School Profile

Capitol West Academy
3939 North 88th Street
Milwaukee, WI 53222
K4-8

Describe the major emphasis of the school and its educational program.

The academic focus of Capitol West Academy is to effectively and proactively educate children in the core academic areas with an emphasis on a positive educational environment and adaptation to different learning styles. We believe that each child can learn and that it is our challenge to find ways in which he/she can best learn. Research concludes that a structured instructional program with a focus on basic skills and a strong emphasis on parental involvement are critical to both academic and social success. The program’s curriculum emphasizes not only academic growth, but personal growth as well. The fundamental goals of Capitol West Academy are to:

- Create a safe, student-centered environment with a high expectation for academic achievement in the areas of reading, language arts, math, social decision-making and science that will assist students in exceeding Wisconsin proficiency levels.
- Provide an environment in which all teachers foster academic, social and emotional growth; and effectively and efficiently integrate alternative learning styles to meet the learning needs of each child.
- Create a learning environment that focuses on academics through curriculum integration and the emphasis on attending to student’s differences in learning.
- Create a positive school culture with a focus on character development.
- Nurture a strong linkage and mutual accountability between family, school and community that involves parents as partners to increase the child’s positive academic and social development.
- Actively incorporate strong accountability measures to assess the success of each child and provide quantitative measures to guide continuous improvement.
- Create a culture that values diversity, respects the individual and values learning as a life-long source of self-mastery, joy and meaning.
- Develop each child academically, personally and socially with an understanding of citizenship in the US.
Capitol West Academy provides a structured environment with an integrated curriculum, in which teaching on a given subject overlaps into various academic areas, as well as service learning and an emphasis on quality academics.

Our teaching focuses not only on reading, language arts, math, social studies, and science, but also on character development and helping students synthesize and analyze content, make sound decisions and develop critical thinking skills. Our educators understand how the structure and growth patterns of the brain affect learning. And they offer a neurodevelopmentally informed trauma sensitive philosophy and practice that supports the needs of all of our students. Teachers tailor instructional practices to meet the varied needs of the learners.

We are committed to nurturing and developing students who are prepared socially and academically to enter college-preparatory high school, post-secondary education and young adulthood with a clear vision of success and who embrace lifelong learning.

Donna Niccolai Weber, Executive Director
David Lucey, Board Chairperson

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
X  Student RIT Growth Targets - Improvement over time on MAP Assessment in reading and/or math
X  Student RIT Growth for Significant Sub-groups – Student subgroups closing gaps in reading and/or math
X  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)

<table>
<thead>
<tr>
<th>Annual Growth Goal: CWA students will meet or exceed expected growth targets, in Reading, as measured on MAPS based on Fall 2016 to Spring 2017 data, going from 52% to 60%.</th>
</tr>
</thead>
</table>

**Background Data Analysis:**

52.3% of Students met/Exceeded Average Reading Growth; Increased from last year by 2.3%

41% of students met or exceeded the grade level spring benchmark on MAP tests for reading (Target 50% - not met however increased from last year from 37% to 41%).

On average, students per grade will show 120% growth as measure on the MAP test. Increase from 2014-15 overall average of 95%. Overall, the students have shown a small amount of growth in reading.

Students are making some progress in reading, but we need to continue to push and improve reading growth. CWA’s transient student population makes year to year comparisons difficult; however, we continue to focus on student growth by improving teacher instruction in reading. CWA administration created a literacy support role. In addition, she coordinated the RtI process and modeled literacy strategies throughout the building. The focus will be on those students and grade levels not meeting or exceeding targeted growth. The staff member will continue to provide coaching; PD and ongoing support to improve reading instruction at all grade levels.

The focus of our efforts will be on Tier I instruction in the areas of metacognition and consistent language on teaching decoding and comprehension skills. PD will be provided at the beginning of the school year with regular review in team meetings. Review of lesson plans, as well as walk through to monitor the fidelity of instructional practices will be ongoing.

**Proficiency based on Forward exam 2015-16:** 13.6% P/A

<table>
<thead>
<tr>
<th>Approaches/Strategies (What will you do to achieve the goal?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus on using consistent language while teaching decoding and comprehension skills</td>
</tr>
<tr>
<td>• Professional development will focus on using consistent language while teaching decoding and comprehension skills.</td>
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<tr>
<td>• Meet with teachers to look at data and make instructional decisions bimonthly</td>
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<tr>
<td>• Consistent implementation of comprehensive balanced literacy (daily 5, CAFÉ, metacognition)</td>
</tr>
<tr>
<td>• Use neurodevelopment to improve differentiated instructional practices in reading.</td>
</tr>
<tr>
<td>• Pilot implementation of Rewards curriculum for morphology instruction: 3rd-8th</td>
</tr>
</tbody>
</table>

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| Success Indicator (How will you know that you are making progress toward achieving the goal?):
| --- |
| - Analyze the fall MAPS data to plan instruction using the Learning Continuum for individual classes and students 
- Monitoring MAPS fall to winter growth and adjust instructional practice based on the winter data 
- Students and teachers will conference individually and set goals based on the review of various assessment results |

| Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):
| --- |
| - MAPS data: bi monthly review in grade level teams of the maps data broken down by academic area and strands 
- Ensure professional learning community (PLC) team meeting time is used to analyze data to drive instruction during Literacy professional development meetings |

| 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?):
| --- |
| 47% of Students met/Exceeded Average Reading Growth from fall to spring 2016-17 as measured by MAPS. This is lower than the previous year. These are very disappointing results. In reviewing the data, all classes showed growth from fall to spring with grades 1,5 and 7 exceeding growth expectations. Grade 4 students, in particular, did not show significant growth. A contributing factor may be due to the teacher leaving for maternity leave on the day of testing, however greater emphasis on teaching study skills and improving independence of the learner may combat such a drastic change in the future. Based on the fall to winter MAPS scores, the students showed more promising growth at the 4th grade level. CWA worked with teachers and students to create a stable testing environment in the 4th grade, however, the change in teachers may have contributed to the poor performance in spring. 

The staff met on a regular basis for PD on teaching decoding and comprehensions skills. In addition, there was a consistent implementation across grades levels on the balanced literacy approach. All staff participated in several hours of Professional development on differentiating instructional practices in reading. The Rewards curriculum was successfully implemented in grades 3-8; 66.5% of students exceeded the normed growth rate for their fluency scores. We will continue to use the Rewards curriculum. 

In addition to the MAPS data, we tracked students receiving tier 2 and 3 instruction. The fall to spring results indicate a 2% decrease in the number of students in Tier 3 and a 1% increase in the number of students receiving tier 2 services. We will continue to review our RtI system as the results show little movement. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Observed Growth</th>
<th>Expected Growth</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20.3</td>
<td>16.3</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>11.6</td>
<td>12.8</td>
<td>-1.2</td>
</tr>
<tr>
<td>3</td>
<td>8.0</td>
<td>10.5</td>
<td>-2.5</td>
</tr>
<tr>
<td>4</td>
<td>1.4</td>
<td>8.1</td>
<td>-6.6</td>
</tr>
<tr>
<td>5</td>
<td>7.1</td>
<td>6.4</td>
<td>0.7</td>
</tr>
<tr>
<td>6</td>
<td>4.1</td>
<td>4.9</td>
<td>-0.8</td>
</tr>
<tr>
<td>7</td>
<td>6.0</td>
<td>5.0</td>
<td>1.1</td>
</tr>
<tr>
<td>8</td>
<td>2.3</td>
<td>3.2</td>
<td>-0.9</td>
</tr>
</tbody>
</table>

met or exceeded growth norm

<table>
<thead>
<tr>
<th>% of Average Reading Growth Met (UWM Target 110%)</th>
<th>African American</th>
<th>85.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>68.0%</td>
</tr>
</tbody>
</table>

Next Steps:

- Rewards curriculum will be used in 3rd, 4th, and 7th as whole class instruction; 5th, 6th, and 8th will pretest and provide remedial instruction with Rewards in small group for the children that need it.
- Continue professional development with decoding and comprehension through the support of CESA.
- Focus on using consistent language while teaching decoding and comprehension skills
- Meet with teachers to look at data and make instructional decisions bimonthly
- Consistent implementation of comprehensive balanced literacy (daily 5, CAFÉ, metacognition)
- Targeted reading interventions in grades in K-2 through a new partnership with Milwaukee Succeeds Reading Foundation program

Review Core Standards to create Focus Standards, Scope and Sequence, and instructional plans to enhance instruction during balanced literacy.
1.2 (required)

<table>
<thead>
<tr>
<th>Annual Growth Goal: CWA students will meet or exceed expected growth targets, in Math, as measured on MAPS based on Fall 2016 to Spring 2017 data, going from 50% to 58%.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Data Analysis:</strong> Overall Student progress decreased slightly in Math from the previous year. Student mobility does play a role however, the focus remains on quality instruction. A committee of teachers and administrators meet monthly to review data, progress towards goals and participate in professional development focused on improving the PLC process which will lead to improved student achievement. The team members meet with colleagues on a regular basis share the results and provide professional development to teachers. Teacher teams meet with the Coordinator of Teaching and Learning to review the benchmark data and discuss student achievement. CWA staff has improved the process of analyzing student data and using the information to make decisions or changes in instructional practices. Students receiving special education services are showing growth at a higher rate than the general education population. We will continue to focus on improving instruction in math at all grade levels. Areas of weakness in K5 through 2nd: number sense. Areas of weakness in 3 – 8th: geometry and measurement.</td>
</tr>
<tr>
<td><strong>Forward exam proficiency 2015-16</strong></td>
</tr>
</tbody>
</table>
| **Approaches/Strategies (What will you do to achieve the goal?):** | • Meet with teachers to look at data and make instructional decisions bimonthly  
• Using common formative assessments to assess student progress and plan instruction based on student academic needs  
• Use Neurodevelopment to improve differentiated instructional practices in math  
• Increase selected teachers’ competency and skills around teaching math through coaching and professional development  
• Professional development around mathematical thinking strategies used by proficient learners |
| **Success Indicator (How will you know that you are making progress toward achieving the goal?):** | • Analyze the fall MAPS data to plan instruction using the Learning Continuum for individual classes and students  
• Monitor MAPS fall to winter growth and adjust instructional practice based on the winter data  
• Conference with students individually to set goals based on the review of various assessment results |
| **Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):** | • MAPS data: bi monthly review in grade level teams of the maps data broken down by academic area and strands  
• Ensure professional learning community (PLC) team meeting time is used to analyze data to drive instruction during Math professional development meetings |
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?):

60.9% of student’s met/exceeded average Math growth from fall to spring in 2016-2017 as measured by MAPS. This is a 10.9% increase from 50% in the previous year. The Math fall to spring growth shows that, with the exception of 4th grade, students met or exceeded the growth target. Again we contribute the lack of growth in the 4th grade to a change in teacher just before testing, due to a maternity leave, and are not confident that this is an accurate picture. However, it should be noted that all other grade levels exceeded their growth target. We have been involved in the SPDG grant for the past 4 years with a focus on Math. We also purchased a new curriculum in 2015-16, “My Math”. The consistency of instruction and focus on improving math may be a contributor to this increase. Teachers reviewed student data using common formative assessments on a regular basis. They met with colleagues to discuss and plan strategies to increase student growth.

Next steps:
- Continue to meet as PLC’s to discuss math progress and specific strategies.
- Implement a more consistent and student directed goal setting process with all students at all grade levels to help increase student confidence and self-efficacy as a lifelong learner.
- Meet with teachers to look at data and make instructional decisions bimonthly
- Using common formative assessments to assess student progress and plan instruction based on student academic needs
- Use Neurodevelopment to improve differentiated instructional practices in math
- Conference with students individually to help them set personal achievement goals based on the review of various assessment results
- Increase selected teachers’ competency and skills around teaching math through coaching and professional development
- Professional development around mathematical thinking strategies used by proficient learners

<table>
<thead>
<tr>
<th></th>
<th>Observed Growth</th>
<th>Expected Growth</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>24.0</td>
<td>17.9</td>
<td>6.1</td>
</tr>
<tr>
<td>Grade 2</td>
<td>14.7</td>
<td>13.7</td>
<td>1.0</td>
</tr>
<tr>
<td>Grade 3</td>
<td>12.7</td>
<td>12.3</td>
<td>0.4</td>
</tr>
<tr>
<td>Grade 4</td>
<td>8.7</td>
<td>10.9</td>
<td>-2.2</td>
</tr>
<tr>
<td>Grade 5</td>
<td>13.0</td>
<td>9.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Grade 6</td>
<td>8.9</td>
<td>7.1</td>
<td>1.8</td>
</tr>
<tr>
<td>Grade 7</td>
<td>8.8</td>
<td>5.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Grade 8</td>
<td>6.0</td>
<td>4.4</td>
<td>1.7</td>
</tr>
</tbody>
</table>

% of Average Math Growth Met (UWM Target 110%)

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>116.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>158.3%</td>
</tr>
</tbody>
</table>
Annual Growth Goal: Using the Parent Survey as a measure, CWA will engage parents as partners in our educational community by meeting or exceeding the average score of 3.61, in expectations, communications, results and recommendations.

Background Data Analysis: Parent satisfaction remains high however CWA experiences a significant amount of student turnover each year. 29% of all students are new to the building for the 2016-17 school year, with approximately 85% of new students in grades K4-3rd. (We added 16 slots for Kindergarten this year). In order to maintain our strong culture of parental involvement and participation, we need to continue to focus on developing and maintaining parents as partners in their child’s education.

Approaches/Strategies (What will you do to achieve the goal?):
- Rigorous academic expectations are high at home and at school
- Work expectations are shared with and embraced by parents
- Ensure a safe, predictable learning environment supported by a commitment explicitly teaching CWA’s core values through character education
- Ensure that our communication is timely, open and collaborative
- Ensure parent access to students academic progress through PowerSchool in grades 3-8 and provide additional communication and training on the system to encourage consistent utilization
- Include an academic and core value addition to our successful family events (Muffins with Moms, Donuts with Dads, Hero’s Day and Boo Bash)

Success Indicator (How will you know that you are making progress toward achieving the goal?):
- 100% attendance at parent/teacher conferences
- Increase participation in the Passport to Success document through increasing parent signatures to 95%
- Maintain at least two parents to the Board of Directors
- Expand Parent Advisory participation and role in the school
- Decrease student mobility rate by 5%

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):
- Parent teacher conference attendance is monitored for both fall and spring conferences. Expectation is 100%
- Passport signature participation is monitored on a monthly basis. Expectation is 95% daily signatures.
- Recruitment for parent participation on the board of Directors is ongoing.
- Parent Advisory committee meets monthly.

Monitoring this data will allow us to make necessary adjustments as needed to engage parents.

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?):
- 100% attendance at parent/teacher conferences MET
• Increase participation in the Passport to Success document through increasing parent signatures to 95% (NOT MET 91%)
• Maintain at least two parents to the Board of Directors (MET)
• Expand Parent Advisory participation and role in the school (MET)
• Decrease student mobility rate by 5% (NOT MET)

CWA parents continue to be engaged at CWA including maintaining 100% attendance for the twice a year parent /teacher conferences. Teachers work with parents to find convenient times to meet and discuss their child’s progress.

The percent of parent signatures on the Passports decreased this year. The lowest percentages were directly correlated to new staff as well as new students. As part of our new employee and new parent orientation we failed to emphasize this cooperation enough. The percentages increased throughout the school year however the overall participation was down this year. The Passport is an excellent communication tool and it is imperative that we work with teachers and families to ensure they use this tool to the fullest.

CWA currently has two parents actively involved on the Board of Directors.

The Parent Advisory Committee (PAC) continues to be a small group that has a great impact on our school. The PAC members sponsored several parent events including donuts with Dads, Muffins with mom and both father/daughter and mother/son dances. All of the events were well attended. In addition, the PAC continues to expand its role by providing feedback to administration regarding various issues including parking lot, uniforms, and parent participation. The group meets monthly with the Executive Director as well as the Coordinator of Student Services.

The mobility rate continues to be a challenge for CWA students and families. We were not successful in reducing the rate and this year saw an increase in the number of students who moved during the school year. 74.6% of students who attended CWA at the end of 2015-16 returned for the 2016-17 school year. This is a decrease by 1.5% from the 15-16 school year mobility rate. Many of the moves were due to family relocation or other family circumstances beyond the school’s control. We have made concerted efforts to talk with families before they move to resolve any issues that may affect their decision to leave CWA. We have found that although a few families have left for reasons related to a problem or situation at the school, this is not the major reason for leaving. Many families relocate outside of the city or to an area that makes transportation a challenge. We make every attempt to counsel and support families to hopefully help them maintain their enrollment in one school for their child. Through our partnership with SaintA, we have enhanced services to families to support them during difficult times. This has included support for transportation or housing and has resulted in families becoming more stable and thus allowing them to continue to lead strong stable lives.
Annual Growth Goal: Maintain the strong focus on character education through decrease in suspension and habitual truant rates by 2% each and maintain or increase attendance at the 94.6% rate.

Background Data Analysis: CWA is proud to be a state and National school of character however, this work is ongoing especially with the transient nature of the student population. CWA improved the average daily attendance rate to 94.6%, the highest average since the 2010-2011 school year and near the goal of 95%. In reviewing the attendance data, there is a group of students now in K5 and first grade with the lowest attendance rates of the school which has carried over for the past two years. We will need to focus on this group of parents to educate and inform them of the importance of regular attendance even at the young grades. CWA decreased the number of students considered habitually truant to 16.8% of students, as compared to 18% in the 2014-2015 school year. The out of school suspension rate also decreased from 132 suspensions in the 2014-2015 school year to 114, a 13.6% change. The continued focus on character education and character development does have a positive impact on overall student achievement, suspension rates and attendance. It is important to the schools overall success to keep this goal active due to the number of new students and families per year.

Approaches/Strategies (What will you do to achieve the goal?):
- Two staff members will attend and graduate form the LACCS program.
- CWA staff will identify and submit a promising practice award.
- Staff will participate in weekly debrief meetings to discuss consistency in practice and focus on immediate challenges with a positive, solution focused approach.
- Staff will explicitly teach core values throughout the lessons.
- Target the importance of attendance using class celebrations, parent education and other incentives.

Success Indicator (How will you know that you are making progress toward achieving the goal?):
- CWA will decrease habitual truant rates by 2%.
- CWA will decrease suspension rates by 2%.
- CWA will increase overall average on student survey goal from 3.31 to 3.5 with a Focus on the lowest area; Students usually follow the school rules—the lowest area
- CWA will increase teacher retention by 10% based on 16 classroom and special ed teachers.
- CWA attendance rate will remain at or above 95%

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):
Goals are monitored throughout the year on a monthly basis or as it becomes available.

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?):
Attendance Goal—NOT MET

The attendance data for the 2016-2017 school year is dismal compared to the 2015-2016 school year data. The overall attendance rate has declined from 94.6% to 92.65% and the truancy rate has nearly doubled from 16.8% to 32.2%. This is a -1.95% and -15.4% change, respectively. 2016-2017 data shows that 83 families contributed to the decline in school attendance and 59 of these families held a pattern of consecutive day’s absence. Due to the school’s high rate of mobility it is impossible to make true corollaries, but it appears that the families of kindergarten students from last school year continued to struggle with attendance this year as first grade students. Additionally, families with students in grades K5, third, fourth, and sixth had the highest number of truancies (10 or more families per grade). While there are no acceptable reasons for such vast declines in students’ attendance, we must at least acknowledge the “perfect storm” that the CWA Organization encountered in the 2016-2017 school year that may have negatively impacted otherwise increasing student attendance.

Implications:

1) High Staff turnover required new efforts toward relationship building, student tracking, and family support measures. There were 7 new staff members and 2 long-term substitute positions added in the 2016-2017 school year staff roster. This accounted for 1/3 new staff. The “learning curve” to learn family histories of returning families and earn the trust of new families was very deep. Several attempts were made with minimal to good success, but the leadership and support staff could not gain a solid hold on the vast needs presented by many CWA families to help move the attendance rate in the right direction. The following family resources were successfully administered in partnership with the SaintA Community Outreach program to CWA families who presented with needs:
   - School supplies, book bags and classroom materials necessary for school achievement
   - Uniform issue in emergency cases
   - Maintaining operable transportation
   - Maintaining adequate housing (including evictions)
   - School-based Therapy to support emergent self-regulation/new medical diagnoses
   - Hygienic support to keep students in good care (dentistry and optometry appointments periodically throughout the year)

2) Increased mobility also resulted in a school population that housed nearly 1/3 new families to the school community. In this new population, there were many families who had never experienced training in Character Education nor had knowledge of the Core Values that undergirded our Student Passport System. Some students also arrived with former records of expulsion recommendation and/or history of disciplinary infractions from their previous schools. Moreover, a few presented with undiagnosed disabilities that CWA staff and families were able to collaborate and identify appropriate actions to better situate their child/ren for increased success in daily attendance and achievement. The breakdown of the 2016-2017 new CWA family membership (following our Third Friday count) is as follows:

<table>
<thead>
<tr>
<th>Total Number Students</th>
<th>Status</th>
<th>Percent New to CWA</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 of 279</td>
<td>New to CWA</td>
<td>30.4%</td>
</tr>
<tr>
<td>50 of 85</td>
<td>K4-1st Grade</td>
<td>59%</td>
</tr>
<tr>
<td>21 of 85</td>
<td>2nd - 3rd Grade</td>
<td>25%</td>
</tr>
<tr>
<td>14 of 85</td>
<td>4th-8th Grade</td>
<td>16%</td>
</tr>
</tbody>
</table>
3) Finally, System failure exacerbated the overall attendance tracking and notification process:
   - TABS realignment forced the closing of its Northside Headquarters due to renovations of the Sherman Park Boys and Girls club. This caused a partial decline in community outreach support from CWA staff efforts.
   - Lack of experience on the PowerSchool Student Database for staff new to CWA impeded timely identification, documentation, and notification to families about their child/ren status of habitual truancy
   - Lack of parent notification to school about relocations to other states and/or parts of the greater Milwaukee community caused student absences to linger in the system until proper notification by a receiving school was received.
   - Parent meetings for habitual truancy that were held resulted in many families noting illness/medical reasons for their child/ren days of absence. These parents were instructed to provide proper medical documentation for said absences.

Suspension Goal—MET
The out of school suspension rate is continually decreasing. A 13.6% change occurred in the 2015-2016 school year when the number of out of school suspensions dropped to 114 from 132 suspensions in the 2014-2015 school year. Now, the 2016-2017 school year reported only 94 suspensions (20 fewer than 2016-2017) which resulted in a 17.5% change. The total variance between the reporting years is 3.9% change.

Implications:
1) The continued focus on character education and character development using core values do have a positive impact on overall student achievement and suspension rates. Many students were able to be redirected through the use of mindfulness training led by our Guidance Counselor and School Based Therapist. Under their oversight students and teachers were trained to lead full classes in modeling self-regulation techniques based on mindfulness principles. The school success rate of using the Passport system was 92.4% (slightly lower than previous years due to new staff assignments) evidence that daily communication with parents and family members about their child/ren’s success at school helped to build relationships and create support for student achievement.
2) Schoolwide student incentives were also continued for students to participate in special school assemblies or earn “out-of-uniform” privileges for perfect attendance, character excellence, and grade level achievement (or higher) on the MAPS Tests administered throughout the year. Anecdotally, CWA saw an increased number of students successfully participating in the test administration with little to no disruption. This phenomenon will be monitored more closely in the 2017-2018 school year.
3) Repetition of school routines and procedures and consistency of disciplinary consequences helped to establish a “predictable” protocol. This protocol is beginning to establish clarity to families and all other CWA Stakeholders of our Core Values and the high expectations they provide for a safe learning environment that produces a viable and rigorous curriculum to obtain the highest student achievement possible for ALL student learners. Families are able to use the annual Parent/Student handbook to properly advocate for their child’s school success while positively collaborating with school administration on behavior plans and other outcomes that will encourage adherence to written school rules and expectations.
NEXT STEPS:

**Attendance**
Obviously, attendance and school participation will be the priority focus for the 2017-2018 school year. The goal to meet the state mandate of 95% overall student attendance will require CWA to achieve a 2.35% increase (or more) in students attending school regularly. The following measures are set in place in order to achieve this goal:

1) Use Pre-service Professional Development Time to remind returning staff and acclimate new staff to mandatory attendance procedures and the importance of accurate and timely documentation of student absences.
2) Reinstate mandatory Family Orientations and Grade Level Class Meetings to help CWA families understand school expectations, especially state compulsory attendance mandate, and academic benefits related to positive school participation.
   - August 30, 2017 New Family Orientation
   - August 31, 2017 /Returning Family Orientation
   - September 4-8, 2017 Grade Level meetings scheduled throughout the week
3) July 11, 2017-Administrator level training in PowerSchool completed.
   “Train the trainer” sessions to begin in August 2017 for the following individuals who will support the coordinator in student attendance monitoring and management:
   - Guidance Counselor
   - Assistant to Coordinator of Student and Family Services
   - Administrative Assistants in the school office (Alternates for emergency purposes only)

**Suspensions**
Administration will continue to achieve a decline in out-of-school suspensions by a 2% or greater decline. In order to achieve this goal the following measures will continue and/or be improved:

1) Reinstate mandatory Family Orientations and Grade Level Class Meetings to help CWA families understand school expectations, especially state compulsory attendance mandate, and academic benefits related to positive school participation.
   - August 30, 2017 New Family Orientation
   - August 31, 2017 /Returning Family Orientation
   - September 4-8, 2017 Grade Level meetings scheduled throughout the week
2) Continue with Mindfulness Classes with the addition of schoolwide focused guidance lessons targeted for specific social skills improvement based on student identified needs
3) Continue with daily core value classroom instruction and Positive Behavior Intervention and Support modeling of school and classroom behavior expectations
4) Return to collaborative instruction of character education through Prides curriculum aligned using the Beverly Woods Elementary Character Lessons interactive website
5) Addition of Social Emotional Learning (SEL) Curriculum from Second Step via grant funds from new York Life foundation (pending)
## 2.0 Mobility Rates

### 2.1 Student Mobility

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students Enrolled at ANY Point in the Year</th>
<th>Number of Students who Transferred In After 3rd Friday</th>
<th>Number of Students who Transferred Out After 3rd Friday</th>
<th>Within-Year Mobility Rate (In+Out)/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>290</td>
<td>5</td>
<td>38</td>
<td>14.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Enrolled at the End of the Previous Year who COULD Return this Year (Not Graduated)</th>
<th>Number of Students from Previous Year who DID Return and Stayed Through the End of the Current Year</th>
<th>Between-Year Stability Rate Number who DID Return/Number who COULD Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>248</td>
<td>185</td>
<td>74.6%</td>
</tr>
</tbody>
</table>

### 2.2 Faculty and Staff Mobility

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Faculty at ANY Point in the Year</th>
<th>Number of New Faculty After 3rd Friday</th>
<th>Number of Faculty who Left After 3rd Friday</th>
<th>Within-Year Mobility Rate (In+Out)/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>29</td>
<td>0</td>
<td>1</td>
<td>96%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Faculty Employed at the End of the Previous Year who COULD Return this Year (Not Let Go)</th>
<th>Number of Faculty from Previous Year who DID Return and Stayed Through the End of the Current Year</th>
<th>Between-Year Stability Rate Number who DID Return/Number who COULD Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>30</td>
<td>21</td>
<td>70%</td>
</tr>
</tbody>
</table>