La Casa de Esperanza Charter School

Annual School Growth Plan and Report

Year: 2017-18

PREPARED FOR

Office of Charter Schools

University of Wisconsin-Milwaukee

School Profile

La Casa de Esperanza Charter School is located at 410 Arcadian Avenue in Waukesha, WI. The school is currently serving students in K4, K5, First Grade, and Second Grade. La Casa de Esperanza, Inc. has always had a primary focus on serving the Hispanic community of Waukesha. With a strong commitment to serving all people in need, La Casa has grown and evolved to reach well beyond the Hispanic population. The charter school, which opened in the Fall 2015, now serves children ages four through seven years with an emphasis on low income and Hispanic children. One grade will be added each year, and the school will include grades K4 through 5th by 2020. The school focuses on increasing the readiness of all enrolled children to learn and to succeed academically and socially in their later school years. The intent is for the charter school to provide, beginning at an early age, the educational and social opportunities to prepare each child for full participation in the social and economic life of the community, consistent with the mission of La Casa de Esperanza of creating opportunities for low-income people to achieve full social and economic participation in society.

The overall goal of the charter school is to increase the long-term educational achievement of these children. This Charter School creates an institutional setting which focuses on the educational needs of children, partially because it will also provide access to the supportive resources needed by children and their families and thereby enhances the effectiveness of the educational program. The charter school draws many of its students from families living in the immediate neighborhoods surrounding La Casa and is of special interest to families of Hispanic heritage, though not exclusively. Many of the parents and children have an ongoing relationship with La Casa, through their involvement in its various programs, or through their child's involvement.

The school combines effective practices of the most successful Public Schools and other educational institutions along with features that La Casa is uniquely positioned to contribute. These include support services, cultural competence and sensitivity, unified staffing structure to support the full service delivery approach, bilingual staff, financial literacy from an early age, and cultural programming, all supported by close collaboration with and strong leadership from partners and funders. The charter school is linked with other programs of La Casa de Esperanza and promotes readiness of children to learn. The school brings the research based full-service school model to the City of Waukesha, whose potential lies in its interactive elements which facilitate comprehensive, collaborative, and coordinated support for children and their families. This model assures the primary focus on education while a deep commitment to quality, community-based services, assures that needed services are accessible to children enrolled in the charter school.

The school's daily operations are overseen by Principal LaShawnda Holland guided by the Education Committee whose parent governing body, the La Casa de Esperanza Governing Board, is under the direction of Dr. Brad Piazza.

At-a-Glance School Performance Framework Data

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

___ 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

___ 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.

1.1 (required)

Annual Growth Goal: 65% of the total student body will reach their expected growth from Fall to Spring in reading.
Background Data Analysis: MAP testing from 2016-17 showed that we had more than 80% of students reach their expected growth rate in reading.
Approaches/Strategies (What will you do to achieve the goal?): • Use classroom instruction to target areas of deficit identified by MAP testing • Increase both grade and cross grade level collaboration • Create an individualized reading goal for each child • Collaborate with Special Education to support students with IEPs • Target reading support for parents to read with their children at home
Success Indicator (How will you know that you are making progress toward achieving the goal?): • MAP testing will demonstrate individual growth • Tests will show continued improvement • Growth from last year will be evident • Children will meet their targets
Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): • Using current data we will begin and continue to track student progress/growth. • Classroom assessments will be used by all classroom teachers for tracking students' strengthens and weaknesses.

• We will continually look at data and student achievement and how it directly relates to student outcomes and the closing of the achievement gap.
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?):
Our school fell short of our goal in reading with an annual growth rate of 63.1% in reading. Staff reports that a number of strategies were not followed with fidelity and therefore, the desired results were not achieved. Moving forward, we will develop strategies to increase academic growth in reading and frequently monitor their application.

1.2 (required)

Annual Growth Goal: 65% of the total student body will reach their expected growth from Fall to Spring in mathematics.
Background Data Analysis: MAP testing from 2016-17 showed that we had more than 80% of students reach their expected growth rate in mathematics.
Approaches/Strategies (What will you do to achieve the goal?):   • Use classroom instruction to target areas of deficit identified by MAP testing   • Increase both grade and cross grade level collaboration   • Collaborate with Special Education to support students with IEPs   • Target mathematics strategies for parents to reinforce basic mathematics with their children at home
Success Indicator (How will you know that you are making progress toward achieving the goal?):   • MAP testing will demonstrate individual growth   • Tests will show continued improvement   • Growth from last year will be evident   • Children will meet their targets
Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):   • Using current data we will begin and continue to track student progress/growth.

• Classroom assessments will be used by all classroom teachers for tracking students' strengthens and weaknesses.
• We will continually look at data and student achievement and how it directly relates to student outcomes and the closing of the achievement gap.
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?): Our school was able to meet and exceed the annual growth goal set for math with a 69.9% growth rate. We will continue to implement that strategies that challenge our students and result in increased growth in math.

1.3 (required)

Annual Growth Goal: We will have 100% parent participation in parent/teacher conferences.
Background Data Analysis: More than 90.1% of Fall parent/teacher conferences were attended by parents and 100% attended in the spring.
Approaches/Strategies (What will you do to achieve the goal?):   • We are offering a wide range of conference times.   • Flexibility in scheduling conferences   • Parent Director will contact each parent and remind and communicate to them the importance of attending conferences.   • Parent Meetings prior to conferences will focus on what to expect at conferences and their importance to student achievement   • We will offer to hold conferences at the family's home
Success Indicator (How will you know that you are making progress toward achieving the goal?):   • Growth in student achievement   • Fewer parental concerns   • Increased parent engagement and satisfaction
Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- We will track all communication regarding conferences
- We will track all parent conferences had and will follow-up with any questions one week after conference has be held
- We will seek feedback from families through a parent survey

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?):

Our school was able to meet our parent participation goal of 100% participation in parent/teacher conference. We will continue to encourage parents to attend parent/teacher conferences and follow up with families that do not attend.

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
2017-2018	164	17	32	29.8

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
2017-2018	112	70	62.5

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
2017-2018	21	3	4	33.3

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
2017-2018	16	9	56