



# ONE CITY SCHOOLS



## Building the Best K-8 Program in Wisconsin

Ensuring our Scholars are Ready for an Early College and Career Curriculum

One City Elementary School | One City Preparatory Academy

February 3, 2023

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# ONE CITY SCHOOLS 10 YEAR STRATEGY

One City is making steady progress towards its goal of establishing a two-generation, preschool-through-early college high school model that will serve as a demonstration for eliminating achievement gaps, expanding educational opportunity, engaging parents, and strengthening whole families in preK to 12 education.

## 2015

One City **hosted its kickoff event at CUNA Mutual**, hosted by the CUNA Mutual Foundation on March 6th. More than 400 guests attended. CUNA made \$20,000 pledge.

**Recruited founding donors**, raising more than \$1.5 million from 645 donors in cash and pledges, including \$452,000 for renovating the 2012 Fisher Street Facility.

**Kicked off One City's Families and Schools Together (FAST) program** to enhance parent engagement in partnership with FAST, United Way of Dane County, Madison Community Foundation and Alliant Energy Foundation.

## 2017

One City's **enrollment reached 50 children** and **89% of 5 year olds** who entered kindergarten in the fall **tested ready for 5K** using the Teaching Strategies GOLD screener.

One City **won approval** from the University of Wisconsin System **to open its public charter Senior Preschool** in Madison. The school opened on September 5th serving 4K and 5K from Madison and Dane County.

## 2019

UW System **approved One City's proposal to expand its public charter school through grade 6**. One City Senior Preschool became **One City Elementary School**.

One City **began engaging and educating local and state policy makers**, program partners, and philanthropy to build and stabilize financial support for early childhood education, its preschool and its public charter schools. **However, OCS' advocacy strategy was put on hold due to the pandemic**.

**Longitudinal research on One City commenced** in January 2020 as part of a long-term 20-year study of its impact in three areas: on children, families and educators in its schools, on the fields of early childhood and K-12 education in Madison, statewide and nationally, and on public policy in Wisconsin.

## 2022-24

**One City opened its third school and second public charter school, One City Preparatory Academy, in September 2022**. One City Prep will eventually enroll 600 scholars in grades 6 - 12, beginning with 135 6th, 9th and 10th graders in 2022-23. It will serve as Wisconsin's first early college and career middle/high school where all scholars will be prepared to complete college-level learning. Its first graduation will take place in July 2025.

## 2014

**Kaleem Caire founded One City on July 30th**, asking community members to contribute a minimum of \$10 to help establish the organization: 161 people contributed more than \$8,000 to the effort within the first week.

Forward Community Investments **purchased the South Madison Day Care Facility**, and entered into a lease-to-purchase arrangement with One City to get renovations started and allow time for fundraising.

One City **opened its first preschool on September 8th** in temporary space at Fountain of Life Church on Madison's South Side with 6 children.

## 2016

Moved into 2012 Fisher Street on June 6th with 16 children enrolled after the **\$1 million renovation was completed**. Enrollment doubled to 32 children by September 2016.

**Edgewood College began teaching a class** and placing student teachers at One City, and **UW-Madison began placing nursing students** and teaching a class to early educators.

## 2018

**Enrollment reached 91 children** with the addition of the charter school; **94% of 5 year olds that entered kindergarten in the fall tested ready for 5K** using the Teaching Strategies GOLD screener.

One City **leased classroom space** from Mount Zion Baptist Church for its 1st and 2nd graders in the Fall of 2019 through Summer of 2021.

One City **kicked off its capital campaign to build a 21st century elementary school in South Madison** as part of the new Center for Black Excellence, in a collaboration between the Nehemiah Corporation. However, One City pivoted to lease temp space and purchase its own facility after the pandemic started.

## 2020 - 21

One City **moved into its 157,000 Square Foot Pleasant T. Rowland Leadership Campus** in August 2021. This new facility is the home to One City Elementary School (grades K - 5) and One City Preparatory Academy (grades 6 - 12). At capacity, 888 scholars will attend school at this facility when it reaches maturity in 2025.

**One City will launch its legislative and policy advocacy efforts to secure adequate per pupil funding for its public charter schools, and greater funding for early childhood education, in Wisconsin**. One City will work with public charter schools through the new Wisconsin Independent Public Charter School Association, and early childhood centers and advocacy organization, to secure sustainable aid for its schools.

## Executive Summary

In Spring 2022, the University of Wisconsin System's Office of Educational Opportunity signed our contract to allow us to open and operate One City Preparatory Academy (OCPA). This is our third school and second public charter school.

Our first school, One City Preschool, located at 2012 Fisher Street on the South Side of Madison, Wisconsin, opened in September 2015 and presently enrolls children ages 2 through 4K. Our second school, One City Elementary School, opened at 2012 Fisher Street in September 2018. In September 2021, we relocated OCES to its permanent home at our new Pleasant T. Rowland Leadership Campus at 1707 W. Broadway in Monona, Wisconsin.

In September 2022, we opened One City Preparatory Academy with 137 sixth, ninth and tenth graders. Our education program was focused on providing our scholars with a rigorous, comprehensive and inspiring curriculum that included a small diversity of classes offered at One City followed by early college and career courses our Scholars were enrolled in with Madison College and the University of Wisconsin-Oshkosh for the Spring 2023 semester. Our aim was to ensure that all of our high school scholars completed a minimum of 30 transferable college credits before they graduated. Our unique partnership with Madison College and UW-Oshkosh allowed our high schoolers to begin taking a number of college courses towards earning one of 200-plus associates and bachelor's degrees, and professional certifications.

Scholars who enrolled in our ninth and tenth grades who were not academically ready to participate in an early college and career education program, or One City's rigorous language arts, math and STEM courses were to join our Prep Year Program. Prep Year courses aim to provide scholars with a personalized learning environment critical to developing student agency, belief in their ability to succeed, and the academic and behavioral skills that will lead to success in One City's general early college and career preparatory program and related course offerings.

During Fall 2022 benchmark testing using the nationally normed STAR Reading assessment, 85% of our ninth and tenth graders tested two more years behind grade level in reading and 67% tested five or more years behind academically in reading. Similarly, 82% percent tested two or more years behind in math and 59% tested five or more years behind in math on the nationally normed STAR Math assessment.



# About One City Schools

## A. Our Mission, Vision and Agenda

One City Schools, Incorporated is a Wisconsin-based nonprofit 501(c)(3) organization that provides high quality educational opportunities for children. **Our mission is to seed a new model of public education that ensures children and teens are on track to succeed in a college or career preparatory program from birth through high school graduation.** Our vision is of a Greater Madison community where there are no persistent achievement and opportunity gaps, and where all children are prepared to contribute and succeed as adults.

### Our 21st Century Equity agenda is:

1. Breaking the cycle of longstanding achievement and opportunity gaps that have symbiotically undermined the goals, aspirations and potential of generations of children of color and under-resourced children in Wisconsin and across the United States, and
2. Creating a new system of public education that effectively prepares all children, from birth through higher education, to tackle today’s challenges, solve tomorrow’s greatest problems, and lead successful, happy and enriching lives as adults and parents in a rapidly changing and globally competitive economy.

## B. Our Organization and Schools

**One City Schools** was founded in 2014 as One City Early Learning Centers. We changed our name to One City Schools in 2018 after adding our second school. One City now operates three schools that will eventually serve children from ages 2 through 12th grade.

**One City Preschool (OCP)** is a noteworthy, accredited, 5-star early childhood learning center that serves children ages 2 – 4 that opened in September 2015. It utilizes the highly regarded Anji Play curriculum of Anji, China, and was the first school in the world outside Mainland China to implement the program, thus winning it international attention. It has also been recognized as the “Best of Madison in Child Care”. Our 4K program that is affiliated with our elementary school (see below) is housed at our preschool because it utilizes the Anji Play curriculum.

**One City Elementary School (OCES)** is a unique, two-generation independent public charter school, authorized by the University of Wisconsin System Board of Regents, that provides a tuition-free education to children in grades 4K through fifth (5th) grade. Opened in September 2018, OCES works with families and the community to ensure children are learning, inspired and making adequate yearly progress. It is an EL Education Affiliate School, offering the highly effective Expeditionary Learning curriculum. It is one of only two public schools in Wisconsin that has both a longer school day and longer school year. The other school offering the extended day and year program is One City Preparatory Academy (see below).

**One City Preparatory Academy (OCPA)** is also an independent public charter school authorized by the University of Wisconsin System Board of Regents. It opened in September 2022 with 137 Scholars enrolled in grades 6, 9 and 10.

### **C. Terms of One City's Charter with UW System**

One City Elementary School and One City Preparatory Academy are chartered by the University of Wisconsin System's Office of Educational Opportunity (OEO) to operate as two independent public charter schools serving Scholars in 4-year-old kindergarten through 6th grade (OCES) and 6th grade through 12th grade (OCPA).

The term of the elementary charter is five years and was approved for another 5-year renewal by OEO in December 2022. Our new five-year contract is on track to be signed by the February 28, 2023 state deadline.

The term of the secondary charter is also five years and will be up for renewal in 2027. Both One City Elementary School and One City Preparatory Academy are governed by One City Schools, Incorporated's diverse and accomplished Board of Directors, which meets regularly eleven times per year, and more often, as necessary. Board members also participate in a retreat every spring to review priorities for One City Schools.

### **D. Closing Ninth and Tenth Grades**

Between September 1, 2022 when the school year began and December 16, 2022 when our school closed for winter break, five One City Preparatory Academy teachers resigned their positions. All were core subject teachers: humanities, mathematics and science. All had spent between two to 12 months developing their curricula for their courses.

Many of the Scholars who enrolled with us this year after beginning their education in other public schools arrived disengaged, emotionally dysregulated, and without much hope, enthusiasm or preparation for success at school. A number of OCPA teachers, including the sixth grade team and a strong support staff, had the capacity to pivot to meet our children where they were and meet their needs. Some teachers expressed feeling overwhelmed with the challenging behaviors of a number of our Scholars and the need to differentiate their coursework across a very wide spectrum of academic abilities. The resignation of these teachers, mid-year, placed a further burden on teachers and support staff who remained in an already challenging environment.

Finding exceptional teachers mid-year proved an impossible task and we were unable to replace the teachers who left. We could not deliver a high quality education to our ninth and tenth graders. As a result, we made the difficult decision to close our high school program.

All of our ninth and tenth grade Scholars were assigned an OCS caseworker who helped families and children identify and enroll in the next best school option for the remainder of the school year. We have retained our college/career counselor to support scholars after their transition, and will continue to support those scholars who were previously expelled from public schools and are unable to return to another district school.

We have retained our sixth grade program and thus will continue to operate and grow One City Preparatory Academy from sixth through twelfth grade. Our immediate next steps and immediate and near-term financial needs are expressed below.

**E. Our Revised Enrollment Growth Plan**

As we have closed our ninth and tenth grades for now, and retained sixth grade, we will grow OCPA more slowly, adding grade 7 in 2023-24 and grade 8 in 2024-25. We plan to bring grades 9 – 12 back, beginning with grade 9, in 2025-26. In the interim, we will work to establish OCPA as the most successful and innovative public middle school in Wisconsin.

At maturity, One City Schools will enroll as many as 1,042 Scholars ages 2 through grade 12.

- One City Preschool: 44 children ages 2 and 3 (our charter 4K program is located here)
- One City Elementary School: 326 children in grades 4K to 5th grade
- One City Preparatory Academy – Phase 1: 288 children in grades 6 through 8
- One City Preparatory Academy – Phase 2: 384 children in grades 9 through 12



## Revised Educational Plan: Focusing on Grades 4K through 8

We have seen firsthand the effect that years of devaluing, under educating and socially promoting our children has had on their lives. OCPA was designed to provide *all* children with the education required for them to be successful in colleges and careers. We anticipated a number of scholars who would be ready almost immediately to take advantage of our college prep curriculum, along with a number of scholars who would benefit from time spent in our Prep Year Program (designed to identify and address learning and skill deficits, so that Scholars are able to move forward successfully in high school) and a number of scholars who would fall somewhere in between. We were frankly unprepared for the number of scholars who would come to us not just a year or two behind, but five or more years behind academically. **Over 67% of our 9th and 10 graders tested five or more years behind in reading, and 59% tested 5 or more years behind in Math on the nationally-normed STAR assessment.**

Presently, there are 363 students enrolled at One City Schools: 82 children learning at our preschools from ages 2 through 4K and 281 children enrolled in grades K through 6 at our new Pleasant T. Rowland Leadership Campus located at 1707 W. Broadway in Monona.

In closing our ninth and tenth grades, we reduced the size of our workforce but retained five educators to bolster our academic program and academic support for our 4th, 5th and 6th grades, many of whom also joined One City with significant educational deficits. These educators will help our young Scholars make adequate academic progress and overcome learning deficits. Our goal is to ensure our Scholars are on track to succeed in a rigorous high school education program and our Early College and Career education program when they reach ninth grade. The college and career counselor we retained will develop early college and career experiences for our middle schoolers. We will work to establish One City Preparatory Academy first as a model middle school in Dane County that ***doesn't allow children to fall behind or stay behind academically.***

### A. Lessons Learned in the 2022-23 School Year

**Lesson #1: Assessing Scholars before the start of school is critical.** We did not test all of our Scholars *before* their first day of school. This left us with little information about our Scholars' academic preparedness for high school. Although we requested our Scholars records from their previous schools shortly after their parents enrolled them in our school in the late spring/summer 2022, we did not receive all of their records before the 2022-23 school year started. This resulted in us knowing little to nothing about our Scholars' prior academic records.

As noted previously, following our initial assessments this year, we found that many of our scholars were very far behind where they should be in the fundamentals of reading, writing and mathematics. This is not surprising given that only 8% Black children who completed third grade in 2022, across all 16 school districts in the greater Madison area, were proficient in reading. Conversely, 92% of Black children struggle to read and nearly 60% can barely read at all.

In order to help build basic skills so that *all* of our scholars can take advantage of the unique early college and career education opportunities at One City, we established our **Prep Year Program** for our ninth and tenth graders to offer the intense, customized, remedial instruction they need (We explain this program later in this document). This program, once implemented, proved very effective in helping our Scholars who were severely academically behind make significant strides to catch up. Before we closed our ninth and tenth grade program, our

Scholars were making strong enough progress where most would have been ready to take high school algebra during the 2023-24 school year.

Unfortunately, we did not implement Prep Year on the first day of school. In hindsight, this was a significant mistake on our part. This resulted in Scholars being enrolled, for several weeks, in courses that they were not prepared to succeed in. This contributed to challenges with Scholars' behavior that was very difficult for our teachers to address.

**What We Are Changing:** In the future, we will test all of our new Scholars *before* their first day of school. We will be prepared to appropriately place Scholars with the right teachers, in the right content, and in the most appropriate courses, that meet them where they are academically, on their first day of school. We will also launch our Scholars Academy and Prep Year programs on the first day of school. Again, both programs are explained later in this document.

**Lesson #2: Building relationships with Scholars and families before school starts is essential.** We historically have conducted meetings with parents/guardians before the first day of school, but this year these meetings were made voluntary rather than mandatory.

**What We Are Changing:** Going forward, we will require *all* parents of new Scholars to attend a *mandatory* meeting with our staff, with their Scholar, so we can learn more about them, their family and their needs so we are ready to effectively support them on their first day of school.

**Lesson #3: We must hire the right people to educate and support the Scholars and families we serve, and ensure they have the appropriate training to do so.** Our pre-screening process failed to identify staff that had the grit and perseverance necessary to work through the challenges and difficulties that come with teaching children who have significant learning needs. For example, we did not have all of our teachers and team members complete our employment screeners (e.g., Predictive Index) before they were hired and did not consistently use the data from this assessment to identify their personality and behavior traits, problem solving skills, and professional learning needs with regard to classroom management and teaching diverse learners. We also need to modify the way we prepare our teachers to manage active classrooms with diverse learners who possess wide ranges of academic skills, abilities and behaviors.

**What We Are Changing:** Going forward, we will only hire employees who have fully completed our job candidate screening assessments and have demonstrated their ability to effectively work within One City's education model. We will use this data to inform the professional development, training and support we provide our staff. Additionally, we will invest in a highly successful classroom management training program and enlist the expertise of others who are skilled in helping schools build a strong, highly engaged and achievement-oriented school culture among students, staff and families.

**Lesson #4: We must double-down on our reading and mathematics interventions to ensure our Scholars make adequate progress and overcome learning gaps.** One City enrolls the highest percentage of Black children in Dane County in our preschool, elementary and secondary schools. More than 70% of our Scholars are Black. Statewide, only 8% of Black children read proficiently by the end of third grade (source: Wisconsin Department of Public Instruction, 2022). Given these low reading rates, how far children are behind academically when they enroll with us (often two or more years), and our need to make reading more important and routine among all of our Scholars and their families at home, we are launching a new reading initiative at all three of our schools.



**What We Are Changing:** Our new Reading Initiative consists of all classrooms in our preschool adding additional 30-minutes of early reading and language arts lessons to their daily schedule, and our elementary school and preparatory academy adding an additional 30-minute reading block to the school day. We will use the results of our STAR interim progress assessment that our Scholars completed in January and February 2023 to align them with appropriate and exciting reading content at their respective reading levels and interests. We will ensure that every Scholar who needs a reading or math tutor is assigned one at least two days per week, and that our tutors receive more targeted training in literacy and math skills development so they can maximize their abilities to support our Scholars learning growth at school. Additionally, we will establish a school-wide reading initiative that encourages our Scholars to read more at school and at home, and provide acceptable incentives and recognition to Scholars who reach and exceed their reading goals each tri-semester. As part of this, we will give all One City parents access, through their personal handheld computing devices, to the Accelerated Reader and Freckle Math programs that we use at school.

Through a combination of the instruction that our teachers provide, the English/Language Arts (ELA) curriculum we use (EL Education), the Accelerated Reader program that will extend our Scholars daily reading practice, and thousands of great children's books that are available at our school and online, our Scholars will build skills in what are commonly known as the **five pillars of early literacy and reading instruction**: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Accelerated Reader program, and its parent company, Renaissance Learning, gives our Scholars access to online quizzes on nearly 300,000 book titles, including nearly 16,000 books that are available to read online.

Our school principal and instructional support leaders are presently in the process of revising our weekly and monthly reading practice goals for our Scholars for the remainder of the 2022-23 school year, and the 2023-24 school year as well. They are also working with our Family and Scholar Engagement team to host a Winter Family Literacy Night at our schools. This event will provide families with details about our in-school and at-home reading practice initiative, and strategies for how they can best support their children's reading practice at home.

We will use these lessons learned to better inform how we educate and develop our scholars at One City Schools now and in the future. Moreover, we will continue to assess the merits and value of the interventions and innovations we implement, but establish more immediate feedback loops so we can pivot and course-correct faster, when needed.

## **B. How We Educate and Develop our Scholars at One City's Charter Schools**

At One City, we are building Scholars, not students.

**Definition of a Student:** Teacher driven, dependent, uncertain learners, school member, learns from teacher, has general knowledge, follows, traditional, reads because they have to, novice, inside the box, and passively learns.

**Definition of a Scholar:** Peer driven, engaged, multi-faceted learner, collaborator, problem solver, self-motivated, passionate, independent, innovative, wants to learn, desires to share knowledge, focused, reads to learn, inquisitive, actively learns, advanced, studious, directs instruction, outside the box, pursues knowledge, and asks questions.



The following steps define how we identify, prepare, and assess Scholars for educational success.

### **Step 1: Initial Diagnostic Assessment**

When One City enrolls Scholars, we use a diagnostic-prescriptive approach to determine where they are academically, and use assessment data to appropriately place Scholars in the right content within our academic program. When a new student enrolls in One City, we test them in reading, language arts and mathematics using the STAR and MAP Assessments. Both STAR and MAP are nationally-normed assessments that enable schools to determine where a student's grade level is and what they know and don't know with regard to Wisconsin's Model Academic Standards for all grade levels. We use other assessments, such as the Orton Gillingham assessment to identify Scholars who might have dyslexia. Our testing coordinator, special education department and speech and language pathologist collaborate on all initial and ongoing testing of our Scholars in grade K and above.

### **Step 2: Personal Assessments and Interest Inventory**

After families are officially enrolled in One City, through our registration process, we ask parents to complete our "Getting to Know You" form online. This form asks parents questions about their Scholar to give us information that will help us plan for their arrival, and their educational and social-emotional needs.

### **Step 3: Course or Classroom Placement**

Every employee at One City Schools is required to complete the [Predictive Index](#). The **PI Job Assessment™** pinpoints the behavioral traits and cognitive ability someone would need to be successful in a given role. The **PI Behavioral Assessment** helps to determine if an individual has the right personality for the job. We utilize this assessment data, along with our knowledge of our teachers' skills and abilities to identify the best classroom match for our Scholars.

We also utilize our Scholars diagnostic assessment data and prior academic transcripts and records to place them in appropriately leveled-content at their academic grade level. Our aim is to identify our Scholars' Zone of Proximal Development (ZPD), which is the space between what a learner can do without assistance and what a learner can do with adult guidance or in collaboration with more capable peers. This is how we meet our Scholars where they are academically, and structure our educational program and support services (tutoring, test preparation, etc.) to help them progress academically.

### **Step 4: Engagement in our Educational Program**

Our educational program at One City focuses on offering quality instruction in our classrooms, providing an appropriately challenging and rigorous curriculum, having Scholars engage in daily and weekly formative assessments (e.g. classroom assignments and homework), and offering

academic tutoring, coaching and mentoring to our Scholars who will benefit from it. We also engage our special education team and have them provide necessary educational services to our Scholars.

One City currently uses EL Education in grades K through 5 and will extend its use of EL in grades 6 through 8. EL is a whole school education improvement model that emphasizes reading and language arts instruction, with a focus on character, high quality work, and mastery of knowledge and skills. We use Eureka Math to guide our Scholars math development. Both EL and Eureka Math are highly ranked in [EdReports](#).

Middle school Scholars will grapple with questions, collaborate on projects, and create exhibitions of learning throughout their 8-week interdisciplinary expeditions of study. Each expedition will include field work, guest lecturers, and feedback and reflection loops. We believe true learning is a process, not an end game. One City uses the Expeditionary Learning framework to guide our expeditions, with a focus on character, high quality work, and mastery of knowledge and skills.

### **Step 5: Interim Assessments**

We conduct two additional assessments of our Scholars in grades kindergarten and above during the school year. New Scholars who complete their MAP and STAR Assessments before the school year will also complete two additional benchmark assessments in reading, language arts and mathematics in late January/early February and June/July. As an operator of schools that have a longer school year, our last day of school is always the last Friday in July. Existing Scholars will complete their interim assessments in October, February and June. These assessments help us see how much a Scholar has grown academically in their knowledge, understanding and application of the content, processes or procedures they have learned.

Upon completion of these interim assessments, One City's school leadership will determine if a Scholar requires academic remediation or acceleration. We also use the data to offer recognition to our Scholars.

### **Step 6: Wisconsin's Summative Assessment**

Every year, between late March and late April, all public schools in Wisconsin are required to administer the state's Forward Exam to all children in grades 3 through 8 and 10. In grades 3 – 8, all children complete the English/Language Arts and Mathematics assessment. They also complete the science assessment in grades 4 and 8, and the social studies assessment in grades 4, 8 and 10.

The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year.

This school year, our Scholars in grades 3 through 6 will complete the Forward Assessment between March 20 - April 28, 2023. School Districts, including One City Schools, will receive embargoed individual student data reports on July 16, 2023. The public will not learn about the results of our Scholars performance on the Forward Exam until September 2023.

We do not expect that our Scholars will show very high scores on the Forward Assessment in their first year(s) with us, depending on how far behind they are when they arrive at One City. **We do expect all of our Scholars to show marked growth each year, as captured by the Star and other assessments.**

### **C. Our Unique Strategies to Ensure All Scholars Achieve Academically**

As noted above, many Scholars enrolled in One City are multiple grade-levels behind academically in reading in math. Instead of socially promoting these Scholars from one grade level to the next, regardless of their readiness to succeed at the next grade level, we meet our Scholars where they are, academically and behaviorally, through our **Scholars Academy** and **Prep Year** programs. Both programs provide more personalized approaches to Scholars' learning, and have demonstrated significant success with preparing our most vulnerable learners to succeed in our larger, more traditional, classroom settings.

One City utilizes a number of other strategies as well to help our Scholars achieve academically. Our core strategies are explained below.

#### **1) One City's Scholars Academy (Grades K – 5)**

Scholars Academy offers a smaller learning environment for children enrolled in kindergarten through fifth grade who need more targeted individualized instruction and social-emotional interventions to learn and thrive in school. The program helps children develop the academic skills, habits, confidence, character, motivation and scholarly behaviors needed to succeed academically at their natural grade level in school.

Scholars Academy is comprised of smaller classrooms featuring two teachers and no more than 12 scholars per classroom. Each classroom offers a multi-age format, with Scholars in grades K – 1 being served in a common classroom, grades 2 – 3 in a second common classroom, and grades 4 and 5 in a third classroom. Classrooms can be comprised of as many as three grade levels if the numbers of Scholars identified for participation in the Academy is small.

Scholars identified for participation in the Academy are either one or more grade-levels behind in reading and mathematics, and/or require more behavioral supports and interventions than offered in a larger, traditional classroom setting. Each of these Scholars are given an Individualized Learning Plan (ILP) and receive individualized instruction, academic tutoring and wrap-around support services. If necessary, they also receive special education and other support services. As Scholars make adequate progress academically and social-emotionally, they are carefully reintegrated into One City's more traditional, larger classrooms with their grade-level peers. After Scholars are reintegrated into traditional classrooms, they continue to receive support from our Scholars Academy, Special Education and Student Support teams.

## **2) One City's Prep Year Program (Grades 6 – 8)**

Prep Year provides an individualized learning environment for Scholars who are two or more years behind academically in reading, language arts and mathematics. The program enables educators to meet Scholars where they are academically, and focus on helping them develop the knowledge, skills, habits and behaviors necessary to successfully complete a rigorous high school curriculum, and early college and career education program, when they reach ninth grade.

Prep Year is comprised of two courses: English/Language Arts and Mathematics. Each course is taught by one teacher with no more than 15 Scholars in their Prep Year classroom. Both courses are two-hours long, with the first hour including small and large-group instruction, and the second hour involving individualized instruction, study skills and academic tutoring with teachers, support staff and trained tutors.

Each Scholar has an Individualized Learning Plan (ILP) that outlines the knowledge, skills and behaviors they need to improve academically and succeed in our more rigorous, general and advanced education courses. They receive instruction at their level of ability – within their Zone of Proximal Development (ZPD) – to ensure they have the foundational skills needed to grow and advance in their learning at school. They also participate in a character and life skills development program called “Leader-in-Me”, which helps Scholars build leadership and life skills.

## **3) Extended Learning Academies**

One City prides itself on connections with the community and ensuring our Scholars are exposed to as many opportunities as possible. With this in mind, we contract with various community members to provide courses and activities for our Scholars on a rotating basis. Our Scholars enjoy ice skating, drumming, martial arts, theater, science, and art, for example. Our elementary Scholars spend one hour each day in academies while our middle school Scholars have opportunities at the beginning of each day as well as one day/week during the course of the school day.

## **4) Academic Support Plans**

When a scholar is experiencing ongoing and significant difficulty in meeting One City's expectations, our goal is to build short-term additional support for the scholar so that they (and the adults supporting them) can better understand their challenges and develop new/improved strategies for their growth. We do this by creating a support plan to identify the key areas for improvement and strategies for scholar support. The Dean of Crew and Culture manages this process in close collaboration with the scholar's crew leader, teachers, and any other personnel who can provide information or support. To create a support plan, the Dean of Crew and Culture holds a meeting with the scholar, parent(s)/guardian(s), crew leader, and other relevant employees to identify strengths, areas for growth and concrete strategies to improve growth. Tasks will be defined and/or assigned for each member of the scholar's support team, and there will be a clear timeline for completion and review of the plan



## **5) Healthy Meals Program**

One City Scholars will continue to be served USDA approved meals and snacks daily prepared by an in-house chef and team of cooks, who are trained on the USDA guidelines. The USDA published guidelines provide an excellent source of dietary information, which One City uses in meal planning and preparations of scholar's meals and snacks. All teaching staff join One City Scholars for meals in order to promote and model good manners, sanitary habits, and conversation/social skills, and to supervise the Scholars.

## **D. Parent Engagement at One City School**

### **The Family and Student Engagement Team**

One City's VP of Family and Scholar Engagement serves as the primary school-to-home and home-to-school liaison, including regular digital communications, virtual and in-person meeting host, and regular school-wide events. Through our FASE Team and a robust network of community partnerships, One City Schools will offer informative, insightful and fun seminars, workshops, special events and other learning activities for parents and the entire family. Additionally, One City Schools will assist parents and other family members with identifying available educational and employment opportunities and supports in the Greater Madison community. One City Schools will also provide educational opportunities for parents, volunteers and community members to learn and share how they can help foster the positive growth and development of children, and ensure they are ready for and succeeding in school.

### **School Social Workers**

One City School Social Workers are important to ensuring high levels of scholar achievement and success at One City. They work with general and special education Scholars and their families to resolve social, emotional and behavioral challenges that interfere with Scholars' educational success and development. Our Social Workers accomplish this through (a) assessment, (b) consultation with school staff and community providers, (c) development and implementation of behavior management plans, and (d) providing indirect and direct services. They will also work with our parents to emphasize the importance of their children attending school regularly and on-time. Last school year, we saw our daily school attendance rate drop from 96% to 88% during the height of the Omicron COVID-19 variant. We are still finding that some parents are routinely bringing their children to school late. Our Social Workers will partner with our Family and Student Engagement Team and school leaders to ensure our children are in school and ready to learn.

### **Family Resource Center**

The FASE team offers a resource center with a variety of media and an accessible computer for parents/guardians in need of a device. The Family Resource Center is located directly behind the main lobby desk and is open during school hours or as coordinated through the FASE team.

## **E. Athletic Participation**

One City Preparatory Academy (OCPA) was admitted as a probationary member of the Wisconsin Interscholastic Athletic Association (WIAA) in the summer of 2022. In the fall, our high school girls participated in volleyball and our high school boys participated in soccer. In the winter, before we had to close our ninth and tenth grades, our high school girls and boys were participating in basketball. Participation in athletics will continue, but will be offered to our

children in grades 5 through 8 through “club” and “recreational” community-league sports, and possibly for our lower grades as well, depending on the availability of coaches and funding.

One City Athletics is committed to our Scholar athletes and strives to promote the best overall experience. As we grow, we will continue to build upon our athletics program. One City athletics values sports as a vehicle for personal growth and self-discovery. One City Schools’ commitment to athletics is based upon our belief that being a member of a team, physical wellness, and athletic accomplishments have important lifelong benefits. We emphasize hard work, perseverance, sportsmanship, and commitment. By modeling these values, we create an athletic culture that promotes a safe, kind, and respectful environment, a place where we can make mistakes, learn from them, and grow. Through the daily challenges of practice and competitions, our scholar athletes will gain knowledge of their sport and develop individually, while cultivating leadership and life skills. Our athletic administration and coaches will provide the support and mentorship needed for our scholar athletes to achieve both academic and athletic excellence.

We will use sports participation as a means to promote academic engagement and growth as well. Scholars will only be able to play sports if they maintain success in the classroom educationally and behaviorally.

## **F. Scholar Support Services**

At One City, we understand that there are many ways to learn and to express that learning. Good teaching employs a variety of pedagogies to address the diversity of learners in the classroom, and our teachers work with all One City Scholars to develop good study habits and approaches that meet their learning needs.

To support Scholars with diagnosed learning differences, the scholar Support Team at One City Schools is committed to:

- Making the curriculum accessible to all Scholars
- Encouraging Scholars to become actively engaged learners
- Empowering Scholars to be effective self-advocates in communicating their learning strengths and needs, and
- Partnering with families, staff, and deans to enact effective learning strategies.

One City Schools supports Scholars with learning differences with accommodations so that the curriculum is accessible to them. We teach strategies to Scholars and faculty as tools that assist both parties in meeting school expectations.

Parents/guardians of Scholars transferring to One City Schools with an Individualized Education Plan (IEP) must ensure One City has all information at hand in order to meet the needs of the scholar as written in the IEP. Parents/guardians should communicate during enrollment that a scholar has an IEP so that One City Schools can acquire the Scholar record.

## **G. Volunteers at One City Schools**

One City Schools offers a variety of volunteer opportunities for parents and members of the Greater Madison community. Scholars and staff from Madison Area Technical College, High School work experience programs, University of Wisconsin System colleges and universities, local public school districts, Edgewood High School and Edgewood College, Eagle School,

Schools of Hope Tutoring Program and a number of businesses, churches, community-based and service organizations, and professional membership organizations have volunteered with One City Schools. Volunteers support our administrative, classroom, business office and facilities teams, and family and community engagement efforts, in a variety of ways. They are essential to everything we do at One City. Most importantly, they help us achieve the promise of our namesake – One City – a village of people, organizations and businesses across Greater Madison and the nation who work together every year to ensure our children are successful and reach their full potential.

**H. School Health Services**

One City Schools follows the guidelines of the Madison Dane County Public Health Department in regard to communicable diseases and illness. The purpose of this policy is to reduce the risk or spread of disease and childhood illness to children. Within 30 days of enrolling, a child’s immunization record and health information must be on file. State regulations require One City Schools to maintain a medical record on each child in the school.

Our health services team is composed of a certified nurse and nursing assistant. Scholars who become ill while at school should notify the nearest adult and then report to the nursing station for assistance. First aid supplies are available.

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