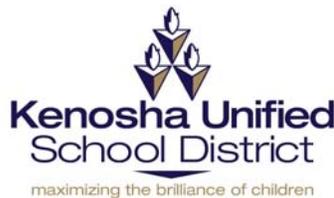

2015-

2016

**McKinley
Elementary**

Schoolwide Title I Plan

Principal: Teresa Giampietro



McKinley Elementary School

School History

McKinley Elementary School began in 1915 as a series of portable buildings with three teachers. In 1921, both the elementary and the junior high students were relocated to the McKinley School Center, the current junior high. Overcrowded conditions at the center forced some of the elementary students to return to the portables and eventually initiated the construction of the McKinley Elementary School as it stands today. Construction of the 26-room school began in March of 1949. The total cost of the school was \$475,000. McKinley Elementary School opened its doors in September of 1950 with an overflow enrollment of 620 pupils. On October 26, 1950,

McKinley Elementary School was dedicated to the children of Kenosha. The school was named in honor of William McKinley, the twenty-fifth President of the United States.

McKinley is a neighborhood school. Students walk to McKinley due to its small boundary area. The diverse population breakdown of McKinley is African American 29.2%, Hispanic 36.3%, White 32.2%, Asian 1.4%, American Indian/Alaska Native 0.8%, Students with Disabilities 11.5%, Students without Disabilities 87.5% Limited English Proficient 11.7%, English Proficient 88.3% and Economically Disadvantaged 85.2%, not Economically Disadvantaged 14.8%.

Mission

McKinley Elementary: building character and achievement for lifelong success.

School Leadership Team

The McKinley Leadership Team includes the principal, instructional coach, behavioral interventionist, reading interventionist, data coach, kindergarten, first grade, second grade, fourth grade and fifth grade teachers.

The leadership team meets two times a month. Agendas are set by the principal and instructional coach. Virtual collaboration occurs between meetings in order to maximize clear communication. The Leadership Team manages Title I, Focus School and RTI.

Title I Schoolwide Team

Name	Title
Teri Giampietro	Principal

Sarah Yee	Instructional Coach
Jennifer Masi	First Teacher
Cheryl Talley	Second Grade Teacher
Amanda Maedke	First Grade Teacher
Brian Zielsdorf	Fifth Grade Teacher
Terri Wood	Physical Ed. and Behavioral Interventionist
Laurie Hill	Reading Interventionist
Kathy Thompson	Parent
Susan Mozinski	Data Coach

Schoolwide Team Meetings 2015-2016

Date	Topic
September 2015	Educator Effectiveness
October 2015	Planning data review
November 2015	Teachscape
January 2016	TBA
February 2016	TBA
March 2016	TBA
April 2016	TBA
May 2016	TBA
June 2016	Needs Assessment

Professional Learning

Professional Development is needed in two key areas: Reading Instruction and Math. During the 2014-2015 school year, McKinley participated in the Focus on Results study and received training on using data to help us make decisions in the classroom and in the building as a whole. That training will continue during the 2015-2016 school year. One of our trainings last year focused on improving our core instruction (Tier 1) so that 80% of our students would show mastery when taught within the general classroom setting. Based on this information, we chose to first focus on improving our reading instruction. As part of the study, McKinley added a Data Coach to our staff. Our Data Coach, Susan Mozinski, analyzed our data and presented the findings to the staff. The data showed our students were not reading at the expected levels based on our Fountas and Pinnell benchmarking scores and MAP scores. Through this work, the staff came up with a list of next steps. Our next steps, plus the work with Focus on Results led the Leadership Team and the Focus on Results Leadership Team to decide to focus on reading workshop for our area of improvement. Because of the professional development work we already started during the 2014-2015 school year in building teachers' instructional practices, we will continue to look at the Reading Workshop instructional practices with our first focus to be on improving the delivery of Focus Lessons.

During the Welcome Back Week trainings, we will focus on how to implement Focus Lessons with fidelity, metacognition, and efficiency. Teachers will learn how to write learning targets and to build lessons that make thinking visible for students. The following list is the observable expectations for implementing Focus Lessons. Walkthroughs will continue to occur to find areas of need when implementing Focus Lessons and to build teacher capacity at implementing Focus Lessons with fidelity to best practices.

- Established Focus Lesson Guidelines
 - Approximately 15 minutes in length.
 - A learning target that is tied to a Common Core standard.
 - The learning target (lesson objective) is clearly stated at the beginning of the lesson so that students know what skill or strategy they are to learn.
 - The teacher uses metacognition to demonstrate the teaching by thinking aloud and making teacher's thinking visible to students.
 - Students have opportunities to practice the skill or strategy in collaborative ways.
 - The teacher uses the key language throughout the lesson by staying focused on the learning target throughout the teaching.

Teachers will also continue to use the new district curriculum documents to develop focus lessons that meet the guidelines established by the staff. Grade level teams will be able to share their lessons with each other to gain feedback on meeting the guidelines.

During the 2015-2016 school year, Staff Development will include the book Teaching Reading in Small Groups by Jennifer Serravallo, which we already have available for teachers. Using this resource, the Instructional Coach will guide teachers through the book to help them build their understanding and implementation of guided reading groups. Teachers will learn how to group students in a variety of ways including leveled groups, strategy groups and individual conferences. Throughout this work, teachers will be using student work and student responses to group students.

Also, in the second quarter and third quarter of the 2015-2016 school year, professional development will move towards developing word study lessons to help build students' understanding of words and vocabulary. Prior to this, teachers will have an opportunity to look into a variety of options, such as Fountas and Pinnell's Word Study and *Journeys* Word Study sections of this resource.

Throughout the year, connections will be made to the Writing Workshop model, so that teachers will be able to implement the workshop model from the start of the year. During the final months of the 2015-2016 school year, a greater emphasis will be placed on improving writing instructional practices by building focus lessons from the curriculum documents and finding mentor texts.

Fountas and Pinnell's Leveled Literacy Intervention Kits (LLI) will be used as intervention for students who are not meeting expectations. Our Reading Interventionist, Laurie Hill, will work with staff members throughout the year to help teachers understand how to implement the intervention program.

Laurie Hill will also take time to teach staff members how to use AIMSweb and monitor student progress so that students who are not making significant progress can be brought up for CSI. Trainings will occur during monthly staff meetings.

As opportunities arise, the Special Education Teachers and ESL Teachers will provide appropriate support, information and trainings to help teachers build strategies and skills to support all students.

Professional Learning 2014-2015

Topic	Date
Classroom baseline data	September 4, 2015
Chapter #2 Book Study <u>Teaching Reading in Small Groups</u>	September 11, 2015
Compass Learning	September 18, 2015
Chapter #3 Book Study <u>Teaching Reading in Small Groups</u>	September 25, 2015
LLI training	October 2, 2015
Engagement survey feedback	October 9, 2015
Chapter #4 Book Study <u>Teaching Reading in Small Groups</u>	October 16, 2015
LLI training	November 6, 2015
Assessment data review	November 13, 2015
Chapter #5 Book Study <u>Teaching Reading in Small Groups</u>	November 20, 2015
Word Study training	December 4, 2015
TBD	December 11, 2015
PBIS/RC reboot	January 8, 2016

Chapter #6 Book Study <u>Teaching Reading in Small Groups</u>	January 15, 2016
MAP data review	January 29, 2016
Chapter #7 Book Study <u>Teaching Reading in Small Groups</u>	February 5, 2016
TBD	February 12, 2016
TBD	February 19, 2016
Chapter #8 Book Study <u>Teaching Reading in Small Groups</u>	March 4, 2016
AIMS Web Training	March 11, 2016
TBD	March 18, 2016
TBD	April 8, 2016
Writer's Workshop Training	April 15, 2016
TBD	April 22, 2016
TBD	April 29, 2016
TBD	May 6, 2016
TBD	May 13, 2016
TBD	May 20, 2016
TBD	May 27, 2016
TBD	June 5, 2016

Strategies to Attract Highly Qualified Teachers

Kenosha Unified School District actively seeks and recruits highly qualified 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. There were no new educators at McKinley Elementary for 2014-2015 school year.

Highly Qualified Teachers

All McKinley teachers meet the highly qualified criteria outlined in the Elementary and Secondary Education Act.

Staff Demographics (<i>results are duplicated</i>)	2014-2015
Administrators	1
Teachers	23
Male Teachers	5
Female Teachers	18
LAP Teachers	2
Bilingual Teachers	0
Special Education Teachers	4

Counselor/Social Worker/Psychologist	1
Instructional Coach	1
Library Media Specialist	.5
Instructional Technology Teacher	0
Educational Assistants	3.5
Behavioral Interventionist	.5
Reading Intervention Specialist	1
Total Staff	28

Parent Involvement

School wide Planning

Parents are informed of School wide meetings and are invited to attend as well as have input throughout the meetings.

Informing Parents

Monthly newsletters from the principal, weekly newsletters from the classroom teachers. School Messenger is used to inform parents as needed.

Parental Involvement Opportunities 2014-2015

Activities	Dates
Open House	August 24, 2015

Parent-Teacher Conferences	October 21-23, 2015
Parent-Teacher Conferences	February 24-25, 2015
Parent-Teacher Organization Meetings	First Tuesday of the month
ELL Parent Informational Meeting	September 17, 2015
Classroom field trips	Periodically throughout the year
Classroom volunteer	Anytime
Parent-Teacher Organization Activities	3-5 activities a year
Chat n Chew –parent how to help with learning night	TBD
United Way Reading Tutoring Program	Begins October 2015

Transition

Open House was held on Aug. 28, 2014 for PreKindergarten through fifth grade families. PreKindergarten staff conduct home visits before the school year and two more visits throughout the school year.

Teacher Involvement in Use of Academic Assessments

Evaluation

The leadership team reviewed WKCE, MAPS and Fountas and Pinnel data to determine where students are performing individually as well as how subgroups are performing. Staff meetings and professional development time is primarily focused on these results. Initially, the leadership team shared the status of the school results with the entire staff. The team works together two times a month as well as through virtual communication to support

the infrastructure of the RTI/CSI process. The initial school focus is to create quality instruction at Tier One through establishing essential skills of the Common Core in Math and Reading. Regularly scheduled PLC time with grade levels are also utilized to analyze assessment data to drive instruction and determine student levels as well as determine what students know, master and need to have intervention in order to master skills.

Through the Educator Effectiveness process teachers SLO's were selected based upon their student's data. PreKindergarten-2nd grade selected a skill or strategy based on PALS data that was in need of improvement and 3rd-5th grade utilized the MAP goal area that needed the largest improvement for their SLO. Fountas and Pinnel benchmarking levels were also utilized to establish staff SLO's.

Testing

Majority of formal student assessments are conducted through technology. Staff members who administer MAP and the spring test to be determined are provided with informational sessions in order to follow standardized protocol for the appropriate assessments.

Timely and Effective Assistance

McKinley staff will provide timely and effective assistance by:

- Consult with the parent as needed.
- Communicate with parents weekly through teacher newsletter.
- Reviewing student data. Formative assessments weekly, MAP three times during the school year, PALS 1-2 times during the school year, Fountas and Pinnell Benchmarking assessments 3 times a year
- Providing interventions.
- Referring the student for CSI when RTI data indicates the need.
- Utilize the District assessments for data analysis.
- Consult with special education staff , Instructional Coach and Reading Interventionist.

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

Instructional Coach

The district funds provide an Instructional Coach to provide modeling and coaching for classroom teachers using best practice strategy instruction.

Reading Interventionist

Title One funds are used for the Reading Interventionist Position. The Reading Interventionist conducts Tier two and three interventions for students that are not successful in Tier One and Tier Two with the classroom teacher.

Extra-Curricular

Students have the opportunity to participate in choral programs, the KUSD Black History Bee, Spelling Bee, KUSD Battle of the Books, 600 Minute Club reading incentive programs, intramural sports program, Girl Scouts and Boy Scouts.

Parent Teacher Organization

McKinley has an active and unique Parent Teacher Organization which supports the school in a number of ways: recognition programs, playground equipment purchases, assemblies, teacher supplies, home folder communication materials, birthday prizes, open house, and most importantly in their support of our mutually shared vision for our children and our commitment to reading as our uppermost purpose.

Annual Evaluation

Our Title One team meets frequently to analyze up to date data and revisions will be made to the current plan to ensure continuous improvement of our students. Test results are sent home with parent interpretation information for specific assessments. An invitation to call or meet with the teacher accompanies the interpretation information if parents have questions. Monthly updates on the implementation plan will be given at PTO meetings. Teachers

will also be sharing test results and intervention strategies during conferences with parents at least two times during the school year.