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March 23, 2022

Kevin Ingram
Chair,
Charter School Review Committee

Dear Kevin Ingram,

Milwaukee Math and Science (MMSA) community thanks you and the Charter School Review Committee for allowing us to update you with the progress our school has made during the 2021-2022 school year based on the recommendations for school improvement listed in the 2020-2021 Programmatic Profile and Educational Performance.

Recommendations from the CRC based on MMSA's 2019-2020 report card:

- A. Train and implement the Success For All reading program for K4 through eighth grades.
- B. Develop the understanding of the cultural differences of students, families, and staff by using community resources such as Martha Berry (racial justice director at YWCA Southeast Wisconsin) to increase
 - a. The understanding of student cultures, their challenges, and the culture of the local community and the nation;
 - b. The use of appropriate language and approaches to students and their families.

Train and implement the Success For All reading program for K4 through eighth grades.

Milwaukee Math and Science Academy had the intention to phase in Success For All in several steps over a couple of years at our school. However, going virtual for much of the 2020-2021 school year kept us from implementing the first step but also gave us time to prepare for a full K4-8th grade implementation during the 2021-2022 school year.

During Spring 2021, MMSA administration signed the contract with SFA for full implementation of all five programs, chose the SFA Leadership team, set up dates for summer leadership and fall teacher training, and ordered all resources and materials.

During the third week of July, the MMSA administration team, an educational leader from Maestro and two teachers leaders from MMSA participated in a weeklong virtual leadership training with SFA. During this training, we each received training on the basics of the five reading programs that SFA offers, assessments and data collection and each of our roles in making SFA a success at the school level.

Ms. Bielmeier was designated as MMSA's School Facilitator. She would oversee the day to day implementation at the school level, including handling of all materials, observing lessons, providing feedback, coaching teachers, communicating with SFA coaches, meeting with instructional components teams, and utilizing the SFA Member Center website for creating teacher and student accounts, creating classrooms, reading groups, and tracking data.

Two teacher leaders, Mrs. Bourbonnais and Mrs. Ellis, were chosen as Solutions Coordinators. These two teachers would oversee the five Solutions Teams/Committees that would be created during our teacher institute week in August. SFA believes that success for students isn't just related to teaching reading content, it also comes from five other components. Those components include attendance, interventions, parent and family involvement, cooperative culture (behavior) and community connections. By addressing and improving on these other components of a school, you will also have an impact on a student's academic success. More information about these Solutions Teams and what they have been working on during the 2021-2022 school year will be provided.

At the beginning of August, the SFA Leadership team was formed. This team consisted of the five original leaders that received the SFA virtual training in July (principal, assistant principal, Maestro educational leader, two teacher leaders) plus MMSA's dean of students, our RTI teacher and a teacher from the 3rd-5th grade team. Together, we met virtually with our SFA coach to review our reading data from the past couple of years and to set our reading goals for the 2021-2022 school year. Anytime we set goals for ourselves, we always have our Charter School Review Committee Report Card in mind so our SFA goals were built around those CSRC goals. Those goals are also at the forefront of each team's mind when they set their quarterly goals at each level. We are all working together toward those common goals and we want to stay on track by always reviewing our goals and our progress toward those goals at the end of each quarter.

After our SFA Leadership meeting, our next step was to start looking at our data so we could begin to group our students appropriately. As mentioned before, SFA is broken down into five reading programs.

- Curiosity Corner (K4)
- KinderCorner (K5)
- Roots (1st grade)
- Wings (2nd-5th grade)
- Edge (6th-8th grade)

Curiosity Corner and KinderCorner are all-day programs, Roots and Wings are 90-minute programs and Edge is a 60-minute program. At MMSA, we have also dedicated a 90-minute block to our Edge program to increase the amount of writing time included with each lesson.

Curiosity Corner and KinderCorner students stay with their grade level peers all day. Once a student gets to first grade, he/she will be placed into a program based on the reading level, not their grade level. The Roots program is made up of any first through fifth grade students that are

reading at a first grade level. If a student is reading at a second-fifth grade level, he/she will be placed in the Wings program. Again, students are placed at their reading level, not their grade level so we have mixed grade level groups. The Edge program is for students in sixth-eighth grade but there are resources available for students to be taught as low as a first grade reading level. The content of the resources is more appropriate for the age-level of the student but still at the reading level the student may need. These types of resources may be needed for special education students or our English Language learners.

To group students, we first wrote each student's name on a sticky note with their STAR score and grade level equivalency from the previous school year. If the student was in first or second grade, we also included whether they were above or below the grade level benchmark on PALS. Our next step was to separate students into groups based on their grade equivalency regardless of their actual grade level. In our Wings group (2nd-5th grade), we noticed we had three main groups that could work well with a second, third and fourth grade reading level with hopes of moving each group up to the next reading level by the end of the school year. We went through this same process with our middle school students. Unfortunately, we only had three teachers available at the middle school level to teach reading, even though it would have been helpful to have four teachers to make our groups smaller and separate our readers a bit more. Lastly, we looked at our data for our third through fifth grade students that were still reading at a first grade reading level. This group of students consisted of many of our students with special needs and several of our students that were already receiving RTI services. We decided to make a small group with these students at the Roots level to bring them back to the basic foundational reading skills. Our other two Roots groups consisted of our incoming first and second grade students that had learned much of their foundational reading skills at home behind a computer screen.

Once the groups were created, we assigned teachers to each group based on the students that made up each group. We utilized all of our elementary teachers, special education teachers, ESL and RTI teachers and our teaching assistants to support our students during this 90 minute reading time each day.

During our teacher institute, two full days were dedicated to training for each of the reading programs. SFA sent one trainer for each program. Instead of just including the reading teachers for this training, all MMSA staff members participated in this two-day training. Not all staff members would be teaching an SFA reading class, but we thought it was important for math, science and specials teachers to attend one of the training sessions to learn how cooperative learning is used in the SFA classroom, how team points are utilized, to learn about the rubrics that are used for different learning tasks and how they can be used in other classes, etc. By using the SFA model, expectations are raised across the board, not just in the reading classrooms.

The focus of the Curiosity Corner and KinderCorner programs are oral language, vocabulary development, early literacy skills, interpersonal skills and math literacy. The focus for the Roots program is a systematic phonics instruction supported with decodable, shared stories that students get to take home with them each night. Instruction in fluency and comprehension is

also provided. Students in Roots use an online program called Cleo and Theo each day to continue their practice with saying letters/letter combinations, word blending, spelling words, fluency and story comprehension. The focus for Wings is to provide many opportunities to develop and enhance the students' vocabulary development, oral-language development, reading comprehension, fluency and written expression in both narrative and expository text. Finally, our sixth-eighth grade students are placed in the Edge program. The focus for Edge is similar to Wings but at a more rigorous level to prepare students for a smooth transition to high school.

While each program is slightly different, some common ideas can be found across all programs that will have a great impact on our students. SFA believes that learning should be a social activity and that students can accomplish more when they work with a partner or in a group. When students are working together, they can discuss new ideas or concepts or hear a perspective they hadn't considered before and expand their thinking. Because team points are awarded during SFA, cooperative learning is so important. Students are learning to support one another, coach one another with responses, provide meaningful feedback and be cheerleaders for one another. After each cycle, teams reflect on their team scores and then write a team cooperation goal to work on during the next cycle. In many of the SFA programs, students are being asked to use a variety of different rubrics, depending on the task (written response, oral response, reading fluency), to evaluate their own response and provide a rationale for their score based on the rubric. Not only is this helping students to understand how to use a rubric but it is eliciting better oral and written responses (higher scores) and more effective feedback for their classmates.

The third day of training was dedicated to SFA's social-emotional learning program called, Getting Along Together (GAT). For the first ten days of the school year, while assessments were being given and students were being placed into their SFA reading groups, homeroom teachers were teaching the GAT lessons provided by SFA. These lessons focused on thinking and cognitive skills, emotional management and interpersonal and social skills. Through games, stories, the use of puppets and strategy cards students have learned how to manage their own behavior, use self-control, cope with their own feelings, use "I" statements, use the Peace Path poster with someone they are having conflict with, improve their ability to make/keep friends, build empathy and increase focus. Not only can these Getting Along Together strategies be used during SFA but they can be utilized throughout the day, in all classrooms. GAT lessons continue weekly throughout the year to continue to support the social-emotional development and learning of our students.

The professional development offered prior to the beginning of the school year prepared the MMSA staff members to begin the implementation of the SFA structures at the fundamental or mechanical stage. Follow-up visits from the SFA coaches assigned to our school would allow them to observe our teachers, provide feedback, answer structure questions and help our teachers move from the mechanical stage to the routine and then refined stage of implementation.

After just a few days of SFA implementation, our SFA coaches visited MMSA in September and provided very positive feedback. They observed teachers utilizing the interactive whiteboard activities for SFA lessons, using common language, implementing cooperative learning strategies, awarding team celebration points, and referring to GAT strategies. Our two coaches had said that MMSA had gotten off to one of the most solid starts of any of the schools they had ever coached.

Our SFA coaches visited again during November and February. Each time they observed each SFA teacher and then met to provide feedback for the teacher or answer individual questions. During the November visit, the SFA coaches also met with each Schoolwide Solutions Team for training. The SFA coach shared the purpose and goals of each team, some ideas for quarterly goals and strategies for reaching those goals with our specific school in mind. During the SFA coaches February visit, they followed up with the chairperson for each Schoolwide Solutions Team to check in on their team's goals and provide feedback.

Along with meeting with the SFA teachers and Schoolwide Solutions teams, the SFA coaches spend a significant amount of time meeting with Ms. Bielmeier, the MMSA SFA Facilitator. These meetings are often focused on the progression of each teacher from mechanical to refined in using the SFA structure. Ms. Bielmeier shares the strategies that have been discussed during coaching meetings and the SFA coaches share any new ideas from their curriculum and program expertise. Together, they come up with an action plan for the teacher. During these meetings, data is also a main topic. The SFA coaches make recommendations for reports to share with teachers and also help to point out students that are ready to move to a new group. When students are placed in groups at the beginning of the year, these groups can be temporary, especially for any students that are placed in a group below grade level. This year, we have had 11% of our students move to a higher group by the end of the third quarter. We also talked with our teachers in 3rd - 5th grade about making a shift to the next level. These teachers started the school year teaching at a second, third and fourth grade reading level. At the start of the fourth quarter, they will all be choosing reading material at the next reading level (third, fourth and fifth grade level, respectively). This means our students are ready to be challenged with a higher reading level and are moving closer to their actual grade level reading.

Our SFA coaches will return one more time in May to provide ongoing support for all reading teachers. They will also help us to prepare for the end of the year assessments and to start placing students for the next school year. We will also reflect on our first year of implementation and plan our goals for year two.

As mentioned previously, there are five SFA reading programs being implemented at MMSA. Several times each month, the SFA teachers at each level meet together to review their quarterly goals, review program data, share strategies that are working and solve any problems that arise. These instructional components teams (K4/K5, Roots, Wings, and Edge) present their goals and outcomes to all MMSA staff members at our Quarterly Meetings at the end of each quarter.

The Schoolwide Solutions Teams also present at our Quarterly Meetings. All staff members are included on one of these teams, including our secretary and school custodians. It is vital that all staff members participate in a systematic approach to improving our school policies or procedures and in turn improving student achievement. With everyone working together, it creates greater continuity and accountability. The five pillars or solutions teams include: attendance, intervention, parent and family involvement, cooperative culture (behavior) and community connections.

The goals of each Solution Team are as follows:

Attendance Team: Identify students with attendance concerns/problems and reach out to those families with supportive measures and interventions. Encourage a positive climate where students want to come to school and parents feel supported in getting their child to school on time. Create school-wide incentives to encourage attendance during difficult times of the year.

Initiatives that the attendance team has focused on this year include meeting with the families of students that were consistently coming to school tardy. Because we have such a late start to our school day, some parents were struggling to get their children on the bus because they had to leave earlier for work. Members of the attendance team suggested to parents to enroll children in an early care program or daycare before school and our bus could pick the child up from that alternate location. The attendance team also worked with parents that were picking up students early from school. When parents were picking up their other children from other schools, they didn't want to have to make another trip for our later dismissal so they picked their children up early. After some tough conversations about the amount of learning time that is missed each time the parent does that and some alternative solutions of the student possibly riding the bus home, the number of early pick-ups has also decreased. The most recent initiative is to celebrate the homerooms that have perfect attendance which in turn increases our daily attendance. Each day a homeroom has perfect attendance, the homeroom earns a letter to spell out the word, "HAWKS". When the homeroom earns all five letters, the homeroom earns a treat. The homeroom also gets recognition on the morning announcements. Since February 1st, there have been thirty-two times that one of our homerooms has had perfect attendance. At our February assembly, we also began honoring the class from each floor (K4-1st, 3rd-5th and 6th-8th) with the highest attendance rate each month, and those three classes get to host our newest Hawk family members (three new stuffed animals). These new incentives continue to build enthusiasm for coming to school and being part of a positive culture.

Intervention Team: The goal is to provide teachers with a process to help individual students who are identified as having difficulty in the classroom. The difficulty could be academic, behavioral, social or emotional. The Intervention Team, which consists of a variety of school staff, brainstorm strategies to help students be successful with one small and measurable goal that can be attained and celebrated. The parent is invited to the brainstorming session and updates are provided every two weeks. The Intervention Team meets weekly to provide continuous support for students and teachers going through this intervention process.

The Intervention Team worked for the first part of the year to train teachers on how to complete the 'request for assistance' form. Once training was complete, more forms were received by the team and meetings for those students began. Teachers and parents were invited to the meetings to brainstorm ideas to help the student accomplish small goals every two weeks. Each time a goal was accomplished, a new goal was established to continue to lead the student to success. Currently, the Intervention Team is monitoring twelve students receiving RTI services, eleven students for behavioral interventions and fourteen students that will begin Lightning Squad (SFA's online tutoring program) during the fourth quarter.

Parent and Family Involvement Team: The team sets realistic expectations of reaching families throughout the school year to educate them on what is going on at the school, creating opportunities to build partnerships to support learning and celebrating student achievement. Although most family events have still been postponed due to Covid-19 restrictions, we hope to fully open our school to family events during the 2022-2023 school year.

The first initiative the Parent and Family Involvement team worked on this year was to ask all staff members to send home postcards so that by the end of the first quarter all students had received positive feedback from the school. We fell just short of that goal with 95% of our students receiving a postcard by the end of September but all students did receive at least one postcard before the end of the second quarter. One expectation of SFA is that all students read at home each night. There are Read & Respond cards/sheets sent home with students each week and at the end of each week, those cards are turned into the SFA teacher as part of the child's grade. Our team has been working to educate our families about these daily reading expectations and encourage our students and families to engage in nightly literacy activities. Students are rewarded with class recognition, Class Dojo points and even special treats when they return their Read & Respond cards completed and signed by a parent. Our completion rate was thirty-eight percent during the first quarter and has steadily increased each quarter.

Cooperative Culture Team: A schoolwide behavioral support and management plan is developed based on the needs of our students. The team uses the Getting Along Together structure and skills, along with Positive Behavioral Intervention Supports (PBIS) to help students learn the desired behaviors to manage their own behavior schoolwide.

The Cooperative Culture team has been working on initiatives to celebrate our students for demonstrating positive behaviors at MMSA. This team has carried on the tradition of our monthly assembly for honoring our students' positive choices. Soaring Hawk Awards are given to students who are exceeding class expectations and demonstrating positive behaviors each and every day. Rising Hawk Awards are given to students who are showing improvement with making positive choices and with some encouragement will hopefully continue on that positive track. Golden Hawk Feathers are also awarded to students who are showing leadership and collaborative skills in the SFA classroom. Another initiative the team has been working on is our weekly challenges to encourage the behaviors taught during Getting Along Together, like walking like hallway ninjas (at a level zero), using 'I' statements, being an active listener, being a buddy, etc. Students are given shout-outs for their positive behaviors by staff members

throughout the building and awarded Class Dojo points. Students with the most 'challenge' points are recognized during the monthly assembly for being a positive role model at MMSA!

Community Connections Team: Identify the school needs and establish and maintain partnerships beyond the school walls. All partnerships are built on the goal of utilizing all resources for the success of every student and there is a clear purpose and means of assessing and celebrating the partnership's contributions to student achievement.

This team has connected with many organizations in the community. A general letter was written to introduce our school, share a little bit about our history and our new SFA reading program. We shared our initiatives to get students reading and involved in our school. We have requested community involvement in many ways, including monetary donations to buy incentives for our school initiatives, company representatives to come to our school to read with our students, company donations/swag to share with our students as prizes for initiatives, partnerships for helping our students learn more about the opportunities available beyond the walls of our school. The team received a \$500 donation from Drexel Building Supply to purchase reading incentives for our students. Our fourth and fifth grade boys' basketball team recently had a scrimmage during halftime of the Washington High School playoff basketball game. Hupy & Abraham donated four VIP tickets to a Milwaukee Wave soccer game to raffle off during our recent Parent/Teacher Conference days to increase attendance. Thirteen local high schools (Pathways High, High School of the Arts, Marquette University, Dominican High School, Central City CyberSchool, Martin Luther High School, Academy of Excellence Milwaukee, Destiny High School, Carmen Schools of Science and Technology, Howard Fuller Collegiate Academy, Mesmer High School, St. Joan Antida and Veritas High School) spoke with our eighth graders virtually or in person about the opportunities their high schools offer for our students. Because of these meetings with our students, our students are able to make the best decisions for their future. At this time, all twenty-five of our eighth grade students have been accepted into at least one high school. The Community Connections Team will continue to reach out now that they have made the initial contacts to share data and the progress our students are making. As we open our building to more guests, we will host more activities and invite more community members to our school.

With all of the professional development, feedback from our SFA coaches, professional learning communities and review of our assessment data, we feel confident the SFA reading program has positively impacted our students. Our K4 and K5 students are using more advanced vocabulary, responding to questions using complete sentences and are improving their interpersonal skills. Our Roots students have a much stronger foundation of phonics, writing and understanding of spelling than in previous years. The Wings and Edge students have been working effectively in their cooperative learning groups to read, respond and clarify their work. They understand how to use a rubric to strengthen their writing and can provide feedback to help their group members improve their writing, as well. As we continue to utilize the SFA reading program, our student achievement will continue to improve.

On the following pages, you will see MMSA's midyear data.

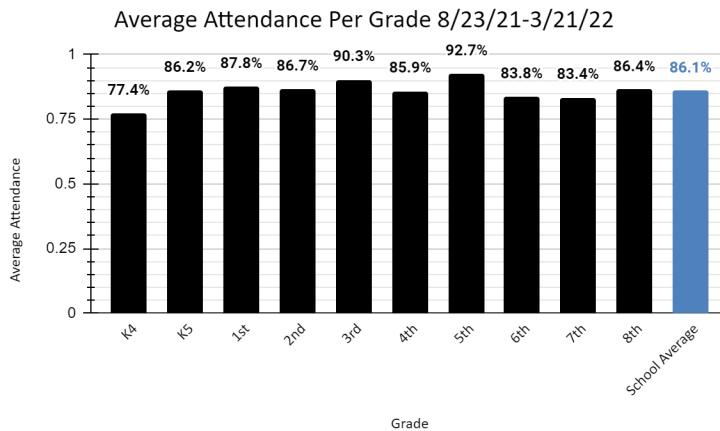
Each quarter, MMSA hosts Parent/Teacher Conferences. In the past, we have held PTC on Thursday evening for a couple of hours after school and again on Friday morning for a few hours. Unfortunately, due to our late school dismissal, sometimes our last bus not leaving school until 5:30 pm, we canceled our Thursday PTC and just hosted a Friday conference from 9 am-2 pm. Our teachers also spend a week after those conferences contacting any parents that weren't able to physically attend the conference day. To increase our in-person attendance, during the third quarter conference, we gave away a dress-down pass for each student that had a parent that attended. We also had four raffle baskets that students and parents could win. This helped to increase attendance by 22%. We will continue these incentives for our last conference and next year, as well. This year's conference data is below:

	PT Conf 1	PT Conf 2	PT Conf 3	PT Conf 4
Total	165	158	169	0
Percentage	82.50%	83.60%	90.86%	0.00%

MMSA's attendance has been low again this year due to Covid-19 restrictions. Our school continues to value the health and wellness of our students and staff so when a student does not feel well, the child is given a rapid Covid-19 test (if they are signed up for testing). If they test positive, they are sent home for the required number of quarantine days based on the CDC's current recommendations. To start the year, we did not have access to weekly Covid-19 testing or on-demand tests from NOVIR. This led to many extended absences for our students due to not knowing whether a student actually had Covid-19 or just didn't feel well. Students that were close contacts were also sent home

to decrease any risk of spreading the virus. As weekly testing began, more and more students signed up and we were able to ensure our students were safe and could stay in school. Transportation has also led to some attendance concerns for MMSA this year. Due to the bus driver shortage, our bus drivers are driving another route for another school before picking up our students. This leads to many late routes and families have been

frustrated with the inconsistencies so some of them just decide to keep their child home for the day. Covid-19 has disrupted our families' lives in many ways, including losing housing throughout the year. In those cases, many of our families have had to move and then wait for a new bus route. During that time, they may not have had another means of getting them to school. Our transportation company has done the best they could given the limited workforce they have but it has impacted our attendance on many days. We stay in constant communication with the company and hope transportation concerns will decrease soon.



The PALS data for our younger students is where you will notice the most significant impact of SFA. The program has helped our youngest students develop a stronger foundation of early literacy skills than in years past. Our K4, K5, 1st and 2nd grade teachers have used other programs/curriculums to teach phonics but they have thrown out any other resources they have used and would strongly recommend SFA to anyone that will listen! The PALS assessment for first and second grade was given in September and January. The PALS assessment for K4/K5 was given in October and January.

The majority of the K4 students are above the mid-year benchmark for all skills. Seventy-nine percent of the students are above the benchmark for name writing, recognizing uppercase letters and rhyme awareness. Ninety-three percent of the students are above the benchmark in the areas of beginning sound awareness and print & word awareness.

PALS Scores-K4 Students

Student	Fall Name Writing (5-7)	Winter Name Writing (5-7)	Fall Uppercase Letter Recognition (12-21)	Winter Uppercase Letter Recognition (12-21)	Fall Beginning Sound Awareness (5-8)	Winter Beginning Sound Awareness (5-8)	Fall Print & Word Awareness (7-9)	Winter Print & Word Awareness (7-9)	Fall Rhyme Awareness (5-7)	Winter Rhyme Awareness (5-7)
1	1	5	0	14	6	9	5	9	8	9
2	3	7	1	12	5	7	5	7	8	4
3	5	7	5	19	7	9	6	9	9	8
4	5	7	5	4	9	8	6	8	7	10
5	3	7	12	17	9	9	6	9	7	9
6	5	6	2	12	5	8	5	9	4	5
7	4	7	20	22	10	4	7	10	8	5
8	4	5	24	26	9	10	6	9	3	8
9	3	4	3	2	4	5	5	8	6	6
10	5	6	6	12	8	8	6	9	4	5
11	7	7	26	26	8	9	6	7	3	1
12	4	4	3	15	4	8	5	9	4	8
13	3	4	2	10	4	6	5	4	4	1
14	3	7	26	26	9	10	7	9	9	9

Our K5 students are making great progress toward their end of year benchmarks. In January, seventy-two percent of the students had met the benchmark for rhyming. Eighty-nine percent of students were at the benchmark for recognizing beginning sounds. Sixty-seven percent of students were able to recognize at least 23 lowercase letters (SFA teaches uppercase letters first). Eighty-three percent of students were able to identify at least seventeen letter sounds and seventy-two percent of students scored at least ten points on their spelling test, which most often means writing the beginning sound, end sound or the vowel sound in a word.

PALS Scores-K5 Students

Student	Fall Group Rhyme (5)	Winter Group Rhyme (9)	Fall Group Beginning Sounds (5)	Winter Group Beginning Sounds (9)	Fall Lowercase Alphabet (12)	Winter Lowercase Alphabet (23)	Fall Letter Sounds (5)	Winter Letter Sounds (17)	Fall Spelling (2)	Winter Spelling (10)
1*	7	8	3	8	10	23	6	26	2	20
2	5	9	8	10	17	26	15	26	7	11
3	10	10	6	9	20	26	20	26	10	20
4	10	10	9	10	13	25	10	24	10	15
5	NA	10	NA	10	NA	15	NA	1	NA	NA
6	4	10	5	10	25	26	12	26	1	13
7	8	10	19	10	16	26	11	26	8	16
8	8	10	5	10	19	26	14	26	5	19
9	9	8	6	10	0	18	4	19	0	9
10	7	10	6	9	2	2	0	14	0	5
11	9	8	9	10	1	22	9	23	1	14
12	2	8	3	10	15	25	7	26	6	19
13	2	10	2	10	5	13	2	14	5	8
14	9	10	10	10	22	26	18	26	17	20
15	7	9	6	7	2	25	10	25	3	14
16	6	10	7	10	14	23	12	26	3	17
17**	5	10	6	10	3	19	9	21	0	8
18	3	8	8	10	18	23	10	23	3	17

* Denotes a student that receives ESL services

** Denotes a student that attends 1/2 days due to behavior.

Our first grade students are making growth but many of them are still below the benchmark at the midyear point. Starting their kindergarten year behind the screen of a computer did not give them the best start with building their foundational literacy skills. Fifty-three percent of our first graders were above the benchmark in spelling, recognizing preprimer, primer and first grade sight words. That is a twelve percent increase for spelling from forty-one percent at the beginning of the school year. The increase was much smaller, though, for recognizing sight words at the preprimer and primer level from forty-seven percent in the fall. There were four more students that were able to read first grade sight words at the benchmark level by January and six students that are reading sight words at the second grade level.

PALS Scores- 1st Grade Students										
Student ID #	Fall Spelling (10)	Winter Spelling (24)	Fall Preprimer Words (10)	Winter Preprimer Words (19)	Fall Primer Words (0)	Winter Primer Words (15)	Fall First Grade Words (0)	Winter First Grade Words (7)	Fall Second Grade Words	Winter Second Grade Words
1*	40	46	20	20	20	20	20	19	20	20
2	6	17	7	18	11	-	-	-	-	-
3	12	38	20	20	14	19	-	18	-	19
4	17	33	20	20	17	20	15	20	16	18
5***	8	23	4	14	-	0	-	-	-	-
6	21	NA	20	NA	8	NA	-	-	-	-
7***	0	8	1	0	-	-	-	-	-	-
8	9	40	20	20	19	20	17	20	16	18
9	0	25	5	18	-	9	-	-	-	-
10**	0	19	20	20	20	20	20	20	19	19
11	10	25	8	20	-	17	-	10	-	-
12*	5	33	14	20	-	18	-	12	-	-
13	14	28	20	20	17	20	18	20	13	20
14**	0	12	3	15	-	3	-	-	-	-
15	7	16	3	14	-	0	-	-	-	-
16	16	32	6	20	-	15	-	12	-	-
17***	0	7	0	5	-	0	-	-	-	-

* Denotes a student that receives ESL services

** Denotes a student that receives Special Education services

*** Denotes a student that has been referred for interventions

The second grade students are also making growth but from a position of being below the benchmark in many cases. There are currently eight second grade students in the Wings reading program but the remaining fourteen students are in the Roots program (receiving reading instruction at a first grade level). This has given those students the opportunity to start over with learning letters, letter sounds and blending. Thirteen of the second grade students doubled their spelling score from fall to winter and forty-one percent are now at the benchmark for spelling. Fifty percent have met the benchmark for first grade sight words and fifty percent have also met the benchmark for second grade sight words. Although only forty-one percent of the students are reading at the 2nd grade benchmark, fifty-five percent of their reading levels increased from fall to winter.

PALS Scores- 2nd Grade Students															
Student Number	Fall-Spelling Score (20)	Winter Spelling Score (28)	Fall-Prime List (20)	Winter Prime List (20)	Fall 1st grade word list (15)	Winter 1st grade word list (16)	Fall 2nd grade word list (0)	Winter 2nd grade word list (12)	Fall Grade Word List (12)	Winter 3rd grade word list	Fall Reading Level	Winter Reading Level	Fall Words Per Minute	Winter Words Per Minute	
1*	12	28	-	-	19	19	14	18		13	P	Btw 2/3	91	92	
2*	13	35	-	-	16	18	14	14			PP	Btw 1/2	-	47	
3***	0	26	8	19	7	12					PP	Btw P/1	-	31	
4*	24	44	-	-	19	20	20	18	15	16	2nd	3rd	46	55	
5**	1	12	0	13	0	3					R	PP	-	-	
6	46	48	-	-	20	20	20	19	19	20	3rd	Btw 3/4	68	84	
7**	NA	0	NA	2	NA	4	NA		NA		NA	R	NA	-	
8	6	14			19	19	19	15	15	13	3rd	2nd	57	92	
9***	11	22	0	13	0	1	-	3			R	R	-	-	
10	26	35	-	-	18	15	15	15	12	11	2nd	2nd	39	74	
11	13	27	-	-	16	17	18	13	6		1st	1st	65	57	
12***	1	9	1	16	2	11	-	6			R/PP	PP	-	-	
13*	38	43	-	-	20	19	19	19	18	19	Btw 3/4	Btw 3/4	78	89	
14***	4	8	3	10	2	6					R	PP	-	-	
15*	15	28	-	-	17	19	17	16	12	16	2nd	3rd	39	60	
16***	NA	7	NA	12	NA	1	NA		NA		NA	R	NA	-	
17***	7	18	4	12	2	9					R	PP	-	-	
18**	12	30	9	19	5	12					PP	P	-	77	
19**	10	26	-	-	20	20	19	19	20	20	Btw 3/4	Btw 3/4	58	68	
20***	0	0	0	1	0	0					R	R	-	-	
21***	6	13	1	11	1	8					PP	PP	-	-	
22	44	52	-	-	19	20	20	20	18	20	3rd	4th	74	110	

* Denotes a student that receives ESL services

** Denotes a student that receives Special Education services

*** Denotes a student that has been referred for interventions

Our return from winter break was delayed by four days due to high Covid-19 numbers in the Milwaukee area and with a few of our staff members being sick and not having any substitute teachers available to cover classes. Because of this, we extended our winter break until

Monday, January 10th. This also delayed our NWEA MAP testing by a week. But we were able to complete reading and math MAP testing by the end of January. In this table, you will see that fifty-eight percent of our students met their RIT goal in both reading and math. There are some classes that we are concerned about based on overall scores and students not meeting their RIT goals. Data meetings with those individual teachers and data conversations with students have been helpful. We feel confident in the growth our students have already made and know they will continue on that trajectory for the remainder of the school year.

NWEA Data Table 1								
NWEA READING K5-8th Grade Based on Fall Baseline Scores				NWEA MATH K5-8th Grade Based on Fall Baseline Scores				
Grade	N	Met Target RIT Growth in Winter 2021		Grade	N	Met Target RIT Growth in Winter 2021		
		N	%			N	%	
K5	18	12	66.7%	K5	17	13	76.5%	
1st	17	11	64.7%	1st	17	7	41.2%	
2nd	20	14	70.0%	2nd	20	16	80.0%	
3rd	19	8	42.1%	3rd	19	11	57.9%	
4th	24	13	54.2%	4th	24	15	62.5%	
5th	12	9	75.0%	5th	12	8	66.7%	
6th	16	9	56.3%	6th	16	5	31.3%	
7th	22	14	63.6%	7th	22	12	54.5%	
8th	26	11	42.3%	8th	26	14	53.8%	
Total	174	101	58.0%	Total	173	101	58.4%	

Develop the understanding of the cultural differences of students, families, and staff by using community resources to increase:

- **The understanding of student cultures, their challenges, and the culture of the local community and the nation;**
- **The use of appropriate language and approaches to students and their families.**

A major part of our goal this year is to make MMSA a more socially just place for students, parents, and staff. To accomplish this, we formed a partnership with YWCA Southeast Wisconsin. “YWCA Southeast Wisconsin (SEW) works every day to eliminate racism and empower women” through their advocacy and local programming.

On three separate occasions, Dr. Martha Berry led her YWCA’s Professional Development facilitators to conduct seminars designed to educate and to improve our staff’s knowledge and understanding of equity, social justice, and racism. The goal in every seminar is to both share content and give our staff space to integrate the content themselves and to understand issues of race and gender-based inequities. In addition, Dr. Berry and her team gave our staff opportunities to build awareness and capacity to address issues of race at MMSA. The following are the topics and objectives that were covered during the three seminars:

Session #1 Racial socialization

- Introduce the Cycle of Socialization, apply that understanding, to work principles.
- Understand how we were socialized as young people. What did we learn from parents, teachers, and institutions that influenced our learning about culture, people, and systems?

Session #2 History and Roots of Race

- Learn about the national story of race.
- OR learn about Wisconsin’s story of race.
- Review how we addressed people, land, and government priorities to the detriment of Black, Indigenous, and other People of Color.

Session #3 Manifestations of Racism

- How does racism manifest in systems, using housing as a tool to understand redlining, the process by which realtors, bankers and insurance agents ensure what neighborhoods received resources of investment or divestment.
- Discuss spheres of influence regarding addressing racist policies and practices embedded in current work systems.

Session #4 Understanding Whiteness

- How was whiteness socially created?

- Meaning of whiteness in work settings.
- Personal exploration of whiteness, in breakout affinity groups, to explore internalized racism or internalized white superiority.

Session #5 Where Do We Go from Here

- Understanding how racism has a cost for everyone.
- Reimaging race issues to address them moving forward.

We chose the topics above because we believe that they will provide us with a better understanding of our students' and parents' lived experiences. As a result of the professional development sessions, we are now in a better position to create school policies and to design a curriculum that is socially just and fair.

After two difficult years of virtual learning, we are happy to have our students back in person for the 2021-2022 school year. This school year has not always been easy due to the continued effects of Covid-19-19 but we work through any problems that arise, including staff shortages, transportation changes, a new schedule, lingering Covid-19 restrictions and adjusting to a new building. Just as we work to fix any problems, we always take the time to celebrate the success of our students. We already see the positive impact SFA has had on our students' confidence and know it will also increase their achievement, as well.

As always, we appreciate the feedback we receive from Evident Change and the Charter School Review Committee as we continue to develop the future leaders of our Milwaukee community.

We look forward to our meeting when we are able to share our progress thus far in the 2021-2022 school year and what we are still working to achieve with the remainder of the year.

MMSA Administration Team