Woodlands School East

Year: 2017-2018

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, 3121 W. State St., Milwaukee, WI 53208

- Grades served: K4-6th 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 reading and math performance of all the students by meeting or exceeding the expected growth norms at Woodlands School, State Street Campus. Sub-groups will achieve 110% growth in the reading and math content areas.
Background Data Analysis: We have made significant improvements in our math and reading 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 have 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 would like to 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-Teaching 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 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. Pretest and posttest scores from math and reading intervention groups

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 reading, and documentation of the interventions and the student performance results. Portfolio assessments and classroom assessments will also inform instruction. All students will make expected growth norms for their grade levels. Sub-groups will achieve a minimum of 110% growth in reading and 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?):

After analyzing the data and implementing the strategies that we did we found that the use of Math Investigations as the core math curriculum was not sufficient. Due to numerous gaps in this curriculum alignment with Common Core State Standards, much of the preparation for lessons was reliant on the teacher to locate additional interventions and resources on their own. This practice was counterproductive, along with a less than effective implementation of said curriculum, and created even more gaps in instruction over the years resulting in low assessment scores on the Wisconsin Forward Exam and the three MAP checkpoints throughout the school year. Although we witnessed some growth we felt that the growth was not significant enough to close the gaps expeditiously.

Next Steps: We will develop staff and use a new universal school-wide instructional shift in the Mathematics (Eureka Math). As a regular practice we will discuss trends compared with student assessment data at weekly unit meetings and collectively identify and publish promising instructional practices that promote significant student growth in both low- and high-performing student populations at the end of the three-year period. These instructional strategies will follow the Woodlands philosophy of multi-aged instruction and reflects the school's population. These actions are a part of the Action Plan Report submitted August 1:

Standardize daily lesson plan formatting and submission; increase planning and proactive instructional practices.

Teachers will:

- Have plans that follow the progression of the Common Core State Standards (CCSS)
- Target instructional goals, student, and learning, [G1]

Turbo meeting format will be introduced and implemented.

- To keep accountability high

To create transparency

- Attend Eureka Math/Great Minds Professional Development in Chicago
  1. Develop a Math Team that represents grades K-7
  2. The Math Team will create benchmarks to meet the goal specified in Goal 2A.

- Strategies will be shared throughout the year in between formative assessments (Fall-Winter-Spring)

- Collaborate as a PLC to strengthen the vertical and horizontal alignment among curriculum, instruction, and assessment practices in all core and elective content areas.

- Align instruction (lesson planning) with Common Core State Standards.

- Select Eureka Math curriculum effective IMMEDIATELY (May 2018)

- Prepare, print, and organize all instructional materials for Eureka Math

Create PLC between Bruce Guadalupe Community School and Woodlands School, State Street Campus for collaborative planning and support

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?): 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.
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
- 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:
  - 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
  - Bluemound parent (Mr. and Mrs. Handy) on creating a visual materials for marketing and website
  - 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 as well as develop more cohesive relationships with current families and with the greater community.
Background Data Analysis: From the information received from strategic planning sessions last school year our stakeholders spoke about inconsistencies in overall communication. This goal addresses the area of communication that places a clearer emphasis on an explanation of the expectations of teachers and the inconsistencies between the newsletters at both campuses.
Approaches/Strategies (What will you do to achieve the goal?): Weekly newsletters will be distributed where many of the commonly known internal information regarding the school and its inner workings are communicated clearly to current families and the greater community.

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?):

It has been determined that the communication strategies that we intended to strengthen became a struggle due to internal communication conflicts. As executive director and overseeing the communication between both campuses (Bluemound and State), it is very apparent that the administrative staff need to calibrate their understanding of terminology that we all use, most importantly Woodlands vernacular. Next steps will need to be for the admin staff to come together more frequently to make sure that the foundation of our communication is transparent so that all communication leaving the facilities is clear and in allegiance with everyone's understanding so that no message can be broken into misunderstandings and gossip. Negative communication is becoming the internal dysfunction of both schools. It has created a non-cohesive appearance.

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	282	7	15	22/282=.078 (78%)

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	242	202	202/242=.83 (83%)

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	35	1	1	2/35=.057 (5.7%)

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	33	34	33/34=0.97(97%)

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, State Street 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 FALL NATIONAL MEAN: 1st: 159.1 2nd: 173.3 2017-2018 FALL MEAN: 1st: 155.2 2nd: 169.2 *3/4 RIT SCORES* FALL NATIONAL MEAN: 3rd: 187.1 4th: 197.3 2017-2018 FALL MEAN: 3rd: 186.8 4th: 193.1 *5/6 RIT SCORES*	1. Administer MAP test 2. Implement intervention groups and differentiation plan 3. Co-Teaching in designated classrooms 4. Use developed learning targets as outlined in Woodlands Curriculum map 5. Utilize learning continuum to increase skill deficit area and create lessons to reinforce those skills 6. Indicate to parents and students their grade	• 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

FALL NATIONAL MEAN: 5th: 205 6th:210.5 2017-2018 FALL MEAN: 5th:198.2 6th:208.2 **MATH** *1/2 RIT SCORES* FALL NATIONAL MEAN: 1st: 160.8 2nd: 175.6 2017-2018 FALL MEAN: 1st: 151.1 2nd: 171.6 *3/4 RIT SCORES* FALL NATIONAL MEAN: 3rd: 189.4 4th: 201.1 2017-2018 FALL MEAN; 3rd: 188.1 4th: 192.1 *5/6 RIT SCORES* FALL NATIONAL MEAN: 5th: 210.7 6th:217.1 2017-2018 FALL MEAN: 5th: 200.3 6th: 207.5 **SUBGROUPS:** **2016-2017**	level RIT score targets 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. Pretest and post-test scores from math and reading intervention groups.			

READING: *AA: 85.5%* *SP. ED: NA* *HISPANIC: 101.7%* *MATH:* *AA: 97%* *SP. ED: NA* *HISPANIC: 131.6%* *MPS: 92%* *STATE: 95.5%* *MPS & STATE: 93.7%*				