

Fall | 15

# Southport E1 Title I Elementary

**Principal: Jacqueline Mellott-Grajera**

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## Southport Elementary Overview

Southport Elementary School is a home boundary school in Kenosha Unified School District. We have 475 students with varying abilities and needs. Southport now hosts two Cognitive Delay Severe Units for KUSD. All of our students have inclusion services to uphold high expectations and promote social/behavioral expectations. We work to meet the needs of all students within the regular education classroom. Southport supports student academic and emotional growth through the involvement of both the family, as the student’s first teacher, and a variety of services offered within the school to personalize instruction and inspire each child to engage in the educational process.

### Title I Schoolwide Team

Name	Title
Jacqueline Mellott-Grajera	Principal
Tom Schock	Guidance counselor/Social worker
Jeanette Simpson	Instructional Coach
Katy Wagner	teacher
Amy Pillizzi	teacher
Mrs. Bailey	Parent
Ms. Lowry	Parent

### Schoolwide Team Meetings 2015-2016

Date	Topic
6/15	Title One School wide Plan-staff
6/15	Title I parent meetings
9/15	Review Plan and work on implementation
12/15	Implementation Update

### A. School’s Mission Statement

The mission of Southport Elementary School, an inviting and diverse learning community, is to academically challenge all students to develop academic, social, and emotional skills and fuel a thirst for life-long learning by providing a research-based curriculum and engaging in meaningful learning experiences in a safe, adaptive environment that involves the collaboration of families, staff, and community.

### B. School Beliefs

Southport Elementary has adopted Kenosha Unified School District’s Strategic Planning Beliefs. They are:

- We believe that everyone can learn.

- We believe that all people have equal intrinsic worth and unique potential.
- We believe that high expectations yield higher levels of performance.
- We believe that success is the result of hard work, discipline, and perseverance.
- We believe that individuals are responsible for their attitudes and actions.
- We believe that family relationships are critical to the healthy development of a child.
- We believe that a safe, supportive environment is essential for learning.
- We believe that trust is built through honesty and ethical behavior.
- We believe that collaboration, cooperation and commitment are essential for organizational success.
- We believe that the quality of education directly affects the quality of a life in a community.
- We believe that excellence in education expands opportunities throughout life.
- We believe that educated and involved citizens are necessary to sustain a democracy.

### **C. Key Assumptions**

Southport Elementary will:

1. Enhance our positive nurturing environment fostering a sense of belonging among students, families, and staff.
2. Develop respectful, responsible, and productive citizens.
3. Use effective instructional strategies and data to improve proficiency levels on assessments.
4. Provide innovative opportunities for all students to explore interests.

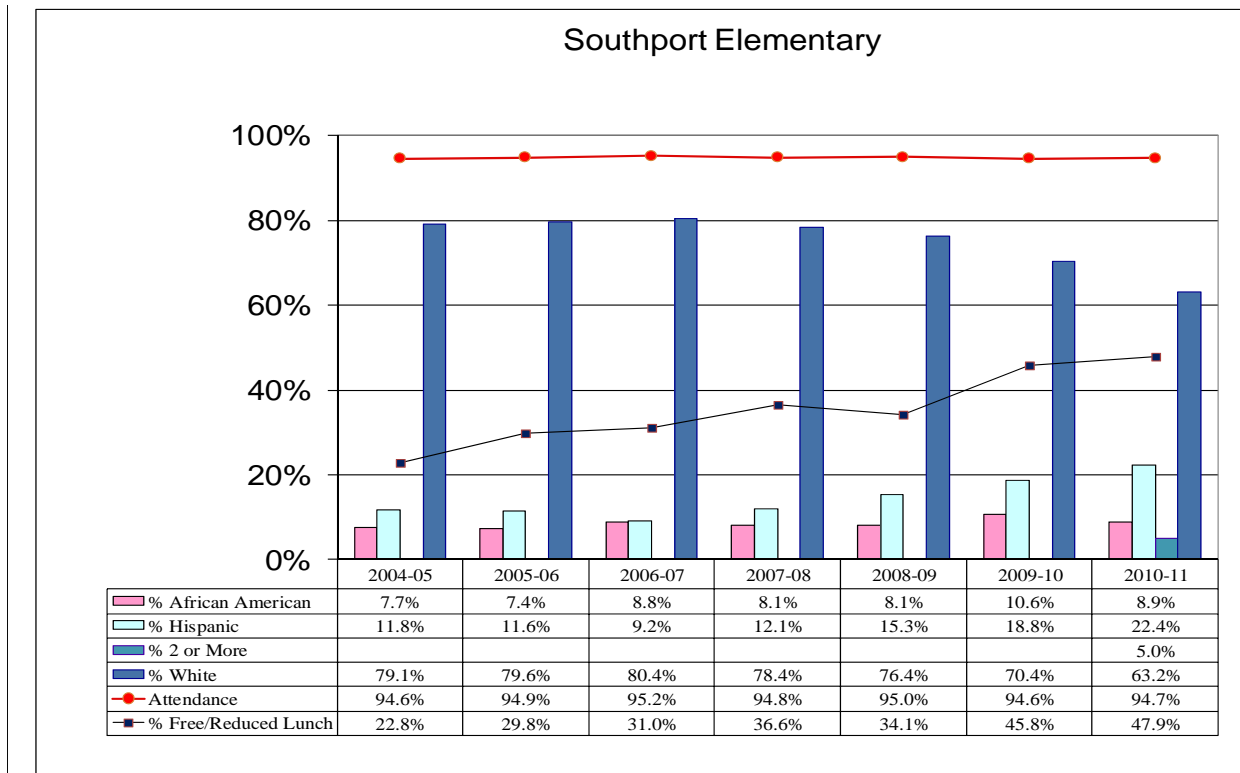
## School wide Plan Components

### Comprehensive Needs Assessment

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

Southport has experienced significant demographic changes over the past 10 years. The free/reduced lunch population has increased from 22.8% in 2004-5 to 65.2% in 2014-15. In addition, the Hispanic population has more than doubled from 11.8% to 26.2% for the same ten year period. A review of WKCE data indicates English Language Learners (ELL) and students with disabilities are performing well below the school, district, and state average in reading for 3, 4, and 5. Over all, in math, only 20% of ELLs and 19% of students with disabilities at the fifth grade level were proficient/advanced. While Southport daily attendance has strengthened to 95.5%, the incidence of habitual lateness or absence from school by the same students is troubling. The increase of students living in poverty as well as the number of English Language Learners has resulted in a re-evaluation of our instructional approaches as well as our family engagement plans. Southport has used the Strategic Planning Process over the last 3 years and will implement transformational design based on needs in the 2015-2016 school year. This type of planning has provided us with a structure to evaluate our data with all stakeholders and plan for our students based on results identified in the data analysis.

#### % Attendance, % Economically Disadvantaged, % Minority



Each year we analyze data with a staff data retreat in May. Grade level teaching teams develop goals based on MAP and anecdotal data and meet weekly to review classroom process and assessment, developing instructional plans to bridge gaps. The teams develop areas of strengths and weaknesses based on WKCE testing, MAP, and other common assessments used throughout the school year. In addition, data related to attendance and behavior is studied. These results are used to develop classroom groupings for the following school year and assist teachers in focusing lessons with small groups based on similar needs. The analysis process continues throughout the school year during our weekly collaboration through the use of common assessments and grade level goal check in. Parents are involved in the analysis of data at our PTO meetings each year and advised of individual student performance at conferences in November and March. An informational meeting in June shared data from the 2014-5 school year that was utilized by the school wide planning team to develop reform strategies. The Strategic Planning Process has revealed that Southport strengths include its adaptability and flexibility as a welcoming, personalized learning environment. We are developing strong reading scores and integrate technology through meaningful and relevant activities, meeting all students' academic and behavioral needs.

### Math

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		
Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	School Target Group	State Comparison Group
American Indian or Alaska Native	NA	NA	NA	NA	NA	White not Hispanic	0.771	0.775	0.789	0.793	0.797	NA	0.007
Asian or Pacific Islander	NA	NA	NA	NA	NA							NA	
Black not Hispanic	NA	NA	NA	NA	NA							NA	
Hispanic	0.733	0.674	0.610	0.439	0.451							-0.081	
Students with Disabilities	NA	NA	NA	NA	NA							NA	
Economically Disadvantaged	0.606	0.624	0.659	0.470	0.442	Not Economically Disadvantaged	0.814	0.823	0.838	0.844	0.851	-0.050	0.010
Limited English Proficient	NA	0.659	0.538	0.333	0.364	English Proficient	0.718	0.720	0.733	0.736	0.738	-0.109	0.006
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA

### Reading

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		
Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	School Target Group	State Comparison Group
American Indian or Alaska Native	NA	NA	NA	NA	NA							NA	
Asian or Pacific Islander	NA	NA	NA	NA	NA							NA	

Black not Hispanic	NA	NA	NA	NA	NA	White not Hispanic	0.642	0.649	0.648	0.657	0.658	NA	0.004
Hispanic	0.400	0.467	0.310	0.268	0.280							-0.047	
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	0.338	0.360	0.308	0.287	0.331	Not Economically Disadvantaged	0.687	0.696	0.698	0.705	0.710	-0.009	0.006
Limited English Proficient	NA	0.250	0.212	0.167	0.227	English Proficient	0.595	0.601	0.600	0.610	0.609	-0.011	0.004
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA

We implement guided reading, using the Fountiss and Pinnell benchmark assessment system and integrating the Daily 5 strategies to create small group reading into our new reading series. Teachers use the Writer's Workshop as well to personalize student learning. All grades now use guided math. We would like to expand that so we can meet students of color and/or in poverty needs by improving personalized instruction in both literacy and numeracy. Data confirms that small group instruction makes a big impact on student achievement. The transformation to a fully implemented Personalized Learning environment has enabled better collaboration vertically in the areas of numeracy, literacy, technology and culture/climate. We will continue our work during our weekly collaboration sessions.

## Reform Strategies

Southport's school wide program vision is to increase small group instruction throughout the school day to provide differentiated and personalized learning. Technology is of value when educators are secure in its use first. Teachers are trained in the use of various instruments like laptops and iPads, so that they may successfully engage students in meaningful ways at their ability level, interest level, and instructional level through inquiry based small and large group projects. We are using multiple academic programs to assess where each student is at. They include IXL math and language, Achieve3000 reading, common assessments, MAPS, running records, STAR Early Literacy, and FASST math. These measures help us assess students in formative and summative ways as we learn about each child. We continue full inclusion to meet the needs of all students in the classroom. Southport has achieved Tier 1 of the PBIS program and is venturing into Tier 2 during the 2015-2016 school year to provide added support for students that demonstrate behavior needs.

Staff members are always learning about the many components of Guided Reading, Reader's and Writer's Workshop, The CAFÉ, iPads and the use of laptops in conjunction with their document cameras and Promethean boards to differentiate instruction and find what works for each child. Families have been able to connect our reading success with our emphasis on small group instruction

and Guided Reading. They are encouraged that we are looking to add technology to our small group work and venture into Guided Math groups next year. Families appreciate being a part of our discussions at our community meeting and during SA events.

During this school year, we have been using Achieve3000 and Mastery Connect data to obtain a year's growth in at least 90% of all 2nd-5th grade students. Monitoring quarterly, we hope to increase our student achievement through collaboration and strategic interventions. We will be monitoring Mastery Connect and Fountiss& Pinnell data monthly during the 2015-16 school year as well as raising our goal percentage. We continue to look at PBIS data collected through WooFoo to focus our culture/climate goal on the greatest behavioral need. Staff surveys measure a need for increased collaboration. Individual teacher SLOs created a reflective environment where our teaching has become more specialized and intentional.

### Highly Qualified Teachers

The talented Southport Staff strives to help each child find success every day and continues to learn and grow professionally. All of our staff members are certified in the areas that they are teaching and the educational assistants have obtained highly qualified status.

<b>Staff Demographics*</b>	<b>2014-2015</b>
Administrators	1
Teachers	28
Male Teachers	6
Female Teachers	22
Emergency Certified Teachers	0
LAP Teachers	6.4
Bilingual Teachers	3
Special Education Teachers	6
Counselor/Social Worker/Psychologist	0.5/0.5/0.5
Instructional Coach	1
Library Media Specialist	.5
Instructional Technology Teacher	.5
Educational Assistants	6
Behavioral Interventionist	0
Intervention Specialist	0
Total Staff	43

*\*Results are duplicated*



## Professional Development

We have focused our professional development on Guided Reading, Reader's and Writer's Workshop, Guided Math Differentiation, PBIS, behavior, using data to drive instruction through PLCs, and inclusion during the 2012-2013 school year. We have grown a great deal, but we know we are not there yet. Southport will continue to focus on the things listed above as we also learn about a few more topics to tie it all together.

All Southport staff members are participating in iPad classes, Guided Reading Institute, Autism training, and other professional development opportunities. Many Southport educators are participating in Promethian Board training to lead their students in 21<sup>st</sup> century skills.

### Professional Development 2015-2016

<b>Topic</b>	<b>Date</b>
PBIS follow-up	<b>8/2015</b>
<b>Achieve 3000</b>	<b>9/2015</b>
Fountiss and Pinnell Assessment	10/2015
Personalized learning	<b>11/2015</b>
<b>Integrating Tech- Chromebooks</b>	12/2015
Using Data to Drive Instruction	<b>1/2016</b>
<b>RTI</b>	<b>2/2016</b>
<b>UBD</b>	<b>4/2016</b>

## Strategies to Attract Highly Qualified Teachers

Southport teachers are a group of highly qualified, veteran educators. When we do get to choose a staff member, we take the responsibility very seriously. The principal starts with reviewing all applicants. Then, selected individuals participate in FIT interviews. We always have an interview team to interview the finalists. The interview team will consist of a cross section of staff and parents to make sure that we find a good fit for our vision, staff, students and families. The district also has a mentoring program, which supports new educators throughout the school year. Each initial educator is assigned a mentor to consult in confidence. Together they participate in professional development and use a guide book to review the plethora of topics a teacher needs to know about. KUSD has a new teacher orientation for a week prior to the start of each school year, which sets the tone for district expectations surrounding curriculum, meeting students' needs and professional responsibilities. This program helps initial educators with all of the questions they have coming into a new profession and/or district.

## Parental Involvement

- **School wide Planning**

Personal conversations with our families engage them in the learning process as we share ideas with each other. This is done in the classroom, at our CSI meetings, during SA events, with committees and at the community meeting. We would like to engage our growing Spanish-speaking family community further during the 2015-16 year.

- **Informing Parents**

We hosted a Community Meeting in late spring to share data and initiatives with the school community. Southport engages parents at our SA meetings and events. Educationally focused Chat-n-Chew evenings present fun learning opportunities integrated into a meal setting. They encourage families to share information and build support networks within the school community, but they are not well-attended. Southport utilizes a School Messenger (phone) system, monthly newsletters, a sign out front, our website, nightly communication folders and a list serv via e-mail to include families in the educational process. We also have at least one parent on our committees, interview teams and improvement teams when they occur.

- **Parent Involvement Opportunities 2015-2016**

<b>Activities</b>	<b>Dates</b>
Open House	8/2015
Bi- weekly SA meetings	1 <sup>st</sup> and 3 <sup>rd</sup> Thursdays each month
Fall dance	10/2015
Helping in classrooms/library daily	daily
Movie Night	11/2015
Holiday celebration	12/2015
Luau	6/1016
Bingo Night	4/2016
Musical productions	4 times per year

## Transition

We have an Early Childhood four year old Kindergarten program at Southport that services both special education and regular education students in one of two half-day sessions, four days per week. Most of the students that participate in the program will attend Southport for kindergarten. The students become familiar with our building, rules, events, and curriculum. Southport also runs a "Getting Ready for Kindergarten" summer school class. It is four hours per day for 5 weeks. The students work on academic skills as well as learning the procedures that surround school.

Our 5th graders work diligently in preparation for middle school. The students as well as their families can attend an Open House to obtain information and tour their upcoming middle school. The students also do a half-day visit in the spring to see their middle school in action during the month of May. All of the students can attend a "Gear Up" summer session to prepare them for a successful 6th grade school year. Our 5<sup>th</sup> grade students may attend summer school at their future middle school. It's a five week, four hour program that focuses on academic skills that will help prepare them for middle school.

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

The teachers are highly involved in using assessments to monitor student progress. The staff members meet weekly with their grade level teams to review data from common assessments, MAp, IXL math, Achieve3000 reading, and anecdotal records. Each grade level creates a goal based on their rate of success the previous year. The grade level teams also prepare running records to monitor each student. This assessment data allows teachers to personalize each student's learning experience by developing goals for success with the student.

Grade level teams utilize boxes with hanging files to collect all of their data to review during their structured collaboration time. Our Instructional coach frequently joins teams to support their efforts. We are currently looking at ways to minimize paper usage through I pads. We frequently have conversations regarding support and professional development needed to continue our growth. During collaboration, staff members sift through current practices and research best practices to implement throughout the building.

Our data retreat in early May uses information from MAPs, IXL, Achieve, and other data sources to synthesize a report for families during a community meeting. These data sources are also used by our Strategic Planning Team and Title One team to plan for next steps in educating children at Southport. We have a PBIS team that is currently working on Tier Two of a four Tier RtI system of behavior. We are collecting data based on student, grade level, race, gender, behavior, location, special education status and consequence to determine strengths and challenges overall and individually.

## **Timely and Effective Assistance**

When teachers identify that a student is behind grade level expectations with regards to academics and/or behavior, they intervene immediately in the classroom. The classroom teacher can group the student according to their area of need throughout the school day. When teachers share the identification of students that are in need of extra support at their weekly collaboration meetings, the grade level can plan

for interventions and accommodations based on the child's strengths and weaknesses. The grade level teams use running records, IXL math data, common assessments, and anecdotal data to show where students are at in reading and math throughout the grade level, not just in their classroom. The staff members are beginning to learn how to monitor progress of these interventions, so they can better track growth and chart next steps.

The instructional coach and principal are a part of this process, so they can help the staff to meet the needs of all students and apply added resources and professional development when necessary. If a student continues to struggle after multiple interventions, then they are brought to a CSI. At the CSI, the teacher is supported by primarily their team and principal in a discussion to suggest interventions, ascertain interventions that have been made, and develop a plan to help the student. After 20 weeks of intervention, it is determined whether the student has progressed, or if a SIT (Student Intervention Team) is needed to further investigate, where we involve the family, principal, instructional coach, psychologist, social worker, counselor, speech teacher, a special education teacher and a regular education teacher. This group meets to look at the data and determine next steps in the intervention

process. We feel it is important to think comprehensively at a child's learning ability before we move forward to testing for a disability.

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

We will be using these funds to maximize our resources in such programs as guided reading, guided math, technology, helping English Language learners and literacy. We are working with internal and district staff to build capacity with technology and facilitating small group instruction that monitors student progress.

### **Annual Evaluation Process**

We would like to fund 3 partial salary positions:

.25 Library (as we did this past year)

.4 LAP position

.5 ECK intervention teacher

We will fund 3 hourly part time positions:

Tutors (as we did this past year)

The LAP will work with my heavy ESL population in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade team teaching to work on writing skills. Though we have ELL certified teachers at every grade level, our experiment showed that when we integrate a team teacher for writing, our ACCESS scores showed that in classes where we focused our efforts on writing instruction using Lucy Caulkins, our ELLs raised not just their writing subscores and , in turn, their literacy scores, but their comprehension scores also.

The ECK will focus her efforts on letter and sound recognition. Our PALs screener revealed that our students of color and/or in poverty had command of significantly fewer letters and sounds than their non-poverty, white counterparts in both pre-k and k. We devoted one PT interventionist in the late winter and spring to building letter recognition and sound identification in on kinder class. The students in that class had significant growth from their winter to spring, resulting in all students reading above an F&P letter C by June.

We will be using the reports from our increased intervention with students to show students and their families each child's trend line to determine goals and incremental steps to get there. Kindergarten and first grade will use the common assessments on a quarterly basis to monitor student growth. We have two school wide conference opportunities to meet with families in person to report growth. Southport will share mid-quarter reports and progress reports quarterly to help families monitor and best support their child. Staff members will be in contact with each child's family monthly, through conferences, phone contact, or way-to-go emails. All families are invited and almost all attend Open House, where teachers share expectations for the upcoming school year and assist families to learn about the school. Our PBIS initiative has been successful in reducing office referrals because we teach and re-teach appropriate behaviors as needed. The Behavior Reflection Sheets are shared with families to keep them informed of their child's progress.