2018-2019 SCHOOL YEAR

School Name: BRASS COMMUNITY SCHOOL

IDENTIFY SMART GOAL – LITERACY

LITERACY		
Must include: • **By the end of the 2018-2019 school year, students at Brass Community School will have an increase in the number of students meeting or exceeding RIT norms by 3%.** • **By the end of the 2018-2019 school year, students identified as Economically Disadvantaged will have an increase in the number of students meeting or exceeding RIT norms by 5%**		
INDICATOR	**MEASURE**	**TARGET**
Increase in Vocabulary	MAP test - Vocabulary Goal Strand	• By winter MAP, we will increase the number students identified as Economically Disadvantaged meeting or exceeding the norm by 3%
Increase in reading level	F & P PALS	• By the end of the first semester, students identified as Economically Disadvantaged will increase their reading level by 50% + 1 of the expected grade level benchmark.

Support: SMART Goal Process Resources

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

SMART GOAL ACTION PLAN
(INCLUDING PROFESSIONAL LEARNING)

Kenosha Unified School District

LITERACY TARGET (WHOLE SCHOOL)						
Strategy	**Timeline**	**Materials** **Be specific**	**Professional** **Learning**	**FTE**	**Funding** **Source**	**Date** **completed**
Engenuity	Ongoing through the 2018-2019 School Year	Copies of Continuum of Learning	Online and Onsite PD provided by Engenuity	0	Title I $3,000	
Readers Workshop	Winter 2019	Conference Registration for July	Conference Registration for July	0	Title I $3,592	
IXL Reading	Ongoing through the 2018-2019 School Year			0	Title I $2,000	
RAZ-Kids	Ongoing through the 2018-2019 School Year			0	Title I $3,688	
Workshop Model	Ongoing through the 2018-2019 School Year	Curriculum documents: F & P Guided Readers and Writers	Staff meetings,, Coaching Cycles, peer observations		Building Funds $2,000	
Vocabulary Acquisition	Ongoing through the 2018-2019 School Year		EL teachers will provide PD to staff on increasing Vocab for EL students		No Cost	
MLSS/RtI (Tier 1-3)	Ongoing during the 2018-2019 school year	Live Binders				
Implementation of the new Fountas and Pinnell Benchmark Kits	Ongoing during the 2018-2019 school year					

LITERACY TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
IXL Reading	Ongoing through the 2018-2019 School Year			0	Title I $2,000	
RAZ-Kids	Ongoing through the 2018-2019 School Year			0	Title I $3,688	
Coaching Cycles	Ongoing through the 2018-2019 School Year		Instructional Coach will work with teachers in the building during a coaching cycle focused on individual SLOs and building goals.	1		
Compass Learning - Small group targeted interventions	Ongoing through the 2018-2019 School Year	Copies of Continuum of Learning	Online and Onsite PD provided by CL	0		Title I $12,000
Vocabulary Acquisition	Ongoing through the 2018-2019 School Year		EL teachers will work with identified students to increase vocab			
Small group targeted interventions	Ongoing through the 2018-2019 School Year		LLI Training	0		

Support: SMART Goal Process Resources

Kenosha Unified
School District

IDENTIFY SMART GOAL - NUMERACY

NUMERACY

Must include:

- **By the end of the 2018-2019 school year, students at Brass Community School will have an increase in the number of students meeting or exceeding RIT norms by 5%.**
- **By the end of the 2018-2019 school year, students identified as Economically Disadvantaged will have an increase in the number of students meeting or exceeding RIT norms by 7%**

INDICATOR	MEASURE	TARGET
Number and Operations	MAP test	- By winter MAP, we will increase the number students identified as Economically Disadvantaged meeting or exceeding the norm by 5%

INDICATOR	MEASURE	TARGET
The Real and Complex Number Systems	MAP test	- By winter MAP, we will increase the number students identified as Economically Disadvantaged meeting or exceeding the norm by 5%

Support: SMART Goal Process Resources

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

SMART GOAL ACTION PLAN
(INCLUDING PROFESSIONAL LEARNING)

NUMERACY TARGET (WHOLE SCHOOL)						
Strategy	**Timeline**	**Materials** Be specific	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Number Talks						
Compass Learning	Ongoing through the 2017-2018 School Year	Copies of Continuum of Learning	Online and Onsite PD provided by CL	0		Title I $12,000
Rocket Math	Ongoing through the 2017-2018 School Year	Rocket Math Sheets	PD needed for new staff			Local Budget $500
Coaching Cycles	Ongoing through the 2017-2018 School Year		Instructional Coach will work with teachers in the building during a coaching cycle focused on individual SLOs and building goals.			
IXL	Ongoing through the 2017-2018 School Year		PD needed for new staff			
Professional Learning Communities	2018-2019 school year		PLC's will analyze student data and discuss best practices for numeracy instruction and interventions.			

NUMERACY TARGET (SUBGROUP)

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Compass Learning	Ongoing through the 2017-2018 School Year	Copies of Continuum of Learning	Online and Onsite PD provided by CL	0		Title I
Increase Student Engagement of EL students	Ongoing through the 2017-2018 School Year					

NUMERACY TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**

Support: SMART Goal Process Resources

IDENTIFY SMART GOAL - CULTURE

CULTURE

Must include:
- **By the end of the 2018 - 2019 school year, Brass will decrease the percentage of students who fall into the Tier 3 category of discipline from 8% - 6% (Students receiving 6 or more disciplinary referrals).**
- **By the end of the 2018 - 2019 school year, students identified as Economically Disadvantaged will decrease the percentage who fall into the Tier 3 category of discipline by 3% (Students receiving 6 or more disciplinary referrals).**

Kenosha Unified School District

INDICATOR	MEASURE	TARGET
Increase Daily Attendance	Infinite Campus	By the end of the 2018 - 2019 school year, students will increase their overall attendance by 1.0%.
Decrease in Office Disciplinary Referrals	Infinite Campus	By the end of the 2018 - 2019 school year, no more than 8% of the student body will have received more than 5 ODRs.

Support: SMART Goal Process Resources

SMART GOAL ACTION PLAN
(INCLUDING PROFESSIONAL LEARNING)

CULTURAL TARGET (WHOLE SCHOOL)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Zones of Regulation	2018-2019 school year	Zones of Regulation Book	On-site PL in Zones	.3	Title	3/31/18
Mindfullness	2018-2019 school year	Mindfullness online subscription	On-site PL	NA	Title	End of School Year
Inclusive and Collaborative Practice Project	2018-2019 school year	None	In conjunction with			

CULTURAL TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Tier 3 Behavior Interventions	2018-2019 school year		NA	.2	NA	End of School Year

CULTURAL TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**

Support: SMART Goal Process Resources

ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
NUMERACY TARGETS	**ACTUAL RESULTS**	**REFLECTION**
CULTURE TARGETS	**ACTUAL RESULTS**	**REFLECTION**

Support: SMART Goal Process Resources

Part A - School-wide Team and Meetings – (Title One)
2018-2019 SCHOOL YEAR

School Name:

Title I School-wide Team

NAME	TITLE
Joel Kaufmann	Principal
Elise Marshall	Parent and PTO President
Randy Hoover	Behavioral Interventionist
Trenai Dagen	Head Secretary
Elizabeth Beere	Instructional Coach
Leonard Jackson	Parent
Patricia Weyker	School Counselor
Kristen Scozzaro	1st Grade Teacher

School-wide Team Meetings 2018-2019

DATE	TOPIC
June 20th, 2018	Action Plan Co-facilitator meeting, School Structures and Academic Focuses
July 23rd, 2018	Continued discussion from June Meeting
August 16th, 2018	Review Team Reports, Revise School Structures, Calendar Items

October 18th, 2018	Review Title Budget
February 22nd, 2019	Begin looking at 2019-2020 budget
May 24th, 2019	Organize 2019-2020 calendar and budget

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

School Name: Brass Community School

In the 2018-2019 school year, Brass Community School staff had 30 teachers. Of these, 1 needs emergency licensing:

Rishana Alexandrescu - Cross-Category Special Education
- *For each emergency licensed teacher, include a bullet with rationale (from emergency license application) and current status for each emergency licensed staff.*

The table below provides a comprehensive picture of staff demographics. Staff demographics are not updated for the 2018-19 year, as hiring is not completed at the time of this writing. Kenosha Unified works hard to attract and retain highly qualified teachers. The district has partnerships with two local higher education institutions with teacher preparation programs: Carthage College and University of Wisconsin-Parkside. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. The orientation sets the tone for district expectations regarding curriculum, student effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. Mentors and initial educators use a district guidebook to discuss a variety of topics including: instruction and classroom management. KUSD also offers support for initial educators by providing ongoing support seminars including sessions on completing the Professional Development Plan (PDP) process.

Equity Indicators- Staff Demographics	2018-2019
Total teaching staff	
Emergency licensed teachers	1
Less than 3 year experienced teachers	4

Strategies for Hiring and Retaining Appropriately Licensed Staff

District:

Kenosha Unified School District actively seeks and recruits appropriately licensed 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.

School:

Brass Community School takes the responsibility of appropriately licensed teachers and staff very seriously. We want all staff members to believe all children can learn and the question is "how we can impact it" rather than "if we can impact it". Our hiring process includes:

- Reviewing all licensed applicants
- Selecting applicants to participate in interviews
- identifying a diverse interview team to provide feedback from multiple perspectives
- Conducting interviews using interview questions that address a variety of the teachers' instructional practice including: culturally relevant practices, differentiation, and collaboration
- Contact applicant references
- Extend offer to the most qualified candidate pending school board approval
- Collaborate with Human Resources and District level administrators in hard to fill areas; such as, ELL, Bilingual and

Special Education to identify quality qualified candidates.

** Add any additional practices or procedures that are used by your school to ensure that highly qualified teachers are hired.

Part C - Academic Assessment Usage – (Title One Schools)
2018-2019 SCHOOL YEAR

School Name: Brass Community School

Create a description on how teachers are involved in the decision making process at the school. Federal guidelines require that teachers must be involved. Use the following questions to guide your description.

- How were teachers involved in strategic planning and/or SMART Goal process?
  - Leadership team
  - Grade level teams
  - Content area teams
- What is the connection between assessment data and school/Title One goals?
- What assessments are used to inform teachers about student progress?
- How is this information used to meet student needs?
- How is the data used in the teacher evaluation system?
- How is the data used to develop formative assessments?
- How do teachers collaborate around the student data? What systems are in place for teachers to collaborate such as Friday early release times?

Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

Describe the system your school uses to support students in their transition into and out of your school.

Part E - Coordination of Funds – (Title One Schools)

2018-2019 SCHOOL YEAR

School Name:

At this time Brass Community School, 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.

** Provide additional information about use of other funding sources. (Such as CEP and or Soaring Grant.)

Part F - Parent Engagement – (Title One Schools)

2018-2019 SCHOOL YEAR

School Name:

School-wide Planning

Place an X in the box of the focus areas for this school year.

	Parenting		Learning at Home
	Communicating		Decision Making
	Volunteering		Collaborating with Community

Write a description about how the school will address their focus areas during the school year and how parents are involved in the needs assessment process and implementation of parent education opportunities.

Parent Communication System

Write a description describing how the school informs parents about student performance and parent involvement opportunities

2018-2019 Parent Involvement Opportunities

Activities	Dates

Part G - Timely and Effective Assistance – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

Write a description about how the school provides timely and effective assistance for struggling students.

2017-2018 Kenosha Unified School District School Achievement Plan

Elementary School: **Brass Community School**

Manually enter school values in blue cells.

All other cells are formulas or district values that have been populated.

Enrollment

		PK/K4 #	PK/K4 %	K #	K %	Gr. 1 #	Gr. 1 %	Gr. 2 #	Gr. 2 %	Gr. 3 #	Gr. 3 %	Gr. 4 #	Gr. 4 %	Gr. 5 #	Gr. 5 %	School #	School %	KUSD %
1.1	Total Enrolled	71	14.4%	68	13.8%	55	11.1%	66	13.4%	82	16.6%	76	15.4%	75	15.2%	494		
	American Indian	0		0		1		0		0		0		0		0	0.0%	0.2%
	Asian	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1.5%
	Black	23	12.6%	29	15.9%	13	7.1%	26	14.3%	31	17.0%	38	20.9%	21	11.5%	182	36.8%	14.6%
1.2	Hispanic	25	12.3%	20	9.9%	28	13.8%	27	13.3%	37	18.2%	29	14.3%	37	18.2%	203	41.1%	28.7%
	Pacific Islander	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0.1%
	White	15	26.3%	10	17.5%	10	17.5%	4	7.0%	5	8.8%	5	8.8%	9	15.8%	57	11.5%	49.0%
	Two or More	7	14.0%	9	18.0%	4	8.0%	9	18.0%	9	18.0%	4	8.0%	8	16.0%	50	10.1%	6.0%
1.3	Limited Eng.	71	69.6%	10	9.8%	16	15.7%	17	16.7%	20	19.6%	19	18.6%	20	19.6%	102	20.6%	10.4%
1.4	Econ Dis.	65	14.9%	63	14.4%	49	11.2%	59	13.5%	76	17.4%	63	14.4%	61	14.0%	436	88.3%	45.3%
1.5	SwD	16	19.8%	9	11.1%	9	11.1%	11	13.6%	10	12.3%	16	19.8%	10	12.3%	81	16.4%	12.6%
1.6	Female	35	14.2%	35	14.2%	23	9.3%	40	16.3%	43	17.5%	32	13.0%	38	15.4%	246	49.8%	48.9%
	Male	36	14.6%	33	13.4%	32	13.0%	26	10.6%	39	15.9%	44	17.9%	36	14.6%	246	49.8%	51.1%

- **Figure 1.1, 2017-18 School Enrollment by Grade**
- **Figure 1.2, 2017-18 School Race by Grade**
- **Figure 1.3, 2017-18 School EL Status by Grade**
- **Figure 1.4, 2017-18 Economic Status by Grade**
- **Figure 1.5, 2017-18 SPED Status by Grade**
- **Figure 1.6, 2017-18 Gender by Grade**

Data location: WISEdash portal --> Advanced Analysis tab --> Snapshots -->

Third Friday of September Count Date Snapshot Dashboard --> Select School --> Data View: Snapshot --> Apply Filters

Use pivot table by sliding fields in and out of the column area.

Forward and DLM

STATE RESULTS (ELA)—Performance Levels—3-year profile

	Year	Grade	Tested #	Not Tested %	Below Basic %	Basic %	Proficient %	Advanced %	Prof/Adv %	KUSD Prof/Adv %	WI Prof/Adv %
2.1	2015-16	3	58	0.0%	19.0%	55.2%	24.1%	1.7%	25.9%	44.9%	43.3%
		4	58	5.2%	51.7%	25.9%	15.5%	1.7%	17.2%	42.3%	43.5%
		5	68	0.0%	35.3%	36.8%	25.0%	2.9%	27.9%	44.0%	42.6%
2.2	2016-17	3	67	0.0%	37.3	46.3%	16.4%	0.0%	16.4%	41.2%	42.2%
		4	66	0.0%	30.3%	39.4%	27.3%	3.0%	30.3%	43.9%	46.9%
		5	51	0.0%	43.1%	41.2%	13.7%	2.0%	15.7%	46.3%	46.6%
2.3	2017-18	3	79	0.0%	58.2%	35.4%	6.3%	0.0%	6.3%		
		4	70	0.0%	47.1%	40.0%	12.9%	0.0%	12.9%		
		5	71	2.8%	43.7%	38.0%	14.1%	1.4%	15.5%		

- · **Figure 2.1, 2015-16 School Forward/DLM ELA Data**
- · **Figure 2.2, 2016-17 School Forward/DLM ELA Data**
- · **Figure 2.3, 2017-18 School Forward/DLM ELA Data (TBR Summer 2018)**
  - *Figures 2.1 – 2.6 Data location: WISEdash portal, WISEdash tab --> Forward tab -->*
  - *Forward and DLM Performance by Subgroup--> Select School --> School Year --> Test Subject = ELA -->*
  - *FAY School = FAY --> Group By Grade Level --> Apply Filters*

STATE RESULTS (Mathematics)—Performance Levels—3-year profile

	Year	Grade	Tested #	Not Tested %	Below Basic %	Basic %	Proficient %	Advanced %	Prof/Adv %	KUSD Prof/Adv %	WI Prof/Adv %
2.4	2015-16	3	58	0.0%	13.8%	29.3%	46.6%	10.3%	56.9%	45.9%	48.3%
		4	58	5.2%	41.4%	34.5%	17.2%	1.7%	18.9%	44.7%	44.7%
		5	68	0.0%	38.2%	36.8%	20.6%	4.4%	25.0%	42.2%	44.4%
2.5	2016-17	3	67	0.0%	49.3%	32.8%	17.9%	0.0%	17.9%	44.6%	48.5%
		4	66	0.0%	28.8%	47.0%	21.2%	3.0%	24.2%	40.9%	44.1%
		5	51	0.0%	76.5%	13.7%	9.8%	0.0%	9.8%	39.1%	44.9%
2.6	2017-18	3	79	0.0%	51.9%	39.2%	7.9%	0.0%	7.9%		
		4	70	0.0%	37.1%	54.3%	7.1%	0.0%	7.1%		
		5	71	0.0%	62.0%	23.9%	12.7%	1.0%	14.1%		

- · **Figure 2.4, 2015-16 School Forward/DLM Math Data**
- · **Figure 2.5, 2016-17 School Forward/DLM Math Data**
- · **Figure 2.6, 2017-18 School Forward/DLM Math Data (TBR Summer 2018)**
  - *Figures 2.1 – 2.6 Data location: WISEdash portal, WISEdash tab --> Forward tab -->*
  - *Forward and DLM Performance by Subgroup--> Select School --> School Year --> Test Subject = Math -->*
  - *FAY School = FAY --> Group By Grade Level --> Apply Filters*

2017-2018 Kenosha Unified School District School Achievement Plan
Elementary School: Brass Community School

Measures of Academic Progress (MAP)

Meet or Exceeding the Benchmark for RIT Norm - Reading

		Spring 2015-2016 RIT Norm				Spring 2016-2017 RIT Norm				Spring 2017-2018 RIT Norm (TBR Summer 2018)				Goal	Goal Met?
		Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Goal	Goal Met?
8.1	Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
	Black	31.3%	31.8%	8.3%	23.3%	30.8%	13.3%	31.6%	4.3%	16.7%	15.2%	22.2%	9.5%		
	Hispanic	34.6%	30.8%	36.0%	37.9%	26.3%	38.7%	31.3%	43.5%	24.0%	18.4%	35.7%	28.6%		
	Am Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
	Pac Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
	Two or More	66.7%	50.0%	50.0%	25.0%	57.1%	0.0%	50.0%	100.0%	37.5%	22.2%	50.0%	28.6%		
	White	55.6%	60.0%	50.0%	58.3%	14.3%	50.0%	60.0%	50.0%	20.0%	50.0%	40.0%	55.6%		
	SwD	20.0%	25.0%	0.0%	0.0%	11.1%	23.1%	0.0%	0.0%	14.3%	0.0%	15.4%	0.0%		
	SwoD	40.0%	38.3%	32.6%	38.8%	31.9%	28.1%	42.4%	34.1%	25.0%	22.7%	33.3%	31.1%		
	Econ. Dis	35.8%	33.3%	22.4%	30.3%	28.8%	23.1%	33.9%	23.9%	22.2%	21.3%	26.7%	22.0%		
	Not Econ. Dis	66.7%	60.0%	50.0%	66.7%	40.0%	80.0%	62.5%	60.0%	25.0%	0.0%	46.2%	46.2%		
	EL	40.0%	20.0%	10.0%	18.2%	19.0%	50.0%	17.6%	12.5%	20.0%	9.5%	31.6%	33.3%		
	Not EL	36.4%	40.7%	29.8%	37.5%	33.3%	20.4%	44.0%	30.2%	23.4%	23.1%	29.6%	24.1%		
	School	37.1%	37.5%	26.3%	34.7%	29.5%	27.1%	37.3%	27.5%	22.6%	19.8%	30.1%	26.4%		
	KUSD	54.9%	55.1%	57.1%	54.2%	55.0%	54.3%	54.7%	56.2%						

· **Figures 8.1, 3 Year Historical MAP Results for RIT Norm (Reading)**

Data location: MAP Reading in the KUSD Document Library

School Folder --> MAP --> 2015-16 MAP --> 1516 Spring MAP Norm by Demo --> Reading 1st Column

School Folder --> MAP --> 2016-17 MAP --> 1617 Spring MAP RIT Norm by Demo --> Reading 1st Column

School Folder --> MAP --> 2017-18 MAP --> 1718 Spring MAP RIT Norm by Demo --> Reading 1st Column (TBR 2018)

Meet or Exceeding the Benchmark for RIT Norm - Math

	Spring 2015-2016 RIT Norm	Spring 2016-2017 RIT Norm	Spring 2017-2018 RIT Norm (TBR Summer 2018)	

	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Goal	Goal Met?
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Black	50.0%	36.4%	4.2%	23.3%	38.5%	12.9%	21.1%	4.3%	20.8%	6.1%	8.3%	0.0%		
Hispanic	69.2%	34.6%	56.0%	41.4%	31.6%	19.4%	28.1%	17.4%	40.0%	7.9%	21.4%	16.2%		
Am Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Pac Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Two or More	66.7%	83.3%	50.0%	25.0%	71.4%	0.0%	50.0%	100.0%	37.5%	0.0%	0.0%	25.0%		
White	77.8%	80.0%	33.3%	50.0%	14.3%	40.0%	60.0%	0.0%	80.0%	16.7%	25.0%	33.3%		
SwD	40.0%	25.0%	9.1%	12.5%	0.0%	23.1%	12.5%	0.0%	42.9%	0.0%	8.3%	0.0%		
SwoD	65.0%	48.3%	37.0%	37.3%	40.6%	15.8%	35.6%	14.6%	33.3%	8.0%	15.0%	17.2%		
Econ. Dis	61.2%	40.7%	28.6%	31.8%	32.9%	13.8%	25.4%	10.9%	33.3%	7.5%	11.9%	11.3%		
Not Econ. Dis	66.7%	80.0%	50.0%	55.6%	80.0%	60.0%	87.5%	20.0%	50.0%	0.0%	23.1%	30.8%		
EL	73.3%	10.0%	40.0%	9.1%	23.8%	31.3%	11.8%	12.5%	40.0%	4.8%	21.1%	5.0%		
Not EL	58.2%	53.7%	29.8%	39.1%	404.0%	13.0%	40.0%	11.6%	34.0%	7.7%	11.3%	18.2%		
School	61.4%	46.9%	31.6%	34.7%	35.9%	17.1%	32.8%	11.8%	35.5%	7.0%	13.9%	14.7%		
KUSD	68.2%	50.7%	53.8%	51.7%	68.3%	46.4%	47.9%	52.5%						

·   **Figures 9.1, 3 Year Historical MAP Results for RIT Norm (Math)**

2017-2018 Kenosha Unified School District School Achievement Plan
Elementary School: Brass Community School

Measures of Academic Progress (MAP)

Meet or Exceeding Expected RIT Growth (Fall to Spring) - Reading

		Spring 2015-2016 RIT Growth				Spring 2016-2017 RIT Growth				Spring 2017-2018 RIT Growth				Goal	Goal Met?
		Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %		
	Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
	Black	48.4%	40.0%	22.7%	33.3%	30.8%	13.3%	31.6%	4.3%	29.2%	33.3%	32.4%	47.6%		
	Hispanic	53.8%	40.0%	41.7%	35.7%	26.3%	38.7	31.3%	43.5%	45.8%	30.6%	53.6%	44.1%		
	Am Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
	Pac Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
10.1	Two or More	100.0%	50.0%	50.0%	25.0%	57.1%	0.0%	50.0%	100.0%	42.9%	50.0%	100.0%	42.9%		
	White	87.5%	70.0%	16.7%	50.0%	14.3%	50.0%	60.0%	50.0%	33.3%	60.0%	100.0%	77.8%		
	SwD	50.0%	25.0%	22.2%	12.5%	11.1%	23.1%	0.0%	0.0%	33.3%	45.5%	58.3%	54.5%		
	SwoD	58.6%	47.4%	33.3%	39.1%	31.9%	28.1%	42.4%	34.1%	39.1%	33.8%	47.5%	48.3%		
	Econ. Dis	55.4%	47.1%	30.4%	33.3%	28.8%	23.1%	33.9%	23.9%	36.0%	35.5%	46.6%	46.6%		
	Not Econ. Dis	100.0%	40.0%	37.5%	55.6%	40.0%	80.0%	62.5%	60.0%	50.0%	33.3%	61.5%	61.5%		
	EL	53.3%	60.0%	50.0%	30.0%	19.0%	50.0%	17.6%	12.5%	33.3%	50.0%	52.6%	38.9%		
	Not EL	58.5%	43.1%	27.3%	37.1%	33.3%	20.4%	44.0%	30.2%	39.5%	30.6%	48.1%	52.8%		
	School	57.4%	45.9%	31.5%	36.1%	29.5%	27.1%	37.3%	27.5%	37.9%	35.4%	49.3%	49.3%		
	KUSD	61.1%	60.6%	61.3%	59.3%	59.3%	59.1%	55.7%	60.2%						

· **Figures 10.1, 3 Year Historical MAP Results for RIT Growth (Reading)**

Data location: MAP Reading in the KUSD Document Library

School Folder --MAP --> 2015-16 MAP --> 1516 Fall to 1516 Spring MAP RIT Growth by Demo --> Reading 1st Column

School Folder --> MAP --> 2016-17 MAP --> 1617 Fall to 1617 Spring MAP RIT Growth by Demo --> Reading 1st Column

School Folder --> MAP --> 2017-18 MAP --> 1718 Fall to 1718 Spring MAP RIT Growth by Demo --> Reading 1st Column (TBR 2018)

Meet or Exceeding Expected RIT Growth (Fall to Spring) - Math

	Spring 2015-2016 RIT Growth	Spring 2016-2017 RIT Growth	Spring 2017-2018 RIT Growth	

	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Goal	Goal Met?
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Black	67.7%	45.0%	45.5%	33.3%	38.5%	12.9%	21.1%	4.3%	54.2%	30.3%	17.6%	23.8%		
Hispanic	84.6%	44.0%	62.5%	50.0%	31.6%	19.4%	28.1%	17.4%	29.2%	25.0%	17.9%	33.3%		
Am Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Pac Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Two or More	66.7%	33.3%	0.0%	50.0%	71.4%	0.0%	50.0%	100.0%	57.1%	25.0%	0.0%	25.0%		
White	100.0%	40.0%	66.7%	40.0%	14.3%	40.0%	60.0%	0.0%	66.7%	60.0%	75.0%	11.1%		
SwD	60.0%	25.0%	44.4%	37.5%	0.0%	23.1%	12.5%	0.0%	58.3%	54.5%	45.5%	54.5%		
SwoD	81.0%	43.9%	55.6%	42.2%	40.6%	15.8%	35.6%	14.6%	41.3%	25.4%	15.3%	21.7%		
Econ. Dis	78.5%	47.1%	54.3%	41.3%	32.9%	13.8%	25.4%	10.9%	44.0%	30.3%	14.0%	27.6%		
Not Econ. Dis	66.7%	20.0%	50.0%	44.4%	80.0%	60.0%	87.5%	20.0%	50.0%	16.7%	46.2%	21.1%		
EL	93.3%	40.0%	60.0%	80.0%	23.8%	31.3%	11.8%	12.5%	26.7%	20.0%	15.8%	35.3%		
Not EL	73.6%	43.1%	52.3%	35.5%	40.4%	13.0%	40.0%	11.6%	51.2%	32.3%	21.6%	24.1%		
School	77.9%	42.6%	53.7%	41.7%	35.9%	17.1%	32.8%	11.8%	44.8%	29.3%	20.0%	26.8%		
KUSD	77.7%	57.0%	54.1%	60.1%	73.7%	55.3%	47.7%	54.3%						

· **Figures 11.1, 3 Year Historical MAP Results for RIT Growth (Math)**

Data location: MAP Math in the KUSD Document Library

School Folder --> MAP --> 2015-16 MAP --> 1516 Fall to 1516 Spring MAP RIT Growth by Demo --> Math 2nd Column

School Folder --> MAP --> 2016-17 MAP --> 1617 Fall to 1617 Spring MAP RIT Growth by Demo --> Math 2nd Column

School Folder --> MAP --> 2017-18 MAP --> 1718 Fall to 1718 Spring MAP RIT Growth by Demo --> Math 2nd Column (TBR 2018)

2017-2018 Kenosha Unified School District School Achievement Plan
Elementary School: Brass Community School

Attendance

Attendance - Overall

		2015-16		2016-17		2017-18 YTD			
		K-5 School Rate	K-12 KUSD Rate	K-5 School Rate	K-12 KUSD Rate	K-5 School Rate	K-12 KUSD Rate (Est. from 5/10)	Goal	Goal Met?
12.1	American Indian	NA	90.6%	NA	91.6%	95.2%	91.7%		
	Asian	NA	96.9%	NA	96.1%	84.3%	96.7%		
	Black	94.6%	92.6%	92.5%	91.3%	92.1%	91.0%		
	Hispanic	95.4%	94.1%	94.1%	93.0%	94.4%	93.0%		
	Pacific Islander	NA	92.2%	NA	94.6%	NA	96.5%		
	Two or More Races	93.8%	94.1%	92.2%	93.1%	91.6%	92.7%		
	White	94.1%	95.0%	90.7%	94.2%	90.3%	94.1%		
	Students with Disabilities	94.8%	92.3%	91.0%	90.9%	90.5%	90.4%		
	Economically Disadvantaged	94.6%	93.1%	92.8%	91.8%	92.7%	91.8%		
	Limited English Proficient	95.9%	94.5%	94.9%	93.5%	95.0%	94.0%		
	Total	**94.8%**	**94.4%**	**93.0%**	**93.4%**	**92.8%**	**93.3%**		

· **Figures 12.1, 3 Year Historical Summary of Attendance**

Data location: WISEdash portal --> WISEdash tab --> Attendance --> Attendance Rates-All Subgroups -->

Select School --> Select Grade Levels K-5 (Hold the Control key to select multiple grades)

--> Select Year --> Apply Filters

2017-2018 Kenosha Unified School District School Achievement Plan
Elementary School: Brass Community School

Habitual Truants

Habitual Truants - Overall

		2017-2018 Year to Date							
		Quarter 1		Quarter 2		Quarter 3		Quarter 4	
		Habitually Truant	KUSD	Habitually Truant	KUSD	Habitually Truant	KUSD	Habitually Truant	KUSD
	American Indian	NA	2	NA	3	NA	6	NA	
	Asian	NA	1	NA	1	NA	1	NA	
	Black	8	218	36	518	37	616	64	
	Hispanic	4	216	27	568	13	676	36	
	Pacific Islander	NA	0	NA	0	NA	0	NA	
13.1	Two or More Races	1	36	6	95	9	115	11	
	White	4	168	14	420	15	552	18	
	Male	10	349	43	823	48	1,025	74	
	Female	7	292	40	782	41	941	55	
	Total Truant Students	17	641	83	1,605	89	1,966	129	0
	Total Students	423	20,302	423	20,302	423	20,302	423	20,302
	Truancy Rate	**4.0%**	**3.2%**	**19.6%**	**7.9%**	**21.0%**	**9.7%**	**30.5%**	**0.0%**
	Goal								
	Goal Met?								

· **Figure 13.1, 2017-18 Year to Date Habitual Truants**

Data location: 2017-18 School and District Report Card in the KUSD Document Library

School Report Card --> 2017-18 --> Habitual Truants --> Habitual Truants <xx>