

Accelerated 7th grade students will have the opportunity to move to an 8th grade math class if they show mastery and are ready for algebra. At grade 8, those accelerated students will use the ala-carte, or self-blend, model to take a "virtual" 9th grade math class and receive high school credit. These accelerated students will also continue to participate in the 8th grade algebra class's warm-up activity to reinforce their skills and to stay connected to their classmates, before moving to their "virtual" class each day. Accelerated students will also be placed in an advisory led by the 8th grade math teacher, to better monitor their work and stay connected to instructors.

While blended learning and mastery-based progression will be intensified in math class, we plan to offer these tools to students across all content areas. We anticipate developing additional methods to integrate blended instruction and master-based credit into our model, and we expect to leverage the knowledge of other schools and community organizations to fine-tune this approach. A substantial portion of planning time and planning resources will be focused on this aspect of our model. Planning activities will include meetings with area charter schools, such as Blackstone Valley Prep and the Highlander Institute, and nonprofit organizations that are using the blended learning approach.

Internal District knowledge will also be leveraged to support this model, with an emphasis on Pleasant View Elementary School and their 2012 school redesign to a blended learning environment. Pleasant View Students use technology to spend 50% of their time on personalized learning. They rotate on and off computers, SMART board stations, iPADs, and hands-on centers, during 90 minute blocks, and teachers work in small groups so students remain engaged.

Student Ownership

West Broadway Historic Preservation Middle School students will be empowered to impact their school community and manage their own learning. Students will play a central role in building school rules and designing student accountability. No academic classes will be held during the first 2 days of school. Instead, these days will be used to foster a sense of community and a team environment among all students and teachers. Students will create school rules each year anew, providing the basis for the discipline program and promoting a sense of ownership among students. This Social Contract will be worded positively and will become part of everyday school language. Students will be held accountable to the rules they created and often take part in deciding their consequence, if necessary, should they violate the social contract.

Students will also take ownership of their academic progress by moving through subject areas at their own pace and accessing virtual learning opportunities. Students will have the ability to access learning materials (such as Virtual High School's online learning opportunities) outside of the school day so they can continue to learn after school, at home, and on weekends. Students that fall behind will be provided with the tools and supports to get back on track through after school tutoring and Saturday school. These student supports, combined with virtual learning

technology and mastery-based progression, will empower students to manage their own learning.

Boldness and Impact

The West Broadway Historic Preservation Middle School is unique in its strong community approach and in its focus on students' social and emotional skills. The West Broadway neighborhood has a vested interest in a quality neighborhood public school as a means to strengthen the community, and a proven capacity to work together, with city officials and invested stakeholders, to generate positive change. The West Broadway Historic Preservation Middle School will grow out of the strengths of this neighborhood--its rich history, architecture, cultural diversity, and sense of community. The school model will use the West Broadway neighborhood and the City of Providence to make relevant the history of the United States and the world. Students will explore community-based topics such as industrialization, immigration, social movements, and entrepreneurship through a culturally responsive lens. The National Trust for Historic Preservation's program *Teaching with Historic Places* will also be utilized to design curriculum for Humanities classes. Broadway's unique architectural styles will be used to teach math concepts, as well as other subject area concepts, in a