

UCC ACOSTA MIDDLE SCHOOL

School Growth Plan and Report

Year: 2017-18



PREPARED FOR

Office of Charter Schools

University of Wisconsin-Milwaukee

School Profile

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

- School name and address
 - UCC ACOSTA MIDDLE SCHOOL
615 West Washington Street
Milwaukee, WI 53204
- Grades: Sixth and seventh
- Describe the major emphasis of the school and its educational program
 - The mission of the United Community Center (UCC) Acosta Middle School, as a nonprofit technology and trades focused charter school, is to create an environment that fosters high expectations, hard work, and strong parental involvement that will lead every student to rigorous high schools and colleges, and equip them with skills to be competitive in dynamic future job markets.
- School Leader and Board President
 - Board President: Jose Oliveri
 - Executive Director: Ricardo Diaz
 - Principal: Santiago Navarro

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

1.1 (required)

a. Annual Growth Goal: ELA -In seventh grade increase Proficient and Advance percentages from 28.3% to 35% and work to establish a baseline with the incoming 6th grade class by hitting a proficiency level over 30%.

b. Background Data Analysis: The 2016-17 SY was the first at UCC Acosta. Staff worked to establish norms, procedure and culture of the school with its first class of students. With a student body coming from multiple elementary schools, teacher had to assess and restructure lesson to address specific deficiencies.

c. Approaches/Strategies (What will you do to achieve the goal?): This year's seventh grade ELA teacher will loop with the class to minimize the getting to know you factor with those students who have returned.

- To achieve the goal of improved WI Forward performance, we will need to focus on building language weaknesses with our students. To do this, we are implementing daily language practice to reinforce academic vocabulary, build awareness of morphology, and use Greek and Latin roots to infer the meaning of unknown words. Additionally, we will be implementing the Lucy Calkins Writing Units of Study for the second year, which we are optimistic will help our students grow their writing skills. Furthermore, we will consult with ESL interventionists to seek support with our substantial ESL population. By following this plan, we are confident that we will see significant growth in our students this year.
- Implementing a new method of teaching reading comprehension, the Notice & Note signposts. This method provides students with signposts they should look for while reading (separate signposts for fiction and nonfiction), along with a follow-up procedure for processing and digging into the text. This method requires students to think deeply about what they are reading, as well as further implications of what they find.
- Implement Words Their Way word study, a developmental spelling, phonics, and vocabulary program.

- Teach the Book, Head, Heart framework- a method to teach students to be both responsive and responsible readers. This framework asks students to consider three things while reading: What’s in the book? What is in your head? (What surprises you, what changed or challenged your thinking) What did you take to heart? (What did the text help you learn about yourself, what did it help you learn about others, how will your actions or feelings change as a result of the text)
- Guided Reading - I will provide small group guided reading instruction several times each week to students who scored below a 5th grade reading level on MAP. These students will be assessed regularly (emergent readers every 4-6 weeks, transitional readers every 6-8 weeks, fluent readers every 8-10 weeks) to determine growth and identify weaknesses.

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

- Teachers will confer with students throughout the year to monitor progress in reading and writing.
- Bi-weekly meetings with ELA teachers will discuss challenges in curriculum and necessary adjustments that may be needed to address students’ 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?):

- Fall and Winter MAP tests will be used to see what progress is made and develop strategies for moving toward the spring assessments

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

This year’s sixth grade earned a 31.4% Proficient and Advanced level. This was an increase from last year’s 28.3%. This is not a huge increase but does meet the goal we set for this cohort of students now that the school is its second year. The school will continue to monitor individual growth with students as we move forward. Seventh grade scores from the first cohort of sixth grade students in 2016-17 increased to 30%. It is short of the set goal, but it does show improvement. School needs to provide additional books and resources to help target student reading levels. Further professional development needs to focus on more strategies for teachers to use with the changes to the Reading program as we adopt the Lucy Calkins Reading to coincide with the writing program.

1.2 (required)

Annual Growth Goal: MATH – In seventh grade increase Proficient and Advance percentages from 17% to 28% and work to establish a baseline with the incoming 6 th grade class by establishing a proficiency level over 30%.
Background Data Analysis: The seventh grade students have many low students as assess on the MAP test and on the Wisconsin Forward exam.
Approaches/Strategies (What will you do to achieve the goal?): <ul style="list-style-type: none">• Adopt Eureka Math from Great Minds as the new Math curriculum.• Provide training for teachers and adequate planning time to prepare and understand modules to be implemented as intended.• Utilize ALEKS, an online skill-building program to assess and monitor weekly progress of students on skill building.• Bi-weekly Math meetings, teachers will discuss challenges in the curriculum and adjust lessons as needed.• Provide engaging activities periodically throughout the school year, to keep students engaged and thinking about
Success Indicator (How will you know that you are making progress toward achieving the goal?): <ul style="list-style-type: none">• Teachers will monitor individual progress on ALEKS to see that students are mastering the necessary topics.• The bi-weekly Math team meeting will allow teachers to discuss mastery of concept by
Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): <ul style="list-style-type: none">• Fall and Winter MAP tests will be used to see what progress is made and develop strategies for moving toward the spring assessments
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?): With the adoption of the Eureka Math program and the ALEKS online supplemental program, we saw the first cohort of students increase from 17% to 24.6%. This falls short of the set goal, but shows a nice increase for the school in its second year of operation. Moving forward additional staff to the school will be designated for Math instruction only, to allow teachers to spend more time understanding and

developing instruction for the program. Also, for this cohort of students, this would have been a third curriculum used in three years as they used Saxon in 6th grade and probably a different one from whatever, elementary school they left in 5th. This year's sixth grade earn a 29.6% up from last year's group at 17%.

The Math team at UCC Acosta benefitted from ongoing discussion on curriculum about the Eureka and ALEKS program with staff from Bruce-Guadalupe. This collaboration, discussion and planning with continue as both schools grow.

1.3 (required)

Annual Growth Goal: Work with parents to have more opportunities to support the school.

Background Data Analysis: On the annual UWM survey, this was the one parent response that did not exceed the UWM average.

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

- Through monthly parent meetings, engage families in discussion on strategies that can be used at home to assist students with learning.
- Invite parents to sit in on classrooms during the school year to observe class lessons
- Provide a parent night where staff works with parents to understand their child's chrome book and it uses in school learning activities

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

- For the 17-18 survey the parents, "I am given the opportunity to be involved at school" will have a score higher than the UWM average

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): At school staff meetings, we will review throughout the year on how we are communicating with parents and inviting them to be part of the leaning process.

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?):

The UCC Acosta parent survey show a 3.60 value compared 3.57 for all UWM schools. We understand that to be successful we need find additional ways to involved parents and inform parents as they provide support to their children and the school. This year, we help parents meetings to discuss future events, activities and the new facility. Next year, involving parents will become even more important as it will mark the first year with all three grade levels enrolled in the school and the first time the school will work with families on high school application and placements.

With the completion of the new site in the upcoming month, school staff will look to involve parents with some moving and assembly of furniture for the new site.

2.0 Mobility Rates

2.1 Student Mobility

Year	Total Students Enrolled at ANY Point in the Year	Number of Students who Transferred In After 3rd Friday	Number of Students who Transferred Out After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-18	115	4	7	9.5%

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	53	48	91%

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	11	1	0	9%

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	5	5	100%