

# Frank El Title I School Wide Plan

**Principal: Heather Connolly**

## Table of Contents

### School Overview

School wide Team Members .....	3
Dates of 2014-2015 School wide Meetings .....	3

### School wide Plan Components

Comprehensive Needs Assessment.....	4
Reform Strategies.....	6
Highly Qualified Teachers .....	7
Professional Development .....	8
Strategies to Attract High Quality Teachers .....	9
Parental Involvement .....	9
Transition Plan .....	10
Teacher Involvement in Assessments .....	10
Timely and Effective Assistance .....	11
Coordination of Federal, State, and Local Services and Programs.....	11

<b>Annual Evaluation Process .....</b>	<b>12</b>
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## Frank Elementary Overview

The mission of Frank Elementary School, a school that serves a diverse community, is to instill a love of education in our students that lasts a lifetime by creating an environment in which academic exploration is nurtured and encouraged so that our students might play a positive role in our global society.

Frank Elementary School serves approximately 400 students, 90% of the students qualify for free and reduced lunch and 92% are minority. One fourth of the student population receives services as ELL students.

### Title I School wide Team

Name	Title
Heather Connolly	Administrator
Jack Musha	Title I Dean of Students
Karen Giese	Title I Reading Coach
Anna McMahan	PreK Teacher
Kathy Christensen	4 <sup>th</sup> grade Teacher
Chris Kennow	Special Education Teacher
Patricia Felber	3rd Grade Teacher
Susan Mozinski	Data Coach
Katrina Rosentfeldt	Parent, Breakfast Supervisor
Louann Daniels	Instructional Coach

### School wide Team Meetings 2015-2016

Date	Topic
September 23, 2015	Budget, Data Collection, Professional Development
October 7, 2015	Budget, Professional development, MAP testing
November 4, 2015	Behavior Management, WKCE, interventions
December 2, 2015	Behavior Management, RTi, Mid year review
January 11, 2016	RTi, Data Collection, Winter MAPs
February 3, 2016	Student Led Conferences, Math workshop
March 9, 2016	Student Leadership, Math Workshop
April 11, 2016	Implementation Review

## School wide Plan Components

### Comprehensive Needs Assessment

#### Process

The Title I team also works on the Leadership Team of the implementation of Expeditionary Learning Model. Each year in May we meet for a two day retreat to examine data and practices. We write SMART goals and SLOs for our school based on instruction, community & culture, curriculum, and assessment. We will use these goals to develop a work plan, professional development plan and the Title I plan.

Our leadership team participates in a two day retreat every spring where we analyze Badger, PALS, MAP data as well as behavior and demographic data. During that retreat we evaluate the work plan goals and determine where we need to move based on the previous work plan and data. We write 3 goals (2 achievement and 1 culture) that include faculty learning targets, EL and School supports, and data points for monitoring. We also plan out monthly PD and PLC topics as well as which institutes we want to send staff out for the year.

#### Program Strengths

The Title I plan allows for our school to participate in the implementation of Expeditionary Learning by paying for the staff development, school designers and coaches, and support staff. We will be aligning our instruction to the Common Core Standards, adopting problem-based learning, MAP testing, community and leadership development, as well as further implementing Guided Reading and Readers Workshop. Another strong component is the Dean of Students, whose role it is to coach teachers with management of a classroom, support students remaining in class, helps the families with attendance issues, and develops community involvement. This year we have also added an attendance officer and student support specialist to help decrease truanancies.

We continue to see a 10% decrease in the out of school suspensions for the past 3 years. We have implemented PBIS as well as our work with character traits. Our school attendance rates are steady at 94% but we push for higher results.

The Title I plan will also support the work of our extended year calendar. Frank will offer 2 week intensives for enrichment and remediation between Quarters 1, 3 and 4. School will begin on August 17, 2015.

#### Specific Areas of Need

Although we made AYP it was only possible with the help of the confidence interval formula. Our low income population is now 90% of our student body. We continue to struggle with student mobility, truancy, and increasing the percentages of students that are reading at grade level. Our focus will be on instructional coaching and building capacity for our teachers that will impact student achievement yearly. We are developing a professional development plan that will align with our EL work plan and Title One Plan to make sure our focus is on the targets. We have identified reading on the Badger Exam for Hispanics and Black not of Hispanic Origin as our targeted focus groups this year. The specific skill is vocabulary and the implementation of the Frayer Model. We are working with KUSD truancy staff and

Community Impact Staff to target students that are habitually truant. These programs offer in home interventions to change attendance patterns.

We reviewed our Badger State test data, Guided Reading data, and MAP data to initially to determine what the focus would be for the school goal. Last year we increased our goal of the percentage of students that met or exceeded their projected growth on Reading RIT by 10%, we exceeded that goal. In developing this year's growth we also looked at what the percentage of students in our school district growth on MAP. We set an increase for our students that is 10% higher than the goal we set last year. We are also tracking grade level trends and how many students made more than a year's growth at grade level.

WKCE and Badger Data (Full School)

WKCE 2012-2013 (All Students 137 ) Reading 9.5%      Math    20.4%

WKCE 2013-2014 (All Students 142) Reading 12.0%      Math    26.1%

Badger 2014-2015 (All Students 151) Reading 15.1%      Math 14.4%

### Fall to Spring Reading MAP GRADE 2

#### Average RIT scores and number of students that met or exceeded expected RIT growth

Year	All Students	African American	Hispanic	White	Two or More Races	Economically Disadvantaged		Students with a Disability	
						Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
2014-2015	21.0	15.4	22.2	50	0	21.1	20	12.5	22.2
2012-13	16.7	16.2	9.7	42.9	33.3	24.6	100	0	18.6
2013-14	32.1	20.0	31.6	50	66.7	32.1	*	60	29.4

### Fall to Spring Reading MAP GRADE 3

#### Average RIT scores and number of students that met or exceeded expected RIT growth

Year	All Students	African American	Hispanic	White	Two or More Races	Economically Disadvantaged		Students with a Disability	
						Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
2014-2015	14.8	6.5	18.8	33.3	20	15.8	0	20	14.3
2012-13	17.5	13	15.6	42.9	0	46	25	0	19
2013-14	70	74.1	68	80	33.3	69.5	100	28.6	75.5

**Fall to Spring Reading MAP GRADE 4**  
**Average RIT scores and number of students that met or exceeded expected RIT growth**

Year	All Students	African American	Hispanic	White	Two or More Races	Economically Disadvantaged		Students with a Disability	
						Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
2014-2015	23.6	17.4	21.7	50	33.3	23.5	25	21.4	24.4
2012-13	12.3	4.2	11.8	33.3	100	58.6	100	0	14.8
2013-14	61.0	61.9	57.1	100	0	59.6	100	42.9	63.5

**Fall to Spring Reading MAP GRADE 5**  
**Average RIT scores and number of students that met or exceeded expected RIT growth**

Year	All Students	African American	Hispanic	White	Two or More Races	Economically Disadvantaged		Students with a Disability	
						Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
2014-2015	17.2	16.7	20	9.1	25	16.4	22.2	7.7	19.6
2012-13	12	7.4	13.9	20	0	46.3	100	0	14.8
2013-14	71.2	75	70	33.3	100	70.7	100	80	69.4

**Attendance, Expulsions, Habitual Truants, Retentions, Suspensions**

Year	Attendance %	Expulsions	Habitual Truants	Retentions	Suspensions
<b>2014-2015</b>	92.45	0	33.15	0	8.26
<b>2012-13</b>	93.79	0	33.79	0.22	7.89
<b>2011-12</b>	94.75	0	22.49	0.23	8.87
<b>2010-11</b>	94.47	0	26.21	0.76	7.48

## Reform Strategies

We are in year 5 of a transformation to align with current research on reform. This includes:

1. Expeditionary Learning (Project Based Learning, Outward Bound Education): we are implementing Learning targets based on common core standards, workshop model of instruction, project-based learning, and school wide character traits.
2. School Uniforms
3. Extended Year Calendar, Year Round School
4. Instruction and Assessment using the Common Core Standards
5. Student Led Conferences
6. Student Data Folders
7. Reading & Math Workshop Model
8. APTT grant (Academic Parent Teacher Teams)
9. Participating in a Federal Data Study

## Highly Qualified Teachers

All Frank teachers are highly qualified.

Staff Demographics*	2014-2015
Administrators	1
Teachers	19
Male Teachers	0
Female Teachers	19
Emergency Certified Teachers	0
LAP Teachers	2
Bilingual Teachers	0
Special Education Teachers	5
Counselor/Social Worker/Psychologist	1
Instructional Coach	1.7
Library Media Specialist	1
Instructional Technology Teacher	0
Educational Assistants	5
Dean of Students	1
Intervention Specialist	0
Total Staff	35.7

*\*Results are duplicated*

## Professional Development

Each year Frank Elementary Staff complete a minimum of 50 hours of staff development. We will use creative scheduling to cover classrooms so that we can keep kids in school while at the same time provide professional development. Since we are on a different calendar than the rest of KUSD we will be able to use KUSD staff to help us instruct.

### Professional Development 2014-2015

Topic	Date
Site Institute for Expeditionary Learning Readers Workshop, Crew, expeditions	August 12-15, 2015
Expeditionary Learning onsite coaching dates with school designers and trainers.	Sept. 24, Nov. 5, Dec. 3, Jan. 14, Feb 4, Mar 10, Apr 21, May 12
Professional development with Expeditionary Learning school designers and trainers for readers & math workshop, Student engaged assessment, building community, student led conferences	Sept. 25, Nov. 6, Dec. 4, Jan. 15, Feb 5, Mar 11, Apr 22, May 13
Curriculum mapping using Common Core Standards with school leadership team.	Sept. 24, Nov. 5, Dec. 3, Jan. 14, Feb 4, Mar 10, Apr 21, May 12
Planning for expeditions	Summer 2105



## Strategies to Attract Highly Qualified Teachers

### *District:*

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher 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. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with completing the Professional Development Plan process. Organizational Training and Development offers a course to assist with writing the PDP plan and they also coordinate PDP signing events each school year.

### *Frank:*

The Expeditionary Learning Model will help us attract teachers and build capacity of the teachers that we have on staff. The network is supportive and offers excellent opportunities for National Professional Development, and website for planning and sharing, and onsite school designers for coaching. The support from the Dean of Students and Student Support Specialist supports teacher and student development. This support decreases the stress and pressure on teachers. In addition we have and will continue to use funds to build technology, each teachers has a laptop and iPad, we have 18 interactive white boards and two computer labs. We are using Leveled Literacy for reading interventions in first and second grade.

## Parental Involvement

- **School wide Planning**

We set up time to meet with parents at Open House and conferences. We also host Parent Nights, Chat & Chews, and PTO meetings to get their input. There were parent information nights to roll out the new school plan and a parent survey online and sent home on hard copy so that we could get as much feedback as possible. Parents will be asked for their input on our plan at these meetings and with surveys sent home. Teachers will get input from parents at conferences as to how our plan is working for their child and any suggestions for improvement.

- **Informing Parents**

PTO Meetings, School Messenger, Wednesday Red Folders, School Website, Parent Resource Center, Monthly Newsletters are all ways in which we routinely communicate with parents. We take input from parents at 3 yearly conferences, SIT and IEP meetings, and home visits. All parents are invited in to speak to teachers and administrators and all emails and phone calls are returned.

• **Parent Involvement Opportunities -2015-2016**

<b>Activities</b>	<b>Dates</b>
Open House	August 13, 2015
Family Movie Night	3 <sup>rd</sup> Friday of each month
Family Night at the YMCA	1 <sup>st</sup> Friday of each month
Parent/Teacher Conferences	September 3-4 2014, Nov. 24-25 <sup>th</sup> , Feb.26-27 <sup>th</sup>
Track & Field Day	June /2016
Music Concerts	3x/year
Math & Science Night	November 2, 2016
Literacy Night	April 2016
APTT Meetings	Sept. 3, Jan, 26, April 13
Holiday Feast	December 4, 2015

**Transition**

PreK students visit Kindergarten classes at the end of the year to meet teachers and see the classrooms. They participate in school wide assemblies and programs. The PreK staff participates in PD with the Kindergarten and First Grade teachers. Parents are invited to parent programs about transitioning their children to full day programs and the teachers have input on classroom assignments.

We have put into place some initiatives to help students transition into middle school. Our fifth grade teachers’ work with a homeroom group and also each teach one subject area. They can email weekly and make a connection with a role model and also get used to technology. Finally our Title One Behavior Interventionist and counselor meet with the support staff at our middle schools to discuss students that will need an extra eye and hand when they enter middle school.

On July 31<sup>st</sup> we are hosting an Open House for all families followed by a Back to School Picnic sponsored by the Frank Neighborhood Project. We will be handing out school supplies, cooking out, providing raffles of school uniforms, meet and greet, and fun family games.

**Teacher Involvement in Use of Academic Assessments**

We are using MAP testing three times for 2015-2016. Along with guided reading levels, math fact assessments, letter/sound identification, and Infinite Campus attendance and behavior data, we will review and plan for instruction during weekly grade level team meetings. Each grade level (PLC) team meets for 90 minutes per week on Fridays. The instructional coaches will meet weekly with the administrator to plan and develop PLC meetings, as well as review minutes.

The EL work plan lays out the data points and assessment measures we are using and monitoring. The goal is to use formative and summative measures as well as paying attention to value added models of assessment. Teachers will be directly involved with the process.

## **Timely and Effective Assistance**

The new extended year calendar will give us the opportunity to provide interventions quarterly rather than waiting until summer school. We are also developing a common intervention block that will provide specific skill interventions. The KUSD Instructional Coach and Title One Reading Coach are a lifeline for support for guiding, problem-solving, and teaching instructors.

We continue to offer the CLC program after school for students needed more positive activities, tutoring and homework help. We plan to serve 60-75 students in 2015-2016

We follow the RtI model of interventions and use the Student Intervention Team to document and monitor the interventions. After a child is referred, a plan is made, and the plan is followed up 6 weeks later. At that point decisions are made to continue or discontinue the interventions, make modifications, or refer for further testing.

## **Coordination and Integration of Federal, State and Local Services and Programs**

Frank Elementary School has developed ties with the following programs or groups:

Community Learning Centers

Fresh Fruit and Vegetable Grant

UW-Parkside Extensions

Frank Neighborhood Project (partnership with the YMCA and Sheriff's Department)

Boys and Girls Club

The Hope Council on Alcohol and Other Drugs

KABA Mentors

Shalom Homeless Shelter

## **Annual Evaluation Process**

The Leadership Team will meet monthly to review the EL work plan and since it ties directly to our Title One Plan we will be able to monitor our work. The meetings are planned for the last Monday of every month, except June.

The Teachers and Leadership Team will review WKCE data, ACCESS data, MAP data, Guided Reading progress, Accelerated Reader and FASTT Math data and common assessments to measure how successful our implementation was for 2015-2016. These results will be shared with parents and used to write the school achievement and conditions goals for 2016-2017 and the school SMART goals.

Parents will be notified of school data via newsletters and community meetings in the late spring, where they will be able to give input to the plan.