Executive Summary

Verona Area School District
"School and Community—United for Excellence"

School: **Core Knowledge Charter School**
Date: **July 27, 2017**

Describe your school and the multiple sources of data analyzed to guide your school's continuous improvement plan. Indicate the priority needs being addressed to improve teaching and learning at this site and how they connect to the District Equity Framework.

During the 2016-17 school year Core Knowledge Charter School (CKCS) worked to implement a Continuous Improvement Process for our K-8 school of approximately 418 students. Similar to other sites in the Verona Area School District, our school developed a Continuous Improvement Team (CIT) that met regularly to review school wide data to determine school goals as well as monitor our progress toward these goals. This group reports our progress to our school's Governing Council (GC). Our Continuous Improvement Team members were also leaders of our Implementation Teams (IT). The purpose of these teams was to focus on one specific area of our school that our data would suggest has a need for improvement. All discussions with our CIT were viewed through the lens of the four pillars of the district Equity Framework: Equity, Excellence, Empowerment, and Engagement/Expectations.

The primary areas of data that were the focus of our school goals included standardized reading and math scores as well as school wide behavior data. Individual teachers based their Student Learner Outcomes (SLO) on one of our school goals. Teachers also used authentic classroom and program assessments (in conjunction with standardized assessments) to determine student progress. The paragraphs below will discuss this data and our results in greater detail.

Our priority needs based on our data were developing models to help keep students in the classroom (vs. the office) for disciplinary reasons and to work help students who were below benchmark in reading and mathematics to make gains to catch their peers. Our data shows that a disproportionate number of our students of color are scoring below benchmark in reading and mathematics as well as students who are referred to the office. The pillar of Equity is the primary connection of our goals to the District Equity Framework.

Describe your school vision. What are your goals and plans to positively impact the needs of all students? Highlight staff, parent, and community roles and responsibilities for supporting all learners. Explicitly connect your vision and goals to the District Equity Framework.

Vision: *Core Knowledge® Charter School is a valued asset, community partner, and highly regarded choice that motivates, challenges and educates all students from a wide range of incomes, cultures and abilities.*

Goal One:
Learners: *Staff members will systematically work to build classroom community and to provide opportunities for every student's voice within their classrooms and school. This will be achieved through strategies including but not limited to Positive Behavior Intervention and Supports (PBIS) initiatives, the Nurtured Heart Approach, and Restorative Practices.*

Goal Two:
Education and Teaching: All students K-2 will meet the grade level benchmark on the 2017 Spring PALS assessment.

All students in grades 3-8 scoring at or below the 50th percentile on the 2016 Fall MAP Reading and Math Assessments will exceed their projected growth on the 2017 Spring MAP Reading and Math Assessments.

Goal Three:

Learning Environment: For the 2016-17 school year, we will reduce by 30% the number of office referrals for our students of color (compared to referrals in the 2015-16 school year) and increase the number of positive referrals for all students (compared to the number of positive referrals in the 2015-16 school year).

Provide a summary of your plan to integrate multiple resources and funding sources to build capacity to improve student achievement. Include any examples of federal, state, local funding, community partnerships, and/or other special resources that you will allocate to support your efforts.

Goal 1: Learners

In order to build capacity for our staff to be trained in strategies to build community within our school and classrooms, staff have utilized district and site funds to be trained as trainers. We have used the "trainer of trainers" model to have staff trained in areas such as Positive Behavior Intervention and Supports (Miriam Browman, Jessi Thompson, Rick Kisting), Restorative Practices (Jenifer Faulkner and Stacie Wagner), Nurtured Heart Approach (Cathy Childers, Patti Richardson, Tessa Lambe and Noelle Seelen) as well as Non-Violent Crisis Intervention (Jennifer Latek, Barbara James, and Rick Kisting). Each of these trained staff members provides yearly training to our staff in each area listed.

Goal 2: Education and Teaching

During the 2016-17 school year, we have made significant curriculum upgrades and additions. Using district, site and significant funds raised by our school's Parent Round Table (PRT), we have made the following purchases to provide teachers with tools to personalize instruction for students and help to meet their educational needs: New middle school math books and resources with online access for students, Discovery Science Techbooks (online interactive science program) for students' grades 3-8, IXL Math and Language Arts online program for grades K-8.

We have also had a number of guest speakers and presenters come to CKCS to provide interactive and engaging learning opportunities for our students. The most notable presenter was Katie McKy who entertained students while teaching ways to build writing skills and stamina. Her presentation was funded through our Parent Round Table.

Goal 3: Learning Environment

District and site resources were used to provide staff with opportunities to explore "Vulnerable Decision Points" and how our own biases can subconsciously affect the equity of the decisions we make with students in our school. Lilada Gee provided training for our staff regarding exploring these topics and how they affect our students. As a staff, we continued to have ongoing discussions about how we can be more conscious and mindful of our approach and interactions with others.

In April, we were very fortunate to have a guest speaker named Alex Sheen speak to our fifth thru eighth grade students (including all Badger Ridge students). Alex was referred to us by a parent. He was speaking at the University of Wisconsin Madison Campus and was interested in also speaking at a local middle school. His typical speaking fees are over $2,000, but waived them for our school performance. His message was simple but powerful. He talked to students and staff about the importance in making and keeping a promise. This provided a strong foundation for conversations in classrooms and community circles within our school.

Describe the process used to engage parents, teachers, and community representatives in the continuous improvement process. How will you continue to inform all relevant stakeholders and engage them in the improvement process?

Historically, parents have had been very involved in the school's improvement process by participation in one of the three governing groups (GC, PASS or PRT). Parents have typically been involved in committees that are focused on improving areas of CKCS. Examples of Implementation Teams (IT) that had parent representation this past year include PBIS, Personalized Learning Team, as well as the Grading and Assessment Team. There are also many other ad hoc committees that provided parent representation and feedback. What has been lacking in the past, has surprisingly been teacher input. Our Continuous Improvement team has helped to provide that avenue for teachers to not only provide input but also be a leader in the implementation process. Ultimately, progress toward all school goals is communicated to our Governing Council which consists primarily of parents.

Teachers that were members of the Continuous Improvement team at CKCS include: Tamara Gunwall (Curriculum Coordinator), Miriam Browman (Elementary Counselor), Nicole Boedeker (2nd grade teacher), Cathy Childers (4th grade teacher), Ashely Tarkenton (middle school resource teacher) and Michal Watson (8th grade math and science teacher). These teachers each led one of our Implementation Teams. They were also charged with facilitating communication with staff members throughout the school year.

What is the ongoing reflection and evaluation process that will be used to measure the effectiveness of programming and implementation? What data will be collected? How will you determine consistency of implementation?

Goal 1 – Learners:

At the end of the 2016-17 school year, the CKCS PBIS team gave a Student Climate Survey to students in grades 3-8. This survey asked students 14 questions. The questions were designed to guide students' comfort level at school. The survey was anonymous but allowed students the option to identify information such as their grade level, gender and ethnicity. This allows our team to be able to identify discrepancies based on grade level, gender or race.

This was the first year this survey was given. It will serve as data for our PBIS committee to set goals for 2017-18 as well as monitoring progress toward those goals.

Goal 2: Education and Teaching

During the 2016-17 School Year, our Continuous Improvement Team met monthly to review the

status of our school goals. The 2016-17 school year was our first year implementing this model. A great deal was learned from this past school year that will be used in the upcoming year. Our Team Members will be the same during our second year which will help with maintaining consistency and fidelity to our implementation process.

Academic data collected consisted of PALS Data, MAP Data, as well as Authentic Classroom Assessment Data. Our CIT will be meeting prior to the start of the 2017-18 school year to review last school year's data and also determine if there is additional data that is needed for this school year.

Goal 3: Learning Environment

Our student service and administrative team meet bi-weekly to review school wide behavior data. Our PBIS Team also meets monthly to review data and determine areas of need based on this data. They then plan booster lessons to address areas where there is need to re-teach expectations.

Other school-wide PBIS assessments include the Self-Assessment Survey (SAS). This is an annual survey which identifies staff's perceptions regarding the state of PBIS initiatives. This has been given the past two school years. This assessment shows where our PBIS program has grown and which areas we still need to improve.

Our PBIS team also conducted the Tiered Fidelity Inventory (TFI). This school-wide assessment identifies the status of your school's Tier 1, 2 and 3 supports. This was the first year taking this survey at CKCS.

End of Year results of the goals:

Goal 1: Learners

Goal Statement: *Staff members will systematically work to build classroom community and to provide opportunities for <u>every</u> student's voice within their classrooms and school. This will be achieved through strategies including but not limited to Positive Behavior Intervention and Supports (PBIS) initiatives, the Nurtured Heart Approach, and Restorative Practices.*

Results: During the 2016-17 school year, the staff at CKCS learned a number of new strategies that were focused on increasing student voice in our school.

One area of focus this school year was on the concept of Restorative Practices. One of the main concepts in Restorative Practices is that individuals that make mistakes and cause harm to the community work to repair the harm. We know that in order for this to work, a person must first feel that they are a valued part of the community. This year, we worked as a building staff to continue to build a strong sense of community within our students.

At the Elementary Level, time was given at the first 10 minutes of each day for classrooms to implement activities such as community circles/morning meetings/etc… This looked differently based on the age of the students and the topics they were discussing. At the middle school level, the first 30 minutes of each Tuesday was devoted to "classroom circles". This was done building wide in grades 6-8 (including Badger Ridge Middle School). In both of these activities, students were given a voice and an opportunity to share how they felt about issues that mattered to them.

Our PBIS Program continues to grow. One area that was very successful was the increase in student recognition that was done at both the elementary and middle school levels. We started the year recognizing students in the office for positive behavior by adding ribbons to the "ribbon tree". This changed mid-year to a

"link to success" process where students were given paper links for positive choices. They autographed the links and the links were put on the wall. When the links reached key points in the hallway, we had school-wide celebrations. This was a very positive way of recognizing students and increasing their sense of community.

The Nurtured Heart Approach continues to be a positive tool for teachers to use to address student behavior in the classroom. Through staff training, we made energizing student's positive behavior a focus during this school year. This was even a part of our discussions during evaluation meetings with staff. Bringing attention to this simple strategy helped teachers to create a positive environment that increased a sense of community in the classroom.

We also implemented a student survey that was obtained from the PBIS program. Since this was the first year of the survey at CKCS, the data obtained will be used as baseline data. It has, however, given us some areas that our Continuous Improvement Team will be able to focus its efforts during the 2017-18 School Year.

Here is the link to the Elementary School Climate Survey:

https://docs.google.com/a/gapps.verona.k12.wi.us/forms/d/1jP3g6U4coR6cqdamsHy5jnTtE9Zg9cLpyrMWkQZi3mc/edit?usp=sharing

Here is the link to the Middle School Climate Survey:

https://docs.google.com/a/gapps.verona.k12.wi.us/forms/d/1UKkh6ALdoDXWjV8vtRqwbUnSwWFdQo6LX7tIbStqpoY/edit?usp=sharing

Goal 2: Education and Teaching

Goal Statement: *All students K-2 will meet the grade level benchmark on the 2017 Spring PALS assessment.*

Results: 91% of K-2 students met their grade level benchmark on the 2017 Spring PALS Assessment. (goal not met).

Goal Statement: All students in grades 3-8 scoring at or below the 50th percentile on the 2016 Fall MAP Reading and Math Assessments will exceed their projected growth on the 2017 Spring MAP Reading and Math Assessments.

Results: *In grades 3 -8: 54% of students at or below the 50th percentile exceeded their projected growth on the Spring MAP Reading Assessment and 50% of students at or below the 50th percentile exceeded their projected growth on the Spring MAP Math Assessment (goal not met).*

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2016-17 Measure of Academic Progress (MAP) Data

Grade	Reading				
	# of Students that Met their Goal	# of Students that *Exceeded* their Goal	# of Students At/Below the 50th Percentile	Total # of students tested (grades 3-8)	% of students in the 50th percentile and below that *Exceeded* their goal
Third	0	1	9	44	11%
Fourth	0	4	11	38	36%
Fifth	1	9	11	49	82%
Sixth	0	13	19	53	68%
Seventh	0	8	17	53	47%
Eighth	0	9	14	52	64%
Total	**1**	**44**	**81**	**289**	**54%**

Grade	Math				
	# of Students that Met their Goal	# of Students that *Exceeded* their Goal	# of Students At/Below the 50th Percentile	Total # of students tested (grades 3-8)	% of students in the 50th percentile and below that *Exceeded* their goal
Third	0	5	14	44	36%
Fourth	0	6	18	38	33%
Fifth	1	14	21	49	67%
Sixth	4	17	26	53	65%
Seventh	0	6	18	53	33%
Eighth	2	8	15	52	53%
Total	**7**	**56**	**112**	**289**	**50%**

Equity: We know that there is an achievement gap between some of our students of color at CKCS and their white classmates. The below graph shows a breakdown of students that scored below the 50th percentile on the Fall 2016 MAP Assessment by ethnicity. The data shows that our students of color have similar growth results as their white classmates (or even performing better in some areas) but have are lower in others.

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HOW MANY CKCS STUDENTS BELOW THE 50TH %TILE (in the Fall) THAT MET/EXCEEDED PROJECTED GROWTH FOR THE 2016-17 SCHOOL YEAR ON THE MAP ASSESSMENT

SUBJECT	Total # of students that met or exceeded growth goal	Total # of STUDENTS BELOW THE 50TH	Percentage of the total number of students below the 50th %tile that met or exceeded growth goal	Percentage of Black or African American students that met or exceeded goal	Percentage of Hispanic or Latina students that met or exceeded goal	Percentage of Asian students that met or exceeded goal	Percentage of Multi-ethnic students that met or exceeded goal	Percentage of White students that met or exceeded goal
READING	45	81	56%	62%	44%	67%	100%	62%
MATH	63	112	56%	50%	46%	78%	N/A	57%

Goal 3: Learning Environment

For the 2016-17 school year, we will reduce by 30% the number of office referrals for our students of color (compared to referrals in the 2015-16 school year) and increase the number of positive referrals for all students (compared to the number of positive referrals in the 2015-16 school year).

Results:

For Elementary:
- 190 total Office Discipline Referrals (ODRs) for Elementary in 2016-2017
- 287 total ODRs for Elementary in 2015-2016
  - 34% decrease in the number of total ODRs for Elementary
- 39% (74 total) of ODRs were for students of color for Elementary in 2016-2017
- 57.5% (165 total) of ODRs were for students of color for Elementary in 2015-2016
  - 55% decrease in office referrals for students of color
- Over the 2016-17 school year, there were 1,218 instances of learners being sent to the office for positive acknowledgements. That's a ratio of 6:1 for positive to disciplinary.
  - 2015-16 School year – 791 instances of positive acknowledgements vs. 199 disciplinary events (4:1 ratio)

Equity
- Hispanic students were 1.78 times more likely to be sent to the office for discipline than White students (PBIS says that anything under 2.0 is 'mild')
- African American students were 2.85 times more likely to be sent to the office for discipline than White students
- 90% of students were well supported with Tier 1 supports (model says 80%)
- 8% of students qualified for Tier 2 interventions (model says 5-10%)
- 2% of students qualified for Tier 3 interventions (model says 1-5%)

For Middle School:
- 93 total ODRs for Middle School in 2016-2017
- 28% of ODRs were for students of color

Equity:
- Hispanic students were 1.27 times more likely to be sent to the office for discipline than White students
- African American students were 1.88 times more likely to be sent to the office for discipline than White students

Data based on the Tiered Fidelity Inventory

- 90% of students were well supported with Tier 1 supports (PBIS model suggests 80% or higher)
- 7% of students qualified for Tier 2 interventions (PBIS model suggests 5-10%)
- 3% of students qualified for Tier 3 interventions (PBIS model suggests 1-5%)

PBIS Initiatives for 2016-2017:
1. Implemented Buddy Classroom
2. Revised and Revisited T-Chart
3. Expectation Posters
4. Creation of PBIS-CIT Team
5. Incentivized Positive Acknowledgement System (28 staff participating)
6. Started Weekly Data Reviews
7. Created Tier 2 Referral Form
8. Implemented Second Step as Tier 1 and Tier 2
9. Started "Social Academic Instructional Groups" (SAIG)
10. Conducted School Climate Survey for Students
11. Conducted School Equity Profile

What is the plan for on-going student progress monitoring and reporting to parents, students, and the community?

Goal 1 – Learners

We use our data from our Student Climate Survey as well as the District Family Survey. This data is shared with our staff as well as parents on our leadership teams. Our Continuous Improvement Team as well as our PBIS Implementation Team uses this data to determine the effectiveness of some of the strategies mentioned above as well as our progress toward implementing stated goals.

Goal 2: Education and Teaching

At the elementary level, students have ongoing assessments (approximately every 10 lessons) to determine student mastery in specific reading and mathematics skills. This is used as an authentic form of progress monitoring that is universal to all students. We also use the Academic Improvement Measurement System (aimsweb) as a progress monitoring tool for students who may need more specific academic interventions.

We also use the Phonological Awareness Literacy Screening (PALS) for all students in grades K-2. This assessment is given to all students twice a year and students who score low on the initial assessment three times per year.

The MAP Assessments are used in grades 3-8, provide overall progress for students and are nationally normed. The MAP Assessment is given three times a year. Results from this assessment are used by teachers and our school to measure overall progress of our students. Specific student's results are shared with each child's parent or guardian. Overall MAP results are shared with our school's Governing Council.

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Goal 3: Learning Environment

Our student service and administrative staff review school wide behavior data every two weeks. We also developed a "Tier 2 Student Recommendation Form" for any staff member to use in identifying if a student may be in need of Tier 2 supports. These supports can be academic, social/emotional, behavioral, attendance related or simply other concerns staff members may have. The form focuses on identifying areas of strength within the student as well as quantifying areas of concern whenever possible. This form was piloted during the 2016-17 school year and will be used more widely during the 2017-18 school year.