

Veritas High School

School Growth Plan and Report

Year: 2017 -2018



VERITAS
HIGH SCHOOL

PREPARED FOR

Office of Charter Schools

University of Wisconsin-Milwaukee

School Profile

School Name: Veritas High School serving grades 9-12

School Address: 3025 West Oklahoma Avenue, Milwaukee, WI 53215

Charter Holder: Seeds of Health, Inc.

Board President: David Hase

Administrator: Sherry Tolkan

Date Charter Approved: March 2010

The mission of Veritas High School is to prepare Milwaukee students for postsecondary education success through completion of an academically challenging, values-based curriculum in a safe and supportive environment. The mission targets seven outcomes for student learning:

1. Proficiency in core academic knowledge and skills
2. Proficiency in complex thinking
3. Proficiency in applications of information technology
4. Social competency and collaborative disposition
5. Strong work ethic and sense of self-sufficiency
6. Leadership knowledge and skill
7. Matriculation in a post-secondary education program

The design of Veritas High School employs a traditional four-year schedule for students enrolled in grades 9-12. Within that secondary education format, however, the school is purposefully organized as a small school environment to best support the academic and social growth of urban students enrolled in a challenging values-based college preparatory curriculum with a focus on literature, language, history, mathematics, science, and art. As a small school, Veritas High School is more adept at involving and responding to students and parents. Students benefit from small class sizes and student-teacher ratios. Small school size also facilitates

a collegial and professional community that minimizes hierarchy and bureaucracy. Other unique Veritas High School qualities that serve the college preparation interests of urban students and their parents include:

- A culture of high expectations for student performance and success
- A challenging values-based college preparatory curriculum
- A safe and supportive small school environment
- Positive and personal student/parent relationships with teachers and staff
- Development of moral character and principles of behavior through examination of the core values of truth, beauty, justice, liberty, equality, and goodness
- Faculty use of research-based instructional methods
- Contextualized learning through course and community-based projects
- A senior project that researches and produces a written report and oral presentation about multiple areas of high personal interests and abilities
- A mentor assigned to each student
- Online parent and student access to assignments, grades, and staff contacts
- One-on-one tutoring for students before and after school
- Counseling services for all students based on individual needs—academic, personal, crisis, social, emotional, behavioral, and/or family
- Advisement of scholarship opportunities for graduating students through guidance and counseling
- Co-curricular activities that include clubs, athletics, student government, yearbook, drama, and more

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 Subgroups – Student subgroups closing gaps in reading and/or math

Student Postsecondary 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 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: 9th and 10th grade students will exceed the MAP grade level target growth in Reading by 125%, based on Fall 2017 to Spring 2018 MAP Assessments.

b. Background Data Analysis:

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| <ul style="list-style-type: none">• The majority of students enter Veritas exhibiting deficiency in reading skills, as evidenced by their performance on formative, summative, classroom, and normed reading assessments. |
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- English is a second language for a significant number of Veritas students.
- Historically, a majority of Veritas students fall below the “college readiness” level on the 11th grade ACT reading and other subject area assessments.
- Fall 2017 MAP Assessment Results in Reading indicate that Veritas 9th grade students scored an average of 224.1 (3.9 points above the national norm). However, the MAP College Readiness Benchmark Study (June 2015) indicates that 9th grade students should have a Fall MAP score of 227.14 to be on track for earning an ACT score of 22 and a Fall MAP Score of 230.61 to be on track for earning an ACT score of 24 in Reading.

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

- Data analysis of group and individual reading skills by all teachers across all subject areas.
- Implement the Newsela Literacy program with fidelity.
- Students with the most significant deficiencies in literacy will be enrolled in “Readers/Writers Workshop” a supplemental English Course.
- Students who exhibit competent reading levels will be encouraged to enroll in Honors and AP level courses.
- All Staff will implement targeted reading strategies across subject areas.
- Teachers will implement ACT preparation activities in all subject areas.
- Teachers will employ differentiation strategies within their classes.
- Implement “Vocabulary.com” across grades and subject areas.
- Continue with “Silent Reading” time in classes and DST.

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

- Formative/Summative Classroom Assessments.
- MAP/Lexiles Scores
- ACCESS Assessments
- ACT Assessments

- Aspire Assessments
- Newsela Assessments

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?):

- Placement Test for Incoming 9th graders
- Staff will continually monitor progress via classroom assessments
- RtI Progress Monitoring for identified students
- Fall and Spring MAP Data (Selective Winter Testing)
- ACCESS (Winter 2018)
- ACT Practice Tests
- ACT Spring 2018 Assessment - All 11th graders
- Additional ACT assessments for individual students

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?):

Our 9th grade class Fall MAP average score was 224, almost 4 points above the National Norm of 220.2. They grew 2 points with a Spring average of 226. Normally, Veritas freshman grow almost twice that amount. Our 10th grade class Fall MAP average score was 228.3, almost 8 points above the National Norm of 220.4. They grew 2.2 points with a Spring average of 230.5. Normally, Veritas sophomores grow almost twice that amount. Since we did not meet the required 125% of projected growth for both these classes in the area of Reading as evidenced by the MAP results, we need to examine how we can "make up" the normal difference we typically see in growth for these two classes in the area of Reading this upcoming school year of 2018-19. Below are steps to take to achieve the typical growth we see in Reading scores on the MAP assessments: This will be a priority for 2018-2019.

1. Carefully examine our approach to setting up and conducting the MAP testing with fidelity by all involved.
 - a. A more detailed upfront training of our test administration.
 - b. A more detailed and thorough preparation for testing with students.
 - c. A more careful scheduling of when and how the testing is administered.

2. A focus upon teaching students approaches to reading skills that directly impact their ability to perform better on non-fiction pieces (most commonly found on standardized tests) by examining and implementing improvement in the areas of a. Understanding Main Idea, b. Determining details, c. Making inferences, and d. Drawing conclusions. Also, a concerted effort in developing teachers' abilities to improve students' Extensive Reading for Background Knowledge skills, Tier II/Academic Vocabulary building, and Meta-Cognitive Awareness.

3. In order to best facilitate 2 above, our Literacy Coordinator and Reading Specialist will engage in specific and timely assessment and training of teachers in the Reading Skills areas of most need particular to their subject area content, and as it applies to increasing the reading skill levels of all students in the 9th and 10th grades.

1.2 (required)

Annual Growth Goal: 9th and 10th grade students will exceed the MAP grade level target growth in Mathematics by 125%, based on Fall 2017 to Spring 2018 MAP Assessments.

Background Data Analysis:

- The majority of students enter Veritas exhibiting deficiency in mathematical skills, as evidenced by their performance on formative, summative, classroom, and normed assessments.
- Fall 2017 MAP Assessment Results indicate that Veritas 9th grade students scored an average of 229.3 (1.0 point below the national norm) in Mathematics. The MAP College Readiness Benchmark Study (June 2015) indicates that 9th grade students should have a Fall MAP score of 242.72 to be on track for earning an ACT score of 22 and a Fall MAP Score of 247.99 to be on track for earning an ACT score of 24 in Mathematics.
- Fall 2017 MAP Assessment results indicate that Veritas 10th grade students scored an average of 237.7 (7.6 points above the national norm) in Mathematics.

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

- Data analysis of group and individual student math skills by teachers across all subject areas.
- Students with the most significant deficiencies in mathematics will be enrolled in "Math Strategies", a supplemental math course along with Algebra 1 and "Transition to College Math" at the 11th and 12th grade level.

- Students exhibiting competent math skills will be offered the opportunity to enroll in multiple math courses in the same year.
- Continue to offer AP Calculus at the 12th grade level.
- Teachers will employ differentiation strategies within their classes.

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

- Formative/Summative Classroom Assessments
- MAP Scores
- ACT Assessments

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

- Placement Test for incoming 9th graders
- Staff will continually monitor progress via classroom assessments
- Rtl Progress Monitoring for identified students
- Fall and Spring MAP Data (Selective Winter MAP Testing)
- ACT Practice Tests
- ACT Spring 2019 Assessment - All 11th graders
- Additional ACT assessments for individual students

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 9th grade class Fall MAP average score was 229.1, 1.2 points below the National Norm of 230.3. They grew 4.6 points with a Spring average of 233.7 which put them slightly above the National Norm of 233.4. This indicates good growth and is typical of students new to Veritas. Our freshman with identified weaknesses in Math are provided a second Math course to strengthen their skills, which has a positive effect upon their growth. Our 10th grade class Fall MAP average score was 238.3, 8.2 points above the National Norm of 230.1. They grew 7.6 points with a Spring average of 245.9. This is very typical of second year Veritas students to show considerable growth in Math skills. A good number of our sophomores double up in Math and this has a direct impact upon their growth. Because this class exceeded the goal in

Math, we will continue to implement the practices we have been doing with Sophomores including identifying early on those who can double up in Math and also providing a second support class to 9th graders that are found with weaknesses in Math.

1.3 (required)

Annual Growth Goal: Veritas 11th grade students will grow by an average of 2 points on their ACT Composite Score based on their baseline Pre-ACT Assessment Score from February 2017 to their February 2018 Statewide ACT Assessment.

Background Data Analysis:

- Veritas administered the Pre ACT Assessment to all 10th graders in February of 2017. Students scored an average Composite of 17.62. (Math 17.98, Science 17.25, Reading 20.26, English 16.33)
- 2017 Graduates scored a Composite of 18.8 on the State ACT Assessment
- 2018 Graduates (this year's seniors) scored a Composite of 18.2 on the State Assessment (February 2017)
- The Veritas Strategic Plan (2014-2019) set a goal of a 20 ACT Composite Score for students.

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

- Purchase of the Princeton Review ACT Preparation Program
- Summer 2017 Staff Development for 10th and 11th grade Math and English Teachers led by a Princeton Review Team Member in both "Early Edge", designed for grade 10 students) and "ACT Prep" for grade 11 students.
- Fall 2017 Staff Development for all Veritas staff led by a Princeton Review Team Member
- Development of a whole school plan for implementation of the Princeton Review Model by class, grade level and dates.
- Implementation with fidelity of Princeton Review ACT preparation methods and strategies across all classes and grade levels.
- Implementation of the on-line Princeton Review Portal aligning instructional activities based on individual student skill levels.
- ACT Practice Test given to all 10th and 11th graders in September 2017.
- Analysis of group and individual data from periodic ACT Practice Assessments (Sept, December, February)

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

- Formative Classroom Assessments using Princeton Review Early Edge and Princeton Review ACT Prep strategies and activities including daily ACT monitoring of student progress on the online Princeton Review Portal
- Group and individual performance on the ACT Practice Assessments
- State ACT Assessment in February 2018 and other individual ACT Test Dates

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

- Continuous monitoring of student engagement/progress in classroom activities related to skills assessed on the ACT
- Monitoring of student time devoted to the Princeton Review online portal activities
- Monitoring of teacher implementation and use of Princeton Review materials, activities, strategies
- ACT Practice Tests - Item analysis by group and individuals (September, December and February)
- ACT State Assessment (February 2018 and additional dates for individual students)

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 11th grade students met this goal. They achieved a 2 point growth, averaging 19.8 on the February 2018 Statewide ACT Assessment. Additionally, when factoring in their highest ACT scores from both the statewide assessment and any national test day prior to February, they achieved a 2.5 point growth, scoring an average of 20.3. (Wisconsin's composite ACT score for 2016-17 was 20.5)

Approaches initiated in 2017-18 will become fully implemented in 2018-19.

Funds has been budgeted to continue using Princeton Review ACT prep, including staff development for additional teaching staff during the summer of 2018 and throughout the 2018-19 school year.

Underclassmen will continue to receive instruction/practice via purposeful integration of related skills in all classes.

1.4 (optional)

Annual Growth Goal: 100% of Veritas students will engage in ACP (Academic and Career Planning), as evidenced by documentation of their activities and learning in their online student portfolios.

Background Data Analysis:

The Veritas mission is “to prepare students for postsecondary education success”.

- Veritas has a near perfect high school graduation rate.
- Veritas has a near perfect post-secondary program acceptance rate
- Veritas subscribes to “The National Student Clearinghouse” for data on post-secondary student entrance, withdrawal, and program completion rates. (This is not a perfect system. Students who marry and change their name are often lost and some colleges are not included in this tracking)
- The college entrance and completion rates for Veritas graduates call for improvement.
- 92% of 2016 Veritas graduates, enrolled in a post-secondary program immediately after high school, compared with 67% of the Veritas 2015 graduates.
- National Clearinghouse Data indicates that for Veritas 2010 graduates, 30% have graduated and 20% are still attending
- Veritas began its partnership with Big Brothers Big Sisters in 2014 and implemented the Mentor 2.0 program
- Veritas School Counselor conducts individual college/career meetings with students and their families in grades 10, 11, and 12.
- On-site UWM College Admission at Veritas since 2015
- College Fairs and College Visits
- Representatives from College and Military present at Veritas
- Veritas is an ACT testing site
- FAFSA assistance at Veritas

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

- School Counselor will schedule sessions with DST sections to introduce & explain ACP Assessments

- Veritas Students at all grade levels will complete the DPI approved “Career Cruising” assessments, including replacing the Career Locker (WisCareers) used in prior years
- Update ACP pages in student portfolios (add them to new student portfolios)
- Students will include Career Exploration Assessments in their “Student Portfolio”
- All juniors and any interested seniors will attend a College Fair in Sept of 2017
- Continue to partner with Big Brothers Big Sisters of Milwaukee for the Mentor2.0 program. (200 Veritas students will be paired with college educated mentors from the community during the 2017-18 school year)
- Academic courses incorporate college readiness skills, including:
 - Critical Thinking
 - Effective Communication
 - Collaboration skills
 - Real World Problem Solving
 - Character Building

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

- Student Completion of the “College/Career” section in portfolios
- High School Graduation Rates
- College Acceptance Data/Scholarship data
- College Entrance Data
- College Completion Data
- Feedback from family meetings with School Counselor
- Surveys of students at the end of the school year

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

- Monitor School Counselor meetings with student groups throughout the year
- Semester checks on ACP sections of student portfolios
- High school graduation rates – June 2018
- College Application Rates – May 2018
- Analyze parent & student survey results
- Analyze/disaggregate data received from National Student Clearinghouse (upon receipt of reports)

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?):

Actions:

- School Counselor worked on ACP (Academic and Career Planning) with students during Directed Study Time throughout the school year
- School Counselor held ACP conferences with students and their parents
- Both Juniors and Seniors attended a College Information Fair at Mount Mary in October of 2017
- School Counselor had students create a portfolio page documenting their ACP work (to be regularly updated)

Results:

- Students documented their learning in their E-Portfolios
- Students were provided with information and access to resources throughout the year
- Vast majority of parents were satisfied with their ACP meeting
- 100% of seniors applied to at least one college
- Highest amount ever offered to students in scholarships

Next Steps:

- Work directly with students on ACP during DST
- Hold ACP Conferences with students and parents (10th & 11th grade)
- Take Juniors & Seniors to College Information Fair at Mount Mary
- Have students add application information to ACP portfolio page
- Conduct UWM onsite admissions
- Hold Financial Aid Meetings with seniors and their parents
- Continue working in conjunction with the Mentor 2.0 program
- Collect data on students continuing in Mentor Program after high school (Mentor 3.0)

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	257	5	6	4%

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	179	167	93%

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
2017-18	20	0	0	0%

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	20	20	100%