

# **Bruce Guadalupe Community School**

## **ACCOUNTABILITY PLAN**

**2012-13**

PREPARED FOR

OFFICE OF CHARTER SCHOOLS  
UNIVERSITY OF WISCONSIN-MILWAUKEE

## 4.0 2010-2011 Annual School Improvement Goals

### 4.1 Annual School Improvement Goal #1:

#### 4.1.1 Strategic Goals Addressed

Meet or exceed state averages on WKCE on the complete battery for fourth and eighth grade.

#### 4.1.2 Background Analysis

Based on the previous year's WKCE scores, we met the state in all areas at the eighth grade level and all except Science at the fourth grade. With the new cut scores and assessment system this year, we have the same expectations.

#### 2011-2012 WKCE

		BGCS	State			BGCS	State
<b>Grade 4</b>	Reading	88%	82%	<b>Grade 8</b>	Reading	91%	84%
	Language	79%	77%		Language	65%	64%
	Math	81%	80%		Math	88%	79%
	Science	76%	77%		Science	86%	80%
	Social Studies	94%	93%		Social Studies	89%	81%

With our most recent graduates, we notice that as our students advance in grades we recognize consistent improvement. This could be attributed to the lack of mobility from our student population. The longer students remain in our program the more success they tend to have. Students also build up their vocabulary and reading in the English language throughout the years considering they enrolled with us with primarily Spanish skills in the early grades.

#### 4.1.3 Key Indicators of Success

- Results from the WKCE scores will show student improvement.
- MAP scores will be used as an intermediary measurement demonstrating individual growth.
- Classroom assessments will be used by classroom teachers to track and identify strengths and weaknesses.

- Pre and Post test for Reading during the summer session.
- Baseline assessments used in Mathematics

#### 4.1.4 Approach

- Work with Reading Specialist and Math Resource Teacher to identify students performing below proficiency or grade level, to provide remedial services.
- Host a quarterly Family Read night to promote reading amongst students and families
- Increase collaboration amongst staff members through monthly content Professional Learning Community to build and maintain a cohesive curriculum
- Continue to support the development of ALMA (Advancing Literature and Math through the Arts)
- Train teachers on the use of an Early Childhood Science curriculum
- Departmentalize the fifth grade classes for Reading, Writing and Math
- Utilize Odyssey Compass Learning to enhance and enrich skills in the area of Reading Math and Science

#### 4.1.5 Deployment

- School's Reading Specialist will monitor and assess the program's effectiveness and progress with students
- Family Read Night will be used to draw more partnership and participation of parents
- Middle School Math Team will monitor student progression for possible advancement of students
- Reading Specialist will provide additional interventions to students reading below grade level in primary grades

#### 4.1.6 Data Collection Plan

- Results from the MAP test will be used to drive instruction in both subject areas.
- Results from the WKCE will be use to analyze the program's effectiveness.

#### 4.1.7 Results

#### 4.1.8 Analysis of Results :

### **4.2 Annual School Improvement Goal #2:**

#### 4.2.1 Strategic Goals Addressed

Maintain an 80 percent placement of BGCS' graduates in College Prep High School.

#### 4.2.2 Background Analysis

Prior to the 2003 school year, less than 35 percent of the Eighth Grade graduates entered college prep high school. As a result a new full time Guidance Counselor was hired to help develop a well structured high school placement process that would address the low placement rate in college prep high schools. Since 2003, the enrollment rates at these high schools have steadily increased to approximately 80 percent enrollment rate. (It should be noted that over 90 percent of the graduate are accepted.)

This past year families had difficulty securing the financial aid packages to assist with the rising cost of tuition at some of the private schools.

#### 4.2.3 Key Indicators of Success

- Percentage of students being accepted and subsequently enrolling in college prep high schools.

#### 4.2.4 Approach

- Continue to provide a forum where parents and students can meet and receive literature from the local college prep high school.
- Invite all Middle School students to participate in the High School Fair
- Hire an Educational Specialist to oversee the application process for all eighth grade students.
- Build strong relationships with college prep high school, where teachers from BGCS and collaborating schools share best practices.

#### 4.2.5 Deployment

- Provide individual high presentations to all eighth grade students beginning shortly after the high school fair
- Coordinate with high school official in the administering of high school placement tests for the application process
- Provide opportunities for students to experience student shadowing at various high schools
- Track all application in accordance with upcoming deadlines
- Assess all financial needs for family to apply for appropriate grants, scholarships, aid.

#### 4.2.6 Data Collection Plan

- Monitor all students to ensure acceptance at a college prep high school
- Track all application in accordance with upcoming deadlines
- Document all students who enroll and attend college prep high schools

#### 4.2.7 Results

#### 4.2.8 Analysis of Results

### **4.3 Annual School Improvement Goal #3**

#### 4.3.1 Strategic Goals Addressed

Increase knowledge and utilization of NWEA MAP test to help drive instruction for all classroom teachers.

#### 4.3.2 Background Analysis

Over the last couple years, we have increase our Northwest Evaluation Association, Measurable Annual Progress assessment assessment, but have not seen the growth that we have anticipated from it onset. From research on helping to increase skill sets, Compass Learning was purchased to provide a tool to the classroom teachers.

#### 4.3.3 Key Indicators of Success

- Classroom instructions will driven by the student result that are obtained by classroom teacher.
- Teachers will effectively implement classroom lessons by using the teacher resources provide through Compass Learning
- Teachers and Administration will successfully navigate the online website to obtain the needed information.

#### 4.3.4 Approach

- Work with teaching staff to watch the online training module to better understand, utilize and navigate MAP results.
- Coordinate lesson plans to reflect the specific academic needs of individual students.
- Continue to provide support for returning staff on the utilization of MAP results.
- Educate parents on understanding MAP scores through various forms of communication (i.e. letters, website, conferences)

#### 4.3.5 Deployment

- Computer and classroom teachers will collaborate to utilize the lab to train students on the use of Compass Learning.
- Parents will be notified of this new online program to provide the opportunity for the students to engage in compass learning from home.
- Computers will be accessible during Parent Teacher conferences for families to engage in the program and ask question

#### 4.3.6 Data Collection

- Teacher will submit weekly lesson plans that reflect use of Compass Learning during classroom instruction
- After school Computer labs instructors will monitor students use of the program on a daily basis.
- The RIT scores will be collected to monitor student growth across the 3 test schedules

#### 4.3.7 Results

#### 4.3.8 Analysis of Results

### **4.4 Annual School Improvement Goal #4**

#### 4.4.1 Strategic Goals Addressed

Increase school-wide parental involvement to become active partners in educating students

#### 4.4.2 Background Analysis

BGCS has strong family ties with the students and parents. However, despite knowing the families we would like to see increase involvement with the school and these parents. One barrier that exists is the Spanish language in the home setting compared to the English based classroom instruction. Families find it a challenge to donate time in the classroom setting due to this fact. However, many of these families are able to provide other service throughout the school and agency such fundraising, chaperoning and agency activities. Last year we saw a re-emergence of the Parent Involvement Committee and intend to work on drawing more families to participate

#### 4.4.3 Key Indicators of Success

- Over 95 percent of the families attend parent-teacher conferences
- Increase the number of families who sell for the annual school fundraiser
- Increase participation by both eighth and seventh grade families at the high school fair

#### 4.4.4 Approach

- Host a Parent Orientation to provide information and expectations for students and families.
- Hold a Meet and Greet evening for families to become better acquainted with classroom teachers and assistants, building and administrative staff.
- Increase communication to be more effective via Progress Reports, newsletters, website, and teacher telephoning

- Provide support through the United Community Center agency for both students and families in areas such as tutoring, neighborhood development, Health and Fitness, and adult education.
- Continue to promote Leyendo Juntos program to provide families with resources to read with students at home and continue the monthly informational session

#### 4.4.5 Deployment

- Classroom teachers will keep a call log documenting the time and discussion
- Office staff will provide flyers and other material to the classroom for red folder as well as posting the necessary information in high traffic areas throughout the school and agency
- Information booth will be utilize at parent teacher conference and other school events to keep parents inform and connect with the school

#### 4.4.6 Data Collection

- Attendance at parent-teacher conferences, Meet and Greet and parent orientation will be tracked
- Call logs will be monitored to ensure that parents are being verbally contacted
- Volunteer sheets will be kept to see that parents are participating in school functions
- Binders will be kept in the school offices collecting all flyers that are sent home in the weekly red folder

#### 4.4.7 Results

#### 4.4.8 Analysis of Results

### **4.5 Annual School Improvement Goal #5**

#### 4.5.1 Strategic Goals Addressed

Provide professional development opportunities for the staff to establish a cohesive instructional environment to increase students learning

#### 4.5.2 Background Analysis

As we continue to develop and improve the school's curriculum and teacher collaborations, we must establish the venues for these to take place.

#### 4.5.3 Key Indicators of Success

- Increase communication amongst colleagues
- Increase team meetings
- Greater understanding of Common Core and College Readiness Skills

#### 4.5.4 Approach

##### 1. Science

- a. Train K4 teachers on use of early childhood Science program to match with Early Childhood standards
- b. Provide Science Training from curriculum coordinator for new Middle School Science Team.
- c. Work with Science Specialist to increase resources and utilization of Science Lab.
- d. Use results from MAP, WKCE and ITBS to help guide instructional practices

##### 2. Mathematics

- a. Train all elementary and middle school teachers on the Saxon curriculum
- b. Provide additional support for teachers to collaborate on students progress and teaching strategies
- c. Use results from MAP, WKCE and Explore to help guide instructional practices

##### 3. Reading/Language Arts

- a. Provide in-service for all new hires on the elementary SRA Direct Instruction reading program
- b. Train Middle School staff in the Step-Up to Writing curriculum to be used across the curriculum.
- c. Continue the Language for Learning program with ELL students to begin earlier in 4 – year old kindergarten.
- d. Monitor the comprehension and practice in the K5 and first grade classrooms
- e. Host Monthly literacy meetings for K4 – 8<sup>th</sup> grade staff

- f. Provide non-fiction Reading strategies training for Social Studies and Science teachers
- g. Provide 1 – on 1 support for Language Arts teachers bi-monthly

#### 4. Technology

- a. Provide training and support on the use of SMARTBOARDS and related tools to bring added media to the classes.
- b. Train and support staff on the utilization of the school website as a tool for communicating with parents and community

#### 5. Mentoring

- a. Develop a mentoring program for new staff to have that “go to person” when facing uncertainty on day to day functions and navigation in the school
- b. Hold new staff orientation to educate them on the multiple department at the United Community Center
- c. Utilize the BGCS mentoring handbook to guide the staff on day to day functions of the school.

#### 6. Child Study Team

- a. Implement a Child Study team to enhance students’ academic, emotional, and physical well being.
- b. Work with the Child Study Team on the development of the Response to Intervention model to identify students who may need added support.

#### 4.5.5 Deployment

- Trainings provided during teacher in-service week
- Monthly Professional Learning Committee meetings by grade and subject
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#### 4.5.6 Data Collection

- Lesson plans
- UWM staff surveys
- Observations by administration and classroom teachers

#### 4.5.7 Results

#### 4.5.8 Analysis of Results