School Name

School Growth Plan and Report

Year: 2017-18

Bruce-Guadalupe Community School
1028 South 9th Street
Milwaukee, Wisconsin 53204

PREPARED FOR

Office of Charter Schools

University of Wisconsin-Milwaukee

School Profile

In a maximum of three paragraphs, provide the following information:

- School name and address
- Grades served
- Describe the major emphasis of the school and its educational program
- School Leader and Board President

At-a-Glance School Performance Framework Data

Priority Area(s) of Growth: (Check the priority area(s) in need of greatest growth)

 X Student Achievement - Performance on State Assessment in reading and/or math

___ Student RIT Growth Targets - Improvement over time on MAP Assessment in reading and/or math

___ Student RIT Growth for Significant Sub-groups – Student subgroups closing gaps in reading and/or math

___ Student Post-Secondary Readiness – Performance in attendance and graduation

1.0 Annual School Growth Goals

Annual school growth goals flow from the strategic goals, as well as, analysis of academic performance framework results and identify improvement efforts to be undertaken during the fiscal year. The school should have **three to five** measurable goals including at least one reading goal and one math goal.

Note: Item f for each goal along with Section 2.0 should be completed at the end of each school year and submitted as a part of the School Growth Report due August 1st of each year.

1.1 (required)

a. Annual Growth Goal: **ELA** Increase school-wide Proficient and Advanced percentage from 38.4% on the 2017 Wisconsin Forward Exam to 45% on the 2018 Wisconsin Forward Exam (approximately 8 students per grade level)
b. Background Data Analysis: ELA results from 2017 Forward Exam showed a decrease in proficient and advance percentage from the half of the grade levels the previous year.
c. Approaches/Strategies (What will you do to achieve the goal?):   - Use leveled book clubs, by Lexile levels, for Reading to help students read a variety of genres, promote discussion of story elements, and to write about their reading on or slightly above their ability level (Use MAP data)   - Teachers will conference with students/book clubs groups throughout the writing process/book   - Continue to adopt Lucy Calkins writing program: students will develop writing skills in the areas of argument, narrative, and informational writing. Drafting, revising, editing skills will be assessed and grown. (Training provide in-house and at Writing Institute in New York)   - With the writing program, also begin to explore the use of the Lucy Calkins Reading program
d. Success Indicator (How will you know that you are making progress toward achieving the goal?):   - Monitoring Winter MAP test results   - Results from the 2018 Wisconsin Forward Exam
e. Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):   Winter and Spring MAP assessment will be use to monitor student progress on standards and areas of weakness.

• Teachers will confer with students weekly/monthly on class progress

f. End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

This year's ELA scores showed a drop for the school as a whole (38.7% to 35%) and did not come close to our goal of 45%. Compared to the last year's grade, we saw a decline in each grade with the exception of 6th and 7th. The school has been transitioning to a new Reading Curriculum, Lucy Calkins, to be better aligned with the same writing program. As we compare the cohorts, we did see increase from 3rd to 4th grade, 5th to 6th and 6th to 7th. However, we did see a significant decline from 4th to 5th (-14%) and 7th to 8th (-11.1%). We did have many staff absences in 8th grade, which may have disrupted the continuity of lessons.

We also need to develop more supported independent reading time in all grades. We know that asking kids to read 20 minutes is better served if we can support that reading and understanding here in school.

Moving forward, we need to ensure that all staff have an understanding of the curriculum and are supported with its implementation. The school also needs to communicate expectations for reading with all teachers to gain support in all content areas. As the middle school prepares to adopt Lucy Calkins in 2019-20, teachers need to review the curriculum and begin planning units. The Lucy Calkins curriculum has not release assessments to its curriculum for the middle school grades, teachers will need to discuss options with outside consultants and other schools who have been using this curriculum. |

1.2 (required)

Annual Growth Goal: **MATH** – Increase school-wide Proficient and Advanced percentage from 37.3% on the 2017 Wisconsin Forward Exam to 43% on the 2018 Wisconsin Forward Exam (approximately 7 students per grade level)
Background Data Analysis: • For 16 years, BGCS has used Saxon Math as its primary curriculum. This year, we have adopted Eureka Math due to a decline in the number of grades who have been exceeding the state test proficient and advance average • Eighth grade will continue to use Saxon except for a few key modules
Approaches/Strategies (What will you do to achieve the goal?): • Use variety of instruction techniques including direct instruction, group work, and exploratory lessons. • Utilize engaging activities such as sprints and rapid whiteboard exchanges to practice fluency and engage students.

- Use Aleks and Zearn online programs for students to improve on specific topics as assessed for individual needs
- Train teachers on new Eureka Math curriculum

Success Indicator (How will you know that you are making progress toward achieving the goal?):
- Winter and Spring MAP assessment will be use to monitor student progress on standards and areas of weakness.
- Teachers will monitor student progress on topic being covered on Aleks
- Bi-weekly team meetings will provide opportunity for teachers to debrief on successes and challenges of new curriculum for the initial year of Eureka implementation

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):
- Monitoring Winter MAP test results
- Results from the 2018 Wisconsin Forward Exam

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

School-wide, we increased the Proficient and Advanced percentage to 41.4% up from 43%, a little below our goals. Sixth, seventh and eighth grade showed remarkable increases compared to last year with 61.6%, 50% and 41.2% respectively. Each exceeded the state average. Collectively, theses grade scored 51% compared to the state's 39.7%.

In reviewing sub categories, each grade exceeded the economically disadvantage except 3rd and 5th. Sixth grade also exceed those not disadvantage by 20%. Teachers attributed the growth to strong collaboration between teachers and grade levels in adopting the new Eureka curriculum. We need to find time to provide similar collaboration at other grade levels to discuss the problems.

The new curriculum did pose some challenges in its first year. This effected the pacing of the material. Grade 3-5 did not cover a lot of the modules prior to the state assessment. As the staff discusses and review more, monitoring the pacing will also provide the students an opportunity to understand more concepts. The second year, should prove greater growth in grades 3-5 as students become more familiar with the curriculum format and enhancement activities.

Ongoing communications throughout the grades will help to be better prepared for instructional deliveries and techniques. Additionally, engaging students in class activities will also enable students to take more ownership of their learning and work harder.

1.3 (required)

Annual Growth Goal: • From the UWM survey increase faculty average on "Our leaders encourage frank, two-way communication" and "Our leaders promote and support employee innovation" to 3.2 or higher than UWM average (whichever is greater)
Background Data Analysis: • With the growth of staff over the years, school administration needs to be more visible and available for discussion, especially with new staff as they begin to get acclimate to the school culture and expectations. • Also, as assessments have changed over the past three years, the school needs to also make sure class lessons are engaging and inspiring for students
Approaches/Strategies (What will you do to achieve the goal?): • Provide weekly staff meeting to address concerns and opportunity for staff to participate in discussion • Invite staff member to be innovators in presenting lessons/demonstration for other staff on practical activities that can be adapted for class instruction • Administrator demonstrate activities that can be used on professional development and records day for engaging staff • Book clubs will be used to increase dialogue amongst teachers and administrators on what quality teaching entails
Success Indicator (How will you know that you are making progress toward achieving the goal?): • Lessons demonstrated during session may be adapted to classes during the year • Activities will prompt discussion amongst staff on how to try new innovative lessons
Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): • The results on the UWM survey will be the primary indicator on goal accomplishment
End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?): This year's data showed that the school still is behind the UWM average for both goals targeted. With the larger staff, school administration needs to ensure that teachers have the opportunity to speak up on various topics. The steering committee was established to be a sounding platform for teachers to speak and share concerns. However, over this last year, it has become more of a targeted meeting for Math and ELA. School Principals need to discuss and implement a new meeting/steering format without

creating a lot more meetings. If the structure of the existing meetings is improve upon, then teachers will have further opportunities to share their thoughts.

For innovation, the middle school faculty did exceed the UWM average but the elementary was a little below as was the school as a whole. In the Middle School, staff has worked to be open with new ideas that have been happening throughout education by exploring various ones through book club discussions. Also, sometimes, stretching the instructional methods has been working as teachers have been using more flexible seating, project choice or a twenty percent time format. Team meetings have focus more on the curriculum and lend its way for teachers to take more ownership of it and than discuss the delivery methods.

2.0 Mobility Rates

2.1 Student Mobility

Year	Total Students Enrolled at ANY Point in the Year	Number of Students who Transferred In After 3rd Friday	Number of Students who Transferred Out After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-18	1289	8	17	1.9%

Year	Number of Students Enrolled at the End of the Previous Year who COULD Return this Year (Not Graduated)	Number of Students from Previous Year who DID Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who DID Return/Number who COULD Return
2017-18	1181	1116	94.5%

2.2 Faculty and Staff Mobility

NOTE: Include all instructional/academic staff and faculty in the counts below, including administrators.

Year	Total Faculty at ANY Point in the Year	Number of New Faculty After 3rd Friday	Number of Faculty who Left After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-18	131	2	2	3%

Year	Number of Faculty Employed at the End of the Previous Year who COULD Return this Year (Not Let Go)	Number of Faculty from Previous Year who DID Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who DID Return/Number who COULD Return
2017-18	125	118	94.4%