

Monona Grove Liberal Arts
Charter School for the 21st Century



**Annual Accountability Report
for the Year 2023-24**

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

*“Choose your path. Know your path.
Walk your path.”*

Presented December 11, 2024



Upper and Middle Campus at the Ice Age Trail's seed collecting at SwampLover's Preserve -September 2023



Middle Campus Outdoor Education at Aldo Leopold Nature Center

Monona Grove Liberal Arts Charter School for the 21st Century

MG21 Mission

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

MG21 Pillars

- 1. *Educate the whole person:*** To educate the whole person and help students learn and discover the path they are walking.
- 2. *Rigorous academic skills and social-emotional growth:*** To foster students' academic (writing, thinking, reading, math, discussion), 21st century skills, and social-emotional skills in order for them to be successful in school and after graduation.
- 3. *Project-based inquiry:*** To facilitate authentic learning experiences anchored by student-generated projects.
- 4. *Build and connect with community:*** To have students recognize their moral obligation to themselves, their peers and their community (school and larger).

MG21 Governance Board Members

Tom Stolper (President)
Toni Gadke (Vice President)
Sandy Homburg (Treasurer)
Elizabeth Wheeler (Secretary)
Shenn Baker Wainwright (Alumni Rep)
Ryan Claringbole (Community At-Large Rep)
Sue Carr (Community At-Large Rep)
Michael Schnell (Student Rep)

mg21governanceboard@mgschools.net

MG21 School Director

Rebecca Fox-Blair
rebecca.foxblair@mgschools.net

Assessment of School Success 2023-24

I. WHO ARE WE: <i>Demographic Data</i>	
MG21 2023-24 Data	
Enrollment for	<p>Enrollment 2023-24: <i>Started /ended students</i> 50/50 Upper Campus 39/38 Middle Campus</p> <p>Current enrollment for fall 2024: 94 Upper Campus: 51 students Middle Campus: 43 students</p>
Withdrew/Transferred	Transferred to other districts: 1 Transferred to MGHS: 2 (8th graders entering 9th) Transferred to GDS: 2
MG21 Expulsions for 23-24	0
% of students who received Special Education Services	25.6%
% of students who received support via a 504 Plan	12.5%
% of Students Economically Disadvantaged 22-23	24.4%
% of Students of Color 23-24	Hispanic/Latino: 11.6% Multiple: 5.8% White: 82.6%
23-24 Attendance Rate	92.91%
Start College Now-students who took college classes	Sem 1: 2 students Sem 2: 5 students
Students who participated in Youth Apprenticeship Programs	Level 1 Apprenticeships: 3 students Level 2 Apprenticeship: 1 student
23-24 Graduation Data	<p>Seniors Graduated from MG21: 13/14 (1 Student completed all requirements will return for additional support in the 18-21 program. Please note that this impacts our DPI report card data.)</p> <p>Senior Graduated from Madison College HSED: 1 Post High School:</p> <ul style="list-style-type: none"> ● 4/14 Attending college in 2024 ● 6/14 Gap year and will attend college in 2025 ● 3 Career bound ● 1 MGSD 18-21 Program



MG21 Drama Club's performance of Dracula: A Radio Play-Spring 2024

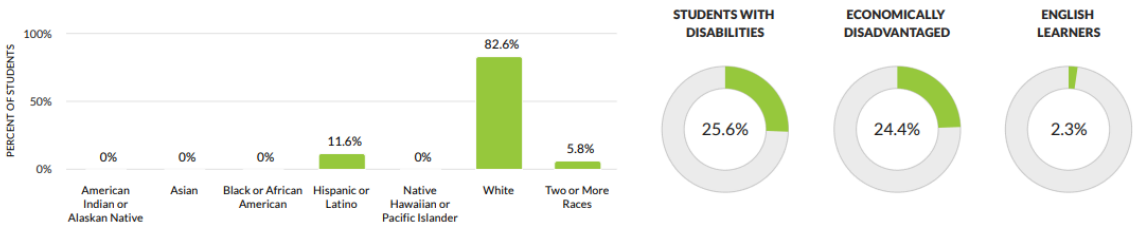
Demographic Comparison to other District Schools

OVERVIEW

School Details

Grades : 6-12
Enrollment : 86
Percent open enrollment : 27.9%

Student Groups

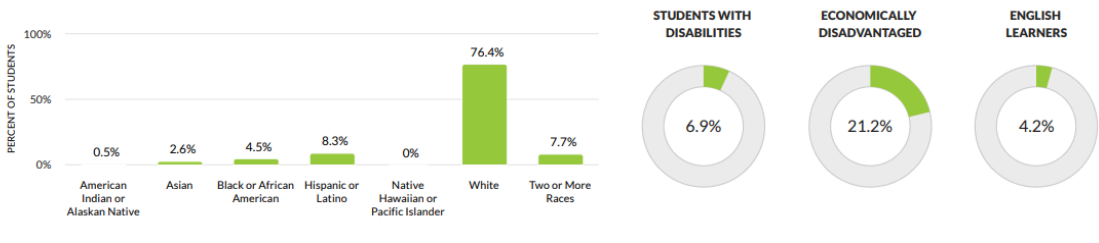


OVERVIEW

School Details

Grades : 6-8
Enrollment : 763
Percent open enrollment : 11.5%

Student Groups





OVERVIEW

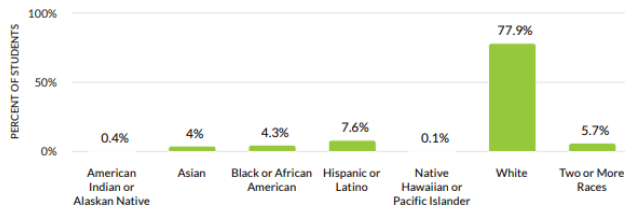
School Details

Grades : 9-12

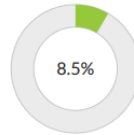
Enrollment : 1,144

Percent open enrollment : 15.7%

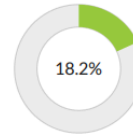
Student Groups



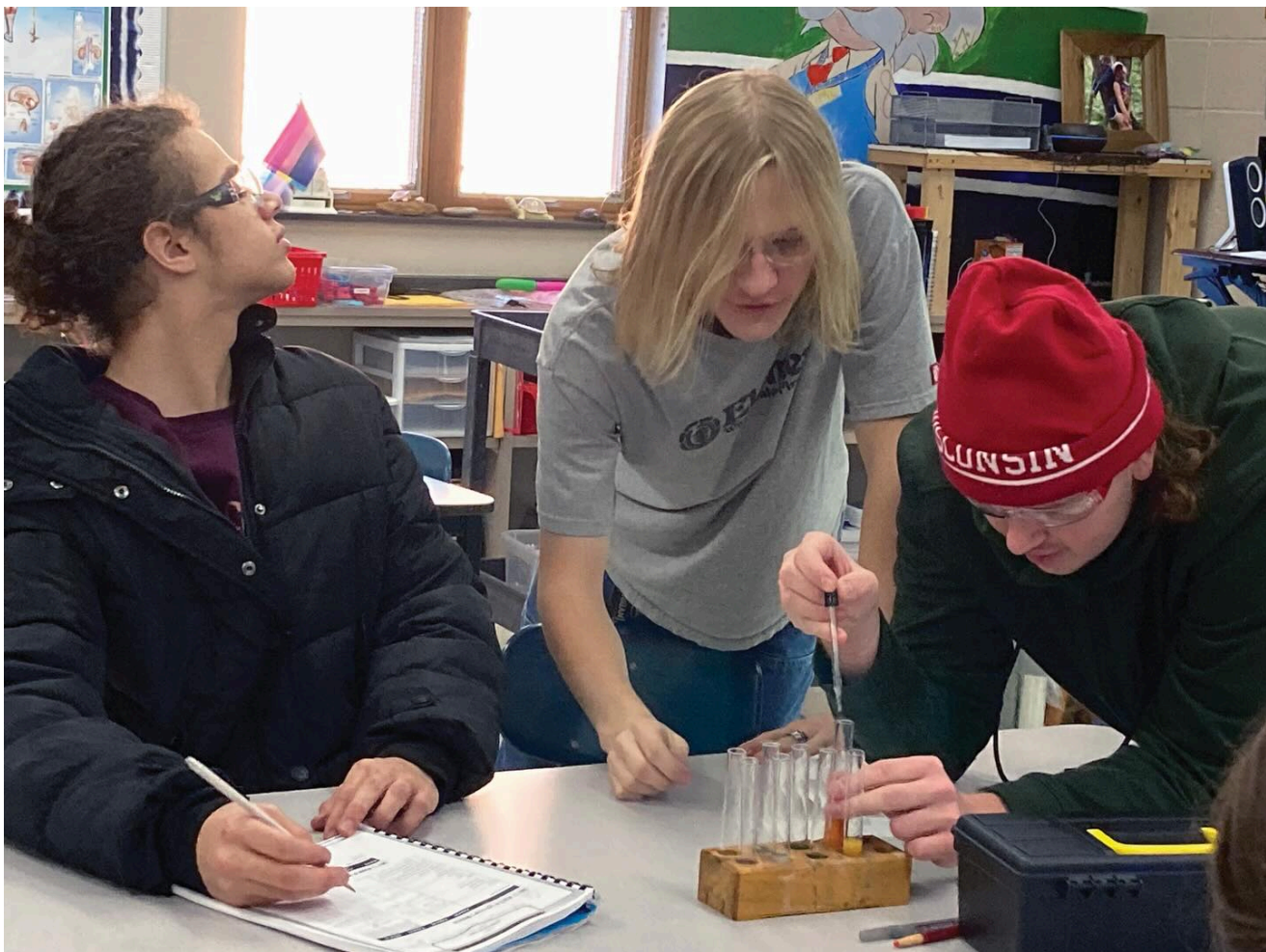
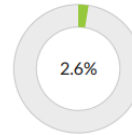
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

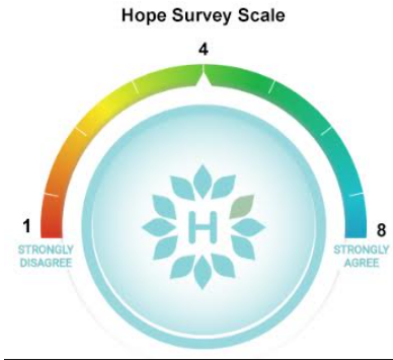


ENGLISH LEARNERS



Upper Campus students in the How to Save a Life-Anatomy class.

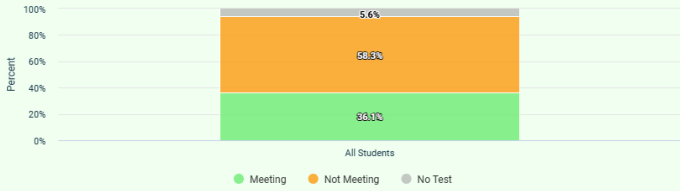
II. HOW ARE STUDENTS DOING: *Student and School Performance Data*

Performance Measure	Measurement																					
<p>1. Restorative Justice: Increase use of Restorative Justice practices to decrease suspension rate by 25% and maintain an attendance rate of 90% or higher.</p>	<ul style="list-style-type: none"> • Total number of unduplicated youth in RJ circles: 88/88 • Total number of trained RJ circle keepers (students): 13 • Total number of adult staff trained: 14 • Total Behavior Incidents: 32 (Out of School Suspensions: 15. In School Suspensions: 3) • Attendance rate 92.19 																					
<p>2. Student Social Emotional Growth: MG21 students will indicate they feel personal belongingness, safety, personal respect, confidence, engagement and growth mindset while at MG21.</p>	<p>HOPE Survey Data</p>  <p>HOPE SURVEY REPORT</p> <p>Overview of Hope Survey Results 72 responses Person: SHOW ALL Group: SHOW ALL Location: SHOW ALL</p> <table border="1"> <thead> <tr> <th>Hope Pillar</th> <th>Previous</th> <th>Current</th> </tr> </thead> <tbody> <tr> <td>Autonomy How I get to make decisions and decide how things get done.</td> <td>5.88</td> <td>6.00</td> </tr> <tr> <td>Belongingness The quality of my interpersonal relationships.</td> <td>5.31</td> <td>4.95</td> </tr> <tr> <td>Goal Orientation My ability to find a path to achieve my desired goals.</td> <td>6.12</td> <td>5.78</td> </tr> <tr> <td>Engagement How connected I feel to my work, the people around me, and my school community.</td> <td>5.62</td> <td>5.45</td> </tr> <tr> <td>Individual Hope My ability to see my ideal future and stay joyful on my path.</td> <td>5.06</td> <td>4.88</td> </tr> <tr> <td>Efficacy The power I have to achieve what I want.</td> <td>5.46</td> <td>5.36</td> </tr> </tbody> </table>	Hope Pillar	Previous	Current	Autonomy How I get to make decisions and decide how things get done.	5.88	6.00	Belongingness The quality of my interpersonal relationships.	5.31	4.95	Goal Orientation My ability to find a path to achieve my desired goals.	6.12	5.78	Engagement How connected I feel to my work, the people around me, and my school community.	5.62	5.45	Individual Hope My ability to see my ideal future and stay joyful on my path.	5.06	4.88	Efficacy The power I have to achieve what I want.	5.46	5.36
Hope Pillar	Previous	Current																				
Autonomy How I get to make decisions and decide how things get done.	5.88	6.00																				
Belongingness The quality of my interpersonal relationships.	5.31	4.95																				
Goal Orientation My ability to find a path to achieve my desired goals.	6.12	5.78																				
Engagement How connected I feel to my work, the people around me, and my school community.	5.62	5.45																				
Individual Hope My ability to see my ideal future and stay joyful on my path.	5.06	4.88																				
Efficacy The power I have to achieve what I want.	5.46	5.36																				
<p>3. 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>	<ul style="list-style-type: none"> • The Middle Campus had 10/38 students with IEPs. 8/10 students met their goals. 2/10 were approaching goals. • The Upper Campus had 15/51 students with IEPs. 100% of students met their goals. 																					
<p>4. 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 MG21 students participated in project creation and 95% of our students demonstrated growth in project-based learning via student-led and teacher-led projects. (See examples of student projects in Addendum)</p>																					

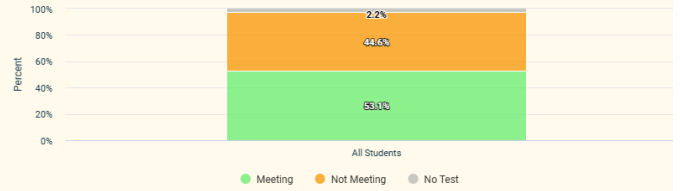
5. Test Data: Forward, Pre-ACT and ACT

Middle Campus Forward Test Data 2023-24 Math

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century
 Test subject: Mathematics
 This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) on the Forward or DLM exams during the selected school year. These graphs also display the percentage of students who are indicated as not completing either exam (No Test). This group includes students who were opted out of testing by their parents/guardians (parent opt-outs), and other non-tested students.

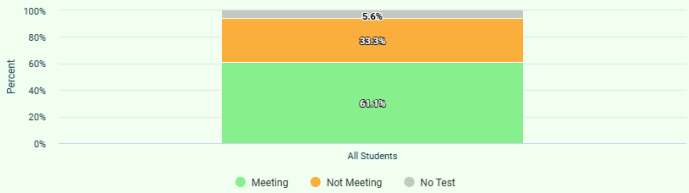


[Statewide] - [All Types] - [All Schools]
 Test subject: Mathematics
 meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) compared to the adjacent graph.

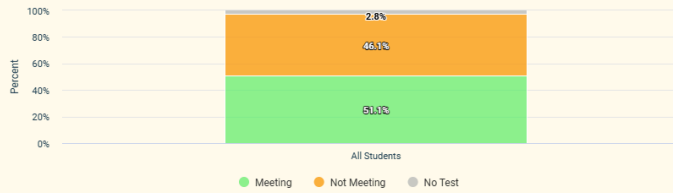


Middle Campus Forward Test Data 2023-24 English Language Arts

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century
 Test subject: English Language Arts
 This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) on the Forward or DLM exams during the selected school year. These graphs also display the percentage of students who are indicated as not completing either exam (No Test). This group includes students who were opted out of testing by their parents/guardians (parent opt-outs), and other non-tested students.



[Statewide] - [All Types] - [All Schools]
 Test subject: English Language Arts
 meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) compared to the adjacent graph.

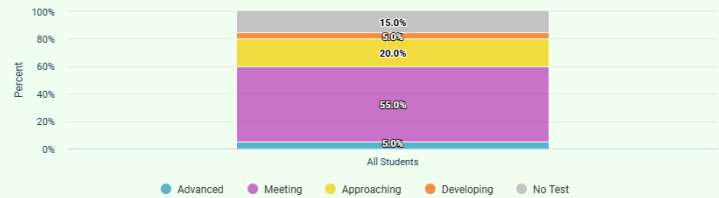


Upper Campus Test Data: Pre-ACT 2023-24

MG21 Upper Campus data shows students closely on par with other students statewide.

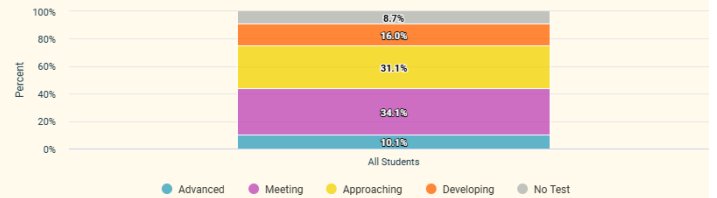
PreACT Secure - DPI Performance Level by [All Students] (2023-24)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century
 Test subject: English Language Arts
 This graph displays the percentage of students in each DPI performance level on the PreACT Secure or DLM (alternate) assessment during the selected year's administration. The PreACT Secure assessment is administered to students in grades 9 and 10.
 DPI performance level is only available for English language arts and mathematics test subjects.



Compare PreACT Secure - DPI Performance Level by [All Students] (2023-24)

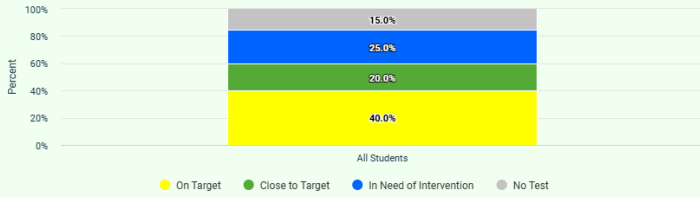
[Statewide] - [All Types] - [All Schools]
 Test subject: English Language Arts
 This graph compares the percentage of students in each DPI performance level in the selected comparison districts/schools to the adjacent graph.



PreACT Secure Readiness Level by [All Students] (2023-24)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century
Test subject: Reading

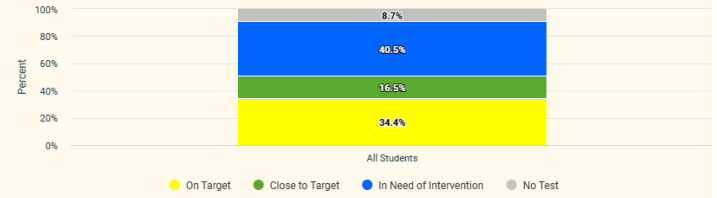
This graph identifies the number and percent of students that are on track to meet the college-ready benchmarks on the ACT. The PreACT Secure assessment is administered to students in grades 9 and 10. Readiness level is not available for DLM test type or English language arts test subject.



Compare PreACT Secure Readiness Level by [All Students] (2023-24)

[Statewide] - [All Types] - [All Schools]
Test subject: Reading

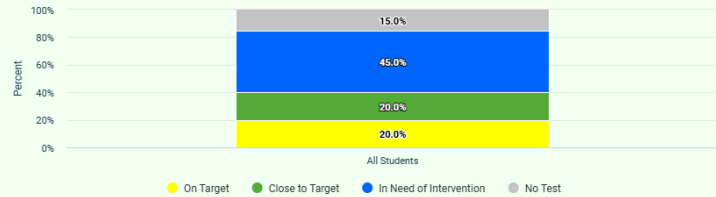
This graph compares the percentage of students in each state of readiness on the PreACT Secure assessment during the selected year's administration to the adjacent graph.



PreACT Secure Readiness Level by [All Students] (2023-24)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century
Test subject: Science

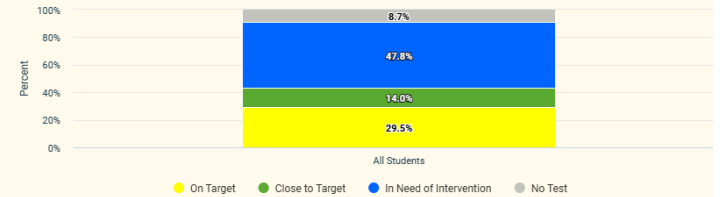
This graph identifies the number and percent of students that are on track to meet the college-ready benchmarks on the ACT. The PreACT Secure assessment is administered to students in grades 9 and 10. Readiness level is not available for DLM test type or English language arts test subject.



Compare PreACT Secure Readiness Level by [All Students] (2023-24)

[Statewide] - [All Types] - [All Schools]
Test subject: Science

This graph compares the percentage of students in each state of readiness on the PreACT Secure assessment during the selected year's administration to the adjacent graph.

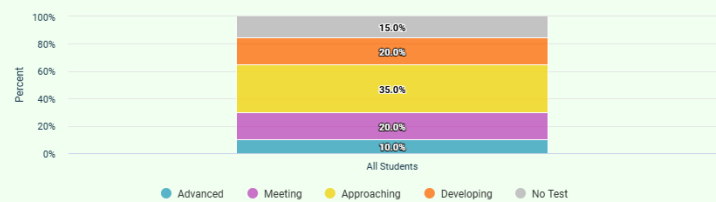


PreACT Secure - DPI Performance Level by [All Students] (2023-24)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century
Test subject: Mathematics

This graph displays the percentage of students in each DPI performance level on the PreACT Secure or DLM (alternate) assessment during the selected year's administration. The PreACT Secure assessment is administered to students in grades 9 and 10.

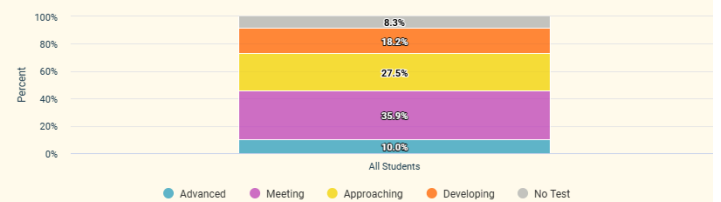
DPI performance level is only available for English language arts and mathematics test subjects.



Compare PreACT Secure - DPI Performance Level by [All Students] (2023-24)

[Statewide] - [All Types] - [All Schools]
Test subject: Mathematics

This graph compares the percentage of students in each DPI performance level in the selected comparison districts/schools to the adjacent graph.



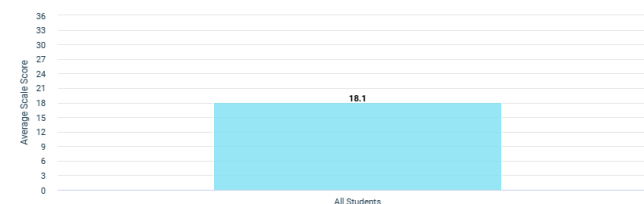
ACT Data Special Notice: In 2023-2024, the standards for ELA, Mathematics and Science were changed, as a result you will not see results in the trends graph for ACT in 2023-2024.

MG21 Data

ACT Average Score by [All Students] (2023-24)

Test subject: Composite

This graph shows the selected year's average scores for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English Language Arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was discontinued in 2015-16. STEM combines science and mathematics and was added in 2015-16.

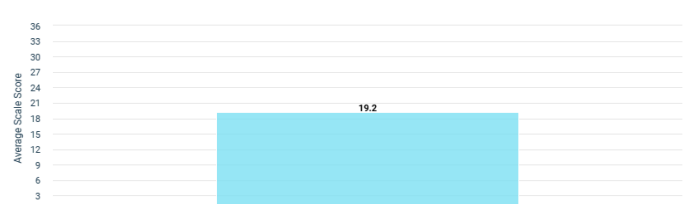


Statewide Data

ACT Average Score by [All Students] (2023-24)

Test subject: Composite

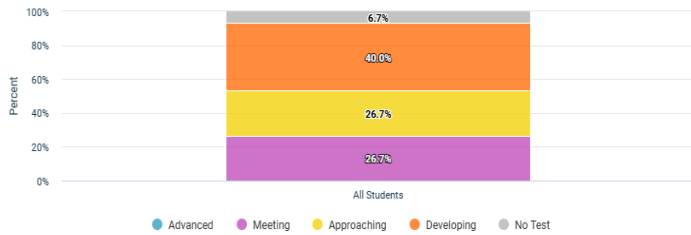
This graph shows the selected year's average scores for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English Language Arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was discontinued in 2015-16. STEM combines science and mathematics and was added in 2015-16.



ACT Performance Category by [All Students] (2023-24)

Test subject: Mathematics

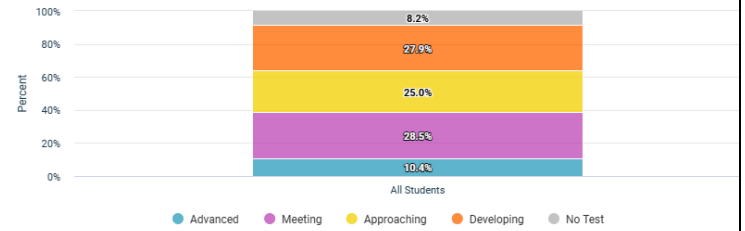
This graph shows the selected year's percentage of students in each performance category on the ACT Statewide or DLM (alternate) exam. There are four performance categories: Advanced, Meeting, Approaching, Developing. These DPI performance categories are available only for English language arts, mathematics, and science (DLM did not test science in 2014-15). No Test, if present, represents untested students including parent opt-out and other reasons.



ACT Performance Category by [All Students] (2023-24)

Test subject: Mathematics

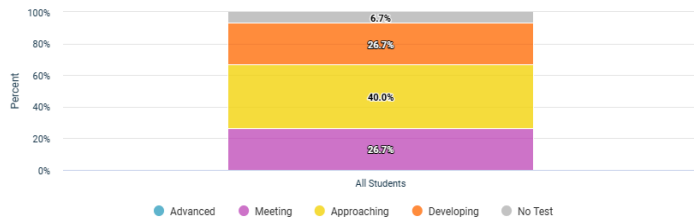
This graph shows the selected year's percentage of students in each performance category on the ACT Statewide or DLM (alternate) exam. There are four performance categories: Advanced, Meeting, Approaching, Developing. These DPI performance categories are available only for English language arts, mathematics, and science (DLM did not test science in 2014-15). No Test, if present, represents untested students including parent opt-out and other reasons.



ACT Performance Category by [All Students] (2023-24)

Test subject: Science

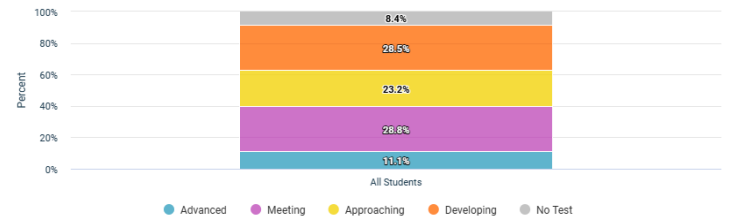
This graph shows the selected year's percentage of students in each performance category on the ACT Statewide or DLM (alternate) exam. There are four performance categories: Advanced, Meeting, Approaching, Developing. These DPI performance categories are available only for English language arts, mathematics, and science (DLM did not test science in 2014-15). No Test, if present, represents untested students including parent opt-out and other reasons.



ACT Performance Category by [All Students] (2023-24)

Test subject: Science

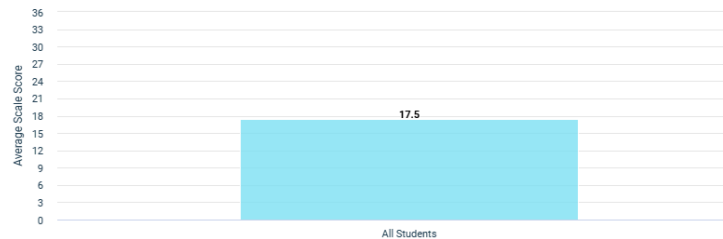
This graph shows the selected year's percentage of students in each performance category on the ACT Statewide or DLM (alternate) exam. There are four performance categories: Advanced, Meeting, Approaching, Developing. These DPI performance categories are available only for English language arts, mathematics, and science (DLM did not test science in 2014-15). No Test, if present, represents untested students including parent opt-out and other reasons.



ACT Average Score by [All Students] (2023-24)

Test subject: STEM

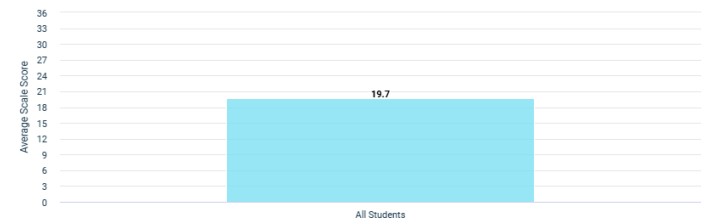
This graph shows the selected year's average scores for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English Language Arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was discontinued in 2015-16. STEM combines science and mathematics and was added in 2015-16.



ACT Average Score by [All Students] (2023-24)

Test subject: STEM

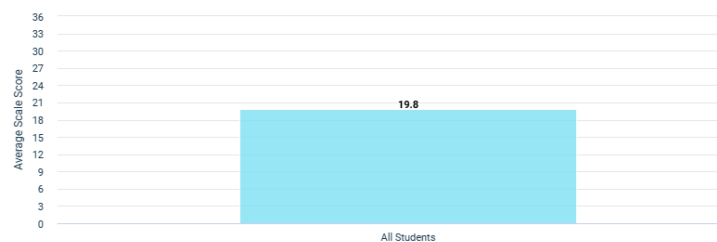
This graph shows the selected year's average scores for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English Language Arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was discontinued in 2015-16. STEM combines science and mathematics and was added in 2015-16.



ACT Average Score by [All Students] (2023-24)

Test subject: Reading

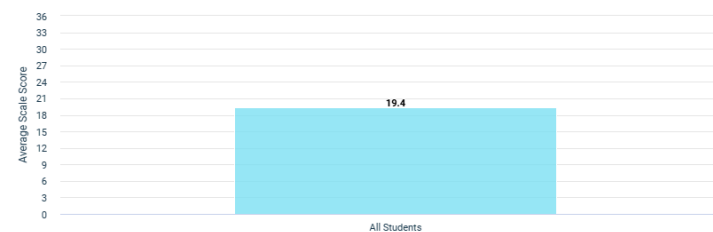
This graph shows the selected year's average scores for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English Language Arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was discontinued in 2015-16. STEM combines science and mathematics and was added in 2015-16.



ACT Average Score by [All Students] (2023-24)

Test subject: Reading

This graph shows the selected year's average scores for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English Language Arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was discontinued in 2015-16. STEM combines science and mathematics and was added in 2015-16.



6. Additional Report Card Data

- MG21 struggles to navigate the DPI School Report Card process as our small size skews our data and often weighs some things heavier than others. In some categories our cell size is too low to actually report data.
- There are a few important measures that do not get reflected in our data including art/language classes which our students do take but are considered electives and not broken out specifically into those categories.
- MG21 students take AP and Advanced Math at MGHS and that data is reported for MGHS not included for MG21.
- Finally, as a 6-12 school our data is unique as it combines two very different sets of measures.

Priority Areas	Monona Grove Liberal Arts Charter School for the 21st Century		
	2021-22	2022-23	2023-24
Overall	56	55.1	57.3
Achievement	47.7	47.3	48.5
Growth	NA	48.9	52.7
TG Outcomes	NA-Cell size too small	NA-Cell size too small	NA-Cell size too small
On-Track to Grad	89.2	83.9	86.4

7. Parent Involvement Goal: 85% of our parents will be in our school at least three times per year.

- Our Family Teacher Forum met each month for a total of 9 meetings. They also organized two family outreach events: a Fall Ice Cream Social and a Winter Chili Cook-off.
- We had 3 rounds of Learning Partnership Team Meetings (Aug, Nov, Mar).
- We hosted our annual Open House Exhibition and Senior Portfolio Night.
- Family members volunteer to co-facilitate after-school activities and chaperone on outings.

8. Student Wellness Growth: 100% of students will increase their personal engagement by 25% in activities throughout the school year that focus on physical activity, nutrition, social emotional growth and wellness.

100% of our Middle and Upper Campus students have met this goal via:

- Weekly active block class for students, where they can choose between 4-5 physical activities that promote wellness (i.e. ice skating, yoga, dodgeball, running).
- Daily MC recess
- Nutrition, health and wellness courses
- Weekly Town halls and advisories centered on social emotional growth, social justice learning, and wellness

9. Outdoor Education-Middle Campus

100% of our Middle Campus students have participated in three Wilderness Weeks where students learn and participate in service in the CG School Forest. This year's focus was on Citizen Science, data collection and invasive species management.

10. Senior Portfolio: Ongoing comprehensive student portfolio will culminate in a final Senior Portfolio, which demonstrates student growth over time.

- 13/13 of MG21 Seniors completed a senior portfolio at Proficient or Exceptional.
- 13/13 of MG21 Seniors demonstrated Proficient or Exceptional public speaking skills in their graduation speech.

11. Government Test: Upper Campus

100% of seniors scored 80% or better on the State of Wisconsin Government Exam.

<p>12. Service Learning data:</p>	<p>100% of all MG21 students participated in 4 or more service learning projects.</p>
<p>13. Youth Apprenticeship-The Wisconsin Youth Apprenticeship program provides school-based and work-based learning to high school students. Students are able to learn real-world career skills through a variety of Youth Apprenticeship choices.</p>	<p>1 Junior and 3 Seniors (25% of Senior class) completed a youth apprenticeship in areas including Automotive, Electrical, Manufacturing, or Information Technology</p>
<p>14. Start College Now</p>	<p>Enrollments for 2023-24 included:</p> <ul style="list-style-type: none"> ● 5 seniors took Written Communications at Madison College (entry level course for most MATC majors) ● 1 senior completed the Emergency Medical Technician (EMT) licensure program at Madison College ● 1 senior took Psychology at Madison College ● 1 senior took Intro to College Reading: at Madison College



MG21 Middle Campus Lego League Team participating in the Lego Robotics Challenge-Fall 2023

III. Restorative Justice and Behavior Data



Circling-up out in the field Fall 2023

Restorative Practice Data	Percent of students who participated in Restorative Circles 2023-24	Percent of students who participated in Restorative Circles 2022-23	Percent of students who participated in Restorative Circles 2021-22	Percent of students who participated in Restorative Circles 2020-21	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 for support and harm.	100%	68%	50%	NA	100%	50%
Percent of all students who participated in Restorative Justice practices.	100%	100%	100%	NA	70%	NA
Percent of Students who participated in Restorative Justice Circle Keeper Training	16%	23%	23%	30%	30%	30%

Student Behavior Incidents	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
Incidents *= below 5 unable to report due due to low sample size	Total:32 (20 incidents were from 3 students)	Total: 16	Total: 16	Total: 1	Total 39 (7 Upper Campus 32 Middle Campus)	Total 12 (Upper Campus only)	Total 35 (Upper Campus only)
AODA	0	*	0	0	* Upper Campus	*	5
Bullying	*	0	0	0	* Middle Campus	0	0
Dangerous Behavior	11	9	9	0	13 Middle Campus 4 Upper Campus	*	8
Disruptive Behavior	11	*	*	0	* Middle Campus	0	5
Insubordination	5	*	0	0	17 Middle Campus	*	5
Other	*	*	*	* Upper Campus Tech.	* Middle Campus	0	*
Transportation	0	0	0	0	0	*	8
Weapon	0	0	0	0	0	*	*



Upper Campus students in the Chemistry of Art class Spring 2024

IV. WHAT ARE STAFF DOING TO IMPROVE STUDENT LEARNING AND DEVELOPMENT: *Continuous Improvement 2023-24*

VI. Staff Professional Development 2023-24

Focus Areas:

1. Restorative Practices/Equity
2. Shared Leadership-Defining Roles and Responsibilities
3. Co-planning/UDL

Staff PD Attended 2023-24

UWSP Master's in Environmental Ed

UW Superior Master's Mental Health Clinician

Math Teach and Learn 9-12 Mathematics Institute of WI.

Wisconsin Help the Helper Training-WDHS

ICS Equity Training

WI School Forest Conference

MidSchoolMath Training

Aspergers Experts-Holding them accountable without micromanaging

Fostering Independent Executive Functioning Skills

WICUG Infinite Campus Training

No More Meltdowns: Managing Overwhelming Frustration and Anxiety

CEC Special Ed Conference

WI Mathematics Conference

1. New Math Curriculum at the Upper Campus:

To address continued concerns about math, the Upper Campus piloted the Illustrative Math Curriculum in both Algebra and Geometry. The standard path for our incoming students will be to take one full year of Algebra and two trimesters of Geometry using a curriculum called Illustrative Mathematics (IM). From there, they will be prepared to take either Advanced Algebra at the main high school, more advanced project-based math here at MG21, or online math classes that meet their needs and help them on their path.

We chose Illustrative Math as our curriculum because it aligns with our belief that math is about facing new problems and building on what you already know in order to solve them. The curriculum honors the power of productive struggle and puts students in situations where they must work together to figure out solutions. Our students have a huge range of mathematical skills and a variety of dispositions towards the subject. The number one goal for this course is for every student to feel comfortable and confident doing math; we want them to know that they can learn math, discover math, and truly be mathematicians.

2. Student-Led Project Options:

We implemented scaffolding around our student-led projects at the Upper Campus with independent SLPs and guided SLPs including woodshop building Little Free Libraries, more canoes, and a community photojournalism project.

3. School Forest Connections:

The MG21 Middle Campus continued its work and outreach at the Monona Grove School Forest. Our Outdoor Education program focused on collaboration and mentorship as our main service work this year, and allowed for students to connect with younger students at other schools in the district. Middle Campus students worked with all of the Winnequah 4th graders on an invasive species management project, removing buckthorn from the school forest. In the winter, MG21 students worked with 4th graders, sharing various aspects of their maple syruping project with them. Our students also took the 1st graders to the school forest and planned community building activities and read books with them in the woods.

4. Student Support Redux:

We created a comprehensive student support office area that is available for all students. We considered it a 1-stop shop for all student service needs. In this space, we created three "calm down" spaces to support the regulation needs of our students. This area allowed us to function more effectively as a student support team where we can collaborate and support each other as we support our students.

5. Shared Leadership Teams for 2023-24:

Restorative Justice Team

Priorities:

- Implementation and review of Restorative Justice (RJ) systems and procedures.
- Track data on circles and behavior.

Instructional Leadership Team (CI/PD Team)

Priorities:

- Review Priority Competencies.
- Review effectiveness of co-planning systems.
- Review proposals and revisions to the curriculum and academic programming.
- Review and manage 6-12 scope and sequence.
- Identify the PD needs of the staff/faculty.

Student Learning/Progress Data Team

Priorities:

- Track attendance and student progress data.
- Stakeholder surveys-HOPE
- Assess the data collected from assessments.
- Share data with stakeholders.
- Facilitate staff discussions re: areas of improvement.
- Monitor response to improvement plans.

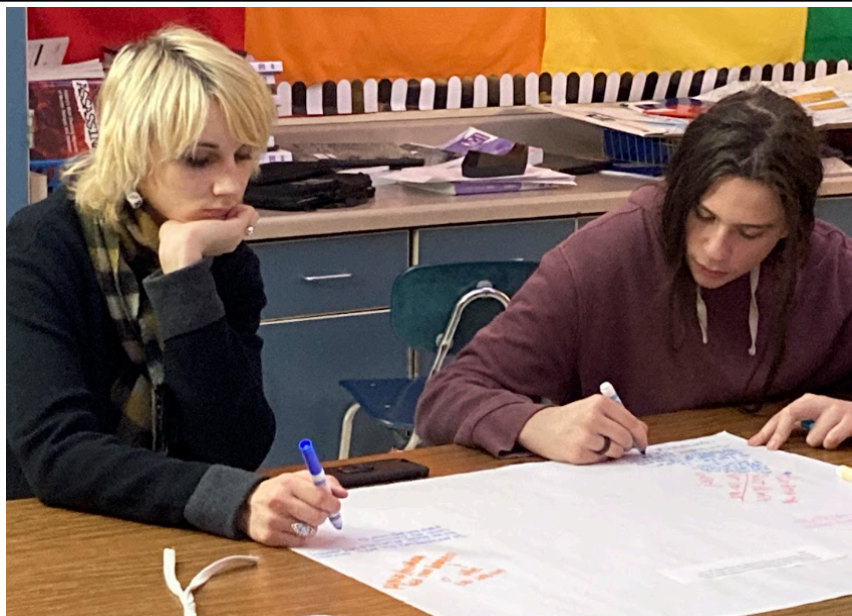
Parent/Community Development Team

Priorities:

- Oversee and develop the outreach plan and implementation for the school.
- Plan events and activities that support involvement by the larger school community.
- Coordinate with the Family Teacher Forum.

6. **Co-Planning incorporated into PD:** In an effort to more effectively serve all students, MG21 built in more time for co-planning/co-serving work. We revamped our professional development time and meeting schedules to incorporate this.

7. **Pathfinding College Career Readiness Exploration Expanded:** This class supported students in identifying their passions and interests, exploring community resources and connecting with community members in order to create learning experiences in fields they are interested in. We engaged in college visits, trades fairs, business visits, informational interviews, interest inventories and Who Am I? projects. Experiences included: visits to UW Stevens Point, Madison College, The Building and Construction Trades Council Careers in Construction, WI. College Fair.



Upper Campus students collaborating in the Playwriting class

V. WHAT ARE WE DOING NEXT TO IMPROVE STUDENT LEARNING AND DEVELOPMENT :

Continuous Improvement for 2024-25

1. New Leadership Structure

As our school has continued to grow and evolve this year MG21 shifted its teacher-led, shared leadership model to incorporate an in-house Administrator, aka School Director. The School Director is the operational leader and administrator of the Charter School responsible for school functions, including programs and strategic plan of the organization, fundraising, marketing, school budgets, staffing infrastructure and community involvement and outreach of the Charter School and is the liaison between the MG21 Governance Board and the Superintendent and Board of Education.

The school director is a reflective practitioner who helps promote the growth and development of themselves and the school. They serve as the pedagogical and behavioral collaborative leader responsible for school functions, including school curriculum oversight, staff and teacher reviews, leading the school behavior plan, and parent communication. The position reports directly to the MG21 Governance Board and the District Superintendent. The School Director preserves the vision and mission of MG21.

MG21 continues to utilize a shared leadership model for decision-making and collaboration. (“Shared leadership” means a leadership approach in which educators have autonomy to design, create, and make decisions in areas impacting student success). The School Director’s job is to facilitate the Shared Leadership model through fostering a collaborative culture based on consensus decision making and promoting equity of voice.

2. Math Continued

Math continues to be an area of focus and growth for our school. To address these continued concerns about student math skills, the Middle Campus has adopted the Mid-School Math curriculum in grades 6-8 after piloting it last year beginning in February, while the Upper Campus has adopted the [Math Medic curriculum](#) in both Algebra and Geometry. We initially planned to use Illustrative Math but at this time we feel the Math Medic Curriculum is more appropriate for where students currently are.

At the Upper Campus level, the standard path for our incoming students is now to take one full year of Algebra and two trimesters of Geometry at MG21 and advanced math at MGHS or via WVS. All MG21 grads also complete Financial Literacy in 11th or 12th grade. In the 24-25 school year we have 7 students in Advanced Algebra at the main high school, and one student in pre-calculus.

3. State Report Card Action Response

NOW IN PROGRESS	NEXT
Staff will review Heat Map Forward test data and identify learning gaps via triangulation of data.	Staff will develop Portrait of a Graduate and assessment rubrics based on 21st Century Skills.
Staff will continue to implement new math curriculums and use iReady test data to identify ongoing student gaps at the Middle Campus and Advanced Math Support Seminar at the Upper Campus.	Develop and implement student self assessment in academic and community areas.
Staff review 6-12 MG21 course scope and sequence and align competencies.	Increase staff sharing of best practices via instructional round opportunities for staff
Review and clarify MG21 competencies with staff.	
Staff will review clarity of Beg, Dev, Prof and Adv.	

Staff review 6-12 MG21 course scope and sequence and align competencies.	
--------------------------------------------------------------------------	--

4. [First 100 Days](#) (Click link for details)

Our first hundred day plan was based on review of our attendance and behavior data from 2023-24. Our goals were to improve clarity for students and families around expectations (what is expected and what will my day look like). In our first 100 days, we saw improved attendance and reduced behavior incidents. Our 2nd 100 days will largely focus on review of learning gaps and identification of areas for growth in our curriculum.

5. Student Support Refinement

As part of our first 100 day plan we streamlined our student support process and incorporated a digital sign-in (thank you Katy O'Shea and Andrea Fresen) to track data, we clarified student services and support processes, clarified on call support processes, passes etc. and implemented student wellbeing support practices/SEL lessons via advisory/town hall.

6. Middle Campus Foreign Language Exploration

To address requests from middle campus students and families, we have expanded our foreign language exploration opportunities to include Spanish, French, German and ASL. Our goal is to add Spanish 1 and 2 opportunities next year at the Upper Campus.

7. Staff Community Building

With 4 new staff members, many at our Middle Campus, our goal has been to use some PD time to develop a cohesive, collaborative and supportive staff culture. Welcome to Sean Anderson, Keith Pollock, Jill Brown, and MJ Harris.

8. Student Leadership Teams

We identified a need to be more intentional in creating space for student voice and leadership in our school community. In both the Middle and Upper Campus, students have self-selected into one of four student leadership teams. The Restorative Justice Council implements and leads RJ in our community, the Equity Alliance takes actions to promote equity in our school community, the Student Voice Committee investigates and leads changes in school policy, and the Social Media and Storytelling Team (Upper Campus only) tells the story of our school year. Students meet in leadership teams 1-2 times each month on Wednesdays during our Town Hall time to work on priority leadership initiatives that they have identified.

At the Upper Campus hours are tracked as they work towards the Youth Leadership Co-Op Certificate, which is the State-Certified Youth Leadership Program that recognizes a student's mastery and demonstration of leadership skills valued by employers, communities, and organizations.

X. Addendum Items;

1. [Independent Student Project Examples from 2023-24](#)
2. **Curriculum Summaries:**
 - [MG21 Middle Campus Curriculum Summary 2023-24](#)
 - [MG21 Upper Campus Curriculum Summary 2023-24](#)
3. **Budget Summary**
 - [Budget Summary Final Report 2023-24](#)
4. **Surveys**
 - [Summary Caregiver Survey 2023-24](#)
 - [Summary Student Survey 2023-24](#)

5. MG21 Priority Competencies

Beginning (B): Student is beginning to learn the skills and concepts necessary to understand this criteria

Developing (D): Student is developing skills to understand this criteria more fully

Proficient (P): Student demonstrates consistent understanding of this criteria

Advanced (A): Student demonstrates mastery of this criteria, and challenges themselves to progress further

All MG21 Students demonstrate these **21st Century Skills** through the MG21 Competencies listed below.

21st Century Focus Lens:

1. **Critical Thinking and Problem Solving**

Demonstrate understanding through inquiry, analysis, making connections and explaining relationships.

2. **Communication**

Demonstrate strong written and oral communications skills including clear ideas and message, strong organization, strong word choice, use of proper grammar and spelling, clear voice.

3. **Curiosity and Imagination**

Develop curiosity to learn about the topic being studied, a willingness to ask questions and to push beyond the basic requirements, be innovative, think outside the box, develop creative/new ideas and solutions, and try new things.

4. **Commitment and Motivation**

Demonstrate the ability to take the necessary steps to fully realize project goals, stay on task, manage time, be actively involved, and the ability to overcome difficulties/challenges.

5. **Collaboration**

Develop the ability to work respectfully and cooperatively with diverse teams towards a goal in a way that honors each individual's unique strengths.

6. **Community and Citizenship**

Develop skills to become a contributing member of the community.

Literacy Competencies

L1 (VOICE): Fluently work with a variety of text types to recognize voice and style in reading and/or express voice and style in writing.

The L1 competency is a marker of student understanding and use of voice when analyzing literature and informational texts, as well as when writing their own original pieces. Proficient work will show that the student recognizes the impact that the point of view, vocabulary, and tone has on a text and its intended audience.

L2 (ARGUMENT): Analyze and/or develop texts using evidence to effectively support claims.

The L2 competency focuses on the students' understanding of the principles of argumentation, and the importance of identifying and presenting evidence to strengthen those arguments, in both text analysis, persuasive writing, as well as collaborative discussion or debate.

L3 (ORGANIZATION): Present ideas in a clear, organized manner through speaking, listening, and/or writing.

The L3 competency involves communication through all mediums (reading, writing, speaking, listening), and proficient work will show that a student is able to thoughtfully organize their ideas while incorporating and responding to ideas from other sources.

L4 (CONVENTIONS): Demonstrate an understanding of language and its conventions to communicate ideas precisely and intentionally.

The L4 competency focuses on the nuts and bolts of proper language usage, and proficient written work will be free from any grammar, spelling, or punctuation errors.

L5 (SOURCES): Analyze and/or synthesize information from diverse sources to determine credibility, bias, and quality.

The L5 competency speaks to the ability to use research methodology to find reliable information, and to draw conclusions based on the way information is supported, created, or presented as to its credibility. Specifically, this competency asks students to acknowledge and interrogate bias.

Math Competencies

M1 (PROBLEM-SOLVING): Make sense of problems and persevere in solving them.

The M1 competency involves approaching problems and finding solutions. Proficient students will be able to explain the meaning of the problem, find potential entry points to a solution, plan a solution pathway, and continually monitor their progress, changing course if necessary.

M2 (MODELS): Model with mathematics using appropriate tools and precision.

The M2 competency demonstrates a student's ability to apply mathematics to solve problems arising in everyday life. Proficient work shows how a student is able to make approximations to simplify a complicated situation while considering available tools. Tools such as diagrams, graphs, rulers, calculators, and pencil and paper are used to map mathematical relationships and assist in coming to solutions.

M3 (ARGUMENT): Construct viable mathematical arguments and critique the reasoning of others.

The M3 competency focuses on the use of mathematical data to draw conclusions. Proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They justify their interpretations, communicate them to others, and respond to the arguments of others.

M4 (PATTERNS): Look for and make use of rules, structures, or patterns.

The M4 competency involves students looking closely to discern mathematical rules, patterns, or structures. Proficient students recognize and understand why they see repeated calculations or data, and they use their understanding of those patterns to perform mathematical tasks.

Science Competencies

S1 (INVESTIGATION): Design, justify, and carry out a STEM investigation that produces reliable evidence.

The S1 competency focuses on the design portion of experimentation and investigation. Proficient work often includes background research to inform procedure, adjusting procedure based on preliminary experiments, and a reliable means of gathering reproducible data.

S2 (ARGUMENT): Apply reasoning by analyzing, interpreting, or evaluating evidence to support a scientific claim and engage in argument.

The S2 competency focuses on the sharing of scientific information. It can include the sharing of results of experiments (such as that designed in S1), or investigations into scientific topics. Proficient work often includes a clear, specific claim, the support of multiple pieces of accurate and reproducible evidence, and a thorough description of how the evidence supports the claim (reasoning).

S3 (MODELS): Develop and revise models to explain and/or predict scientific phenomena.

The S3 competency involves the use of scientific models as a sense-making tool. A scientific model is a way of sharing or exploring the why and how of a phenomenon and can include diagrams, simulations, replicas, equations, or physical models. They can be student-created, or provided by a teacher. Proficient work often includes multiple revisions to a model as new data is gathered. Please note: Models are not replicas of images in books/online.

S4 (SOLUTIONS): Define problems and design appropriate evidence-based STEM solutions.

The S4 competency focuses on defining real-world problems and designing solutions based on knowledge and evidence. Proficient work often has a close correlation between clear, relevant evidence and multiple versions of design solutions.

Social Studies Competencies

SS1 (HISTORY): Analyze and evaluate historical events to draw conclusions, gain understanding and/or connect to current events.

The SS1 competency focuses on students' ability to use history to understand, draw conclusions, and

analyze events. Proficient work often demonstrates the ability to make connections, analyze and explain problems in the past, and see patterns that provide a crucial perspective for understanding current and future problems.

SS2 (CIVICS): Understand rights, responsibilities, and opportunities for action within a democratic society.

The SS2 competency asks students to demonstrate their understanding and knowledge of our government and the founding ideals of democracy through participation in our democratic system. Proficient students will recognize challenges of a democratic society and evaluate mechanisms of action to make change.

SS3 (EQUITY): Explore and evaluate socially constructed concepts such as power, inequality, and injustice.

The SS3 competency requires students to critically think about issues and systems surrounding social justice, power, and inequality. While exploring this standard, students may engage in work that includes the analysis of media and other texts through close reading, as well as dialogue on community issues.

SS4 (PLACE): Analyze complex interdependence between people, culture, and environment.

The SS4 competency explores the connection between people and place. It often combines an understanding of the impacts of culture on the environment, and the influence of geography on culture.

SS5 (IDENTITY): Explore and reflect upon one's own identity and analyze how that identity intersects with the dominant culture, their home culture, and the culture of others.

The SS5 competency requires students to analyze who they are, how their identity has been shaped by family, culture and society, and the impacts of race, class, gender, and other societal constructs on our identity and the identity of others.

Personal Exploration and Growth Competencies

PEG1 (EXPRESSION): Articulate experience in an authentic and creative way that demonstrates growth.

Proficiency for the PEG1 competency looks like a student using a form of artistic expression to tell their story and share their experiences.

PEG2 (PATHFINDING): Explore and review learning, community, and career opportunities.

Students will demonstrate proficiency in the PEG2 competency by seeking out and engaging in experiences that inform their path. This can include developing goals and post high school plans.

PEG3 (WELLNESS): Make informed decisions that impact mental or physical well-being.

The PEG4 competency focuses on students' ability to understand and manage their health. A proficient student will take ownership of their healthy self, healthy relationships, and healthy decisions.

PEG4 (REFLECTION): Reflect deeply on their growth and identify areas for change or challenge.

Proficiency in the PEG5 competency is demonstrated through students reflection and revision in both academic and personal contexts. Areas where this might occur include final project reflections, metacognitions, and learning partnership team meetings.

PEG5 (SERVICE): Engage with the community through service.

Students demonstrate proficiency in the PEG6 competency by participating in service learning activities and stewardship opportunities.



Middle Campus students ice skating at the Monona River Rink Winter 2023