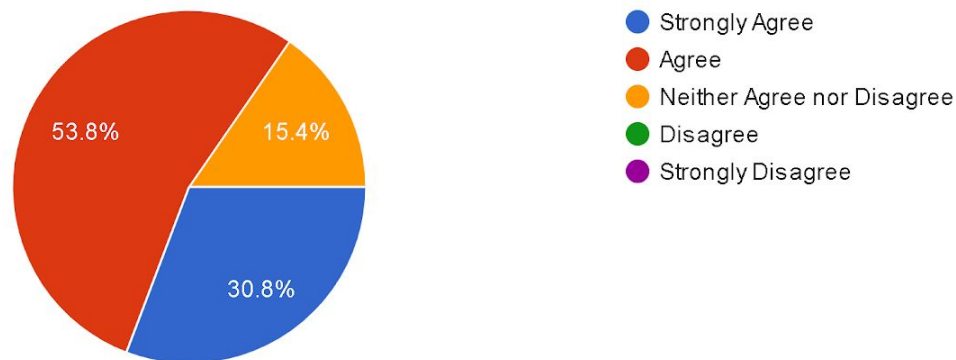
Comments on Teaching Staff:

1. I don't want "professional" teachers, and that's why kids love gene. He is relatable. He can connect with kids, and then get them to think. Also, the teachers are not good at getting the curriculum to the kids because they teach things that are boring, and they teach the same classes each year. Playwriting is a great example, but there needs to be play in the class. Instead of only writing a play, I need to be able to write a play, maybe a fiction novel, just a story. Storytelling. Besides, this is supposed to be a choice of your own path school anyway. I need the option, just as much as others. And I promise the results of effort, and engagement will increase with more options.
2. Most teachers are qualified in all areas except math. Not all teaching methods have been effective.
3. They are nice 🙌

Communication

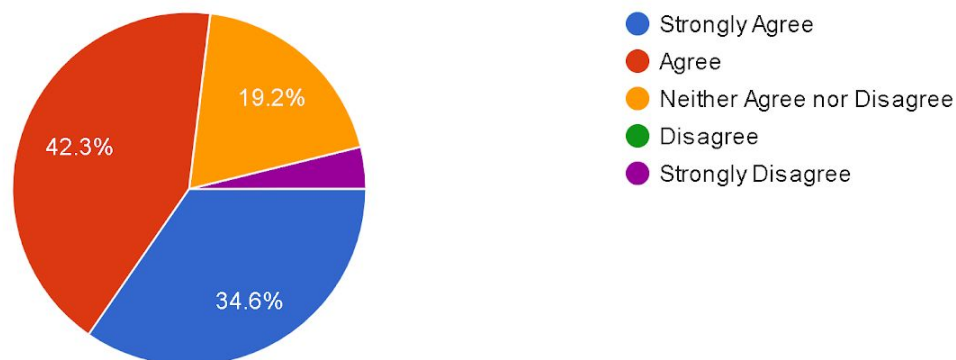
I understand the philosophy/mission/vision of MG21.

26 responses



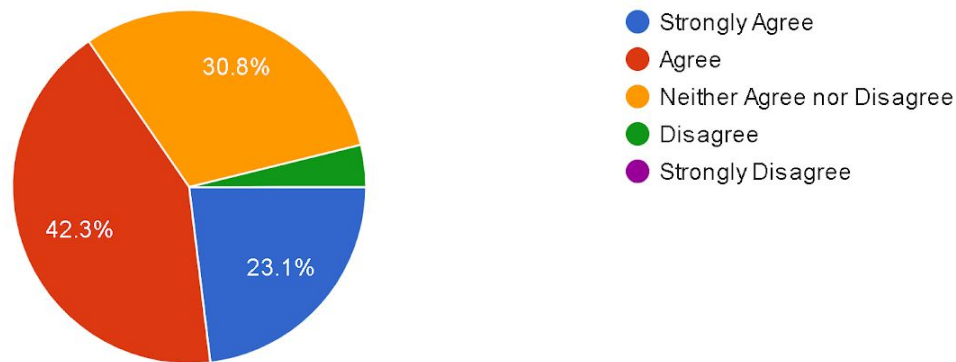
My concerns and feedback are valued and acknowledged by the staff of MG21.

26 responses



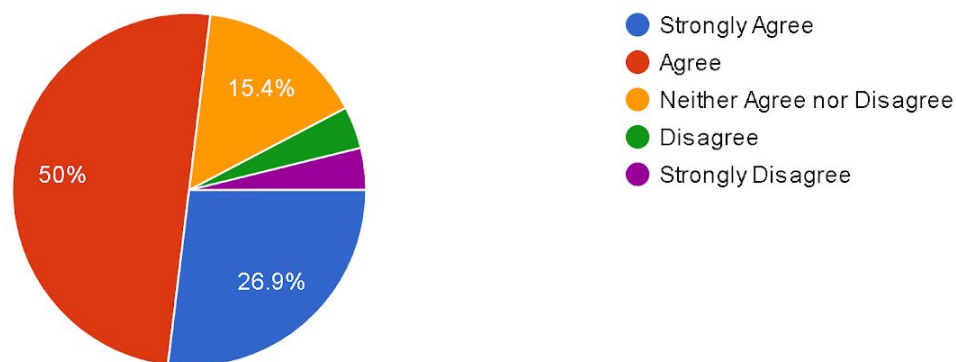
The communication between teachers and students is good.

26 responses



Students and parents have sufficient access to teachers and the school.

26 responses



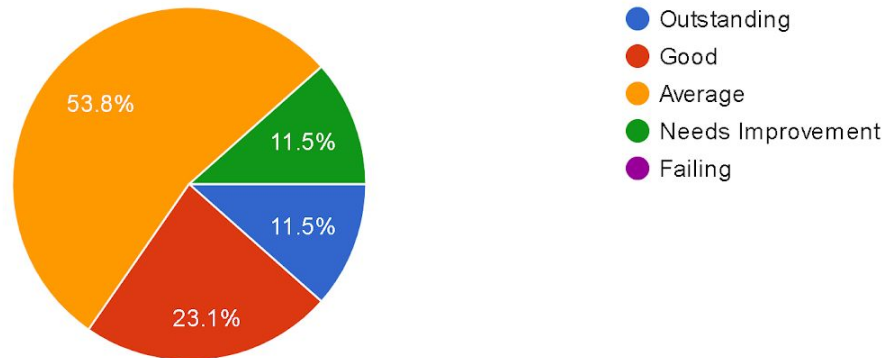
Comments about Communication:

1. Understanding something doesn't mean you have to care about it
2. I felt student and teacher communication was lacking a bit this year because the power dynamic shifted and it felt a lot more like being told what to do rather than being able to make your own choices.
3. Once again, the teachers are spread out way too thin. Less meetings on their part, more doing with kids, and themselves. I want to see teachers and students designing a TIC class together. Obviously the teacher has a good amount of say, but it's like the government. The major population needs to understand that they have a voice to change things.
4. Student feedback is valued most of the time but sometimes it feels like that nothing happens after town hall discussions. I also feel like certain aspects of seminars are limited, there were zero musician seminars this year that were genuinely good and high quality. It felt like a waste of time when I was in the music production class.
5. When I said disagree I meant it in a good way.

Student Preparation for the Future

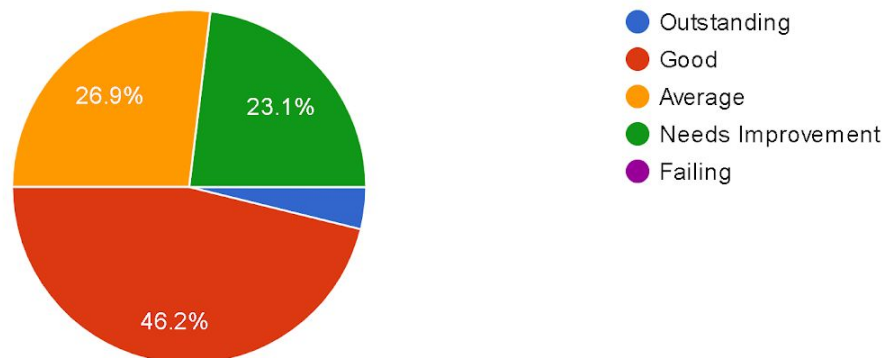
How well is MG21 preparing you for the future with your **READING** skills?

26 responses



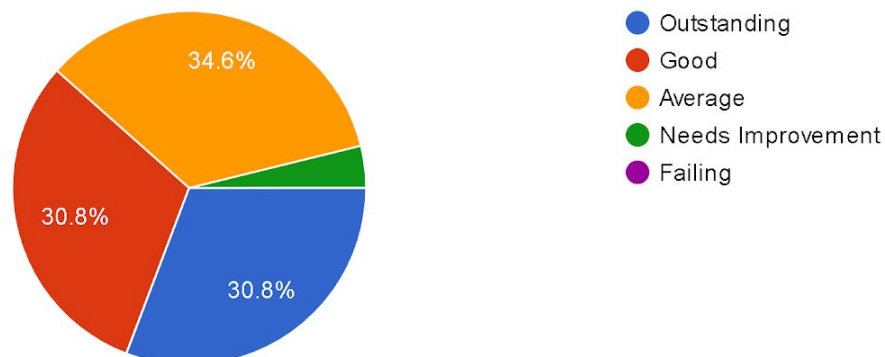
How well is MG21 preparing you for the future with your **WRITING** skills?

26 responses



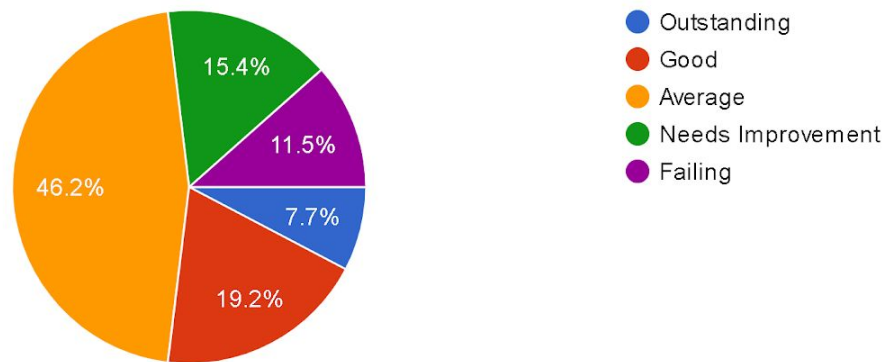
How well is MG21 preparing you for the future with your **THINKING** skills?

26 responses



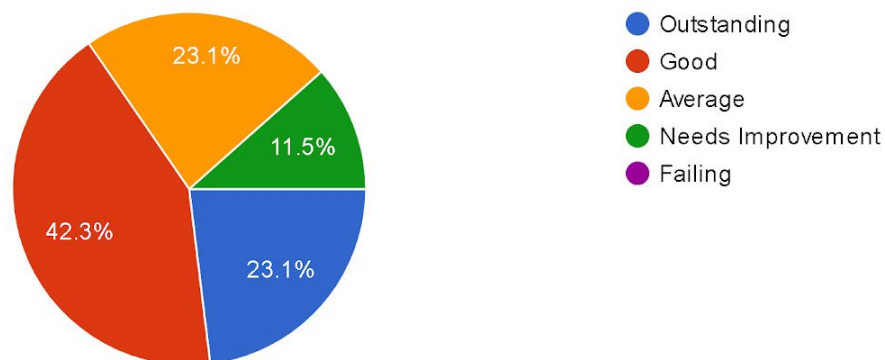
How well is MG21 preparing you for the future with your MATH skills?

26 responses



How well is MG21 preparing you for the future with your ABILITY TO COLLABORATE?

26 responses



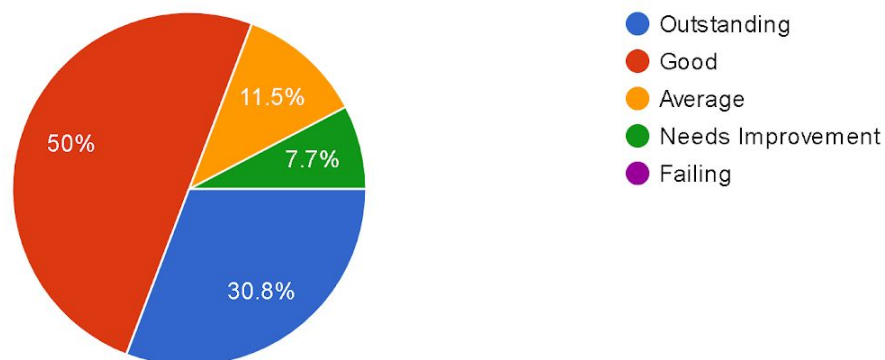
Comments about Student Prep for the Future

1. You guys are doing great <3
2. Math, as you already know, is not good. And we need to change this ASAP. There is so many ways to teach math. We should have an electric class. That class could BE HALF MATH. I know from experience. (I don't want to spend my time teaching, when I'm the student. MY time for teaching others is in the future when I've gained the knowledge I desire. I need you, the teachers to teach me and the kids. So I can do a good job at what my job is, learning.)
3. Math is not good at all, there NEEDS to be a math class or a teacher who specializes in math.
4. I am allowed to make comics during reading and that is really good for me.

Overall Experience at MG21

How would you rate your overall experience at MG21?

26 responses



Comments about Overall Experience:

1. I'm so grateful to be in this school
2. It's been really good bonding with the teachers and doing my own projects. The community is overall pretty good. Much stronger than MG, but I'd like to move past comparing our school to them. It's different and it doesn't move us forward. My experience overall has been amazing and I'm looking forward to being back in school next year (hopefully.)