



Fall | 15

Wilson El Title I Schoolwide Plan

Principal: Yolanda Jackson-Lewis

Kenosha Unified School District

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Wilson Elementary Overview

Wilson Elementary is a school where we promote learning as our #1 business. At Wilson we serve approximately 200 students Pre-K through Grade 5. All Wilson students benefit from a high quality education in an all-inclusive, multi-age classrooms setting. We are in year 5 of implementing the core practices of Expeditionary Learning that promote a deep engagement of students and staff in teaching and learning. Wilson also is a school that has implemented Joyce Epstein's model of "School, Family, and Community Partnerships." Wilson school enjoys and benefits from very positive relationships with our families as well strong partnerships within the community. Family participation in school events and programs has increased. Two very involved partnerships are Crossway Community Church and Agape Love Ministries who have over the past 5 years provided Wilson students with mentors and tutors and community resources and parenting programs for our families. Wilson is in year 5 of being identified as a DPI Focus School, together, teachers, administration, Wilson families and community commit to providing a high quality educational experience for all students resulting in increased student skills and achievement changing Wilson from DPI Focus School, to DPI School of Recognition.

The mission of Wilson Elementary School, who as a community values rich diversity, hard work, and perseverance, is to empower all students to maximize their social, emotional, and academic capabilities by providing a safe, supportive, and structured learning environment through collaboration of students, families, community, and staff.

Wilson Elementary 2015-2016 Expeditionary Learning Work Plan Goals:

- Throughout the 2015-2016 academic year 100% of the academic staff will design and facilitate learning experiences in which students read and write deeply across all content areas so as to ensure high quality work.
- Throughout the 2015-2016 academic year 100% of the academic staff will design and facilitate learning experiences in which students authentically apply numeracy skills across all content areas so as to ensure accurate, high quality work.
- Students, staff, and families at Wilson Elementary will foster a community of care and learning by building relationships across the entire Wilson community.
 - To increase the probability of family participation at school sponsored events, Wilson staff will develop a yearlong calendar of school sponsored events to be distributed during the August 2015 Open House.
 - Throughout the 2015-2016 academic years, Wilson Elementary will track adult family representation at every scheduled calendar event.
 - 100% of Wilson instructional staff will use Crew as a purposeful and intentional focal point of each learning day. While Crew meetings occur at designated times of the day, it is THE way in which we remain in relationship with one another.

Wilson Elementary 2015-2016 SMART Goals:

- By May 2016 Wilson Elementary students in grades 2-5 will meet projected growth levels in Numeracy, Literature and Reading Information as measured by MAP.
- By May 2016 Wilson Elementary students in Kindergarten will demonstrate a literacy growth of at least 2 benchmark levels as measured by Fountas & Pinnell and show evidence of growth in numeracy skills identified by CCSS.

- By May 2016 Wilson Elementary students in first grade will meet grade level expectations in literacy as measured by Fountas & Pinnell and show evidence of growth in numeracy skills identified by CCSS.
- Students, staff and families at Wilson Elementary foster a community of care and learning by building relationships across the entire Wilson community as evidenced by 50% or more possible adult family members in attendance at school sponsored events.

Title I Schoolwide Team 2015-2016

Name	Title
Yolanda Jackson-Lewis	Principal
Carol Graf	Instructional Coach
Janet Miller	Grade K/1 Teacher
Stacy Karlsen	Grade K/1 Teacher
Lauren Kusch	Grade 2/3 Teacher
Charles Jelks	Grade 4/5 Teacher
Justine Hammelev-Jones	Grade 4/5 Teacher
Jean White	Special Education Teacher
Sarahna Tripoli-Silva	ESL Teacher
Jamie Skendziel	PBIS Interventionist
Charmayne Lewis	Parent

Schoolwide Team Meetings 2014-2015

Date	Topic
August 11, 2015	EL Workplan, SMART Goals,

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August 12, 2015	EL Workplan, SMART Goals, Indistar
August 13, 2015	EL Workplan, SMART Goals, Indistar
August 14, 2015	EL Workplan, SMART Goals, Indistar
August 27, 2015	Teaching & Learning Team Meeting
August 27, 2015	Crew & School Culture Team Meeting
September 17, 2015	Teaching & Learning Team Meeting
September 17, 2015	Crew & School Culture Team Meeting
October 7, 2015	Teaching & Learning Team Meeting
October 7, 2015	Crew & School Culture Team Meeting
November 5, 2015	Teaching & Learning Team Meeting
November 5, 2015	Crew & School Culture Team Meeting

Schoolwide Plan Components

Comprehensive Needs Assessment

Process, Program Strengths, and Specific Areas of Need

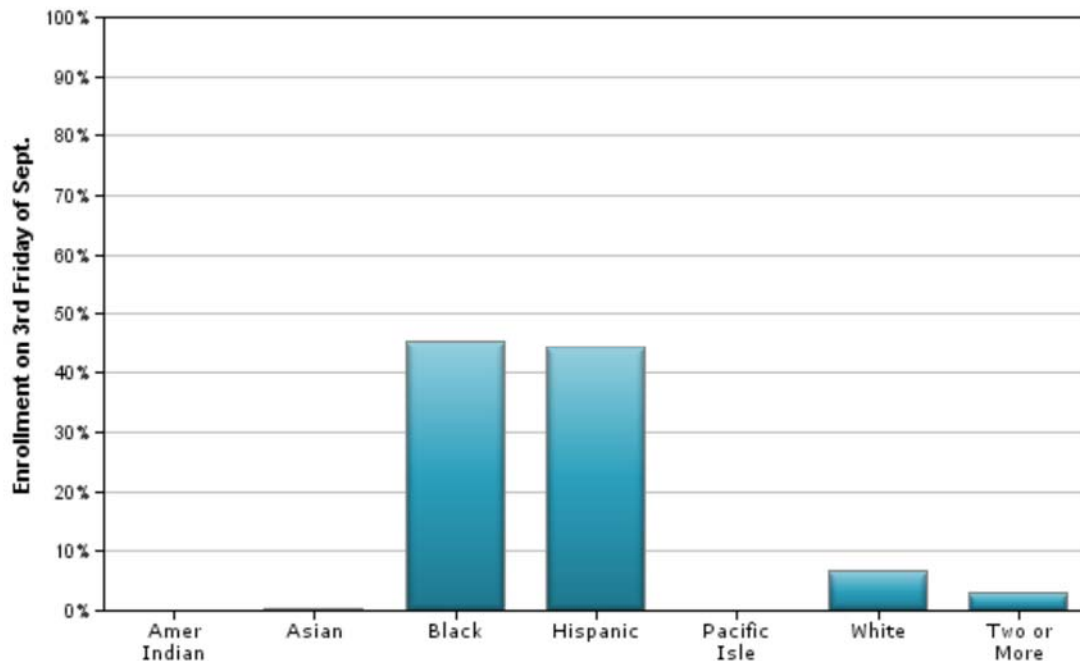
The Wilson Team routinely assesses our work, as well as analyzes student work, formative and summative assessments. What we have noticed is that our youngest students, those in kindergarten and first grade are entering school at benchmark and the majority way below benchmark. These students lack phonics and phonemic awareness and they are very low vocabulary skills, even lower in academic vocabulary. The majority of our weakest students academically tend to be our 2nd and 3rd graders. This also has been our highest transient group over the past two years. Our 4th/5th grade students have to make the most gains in terms of MAP scores. We notice most students are meeting or exceeding their expected growth as measured by the MAP assessment, however for some, this growth still does equate to meeting benchmark or performing at grade level.

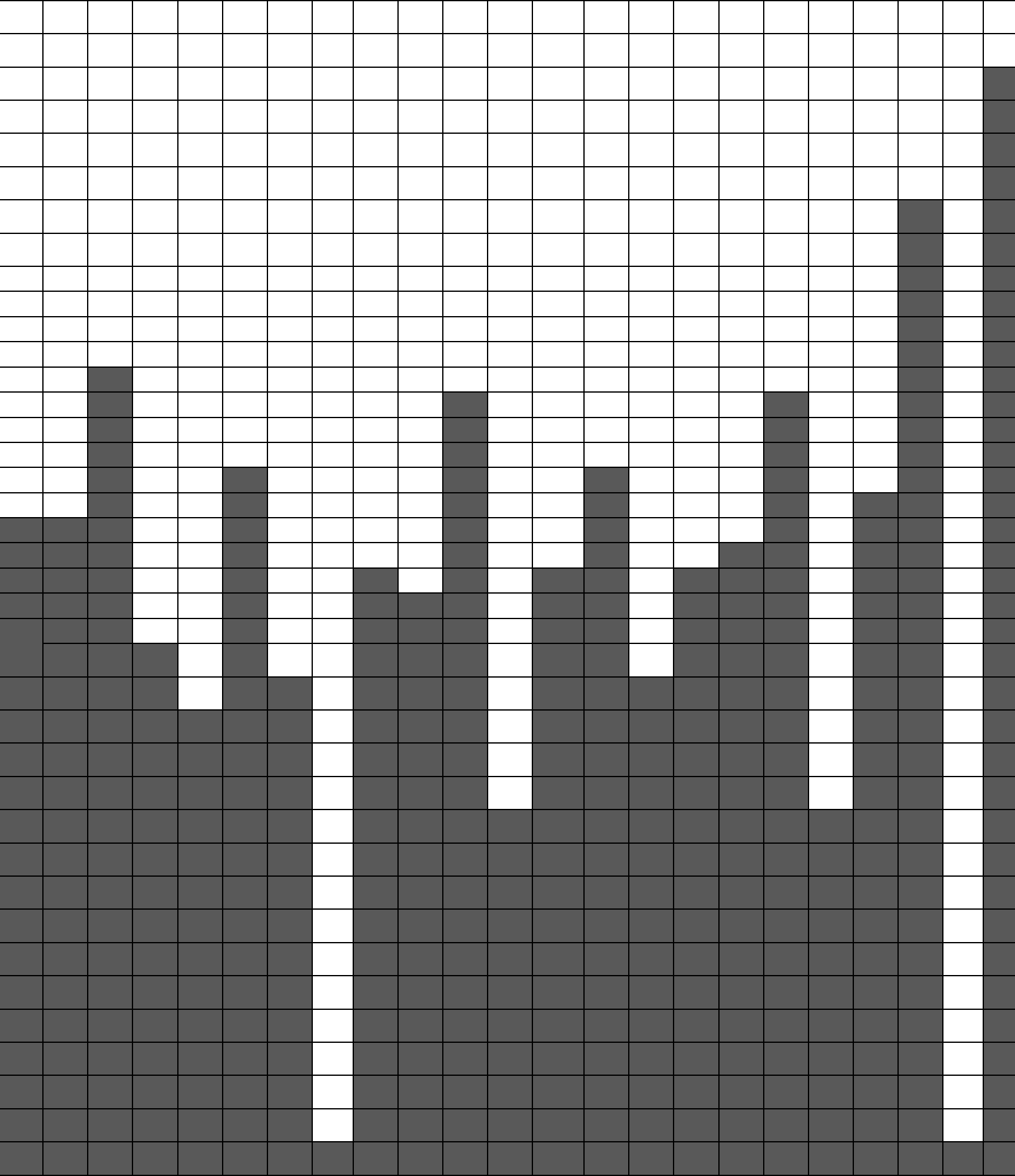
Having a growth mindset is becoming strength for the Wilson Team. With the help of our EL School Designers, we have created a system of what we call “holding ourselves accountable.” This involves a cycle of assessing teacher practice – strategic professional development – changing or tweaking teacher practice and back to assessment...the cycle repeats. Our Instructional Coach, as well as peers, is there to provide feedback and coaching during this process. Our Instructional Coach also provides each team with weekly rounds of student centered coaching. During these coaching meetings, grade level teams analyze student assessments and decide what to continue or what to do different in order to get the best results from students. Our EL School Designer meets with each team and provides professional development on a monthly basis based on goals the team has outlined in the workplan.

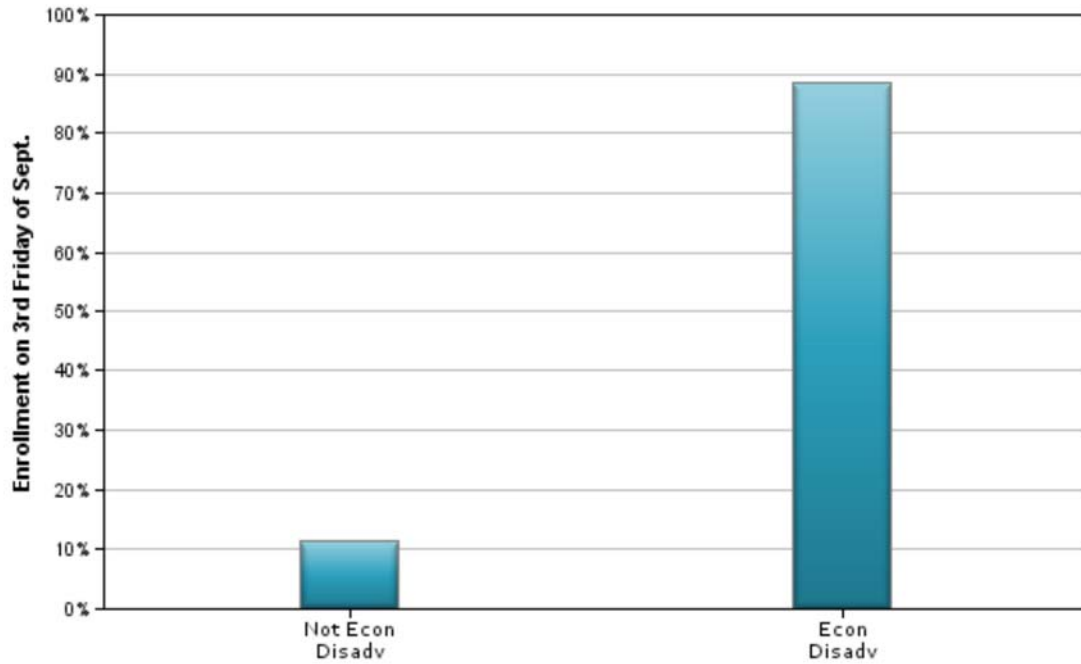
Being an Expeditionary Learning (EL) School, our goal was to “live in Learning Expedition.” This meaning that the CCSS and all content areas would be taught through the lens of an expedition and/or case study. As an EL School we believe that children learn best when learning is made real and relevant current world and/or community events. Due to student’s deficient skill levels, teachers found “living in learning expeditions” very challenging. Going back to the drawing board, our goal now is minimize the time we spend teaching in isolation and also to retool and re-strategize our delivery of Rti interventions.

Wilson Elementary Student Demographics

Student demographics and economic status at Wilson have remained steady over the past 6 years. Our student demographics mainly consist of black and Hispanic students, with 45% of our students identifying race as black and 44% identifying race as Hispanic. The percentage of students receiving free / reduced lunch has remained steady as well at about 90%. After reviewing data sources, ie. Badger, MAP, Fountas & Pinnell, the team identified students with low socio-economic status to be our greatest area of need.







Wilson staff continues to strive to meet the academic, social, and emotional needs of our students. For this reason, we continue to connect and establish relationships with all families; staff continues to work toward putting all 9 of the EL Core Practices into place. As an EL

school, we are able to not only take advantage of district professional development opportunities, but those offered by EL as well. We continue to implement and meet DPI Indistar goals and requirements. The Wilson staff seeks out and utilizes both district and community resources.

As mentioned earlier, Wilson staff uses data from a variety of sources to evaluate student growth and areas of need. We use data from Badger data MAP (Measures of Academic Progress), Fountas and Pinnell, Prekindergarten -2nd grade PALS, PBIS (Positive Behavior Intervention System) and common assessment data. Summative data is evaluated as a whole staff 3 times a year, Fall, Winter and Spring. Formative data is reviewed constantly throughout the school year during, Friday PLC's, Grade Level Team meetings and weekly Student Centered Coaching meetings. The findings are used in lesson planning and in small group intervention instruction. For the past 5 years, we have spent 3 days in May or June analyzing summative and formative data and coming up with SMART goals for the following school year.

According to Fountas & Pinnell the following percentage of students met their reading growth goal:

- 63% of K
- 35 % of 1st
- 50% of 2nd
- 35% of 3rd
- 53% of 4th
- 45% of 5th

Reform Strategies:

1. Staffing

- a) Teacher Substitutes – subs are provided monthly for the purpose of professional development with EL Education School Designers and to allow additional time for curriculum writing and planning
- b) Teacher substitutes for PALS – with the high number of students needing to be tested, we the extra time needed is necessary
- c) Teacher extend contract – teachers are paid hourly for tutoring some of our most neediest students uring the afterschool program
- d) Teacher extended contract (parent involvement) – Wilson staff member paid for additonal time for working outside contracted hours interpreting for Spanish speaking families to help them understand their childs education
- e) Teacher substitute (part time) – retired teacher comes in weekly to assist teachers and help with the many students who are functioning below grade level, tutoring, tracking data, and progress monitoring
- f) Teacher additional support (PBIS) – just as we have an Instructional Coach to coach students and staff on academics, there is a PBIS coach, to coach Wilson students and staff socially and emotionally
- g) Teacher extended year contract – Wilson has taken the 6 weeks of traditional summer school and have built in 2 week intercessions after each quarter allowing us to reach and teach more students and come back to school in August, verses September

- h) Teacher extended year contract (curriculum) – selected teams of teachers write learning expedition curriculum, integrating all subject areas
2. Professional Development:
- a) Focus Conference – being a Focus school attending this conference is requirement
 - b) EL Education Contract - About 5 years ago, during some brainstorming at a Site Team meeting, it became clear that members of the team felt the need for Wilson Elementary to transform, turn around our school. In order for that to happen, we needed “real change” “big changes” “to try something we’ve never tried before.” During the next several weeks, the principal introduced the following models, Dual Language, International Baccalareate and Expeditionary Learning. Teams were assigned to research the different models, one team had the opportunity to attend a Dual Language conference in Illinois during this time. Teams came back together and presented their findings. After weighing all the pros and cons, a vote was taken and Expeditionary Learning was chosen. Some of the pros that stood out with EL was – it was research based, a framework, it wasn’t something that was going to be done to us, we had to do the work, in order to make it work, the 9 Core Practices are phenomenal. The continuous professional development and support offered by EL School Designers were also appealing. Next steps were to present information and findings to parents and community members to allow them an opportunity to weigh in, ask questions and get their feedback and ultimately, their buy in. Wilson Elementary will enter its 5th year of implementing Expeditionary Learning and extended year calendar.
3. Instruction:
- a) Moby Max Reading – MobyMax is an accelerated personalized learning online program aligned to the CCSS chosen to help students increase literacy skills
 - b) MobyMax Math - MobyMax is an accelerated personalized learning online program aligned to the CCSS chosen to help students increase numeracy skills
 - c) Weekly Reader – is a scholastic magazine chosen for its skill building non-fiction topics that cover all content areas exposing and teaching students about the world around us and the things and people within our world, Weekly Readers are a tools teachers use to help build background knowledge for students
 - d) Fieldtrips aka at Wilson as Fieldwork experiences – Wilson has over 90% of its students living at or below the poverty line. Many families cannot afford or do not have the resources to take their children to the Zoo, pumpkin farm, fresh market, etc. at Wilson we take learning outside the classroom providing students access to be exposed to experiences that they would not normally get to experience
 - e) Technology – to provide opportunities for our students to learn and be able to compete in global society

Highly Qualified Teachers

The Wilson staff is comprised of highly qualified, talented teachers. Eleven of the twenty-one staff members, or 52%, have advanced degrees. 50% of all members of the full time teaching staff have at least 10 years teaching experience. All of our educational assistants have achieved highly qualified status. Even with this amount of expertise and experience, the Wilson staff recognizes that continued learning and professional growth is necessary and desirable. The staff is consistently participating in building; district and community based professional development opportunities, as well as participating in educational book studies to extend their knowledge base.

Staff Demographics	2014-2015
Administrators	1
Teachers	21
Male Teachers	2
Female Teachers	19
Full Time Teachers	12
Part Time Teachers	9
Emergency Certified Teachers	1
LAP Teachers	1.5
Bilingual Teachers	0
Special Education Teachers	1
Counselor / Social Worker / Psychologist	1
Instructional Coach	1
Library Media Specialist	0.5
Instructional Technology Teacher	0
Educational Assistants	2
Behavioral Interventionists	.5
Intervention Specialist	0
Total Staff	21

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.

Wilson: When teaching positions open at Wilson Elementary they are posted by the district on the WECAN system. From there Administrators are able to search for viable, highly qualified educators. A team, consisting of a variety of staff members and parent representatives, then conducts interviews and makes recommendations.

Professional Development

Professional development at Wilson Elementary School for the coming school year will be guided by Expeditionary Learning School Designers. Professional development will focus on literacy, numeracy, school culture & crew and using data to drive instruction.

Topic	Date
EL Work Plan / Wilson Handbook / Crew & Culture Team / Teaching & Learning Team / PBIS	8/11, 12, 13, 14/2015
MLP / KUSD Curriculum Documents / Google	8/21/2015
Infinite Campus	8/27/2015
EL Teaching in an active classroom	8/28/2015
Expedition topics / Science and Social Studies mapping	9/11/2015
High quality work / Anchor and mentor texts	9/18/2015
Tier 2 academic and behavior check-ins / Learning expedition writing	9/25/2015

Learning expedition writing	10/2/2015
Critical consultancy protocol	10/20/2015
Debriefing: purpose and strategies	11/06/2015
Short Shot of EL National Conference	11/13/2015
Tier 2 academic and behavior check-ins / Learning expedition writing	11/20/2015
Designing effective lessons	12/04/2015
Building background knowledge / Close reading / Anchor and mentor texts	12/11/2015
Tier 2 academic and behavior check-ins / Learning expedition writing	1/15/2016
Deeper learning in math / Math workshop / Portfolios for mathematical thinking	1/22/2016
Primary literacy	1/29/2016
Math Workshop	2/13/2015
Tier 2 academic and behavior check-ins / Learning expedition writing	2/05/2016
Crew as a tool of academics	2/12/2016
Close reading upper elementary	2/19/2016
Protocols: Academic and Crew	3/04/2016
Tier 2 academic and behavior check-ins / Learning expedition writing	3/11/2016
Tools of quality reading and writing: Anchor and mentor texts	4/08/2016
Deeper learning in math	4/15/2016
Tier 2 academic and behavior check-ins / Learning expedition writing	4/22/2016
Critical consultancy protocol: Learning expeditions to date	4/29/2016

Learning expedition writing	5/06/2016
EL Implementation Review	5/13/2016
Grade Level Planning	5/20/2016
2016-2017 Planning	6/03/2016
2016-2017 Planning	6/10/2016
School Leadership Team Retreat	6/17 and 18/2016

Parental Involvement

Schoolwide

At Wilson Elementary we continue to strive for parent and family engagement. As stated in our schools work plan, we believe “relationships among students, families, and staff promote student success. As an Expeditionary Learning school one of our Core Practices focuses on “engaging families.” With this we have an “open door” initiative. Our door is always open to parents, meaning no appointment necessary. We have monthly Parent/Teacher events and activities. We provide a translator for our Spanish speaking families when necessary. Families are invited to participate in improvement and transformation planning. For the past two years we have held an end of the year data summary meeting with parents in June. At these meetings, the principal and Instructional Coach helps parents to analyze student achievement data. Also, an annual parent survey is given at this time. The survey includes getting parents feedback on uniform policy, curriculum, events they would like to see, PBIS, etc. The survey is sent out for those who do not attend data meeting.

Informing Parents

Wilson Elementary informs parents through a monthly newsletter, parent information nights and face to face with staff. I have a parent “Go To Team.” This is a group parents I pick each year, due to their visibility on a daily basis and their level of concern and advocacy shown for their child at school. I communicate with this group of parents on a regular basis. News is also communicated through notes home by both the office and Wilson Staff and a school messenger calling system.

Parent Involvement Opportunities 2015-2016

Topic	Date
Open House	8/13/2015
K/1 Family Hot Dog Lunch	8/21/2015
Back to School Movie Night	8/21/2015
Parent Teacher Conferences	9/3 & 4/ 2015
Math Game Night	Sept. TBD
Wilson Homecoming (Reunion)	Sept. TBD
CLC Open House	Oct. TBD
Harvest Fest	Oct. TBD
4/5 For the Love of Reading	Nov. TBD
Family Fitness Night	Nov. TBD
Family Magician Night	Nov. TBD
Parent Teacher Conferences	11/24 & 25/ 2015
Family Jingle Bingo	Dec. TBD
Celebration of Learning and Pre-K Family Outreach	Dec. TBD
Family Movie Night	Jan. TBD
Learning Expedition Preview	Jan. TBD

Family Card Game Night	Jan. TBD
Valentine's Dance	2/11/2016
Parent Teacher Conferences	2/25 & 26/2016
Family Board Game Night	Feb. TBD
K/1 Green Eggs and Ham / Dr. Seuss Night	3/02/2016
Wilson March Madness	Week of 3/07/2016
Winter Carnival	3/18/2016
For the Love of Reading Family Night	April TBD
African Drummer / Story Teller Night	April TBD
CLC Carnival	May TBD
Celebration of Learning and Pre-K Family Outreach	May TBD
Track & Field Day	June TBD
5 th Grade Celebration and Dance	6/08/2016

Transition

Part of the Wilson Family is the Early Education PreK classes & Headstart program serving both special education and general education students. Our PreK program consists of two half-day sessions, four days per week. Most of the students which participate in the 4 year old Kindergarten program will attend Wilson Elementary, so they become familiar with our building,

uniforms, and expectations. “Getting Ready for Kindergarten” during the summer school session is also available to our families.

Our fifth grade students begin to be familiar with the middle schools in the spring of the year with an extended visit during the school day to the middle school they will attend. Students and their families may also attend an “Open House” informational session to become acquainted with the middle school. All of the students may attend a “Gear-Up” summer session to prepare for the 6th grade year. Fifth grade summer school is also available at the student’s future middle school.

Teacher Involvement in the Use of Academic Assessments

Wilson teachers are very involved in the use of assessments to monitor student progress. Wilson staff continues to implement EL practices, as well as district initiatives around working collaboratively in PLC’s and using data and other common assessments to assist with instruction. Each grade level team creates SLO goals related to student achievement. These goals are checked and monitored by the grade level teams during PLC’s, Student Centered Coaching, and EL PD and School Leadership Team meetings.

Each classroom teachers data is kept using a Google document. This Google doc houses Fountas & Pinnell, PALS, MAP and Badger data.

In May of each year the entire staff participates in a data retreat to review Badger, F&P, MAP, PALS, as well as PBIS, and attendance data. This data is also shared with our school families. This information is analyzed and utilized by the School Leadership Team to plan the next steps for meeting the academic, social and emotional needs of Wilson students and staff.

Timely and Effective Assistance

When a Wilson teacher determines that a student is having difficulty meeting grade level expectations, they intervene immediately. Teachers can regroup students within the classroom and/or grade level so that individual needs can be met in small group settings. Each grade level also shares a 30 minute Intervention time daily. Teachers plan specific intervention activities to meet the specific needs of students. The results of these interventions are tracked within the Google doc and discussed at grade level meetings, Student Centered Coaching and CSI meetings. The Principal and Instructional Coach are a part of the grade level team meetings. They are resources for the teachers; collaborating and providing professional development where necessary.

If a student continues to struggle despite interventions, the teacher refers the student for consideration by the Collaborative Student Investigation Team (CSI). This team is comprised of the student’s parent/s or guardian/s, Principal, Instructional Coach, general education teacher,

Psychologist, LAP Teacher (if appropriate), Social Worker, Counselor, Speech Teacher, and Special Education Teacher. Together this team examines the data and discusses the student's strengths as well as the teacher's and the family's areas of concern. A plan is developed which determines the next steps in the intervention process. A follow-up meeting date is usually set to examine the results of the CSI plan and revise the plan if necessary.

Students may participate in the Community Learning Center (CLC) after school program. CLC meets from the time school dismisses at 3:15pm until 5:45pm on Monday, Tuesday, Wednesday, and Thursday. The program includes a snack, enrichment activities, and homework help.

In lieu of summer school and because of our school calendar variation, students have the additional opportunity to participate in full day math and reading remediation and enrichment activities during our Expeditionary Intensive weeks. These 2 week Intensives occur 3 times per year at the end of quarters 1, 3, and 4.

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

Beginning in the 2012-2013 Wilson became a DPI Focus school receiving Focus School funds. These funds will be used to help implement Expeditionary Learning as well as provide Rti and other professional development opportunities. We work with a variety of outside agencies and district departments to maximize student learning. These include: 21st Century CLC, Boys and Girls Club of Kenosha, Kenosha Area Business Association (KABA) Mentors, various local church groups providing donations and volunteer time, Fresh Fruit and Vegetable Nutrition Program, and district resources from school leadership, special education, student support, and teaching and learning.

Annual Evaluation Process

Student achievement data will be analyzed at weekly grade level team meetings, quarterly by the School Leadership Team and the EL school designers, and by semester with the entire staff. During these data examination meetings particular attention will be paid to students not at grade level and students brought up for CSI meetings. Data from a variety of sources will be used such as: guided reading benchmarking, math common assessments, Badger, MAPS, and PALS. The

schoolwide plan will be evaluated and up-dated by the School Leadership Team and the EL school designers in May 2016.

Annual evidence for monitoring progress will include:

- Students growing one academic year in guided reading levels that are checked quarterly using Fountas and Pinnell Benchmarking Kits.
- Students will track their own personal reading in data folders.
- A 60% decrease in the number of office referrals / visits.
- A parent survey to be administered in the first and fourth quarter to track family satisfaction with the school climate.

Parent Teacher conferences will be held 3 times per year at the end of quarters 1, 2, and 3 to meet with families in person and discuss student growth. Mid-quarter and quarterly progress reports will be shared with parents / guardians to help families monitor the student's achievement. Staff members will contact families at least quarterly and document those meetings and discussions in a Parent Contact Log.