

National Heritage Academies

# School Improvement Process Workbook

Student Intervention Services  
November 2023

## 1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2020 - 2021 school year and beyond. By evaluating and updating this plan, the school will meet state and federal requirements pertaining to schoolwide planning each year.

As part of the school’s Comprehensive Needs Assessment, the school analyzes and disaggregates norm-referenced and criterion-referenced, as well as authentic assessment data, to ensure that all students master academic goals and State standards. The results of the data analysis drive changes (if needed) to the school’s implementation of curriculum, instructional practices, professional development, and the school’s schoolwide plan.

### 1.1 Schoolwide Plan Introduction

Fill in the table with the planned date for each activity.

School Improvement Process Activities	2023-24	2024-25	2025-26	2026-27
Comprehensive Needs Assessment & Goal Identification completed			TBD	TBD
Schoolwide Plan reviewed and updated			TBD	TBD
Effectiveness of school improvement process in school evaluated			TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts			TBD	TBD
Title I Parent Meetings			TBD	TBD

## 2.0 Evidence of Collaboration

Please complete the following chart with your SIP team members (add rows as necessary):

Name	Role

Milwaukee Scholars Charter School

Nakeema Spencer	Parent
Patricia Ruitter	Title I Employee
Blaire Beyer	Principal
Kara Rogatzki	Dean
Kendall Stadie	Teacher
Erika Ruedinger	Paraprofessional
Dennis Gaynor	Board Member
David Anderson	Wellness Committee Member (Health Specialist or Physical Education Teacher)
Barbra Hourigan	Teacher
Stephen Gregory	Teacher
Danielle Jones	Family Student Liason
Lisa Benishek	Dean

Stakeholder Collaboration Schoolwide plan information is provided to the school’s Board of Directors via Board Meetings and/or additional documented correspondence. Students do not participate on the planning team as the school serves students in grades K-8.

These stakeholders work throughout the year and as the school conducts its formal school improvement activities in order to do the following: - Evaluate the mission statement, parent/family engagement policy\*, parent-student compact\*, and plan effectiveness - Analyze academic goals, criteria for success, strategies, and action activities in relation to data - Ensure alignment of the curriculum implementation and educational program to State standards in core content areas - Ensure specific objectives are evident in each core content area - Ensure instruction is delivered with appropriate teaching strategies that are based on research and best practice - Monitor the plan as evidenced by regular meetings - Build a comprehensive professional learning plan consistent with student academic performance needs - Identify parent and community resources that enhance instructor and student learning

\*Note: Parents also contribute directly to the approval and/or revision of the parent/family engagement policy and the parent-student compact at the Title I Parent Meeting that is held in the spring each school year.

### 3.0 Collaboration with Teachers and Other School Staff (including Title I staff)

Milwaukee Scholars 2022-23

Teachers	\$272,431	41.7%
Paraprofessionals	\$97,306	14.9%
Coaches	\$81,313	12.5%
At-Risk Coordination	\$79,709	12.2%
Social Work	\$66,614	10.2%
Supplies	\$38,340	5.9%
Parental Involvement	\$9,000	1.4%
Professional Development	\$6,000	0.9%
Audit Fees	\$1,873	0.3%
All	\$652,585	100.0%

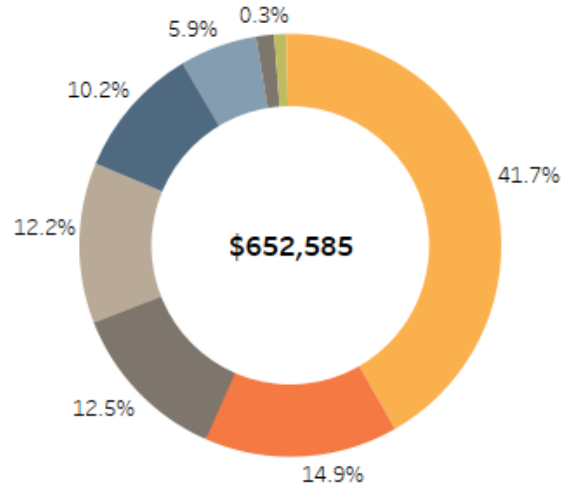


Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

03/17/2023

### 4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

03/28/2023

### 5.0 Collaboration with the School Board

**Please enter the date of your Board Meeting at which the SIP will be presented.**

## 6.0 Comprehensive Needs Assessment - Overview

The school conducts a comprehensive needs assessment annually as part of its continuous improvement process. While data is gathered and evaluated informally throughout each year, the school's formal needs assessment takes place each spring. The school carried out its school improvement activities in order to identify priority needs and assess overall school and student performance. During this comprehensive needs assessment process, the school assessed data aligned with Department of Education guidelines, which have been established in order to provide schools with a comprehensive improvement structure based on current research and best practices. Specifically, data is collected and assessed as it relates to student achievement, school programs and processes, student/teacher/parent perceptions, and demographics. The school's review of data includes that which is listed below, among others: - Student achievement on norm-referenced assessments (NWEA PGA and MAP) - Student achievement on criterion-referenced assessments - Student demographics - Discipline, tardy, truancy, and attendance rates - Parent/student perception surveys - Staff surveys, including teacher quality information - Curriculum alignment - Program implementation - Student engagement

The school has also engaged in the following school improvement activities as part of its school improvement process: the identification of particular focus areas within the school's English Language Arts (ELA) and Math curriculum for each grade level; the development of corresponding grade level action plans; and the implementation of the formative assessment planning process.

The gathering and analysis of such data enables teachers to directly address student learning needs and gauge the degree to which the school-wide, grade-level, and individual student learning goals are being met, as well as provides the means by which comprehensive school improvement efforts are identified. Essentially, this data analysis serves as the primary driver for the school's decision-making process as it relates to improvement; all goals, objectives, action steps, schoolwide reform strategies, professional development activities, and parent/family/community engagement decisions documented in this schoolwide/school improvement plan are driven by this needs assessment.

## 7.0 Staff Data

Staff data is collected in order to provide information on trends in staff experience, attendance, HQ status and satisfaction year over year.

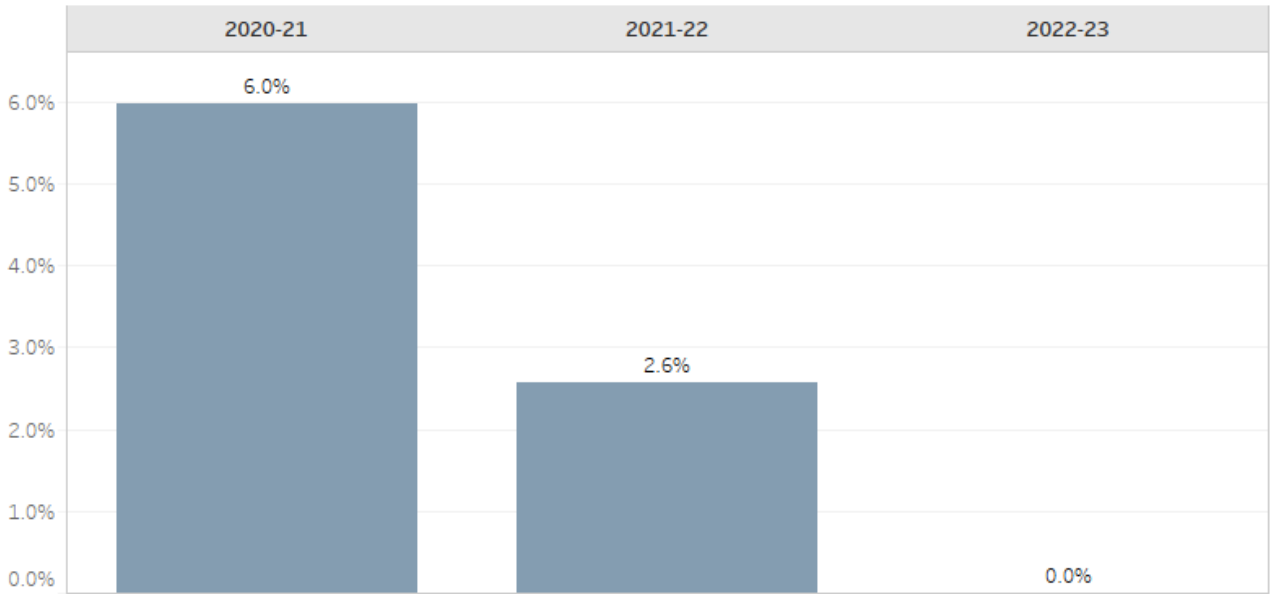


Problem creating image.

Figure: Teacher Turnover, % Highly Qualified, and Years Teaching Experience

# Milwaukee Scholars Charter School

% Instructional Time Lost



*Percentage of instructional days where a full-time teacher was not in the classroom (includes General Ed and Special Ed Teachers)*

Figure: Teacher Absences and % Instructional Time Lost

Milwaukee Scholars Charter School

		Fall 2021-2022	Spring 2021-2022	Fall 2022-2023	Spring 2022-2023	Fall 2023-2024	Difference
<b>Overall Engagement Index</b>		53	51 ↓	73 ↑	53 ↓	53 ↓	-15 15
Loyalty	I would recommend my location as a great place to work.	53	51 ↓	73 ↑	53 ↓	53 ↓	
	I would recommend my location to others for educating their children.	53	44 ↓	66 ↑	51 ↓	51 ↑	
Manager/Principal	I have confidence in my leadership team.	62	55 ↓	69 ↑	59 ↓	56 ↓	
	I would recommend my manager to others.	67	66 ↓	74 ↑	66 ↓	63 ↓	
	My manager provides me with feedback that helps me improve my performance.	58	55 ↓	69 ↑	57 ↓	61 ↑	
Personal Perception	I clearly understand what is expected of me in my role.	62	69 ↑	73 ↑	68 ↓	75 ↑	
	I feel empowered to make decisions regarding my work.	64	64 ↓	75 ↑	68 ↓	60 ↓	
	I have good opportunities to learn and grow at My Location.	54	52 ↓	68 ↑	55 ↓	61 ↑	
	My opinions seem to count.	53	53 ↓	68 ↑	53 ↓	51 ↓	
	The work that I do at my Location is meaningful to me.	86	78 ↓	88 ↑	79 ↓	82 ↑	
School Environment	I feel physically safe at my location.	66	58 ↓	72 ↑	61 ↓	68 ↑	
	I trust the people I work with.	57	51 ↓	64 ↑	47 ↓	60 ↑	
	My location has a great culture	55	44 ↓	72 ↑	50 ↓	52 ↑	
	My location is successful in responding to unproductive student behaviors.	47	36 ↓	59 ↑	45 ↓	48 ↑	

Figure: Staff Perceptions

**What trends do you notice in your school staff data?**

There was a decrease in teacher turnover, and instructional time lost. And the overall engagement data increased - all categories moving in a positive direction.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Milwaukee Scholars has implemented a Academic Leadership Team (ALT) and a Culture Leadership Team (CLT) these teams have worked to implement positive change in staff culture such as having a bi-weekly Snack cart. Finding organizations and community partnerships that cultivate unique opportunities for staff and scholars. With some big shifts in the leadership this past year we intend to rebuild and redefine our commitments as well as actively infuse joy into our building.

**8.0 Parent Perception Data**



Milwaukee Scholars Charter School

Parent perception data is collected in order to provide information on trends in parent satisfaction year over year.

		2020-21	2021-22	YOY Change
<b>Loyalty</b>	Likelihood to Recommend School	64% (263)	55% (173) ↓	-15% 15%
	Overall Satisfaction	50% (266)	47% (176) ↓	
<b>Communication</b>	I am satisfied with the updates I receive about my child's academic progress.	65% (266)	61% (175) ↓	
	School Communication is Effective and Timely	72% (265)		
<b>Moral Guidance</b>	School Delivers Moral Guidance	62% (266)	51% (176) ↓	

Figure: Parent Survey Results

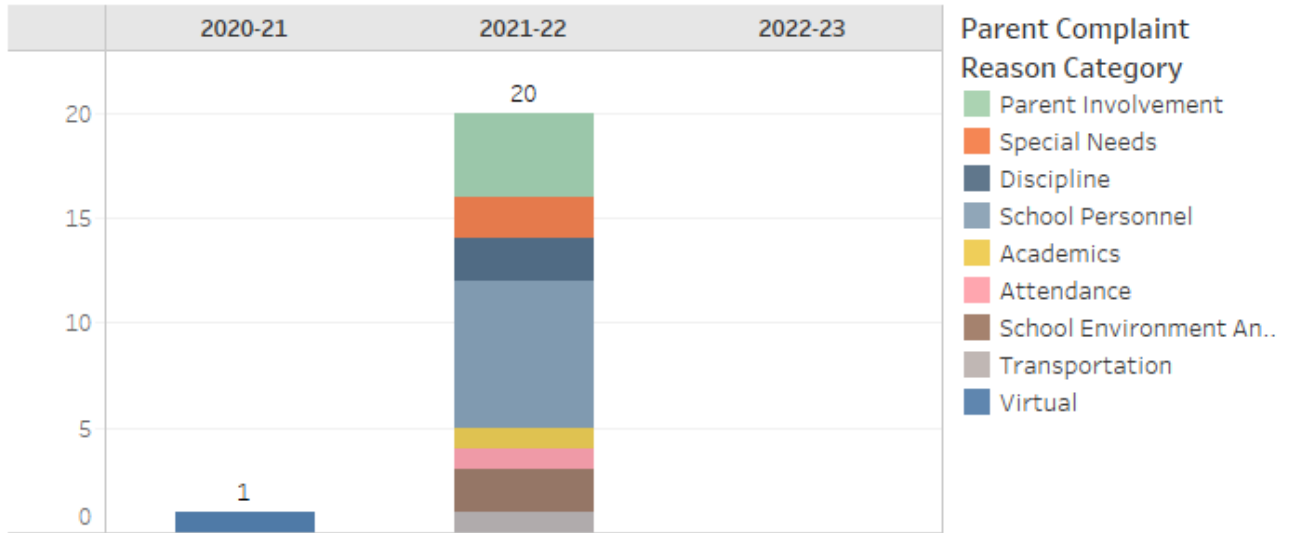


Figure: Parent Complaint Counts

What trends do you notice in your school parent perception data?

The trend is that in all of the areas data was collected the percentages went up. We are not as active in sending students home and seen as a safety net, so percentages went up. We have no follow through so parents see it as a safe place for students because we will not bother the parents.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

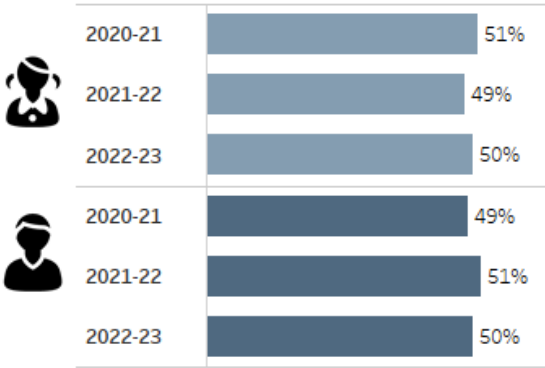
The opportunity for parents to earn plus hours where that can be used towards a free fieldtrip or uniform shirt for parents coming in and working with students in school, attending parent events, reading with scholars, working on homework with the students and completing surveys. Involve parents in the classroom for positive behaviors in the classroom instead of only the negative behaviors that we do now. Increase parent activities that are academically focused teaching parents how to help scholars with reading and math at home (model teaching strategies for parents). Increase positive parent communication like attrition calls but across the school from teachers and administration.

## 9.0 Demographic Data

Student Demographic Data is collected to demonstrate trends in enrollment, attendance, mobility and discipline year over year.

# Milwaukee Scholars Charter School

## Gender



## Ethnicity

American Indian or Alaskan Native	2020-21	1.1%
	2021-22	1.3%
	2022-23	0.7%
Asian	2020-21	1.5%
	2021-22	1.0%
	2022-23	0.7%
Black or African American	2020-21	91.9%
	2021-22	91.9%
	2022-23	93.6%
Hispanic	2020-21	4.4%
	2021-22	4.3%
	2022-23	3.3%
Native Hawaiian or Pacific Islander	2020-21	0.1%
	2021-22	0.1%
	2022-23	0.3%
White	2020-21	1.0%
	2021-22	1.4%
	2022-23	1.3%

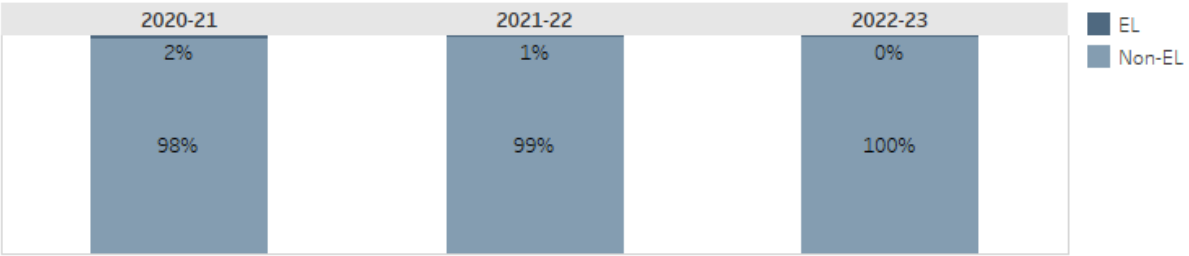
## Enrollment

Grade	2020-21	2021-22	2022-23
K	78	70 ↓	79 ↑
1	82	77 ↓	70 ↓
2	77	73 ↓	79 ↑
3	85	78 ↓	66 ↓
4	84	76 ↓	71 ↓
5	75	73 ↓	69 ↓
6	83	77 ↓	72 ↓
7	60	69 ↑	51 ↓
8	57	58 ↑	58
4K	51	67 ↑	58 ↓

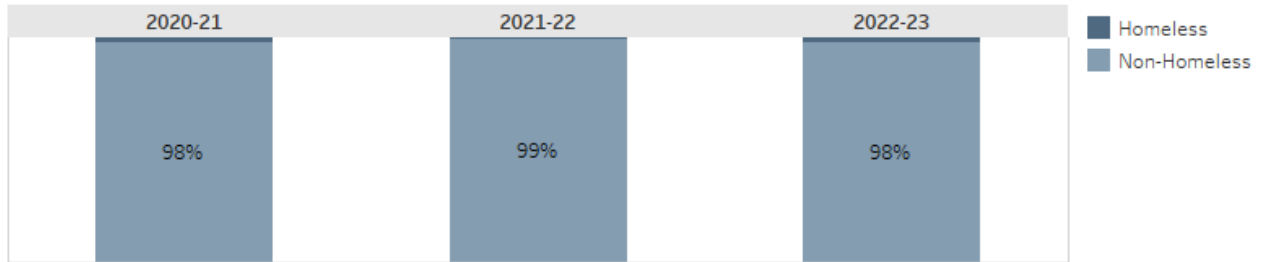
Figure: Gender, Ethnicity, and Enrollment

# Milwaukee Scholars Charter School

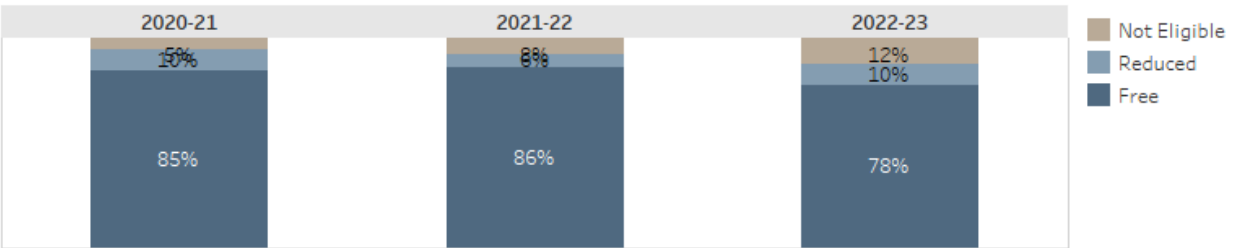
% EL



% Homeless



% FRL



% IEP

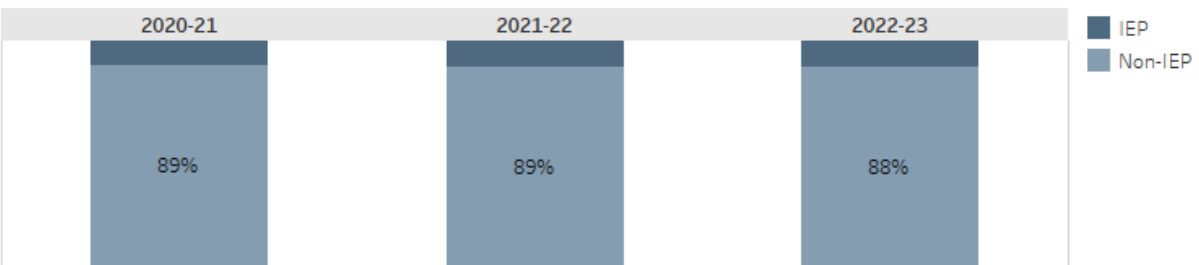


Figure: % EL, % Homeless, %FRL, % IEP

## What trends do you notice in your school student demographic data?

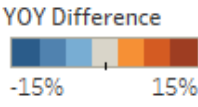
Gender trends are similar, the majority of our scholars are African American. Enrollment has decreased from 21-22 to 22-23. The number of homeless/non-homeless families has stayed almost the same. Percentage of students with IEP has gone up. FRL percentage has gone down.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

As a public school, we continue to follow the enrollment guidelines for our open seats and hold a lottery for all new applicants.

**9.1 Student Attrition Data**

Year End

	2020-21	2021-22	2022-23	YOY Difference
Attrition	25.0%	31.8% ↑	34.2% ↑	

Year-To-Date

	11/28/2021	11/28/2022	11/28/2023
Attrition	5.2%	6.3% ↑	8.3% ↑

*\* PAC refers to the percentage of attrition that is classified as controllable, based on exit survey results*

Figure: Student Attrition

**What trends do you notice in your school student attrition data?**

From 2018 until now, we see a substantial increase in year-end attrition and year to date attrition. The pandemic contributed lower year to date attrition in 2020-now.

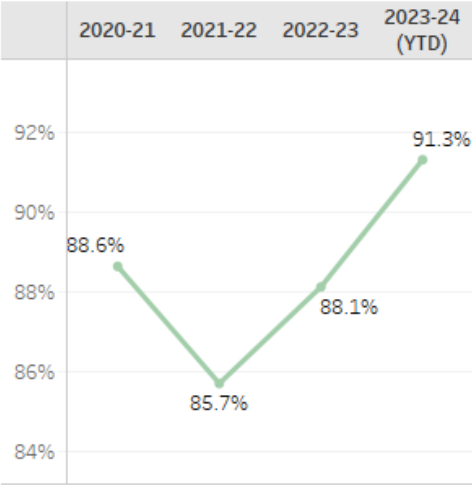
**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Stabilizing school leadership and staff. When we establish a leadership team and staff we need to continue to build those relationships with the community so that we become familiar faces for our families to rely on, all year long. Scholars need to foster a love for learning through culture building activities and fun throughout the year. Families have a strong understanding of our vision and mission as a school as well as the expectations and programming we offer which is why Milwaukee Scholars needs to focus on consistency with staff and families. Increasing reliability and consistency of transportation options for families.

**9.2 Student Attendance**

Milwaukee Scholars Charter School

Average Daily Attendance Rate



Student Absence Distribution

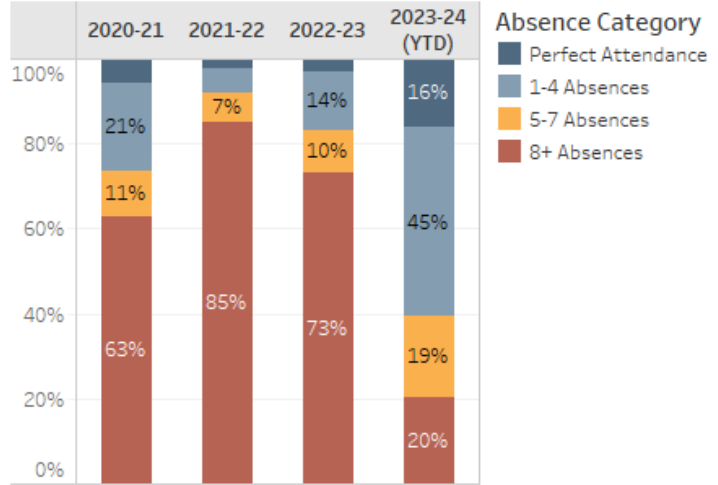


Figure: Student Attendance

**What trends do you notice in your student attendance data?**

We noticed that the data this year is similar to the 20-21 data. We noticed that the data from 21-22 was significantly lower, but we associate with the quarantine times for families. We noticed that this year’s attendance is the highest in the past 3 school years, but we recognize that the year is not over yet.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Continuing to provide incentives for perfect attendance will benefit our attendance data. Having our attendance liaison position filled will also increase accountability for parents to be responsible for getting their scholars there. Hosting family events for perfect attendance such as a breakfast or lunch.

**9.3 Student Discipline**

# Milwaukee Scholars Charter School

## Suspensions

Expulsion	2
2021-22 In-school suspension	2
Out-of-school suspension	133
Expulsion	1
2022-23 In-school suspension	1
Out-of-school suspension	379

## Behavior Plans



## Behavior Events Per Student



## Events by Wing

Wing K-2	2021-22	33
	2022-23	628
Wing 3-5	2021-22	73
	2022-23	953
Wing 6-8	2020-21	1
	2021-22	42
	2022-23	772
Null	2021-22	8
	2022-23	29

## Events by Gender

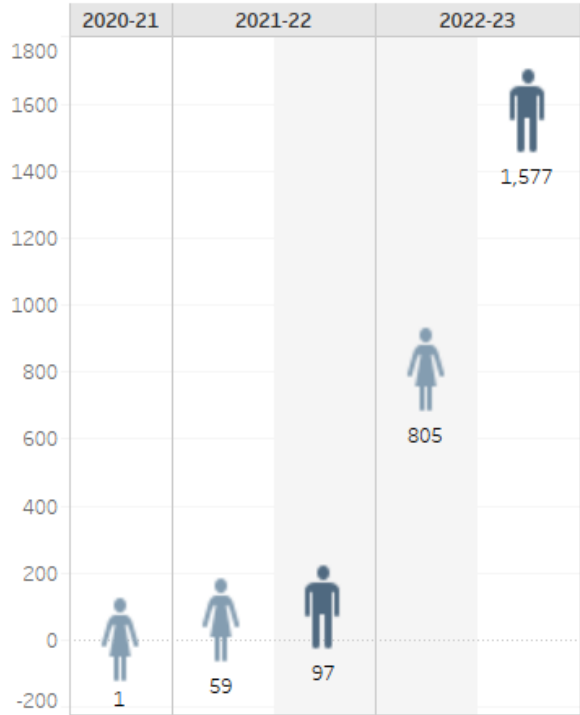


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

### What trends do you notice in your student discipline data?

Trends from the data are an increase in recorded behaviors by wing, larger disparity between amount of behaviors logged for female versus male scholars.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Milwaukee Scholars has approached student discipline and recording of behaviors this past year hence the significant increase in recorded behavior events school wide. The consistency and fidelity of following the school wide behavior systems this school year is the reason for the extreme increase in data. Actions steps that have been and continue to be taken are: \* Utilizing MyNHA to record behaviors, positive and negative with fidelity \* Ensuring all families sign and are held accountable to the commitment to excellence form at the beginning of the school year \* Developing and utilizing tools for struggling scholars such as behavior support plans, check in/check out, Level 5 contracts, at-risk social work services

## 10.0 School Community Summary

**Provide a summary of unique features and challenges associated with the community in which your school resides. Include demographic and economic information.**

The Havenswood community, on the Northwest side of Milwaukee in the 53218 zip has earned an F rating for crime, employment and schools from multiple rating sources indicating that the community struggles in these areas and also experiences a significant level of poverty. The average income of working families in the area is \$35,901. The cost of living in Havenswood is average in terms of actual monetary costs, whereas the crime concerns, such as gangs, drugs, and violence, make the actual experience less than average. In 2016, 3,402 Class A crimes (assault, arson, burglary, criminal damage to property, homicide, robbery, sex offenses) were committed, earning the status of one of the highest crime rates in the city. Even though fewer babies are now born to teenage mothers, the percentage of births to unwed mothers remains extremely high (i.e. 76% of the births in 2017). Of those births, 12.6% of babies of mothers living in the 53218 zip code were low birth weight (i.e. weighing less than 5.5 pounds at birth), double that which occurs in the suburbs. Over a third of birth mothers did not receive prenatal care in their first trimester of pregnancy. Also, one in ten mothers reported smoking during their pregnancies, with 6% quitting during pregnancy. 6% of mothers had not attended high school and another 22% had some high school but without graduating or receiving a GED. The lives of families with young children are more difficult for the lowest-income residents with frequent housing moves, often related to their lack of financial resources. Housing, which in of itself is a huge concern as high mobility directly impact academic achievement, housing quality is also problematic. The Milwaukee Health Department has taken aggressive actions to address lead poisoning, a serious environmental concern for children in Milwaukee. As noted by the City of Milwaukee Health Department, children between the ages of 6 months and six years are at the greatest risk. One of the significant dimensions of the neighborhood is the very young age of the residents. A fourth of the residents of 53218 are under age 15 and 43.85% are under 25. Youth plays a more dominant role in the culture of the neighborhood with fewer middle aged and older adults to serve as stabilizing influences and to be available as resources for advice, childcare, supervision on the streets and financial assistance. School options are varied within the community with public, private and charter offered with varying rates of success. Currently, we are the highest performing school in the neighborhood, and we are achieving at around 15% proficiency across subject areas per state testing.



## 11.0 Student Interim Data

2022-23 Scaled Score Distribution (Grades 3-8)

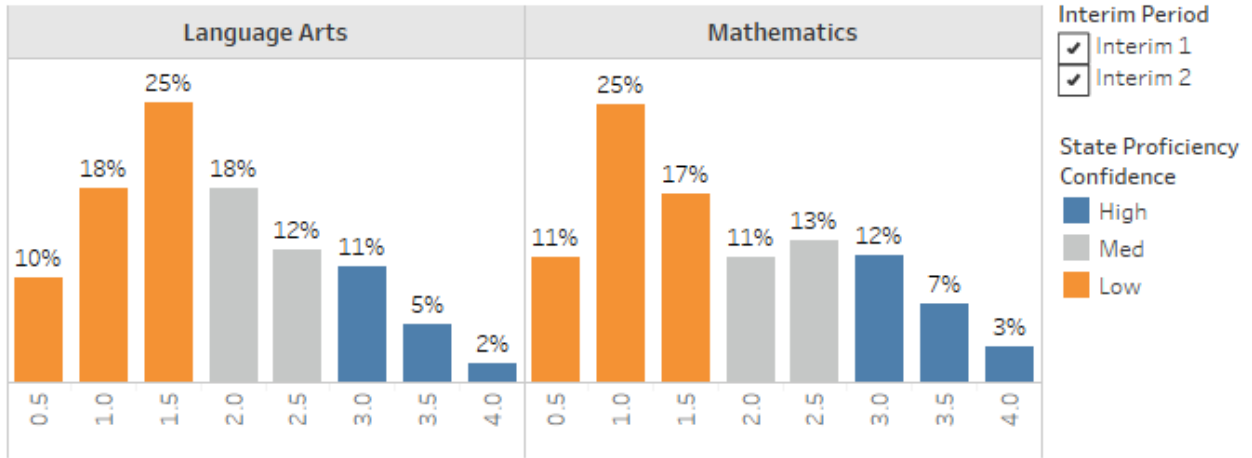


Figure: Interim Scaled Score Distribution

2022-23 Percent At or Above 3.0

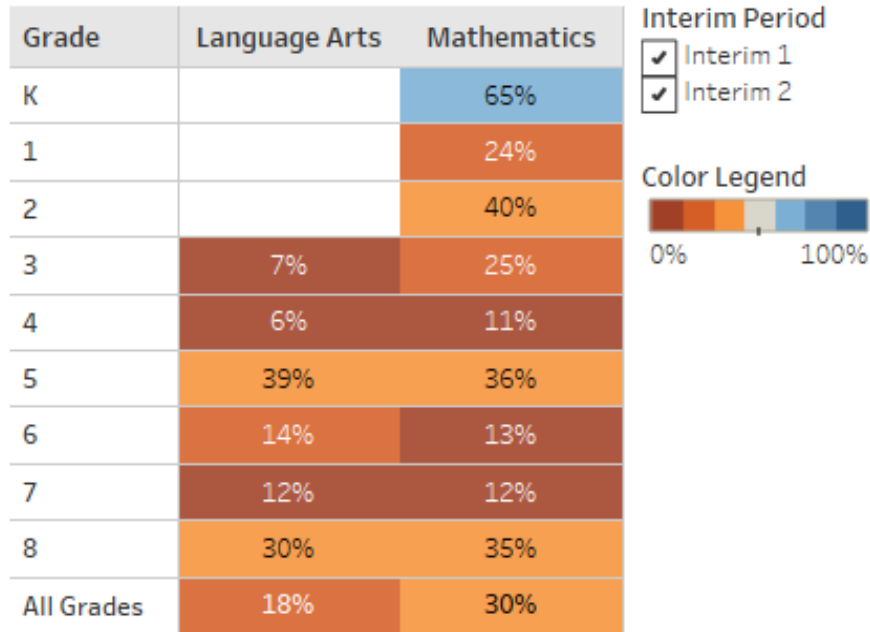


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

Overall, the school achieved better in Math than ELA as evidenced in the data provided. The school obtained an average of 18% proficiency on ELA interims 1 and 2, and an average of 30% in Math for the 22-23 school year. For the 21-22 school year, the percentages are 11% and 19%, respectively. However, the percentages cannot truly be compared as data is missing for grade 1 in the 21-22 school year for both subjects. In the 21-22 school year, 3rd grade exhibited the greatest proficiency in ELA at 18%, with 8th grade following close behind at 16%. In the same school year and in the subject of Math, 8th grade lead with an average of 26% with 3rd grade slightly behind with an average of 24%. The data of the 22-23 is vastly different. Comparing the grades referenced above, 3rd and 8th, 3rd grade achieved just 8% proficiency in ELA, and 25% in Math. 8th grade achieved an average of 32% in ELA and 25% Math. However, 5th grade achieved 40% in ELA, and 36% in Math, as compared to 8% and 12%, respectively, the preceding year.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Moving from Lexia to Exact Path which will focus in on MAP skill acquisition on their online, on demand computer program with data pulled directly from their MAP test. Continued use of Heggerty and greater use of phonics in the primary grades. A focus on intervention from K-8 will allow for holes in foundational learning to be closed. Increased fidelity in the teaching of writing throughout K-5 will allow for application of literacy skills increase training in all math area components with coaching focused implementing the curriculum with fidelity. Continued focus on Number Corners, Math Stories and Bridges (K-5). Data driven instruction increased by use of math assessments, interims, Forward Test and MAP test data. Increased use of Dreambox and Exact Path to focus on areas of need for each individual scholar.

## 12.0 State Test Data

Milwaukee Scholars Charter School

		2020-21	2021-22	2022-23	YOY Proficiency Change
Math	3	5%	23% ↑	8%	↓
	4	10%	16% ↑	20%	↑
	5	6%	7% ↑	14%	↑
	6	9%	14% ↑	15%	↑
	7	8%	12% ↑	11%	↓
	8	2%	12% ↑	17%	↑
	<b>Total</b>	<b>7%</b>	<b>14%</b> ↑	<b>15%</b> ↑	
Reading	3	5%	3% ↓	3%	↑
	4	9%	13% ↑	12%	↓
	5	14%	9% ↓	8%	↓
	6	19%	18% ↓	7%	↓
	7	28%	25% ↓	13%	↓
	8	25%	24% ↓	19%	↓
	<b>Total</b>	<b>16%</b>	<b>14%</b> ↓	<b>10%</b> ↓	
Science	4	9%	14% ↑	10%	↓
	8	15%	18% ↑	19%	↑
	<b>Total</b>	<b>11%</b>	<b>16%</b> ↑	<b>14%</b> ↓	
Social Studies	4	8%	30% ↑	22%	↓
	8	17%	41% ↑	46%	↑
	<b>Total</b>	<b>12%</b>	<b>35%</b> ↑	<b>32%</b> ↓	

Figure: State % Proficient by Grade

## 12.1 Subgroup State Achievement Data

		2020-21	2021-22	2022-23	YOY Proficiency Change
<b>All Students</b>		11%	17% ↑	15% ↓	
<b>EL Status</b>	EL Student				
	Non-EL Student	10%	17% ↑	15% ↓	
<b>Ethnicity</b>	American Indian or Ala...				
	Asian				
	Black or African Ameri...	10%	16% ↑	14% ↓	
	Hispanic	18%	17% ↓	23% ↑	
	Native Hawaiian or Pa...				
	White				
<b>FRL Status</b>	Free	11%	15% ↑	15% ↑	
	Reduced	9%	27% ↑	16% ↓	
	Not Eligible	15%		6%	
<b>Gender</b>	Female	12%	21% ↑	14% ↓	
	Male	11%	13% ↑	16% ↑	
<b>Homeless Status</b>	Homeless				
	Non-Homeless	11%	17% ↑	15% ↓	
<b>IEP Status</b>	IEP Student	3%	5% ↑	0% ↓	
	Non-IEP Student	12%	18% ↑	17% ↓	
<b>Student Tenure</b>	< 3 Years	7%	15% ↑	8% ↓	
	3+ Years	14%	17% ↑	17% ↓	

Figure: State % Proficient by Subgroup

**What trends do you notice in your student state test data by grade?**

In math all of the grade levels made growth but in reading the only grade that made growth was 4th grade. All grade levels made growth in both science and social studies.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

There have been multiple action steps put into place to ensure our number of scholars achieving proficiency increases. We have implemented tutoring for scholars that is outside of the school day. We have focused our blended learning programs around the priority standards. We continue to work with teachers to understand the rigor of standards and analyze scholar interim data to be more strategic. We have revamped our intervention program to ensure all scholars are being provided with instruction that meets them where they are.

**What trends do you notice in your student state test data by gender?**

The males only grew 2%, while the females grew about 10%. A reason for this could be that the girls had the PEARLS for teen girls program to help support them and the males did not have something similar to help them.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Working to build community partnerships and finding programs for male scholars as well.

**What trends do you notice in your student state test data by students who are homeless or in foster care?**

There is not any data for this category

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

There is not any data for this category

**What trends do you notice in your student state test data by migrant status?**

There is not any data for this category

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

There is not any data for this category

**What trends do you notice in your student state test data by EL subgroup?**

There is not any data for this category

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

There is not any data for this category

**What trends do you notice in your student state test data by race/ethnicity?**

From Spring 2020 to Spring 2022, our state test data indicates that an increase from 10% to 16% for Black or African American subgroups. It also indicates a decrease from 18% to 17% for our Hispanic subgroups.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Action steps we are willing to take include having more culturally appropriate inclusive activities throughout the school year. This also includes increasing our presence in the community as it relates to these activities and implementing positive cultural language usage. Implementing different events that include learning about worldwide cultures through folk fairs and celebrating other ethnicities food, clothing, etc.

## 13.0 Comprehensive Needs Summary

### Reading

**What strengths and challenges in Reading have been identified?**

When looking at MKE Scholars data, it suggests that scholars in all grades struggle with the skills to tackle complex texts. While scholars do well with determining the meaning of words and phrases in context, they struggle with making connections to the author's craft and text structure, as well as identifying main ideas and key details. Teachers may be working with complex texts but may not be analyzing it in such a way that helps scholars break it down independently. Our fall to fall data from NWEA shows progress as an entire school in regards to growth, with returning students showing further growth. We have also focused on ability-based intervention was occurring with fidelity this year. Tutoring and providing extra support for struggling students allowed for individual growth with those students. Even with these strengths from this year, we are still needing to improve the learning of reading literacy skills so that the trends of decreasing numbers of students meeting proficiency across the grade levels on the state test can be reversed. Also the lack of phonological awareness and phonics instruction at the K-2 level needs to be addressed. We also need to provide these phonological awareness and phonics supports to students in older grades that still need these skills.

**What trends have been identified in Reading?**

Scores prior to this year have shown a decrease in reading proficiency across the school except 4th grade. Based on NWEA test data, we are showing greater amounts of students at or above grade level in reading and higher levels of growth in year to year data.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Continuing to focus on ability based intervention will pact these trends. With greater focus as a school on NWEA testing outcomes should show continued improvement of students at Moving from Lexia to Exact Path/ Study Island will improve the specificity of learning needs of each

individual scholar in our online supports for scholars. Focus on phonological awareness and phonics at lower grades will also help to improve foundational reading skills so that fluency and comprehension can improve school wide.

## **Writing**

### **What strengths and challenges in Writing have been identified?**

Writing remains a significant weakness across all content areas. Scholars have historically struggled with ELA Common Core Language Standards specific to conventions and subject verb agreement. However, writing opportunities have increased with the implementation of a district wide writing curriculum and more time is dedicated during the ELA block to explicit writing instruction which was implemented with fidelity this year. Using achievement boards focused on writing across the grade levels allowed for accountability toward the writing curriculum.

### **What trends have been identified in Writing?**

Writing remains a significant weakness across all content areas. Scholars have historically struggled with ELA Common Core Language Standards specific to conventions and subject verb agreement.

### **Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

For the 2023-24 school year, there will continue to be a focus on the writing curriculum. Using the RACES strategy has been integrated across content levels, however the nuances of the writing curriculum will be implemented with greater fidelity as we use the writing program year after year. Continued accountability through use of achievement boards across the school with greater scrutiny on the content of the boards rather than the completion of them will allow us to see patterns and trends in the writing samples provided by the scholars.

## **Math**

### **What strengths and challenges in Math have been identified?**

Math scores based on both State Testing and NWEA testing data show growth across the school. Though there is growth it is important that we continue to improve math instruction so that more students can be at or above grade level.

### **What trends have been identified in Math?**

Because we have multiple parts to our math curriculum, teachers find becoming experts at using each of the components to be challenging at times. However based on observations, we have found that the math program is being implemented with increased fidelity. With this focus on the entire math curriculum, there should continue to be increases in learning as well as Math scores on State and NWEA testing data.

### **Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Greater observation of math instruction will allow us to see how well the math program is being implemented. Providing professional development in math curriculum at the beginning of the

year will allow us to improve the use of all components in the math curriculum. This in addition to using Dreambox as an online developmental supplement will allow for greater gains in Math learning and test scores.

## **Science**

### **What strengths and challenges in Science have been identified?**

Using anchor texts in science at the lower grades have allowed us to learn how to read as a scientist as well as learn the science content provided in those books. This year there was an increase in hands on labs and project learning in the area of science. In the middle school, we have seen scholars very engaged in the Stem Scopes curriculum this year as it has been implemented far more consistently. We continue to work on finding time to incorporate more science learning in our daily schedule.

### **What trends have been identified in Science?**

Within the past year science scores on tests have improved in both 4th and 8th grade with a significant increase in 8th grade. Though there were increases in the number of students proficient we continue to implement science curriculum to improve the number of students at are proficient.

### **Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Increasing hands on labs and project learning in science curriculum will enable us to focus on literacy as well as learning science content. To encourage this type of learning in science, teachers in the lower and intermediate grades need to spend time really learning the program and the NGSS so they feel more confident in what they are teaching. Continuing events like Math/Science Night and Science Fair so that students and parents are able to explore in areas of interest for the scholar.

## **Social Studies**

### **What strengths and challenges in Social Studies have been identified?**

Social Studies learning has increased as shown by the significant increases in state test scores. However, without a specific Social Studies curriculum continuity of knowledge and learning is difficult. Because of our focus on Reading and Math, Social Studies often is not top priority in regards to student learning.

### **What trends have been identified in Social Studies?**

Significant gains in State Test scores in both 4th and 8th grade show that Social Studies. Increased time spent in Social Studies learning throughout grade levels.

### **Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Creating a scaffold based on Social Studies standards would help to determine the specific curriculum that should be addressed. In addition to using anchor texts, like in Science, can integrate literacy learning and content learning in Social Studies. Having a parent event that



focuses on Social Science beyond Black History Month would enable students to learn at a deep level about a specific time period.

### **Student Interventions**

#### **How does your school make sure all students learn at a high level?**

Academic achievement is driven through three pillars: 1) A vision of literacy, curriculum and instruction 2) Consistency and 3) Supportive Interventions. The emphasis on literacy is critical to our scholars' success and life opportunities. Our goal is that instruction is student centered and focused on results with a focus on instructional rigor. Student learning experiences are guided by district pacing and lesson plans with teachers equipped with the ability to finesse the plans as necessary to meet student needs. We strive for consistency in delivery and evidence/research based instructional practices that are aligned to standards while still meeting Maslow's Hierarchy of Needs. To further success, we use an Rtl model that provides flexible interventions based on student needs.

#### **How does your school identify students who need intervention?**

Scholars who need intervention are identified through a close analysis of data in multiple forms. When looking at NWEA MAP data, scholars who perform in the lowest quartile for 3 or more years are immediately identified as at risk and move directly into Tier 2 intervention.

#### **How does your school intervene for students who need the most instruction support (both in the classroom and through intervention programs)?**

Utilizing an Rtl model, all scholars are afforded differentiation at Tier 1, based on skill/standard using a variety of instructional approaches. Scholars who needs are not met in Tier 1 are moved to Tier 2, where Intervention teachers meet with flexible small groups to perform a deeper dive into skills based on scholar needs. Intervention resources include but are not limited to Reading Mastery, Corrective Reading and differentiated instruction based on MAP data.

#### **How does your school determine if the needs of those students are being met?**

Student needs are measured by growth on benchmarks and progress monitoring using AimsWeb. Additionally, scholar data is analyzed after formative assessments (ELA Interims, NWEA MAP and weekly/unit assessments) to measure growth.

#### **How are your teachers involved in analyzing student achievement data to improve the results of all students?**

Scholar performance data is readily available to all staff and discussed in weekly O3's and targeted professional development opportunities.

#### **Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.**

Our focus this year to decrease student time out of class due to behavior has been developing close relationships with parents to help determine the specific needs of each scholar. Social Workers, Teachers, Interventionists and Administration have worked together with parents to create behavior support plans for students that focus on supportive rewards and specific

consequences to help students change their behaviors. We have also used the technique of benching students who are struggling in one class in another class of the same grade level so that the student is still getting instruction at their grade level. We have also used a behavior log daily which allows us to see patterns in student behavior allowing us to address those patterns proactively to provide supports before the student may struggle in class.

### **Highly Qualified Staff**

#### **What does your school do to attract and/or retain high quality teachers (different from the things NHA might do on your behalf)?**

Teacher candidates receive one-on-one support from dedicated mentors. Teacher candidates are provided professional learning opportunities that strengthen their ability to develop engaging lesson plans, build relationships with students and families, and deliver lessons aimed to address the unique needs of their scholars.

### **Staff Professional Development**

#### **What staff development offerings were the most effective last year?**

The 2021-22 school year proved to be far more challenging to hold consistent PD and PLCs due to being short staffed throughout the year. The most impactful staff development throughout this school year was one to one coaching happening in classrooms with either a coach from the C & I department, a dean or a lead teacher.

#### **How do you know the PD was effective?**

In classrooms where live coaching was consistent, we saw teachers making improvements in overall lesson delivery with the strongest focus being on transferring the work from the teacher's model to scholars taking ownership for the work of the lesson and being able to explain their thinking.

#### **How will the learning be sustained moving forward?**

The one to one live coaching will be offered to all new teachers and teachers who are struggling with effective lesson delivery. The live coaching will continue to be part of our model to professional development. Additionally we have increased the number of content leaders that will be trained through NHA content leader training and then turnkey that professional development onsite.

#### **Describe the systems or processes in place that provide opportunities for professional growth and building the capacity of teachers.**

One of the initiatives we have implemented this year is not only to have the Deans doing observations and providing opportunities to develop staff but also having other teachers to observe and provide feedback. Various mentor teachers have been observed by the Dean and another teacher to analyze the mentor's classroom structures as well as instructional strategies to provide a live model within our environment to help the teacher who is with the Dean to see how that teacher can improve their practices. We have also had the opportunity to work with our Curriculum Specialists to help all teachers to push themselves to develop throughout the year. All of these opportunities add to our weekly O3 meetings between our Deans and teachers

where goal setting and specific "next step" tweaks to instruction are a focus using the data from observations and student assessment data.

**Describe (1) teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs for the upcoming year.**

Teacher needs include understanding the components of each curricular area so that the entire curriculum can be implemented with fidelity. Insuring that we have a teacher in each class so that the curriculum can be implemented by a teacher. Professional Development about different classroom management strategies to increase teacher's tool box in regards to management so that academics can consistently be the focus of the classroom culture. Title II Part A grant programming is focused on the acquisition of a strong teaching, para professional, social work and culture building staff. Increasing the parent involvement funds to include more activities for parents/ scholars could provide opportunities for the scholar to learn independently and outside of the classroom experience. To focus in on the classroom management strategies and curricular needs funds need to continue to included in the budget for C&I support, coaches and professional development.

**Schoolwide Reform Strategies**

The school educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all children obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. The school, a public-school academy, has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the community. A summary of the Effective School correlates is as follows: - Clear School Mission - High Expectations for Success - Instructional Leadership - Frequent Monitoring of Student Progress - Opportunities to Learn and Student Time-on-Task - Safe and Orderly Environment - Strong Home-School Relations

In addition to adopting these characteristics of Effective Schools Research, the educational program includes a "Back to Basics" approach, a longer school day, and structured discipline, and the curriculum includes a moral focus component based on the Greek cardinal virtues. The educational program utilizes a curriculum that is scientifically research-based, aligned with State standards, and designed to ensure college opportunity for each child that the school serves.

While Effective Schools Research serves as the foundation of the school's educational program, it has adopted a number of schoolwide reform strategies to ensure that it: - Provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement; - Uses effective methods and instructional strategies that are based on scientifically-based research; and - Addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards.

One research-based schoolwide reform strategy that the school has adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order

to meet the varied learning needs of students. According to Tomlinson and Eidson, differentiated instruction “refers to a systematic approach to planning curriculum and instruction for academically diverse learners” and is “a way of thinking about the classroom with the dual goals of honoring each student’s learning needs and maximizing each student’s learning capacity” (2003). The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student’s individual learning needs. The school believes that “only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place” (Tomlinson, 2003). As such, the school employs differentiated instruction in order to address the needs of all children in the school—particularly those at risk of not meeting challenging State standards.

Another research-based schoolwide reform strategy that the school has adopted is the development of what Richard DuFour calls a Professional Learning Community. Specifically, the school has worked to develop a teaching environment in which all teachers work together to ensure that students learn, where collaboration among teachers is prevalent, and where there is a focus on student learning and results (DuFour, 2004). The school has adjusted its class and teacher schedules to ensure that grade-level teachers share a common planning time in which each member of the instructional team participates in dialogue about student learning and develops strategies to improve both teaching and learning. Mike Schmoker, a leading school improvement thinker, has argued that professional learning communities “feature the most powerful set of structures and practices for improving instruction” (2006). With this in view, the school has implemented these research-based professional learning communities to ensure that teachers are using effective methods and instructional strategies, thereby meeting the needs of all students.

In addition to utilizing differentiated instruction and implementing professional learning communities, the school has also adopted a system that ensures that teachers and students can establish and communicate about student learning goals and track student progress through the formative assessment process. Research supports these schoolwide reform strategies. Specifically, research has demonstrated that “goal setting has a general tendency to enhance learning” (Marzano, 2007). As such, the school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success that they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals—which align with all applicable Department of Education guidelines—teachers can effectively provide feedback on student learning through the use of formative assessment. Marzano points out that “major reviews of research on the effects of formative assessment indicate that it might be one of the more powerful weapons in a teacher’s arsenal” (2007). W. James Popham describes formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics” (2008). Since teachers of the school have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed in the school’s classrooms.

Finally, the school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to grow in their background knowledge. In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring, mentoring, vocabulary instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful. The school's foundation of Effective Schools Research, coupled with these comprehensive schoolwide reform strategies, is the means by which it ensures that all children are academically successful. Indeed, these strategies enable the school to provide opportunities for all students to progress toward and demonstrate proficiency, and to also ensure college opportunity for each student the school serves.

With these strategies in mind, the school has developed a number of goals to support its effort to ensure that all the school's students succeed and are able to master State standards. These goals are outlined in the following section of this plan.

#### Instruction by Highly Qualified Teachers

The school has adopted a hiring practice that requires all new and existing teachers to meet the "highly qualified" requirements as outlined by Every Student Succeeds Act of 2015 legislation. The academy's management company, National Heritage Academies, tracks teacher qualification status and ensures that teachers achieve and maintain the correct qualifications. All teachers are provided with a fifty percent (50%) tuition reimbursement to either achieve or maintain highly qualified status.

All teachers are currently highly qualified. The school has developed a plan to ensure that it complies with the applicable section of the Every Student Succeeds Act of 2015. The plan outlines the means by which 100% of the school's staff will reach highly qualified status by the close of the school year.

#### Strategies to Attract High Quality Teachers

The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies, include the following: - Establishing close relationships with local universities and colleges with teacher education programs. - Yearly attendance at college teacher specific job fairs. - Internal teacher job fair events sponsored by National Heritage Academies. - Advertising positions through online college postings, newspaper advertisements, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees. - Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education. - Providing a comprehensive orientation that facilitates a successful transition into teaching. - Providing opportunities for teachers to improve their

instructional skills through a comprehensive professional development program. - Including teachers in the continuous improvement planning process, and other school initiatives and activities.

The school has developed a plan to ensure that it complies with all applicable sections of the Every Student Succeeds Act of 2015. Research indicates that one of the most significant initiatives schools undertake to retain staff is to create a team-based collaborative culture within the school. The focus at the school on grade level teams and on having teachers as active members of the improvement team, serves to ensure that the school achieves greater consensus, collaboration, and cooperation throughout the school. This should be an asset in ensuring that the teacher turnover rate remains low.

## 14.0 Wellness Policy and Goal Evaluation

The National School Lunch Act mandates that all schools participating in the National School Lunch Program and/or School Breakfast Program establish a Wellness Policy and general requirements for the development, implementation, dissemination and assessment of the policy and evaluate it annually.

### **Has progress been made on the Wellness Goals?**

Progress has been made towards the wellness goals around school breakfast and lunch. The school has a new food provider this year and overall more students are eating the food and it is healthier than in previous years. Improvements need to continue to be made for timeliness of food and sanitary practices.

### **Do you think the Wellness Policy and goals are positively impacting student wellness, nutrition, and regular physical activity?**

The previous question spoke to the nutrition aspect of this question. Regular physical activity can be met through physical education and classroom recess.

### **In your opinion, does the Wellness Policy need to be changed? If so, what would you change?**

Yes, we need to continue the improvements made around the school food and increase regular physical activity.

### **What changes, if any, do you think are necessary to be made to the Wellness goals?**

One clear area we all agreed needs to be improved is regular physical activity. As it currently stands, individual teachers are allowed to determine whether or not to take their classes outside for recess. Due to the climate of Milwaukee, many teachers opt to keep scholars inside, sometimes for months at a time. A clear school wide recess policy is needed to determine when scholars should go outside. Creative strategies may be needed such as one teacher who enjoys the outside taking scholars out on a rotating basis.

## 15.0 School Improvement Goals

### Action Plan for Continuous Improvement

Goal	At least 50% of students meet or exceed Fall to Spring growth targets in Reading.								
Baseline Data	Highest class is 7th grade with 25% proficiency in reading on the Forward Test. The lowest rate of proficiency was in 3rd grade with 3% on the Forward Exam. Both of these values are down from the previous year. Lexia data shows an improvement in students working below grade level ( 59% to 36%) to students working above (6%to 26%) grade level standards.								
Area of Need	Reading need to be a focus for next year targeting males and students with IEP's as there are major gaps with these two sub groups. A focus on small group learning in reading as well as fidelity in use of our writing program will lead to greater learning in literacy. A focus on the use of Reading Mastery/ Heggerty for phonics instruction and Content Reading for comprehension will allow for greater learning and proficiency in our literacy program.								
Root Cause	Within our population of scholars, foundational skills in reading are lacking.								
Strategies	Moving from Lexia to Exact Path which will focus in on MAP skill acquisition on their online, on demand computer program with data pulled directly from their MAP test. Continued use of Heggerty and greater use of phonics in the primary grades. A focus on intervention from K-8 will allow for holes in foundational learning to be closed. Increased fidelity in the teaching of writing throughout K-5 will allow for application of literacy skills								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes

Goal	At least 50% of students meet or exceed Fall to Spring growth targets in Mathematics
Baseline Data	We had an overall increase in math proficiency on the state test by 14% with the lowest rate of proficiency being in 5th grade (7%) and the highest in 3rd grade

Milwaukee Scholars Charter School

	(23%). Total average proficiency in Dreambox, our on level on-line program is 39%. Highest proficiency is 77% in Kindergarten and lowest at 20% in 5th grade.								
Area of Need	Implementation of our math curriculum with fidelity using Number Corners, Math Stories and Bridges (K-5)								
Root Cause	Scholars demonstrate a lack of foundational knowledge in mathematics that causes challenges in meeting grade level standards. The pandemic created holes in foundational learning in math which are expanded year over year as we implement new learning. Integrated use of data driven instruction each week to include small group instruction in math. Decreased use of Dreambox and Exact Path to focus in on individual student learning.								
Strategies	Increase training in all math area components with coaching focused implementing the curriculum with fidelity. Continued focus on Number Corners, Math Stories and Bridges (K-5). Data driven instruction increased by use of math assessments, interims, Forward Test and MAP test data. Increased use of Dreambox and Exact Path to focus on areas of need for each individual scholar.								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes

Goal	Interim performance will improve to 25% of scholars scoring a 3 or above across grade levels
Baseline Data	Overall, the school achieved better in Math than ELA as evidenced in the data provided. The school obtained an average of 18% proficiency on ELA interims 1 and 2, and an average of 30% in Math for the 22-23 school year. For the 21-22 school year, the percentages are 11% and 19%, respectively. However, the percentages cannot truly be compared as data is missing for grade 1 in the 21-22 school year for both subjects. In the 21-22 school year, 3rd grade exhibited the greatest proficiency in ELA at 18%, with 8th grade following close behind at 16%. In the same school year and in the subject of Math, 8th grade lead with an average of 26% with 3rd grade slightly behind with an average of 24%.The data of the 22-23 is vastly different. Comparing the grades referenced above, 3rd and 8th, 3rd grade achieved just 8% proficiency in ELA, and 25% in Math. 8th grade achieved an average of 32% in ELA and 25% Math. However, 5th grade achieved 40% in ELA, and 36% in Math, as compared to 8% and 12%, respectively, the preceding



	<p>year. Overall, the school achieved better in Math than ELA as evidenced in the data provided. The school obtained an average of 18% proficiency on ELA interims 1 and 2, and an average of 30% in Math for the 22-23 school year. For the 21-22 school year, the percentages are 11% and 19%, respectively. However, the percentages cannot truly be compared as data is missing for grade 1 in the 21-22 school year for both subjects. In the 21-22 school year, 3rd grade exhibited the greatest proficiency in ELA at 18%, with 8th grade following close behind at 16%. In the same school year and in the subject of Math, 8th grade lead with an average of 26% with 3rd grade slightly behind with an average of 24%. The data of the 22-23 is vastly different. Comparing the grades referenced above, 3rd and 8th, 3rd grade achieved just 8% proficiency in ELA, and 25% in Math. 8th grade achieved an average of 32% in ELA and 25% Math. However, 5th grade achieved 40% in ELA, and 36% in Math, as compared to 8% and 12%, respectively, the preceding year.</p>								
<p>Area of Need</p>	<p>The areas of need for both the reading and math goals above combined define the areas of need for this section.</p>								
<p>Root Cause</p>	<p>Lack of foundational skills in literacy and math due to the population of scholars who have a opportunity gap as well as residual effects in foundations from the lack of learning during the pandemic.</p>								
<p>Strategies</p>	<p>The strategies for the reading and math goals above cover that strategies needed to improve our interim scores.</p>								
<p>Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.</p>									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes

### 16.0 Evaluation of School Improvement Efforts

**How does your school evaluate the effectiveness of your goals and strategies each year?**

We are a data driven school so we implement data summits to enable staff and parents to assess the data and our growth from year to year.

**Please complete the following review of the goals from the previous year, if available.**

## 17.0 Professional Learning Plan

In accordance with ESSA, the academy provides high-quality and ongoing professional learning for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The school plans to carefully integrate its professional learning for the staff—for both teachers and paraprofessionals—into its collaborative team-focused culture and its ongoing teacher supervision and support model. The cornerstone of that model is the grade level team arrangement which provides daily opportunities for common planning/professional learning time for the grade level teams within the regular school days as well as regularly scheduled vertical house/full faculty meetings outside of the school day.

**Consider the data you have gathered and carefully identify and prioritize your professional learning needs.**

Date	Content Hours	Title	Objectives	PD Type (Required, Grants, or General Funded)	# of Estimated Attendees	Intended Audience
8/2023	20	MKE Scholars Summer Institute Days	Whole group sessions focused on engaging our entire school staff in the vision and goals for the coming year. To empower our team with an aligned vision and finalize the strategic plan to stay focused on our goals and exceeding them.		Required/Facilitated at the school level	75
8/2023	6	Summer Regional PD	Curriculum and Instruction rollout and initiatives for the 2023-2024 School Year		Network Required	75

8/2023						

### 18.0 Community Partnerships

The school utilizes a variety of partnerships to support staff, students, and parents. The school employs an Admissions Representative who works in partnership with the community to organize events, fundraisers, and charity events, as well as to inform the media and local community of school events. Additionally, the school partners with area organizations or community members in order to promote a symbiotic relationship between itself and the community.

**Please complete the sections below for each partnership that your school has developed and include specific details as appropriate.**

Partner Name	Benefits of Partnership
MKE Recreation	Offering varied sports to engage the whole child.
GoRiteway	Transportation services
Easley Transportation	Transportation services for families in transition and scholars with IEP door to door
UWM	Mini courses for scholars
MSOE	Mini courses for scholars
Concordia	Practicuums/student teaching placements
Discovery World	Residency programming
CityForward Collective	Participation in community discussions
Girl Scouts of SE Wisconsin	Opportunities for our scholars to engage with extra curricular opportunities within the community

## 19.0 Parent and Family Engagement Plan and Activities Calendar

The school believes that parents are an integral part of the school and student success. As such, the school has designed a governance structure and parental engagement activities in order to ensure that parents participate in the activities of the school. The school desires parents to be engaged in their child’s education, and the partnership of parents, students, and teachers within the school promotes an optimum learning environment to ensure success. The school’s Parent and Family Engagement Policy and the Parent-Student Compact agreement are used in the school’s Title I program to ensure that parents have the opportunity to provide input in Title I programming and participate in the improvement process. The school’s parents are also asked to complete the school’s Annual Title I Parent Survey; information from that survey is reviewed as part of the school’s comprehensive needs assessment and the evaluation of the school’s Schoolwide Plan.

In accordance with ESSA, the school reviews and distributes the Parent-Student Compact to parents during parent-teacher conferences, during which time the compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and child in the child’s education.

**Complete the calendar below by listing details for your planned parent engagement activities for next year.**

Month	Engagement Activity
September 2023	Title I Parent Meeting (includes review/feedback of School Improvement Plan, Parent Involvement Policy, Commitment to Excellence Contracts, Homeless Dispute Resolution and Title I programming)
October 2023	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2023	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2024	Parent SIP Meeting
April 2024	Spring Parent/Teacher Conferences
February 2024	Black History Family Night
August 2023	Mandatory Family Orientation for all families
August 2023	Back to School Block Party
April 2024	Science Fair K-8

January 2024	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
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Through these activities and parental/family engagement components, the school assures that it appropriately: 1) provides assistance to parents/families; 2) provides materials and training to help parents/families work with children to improve their achievement; 3) trains teachers and other required staff in the importance of and how to partner with parents/families; 4) coordinates and integrates to the appropriate degree its parent and family engagement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language; and 6) provides full opportunities for parents/families with limited English proficiency, disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports. As such, it complies with ESSA.

Parental and family engagement activities, and the parent/family engagement component of this schoolwide plan, will be involved in the annual evaluation of the schoolwide plan. Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the school improvement plan and programs will be adjusted accordingly.

Additionally, results of individual student academic assessments will be discussed with parents regularly and, as appropriate, will be shared in a language that parents/families can understand. As such, the school complies with Section 1113(b)(3).

#### Preschool Transition Strategies

The school is committed to connecting with preschool age children in order to prepare them for school and has developed preschool transition strategies to ensure that incoming students are well-prepared for kindergarten.

Specifically, the school has a dedicated Admissions Representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. The school's Admissions Representative and Administrators meet with community members and preschools to discuss Preschool Transition. Meetings consist of informing parents about the school, inviting parents and students to visit the school and kindergarten classrooms, inviting preschool/daycare staff to visit the school and the kindergarten classrooms, and a training/delineation of information regarding the skills and knowledge students will need to know when they enter the kindergarten classroom. Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten.

Further, open-house meetings and events are held at the school over the course of the year in order to encourage area parents and preschoolers to spend time at the school. Kindergarten teachers meet with parents and students, explaining some of what parents and students should expect as the children make the transition into kindergarten.

#### Teacher Participation in Making Assessment Decisions

Teachers at the school play an active role in making assessment decisions for their students. Specifically, teachers choose to implement as appropriate tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively with respect to the curriculum in order to identify what specific knowledge or skills students need to know and also to identify how they will determine when such learning has taken place. Teachers participate in the decision-making process regarding whether they use curricular program assessments, common grade-level assessments, or other formative or summative assessments to determine or gauge student learning on an ongoing basis throughout the year. Instruction is adjusted accordingly by each teacher as they work to ensure mastery is attained by each student within their classroom and at the school.

Additionally, schools administer the NWEA assessment. After the NWEA testing period, grade level teams analyze and interpret NWEA data in order to identify areas of strength and areas for improvement with respect to their students. These activities support the school's overall school-wide student achievement goals (as outlined above) and are used to drive classroom instruction. Teachers create formative and summative assessments to gauge students' progress regarding these areas for improvement. During common planning time, teachers discuss and analyze assessment data and determine the degree to which students have mastered the content that has been taught.

#### Assistance to Students Having Difficulty Mastering Standards

The school has implemented activities to ensure that students who experience difficulty mastering standards are provided with effective and timely additional assistance. Additionally, the school has developed measures to ensure that students' difficulties are identified on a timely basis in order to provide teachers and school leadership with sufficient information on which to base effective assistance.

As noted above, teachers utilize formative assessment to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. The school believes that "only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place" (Tomlinson, 2003).[1] As such, it employs differentiated instruction in order to address the needs of all children in the school and particularly those at risk of not meeting challenging State standards. As part of this differentiation, teachers use the formative assessment process to ask and answer these questions: 1) What do we want each student to learn? 2) How will we know what each student has learned? and 3) How will we respond when students have difficulty learning? By answering these questions collaboratively, teachers ensure that appropriate intervention is delivered to students who are having difficulties mastering challenging state standards.

Beyond this, the school's instructional staff collaborates with its Interventions Assistance Team (IAT), which works to identify students having academic or behavioral difficulties. Students who are in danger of having difficulty mastering the State's academic achievement standards are first identified by the individual teacher's assessment process, and then students are referred to the IAT. Classroom teachers are provided by the IAT with suggested intervention strategies to implement with individual students. Such strategies sometimes include, but are not limited to: - Adapting time allotted for learning task or completion of assessment - Adapting the number of

items that the learner is expected to complete or learn - Adapting the goals or outcome expectations while using the same materials - Adapting the way instruction is given to the learner. For example: visual aids, hands on activities or cooperative groups.

Teachers log interventions used with the individual students and share the results with the school's IAT team as appropriate.

Additional supplemental interventions are offered for at risk students. Some of these supplemental interventions may include: - Supplemental Staffing (i.e. paraprofessionals, academic specialist, and social worker). - Supplemental subscriptions (BrainPop, Study Island, Accelerated Reader) for intervention programming. - Extended Learning Opportunities, including summer learning programming and before school tutoring. - The use of researched-based, formative assessment to track and analyze individual student progress and drive instruction that is aligned with highly specific reading curriculum, state content standards and grade-level expectations. - Keep track of students' progress, at least every two weeks, in specified classes - Monthly examination of student work by classroom teacher related to classes. - The use of Formative Assessment to plan instruction that will target areas of weakness, proficiency and mastery.

#### Coordination and Integration of Federal, State, and Local Services and Programs

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources, as well as federal sources—including Titles I and IIA—to support the goals identified in the Schoolwide Plan. While funding will not be consolidated, the school's entire educational program is supported by the school's Schoolwide Plan; this includes the school's general educational program (State and local funds) as well as supplemental programs (supported through federal Title I funds). The school's professional development program, supplemented with funding available through Titles IIA, is also supported by the academy's Schoolwide Plan. Although the school is not required to delineate the funds that it is consolidating or the specific amounts contributed by each source—because it is not actually consolidating funds—please see the table below for a summary of the resources available to the school and the degree to which they support the components within this Schoolwide Plan.

Since the school is a single school K-8 public school academy, it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan.

While the school receives funds through the National School Lunch Act / Child Nutrition Act, their use is not coordinated under this plan as they do not contribute directly toward upgrading the school's educational program.

#### Curriculum Alignment

## Milwaukee Scholars Charter School

The school implements the National Heritage Academies Curriculum. National Heritage Academies is the school's management company and has gone to extensive lengths to create a guaranteed and viable curriculum. NHA has researched the level of knowledge and skills students must have to be successful in terms of mastering State standards as well as being prepared for a challenging college program. This has included analyzing data from the NAEP (National Assessment of Educational Progress), ACT (American College Testing), and Northwest Evaluation Association's (NWEA) in order to determine what students must know in order to be successful in college. By understanding the required knowledge base to succeed at the college level, NHA was able to work backwards and breakdown this knowledge base at each grade level. This breakdown allows for a seamless building of knowledge which will best prepare our students for high school and college. They utilized these findings and state standards to create the curriculum, ensuring the curriculum is aligned to and meets state requirements.

Additionally, the refinement of the curriculum was completed in collaboration with Dr. Robert Marzano and Associates and teachers are working toward the full implementation of formative and summative assessment as proposed by Dr. Marzano.

While the school utilizes the NHA Curriculum to guide instruction, it also understands how that curriculum aligns with State content standards. When the State's content standards require students to demonstrate knowledge or skills beyond or different from the NHA Curriculum, the school utilizes supplemental curricular tools and resources to ensure that students are fully equipped to demonstrate mastery according to the State's expectations.

### Methods of Effective Use of Technology

The school utilizes technology in a variety of ways to support student learning. Some of these may include Accelerated Reader, Lexia, Brian Pop and Raz Kids, which are each used to improve the academic achievement of all students. Additionally, the school uses myNHA to record attendance, discipline reports, and grades to inform instruction and remediation. All staff and students have internet access in order to research educational topics and ensure technology proficiency among students. Likewise, all staff members communicate via e-mail and voicemail to increase parent awareness and student progress.

### On-the-Job Learning

Since the school is a K-8 school that emphasizes a "back-to-basics" curriculum, on-the-job opportunities in a career sense are limited. However, the school does have a strong character education or moral focus component within its curriculum, and in that context, students are expected to serve others via specific service projects that are undertaken at each grade level. Additional on-the-job learning opportunities include: - Safety Monitor - Crossing Guard - Peer Mentoring - Junior Achievement - Career Day - Student Government - College and Career Fair

### Building Level Decision Making

#### Decision Making Process:

Decision-making authority within the school lies with the school's leadership team, although the school values and considers the input and perspective of staff and stakeholders as decisions



## Milwaukee Scholars Charter School

are made. Each staff member and stakeholder's input is valuable, and decisions become effective only once consensus is achieved among them. Decisions support the vision and purpose of the school, National Heritage Academies, and also the best practices of school improvement research and effective teaching strategies. Staff members and stakeholders participate as appropriate as members of the school operating committees in partnership with the parents.

### Job Description of the School Improvement Team:

The school has a School Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school's comprehensive needs assessment, analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in the annual gap analysis and adequate yearly progress reviews. The School Improvement Team also reviews and assists in the development, implementation, and evaluation of the following school improvement components: - Annual review of the Building Mission Statement - Building goals, strategies, and assessments based on academic standards for all students - Curriculum alignment with State Standards and Benchmarks, NHA Curriculum, and Core Knowledge objectives - Monitor and evaluate the process for the building school improvement plan - Building professional development plans consistent with student academic performance needs - The utilization of community resources and volunteers - Participatory decision-making process - Identifying community resources that enhance instructor and student learning

The School Improvement Planning Team meets regularly to assess progress on and accomplishment of goals and implementation of the various components of the Schoolwide Plan.