

National Heritage Academies

# School Improvement Process Workbook

Student Intervention Services  
September 2025

## 1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2025-2026 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	2025-26	2026-27	2027-28	2028-29
Comprehensive Needs Assessment & Goal Identification completed	5/25	5/25 <sup>6</sup>	TBD	TBD
Schoolwide Plan reviewed and updated	4/25	4/26	TBD	TBD
Effectiveness of school improvement process in school evaluated	6/25	6/26	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	8/25	8/26	TBD	TBD
Title I Parent Meetings	9/25	9/26	TBD	TBD

## 2.0 Evidence of Collaboration

Milwaukee Scholars Charter School

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

<b>Name</b>	<b>Role</b>
Gylinda Taper	Parent
Patricia Ruitter	Title I Employee
Blaire Beyer	Principal
Lisa Benishek	Dean
Robin Brown	Teacher
Denita Shaw	Paraprofessional
Felice Green	Board Member
David Anderson	Wellness Committee Member (Health Specialist or Physical Education Teacher)

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

## Milwaukee Scholars Charter School

\*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 2024-25

Teachers	\$372,499	38.0%
Paraprofessionals	\$160,648	16.4%
Coaches	\$97,321	9.9%
Social Work	\$76,194	7.8%
Before/After School	\$74,843	7.6%
Student Family Liaison	\$60,500	6.2%
Attendance Liaison	\$43,428	4.4%
Curriculum Specialist	\$39,105	4.0%
Supplies	\$33,857	3.5%
Summer Coordinator	\$8,013	0.8%
Parent Family Engagement	\$5,827	0.6%
Administrative	\$3,515	0.4%
Technology	\$3,038	0.3%
Audit Fees	\$1,873	0.2%
All	\$980,662	100.0%

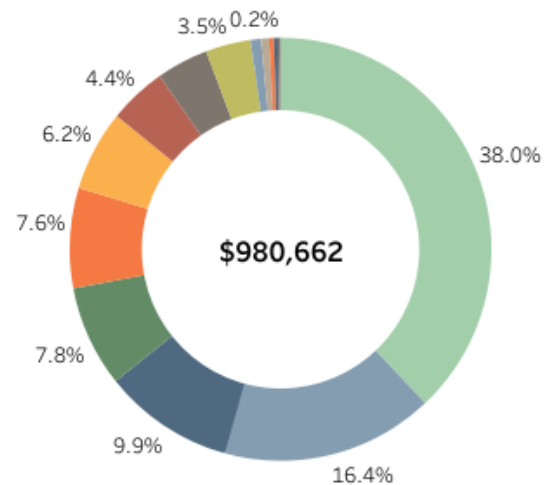


Figure: Grant Allocation Summary

**Select a date for your SIP staff meeting.**

05/19/2025

### 4.0 Collaboration with Parents

**Select a date for your SIP parent meeting.**

05/23/2025

## **5.0 Collaboration with the School Board**

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

05/08/2025

## **6.0 Program Evaluation - Overview**

ESSA requires that schools must annually: - Evaluate the implementation of and results achieved for grant funded programs, strategies and initiatives. - Determine the effectiveness of the programs in increasing achievement of students in meeting state academic standards - Revise their continuous school improvement plan, as necessary based on the results of the evaluation, to ensure the ongoing continuous improvement of student achievement.

## **7.0 Comprehensive Needs Assessment - Overview**

ESSA requires that schools must annually: - Evaluate the implementation of and results achieved for grant funded programs, strategies and initiatives. - Determine the effectiveness of the programs in increasing achievement of students in meeting state academic standards - Revise their continuous school improvement plan, as necessary based on the results of the evaluation, to ensure the ongoing continuous improvement of student achievement.

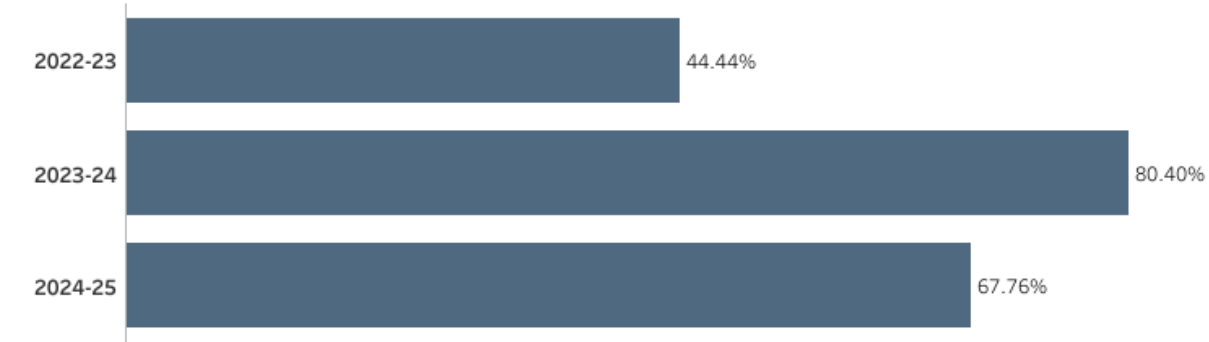
Milwaukee Scholars Charter School

The Program Evaluation should be completed as part of the Comprehensive Needs Assessment and School Improvement Process and must be completed before submission of the ESSA Consolidated Application. The process must be completed with stakeholder input. Sign-in sheets, agendas and minutes for all meetings should be kept on file. - Directions: Complete your school specific Program Evaluation Template sent to you via email by the Program Accountability Advisor Team and upload here. - Add upload button for Program Evaluation

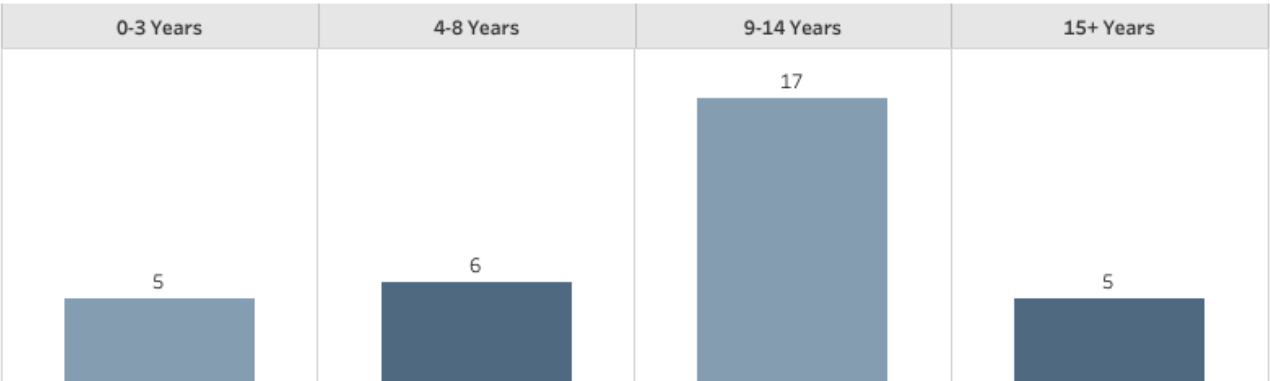
8.0 Staff Data

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

Teacher Turnover



Total Years Teaching Experience



\* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

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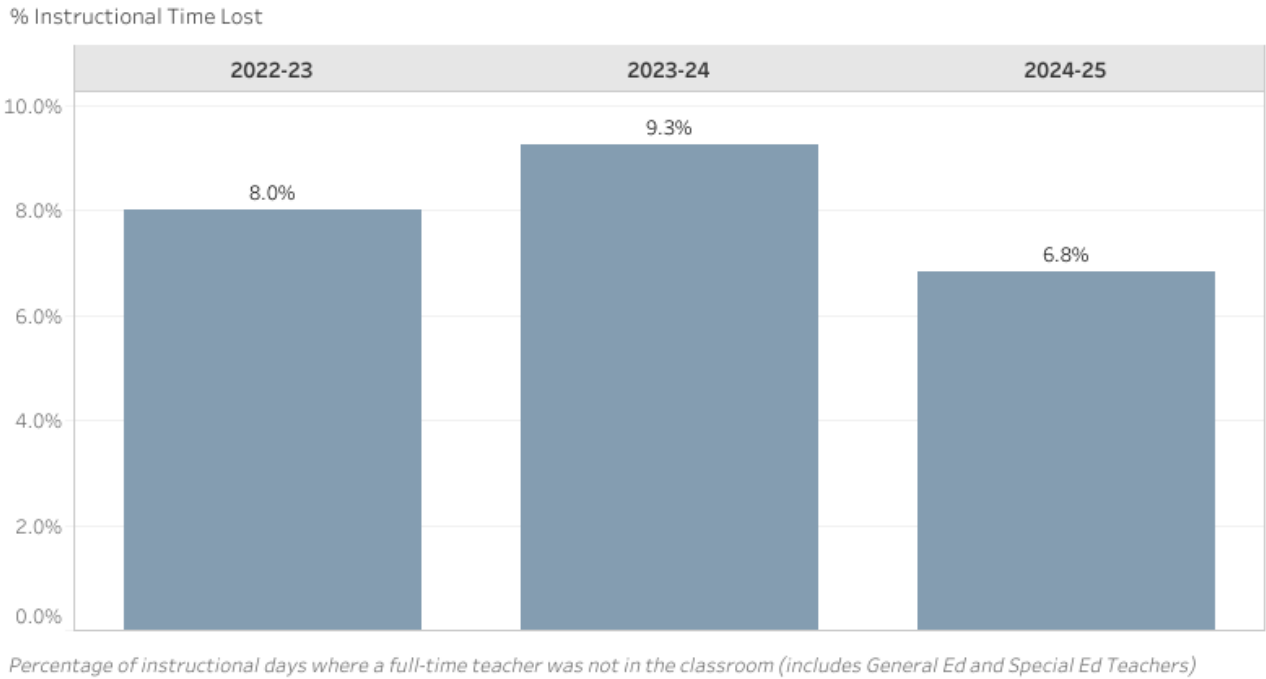


Figure: Teacher Absences and % Instructional Time Lost

## Milwaukee Scholars Charter School

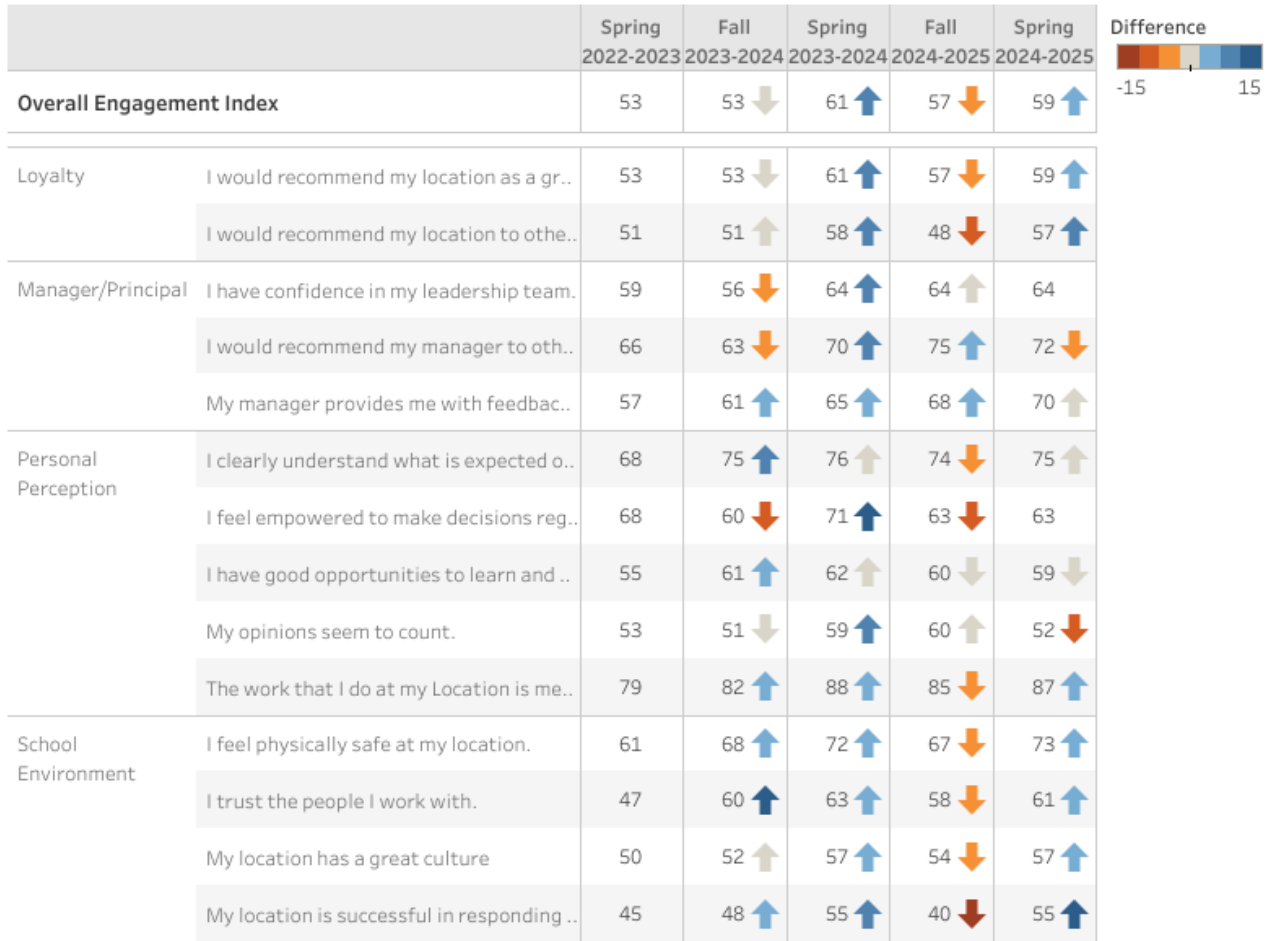


Figure: Staff Perceptions

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

Teacher turnover is down 46% from the 2023-2024 school year and the number of teachers with 9-14 years of experience is the highest bar. However, the overall engagement index is down 4 points from the 2023-2024 school year.

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

The leadership team has emphasized the safety of all scholars and staff by implementing bells on doors and alarms on doors. Team outings are also utilized to increase trust amongst staff.

## 9.0 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.

		2021-22	2022-23	2023-24	2024-25	YOY Change
Loyalty	Likelihood to Enroll Next Year		54% (114)			
	Likelihood to Recommend School	55% (173)	40% (118) ↓	43% (58) ↑	64% (99) ↑	
	Overall Satisfaction	47% (176)	36% (119) ↓	40% (57) ↑	53% (98) ↑	
Academics	Child Receiving High-Quality Education		39% (117)	40% (55) ↑	48% (98) ↑	
	Satisfaction With Child's Academic Progress	57% (177)				
Schoolwide Behavior System	Discipline is Handled Effectively at This School	50% (174)	36% (114) ↓	42% (55) ↑	46% (98) ↑	
	School Provides Safe Environment	62% (352)	47% (115) ↓	45% (55) ↓	55% (96) ↑	
Communication	Leadership Communication		42% (116)	42% (55) ↓	52% (99) ↑	
	School Communication	59% (177)				
	Teacher Communication	63% (176)	50% (117) ↓	54% (52) ↑	57% (97) ↑	
Moral Guidance	Moral Focus Impact		40% (117)	42% (55) ↑	49% (98) ↑	
	School Delivers Moral Guidance	51% (352)				

Figure: Parent Survey Results

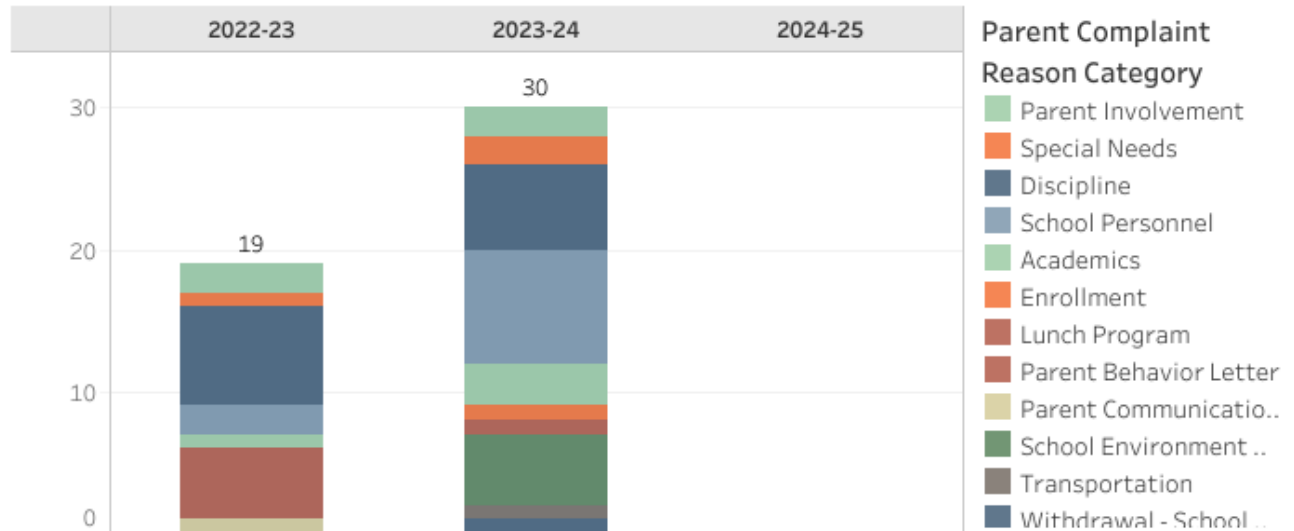


Figure: Parent Complaint Counts

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

Overall, we had more complaints in 2023-2024 than previous years, particularly around school personnel.

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

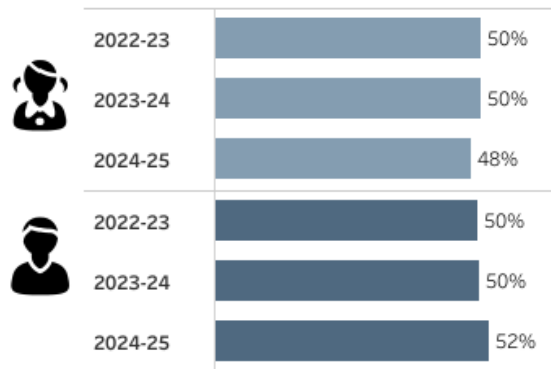
We are taking parent feedback and ensuring that our moves are creating a safe environment for scholars as this is our priority. We are working with parents and staff to coach and ensure interactions are respectful and professional.

## **10.0 Demographic Data**

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

# Milwaukee Scholars Charter School

## Gender



## Enrollment

Grade	2022-23	2023-24	2024-25
K	79	85 ↑	74 ↓
1	70	75 ↑	68 ↓
2	79	67 ↓	77 ↑
3	66	75 ↑	79 ↑
4	71	77 ↑	76 ↓
5	69	81 ↑	76 ↓
6	72	83 ↑	76 ↓
7	51	87 ↑	61 ↓
8	58	54 ↓	54
4K	58	69 ↑	60 ↓

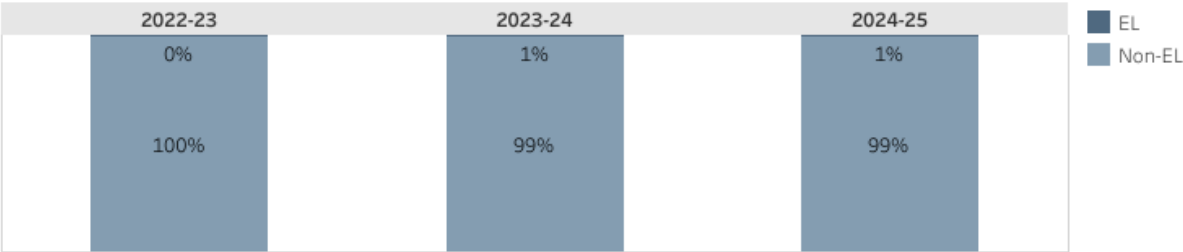
## Ethnicity

American Indian or Alaskan Native	2022-23	1.0%
	2023-24	1.1%
	2024-25	0.9%
Asian	2022-23	0.7%
	2023-24	0.5%
	2024-25	0.7%
Black or African American	2022-23	93.3%
	2023-24	90.3%
	2024-25	93.7%
Hispanic	2022-23	3.3%
	2023-24	5.3%
	2024-25	3.3%
Native Hawaiian or Pacific Islander	2022-23	0.3%
	2023-24	0.4%
	2024-25	0.1%
White	2022-23	1.3%
	2023-24	2.4%
	2024-25	1.3%

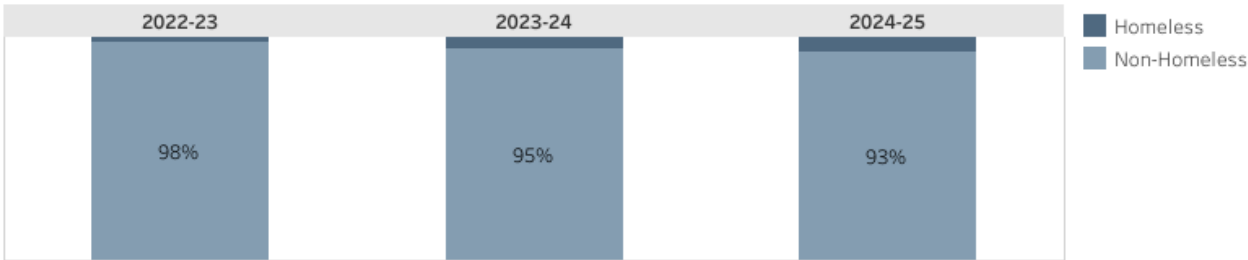
Figure: Gender, Ethnicity, and Enrollment

Milwaukee Scholars Charter School

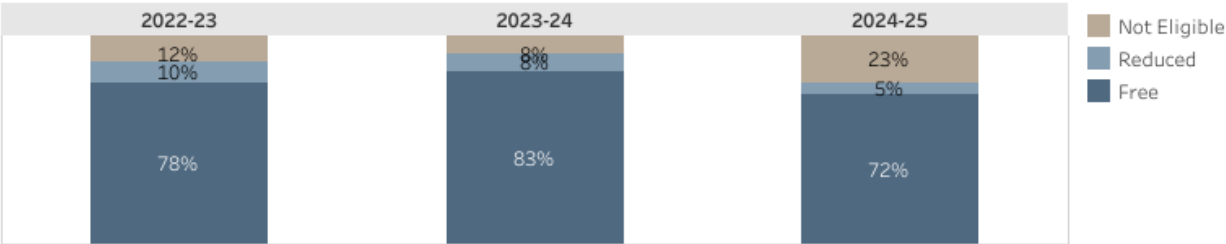
% EL



% Homeless



% FRL



% IEP

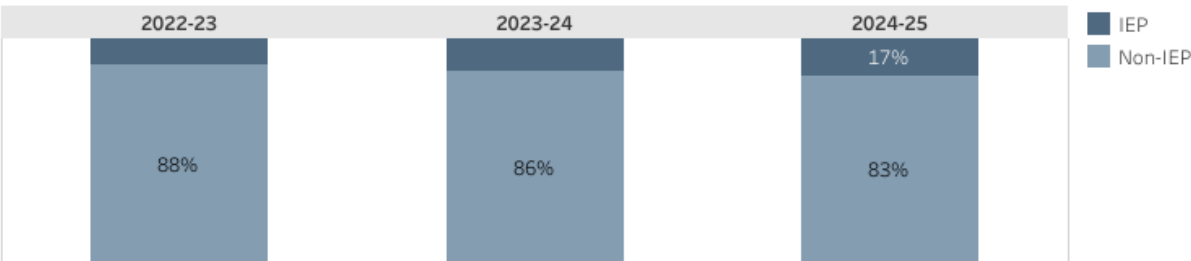


Figure: % EL, % Homeless, %FRL, % IEP

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

Our demographic data has remained consistent year over year.

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

We haven't identified any steps to take.

## 10.1 Student Attrition Data

### Year End

	2022-23	2023-24	2024-25	YOY Difference
Attrition	34.2%	34.9% ↑	36.5% ↑	-15% 15%

### Year-To-Date

	9/18/2023	9/18/2024	9/18/2025
Attrition	1.0%	1.8% ↑	2.6% ↑

\* 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 22-23 to 23-24, our attrition went up .7%. However, from 23-24 to 24-25 school year, our attrition decreased 12.5%.

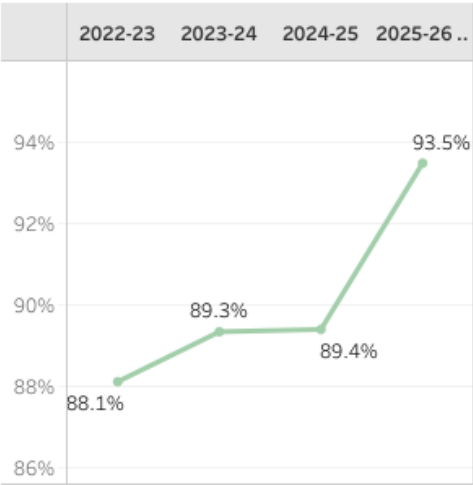
### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

We will continue to be transparent with families upon enrollment to our school. We will hold mandatory orientation meetings for all families so that expectations of scholars and families is clear. Additionally, we are adjusting our attendance policy to ensure scholars come to and remain at our school.

## 10.2 Student Attendance

Milwaukee Scholars Charter School

Average Daily Attendance Rate



Student Absence Distribution

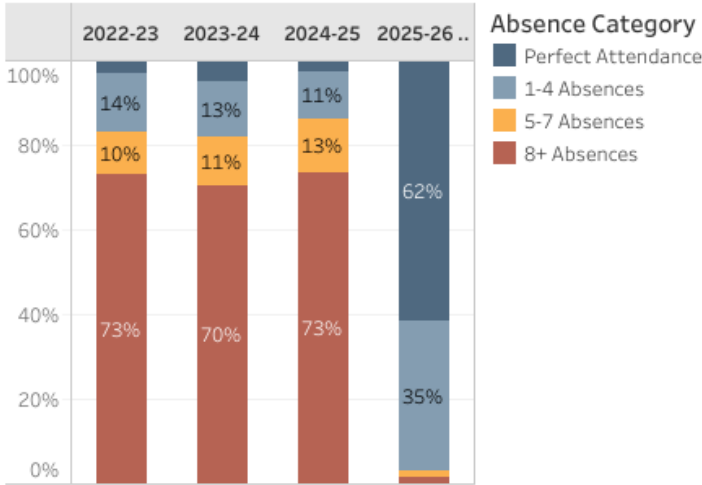


Figure: Student Attendance

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

We have decreased chronic absenteeism and increased the daily attendance rate.

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

We have incentives in place for attendance and call parents when students are absent. Teachers also inquire when students are absent which shows the parents that we care about students and whether they are in school.

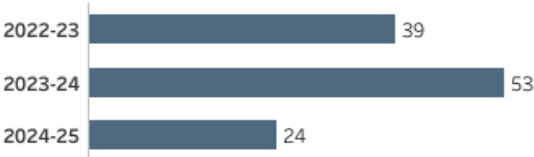
**10.3 Student Discipline**

# Milwaukee Scholars Charter School

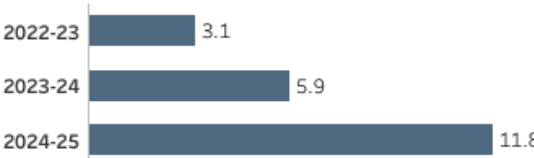
## Suspensions

Expulsion	1
2022-23 In-school suspension	1
Out-of-school suspension	379
Expulsion	11
2023-24 In-school suspension	15
Out-of-school suspension	692
Expulsion	19
2024-25 In-school suspension	50
Out-of-school suspension	1,096

## Behavior Plans



## Behavior Events Per Student



## Events by Wing

Wing K-2	2022-23	628
	2023-24	484
	2024-25	2,488
Wing 3-5	2022-23	952
	2023-24	1,269
	2024-25	3,635
Wing 6-8	2022-23	772
	2023-24	2,735
	2024-25	2,721
Null	2022-23	29
	2023-24	94
	2024-25	625

## Events by Gender

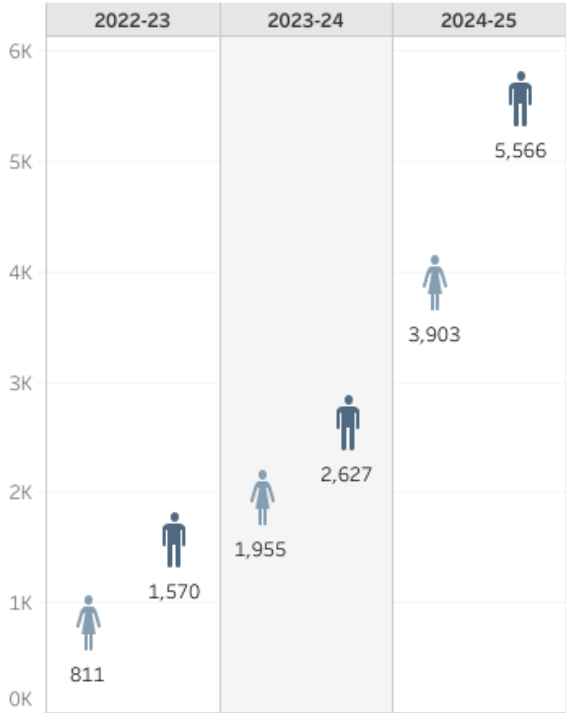


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

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

In Wings K-2 and 3-5, there is an increase in logged discipline, however a decrease in 6-8. The disparity between male and female logged discipline continues to increase. Additionally, expulsions increased this year as well as the average number of behavior events per student.

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

Milwaukee Scholars had a strong focus on role clarity for ABSS and worked towards clarifying classroom managed versus administration managed behaviors. Teachers were encouraged to use the behavior management system to log level 2 and 3 behaviors with fidelity for scholars. As we head into the 25-26 school year, our focus is going to be on being proactive with scholar behavior and establishing systems and expectations for scholars in lieu of suspension.

## **11.0 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 \$43,748. 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 25% proficiency for ELA and 24% proficiency for Math per state testing.

12.0 Student Interim Data

2023-24 Scaled Score Distribution (Grades 3-8)

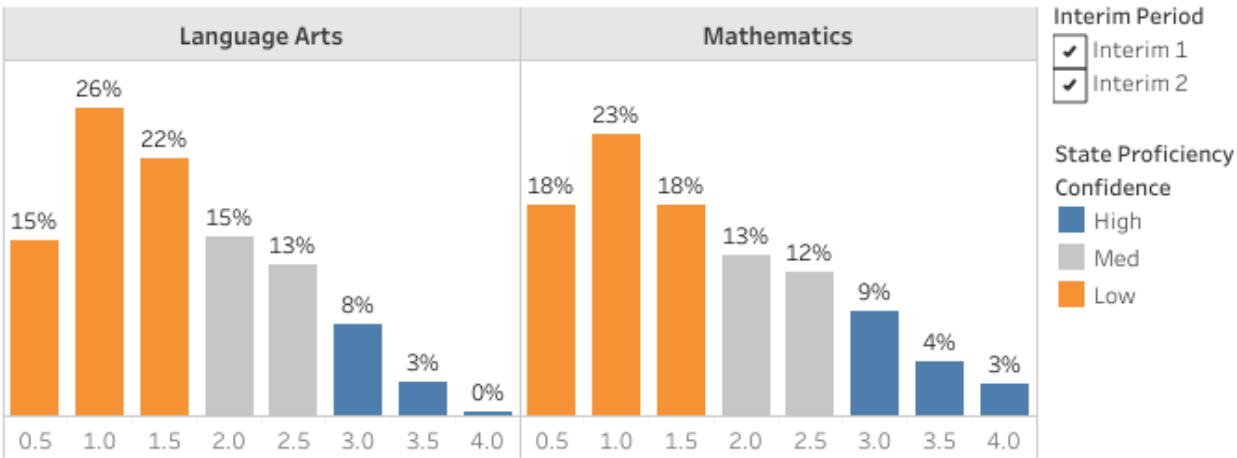


Figure: Interim Scaled Score Distribution

### 2023-24 Percent At or Above 3.0

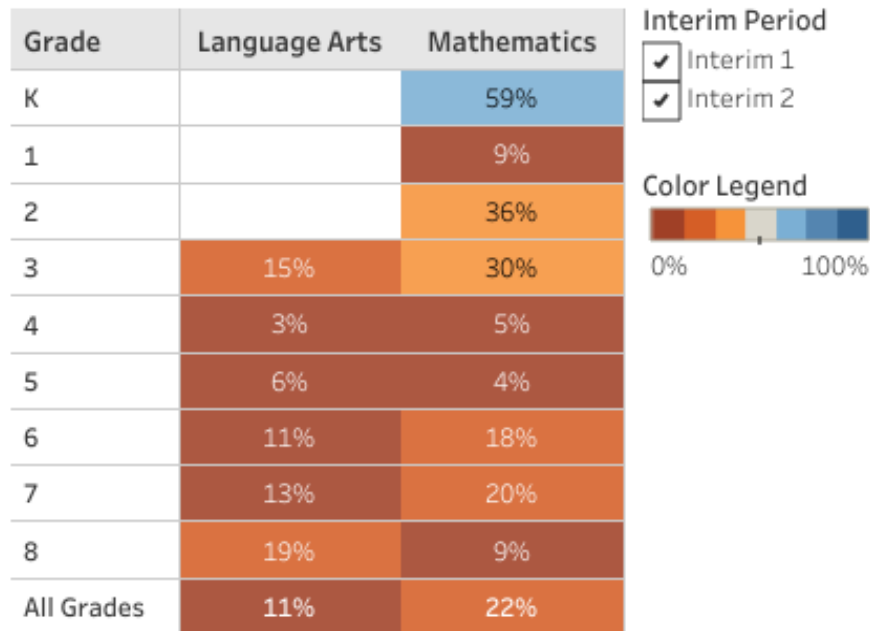


Figure: Interim Percent At or Above 3.0

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

Overall, our students are scoring low-medium on interim percentage. Math data has gone up from Interim 1 to 2. 7th grade improved in both areas and 8th grade improved in math. Third grade percentages went up significantly as well.

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

We are responding to data by creating specific groups within classrooms for teachers to meet with based on scores. We are preparing for testing using specific data. We use our resources to create short lessons around specific domains and skill areas to pull small groups and ensure scholars are getting what they need based on their individual data. We are going to focus on scholars who are approaching proficiency to ensure we can move them into the 3.0 range. We will do this by creating targeted flexible groupings and focusing on the skills that are a deficit based upon interim and state test data.

### 13.0 State Test Data

# Milwaukee Scholars Charter School

		2022-23	2023-24	2024-25	YOY Proficiency Change
Math	3	8%	33% ↑	21% ↓	 -15% 15%
	4	20%	10% ↓	25% ↑	
	5	14%	24% ↑	16% ↓	
	6	15%	22% ↑	21% ↓	
	7	11%	20% ↑	31% ↑	
	8	17%	29% ↑	37% ↑	
	Total	15%	23% ↑	24% ↑	
Reading	3	3%	19% ↑	13% ↓	
	4	12%	10% ↓	21% ↑	
	5	8%	23% ↑	17% ↓	
	6	7%	28% ↑	26% ↓	
	7	13%	26% ↑	37% ↑	
	8	19%	31% ↑	37% ↑	
	Total	10%	23% ↑	24% ↑	
Science	4	10%	5% ↓	10% ↑	
	8	19%	20% ↑	24% ↑	
	Total	14%	11% ↓	15% ↑	
Social Studies	4	22%	14% ↓	39% ↑	
	8	46%	38% ↓	46% ↑	
	Total	32%	24% ↓	42% ↑	

Figure: State % Proficient by Grade

# Milwaukee Scholars Charter School

## 13.1 Subgroup State Achievement Data


		2022-23	2023-24	2024-25	YOY Proficiency Change 
All Students		15%	22% ↑	25% ↑	
EL Status	EL Student				
	Non-EL Student	15%	21% ↑	24% ↑	
Ethnicity	American Indian or Ala...				
	Asian				
	Black or African Ameri..	14%	20% ↑	24% ↑	
	Hispanic	27%	22% ↓	31% ↑	
	Native Hawaiian or Pa..				
FRL Status	Free	15%	21% ↑	24% ↑	
	Reduced	16%	28% ↑	30% ↑	
	Not Eligible	6%	32% ↑	32% ↓	
Gender	Female	14%	20% ↑	26% ↑	
	Male	16%	23% ↑	24% ↑	
Homeless Status	Homeless		16%	15% ↓	
	Non-Homeless	15%	22% ↑	26% ↑	
IEP Status	IEP Student	0%	1% ↑	4% ↑	
	Non-IEP Student	17%	25% ↑	29% ↑	
Student Tenure	< 3 Years	8%	11% ↑	15% ↑	
	3+ Years	17%	26% ↑	29% ↑	

Figure: State % Proficient by Subgroup

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

For ELA and Math, every grade level increased proficiency with the exception of one grade. The proficiency for 4th grade in all subjects decreased from 22-23 to 23-24.

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

We will continue with math instruction as it has positively been impacted. Our focus on reading instruction and reading interventions will continue to be developed based upon state test results. Curriculum specialists have been meeting with teachers bi-weekly to go over current data and use that data to plan for upcoming lessons.

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

The proficiency increased for both males and females this year. Females increase by 6% and males by 7%.

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

We will focus on the bubble students who are both male and female and ensure they receive the needed instruction to maintain/improve our proficiency.

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

The first year that we had a large enough subgroup was the 23-24 school year.

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

To increase the proficiency rate of homeless students, we will continue to be proactive about their attendance at school and parent involvement.

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

Not applicable for Milwaukee Scholars at this time.

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

Not applicable for Milwaukee Scholars at this time.

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

No trend is seen, as there are not enough EL students for the subgroup.

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

No action steps are required at this time.

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

An increase is seen in Black students (14% to 20%) and a decrease in Hispanic students (27% to 22%).

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

Increase attrition calls to retain Hispanic scholars.

## 14.0 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 regard 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 the past two years have maintained in reading proficiency across the school. 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 2025-26 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 decrease in both 4th and 8th grade.

**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 regard to student learning.

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

Within the past year social studies scores on tests have decrease in both 4th and 8th grade, with 8% decreases occurring in both grades. Increased time spent in Social Studies learning throughout grade levels is needed.

### **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 are benchmarked at the beginning of the year and if they are below the 25th percentile, they 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 RtI 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?**

Teachers engage in weekly team meetings/O3s to analyze trends and use the results to flexibly group students to provide instruction on their level.

**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.

**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 (When answering these questions consider both supplemental (grant funded) PD as well as NHA or district provided PD)**

**What staff development offerings were the most effective last 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. Additionally, our data has shown improvement.

**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 will continue to have C&I work with focus teachers on their development.

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

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. Ensuring 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 regard 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 include 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.

## 15.0 Evaluation of School Improvement Efforts

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

We engage in year over year data analysis and continue to review and analyze our achievement of charter goals.

**Please complete the following review of your current year's goals.**

## 16.0 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	This past year we achieved this on fall to spring MAP. To remain in good standing with our charter contract and continue to close the learning gap we need to maintain or exceed this growth.
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	Using Edmentum 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 daily phonics instruction using From Phonics to Reading in 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.	



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<b>Name Activity Type Action Steps</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible Funding Measurement of Progress Goal Status Notes</b>
Data Dig	October 2025	May 2026	All Staff
Flexible Grouping	October 2025	My 2026	Classroom teachers, Special education teachers
PLC	September 2025	May 2026	Classroom teachers, Special education teacher

Goal	At least 50% of students meet or exceed Fall to Spring growth targets in Mathematics
Baseline Data	This past year we achieved this on fall to spring MAP. To remain in good standing with our charter contract and continue to close the learning gap we need to maintain or exceed this growth.
Area of Need	Implementation of our math curriculum with fidelity using Number Corners, Math Stories and Bridges (K-5) & Illustrative 6-8
Root Cause	Scholars demonstrate a lack of foundational knowledge in mathematics that causes challenges in meeting grade level standards. 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 continued coaching focused implementing the curriculum with fidelity. Continued focus on Number Corners, Math Stories and

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Bridges (K-5). Data driven instruction increased by use of math assessments, interims, Forward Test and MAP test data. Increased use of Dreambox, Zearn, 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.			
<b>Name Activity Type Action Steps</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>
Data Dig	October 2025	May 2026	All
Flexible Groups	October 2025	May 2026	Classroom teachers, special education teachers
PLC	September 2025	May 2026	Classroom teachers, special education teachers

### 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	Title	Objectives	PD Type	# of	Intended
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	Hours			(Required, Grants, or General Funded)	Estimated Attendees	Audience
8/2025	25	Back to School PD	Preparation for culture and curricular goals for the 25-26 SY		Required General	75
10/2025	6	Regional PD	Continued improvement into educational and curricular practices and delivery of content		Required General	75
10/2025	2	NWEA Data Dig	Analysis of fall NWEA scores		Required General	50
3/2026	6	Regional PD	Continued improvement into educational and curricular practices and delivery of content		Required General	75

## 18.0 Community Partnerships

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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.**

<b>Partner Name</b>	<b>Benefits of Partnership</b>
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
Discovery World	Special Programming for Scholars
Kohls Wild Theater	Special Programming for Scholars
MKE Forestry	Special Programming for Scholars

## 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

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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 2025	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 2025	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2025	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2026	Parent SIP Meeting
April 2026	Spring Parent/Teacher Conferences

## 20.0 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 is using the same food provider as last year and overall more students are eating the food and it is continuing to get 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.

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.

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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.



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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.

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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

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

## Milwaukee Scholars Charter School

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 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.