

# Executive Summary 2017-18 School Year



School: Core Knowledge Charter School

Date: 6-31-18



**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:**

**Goal 1 - Personalized Learning Implementation Team:**

### **Goal 1**

#### **Learners (Students, Parents, Staff, Leadership)**

For the 2017-18 school year, teachers will work with students and parents to develop a “Student Profile” and at least one “Learning Path.” These will both be entered into and used in the Epiphany Program.

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## Progress Made Towards Goal:

- 100% of students K-8 completed their “student profile”
- Ongoing staff development on effectively using the data obtained in the student profile
- Ongoing staff development on effectively using the epiphany program to document and evaluate learning goals
- K-8 teachers have documented at least one example of a “Learning Path” in their classroom
- Professional development regarding setting SMART Goals for the “Learning Path” was provided
- Science Fair was revised into a “Learners’ Fair” that allowed students more “voice and choice” in demonstrating learning of concepts about which they were passionate.

## Goal Two - Math and Reading Implementation Teams:

### Goal 2

#### Education and Teaching

All students K-2 will meet the grade level benchmark on the 2018 Spring PALS assessment.

All students in grades 3-8 scoring at or below the 50th percentile on the 2017 Fall MAP Reading and Math Assessments will exceed their projected growth on the 2018 Spring MAP Reading and Math Assessments. Strategies used throughout the school year will specifically focus on addressing the needs of our students of color.

#### Progress Made Towards Goal:

##### Math Focus

- Provide K-5 teachers with supplies and guidance to use AVMR strategies in their math classroom
- IXL math program
  - Implementation of summer IXL Math Challenge
  - Ongoing professional development around diagnostic tools and use of IXL math program
  - IXL Math Challenge from February - May for K-8 students
    - Challenge is focused on students' completion of skills at or above their current math levels
- Professional Development on effective strategies to support English Language Learners provided to K-8 staff
- Mid-Year data review to review school and classroom goals

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- 57% of students in grades 3-8 in our focus group met or exceeded their targeted growth in the Winter MAP Mathematics Assessment
- Developed teacher options for Tier 2 Multi-Tiered Systems of Support (MTSS) for identified students

### Reading Focus

- Ongoing professional development around diagnostic tools and use of IXL language arts program
- Mid-Year data review to review school and classroom goals
  - 62 % of students in grades 3-8 in our focus group met or exceeded their targeted growth in the Winter MAP Mathematics Assessment
- Professional Development on Close Reading strategies provided to K-8 teachers
- Professional Development on effective strategies to support English Language Learners provided to K-8 staff
- Developed teacher options for Tier 2 Multi-Tiered Systems of Support (MTSS) for identified students

### Goal Three - PBIS/Equity :

#### Goal 3

#### Learning Environment

For the 2017-18 school year, we will increase the percentage of students that report feeling safe “Always” or “Often” based on the spring 2018 CKCS School Climate Survey. Strategies used throughout the school year will specifically focus on addressing the needs of our students of color.

#### Progress Made Towards Goal:

- Mentoring Program in collaboration with members from the VASD High School Club, Latino Nations
- Books purchased for classroom libraries to be used during “read aloud” that contain characters of color and represent different cultures
- Outreach meetings held with Latino families and Black/African-American families to share data from the School Climate Survey
- Shared observations from outreach meetings with staff during professional development
- Started a Latino Student Club for Grades 4-5
- Started a Black Girls Empowerment Group for Grades 3-5
- Middle School students of color invited to participate in Circles of Support in collaboration with Badger Ridge students and staff
- Adjusted 2017-18 survey to allow students to report specific reasons they may not feel safe
- Continued focus on Nurtured Heart Approach and Restorative Justice Practices
- In collaboration with Badger Ridge Middle School, started a middle school Gay/Straight Alliance (GSA).

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## Goal 4 - Governing Council - Marketing:

### Goal 4

#### Marketing and Development

CKCS Governing Council will fill Outreach Committee Chair and Co-Chair positions prior to 2018-19 enrollment outreach events.

#### Progress Made Towards Goal:

- Outreach committee formed
- Marketing/informational materials created or updated to create a consistent, polished look for CKCS
  - Materials updated for both English and Spanish, with English on one side, Spanish on the other
  - Direct mail was created and sent to families to promote:
    - CKCS public education options
    - the application deadline
    - school tours
    - Kindergarten and middle school informational nights
- Outreach to preschools in the VASD
- Family outreach events for families of color hosted in neighborhoods with higher densities of families of color

## Goal 5 - Governing Council - Finance:

### Goal 5

#### Finance

For the 2017-18 school year, CKCS Governing Council will fill a Treasurer position responsible for budget committee, treasurer duties and reporting revenue streams by January 1, 2018.

#### Progress Made Towards Goal:

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- PASS brought on an officer in the Corporate Treasurer position to fulfill the Co-chair responsibilities
- Potential GC Treasurer candidates previewing position and responsibilities
- PRT planned annual engagement event to inform parent body of available position in the 2018-19 school year to bring in additional candidates

**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.**

During the 2017-18 school year, CKCS was able to obtain the following funding beyond the allocated district funding:

- The CKCS Parent Round Table has continued to raise significant funds for our school and has partnered with many outside organizations to accomplish this. This years' fundraising funded:
  - Year one of a three year subscription to IXL Math and Language Arts Program
  - Year two of a five year subscription for Discovery Science Techbook
  - Events for families such as sock hops and movie nights. For the first time this year, food and entertainment were provided to families free of charge.
  - Teacher wish lists which included new furniture, TV carts with Apple TV for classrooms.
- Our Parents Advocating for Student Success has continued to raise funds for the CKCS endowment through the Madison Community Foundation. They have made many connections to outside funding sources in the community. Fundraising events have raised over \$30,000 toward the goal of \$150,000 for the endowment.
- The district granted a .11 increases in FTE to fund a PBIS Internal Coach which will assist our student service department in implementing our PBIS program as well as providing social emotional support to students and staff through the implementation of the Second Step Guidance Curriculum.

**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?**

Our three parent leadership groups (Governing Council, Parent Round Table and Parents Advocating for Student Success) provide a number of opportunities for parents to have a voice in the governance of our school. For the 2017-18 school year, all positions on all three boards were filled with some positions having new members "shadowing" members that would be leaving for next school year.

Our continuous improvement model has provided staff an avenue to provide guidance on school programming. We had seven staff members as a part of our Continuous Improvement Team. This group reports directly to our Governing Council and to the Verona Area Board of Education. Our Continuous Improvement Team members lead Implementation Teams which had a more specific

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focus on a particular school goal. All teachers were a part of an Implementation Team. Parents were also a part of this process during various points.

During the 2017-18 school year, our school provided two listening and outreach sessions for parents of our Latino students as well as parents of our black students. These students and families have traditionally been underrepresented on our governing groups. We wanted to make sure we provided an avenue for their voices to be heard.

**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?**

We have a number of data sources we use to evaluate the effectiveness of our program and the impacts on student learning. Below are some of the data points:

- Student math and reading scores on the Measures of Academic Progress assessment in grades 3-8.
- Student climate survey data in grades 3-8.
- PALS Testing in grades K-2
- Parent survey results on building and school climate
- Staff survey results on building and school climate
- Behavior data of our students
- Authentic classroom assessments

Current and historical data of the above areas helps our CIT determine program needs as well as effectiveness of implemented strategies.

**What is the plan for ongoing student progress monitoring and reporting to parents, students, and the community?**

There have been discussions from the district to move from MAP assessment to STAR assessment to measure academic growth as well as progress monitoring. We will work with our teachers and parents to review this and make a decision for the 2019-20 school year.

For the 2018-19 school year, our plan will be to use the data sources from above to gather current data. We will continue to report out regularly to our parents and leadership groups.



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