

**GREWENOW ELEMENTARY SCHOOL  
TITLE I SCHOOLWIDE PLAN  
2015-2016**



**Grewenow Elementary School  
7714 – 20<sup>th</sup> Avenue  
Kenosha, WI 53143  
262-359-6362**

**Gay Voelz, Principal  
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## **TITLE I PLAN 2015-2016**

Grewenow Elementary is a neighborhood school, serving students from pre-school through fifth grade. Our mission, in line with our district, is to “provide excellent, challenging learning opportunities and experiences that prepare each student for success.”

Our population of students in kindergarten through 5<sup>th</sup> grade during the 2014 - 2015 school year was approximately 380. Grewenow has gone through a slow enrollment change over the past several years. Over the last decade, Grewenow has seen a continued increase in the percent of students qualifying for free and reduced lunch. At third Friday count in September of 2014, 71% of our population was considered economically disadvantaged. The percent of minority students has also increased slightly over the last few years. During the 2014-2015 school year, the percent of minority students was at 44.7%. Our African American population was at 10.3%, our Hispanic population was at 26.2% and those listed as two or more races was at 7.1%.

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 Parent Engagement Committee and PBIS committee, helping make collaborative educational decisions, parents assist in classrooms and participate in after school family activities. We also welcome mentors from the community, working closely with the Kenosha Area Business Alliance, RSVP, and the Goodwill Foster Grandparent Program. Together, the staff, administrator, parents, and community work together and expect the highest quality educational experiences for all students.

### **Title I Schoolwide Team**

<b>Name</b>	<b>Title</b>
Gay Voelz	Principal
Kristen Sowinski	Instructional Coach
Rebecca Velvikis	4K Teacher
Cindy Dietman	ECK Teacher
Vicki Wells	1st Grade Teacher
Patty Schilz	Library Media Specialist

Courtney Landwehr	ELL Teacher/Parent
Anne Knapp	Kindergarten Teacher
Linda Iwen	4 <sup>th</sup> Grade Teacher
Cindy Aasen	Parent Liaison
Amy Prondzinski	3 <sup>rd</sup> Grade Teacher
Ginger Price	Parent
Laurel Borter	Parent
Karen Giese	Parent
Bridgette James	Parent

### **Schoolwide Team Meetings 2015-2016**

<b>Date</b>	<b>Topic</b>
September, 2015	Title Plan/Budget/Parent Meeting
January 2016	Budget/Goals
May 2016	Evaluation/Needs Assessment

### **Comprehensive Needs Assessment**

#### **Process, Program Strengths and Specific Areas of Need**

#### **Attendance**

2013 – 2014            94.35%

2014 – 2015            93.53%

Habitual truant student rate:    8.96%

#### **Student Achievement**

##### **PALS:**

##### **Percent of Students that Met Spring Benchmark on Summative Score**

Kindergarten (N=59)	91.5%
Grade 1 (N=50)	86%
Grade 2 (N=63)	66.7

**Badger Exam: (SFAY)**

- 50% of our students in grades 3 -5, scored proficient or advanced in reading
- 43% of our students in grades 3 -5, scored proficient or advanced in math

**Badger Exam by Grade Level (SFAY)****Percent of students scoring proficient or advanced**

	<u>Reading</u>	<u>Math</u>
Grade 3 (N=51)	43%	53%
Grade 4 (N=48)	67%	58%
Grade 5 (N=50)	40%	18%
Total (N=149)	50%	43%

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

<u>Ethnicity</u>	<u>Reading</u>	<u>Math</u>
Hispanic (N=36)	52.8%	38.9%
Black (N=22)	18.2%	13.6%
Two or More Races (N=10)	70.0%	30.0%
White (N=81)	54.3%	54.3%

<u>ELL</u>	<u>Reading</u>	<u>Math</u>
Limited English Proficient (n=14)	35.7%	28.6%
English Proficient (n=135)	51.1%	44.4%

<u>Disability</u>	<u>Reading</u>	<u>Math</u>
Students with Disability (N=25)	32.0%	12.0%
Students without Disability (N=124)	53.2%	49.2%

<u>Economic Status</u>	<u>Reading</u>	<u>Math</u>
Economically Disadvantaged (N=103)	40.8%	33.0%
Not Economically Disadvantaged (N=46)	69.6%	65.2%

## MAP Assessment Data: (Grades 2-5) - Spring 2014-2015

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

	<u>Reading</u>	<u>Math</u>
Grade 2 (N=64)	57.8%	78.1%
Grade 3 (N=53)	41.5%	50.9%
Grade 4 (N=51)	72.5%	72.5%
Grade 5 (N=55)	34.5%	45.5%
Total (N=223)	51.6%	62.3%

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

<u>Ethnicity</u>	<u>Reading</u>	<u>Math</u>
Hispanic (N=67)	39.3%	49.9%
Black (N=31)	27.0%	33.8%
White (N=116)	66.0%	75.3%

<u>Disability</u>	<u>Reading</u>	<u>Math</u>
Students with Disability (N=34)	29.2%	33.6%
Students without Disability (N=189)	55.1%	67.0%

<u>Economic Status</u>	<u>Reading</u>	<u>Math</u>
Economically Disadvantaged (N=164)	44.8%	56.0%
Not Economically Disadvantaged (N=59)	68.5%	75.1%

## MAPS Growth

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

	<u>Reading</u>	<u>Math</u>
Grade 2 (N=60)	76.7%	95.0%
Grade 3 (N=53)	37.7%	45.3%
Grade 4 (N=51)	72.5%	88.2%
Grade 5 (N=55)	50.0%	68.5%
Total (N=223)	59.6%	74.8%

**MAP Growth (Disaggregated Data):**

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

<u>Ethnicity</u>	<u>Reading</u>	<u>Math</u>
Hispanic (N=57)	67.1%	67.6%
Black (N=30)	51.8%	66.2%
White (N=112)	59.9%	81.1%

<u>Disability</u>	<u>Reading</u>	<u>Math</u>
Students with Disability (N=33)	56.8%	66.0%
Students without Disability (N=185)	58.7%	74.7%

<u>Economic Status</u>	<u>Reading</u>	<u>Math</u>
Economically Disadvantaged (N=160)	58.1%	72.8%
Not Economically Disadvantaged (N=59)	62.7%	77.4%

Our Title One Schoolwide 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 and Badger data, it was noted that Math was a relative strength according to MAP scores, however Reading was a relative strength when looking at Badger Test data. The team decided, for measuring purposes, to use MAP growth projection data when determining our school goals.

Also, after examining our disaggregated data, due to the high discrepancy between our economically disadvantaged and non-economically disadvantaged students our team made the decision to target our economically disadvantaged students. There were other sub-groups as noted above, that also had high discrepancies in both MAP and Badger data, however, the number of students in this category is inclusive of the other subgroups with high discrepancies and over 70% of our students fall in the category of economically disadvantaged.

## **2015-2016 School Goals**

**Reading:** By the end of the 2015-2016 school year, a minimum of 63% of students in grades 2-5 and 62% of our economically disadvantaged students will meet or exceed their growth projections in reading, as measured by the MAPs assessment.

**Math:** By the end of the 2015-2016 school year, a minimum of 78% of students in grades 2-5 and 77% of our economically disadvantaged students will meet or exceed their growth projections in math as measured by the MAPs assessment.

## **Reform Strategies**

The Grewenow Title 1 Schoolwide Team felt the following reform strategies would best meet the needs of our targeted population of economically disadvantaged students.

- **Staffing**

Staff has been hired to increase reading and math scores of our target population and close the gap between our economically disadvantaged students and our non-economically disadvantaged students.

- Reading teacher – Provide reading interventions for targeted population using the research based Fountas and Pinnell Leveled Literacy Intervention.
- Education Support Professionals (reading and math) – Provide reading and math support for our targeted students.
- Education Support Professionals (math and behavior)– Provide math and behavioral support for our targeted students.
- Teachers (extended contract) – Provide our economically disadvantaged students with reading and math enrichment experiences after school hours.
- Parent Liaison – Promote parent partnerships with school staff and community agencies to increase student attendance, decrease tardiness, and improve parent participation in school activities to enhance student achievement.

- **Professional Development** – Reading and writing workshop is a focus for our professional learning. Research has shown that the workshop model increases the amount of time students spend reading and writing, therefore increasing student achievement. Teachers are using the workshop model in reading and writing instruction.

- Hire substitute teachers to provide coverage for staff members when attending professional learning.

- Reading Conference – Provide registration funds through Title funds so teachers can attend the State Reading Convention, gain reading and writing instructional strategies to share with the staff to increase student achievement of our economically disadvantaged students.
- **Integration of Technology** - Research has shown that integrating technology into instruction significantly improves students’ achievement test scores, has a positive impact on higher-order skills, lead to higher student motivation and improved self-concept. Studies have also concluded that technology has been found to improve school attendance and have a positive impact on students’ independence and feelings of responsibility for their own learning.
  - **Software** -
    - IXL Reading, AR and Coreclicks was purchased with Title funds to support differentiation for our targeted population in the area of reading comprehension.
    - ESGI Assessment was purchased for Kindergarten teachers to support differentiation for our targeted population in reading readiness.
    - IXL Math and Sumdog was purchased with Title funds to support differentiated instruction in math for our economically disadvantaged students.
  - **iPads** - Purchased with Title funds to increase personalization of instruction, student engagement, and access to technology to increase math and reading skills for economically disadvantaged students.
  - **Interactive White Board**- Purchased and installed with Title funds to improve student engagement and personalization of instruction through interactive technology, therefore improving math and reading skills for our targeted students.
- **Supplies**
  - Reading and math will be purchased to supplement the classroom curriculum to meet the needs of targeted students.
  - Technology supplies will be purchased to support the integration of technology for our economically disadvantaged students.
  - PBIS supplies will be purchased to support PBIS to establish the social culture and behavior supports needed for our economically disadvantaged students to achieve both social and academic success.

## Highly Qualified Teachers

Staff Demographics*	2014-2015
Administrators	1
Teachers	18
Male Teachers	3
Female Teachers	15
Emergency Certified Teachers	0
LAP Teachers	1

Bilingual Teachers	0
Special Education Teachers/Speech	5
Counselor/Social Worker/Psychologist	2
Instructional Coach	1
Library Media Specialist	1
Instructional Technology Teacher	0
Educational Assistants	4
Total Staff	30

## Professional Development

Professional development for Grewenow staff is vital in order to meet our goals on increasing math and reading scores and increasing attendance. Besides Reading and Workshop, our professional development opportunities will focus on data to improve instruction. This includes PD on guided reading and math, conferencing with students, and using MAPS, CARS and formative assessment data to drive instruction. We also will be including using and interpreting data and integrating technology in our professional development opportunities for the staff.

Topic	Date
ISTE Conference	Summer 2015
Core Clicks	August 2015
Infinite Campus	August 2015
Curriculum Documents	August 2015
Reading/Writing/Math Workshop Model	August 2015
Teachscape	September 2015
MAPS – testing, reports, using data	September 2015 / October 2015/ April 2015
SLOs and PPGs	September 2015/January 2016
CARS Assessments	September 2015
EveryDay Math Suite	September 2015/ November 2015
Creating Effective Mini Lessons	September 2015/ October 2015
Fountas and Pinnell; Google Doc	September 2015
Accountable Partner Talk	October 2015 / November 2015
Accelerated Reader	October 2015
Conferring with Individual/Small Groups	November 2015, December 2015
Keyboarding for Grades 2-3	December 2015
Personalized Learning with iPads	January 2016
Writing Workshop	February 2016
Reading Conference and Sharing	February 2016

State Testing	March 2016
Trauma Sensitive Schools	Check with District
iPad Follow – up	February 2015
Workshop Model Follow-up	April 2015

## Parental Involvement

Studies show that families have a major influence on their children’s achievement in school and through life. Research continues to grow and build an ever-strengthening case that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Grewenow is partnered with our district Community and School Relations Manager, to help increase our home/school partnerships. We involve parents in the decision-making by including parents on our Schoolwide Title One team and our PBIS team. Surveys on family education and programming interests are given out in the fall so we can plan monthly parent or interactive family sessions that will best meet the needs of or parents.

Communication with our families is also vital. We have many ways to keep families connected with our school. Grewenow has a weekly newsletter to communicate upcoming events, news items, along with articles submitted by teachers and principal that include items of interest and school information. A school calendar is included listing important dates and events. We hold parent-teacher conferences twice each year, with about 95% parent participation. We also 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. These are a great way for teachers to communicate with their students’ parents. Teachers also communicate often with parents before or after school as parents are dropping off or picking their children up from school, or by phone, email and many send home weekly classroom

newsletters. Grewenow also has a website and a Facebook page which have greatly increased our communication within the Grewenow community.

## **Parent Involvement Opportunities 2015-2016**

<b>Activities</b>	<b>Dates</b>
Open House	August 2015
Welcome Back Breakfast	September, 2015
Halloween Family Movie Night	October 2015
Pumpkin Math Chat-n-Chew	October, 2015
Holiday Science Night	December 2015
Family Bingo	January 2016
International Night	February, 2015
Music Programs	January, March, May 2016
Book Fairs	November and March
Reading Night	March 2016
Grewenow Expo	April 2016

## **Transition**

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 students. This program readies these students for kindergarten. At the end of the school year, our PK students visit our Kindergarten classes. We also hold a special Kindergarten open house for our Early Education parents.

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 our opportunities for parent involvement and our PBIS.

## **Teachers Involvement in Use of Academic Assessments**

The teachers are very involved in the decision making process at Grewenow Elementary School. They were an essential part of our strategic planning process and they lead and work on committees and study groups throughout the school year. Through this process they have made some decisions concerning student assessments. Several years ago Grewenow implemented the Think Link Assessment Program, an online assessment for both reading and math. Now our district uses the NWEA's Measures of Academic Progress (MAP) computerized assessment tool. This provides teachers with the detailed information they need to meet each of their students' needs and develop individual and small group interventions. The data that MAPS assessments will give our teachers is important to the individualized instruction of our students. We also now use PALS to screen our PK – 2<sup>nd</sup> graders. At Grewenow we choose to test 3 times a year instead of the required fall and spring testing to monitor our student growth. Teachers also meet in PLCs to discuss formative assessments and use that information to help drive instruction. This year our teachers decided they would like to add the CARS Assessment to help assess reading skills.

Teachers also were instrumental in the use of ESGI. 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. ESGI is used in kindergarten grade to assess early reading and math skills.

Fountas and Pinnell Reading leveling assessments are given to students two to three times a year. This leveling is helpful in developing guided reading groups throughout the year and is used for assessment and developing intervention strategies.

The math curriculum has unit assessments that occur at least every other week, which are used as common assessments. These along with other assessments are discussed in grade level collaborative meetings to determine guided math groups, reviews, and types of interventions.

## **Timely and Effective Assistance**

Through teacher collaboration we have begun to focus on what we need to do to help all of our students succeed. All elementary students in Kenosha Unified School District are dismissed early on Friday afternoons. Half-day dismissal of students on Fridays give teachers the opportunity to collaborate in Professional Learning Communities (PLCs,) giving teachers the time to analyze and discuss data to determine how to best meet the needs of the students in each grade level. Creating assessments and using the data from those assessments, teachers will be able to effectively flexibly group students. Students will be divided and re-divided into guided reading groups and guided math groups at their level to address strategies that they have not mastered, or to work on skills that will challenge them to continue to grow when they have already mastered a standard. They will also be able to plan and implement timely intervention and extension strategies for all of our students. Our data team meets weekly to look at intervention data to make sure students falling in the bottom 20% of their grade level are getting the services necessary to help them succeed. We also offer after school activities to enrich reading skills and an enriching summer school program for students that need extra support.

Our goal 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 will integrate the use of technology into our reading, writing, and math curriculums. Computers and iPads will also be used as a strategic part of interventions and individualized instructions to meet the needs of all of our students.

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

At this time Grewenow Elementary 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 2015-2016 school year. 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.

## Annual Evaluation Process

Our Title One team will meet to analyze current data and revisions will be made to the current plan to ensure continuous improvement of our students. Test results were made available and shared with parents. Teachers will also be sharing student information, progress and intervention strategies during conferences with parents at least two times during the school year.

During the 2014-2015 our Target population was our Hispanic students. According to our MAP data, our Hispanic growth exceeded all other student groups. This showed a very positive trend. This year we hope to continue to see strong growth in not only our Hispanic population, but also in our current target population of economically disadvantaged students.



