

2018-2019 SCHOOL YEAR

School Name: **BULLEN MIDDLE SCHOOL**

IDENTIFY SMART GOAL – LITERACY

LITERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> <i>Whole School Target</i> -By the end of the 2018-2019 school year, the percentage of all Bullen Middle School students that will meet or exceed grade level RIT norms on the Measure of Academic Progress (MAP) Reading Assessment will increase by 5%. <i>Underserved Target</i>-By the end of Spring 2018, the percentage of Hispanic students that will meet or exceed grade level RIT norms on the Measure of Academic Progress (MAP) Reading Assessment will increase by 8%. 		
INDICATOR	MEASURE	TARGET
MAPS Reading Scores <ul style="list-style-type: none"> Goal Performances including: <ul style="list-style-type: none"> Literature Informational Text Vocabulary Acquisition & Use 	Total population meeting or exceeding their grade level RIT norm	<i>By the end of the 2018-19 school year, the percentage of all Bullen students meeting or exceeding the grade level RIT norm in reading MAP assessment will increase by 5%.</i>
INDICATOR	MEASURE	TARGET
MAPS Reading Scores <ul style="list-style-type: none"> Goal Performances including: <ul style="list-style-type: none"> Literature Informational Text Vocabulary Acquisition & Use 	Targeted minority students meeting or exceeding their grade level RIT norm	<i>By the end of the 2018-19 school year, the percentage of Hispanic students meeting or exceeding the grade level RIT norm in reading MAP assessment will increase by 8%.</i>

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SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

LITERACY TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Continue English position for class size reduction (Will maintain 24 to 1 versus 31 to 1)	Ongoing	None	None	1.0	Title 1	
Develop a school-wide Disciplinary Literacy Plan	May 2019	PD time, literature on disciplinary literacy, attend secondary Disciplinary Literacy conference(s)	PD time, literature on disciplinary literacy, attend secondary Disciplinary Literacy conference(s)	None	Title 1	
Implement literacy strategies across content areas.	Ongoing	Various teaching materials TBD (Books, multimedia, etc.)	Tuesday PD for full staff in December	None	n/a	
Build capacity in using the new EduClimber tool from the district.	Ongoing Monthly	List of screeners, evaluation tool, PLC time EduClimber i-Ready i-ion	Training on selected tools and screeners	None	Title 1	
Using CER process & graphic organizers universally to build stronger writing skills	Ongoing			None		
Build capacity in utilizing MyPath through professional development and collaboration	December 2018	None	Ongoing	None	Title 1	
Attendance at professional development like Solution Tree, WSRA, Bureau of Educational Research and CESA specific to literacy practices.	Fall 2018 and Spring 2019	None	Solution Tree, WSRA, BER, CESA	None	Title 1	
Continue Before School Tutoring	Ongoing	None	None	Timesheets	Title 1	

Newsela - Review current plan - Identify needs of staff - PD webinars - Rollout "Refresher" to whole staff	August 2018	Graphic organizers School-wide plan developed from 2015-16 (see Colston's documents and work)	Tuesday PD "Refresher" with Graphic Organizer Masters provided	None	Title 1	
Attend Design in Five Conference	Spring 2019	None	Solution Tree	None	Title 1	
Attend RtI at Work	October 2018	None	Solution Tree	None	Title 1	
LITERACY TARGET (Underserved)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Teacher Education on students Language Development Plans and effective strategies for working with ELL's	Ongoing Tuesday PD	None	Tuesday PD for full staff in mid-October; Follow-up with House meetings for a deeper look of students' plans and goals in November 2017 -January 2018	None	n/a	

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IDENTIFY SMART GOAL - NUMERACY

NUMERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> <i>Whole School Target</i> -By the end of the 2018-2019 school year, the percentage of all Bullen Middle School students that will meet or exceed grade level RIT norms on the Measure of Academic Progress (MAP) Math Assessment will increase by 5%. <i>Underserved Target</i>-By the end of Spring 2018, the percentage of Hispanic and African American students that will meet or exceed grade level RIT norms on the Measure of Academic Progress (MAP) Math Assessment will increase by 8%. 		
INDICATOR	MEASURE	TARGET

MAPS Math Scores	Total population meeting their grade level RIT norm	<i>The percentage of students proficient in math MAP assessment will increase by 5%.</i>
INDICATOR	MEASURE	TARGET
MAPS Math Scores	Targeted minority students will meet their grade level RIT norm	<i>The percentage of minority students proficient in math MAP assessment will increase by approximately 8%.</i>

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SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

NUMERACY TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Continue Math Intervention Teacher	Ongoing	None	None	1.0	Title 1	
Continue Before School Tutoring	Ongoing	None	None	Timesheet	Title 1	
Work to increase fact fluency in all our students	July 2018	<i>Reflex Math</i>	Ongoing	None	Title 1	
Provide professional development on Reflex Math and IXL Math.	Oct/Nov 2018	IXL Math	Ongoing	None	Title 1	
Research culturally responsive teaching in mathematics in order to meet the needs of our learners: small groups, visuals, manipulatives, focus on dialogue, and vocabulary strategies.	May 2018	<i>Making Math Accessible to English Language Learners (6-8)</i> by R4 Educated Solutions (ISBN: 978-1-935249-17-7)	Identify specific strategies within the book and implement within the classroom.	None	Title 1	
Attend Common Assessment Workshop	Spring 2019	None	Solution Tree	None	Title 1	
Attend On Your Mark Grading Conference	Spring 2019	None	Solution Tree	None	Title 1	
Attend Design in Five Conference	October 2018	None	Solution Tree	None	Title 1	
Attend Rtl at Work	November 2018	None	Solution Tree	None	Title 1	
NUMERACY TARGET (Underserved)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Attend Soluciones-Closing the Achievement Gap	October 2018	None	Solution Tree	None	Title 1	

IDENTIFY SMART GOAL - CULTURE

CULTURE		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> <i>Whole School Target-</i> By the end of the 2018-2019 school year, Bullen will reduce the number of students (in the fixed group from 2017-2018 data) with 2-10 Referrals by 20%. <i>Underserved Target-</i> Reduce the number of African American and Hispanic male students (in the fixed group from 2017-2018 data) from the 2 to 10 referral category down to the 0-1 category by 50% 		
INDICATOR	MEASURE	TARGET
Minor Referral data as recorded by PBIS Tier 1 teams. Tier 2 intervention data for students participating.	Major Referrals in Infinite Campus	By the end of the 2018-2019 school year, Bullen will reduce the number of students (in the fixed group from 2017-2018 data) with 2-10 Referrals by 20%.
INDICATOR	MEASURE	TARGET
Minor Referral data as recorded by PBIS Tier 1 teams. Tier 2 intervention data for students participating.	Major Referrals in Infinite Campus	<i>Reduce the number of African American or Hispanic students (in the fixed group from 2017-2018 data) from the 2 to 10 referral category down to the 0-1 category by 50%.</i>

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SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

CULTURAL TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Continue a portion of a 3rd Dean to help respond to major referrals.	Ongoing	None	None	.84	Title 1	
Continue the bilingual liaison position at Bullen	Ongoing	None	None	Timesheets	Title 1	
Continue the PBIS Parent liaison	Ongoing	None	None	.49 ESP plus timesheets	Title 1	
Continue PBIS Planning	Ongoing	None	PBIS conference	Timesheets	Title 1	
Continue student leadership group training (Transition Coaches, Gents, Queens, Herminitas)	Quarterly Trips	None	None	None	General Budget	
Teach staff the different behaviors that constitute a major versus minor.	August 2018 and Tuesday PD	Bobcat Pride Major/Minor Flow Chart	PD Days prior to school starting	PBIS Tier 1 Team	No Cost	
Revisit/refresh concepts of trauma informed care or topics like explicit bias	August, November, February 2018-2019	Texts or Trauma informed care.	Either the faculty meetings or Tuesday PD on a monthly/bi-monthly basis to continue the discussion.	None	Title 1	
Review new system for recording minor and major write up.	August 2018	LiveSchool	PD Days prior to school starting	PBIS Tier 1 Team	Title 1	
Attend Closing the Achievement Gap Trap	Nov 2018 and Dec 2018	None	None	None	Title 1	
PBIS Tier 2 to reteach about the intervention for students based on behavior data	Tuesday PD and Faculty Meetings	Flow Charts and training plan	Faculty Meeting in September/October	PBIS Tier 2 Team	No Cost	

Investigate some data collection that is not referral based (like DPI survey)	February 2019	DPI Survey or student/parent survey	None	Andy	No Cost	
Record our plan to work with transfer students new to Bullen in a proactive way (increase their sense of belonging)	March 2019	Transfer packet/plan	None	PBIS Universal Team		
Investigate a strengths finder for our most challenging students.	November 2019	Review of products (check for free resources)	None	Andy	General Budget	
Review data more frequently including a focused review on African American and Hispanic male students by teacher.	Quarterly	Data reports completed	Whole staff reflection activity on referrals	Andy and Deb	No Cost	
Rtl, Essential Standard and Common Assessment Training	Various dates	None	Solution Tree. See budget worksheet for breakdown of conferences	None	Title 1	
Introduce mindfulness into social skills curriculum (for both students and staff)	September 2018	The curriculum developed	MKE PBIS pages PD Days prior to school starting Reflection on the lesson in Tuesday PD to enhance	PBIS Universal Team	No Cost	
Develop a reentry process for any Out of Class event that involves the repair of the relationship with the classroom teacher (Room 115, ISS, OSS, etc.)	January 2019	None	Tuesday PD rotation	Support Staff Team	No Cost	
CULTURAL TARGET (Underserved)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Administration reviews major referrals by ethnicity, gender, SPED, and ELL to determine any staff cultural competency needs.	Quarterly	Infinite Campus reports by teacher	One on one meetings with staff that have a disproportionate report	Andy and Deb	None	

Continue a cultural club specific to African American students to create a sense of belonging.	October 2018	Rosters of students to participate in the club Outcomes of the club with profile of qualifying student	Learning about clubs specific to African American students and the best approach.	Counselors	Title 1	
Continue participation in the African American Male Institute. Work to include incoming 6th grade students	February 2019	District provided permission slips and information	Faculty meeting or Tuesday PD to share the progression of the group	Shauna Hodges	None	
Review incoming 6th grade students behavior for home visits and interventions	August 2018	Infinite Campus reports		Counselors	None	
Continue post-secondary exposure trips to local colleges (4 locations for the year)	Quarterly	Contacts with post-secondary institutions for the trips	None needed	Counselors	General Budget or Grants	
Develop partnerships with college students to mentor our struggling students.	Ongoing	Contacts with college students with specific mentor plans	None needed	Shauna and Andy	No Cost	
Develop parent connections to the post-secondary exposure we give to students.	Second semester	Research what information parents would need to know about post-secondary	None needed	Amy B, Nicole A., and Counselors	Title 1 and Pat Demos' office	
Investigate a positive male role model (African American and Hispanic)	November 2018	None	None	None	No Cost	
Book Studies for staff to understand racial identities.	January 2019	Purchased Title	Book Study	Guiding Coalition	Title 1	

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ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION

NUMERACY TARGETS	ACTUAL RESULTS	REFLECTION
CULTURE TARGETS	ACTUAL RESULTS	REFLECTION
January Data Progress	See Table Below for overall reductions by demographic	With students we are seeing for more than one year, we see a reduction in major referrals. However, we also see the need to begin self-regulation training with all students. This began 2/2019 with Mr. Baumgart and Ms. Armour leading a group of non-sped students.

BY PERCENTAGE				
Demographic	N value	Reduce by 1/2	Reduce	Same
7th Grade	50.00%	35.56%	57.78%	6.67%
8th Grade	50.00%	48.89%	73.33%	13.33%
Boys	58.89%	41.51%	64.15%	11.32%
Girls	41.11%	43.24%	67.57%	8.11%

SPED	25.56%	30.43%	65.22%	8.70%
Hispanic	21.11%	52.63%	63.16%	10.53%
African American	43.33%	30.77%	58.97%	10.26%
White	24.44%	54.55%	81.82%	9.09%
Two or More	11.11%	40.00%	60.00%	10.00%
Overall	100.00%	42.22%	65.56%	10.00%

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Part A - School-wide Team and Meetings – (Title One)

2018-2019 SCHOOL YEAR

School Name: Bullen

Title I School-wide Team

Name	Title
Andrew Baumgart	Principal
Debra Giorno	Assistant Principal
Abigail Stanislawski	Instructional Coach
Jennifer Haluska	Intervention Teacher
Mark Dzioba	Parent
Shauna Hodges	Parent
John Riedlinger	STEM Teacher
Kerrie Gardina	Dual Language Teacher
Nicole Aquino	Dual Language Teacher
Cara Ademe	Special Education Teacher
Jennifer Jankiewicz	Teacher

Betsy Wagner	Teacher
Marcy Wolke	Intervention Teacher
Jessica Russo	Teacher

School-wide Team Meetings 2018-2019

Date	Topic
June , 2018	Report out on data from 2017-2018 Team rank on large budget areas Approve Title 1 priority areas and goals
July 2018	Finalize budget priorities
August 2018	Finalize budget specifics and objectives for completing the goals
October/November 2018	Carryover funds review
January 2019	Mid Year Review
June 2019	Report out on data from 2018-2019 Team rank on large budget areas Approve Title 1 goals

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

School Name: Bullen

In the 2017-2018 school year, Bullen Middle School staff had 63 teachers. Of these, 0 need emergency licensing:

The table below provides a comprehensive picture of staff demographics. Staff demographics are not updated for the 2018-19 year.. 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 and mentors including sessions on completing the Professional Development Plan (PDP) process. Bullen also provides an Instructional Coach to enact a coaching cycle

to provide feedback and improve instruction. Bullen also holds its own new teacher meeting to share philosophy and mindset training for the incoming staff.

Equity Indicators- Staff Demographics	2018-2019
Total teaching staff	63
Emergency licensed teachers	0
Less than 3 year experienced teachers	7

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:

Bullen 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.

An offer from Bullen Middle School includes a discussion with the candidate on all aspects of Bullen; including our philosophy and approach to learning for all students. Tours and discussion with administration are encouraged prior to the candidate making their decision.

Part C - Academic Assessment Usage – (Title One Schools)

2018-2019 SCHOOL YEAR

School Name: Bullen

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.

The teachers are very involved in the decision making process at Bullen Middle School. They were an essential part of our strategic planning process and they lead and work on our leadership team, content area teams, grade level teams and study groups throughout the school year. Presently, our district uses the NWEA's Measures of Academic Progress (MAP) computerized assessment tool. This provides teachers with the detailed information they need to meet each of their students' needs and develop individual and small group interventions. The data that MAPS assessments will give our teachers is important to the individualized instruction of our students. The data also drives each teacher's Student Learning Objective (SLO) linked to their evaluation. They use the data to align to school and Title 1 goals to identify a targeted group of students and focus on their academic improvement. The teachers will

also work with their Advisory group to set individual goals around student success on the MAP assessment. Teachers will also be utilizing IXL and Reflex math for Math this year. The staff evaluated and picked these programs based on the needs of the students. These programs will give us an opportunity to differentiate for individual needs and to remediate skills that are missing.

Teachers also meet twice weekly in Content Learning Teams to discuss common formative assessments and use that information to help drive instruction during the class and during our school-wide intervention period.

The content level teams have all developed common formative assessments based on the standards of the curriculum that are given about every 3 weeks. These along with other assessments are discussed in grade level collaborative meetings to determine guided subject area groups, reviews, and types of interventions.

School-wide planning groups that teachers facilitate with administration are: PBIS Tier 1, PBIS Tier 2, Guiding Coalition, B-CATS, Attendance Team, and Content Learning Teams.

Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

Bullen trains their 8th grade students as Transition Coaches to begin helping 5th grade students adjust to 6th grade. Our counseling team, together with the Transition Coaches, host school visits for all our incoming students. The counselors and assistant principal also visit and gather feedback from the 5th grade teachers on incoming students. The Transition Coaches also run significant portions of Gear Up; a 2 hour summer session to help students get ready for middle school.

Open House is scheduled before school begins in the fall. At this time students and their parents are able to meet their teachers and visit the classrooms. They are able to learn about the cafeteria, find their desks and lockers, and become familiar with the room. The teachers are able to communicate with the parents, answer questions, introduce the curriculum and routines, creating less stress for the first day of school. The Transition Coaches host tours of the whole building for all the parents. Open House is also a time that we will be sharing information about our opportunities for parent involvement and our PBIS.

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

2018-2019 SCHOOL YEAR

School Name: Bullen Middle School

At this time Bullen Middle 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.

Bullen has the opportunity to participate in a federal program called the Community Eligibility Provision for the 2018-2019 school year. This is a federal grant that will allow us to provide free breakfast and lunch to all students at Bullen.

We will work with the central office staff to provide services that would be available to us with no fee attached and we will continue to apply for grants that may become available.

Part F - Parent Engagement – (Title One Schools)

2018-2019 SCHOOL YEAR

School Name: Bullen

School-wide Planning

	Parenting		Learning at Home
X	Communicating		Decision Making
	Volunteering		Collaborating with Community

Though the past few years have not showing significant parent involvement in school structures, recent work has brought about resurgence in the work together. Our Title 1 team includes 2 parents that have backgrounds in education, have had multiple students in the school, or are strongly involved in their child's

education. The parent voice in the process will be equal to the staff members that are also on the Title 1 Team. Other ways we communicate with parents at Bullen include, but are not limited to:

- Bi-monthly parent newsletters
- School website and Calendar
- Infinite Campus Online Parent Connection
- Parent Conferences
- School Messenger Phone Calls

Communication with our families is also vital. We have many ways to keep families connected with our school. Bullen has a bi-monthly newsletter to communicate upcoming events, news items, along with articles submitted by teachers and principal that include items of interest and school information. A school calendar is included listing important dates and events. We hold parent-teacher conferences twice each year, with about 85% parent participation. Students are also given daily planners. These planners have a place for daily assignments, spelling words, reading logs, and parent signatures. These are a great way for teachers to communicate with their students' parents. Teachers also communicate often with parents before or after school as parents are dropping off or picking their children up from school, or by phone, email and many send home weekly classroom newsletters. Bullen also has a website and a Facebook page which have greatly increased our communication within the community.

Family Fun Nights have also contributed to our parent participation. The activities have a wide range from drug awareness to fitness games to a Dairy Queen night. The participation has ranged from 20 families up to 100 participants.

Bullen continues to receive support from our students and parents for the continual incline in the culture of the building. Many parents have told teachers and administration that when they previously had considered finding another school for their child, they now continue to brag about our school in the community.

Parent Communication System

Bullen continues to strive to improve our connection with parents. Based on the leadership of teachers in the school, they have significantly improved the participation in our B-CATS (Parent-Teacher Organization) from 1 person during the 2014-2015 school year to approximately 10 in the early parts of 2018-2019. One of the teachers is also bilingual and has begun a parent leadership group for Spanish speaking families. We have posted our Title 1 Plan online for all parents to access and we have secured 3 parents to be on our Title 1 team long term. Bullen also posts our Daily Announcements on the home page so parents can access the information regularly. Our Facebook and website are updated quickly with new information. We will continue to reassess how we communicate the plan to families.

2018-2019 Parent Involvement Opportunities

Activities	Dates
Open House	August 2018

Family Fun Night-Family Activity	All Year Long
CPR Training	December 2018
Bullen Athletics	All Year Long
V.I.P. Lunch with students	May 2018
B-CATS Meetings	Monthly
Music Programs	December, January March, May 2019
6 th and 8 th Grade Trip Chaperones	May 2019
College Education Nights	April 2019
Parent Workshop (Counselors and Community)	March 2019
Father/Daughter Dance	February 2019

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

2018-2019 SCHOOL YEAR

School Name: Bullen

Through teacher collaboration we have begun to focus on what we need to do to help all of our students succeed. All middle school students in Kenosha Unified School District are dismissed at 3:00 on Friday afternoons. This one hour of Content Learning Team time on Fridays give teachers the opportunity to collaborate in research based Professional Learning Communities; allowing teachers the time to analyze and discuss data to determine how to best meet the needs of the students in each grade level. Creating assessments and using the data from those assessments, teachers will be able to effectively flexibly

group students during our school-wide intervention and enrichment time. We will be investigating a flexible online scheduling program for this period to make our time more efficient. We will also be using professional development through Solution Tree to enhance our knowledge in the areas of RtI.

Our goal is also to engage all of our students by using technology more effectively. We have found that students are more attentive and engaged when using technology to present a lesson or to practice a skill. We will integrate the use of technology into our reading, writing, and math curriculums. Computers and iPads will also be used as a strategic part of interventions and individualized instructions to meet the needs of all of our students.

Bullen works to align all professional development with the school goals and Title 1 goals which flow out of the District Mission and Vision. As the 2013-14 school year opened, Bullen needed to set a clear and concise direction for the school to grow. One main function for student growth is staff growth. This requires the two large areas of focus for PD are on academics and behaviors.

Our school has also done a lot of work with Solution Tree; the company that provide professional training on Professional Learning Communities. We have attended a National Conference in Lincolnshire, IL for three straight years, sent 15 staff members to a 2 day training on RtI led by Mike Mattos, contracted Aaron Hansen, Christine Jakicic, and Mike Mattos to specifically provide full day training tailored to Bullen staff. In between all the large trainings, Ms. Giorno and Ms. Santelli regularly meet with grade level and content teams to implement and learning.

With technology associated to the classroom, we have had on site training by Hybridge (UpSmart), Achieve 3000 and LiveSchool. Hybridge and Achieve 3000 give us tools to deliver content to students individualized to their MAP scores. LiveSchool is a tool that allows us to provide more feedback to students on behavior in real time to enhance our PBIS system. Besides the on-site training from the

company, we have an ITT staff member that also leads professional development on an individual or team level to help implement use of the tools. Finally, we have all math staff members that have been trained in AIMSWEB; a tool to track student progress on interventions.

To address growth in behaviors, we have had multiple staff trained in Non-Violent Crisis Intervention, PBIS (Universal and Selected), and Trauma Informed Schools. The NCI training, mostly done with deans, SPED and administration is to teach strategies to de-escalate situations that can be emotionally charged. PBIS training has allowed us to build our RtI triangle for behaviors as well to teach behavior just like any other academic skill. This year we earned a “Silver” distinction from the Wisconsin RtI network and Wisconsin PBIS Network. Finally, the trainings on trauma helped to inform the staff on the reasons behind some behaviors to create empathy and understanding in order to approach students with better results. Eileen Abrams provided some training for deans and counselors in this area. As a result, Bullen has substantially redesigned their focus to focus on 3 key areas for 2017-18:

1. PBIS (includes incentives and social skills curriculum)
2. Response to Intervention (includes Essential Standards, Common Formative Assessments, Grading and Reporting)
3. Technology integration (includes the obtaining of technology and the use of programs such as Newsela to impact student learning)