

School for Early Development & Achievement

School Growth Plan and Report

Year: 2017-2018



School for Early Development
& Achievement

PREPARED FOR

Office of Charter Schools

University of Wisconsin-Milwaukee

School Profile

SEDA was created on the belief that all children have the inherent right to have a learning environment that provides the needed supports and opportunities that allows students to achieve their fullest potential. For the past fifteen years, the School for Early Development and Achievement has served the Milwaukee community by providing a comprehensive and inclusive early childhood program based on the developmental needs of all children. At our 2020 W Wells, Milwaukee location, SEDA serves 80 children in grades K4 through 2nd grade.

Many of our students are considered at risk due to developmental delays which often impedes school achievement. From the school's origin, the overriding goal of SEDA is to enhance the educability of children at risk in order to facilitate their integration into a larger school setting and into the community which may have otherwise been limited due to a variety of at-risk factors including, but not limited, to poverty, trauma, identified and unidentified disabilities, and complex medical conditions. SEDA knows that early intervention is key in closing the gap faced by many of our students. What sets SEDA apart from other Early Childhood programs is our focus on increasing the readiness of all students to learn and succeed academically and, equally important, increasing our students' social and emotional skills and wellbeing. By providing intentional instruction in an inclusive setting during the vital early years of development, SEDA is able to decrease the achievement gap for at-risk children. SEDA continually strives to create and implement a strong early intervention and learning environment by reflecting on current and best practices, while continually evaluating and refining our program and professional practices.

SEDA offers all students:

- Small class sizes and low student-teacher ratios
- Full-range of therapies available on site
- Supportive and developmentally appropriate classrooms, curriculum, and therapies
- Services provided through a collaboration with Milwaukee Center for Independence Pediatric Skilled Nursing to provide supports for students with complex medical conditions
- Support and guidance to help families access community resources
- Special Education case management
- Implement planning and delivery of instruction through the Universal Designed Learning model and the collaborative team approach.

- In addition to academics, students are directly instructed and supported in improving social and emotional skills and functioning through mindfulness and the Pyramid Model

School Leader – Michelle Jenkins – Principal/Special Education Director/Director of Children’s Programs

Board President – Teri Zywicki

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

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: 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:

70% of the General Education K4 students will meet end of the year goals and 70% of the Special Education students will meet their IEP goals. The goals are based on early childhood developmental skills for K4 students and for older students who have not met expected developmental milestones in the following key areas of development based on fall assessments scores as compared to spring scores;

- Health and physical,
- Social emotional,
- Language/communication,
- Approaches to learning, cognitive development and general knowledge.

b. Background Data Analysis:

Many students come to SEDA functioning below developmental norms. SEDA conducts several assessments throughout the year to determine baseline functioning and then uses end-of-year assessments to determine student growth.

During the 17-18 school year the following assessments were given

Health and Physical -

- Vision and hearing screenings conducted along with monitoring of immunizations and lead levels through the Wisconsin Immunization Registry

Social and Emotional

- Ages and Stages SE - Parents screening

Cognitive Development and Approaches to Learning

- SEDA K4 Math Assessment and PALS

Pals

- Fall - 46% of the K4 students were performing at or above developmental norms
- Spring 83% of the K4 students were performing at or above developmental norms

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

To achieve this goal SEDA will continue to ensure the early childhood curriculum is developmentally appropriate and presented in a manner that supports differentiation of learning outcomes. Classroom routines and structures are based on the Wisconsin Model Early Learning Standards (WMELS) and are supported through the school wide implementation of the Pyramid Model. Grade level teams meet at least once a week to review upcoming units, set goals for all learners, develop and implement interventions to ensure all students have access to learning. The team meets with the principal to discuss and review goals and determines if any additional resources are needed.

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

Throughout the school year students will be formally and informally assessed to allow the staff to measure their growth towards the end of the year goals.

The school wide goal is 70% of the General Education K4 students meeting end of the year goals and 70% of the Special Education students meeting their IEP goals.

Assessments used to determine growth will include

- Ages and Stages,
- Ages and Stages-SE,
- SEDA math assessments,
- PALS,
- Behavior Incident Reports,
- Staff created progress monitoring tools based on student needs.

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?):

- Foundational math (SEDA assessment) and Reading (PALS) skills are assessed 3 times a year – Fall, Winter, Spring.
- ABAS-adaptive behavior and social skills measurement
- Social and Emotional growth (Ages and Stages, SE) are measured 2 times a year - Fall and Spring

- Over all early childhood development (Ages and Stages) growth is measured 2 times a year – Fall and Spring
- Behavior - Behavior Incident Reports - monthly.
- Health and Wellness - on-going

For students who are not making expected academic, communication, and social and emotional growth the school will conduct additional assessments and monitor their progress based on each student's needs. The K4 team will review this data in their weekly collaboration meeting and with the principal at least once a month to review student progress towards school wide and individual goals.

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?):

According to PALS screening test results for spring, K4 students have attained the expected goal of 50% or more students meeting end of year goals, which is considered much higher than the original of 50%. This is a dramatic increase since fall was 43% meeting end of year. SEDA staff will continue to offer the winter Mid-year PALS screener to determine if any changes should be made to curriculum or teaching strategies. Next steps include documenting successful teaching interventions for the past year, to ensure they are used in the following academic school year.

1.2 (required)

Annual Growth Goal: K5 - 2nd Grades – 50% of students will meet or exceed fall to spring RIT growth targets in reading

Background Data Analysis: 17-18 school year

- K5-13.3% of the students met or exceeded their expected Reading growth.
- 1st grade – 23.5% of the students met or exceeded their expected Reading growth.
- 2nd grade – 9.1% of the students met or exceeded their expected Reading growth.

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

- Review implementation of core curriculums with staff– Superkids and Sharp Literacy
- Set intervention schedule for struggling students,

- Monitor progress of students who are at risk of not meeting end-of-year expectations
- Review current interventions, train staff to use new and/or learn new interventions and progress monitoring, and provide a coaching model/mentoring to assist with the implementation of interventions.

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

Students reading progress will be monitored throughout the school year through MAP, PALS, Superkids benchmark scores, and, if needed, progress monitoring of additional interventions being implemented. Collaboration teams meet weekly to review student progress and plan instruction based on students' needs. The team meets with the principal to discuss goals and determine if any additional resources are needed.

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- Foundational reading skills, language and writing, comprehension, and vocabulary will be monitored through MAP RIT scores three times a year
- Reading Foundational Skills - PALS three times a year
- Decoding and Comprehension - Superkids unit benchmarks
- When needed - Progress monitoring tools based on individual student reading needs
- Data will be reviewed on a weekly, monthly, and trimester bases to determine if the student is on target to meet end of year reading benchmarks and, if not, what interventions should be put in place and how best to monitor student growth based on outcomes.

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?):

None of the three grade levels met or exceeded set goals for the grade level in the area of reading. Although our targeted goal was missed, there was evidence of growth in each grade level from fall to spring. In K5 the average Reading MAP RIT score was 147 in the fall, which grew to 154. In 1st grade the average Reading MAP RIT score was 157 in the fall, which grew to 169. Lastly, in 2nd grade the average Reading MAP RIT score was 170 in the fall, which grew to 174. In the future, the plan for schoolwide growth increases will include a formatted RtI process to identify students requiring reading intervention, better utilization of

paraprofessionals for small group reading rotation, and more frequent check-ins for reading screeners. Also, we have purchased and will implement new reading interventions including *Edmark* and *Reading Milestones*.

1.3 (required)

Annual Growth Goal: K5 – 2nd Grades – 50% of students will meet or exceed fall to spring RIT growth targets in math

Background Data Analysis: 17-18 school year

K5-13.3% of the students met or exceeded their expected Math growth

1st grade – 35.3% of the students met or exceeded their expected Math growth

2nd grade – 9.1% of the students met or exceeded their expected Math growth

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

- Review implementation of core curriculums – Envision,
- Set intervention schedule for students not meeting math benchmarks,
- Monitor progress of students who are at risk of not meeting end-of-year expectations,
- Review current interventions, train staff to use needed interventions and progress monitoring, and provide a coaching model/mentoring to assist with the implementation of interventions.

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

Students' math progress will be monitored throughout the school year through MAP, Envision Math Unit assessments and if needed, progress monitoring of additional interventions implemented. Collaboration teams meet weekly to review student progress and plan instruction based on students' needs. The team meets with the principal to discuss and review goals and determines if any additional resources are needed.

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- Operations and Mathematical Thinking, Numbers and Operations, Measurement and Data, and Geometry will be monitored through MAP RIT scores three times a year

- Grade Level instruction - Envision Math - lessons and end of unit assessments
- When needed - Progress monitoring tools based on individual student reading needs
- Data will be reviewed on a weekly, monthly, and trimester bases to determine if the student is on target to meet end of year math benchmarks and, if not, what interventions should be put in place and how best to monitor student growth based on outcomes.

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?):

None of the three grade levels met or exceeded set goals for the grade level in the area of math. Although our targeted goal was missed, there was evidence of growth in each grade level from fall to spring. In K5 the average Math MAP RIT score was 139 in the fall, which grew to 152. In 1st grade the average Math MAP RIT score was 155 in the fall, which grew to 171. Lastly, in 2nd grade the average Math MAP RIT score was 166 in the fall, which grew to 171. In the future, all three grade levels will continue to use the same measures of success, but will implement a newer version of the same curriculum that is more aligned to common core standards along with an emphasis on teachers working with small group rotations. Also, we plan on having better utilization of paraprofessionals for small group rotations, and more frequent math screeners. Lastly, we have purchased and will implement new math interventions including *Edmark* and *the Envision Math Intervention curriculum*.

1.4 (Optional)

Annual Growth Goal: K3 – K5 Grades – 60% of students scoring above cutoff requiring further assessment will decrease score by 10% or more from Fall to Spring

Background Data Analysis: Not available

K5-

1st grade –

2nd grade –

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

- Select the appropriate questionnaire
- Ask parent to complete the questionnaire

- Parents complete the questions
- Score the questionnaire
- Discuss results with parents and determine next steps
- Share activities with parents

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

Success will be determined based on the amount of early intervention we're able to provide for our students and their families. ASQ results will allow our staff along with our parents the opportunity to identify delays and possibly catch students up before exiting kindergarten.

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 ASQ screening process takes place twice per year (beginning and middle).

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?):

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
2017-2018	71	4	14	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
2017-2018	58	40	$40/58 = 0.689655172$

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 3 rd Friday	Number of Faculty who Left After 3 rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-2018	15	3	5	$3+5 = 8$

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	12	$12/16 = 0.75$