Woodlands School

Year: <u>2017-2018</u>

Annual School Growth Plan

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: Woodlands School, 5510 W. Bluemound Rd., Milwaukee, WI 53208

- Grades served: K4-8th grade

- Describe the major emphasis of the school and its educational program:Woodlands School provides an inclusive, multi-age, liberal arts education using an integrated curriculum to prepare service-minded learners in a setting of academic excellence.

- School Leader and Board President: Mr. Tommie Myles/Executive Director, Patty Rogers/Principal, Sue Bay/Board Chair

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

 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.

1.1 (required)

Annual Growth Goal: By the end of the 2017-2018 school year we will improve the math performance of all the students by meeting or exceeding the expected growth norms at Woodlands School, Bluemound Campus. Sub-groups will achieve 110% growth in the math content area.
Background Data Analysis: We have made significant improvements in our math scores over the last five years. In 2011 Woodlands School hired a math coach to provide professional development for our teachers. In 2012 we aligned our curriculum with the Common Core Standards and focused on improving our students' ability to analyze and synthesize mathematical statements. In 2013 our staff implemented Response to Intervention (RTI) by restructuring the daily schedule to provide enrichment classes during the school day. In 2014/15 and 2015/16 we introduced Camp Invention (a science, technology, math, and engineering camp) and improved our summer school (Woodlands Opportunity for Learning and Fun-WOLF). As we improve our RTI program, after-school tutoring, and the summer school program, the staff will increase our supplemental materials with research-based curriculum in order to meet the needs of all of our learners. In 2016/17 we focused on data driven instruction and how to identify educational resources that are research based, relevant, and of high interest to the students. **See attached SMART goal(s)**
Approaches/Strategies (What will you do to achieve the goal?):   1. Administer the MAP test   2. Implement intervention groups and differentiated plans   3. Co-Teach in designated classrooms   4. Use developed learning targets as outlined in Woodlands Curriculum map

5. Utilize the Learning Continuum (formerly known as the DesCartes) to increase skill deficit areas and create lessons to reinforce those skills

6. Indicate to parents and students their grade level RIT score targets for math to be met by the end of the school year

7. Set goals with students to increase their performance levels (students need to know their RIT score and work to improve it)

8. Provide and explain MAP scores to parents

9. Obtain pre- and post-test scores from math intervention groups

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Success Indicator (How will you know that you are making progress toward achieving the goal?): The indicators of success will be represented in Forward math scores for grades 3-8 for minority and majority students, MAP scores for math, and documentation of the interventions and the student performance results. Portfolio assessments and classroom assessments will also inform success. All students will need to meet expected growth norms for their grade levels. Sub-groups will achieve a minimum of 110% growth in math.

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): Growth monitoring will take place at the end of each MAP testing cycle and at the end of Tier 2 and 3 intervention cycles. Classroom assessments and portfolio assessments will be ongoing.

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 students' academic performance showed increased math school wide achievement scores; improving from 60.8% in the 2016/17 school year to 61.1% in the 2017/18 school year. Our subgroups showed that the percentage of average math growth for our African American students rose from 97.4% in the 2016/17 school year to 112.3% this year. Our Hispanic and Special Education subgroup spring MAP scores declined. Our Hispanic subgroup scores in 2016/17 were 119% and 97.3% in 2017/18. The Special Education subgroup scores in 2016/17 were 122% and 83.7% in 2017/18. Differentiated instruction, Response to Intervention strategies (tiered support), tutoring after school, and summer school opportunities also supported all our students in math instruction.

This spring a concerted focus was targeted in the ¾ unit instructional approaches; due to low fall to winter MAP scores. We analyzed the data, the team met regularly and focused on specific vocabulary, concepts, and behavioral skills necessary to increase

the student's performance in math. The Special Education team also began to co-teach during math instruction, which offered a new opportunity to meet the needs of our learners. As a result we had increased performance results in both the 3rd graders and 4th graders. Winter to spring 3rd grade scores improved from 45.7% to 47.1% and the winter to spring 4th grade scores improved from 24.3% to 46.0%.   Our 5th and 6th grade scores were very high from fall to winter (69.7% and 66.7% respectively) but went down significantly in the spring (48.5% and 44.4% respectively). After reviewing our procedures and other academic performance data we concluded that MAP testing immediately following our Forward Exam assessments resulted in testing fatigue. Multiple assessments showed that overall the 5/6 unit MAP testing results were not representative of the general population's performance in math. We have reviewed our present logistics for this unit and testing dates will be revised for the 2018/19 school year in order to avoid testing fatigue in the future.

A math committee will be established this fall to review research- based curriculums to ensure we have the most stringent and appropriate curriculum for our scholars. Increased technology devices school wide (168 new devices) will be provided for the 2018/19 school year which should improve testing conditions as well.

1.2 (required)

Annual Growth Goal: By the end of the 2017-2018 school year a design for a well-documented development program will be created that includes:

- Developing an urgent and compelling case for support

- Identifying, cultivating, and managing prospective donors

- Using methods of solicitation

Background Data Analysis: The Woodlands School, Inc. community recognized the importance of designing a development plan for the growth of the organization. Currently, there is no solid plan in place to drive fund development. Previously the Board of Trustees put a committee in place to assist in the steering of the fund development of the organization. An effective process builds ownership and accountability among the school community and board. The fund development plan also needs to line up with today's realities, and anticipate tomorrow's needs for the schools. In order to make our fund development plan a success we have to bring together a particular cause and the prospects and donors who are willing to invest in the cause.

Approaches/Strategies (What will you do to achieve the goal?): To achieve this goal we will identify the organizational development issues and the community trends, opportunities and threats, segmenting the audience by developing a solicitation strategy, and clearly articulate expectations and clarify roles and relationships. An assistant that will provide support in the area of fund development will be appointed.

Success Indicator (How will you know that you are making progress toward achieving the goal?): An indicator of success will be when an individual, business, or some other entity demonstrates an interest in Woodlands School, Inc. by asking to join our mailing list and in some way has signaled interest in Woodlands School, Inc., or some entity has given a gift of time, money, or service.

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 the online data resource, DonorSnap, the data will be monitored on a regular basis. All of our contacts, donations, members, pledges, volunteers, and event registrations will be tracked for follow up contacts and reaching out to other interested entities.

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 fund development team analyzed last year's actual spending per student and this year's budget of the expenditure per student based on FTE counts for the organization. The team looked at what we received through reimbursement per FTE student and how much Woodlands makes up for the difference. We then tracked our trend vs. MPS average district spending budget per student, analyze the budget, the organization needs, and each campus "wish lists." This information was used to communicate to prospective donors, find a niche that they care about and will more likely contribute. The fund development team then analyzed the budget with per-pupil expenses vs. government funding received and compared Woodland's spending to MPS spending per student, then compiled our internal data on students, zip codes and ethnicity to review who we are serving - we recognized the need to clearly communicate "Who is Woodlands?"

The team also noted that identifying, cultivating, and managing prospective donors was a goal to fulfill. We began to utilize the DonorSnap program, merged current contacts from both campuses, reached out to board members for referrals, and started creating local & national business outreach lists (specific target audiences).

Our methods of solicitation began when we created a Development email account to organize information, updated our letterhead to streamline and use for outreach, and created documents (outreach letter and pledge card) that can be easily modified to meet needs of unique target audiences for upcoming campaigns.

There was a need to articulate expectations and clarify the roles and relationships of the fund development team. Katelyn Mark was assigned as the assistant on the fund development team. She contributed to weekly meetings, maintained meeting notes, learned to utilize the DonorSnap database, created materials, prepared information, etc.

Indicators of Success

- Spiritwear- sold at both campuses- $500 return, invested in clings to sell and build brand awareness and strengthen community

- Board Member Contact list, holiday campaign, 5% return on letters sent? ($25)

- Partnered with Pabst Brewery- board member contact- building relationship for future opportunities, had an event with volunteers running a beverage tent, raised $1,400 in tips, kept as a donation, split campus

- Shows interest in Woodlands- Public Allies (and that network)- the gift of service

Grants

- Initially pursued, but opted out of "Expansion Grant" for the 2017/18 year, but will consider for the 2018-19 school year

- Partnering with the Greenfire Development organization we successfully submitted the DOJ Safety Initiative Grant Part 1. The grant request is for $39,382.37

To improve the Fund Development efforts, the following steps and tasks made on during the 2018/19 school year:

- Establish a well-documented Strategic Plan (3-5 years) with goals and action steps that support the goals.

- Ensure plan includes a thorough SWOT analysis to better plan around opportunities and threats.

- Create a KPI system or SMART goals to evaluate the "growth goal monitoring and data analysis" section of the goal.

- Re-new DonorSnap subscription with action steps improves utilization.

  - Make sure to collect and track more details in the system.

- Use more of the functions for tracking data, follow-up reminders, and merging letter content.

- Communicate with the Woodlands School, Inc. organization the Fund Development role, when/how to use, establishing oversight of fundraising efforts, etc.

- Solicitation strategy for the year: Analyze data and start creating a timeline for campaigns/efforts for specific target audiences.

- Include sections on improving campaigns, growing partnerships, and grant opportunities.

- Explore email campaigns, our social media presence/website content, local business partnerships, and hosting future events for specific target audiences.

  - Start creating a Social Media Strategy Plan by using the tools from the February 13, 2018 training/workbook provided by Schools That Can Milwaukee.

Continue Growing Partnerships:

o State Street parent (Mr. Techtmann) on improving the website

  - Start website audit, prioritize content and display location, seeking administrative input, set up an official "Launch" event or communication when we redo the site

o Bluemound parents (Mr. and Mrs. Haley) on creating a visual materials for marketing and website

o Exploring an expanded partnership with "Near West Side Partners"

o Public Allies- primarily a partnership based on service, but start exploring the network connections in the community through this process.

Targeted Campaigns Goals:

o Holiday Campaign: Prepare board members for their contact request for a more successful list and return on investment.

o General Local Business Campaign: use list introduced by board member and seek out local business partnerships for donations of funds or services.

> > o "Thank you"/"Refer Us" outreach- utilize a current database of primarily Alumni in a way where we reach out to other contacts and avoid "double dipping" with our families.

Grant Goals:

> > o Considering the Expansion Grant for the 2018-19 school year
> >
> > > ▪ State Street- better test scores to support quality education, build a team for effort, start collecting data early
> >
> > o Prepare for Part 2 of the DOJ Safety Initiative Grant
> >
> > > ▪ Benefits both campuses- provides additional funding for professional development efforts to support safer school environments as well as funds for secure building enhancements.

1.3 (required)

Annual Growth Goal: To better convey information to and develop more cohesive relationships with current families and the greater community.
Background Data Analysis: Last year's strategic planning process revealed inconsistencies in overall communication. This goal emphasizes communication regarding teacher expectations to students and parents as well as consistent communication from the organization to the community through the newsletters at both campuses.
Approaches/Strategies (What will you do to achieve the goal?): Weekly newsletters to the families and the greater community will regularly include information regarding details about Woodlands' philosophy, policies, and procedures, which are commonly known to staff, but not necessarily by all stakeholders.
Success Indicator (How will you know that you are making progress toward achieving the goal?): Progress towards achieving our goal will be indicated through feedback received through a survey rating our level of communication.
Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used?): This goal will be monitored each trimester. The data collected will be the overall satisfaction of our level of communication and how clear our communication has become.

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?):

Woodlands School's administration and faculty made a concerted effort to provide information to all of our stakeholders on policies and procedures, academic performance(s), and Time For Living curriculum (our character education program/philosophy). Our weekly organizational newsletter shared information on policies/procedures and school events, the teacher teams organized into multi-aged units provided newsletters on academic focus, and regular feedback to our students and parents resulted in higher satisfaction rates in our surveys. Our parent/teacher organization meets monthly with administration and for their regular monthly open meetings during our Extension hours, in order to provide childcare for those interested in attending the meetings. Our 4K Outreach program has developed into a robust communication tool for our new families in our four-year old kindergarten program. Monthly newsletters for parents on how to support their students at home regarding academic, social, and behavioral issues were provided to all families during the school year.

Our faculty's satisfaction score in response to the statement "*communication with parents*" rose from 3.32 in 2016/17 to 3.37 in 2017/18. The parents' satisfaction score in response to the same statement (*communication with parents)* rose from 3.51 to 3.68. Our next steps will be to increase information provided through parental support information (how to help with homework, etc.), which should result in continued increased communication survey results.

1.4 (optional)

Annual Growth Goal: By the end of the 2017-2018 school year we will improve the reading performance of all the students by meeting or exceeding the expected growth norms at Woodlands School, Bluemound Campus. Sub-groups will achieve 110% growth in the reading content area.

Background Data Analysis: We have made significant improvements in our reading scores over the last five years. In 2012 we aligned our curriculum with the Common Core Standards and focused on improving our students' ability to analyze and synthesize comprehension statements. In 2013 our staff implemented Response to Intervention (RTI) by restructuring the daily schedule to provide enrichment classes during the school day. Starting in summer 2014 after the close of the 2013-2014 school year, we introduced Camp Invention (a science, technology, math, and engineering camp) and improved our summer school (Woodlands Opportunity for Learning and Fun-WOLF). As we improve our RTI program, after-school tutoring, and the summer

school program, the staff will increase our supplemental materials with research-based curriculum in order to meet the needs of all of our learners. In 2016/17

We focused on data driven instruction and how to identify educational resources that are research based, relevant, and of high interest to the students. **See attached SMART goal(s)**

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

10. Implement intervention groups and differentiated plans

11. Co-Teach in designated classrooms

12. Use developed learning targets as outlined in Woodlands Curriculum map

13. Utilize the Learning Continuum (formerly known as the DesCartes) to increase skill deficit areas and create lessons to reinforce those skills

14. Indicate to parents and students their grade level RIT score targets for reading to be met by the end of the school year

15. Set goals with students to increase their performance levels (students need to know their RIT score and work to improve it)

16. Provide and explain MAP scores to parents

17. Obtain pre- and post-test scores from reading intervention groups

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Success Indicator (How will you know that you are making progress toward achieving the goal?):   The indicators of success will be represented in Forward math scores for grades 3-8 for minority and majority students, MAP scores for reading, and documentation of the interventions and the student performance results. Portfolio assessments and classroom assessments will also inform success. All students will need to meet expected growth norms for their grade levels. Sub-groups will achieve a minimum of 110% growth in reading.

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):   Growth monitoring will take place at the end of each MAP testing cycle and at the end of Tier 2 and 3 intervention cycles. Classroom assessments and portfolio assessments will be ongoing.

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 students had increased reading school wide achievement scores improving from 60.8% in the 2016/17 school year to 62.0% in the 2017/18 school year. Our subgroups showed significant increases from last year to this year. Our subgroups showed that the percentage of average reading growth for our African American students rose from 97.2% in the 2016/17 school year to 121.4% this year. Additionally, our Hispanic and Special Education reading subgroups also rose from 123% to 128% and 70.8% to 121.7% respectively. Special education co-teaching, differentiated instruction, Response to Intervention, after school tutoring, and summer school opportunities all contributed to increased academic performances school wide. Our Reading/Language Arts committee focused on research-based strategies and resources for our instructors to implement in their classrooms, which also resulted in a professional learning community focused around best practices. Co-teaching between our 5/6 unit language arts teacher and a Special Education teacher also influenced our performance results positively.

This spring, a concerted focus was targeted in the ¾ unit instructional practices, due to low fall to winter scores. We analyzed the data, the team met regularly and focused on specific vocabulary, concepts, and behavioral skills necessary to increase the students performance in reading. As a result, we had increased performance results in both the 3rd graders and 4th graders. Winter to spring 3rd grade scores improved from 44.1% to 62.9% and the winter to spring 4th grade scores improved from 40.5% to 51.4%.
Our next steps will be to research and implement best practices in regards to writing. Our Reading/language arts committee and all educators will be integrating writing strategies to improve "on demand" responses.

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	351	0	0	0

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	318	304	96%

2.2 Faculty and Staff Mobility

NOTE: Include all instructional/academic staff and faculty in the counts below, <u>including</u> 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	49	3	3	12%

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	45	44	98%

Bluemound

Attachment 1
READING and MATH School Improvement SMART Goal 2017-2018

Goal: *By the end of the 2017-2018 school year we will improve the reading and math performance of all the students by meeting or exceeding the expected growth norms at Woodlands School, Bluemound Campus. Sub-groups will achieve 110% growth in the reading and math content areas.*

Needs Assessment: What evidence suggests the need for this goal?	Action Steps: What steps/activities will be initiated to achieve this goal?	Designation: Who will be responsible for each step?	Timeframe: What is realistic for each phase?	Results: What evidence will show progress towards the goal?
READING *1/2 RIT SCORES* FALL NATIONAL MEAN: 1st: 159.1 2nd: 173.3 2017-2018 FALL MEAN: 1st: 158.1 2nd: 176.7 *3/4 RIT SCORES* FALL NATIONAL MEAN: 3rd: 187.1 4th: 197.3 2017-2018 FALL MEAN: 3rd: 191.1 4th: 203.1 *5/6 RIT SCORES* FALL NATIONAL MEAN: 5th: 205 6th:210.5 2017-2018 FALL MEAN: 5th:211.9	1. Administer MAP test 2. Implement intervention groups and differentiation plan 3. Co-Teach in designated classrooms 4. Use developed learning targets as outlined in Woodlands Curriculum map 5. Utilize the Learning Continuum (formerly known as the DesCartes) to increase skill deficit area and create lessons to reinforce those skills 6. Indicate to parents and students their grade level RIT score targets	• Classroom teachers • TAs • Students • Parents • Admin • RTI Committee	1. Fall-Winter-Spring testing windows. 2. Daily 3. Daily 4. Daily 5. As needed when planning instruction 6. 3 X year 7. TWICE per year 8. Parent Teacher Conferences 9. Every 3-6 weeks	Spring 2018 MAP scores for Reading and Math Monitor Forward scores in Reading and Math to further inform programming and curricular decisions. Portfolio assessments and classroom assessments will also inform instruction

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6th:213.6 *⅞ RIT SCORES* FALL NATIONAL MEAN: 7TH: 214.1 8TH: 217 2017-2018 FALL MEAN: 7TH: 225.4 8TH: 233.8 **MATH** *1/2 RIT SCORES* FALL NATIONAL MEAN: 1st: 160.8 2nd: 175.6 2017-2018 FALL MEAN: 1st: 155.8 2nd: 177.7 *3/4 RIT SCORES* FALL NATIONAL MEAN: 3rd: 189.4 4th: 201.1 2017-2018 FALL MEAN; 3rd: 192.1 4th: 204 *5/6 RIT SCORES* FALL NATIONAL MEAN: 5th: 210.7 6th:217.1 2017-2018 FALL MEAN: 5th: 215.1 6th: 214 *⅞ RIT SCORES* FALL NATIONAL MEAN: 7th:222.2 8th: 225.9 2017-2018 FALL MEAN: 7th:222.6 8th:235.9	for reading and math to be met by the end of the school year. 7. Set goals with students to increase their performance levels (students need to know their RIT score and work to improve it). 8. Provide and explain MAP scores to parents 9. Obtain pre- and post-test scores from math and reading intervention groups.			

SUBGROUPS: **2016-2017** *READING:* *AA: 97.2%* *SP. ED: 70.8%* *HISPANIC: 123.1%* *MATH:* *AA: 97.4%* *SP. ED: 122%* *HISPANIC: 119%* *MPS: 92%* *STATE: 95.5%* *MPS & STATE: 93.7%*			