Milwaukee Scholars Charter School

School Growth Plan and Report

Year: 2017-2018

MILWAUKEE SCHOLARS

PREPARED FOR

Office of Charter Schools

University of Wisconsin-Milwaukee

School Profile

Milwaukee Scholars Charter School opened in 2011 at 7000 West Florist Avenue in Milwaukee, Wisconsin 53218. Milwaukee Scholars Charter School is a free public charter school serving full-day K4 through 8th grade. The school was led by Principal Nikole Laskov during the 2017-18 school year. The Board President is Paul Sweeney, who is a founding member of the Board.

Milwaukee Scholars Charter School prepares ALL scholars for success by providing high academic standards along with an emphasis on character development in a safe and nurturing environment. We offer students a rigorous educational program that prepares them for success in high school, in college, and throughout life. Milwaukee Scholars Charter School's educational program is designed to ensure the development of college readiness in all students. As such, the curriculum is deliberate in its college-preparatory approach and defines essential learning goals for all students. The formative assessment process – which is a planned process through which teachers and students use frequent, varying, and ongoing assessment-based evidence to adjust instruction – is utilized to implement and assess the curriculum. Additionally, since college and life success require more than academic aptitude, we teach virtues as an integrated and explicit part of the curriculum. A shared expectation across the school is that classrooms exemplify engagement, clarity of instructional intent, and rigor. This is accomplished through effective instruction, classroom management, and classroom curriculum design techniques. We measure results at the student, classroom, teacher, and school levels. These results inform our decisions, from accountability to intervention.

Our Behave with Care program intentionally drives positive school climate and culture. This means that we care for each student as a family does for its children, and our overarching goal is self-managed classrooms. Further, teachers, staff, and school leaders work to engage parents by initiating a positive relationship between the school and home. These practices enable our school to provide a high-quality education that places each student on the path to college readiness.

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

       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: Complete Item **f** for each goal 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: **Students will be proficient in English Language Arts (ELA).**
b. Background Data Analysis:

Milwaukee Scholars conducts a comprehensive needs assessment annually as part of its continuous improvement process. While data is gathered and evaluated informally throughout each year, the school's formal needs assessment takes place each spring. In the spring, the school carried out its school improvement activities in order to identify priority needs and assess overall school and student performance. During this comprehensive needs assessment process, the school assessed data aligned with the state standards, which has been established in order to provide the school with a comprehensive improvement structure based on current research and best practices. Specifically, data was collected and analyzed as it related to student achievement, school programs and processes, student/teacher/parent perceptions, and demographics. The school's review of data included that which is listed below, among others:

- Student achievement on norm-referenced assessments (NWEA PGA and MAP)
- Student achievement on interim assessments
- Student achievement on criterion-referenced assessments (state assessment)
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent/student perception surveys
- Staff surveys, including teacher quality information
- Curriculum alignment
- Program implementation
- Student engagement

c. Approaches/Strategies (What will you do to achieve the goal?):

- Ensure all students have basic literacy skills.
- Benchmarking academic progress: All teachers will participate in benchmark assessments to monitor student learning throughout the school year and prepare for the state assessment.
- Staff will use ongoing data analysis (tools based on DataWise work) and use their findings to inform daily whole and small group instruction.
- Students will participate in goal setting meetings and have ongoing dialogue about the actions they are taking to ensure they are meet their goals as well as access to visual data walls.

d. Success Indicator (How will you know that you are making progress toward achieving the goal?):

Absolute Measure: During the contract term, the number of students scoring at or above proficient on the state's English language arts will increase by 2.5 percent, tracking the results of students who are enrolled in at least their second consecutive year at the school in grades 3-8. The 2015-16 assessment results will serve as a baseline.

Comparative Measure: Each year, the percent of students performing at or above proficient on the state's English language arts assessment in each tested grade will, in 50 percent or more of the grades, exceed the average performance of students tested in the same grades in the Milwaukee Public School District.

Growth Measure: Each year, under the state's growth model, the school's median student growth percentile (SGP) in English language arts for all tested students in grades 4-8 will be at or above the 50th percentile.

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?):

No.	Action Steps	Timeline
1.	Professional development for all staff on early literacy.	August 31
2.	Ongoing support from Deans who will provide job embedded coaching to increase effectiveness/quality of instruction.	Ongoing
3.	Development training workshops will be offered to provide continuous support to staff.	December 30

No.	Action Steps	Timeline
1.	Conduct aimswebPlus Universal Benchmark assessments in reading and math.	End of 2nd week of school

No.	Action Steps	Timeline
2.	Analyze aimswebPlus Universal Benchmark assessment data. Develop intervention schedule for students and apply appropriate instructional interventions for students.	End of 2nd week of school
3.	Teachers and interventionists will meet with scholars individually to review benchmark data and set attainable yet rigorous goals with scholars.	Ongoing
4.	Progress monitor Tier II biweekly using aimswebPlus; Tier III weekly with aimswebPlus.	Weekly/biweekly
5.	Grade level meetings between teachers and interventionists will be held to review data and monitor student progress.	Every 6 weeks

No.	Action Steps	Timeline
1.	Baseline students identified.	End of 3rd week of school
2.	Teachers take interim assessments and analyze/compare to Wisconsin standards.	September 18
3.	Professional development on analysis of standards; including identifying looped and power standards.	Quarterly in advance of the interim assessments
4.	Unpacking standards and analyzing curricular tools to identify focus and alignment.	Prior to units
5.	Scaffold weekly data and team planning to analyze effectiveness of instruction.	Ongoing (starting on the week of September 12)
6.	Students' track progress and conference with teachers on progress toward meeting student learning goals.	Ongoing (starts end of September)

Data Collection Plan
- State Assessment data will be collected and analyzed following the annual test administration.
- Interim Assessment data will be collected and analyzed following the administration.
- NWEA MAP data will be collected and analyzed in the fall, winter, and spring.
- aimswebPlus data will be collected and analyzed to determine the effectiveness of our targeted assistance.

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?):

Absolute Measure: During the contract term, the number of students scoring at or above proficient on the state's English language arts will increase by 2.5 percent, tracking the results of students who are enrolled in at least their second consecutive year at the school in grades 3-8. The 2015-16 assessment results will serve as a baseline.

2015-16	2016-17	2017-18	(+/-)
8%	20%	15%	-5%

English language arts proficiency decreased by five percentage points for students enrolled in at least their second consecutive year at the school in grades 3-8 (enrolled on or before 9/16/2016). This is comparing the performance of 2+ year students in 2017-18 to 2+ year students in 2016-17.

Comparative Measure: Each year, the percent of students performing at or above proficient on the state's English language arts assessment in each tested grade will, in 50 percent or more of the grades, exceed the average performance of students tested in the same grades in the Milwaukee Public School District.

Data not yet available.

Growth Measure: Each year, under the state's growth model, the school's median student growth percentile (SGP) in English language arts for all tested students in grades 4-8 will be at or above the 50th percentile.

Data not yet available.

At this time, we are unable to measure all of our success indicators. However, preliminary state test proficiency results indicate a decline in ELA proficiency. Year-over-year, proficiency results in ELA for all students decreased by six percentage points. We believe this is due to a few different factors. We experienced turnover and shifts in leadership in the testing grades as well as turnover in instructional staff. New instructors and shifts in leadership contributed to the lack of data analysis and targeted instruction. We also experienced turnover in student enrollment. We enrolled a large number of new middle school age scholars specifically. A large majority of new students came to us with significant deficits in reading and writing.

Professional development and grade level planning sessions were facilitated around digging into interim data, analyzing student results, and creating targeted flexible groups to increase student proficiency in power standards from the interim assessments. We will continue this course of action in the upcoming 2018-19 school year, however grade level teachers will meet with their perspective interventionists to review progress monitoring daily more frequently and ensure that scholars are receiving consistent

small group interventions to close the gaps and provide better access to the grade level material. The initial ELA data is concerning given the decline, however when comparison is made we know that scholars who have been with us three plus years are growing at an increased rate over time and are reaching proficiency at a higher level.

1.2 (required)

a. Annual Growth Goal: **Students will be proficient in Mathematics.**

b. Background Data Analysis:

Milwaukee Scholars conducts a comprehensive needs assessment annually as part of its continuous improvement process. While data is gathered and evaluated informally throughout each year, the school's formal needs assessment takes place each spring. In the spring, the school carried out its school improvement activities in order to identify priority needs and assess overall school and student performance. During this comprehensive needs assessment process, the school assessed data aligned with the state standards, which has been established in order to provide the school with a comprehensive improvement structure based on current research and best practices. Specifically, data was collected and analyzed as it related to student achievement, school programs and processes, student/teacher/parent perceptions, and demographics. The school's review of data included that which is listed below, among others:

- Student achievement on norm-referenced assessments (NWEA PGA and MAP)
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- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent/student perception surveys
- Staff surveys, including teacher quality information
- Curriculum alignment
- Program implementation
- Student engagement

c. Approaches/Strategies (What will you do to achieve the goal?):

- Ensure all students have basic math skills.
- Benchmarking academic progress: All teachers will participate in benchmark assessments to monitor student learning throughout the school year and prepare for the state assessment.
- Staff will use ongoing data analysis to guide instruction.

d. Success Indicator (How will you know that you are making progress toward achieving the goal?):

Absolute Measure: During the contract term, the number of students scoring at or above proficient on the state's mathematics assessment will increase by 2.5 percent, tracking the results of students who are enrolled in at least their second consecutive year at the school in grades 3-8. The 2015-16 assessment results will serve as a baseline.

Comparative Measure: Each year, the percent of students performing at or above proficient on the state's mathematics assessment in each tested grade will, in 50 percent or more of the grades, exceed the average performance of students tested in the same grades in the Milwaukee Public School District.

Growth Measure: Each year, under the state's growth model, the school's median student growth percentile (SGP) in mathematics for all tested students in grades 4-8 will be at or above the 50th percentile.

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?):

No.	Action Steps	Timeline
1.	Professional development for all staff on early literacy.	August 31
2.	Ongoing support from Deans who will provide job embedded coaching to increase effectiveness/quality of instruction.	Ongoing
3.	Development training workshops will be offered to provide continuous support to staff.	December 30

No.	Action Steps	Timeline
1.	Conduct aimswebPlus Universal Benchmark assessments in reading and math.	End of 3rd week of school
2.	Analyze aimswebPlus Universal Benchmark assessment data. Develop intervention schedule for students and apply appropriate instructional interventions for students.	End of 2nd week of school
3.	Progress monitor Tier II biweekly using aimswebPlus; Tier III weekly with aimswebPlus.	Weekly/biweekly
4.	Grade level meetings between teachers and interventionists will be held to review data and monitor student progress.	Every 6 weeks

No.	Action Steps	Timeline
1.	Baseline students identified.	End of 3rd week of school

2.	Teachers take interim assessments and analyze/compare to Wisconsin standards.	September 18	
3.	Professional development on analysis of standards; including identifying looped and power standards.	Quarterly in advance of the interim assessments	
4.	Unpacking standards and analyzing curricular tools to identify focus and alignment.	Prior to units	
5.	Scaffold weekly data and team planning to analyze effectiveness of instruction.	Ongoing (starting on the week of September 12)	
6.	Students' track progress and conference with teachers on progress toward meeting student learning goals.	Ongoing (starts end of September)	

Data Collection Plan
- State Assessment data will be collected and analyzed following the annual test administration.
- Interim Assessment data will be collected and analyzed following the administration.
- NWEA MAP data will be collected and analyzed in the fall, winter, and spring.
- aimswebPlus data will be collected and analyzed to determine the effectiveness of our targeted assistance.

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?):

Absolute Measure: During the contract term, the number of students scoring at or above proficient on the state's mathematics assessment will increase by 2.5 percent, tracking the results of students who are enrolled in at least their second consecutive year at the school in grades 3-8. The 2015-16 assessment results will serve as a baseline.

2015-16	**2016-17**	**2017-18**	**(+/-)**
5%	14%	17%	3%

Mathematics proficiency increased by 8 percentage points for students enrolled in at least their second consecutive year at the school in grades 3-8 (enrolled on or before 9/16/2016). This is comparing the performance of 2+ year students in 2017-18 to 2+ year students in 2016-17.

Comparative Measure: Each year, the percent of students performing at or above proficient on the state's mathematics assessment in each tested grade will, in 50 percent or more of the grades, exceed the average performance of students tested in the same grades in the Milwaukee Public School District.

Data not yet available.

Growth Measure: Each year, under the state's growth model, the school's median student growth percentile (SGP) in mathematics for all tested students in grades 4-8 will be at or above the 50th percentile.

Data not yet available.

At this time, we are unable to measure all of our success indicators. However, preliminary state test proficiency results indicate another strong year in math. Year-over-year, state test proficiency in math increased by three percentage points for all students. We believe this is due to our analysis of the state standards and alignment to the curricular tool. A plan was created to ensure all concepts tested were taught prior to the state test. We have also implemented a CGI math model in our younger grades which will be expanded this year to include grades 3-5 as well.

While we are pleased with preliminary assessment results, we acknowledge the continued need to focus on increased proficiency levels in math. Our next steps are to ensure we implement targeted math intervention services to students who fall in the bottom quartile in an effort to increase student achievement in math, as we recognize this as an area for an improvement. Additionally, we are focusing on increasing math fluency as we have identified a trend in deficiency in this area which we know leads to struggles in conceptual understanding and ability to apply new learning over time for our scholars.

1.3 (required)

a. Annual Growth Goal: **Every staff member is engaged, supported, and successful.**

b. Background Data Analysis:

Milwaukee Scholars conducts a comprehensive needs assessment annually as part of its continuous improvement process. While data is gathered and evaluated informally throughout each year, the school's formal needs assessment takes place each spring. In the spring, the school carried out its school improvement activities in order to identify priority needs and assess overall school and student performance. During this comprehensive needs assessment process, the school assessed data aligned with the state standards, which has been established in order to provide the school with a comprehensive improvement structure based on current research and best practices. Specifically, data was collected and analyzed as it related to student achievement, school programs and processes, student/teacher/parent perceptions, and demographics. The school's review of data included that which is listed below, among others.

- Parent/student perception surveys
- Staff surveys, including teacher quality information
- Student engagement
- Teacher turnover rates

The gathering and analysis of such data enabled the school to identify priorities and define strategies for improvement.

c. Approaches/Strategies (What will you do to achieve the goal?):

- Ensure all staff have clear expectations that are aligned with school achievement goals.
- Create opportunities/activities to reward and recognize staff.
- Utilize various methods to provide employees with regular feedback on performance in order to improve student learning.

d. Success Indicator (How will you know that you are making progress toward achieving the goal?):

Employee Engagement: Each year, the school will have an overall employee engagement score of 68, which is currently a national benchmark, as measured by our Glint employee engagement survey. Spring engagement results will serve as a baseline.

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?):

No.	Action Steps	Timeline
1.	Complete individual development plans and set performance goals for all teachers.	September 1
2.	Full implementation of Classroom Framework.	Ongoing

3.	Provide and communicate enrichment opportunities for staff.	September 30th

Data Collection
- Turnover data will be collected and analyzed throughout the year.
- Staff Surveys will be collected and analyzed.

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?):

In fall 2016, the previous SMG Employee Satisfaction Survey was replaced by the Glint Employee Engagement Survey. The timing of the surveys through Glint makes it easier for leaders to act on feedback in a timely manner. The Glint Survey also provides the opportunity to provide more robust action planning resources, improve employee access to their survey invites, provide leaders with visibility to response rates and real-time data, and increase the frequency of opportunities for employees to provide feedback. Since the initial launch, we have conducted five employee engagement surveys. The most recent survey in spring 2018 was limited to only three questions since three, versus two, total surveys were conducted throughout the year. Therefore, a range of survey data from spring 2017 through spring 2018 was used to inform this analysis.

Highlights from the Spring 2017 to Spring 2018 Employee Engagement Surveys:
- Milwaukee's purpose score remains consistent at 90
- Milwaukee's empowerment score increased two points from 68 to 70
- Milwaukee's discipline score remains consistent at 57
- Milwaukee's work life balance score increased one point from 68 to 69

We have also been utilizing the High Five program to recognize distinct efforts or achievements of staff members. As part of the High Five program, employees can earn recognition points that can be redeemed for merchandise, gift cards, experiences, tickets, and other rewards. Staff members can also recognize each other with kind words for demonstrating excellence in work activities or simply extend a note of thanks and appreciation. The goal of the program is to reinforce our culture of recognition for achievement.

While we are pleased to see increases in a couple staff engagement areas, we will continue to focus on a few key areas in the upcoming school year. Through focused discussions with Milwaukee Scholars staff, the leadership team plans to focus efforts on building trust with staff members, holding staff more accountable, and providing better follow-through on established commitments. Ms. Laskov, who was hired in July 2017, has brought a new and fresh perspective on creating a positive culture through having an open-door policy, creating incentive programs for both staff and scholars, holding open staff feedback sessions,

and implementing a drum circle, which allows scholars to highlight their accomplishments. The leadership team also completed a DiSC training (self-reflective behavioral training), participated in an extensive employee engagement survey review, created action plans to improve survey results, and will launch the 2018-2019 school year with a training session on achieving high levels of trust as leaders.

2.0 Mobility Rates

Note: Complete Section 2.0 at the end of each school year and submitted as a part of the School Growth Report due August 1st of each year.

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	700	51	75	18%

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	422	382	90.52%

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	71	13	14	38%

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	51	31	60.8%