

**School Name: Grewenow Elementary**

**School Year: 2017-2018**

## STEP ONE – NEEDS ASSESSMENT

LITERACY							
<p><i>Must Include:</i></p> <ul style="list-style-type: none"> <li>● <i>Baseline Data</i></li> <li>● <i>Most Recent State Assessment</i></li> <li>● <i>Other Data points (ex. ACCESS/MAP/PALS/Previous Year State Data )</i></li> <li>● <i>Subgroup Analysis (correlated to subgroup target)</i></li> <li>● <i>Both narrative and charted or tabled data</i></li> </ul>	<p><u>Literacy Needs Assessment</u> Process, Program Strengths and Specific Areas of Need</p> <p><u>Student Achievement</u></p> <p><b><u>PALS:</u></b></p> <p>Percent of Students that Met Spring Benchmark on Summative Score</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Kindergarten (N=53)</td> <td style="text-align: right;">91%</td> </tr> <tr> <td>Grade 1 (N=53)</td> <td style="text-align: right;">66%</td> </tr> <tr> <td>Grade 2 (N=58)</td> <td style="text-align: right;">69%</td> </tr> </table> <p><b><u>Wisconsin Forward Exam: (SFAY)</u></b></p> <p>42.2% of our students in grades 3 -5, scored proficient or advanced in reading on the 2016-17 Forward Exam</p>	Kindergarten (N=53)	91%	Grade 1 (N=53)	66%	Grade 2 (N=58)	69%
Kindergarten (N=53)	91%						
Grade 1 (N=53)	66%						
Grade 2 (N=58)	69%						

**Wisconsin Forward Exam by Grade Level (SFAY)**

**Percent of students scoring proficient or advanced**

Reading

Grade 3	36.5%
Grade 4	42.2%
Grade 5	48.0%
Total	42.2%

**WI Forward Disaggregated Data: - Percent Proficient and Advanced (SFAY):**

Ethnicity

Hispanic	37.7%
Black	18.5%
Two or More Races	33.4%
White	43.6%

ELL

Limited English Proficient	10.0%
English Proficient	44.3%

Disability

Students with Disability 13.9%

Students without Disability 50.0%

Economic Status

Economically Disadvantaged 35.3%

Not Economically Disadvantaged 53.0%

**MAP Reading Assessment Data: (Grades 2-5) - Spring 2016-2017**

**Percent of Students that Met or Exceeded RIT Norm**

Grade 2 (N=58) 46.6%

Grade 3 (N= 51) 66.7%

Grade 4 (N=64) 65.6%

Grade 5 (N=51) 54.9%

Total (N=224) 58.5%

**Percent of Students that Met or Exceeded RIT Norm**

**(Disaggregated)**

Ethnicity

Hispanic (N=60) 56.6%

	Black (N=32)	34.3%
	White (N=117)	66.6%
	<u>Disability</u>	
	Students with Disability (N=40)	38.1%
	Students without Disability (N=184)	63.4%
	<u>Economic Status</u>	
	Economically Disadvantaged (N=137)	52.5%
	Not Economically Disadvantaged (N=87)	68.2%
	<b>MAPS Reading Growth</b>	
	<b>Percent of Students that Met or Exceeded Expected <u>RIT Growth</u></b>	
	Grade 2 (N=55)	60.0%
	Grade 3 (N=50)	70.0%
	Grade 4 (N=60)	71.7%
	Grade 5 (N=46)	54.3%
	Total (N=211)	64.5%

**MAP Reading Growth (Disaggregated Data):**

**Percent of Students that Met or Exceeded Expected RIT Growth  
(Disaggregated)**

Ethnicity

Hispanic (N=58)	58.6%
Black (N=27)	51.8%
White (N=112)	69.6%

Disability

Students with Disability (N=37)	70.2%
Students without Disability (N=174)	63.2%

Economic Status

Economically Disadvantaged (N=132)	56.8%
Not Economically Disadvantaged (N=)	77.2%

	<p>Our Title One School-wide Team, consisting of parents and staff members reviewed our school data. The team offered insights in determining areas of strength and need. After reviewing our MAP data, it was noted that the gap between our reading scores and math scores are closing. Math had been a relative strength as compared to reading according to past MAP data. This year our MAP math scores increased .5 % and our reading scores increased to a point where they are only .4% below our math scores. Also, after examining our disaggregated MAP data, it was determined that our economically disadvantaged students were still underperforming in reading, as compared to our non-economically disadvantaged students. Therefore, our team made the decision to once again target our economically disadvantaged students. There were other sub-groups as noted above, that had higher discrepancies in MAP reading scores, however, the number of students in the category of economically disadvantaged students is inclusive of the other subgroups with high discrepancies.</p> <p>Our school goals are based on increasing the percent of students meeting or exceeding their projected growth in both reading and math by 2 percent and to increase our target population by 4 percent from our 2016/2017 growth scores. We will review our fall 2017 and winter 2018 data to monitor our MAP reading growth of our 2nd through 5th grade whole school population as well as our target population.</p>

## NUMERACY

*Must Include:*

- *Baseline Data*
- *Most Recent State Assessment*
- *Other Data points (ex. ACCESS/MAP/PALS/Previous Year State Data )*
- *Subgroup Analysis (correlated to subgroup target)*
- *Both narrative and charted or tabled data*

Numeracy Needs Assessment

**Wisconsin Forward Exam: (SFAY)**

52.9% of our students in grades 3 -5, scored proficient or advanced in math

**Wisconsin Forward Exam by Grade Level (SFAY)**

**Percent of students scoring proficient or advanced**

Grade 3	53.9%
Grade 4	58.9%
Grade 5	46.0%
Total	52.9%

**WI Forward Exam Disaggregated Data: - Percent Proficient and**

**Advanced (SFAY):**

Ethnicity

Hispanic	57.7%
Black	18.5%
Two or More Races	44.3%
White	58.3%

ELL

Limited English Proficient 20.0%

English Proficient 43.2%

Disability

Students with Disability (N=25) 25.0%

Students without Disability (N=124) 58.3%

Economic Status

Economically Disadvantaged 46.1%

Not Economically Disadvantaged 59.1%

**MAP Math Assessment Data: (Grades 2-5) - Spring 2016-2017**

**Percent of Students that Met or Exceeded RIT Norm**

Grade 2 (N=58) 65.6%

Grade 3 (N=51) 52.9%

Grade 4 (N=64) 62.5%

Grade 5 (N=51) 58.9%

Total (N=224) 59.9%



**Percent of Students that Met or Exceeded RIT Norm (Disaggregated)**

**Ethnicity**

Hispanic (N=60)	61.9%
Black (N=32)	22.9%
White (N=117)	66.0%

**Disability**

Students with Disability (N=40)	35.0%
Students without Disability (N=184)	64.1%

**Economic Status**

Economically Disadvantaged (N=137)	54.7%
Not Economically Disadvantaged (N=87)	65.5%

**MAPS Math Growth**

Percent of Students that Met or Exceeded Expected RIT Growth

Grade 2 (N=55)	85.5%
Grade 3 (N=50)	68.0%
Grade 4 (N=60)	70.0%
Grade 5 (N=46)	43.5%
Total (N=211)	67.8%

**MAP Growth (Disaggregated Data):**

**Percent of Students that Met or Exceeded Expected RIT Growth**

**Ethnicity**

Hispanic (N=58)	65.5%
Black (N=27)	55.5%
White (N=102)	71.4%

**Disability**

Students with Disability (N=37)	64.8%
Students without Disability (N=174)	68.3%

**Economic Status**

Economically Disadvantaged (N=132)	62.8%
Not Economically Disadvantaged (N=79)	75.9%

Our Title One School-wide Team, consisting of parents and staff members reviewed our school data. The team offered insights in determining areas of strength and need. After reviewing our MAP data, it was noted that the gap between our reading scores and math scores are closing. Math had been a relative strength as compared to reading according to past MAP data. This year our MAP math scores increased .5 % and our reading scores increased to a point where they

	<p>are are only .4% below our math scores. Also, after examining our disaggregated MAP data, it was found that our economically disadvantaged students were still underperforming in numeracy, as compared to our non-economically disadvantaged students. Therefore, our team made the decision to once again target our economically disadvantaged students. There were other sub-groups as noted above, that had higher discrepancies in MAP numeracy scores, however, the number of students in the category of economically disadvantaged students is inclusive of the other subgroups with high discrepancies.</p> <p>Our school goals are based on increasing the percent of students meeting or exceeding their projected growth in both reading and math by 2 percent and to increase our target population by 4 percent from our 2016/2017 growth scores. We will review our fall 2017 and winter 2018 data to monitor our MAP reading growth of our 2nd through 5th grade whole school population as well as our target population.</p>

**CULTURE**

*Must Include:*

- *Attendance Data or Behavior Data*
- *Subgroup Analysis*
- *PBIS Data- if applicable*
- *Both narrative and charted or tabled data*

Culture Needs Assessment

Behavior Data

There were 82 referrals from September 2016 - June 2017

Referrals by Grade Level

<u>Grade</u>	<u># of Referrals</u>
K	1
1	3
2	16
3	15
4	19
5	28

Referrals by Location (Top 3)

<u>Location</u>	<u># of Referrals</u>
Hallway	18
Playground	21
Classroom	34

Attendance (K-5)

2013 – 2014	94.35%
2014 – 2015	93.53%
2015 – 2016	94.64 %
2016 - 2017	94.83%

Habitual truant student rate: (Students absent from school without an acceptable excuse for part or all of five or more days)

2015 – 2016                    14.46 %

2016 - 2017                    18.62%

Students with 2 or more truants. (Sept - May)

20 students/335 total students had 2 or more truancies (6%)

10 EcDisadv/139 total EcDisadv with 2 or more truancies. (7%)

10 or more absences: (From September to May)

117 students/335 total students with 10 or more absences (35%)

52 EcDisadv/139 EcDisadv with 10 or more absences (37%)

After analyzing our attendance data, our attendance rate stayed at 94.6% for the second year in a row. Students with 2 or more truants have decreased from 19% in 2015/2016 to 6% in 2016/2017. Our economically disadvantaged students decreased from 24% to 7% . However, our habitually truant students, those with 5 or more days without an acceptable excuse for part or all of five or more days, has increased from 14.46% to 18.62%. Our team also looked at students that had 10 or more absences, noting an increase of 5%. The percent of our economically disadvantaged students with 10 or more absences stayed the same as last year, however, continue to be higher than our total population. After analyzing the data it was decided to make our goal to decrease the percent of students with 10 or more absences, with our economically disadvantaged students as our target population.

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## STEP TWO – IDENTIFY SMART GOAL – LITERACY

LITERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> <li><i>Whole School Target - By the end of the 2017-2018 school year, 66.5% of students in grades 2nd - 5th grade will meet or exceed their expected fall to spring reading RIT growth. (Increase of 2% from 16/17 growth)</i></li> <li><i>Subgroup Target - By the end of the 2017-2018 school year, 60.8% of our economically disadvantaged students in grades 2 - 5 will meet or exceed their expected reading RIT growth. (Increase of 4% from 16/17 growth)</i></li> </ul>		
INDICATOR	MEASURE	TARGET
Vocabulary	MAP Assessment	67% of students in grades 3-5 will score average or above average in the goal area of vocabulary. (increase of 2%)
Comprehension and Fluency	Fountas and Pinnell	63% percent of economically disadvantaged students in grades 2 -5 qualifying for interventions will make more than 1 year's growth according to the Reading Level Conversion Chart.
INDICATOR	MEASURE	TARGET

## STEP TWO – IDENTIFY SMART GOAL - NUMERACY

NUMERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> <li><i>Whole School Target - By the end of the 2017-2018 school year, 69.8% of students in grades 2nd - 5th grade will meet or exceed their expected math RIT growth. (Increase of 2% from 16/17 growth)</i></li> <li><i>Subgroup Target - By the end of the 2017-2018 school year, 66.8% of our economically disadvantaged students in grades 2 - 5 will meet or exceed their expected math RIT growth. (Increase of 4% from 16/17 growth)</i></li> </ul>		
INDICATOR	MEASURE	TARGET
Operations and Algebraic Thinking	MAP Assessment	63% of students in grades 3-5 would score average or above average in the goal area of operations and algebraic thinking.
INDICATOR	MEASURE	TARGET
Computation	Aimswab Math Computation Probe	60% of our economically disadvantaged students in grades 2 -5 will score at or above the 50th percentile on the AIMSweb probe by the end of the 2017-2018 school year.

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## STEP TWO – IDENTIFY SMART GOAL - CULTURE

CULTURE		
<ul style="list-style-type: none"> <li>• <i>Whole School Target - By the end of the 2017-2018 school year, the students in Kindergarten - 5th grade will who have 10 or more absences will decrease from 35% to 32%</i></li> <li>• <i>Subgroup Target - By the end of the 2017-2018 school year, our economically disadvantaged students in grades Kindergarten - 5th grade who have 10 or more absences will decrease from 37% to 33%.</i></li> </ul>		
INDICATOR	MEASURE	TARGET
Attendance	Attendance percent in Infinite Campus	The monthly attendance of students in kindergarten - 5th grade will be at or above 94.5%
Truancies	Number of truancies in Infinite Campus	The number of economically disadvantaged students with 2 or more truancies will maintain below 10%.
INDICATOR	MEASURE	TARGET



## STEP THREE – IDENTIFY EVIDENCE BASED BEST PRACTICE AND CORRELATE WITH CURRENT PRACTICE

<b>PRACTICE FOUND</b>	<b>CURRENT PRACTICE</b>	<b>TO BE IMPLEMENTED</b> (why or why not)
Increasing Effective Vocabulary Instruction	Vocabulary instruction occurred at the building level using the Critical Vocabulary of the Common Core by Marilee Sprenger.	Each grade level PLC will collaborate to embed the Teaching the Critical Vocabulary of the Common Core by Marilee Sprenger into their daily instruction.
Marzano’s 6 Step Process to Better Vocabulary Instruction	Vocabulary instruction is occurring at all grade levels but is not consistent throughout building.	Implement Marzano’s 6 Step Process to Better Vocabulary Instruction
Increase student understanding of Mathematical Practices	Teachers are aware of the mathematical practices. They are being taught however, not explicitly.	Standards of Mathematical Practice will be referred to frequently in instruction.
Tablets move from consumption usage to using the for curation, creation, and connection.	We continually try to use our technology (iPads and Chromebooks) for higher level thinking skills (SAM-R model)	Continue to move away from substitution to higher levels of learning with technology (SAM-R model).
Writing Workshop	Writing instruction is occurring, however it is not consistent and not all teachers are using the workshop model.	To be consistent in implementation of the structure, routines and expectations of writer’s workshop.

<p>Providing feedback to students effectively in writing</p>	<p>Teachers are aware of conferring as a way to give feedback, however it is not consistent and not all teachers are conferring with students about their writing.</p>	<p>Implement the conferring process into writer's workshop.</p>
<p>Engaging low-income students through the seven engagement factors of Eric Jensen's <u>Teaching Students with Poverty in Mind</u></p> <ul style="list-style-type: none"> <li>-Health and nutrition</li> <li>-Vocabulary</li> <li>-Effort and Energy</li> <li>-Mind-set</li> <li>-Cognitive capacity</li> <li>-Relationships</li> <li>-Stress level</li> </ul>	<p>These are integrated at Grewenow.</p>	<p>Continue to integrate these strategies into our classrooms and provide continual professional learning to encourage engagement of our economically disadvantaged students.</p>

RTI - Universal Instruction	We use live binders as our instructional curriculum guide, however it is not consistent across grade levels.	Continue to provide time and support for teachers to plan together in PLCs. We will also provide professional learning in best practices that correlate with live binders.
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## STEP FOUR – SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

LITERACY TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Date completed	Funding Source

Coaching cycles	Ongoing during 2017-2018 school year		Teachers in the building will enroll in coaching cycles based on SLO's and building goals	All teachers		None needed
Increasing Vocabulary	Ongoing during the 2017-2018 school year	Teaching the Critical Vocabulary of the Common Core  Marzano's 6 Step Process to Teaching Vocabulary	Staff will implement Marzano's 6 step process of teaching content and critical vocabulary at the classroom level.	All teachers		None needed
Reading and Writing Workshop Model	Ongoing during the 2017-2018 school year	Live Binders	Continue with implementation of workshop model with a focus on conferring with students	All teachers		None needed
Universal Instruction/RtI	Ongoing during the 2017-2018 school year	Live Binders	Continue and refine best instructional practices.	All teachers		None needed
Professional Learning Communities	2017-2018 school year		PLC's will analyze student work to provide high quality, differentiated core instruction plus interventions and or additional challenges based on student need.	All teachers		None needed
PBIS - Positive Behavior Intervention System	2017-2018 school year	Incentives	Staff will continue to integrate PBIS strategies and review	All staff		Building funds

			building implementation plan			
Purchase online magazine to support students in the area of reading comprehension	Ongoing during the 2017-2018 school year	Scholastic News				Building Funds
<b>LITERACY TARGET (SUBGROUP)</b>						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Date completed	Funding Source
Incorporate the workshop model, focusing on conferring with students to increase reading skills for our targeted population.	Ongoing during the 2017-2018 school year	The Reading Strategies Book by Jennifer Serravallo	Implement reading strategies based on Serravallo's book	All teachers		Title 1
Wisconsin State Reading Association Conference	Jan/Feb 2018		Teachers will increase knowledge of strategies that increase reading achievement to address the literacy needs of our targeted population.	2 teachers		Title 1
Wisconsin Title 1 Association Conference	April 2018		Teachers will increase knowledge of strategies that increase reading and math achievement as well as school climate to address the literacy, numeracy and climate needs of our targeted population.	4-6 teachers		Title 1

Google Summit	August 2017		Teachers will enhance knowledge of programs and strategies using technology to increase student engagement and achievement in the area of literacy to address needs of our targeted population.	5	8/15/2017	Title 1
Increase engagement of our economically disadvantaged students.	Ongoing during the 2017-2018 school year	Eric Jensen; <i>Teaching with Poverty in Mind</i>	Implementation of strategies to increase student engagement and achievement of economically disadvantaged students.	All staff		Title 1
Bill Bank Consulting	February 2, 2018		Implementation of strategies to increase student engagement and achievement of economically disadvantaged students (and all students for that matter).	All staff		Title 1
Purchase Chromebooks, iPads and related technology supplies to increase personalization of instruction, student engagement and access to	2017-2018	Chromebooks iPads				Title 1

technology to increase reading skills for economically disadvantaged students.						
Purchase 3 interactive panels to increase personalization of instruction, student engagement and access to technology to increase reading skills for economically disadvantaged students.	2017-2018	Interactive Panels				Title 1
Hire a Parent Liaison to promote parent partnerships with school staff and community agencies to increase student attendance, decrease tardiness, and improve parent participation with our targeted population.	2017-2018 school year			.6	8/30/2017	Title 1
Hire a reading teacher to provide reading interventions to our targeted students below the 20th percentile on MAP reading scores.	Ongoing during the 2017-2018 school year	LLI materials were ordered from Title funds in previous years.		.6		Title 1
Hire Educational Support Professional to provide academic and behavioral support for targeted population.	2017-2018 school year			1		Title 1
After-school opportunities will be offered to students of our targeted population to	2017-2018 school year			Extended day teachers		Title 1

provide enrichment/and or intervention in the area of reading.						
Purchase software programs to support differentiation for our targeted population in the area of reading comprehension	Ongoing during the 2017-2018 school year	AR IXL				Title 1
Purchase ESGI Assessment to support differentiation for our targeted population in reading readiness	2017-2018 school year	ESGI		Kindergarten Staff		Title 1
Hire substitute teachers to provide coverage for teachers engaging in professional learning in increase reading/writing skills of our target population.	2017-2018 school year	Live Binders		All Staff		Title 1
Family Literacy/Numeracy evening activities will be offered to our targeted population (and all families for that matter) to increase academic engagement connection between home and school	2017-2018			Teachers/ Home/School Liaison		Title I

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## STEP FOUR – SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

NUMERACY TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Date completed	Funding Source
Workshop model Conferring with students	Ongoing during the 2017-2018 school year		Continue with implementation of workshop model with a focus on conferring with students to increase numeracy skills.	All teachers		None needed
Coaching cycles	Ongoing during the 2017-2018 school year		Teachers in the building will enroll in coaching cycles based on SLO's and building goals	All teachers		None needed
Professional Learning Communities	2017-2018 school year		PLC's will analyze student data and discuss best practices for numeracy instruction and interventions.	All teachers		None needed
PBIS - Positive Behavior Intervention System	2017-2018 school year	Incentives	Staff will continue to integrate PBIS strategies and review building implementation plan	All staff		Building Funds
NUMERACY TARGET (SUBGROUP)						

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Date completed	Funding Source
Increase engagement of our economically disadvantaged students	Ongoing during the 2017-2018 school year	Eric Jensen; <i>Engagement with Poverty in Mind</i>	Continue to discuss and implement strategies to increase student engagement and achievement of economically disadvantaged students in PLCs and school-wide PL.	All staff		Title 1
To increase the engagement factor of cognitive capacity (Eric Jensen), of our target population, students will engage in number talks to help develop computational fluency	Ongoing during the 2017-2018 school year	Number Talk Books (6) by Sherry Parrish	Teachers will increase knowledge of number talk strategies that increase math achievement to address the numeracy needs of our targeted population.	All staff		Title 1
Bill Bank Consulting	February 2, 2018		Implementation of strategies to increase student engagement and achievement of economically disadvantaged students (and all students for that matter).	All staff		Title 1
Wisconsin Title 1 Association Conference	April 2018		Teachers will increase knowledge	4-6 teachers		Title 1

			of strategies that increase reading and math achievement as well as school climate to address the literacy, numeracy and climate needs of our targeted population.			
Hire a teacher to provide math interventions to our targeted students below the 10th percentile on MAP math scores.	Ongoing during the 2017-2018 school year			1 teacher at .6		Title 1
Hire a Parent Liaison to promote parent partnerships with school staff and community agencies to increase student attendance, decrease tardiness, and improve parent participation for our target population.	2017-2018 school year			1		Title 1
•Hire Educational Support Professional to provide academic and behavioral support for targeted population.	2017-2018 school year			1		Title 1
Purchase software programs to support differentiation for our targeted population in the area of numeracy.	Ongoing during the 2017-2018 school year	IXL Sumdog				Title 1
Purchase Chromebooks, iPads and related technology supplies to increase	2017-2018	Chromebooks iPads				Title 1

personalization of instruction, student engagement and access to technology to increase numeracy skills for economically students						
Purchase 3 interactive panels to increase personalization of instruction, student engagement and access to technology to increase numeracy skills for economically disadvantaged students.	2017-2018	Interactive Panels				Title 1
After-school opportunities will be offered to our targeted population to provide enrichment and/or intervention in the area of math.	2017-2018			Extended day teachers		Title 1 funds
Family Literacy/Numeracy evening activities will be offered to our targeted population (and all families for that matter) to increase academic engagement connection between home and school	2017-2018			Teachers/ Home/School Liaison		Title I
Purchase Makerspaces - Robotics to provide differentiation, increase student engagement and access to technology in the	Ongoing during the 2017-2018 school year	Makerspaces - Ozobots DASH-robot Sphero-sprk robot Makey-makey				Title 1

area of STEM for our targeted population.		circuits, Osmo - ipad word and shape games SNAP Circuits				
Family Literacy/Numeracy evening activities will be offered to our targeted population (and all families for that matter) to increase academic engagement connection between home and school	2017-2018			Teachers/ Home/Sc hool Liaison		Title I

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## STEP FIVE – ANALYZE AND REFOCUS (Due Spring 2017)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
NUMERACY TARGETS	ACTUAL RESULTS	REFLECTION

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## Part A - School-wide Team and Meetings – (Title One)

School Name: Grewenow Elementary

School Year: 2017-2018

### Title I School-wide Team

Name	Title
Joseph Sellenheim	Principal
Kristen Sowinski	Instructional Coach
Cindy Dietman	Early Childhood
Becky Velvikis	4K Teacher
Libby Nelsen	Kindergarten Teacher
Amy Prondzinski	2 / 3 Multiage Teacher
Karen Giese	Parent
Linda Iwen	Grade 4 Teacher
Monika Ozimek	Parent Liaison
Michelle Ruggle	Parent

School-wide Team Meetings 2017-2018

Date	Topic
September, 2017	Title Plan/Budget/Parent Meeting
January, 2018	Review goals/budget/needs assessment
May, 2018	Evaluation and Planning

## Part B - Appropriately Licensed Staff – (All Schools)

School Name: Grewenow Elementary

School Year: 2016-2017

In the 2017-2018 school year, Grewenow staff had 22.5 teachers. Of these, 0 needed emergency licensing:

- *For each emergency licensed teacher, include a bullet with rationale (from emergency license application) and current status for each emergency licensed staff.*

The table below provides a comprehensive picture of staff demographics. Staff demographics are not updated for the 2017-18 year, as hiring is not completed at the time of this writing. Kenosha Unified works hard to attract and retain highly qualified teachers. The district has partnerships with two local higher education institutions with teacher preparation programs: Carthage College and University of Wisconsin-Parkside. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. The orientation sets the tone for district expectations regarding curriculum, student effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. Mentors and initial educators use a district guidebook to discuss a variety of topics including: instruction and classroom management. KUSD also offers



support for initial educators by providing ongoing support seminars including sessions on completing the Professional Development Plan (PDP) process.

Equity Indicators- Staff Demographics	2017-2018
Total teaching staff	22.5
Emergency licensed teachers	0
Less than 3 year experienced teachers	1

## Strategies for Hiring and Retaining Appropriately Licensed Staff

### **District:**

Kenosha Unified School District actively seeks and recruits appropriately licensed teachers. New teachers to the district participate in a New Employee Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. They participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management.

**School:**

Grewenow takes the responsibility of appropriately licensed teachers and staff very seriously. We want all staff members to believe all children can learn and the question is “how we can impact it” rather than “if we can impact it”. Our hiring process includes:

- Reviewing all licensed applicants
- Selecting applicants to participate in interviews
- identifying a diverse interview team to provide feedback from multiple perspectives
- Conducting interviews using interview questions that address a variety of the teachers’ instructional practice including: culturally relevant practices, differentiation, and collaboration
- Contact applicant references
- Extend offer to the most qualified candidate pending school board approval
- Collaborate with Human Resources and District level administrators in hard to fill areas; such as, ELL, Bilingual and Special Education to identify quality qualified candidates.

**\*\* Add any additional practices or procedures that are used by your school to ensure that highly qualified teachers are hired.**

## Part C - Academic Assessment Usage – (Title One Schools)

School Name: Grewenow Elementary

School Year: 2017-2018

Create a description on how teachers are involved in the decision making process at the school. Federal guidelines require that teachers must be involved. Use the following questions to guide your description.

- **How were teachers involved in strategic planning and/or SMART Goal process?**
  - Leadership team
  - Grade level teams
  - Content area teams
- **What is the connection between assessment data and school/Title One goals?**
- **What assessments are used to inform teachers about student progress?**
- **How is this information used to meet student needs?**
- **How is the data used in the teacher evaluation system?**
- **How is the data used to develop formative assessments?**
- **How do teachers collaborate around the student data? What systems are in place for teachers to collaborate such as Friday early release times?**

Teachers were very involved in the strategic planning and SMART Goal process. Teachers analyzed Wisconsin Forward Test data from the 2015-2016 school year, NWEA's Measures of Academic Progress (MAP) data from the 2015-2016 and 2016-2017 school year. They were essential in determining the areas of need and also the target group. A committee of teachers worked together to research current best practices and presented the results to the staff. Teachers also worked in grade level teams to look at MAP data and formative assessment data to drive instruction and in class interventions. A team of teachers also attended a district RtI training provided by CESA 1. This team analyzed state and district assessment data to determine strengths and next steps for universal instruction and interventions/extensions for Grewenow. This information was shared with the Grewenow staff. Looking at past trends of MAP scores growth, the staff was instrumental in determining goals for growth in the 2017-2018 school year.

The teachers at Grewenow use many assessments to gather information about student progress and make instructional decisions to meet their needs. MAP data provides our second to fifth grade teachers with the detailed information they need to develop individual and small group interventions. The data that the MAP assessment gives our teachers is important to the individualized instruction of our students. Our teachers also use the Comprehensive Assessment of Reading Strategies (CARS) Assessment. The CARS assessment helps teachers identify students' strengths and weaknesses in the 12 key reading strategies. The Phonological Awareness Literacy Screening (PALS) assessment is used to screen our PK – second graders. At Grewenow, we choose to test 3 times a year instead of the required fall and spring testing to monitor our student growth and to develop individual and small group interventions. ESGI is used in kindergarten to assess early reading and math skills. ESGI stands for Educational Software for Guiding Instruction and it automates one-on-one assessments, so teachers can give them faster and print usable reports immediately. Fountas and Pinnell Reading Benchmark Assessments are given to students two to three times a year. This benchmarking is helpful in identifying specific reading behaviors. Teachers use the data to develop flexible guided reading and strategy groups. It is also used to identify specific students who need further reading intervention.

Collaboration occurs around student data minimally once a week. Teachers meet in grade level and vertical teams during common preparation time and during weekly scheduled PLC times on early release Friday afternoons. During PLCs, teachers collaborate to create formative assessments and develop success criteria in all content areas. Using the results of the aforementioned assessments PLC's monitor student progress toward mastery of standards and identify individual students for intervention and enrichment.

The Educator Effectiveness system has given teachers a tool that enables them become reflective educators. It also has increased their accountability for the success of their students. They have

become more collaborative as they are discussing their SLOs and PPGs and working to download artifacts and input evidence. This collaboration, reflection, accountability, along with the knowledge of the standards has made a positive impact on instruction.

## Part D - Transition Plan – (All Schools)

School Name: Grewenow Elementary

School Year: 2017-2018

**Describe the system your school uses to support students in their transition into and out of your school.**

Grewenow, Southport, and Vernon Elementary Schools, in their collaborative summer school program, offered a Getting Ready for Kindergarten. This class helps the students become accustomed to the routines and skills needed in kindergarten. Grewenow also has an Early Education program, serving four year olds and three and four year old special needs and Headstart students. This program readies these students for kindergarten. At the end of the school year, our PK students visit our Kindergarten classes. We also held registration sessions for our PK parents so they could access computers and get registration assistance if needed.

Open House is scheduled before school begins in the fall. At this time students and their parents are able to meet their teachers and visit the classrooms. They are able to bring in their supplies, find their desks and lockers, and become familiar with the room. The teachers are able to communicate with the parents, answer questions, introduce the curriculum and routines, creating less stress for the first day of school. Open House is also a time that we will be sharing information about PBIS and opportunities for parent involvement.

Students that arrive after the school year has begun are given a packet of information about Kenosha Unified and Grewenow Elementary school. Parents are offered a tour of the school and are introduced to their child's teacher. Classroom teachers assign a peer helper to the new student to help them become acclimated to their new classroom and school.

To prepare our fifth grade students for middle school, the school counselors from the middle schools come to Grewenow to meet with our students. They share expectations and explain

what a middle school day looks like. The counselors also meet with the fifth grade teachers to ensure correct placement of students to help make a smooth transition to the middle level. Special education students have the opportunity to visit their respective middle school and meet their special education teachers.

## Part E - Coordination of Funds – (Title One Schools)

School Name: Grewenow Elementary

School Year: 2017-2018

At this time Grewenow, has Title I funds and the discretionary budget from the Kenosha Unified School District. These funds will be combined to help implement our goals and initiatives.

Grewenow has the opportunity to participate in a federal program called the Community Eligibility Provision for the 2017-2018 school year. (check to make sure this is still available at Grewenow) This is a federal grant that will allow us to provide free breakfast and lunch to all students at Grewenow. We also participate in the State Fruit and Vegetable grant program, which allows all students to receive a fruit or vegetable snack 3 days a week throughout the school year.

We will work with the central office staff to provide services that would be available to us with no fee attached and we will continue to apply for grants that may become available.

**\*\* Provide additional information about use of other funding sources. (Such as CEP and or Soaring Grant.)**

## Part F - Parent Engagement – (Title One Schools)

School Name: Grewenow Elementary

School Year: 2017-2018

School-wide Planning

**Place an X in the box of the focus areas for this school year.**

	Parenting		Learning at Home
	Communicating		Decision Making
x	Volunteering	x	Collaborating with Community

**Write a description about how the school will address their focus areas during the school year and how parents are involved in the needs assessment process and implementation of parent education opportunities.**

The parents and staff at Grewenow Elementary School believe that the education of children is a cooperative effort between families and schools. We enjoy a very positive relationship with parents and community; for example parents are members of our Title I/Parent Engagement Committee and PBIS committee, helping make collaborative educational decisions, parents assist in classrooms and participate in after school family activities. Evening meetings for our Title Team have been added this year to increase parent participation. Parent interest surveys are given and processed yearly. The results are shared with the Title team and are used to drive



parent programming. Parent education programs such as home reading/math tips, ALICE information meetings, and informational meetings on grade level curriculum are programs that have been offered in the past. This past year we also offered a six week Active Parenting Workshop. Programs for the 2017-2018 program will be determined after fall surveys are collected.

We also welcome mentors from the community, working closely with the Kenosha Area Business Alliance, Retired Senior Volunteer Program (RSVP), and the Goodwill Foster Grandparent Program. We hope to increase involvement of these community organizations during the 2017-2018 school year. Together, the staff, administrator, parents, and community work together and expect the highest quality educational experiences for all students.

## Parent Communication System

**Write a description describing how the school informs parents about student performance and parent involvement opportunities**

Communication with our families is vital. We have many ways to keep families connected with our school. Grewenow sends out a weekly e-newsletter, the Gazette, to communicate upcoming events, parent involvement opportunities, and other school news. Parent-teacher conferences are held twice each year, with about 95% parent participation. At these conferences teachers and parents have the opportunity to meet and discuss student performance. MAP and State testing results are also shared with parents at this time. Test results are also available on the parent portal of Infinite Campus. We have Grewenow Wednesday Folders, which go home weekly. Parents know that all office correspondence will go home in these folders. Students are also given daily planners. These planners have a place for daily assignments, spelling words, reading logs, and parent signatures. The planner is also a tool that is used as a two-way communication

between school and home. Teachers also communicate with parents before or after school, by phone, email and/or send home weekly classroom newsletters. Grewenow also has a website and a Facebook page which have greatly increased our communication within the Grewenow community. Our Title One School plan can be found on our Website, is available in the school office, and is shared at our Title One annual meeting.

Surveys on family education and programming interests are given out at least once a year, so we can plan monthly parent education programs or interactive family sessions that will best meet the needs and interests of our parents. At Open House, parents have the opportunity to sign up as volunteers for a variety of activities and events. They are then contacted throughout the year to help with those activities. We also welcome parents and grandparents to help out in our school and our classrooms.

Studies show the importance of good attendance and being to school on time. Our attendance team consists of the principal, secretary, home/school liaison, and social worker. Together, the attendance team collaborates to track attendance and communicate the importance of good attendance to our families. Our social worker and home/school liaison also make home visits and positively connect with our families.

## 2017-2018 Parent Involvement Opportunities

Activities	Dates
Open House	August 2017
Field trips	On-going throughout the year
After School Socials	On-going throughout the year
Parent Engagement/Title Meeting	September 2017
Pumpkin Math Night	October 2017

Parent Engagement/Title Focus Group	Monthly
American Education Week Celebration	November 2017
Bingo Night	January 2018
Parent/Teacher Conferences	October, February
Reading Night with Tips for Home	March 2018
Grewenow Expo	April 2018
Phantom Ranch	May 2018
Field Day	June 2018

## Part G - Timely and Effective Assistance – (All Schools)

School Name: Grewenow Elementary

School Year: 2017-2018

**Write a description about how the school provides timely and effective assistance for struggling students.**

Grewenow has a data team that meets weekly to look at student data. The data team consists of the principal, psychologist, instructional coach, ELL teacher, the interventionist, and Educational Support Professionals. In the fall, the team analyzes the MAP and PALS data and identifies students who fall in the bottom 20% of their grade level. Then the data team, in collaboration with the classroom teachers develop an intervention plan to meet the needs of each student to ensure they are getting the services necessary to help them succeed. Over the course of the year, the data team discusses the progress of the students who are in interventions as well as any new student concerns. PLC's also continually monitor the progress

of their students and discuss the data to determine how to best meet the needs of the students in each grade level. The school RtI team will meet to develop an RtI implementation plan for our school to ensure high-quality universal instruction and focused interventions and extensions to meet the needs of all students. Throughout the school year, after school enrichment activities are offered to support both reading and math. An enriching summer school program is also offered for students that need extra support.

One of our goals is also to engage all of our students by using technology more effectively. We have found that students are more attentive and engaged when using technology to present a lesson or to practice a skill. We integrate the use of technology into our reading, writing, and math curriculums. Computers, iPads, and Chromebooks are used as a strategic part of interventions and individualized instruction.