2018-2019 SCHOOL YEAR

School Name: FOREST PARK ELEMENTARY SCHOOL

IDENTIFY SMART GOAL – LITERACY

LITERACY
Whole School Target By the end of the 2018-19 school year, **65 %** of all students in grades 2-5 will meet or exceed grade level reading RIT norms as measured on the NWEA MAP 2019 Spring Reading assessment. (**Spring of 2018 - 59 % - 6% increase**) By the end of the 2018-19 school year, **90%** of all students in grades K-2 will meet PALS Spring 2019 benchmark as measured on the PALS Spring assessment. (**Spring of 2018 - 85% - 5% increase**) **Subgroup Target** By the end of the 2018-19 school year, **45%** of all students in grades 2-5 identified ELL will meet or exceed grade level reading RIT norms as measured on the NWEA MAP 2019 Spring Reading assessment. (**Spring of 2018 - 40% - 5% increase**)

INDICATOR Whole School Target	MEASURE	TARGET
Spring 2018 - **59%** of students in Grade 2-5 met or exceed grade level reading RIT norm **Focus Areas:** **Grade 2** - 26 Identified Students - Vocabulary Use and Functions 43% or 27 students <40% **Grade 3 -** 15 Identified Students - Vocabulary Acquisition and Use 43% or 17 students <40%	**Grade 2 -**Vocabulary Use and Functions Winter and Spring decrease in students <40% **Grade 3 -** Vocabulary Acquisition and Use decrease in students <40%	**65%** of students in Grade 2-5 will meet or exceed **MAP RIT norm in Reading by Spring 2019**

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

Grade 4 - 30 Identified Students - Informational Text: Key Ideas and Details 43% < 40% **Grade 5 -** 24 Identified Students - Informational Text: Language Craft, and Structure 45% < 40% **Spring of 2018 -** 90**%** of students in K-2 met benchmark on PALS **Focus Areas:** **Early Ed -** Upper-Case alphabet 88.9% **K -** COW Wordlist 76.8% / Rhyme Awareness 96.4% **1** - Word recognition 60.3% **2** - Spelling 82.6%	**Grade 4 -** Informational Text: Key Ideas and Details 43% < 40% **Grade 5** 24 Identified Students - Informational Text: Language Craft, and Structure Teacher analysis of class and closing GAP analysis - aligned SLO's **Early Ed-**Upper-Case alphabet 88.9% **K** - COW Wordlist 76.8% / Rhyme Awareness 96.4% **1** - Word recognition 60.3% **2**- Spelling 82.6%	**90% of K-2 students will meet benchmark on Spring 2019 PALS assessment**
INDICATOR **Subgroup Target**	**MEASURE**	**TARGET**
40% of identified ELL students met or exceeded grade level RIT norm in Spring of 2018	Teacher analysis of class and closing GAP analysis - aligned SLO's	45% of identified ELL students will meet or exceed grade level RIT norm in Spring of 2018

NWEA MAP READING Assessment

READING - MET OR EXCEEDED GRADE LEVEL NORM BY GROUPING

MAP Reading (met/exceeded grade level norms)	MAP Spring 2015	MAP Spring 2016	MAP Spring 2017	MAP Spring 2018
ELL students gr. 2-5	19% ELL as compared to 53% not ELL 34% GAP	27% ELL as compared to 60% not ELL 33% GAP	37% ELL compared to 62% not ELL 25% GAP	40% ELL compared to 63% not ELL 23% GAP

Kenosha Unified School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

Special Ed students gr. 2-5	16% Sped as compared to 52% not 36% GAP	18% Sped as compared to 59% not 41% GAP	29% Sped as compared to 62% not 33% GAP	40% Sped as compared to 61% not 21% GAP
Econ Dis students gr 2-5	36% Econ Dis as compared to 62% not 30% GAP	41% Econ Dis as compared to 68% not 27% GAP	44% Econ Dis as compared to 72% not 28% GAP	47% Econ Dis as compared to 74% not 27% GAP
Black	.06%	36%	35%	58%
Hispanic	43%	55%	51%	47%
Two or More	53%	43%	36%	67%
White	55%	59%	67%	64%
Total	**48.6%**	**55.6%**	**59%**	**59%**

READING - STUDENTS MET OR EXCEEDED GRADE LEVEL RIT NORM - 3 YEARS OF DATA

Reading MAP Met or exceeded grade level RIT norm	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Grade 2	44.9%	47%	70.3%	76.1%
Grade 3	40.8%	60%	58.5%	59.1%
Grade 4	52.9%	52.3%	55.7%	53.6%
Grade 5	55.7%	63.1%	52.8%	52.9%
All Students Grade 2-5	48.6%	55.6%	59%	59%

Kenosha Unified School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

4K % of students Met Fall Range	Name Writing	Upper-Case Alphabet	Beg. Sound Awareness	Print Word Awareness	Rhyme Awareness
	Spring 2018	Spring 2018	Spring 2018	Spring 2018	Spring 2018
FP 4K	95.1%	92.7%	97.6%	95.1%	92.7%
District	90.3%	77.2%	88.7%	79.0%	77.5%

The PALS Assessment shows that our 4K students decreased in Print Word and Rhyme Awareness. It was a significant decrease 17.8% in Rhyme Awareness from Spring 2016 to Spring 2017. Uppercase Alphabet had a substantial increase of 12.7% from Spring 2016 to Spring 2017. We will work to maintain this increase as well as increase Rhyme Awareness.

	2015- Summed Score SPRING	2016- Summed Score SPRING	2017 Summed Score SPRING	2018 Summed Score Spring
FP Kindergarten	90.0%	95.5%	86%	98.2%
District	85.5%	91.8%	83.1%	84.4%
FP First Grade	82.5%	74.6%	75%	69%
District	71.8%	79.1%	77.2%	75.3%
FP Second Grade	63.8%	84.8%	89.1%	87%
District	67.2%	72.7%	72.7%	73.9%
FP				85%
District				84.4%

Support: SMART Goal Process Resources

SMART GOAL ACTION PLAN
(INCLUDING PROFESSIONAL LEARNING)

LITERACY TARGET (WHOLE SCHOOL)						
Strategy	**Timeline**	**Materials** **Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Phonics Professional Development and Planning	Throughout the year	Livebinder / Lucy Calkins Phonics Units of Study	Collaboration and PD with Teaching and Learning	within school day / subs	Teaching and Learning	May 2019
Data Meetings and Strategic Intervention Planning	Throughout the year	Summative and Formative data	Ongoing collaboration / discussion in teams	within school day subs	Title	May 2019
Curriculum Mapping	Ongoing throughout the school year	KUSD Curriculum Documents	Align instruction, assessment, and resources within ELA.	During CT Time . Sub Release time	Title	Ongoing
Integrate Nonfiction Leveled Literature across curriculum	Throughout the school year - Fall Implementation	ACHIEVE 3000	September 28 Implementation PD and follow up in Spring	All School PD Early Release Day / Sub Release	Title	Ongoing
Tier III Reading Interventionist and progress monitoring	Throughout the school year	LLI Resources / Seminar time	Data Meetings and Collaboration	2 - P/T 316 Lic	Title	Ongoing

Homework Help	Throughout the school year	LLI Resources / Smarty Ants / Dreambox	Team collaboration	After school supp pay	Grant / Pat Demos	May 2019
Readers are Leaders	Throughout the school year	Leveled Readers / United way log books/ etc	Training	volunteers	United Way	May 2019
Achieve 3000-KidBiz/Smarty Ants	Throughout the school year	Achieve 3000 software Chromebooks iPads	training with company liason / report run and data analysis monthly	Sept 28 / Feb 11	Title	ongoing
Personalized Learning	Ongoing	Cesa 1 resources/collaboration, flexible seating, storage, data binder resources	Workshop, book study, collaboration, Cesa 1 trainer	Subs / timesheet hours	Title and building budget	Ongoing and
Behavior Interventionist	2018-19	PBIS Materials Way to A Zones Mindfulness CSI Process Data tracking Materials to support Personalized Learning Trauma Informed	Trauma Training NCI Training Culturally responsive technique training Data analysis PBIS Tier 2 training	Full time	Title	
Progress Monitoring	2018-19	AIMS Web F&P Running Records Goal Setting	Training	timesheet IC	Title Building position	
Utilize technology to support instruction	Ongoing	Laptop, active panel, Ipad, Chromebook, subscriptions	Technology workshops			

LITERACY TARGET (SUBGROUP)

Kenosha Unified School District

**PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN**

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Behavior Interventionist	2018-19	PBIS Materials Way to A Zones Mindfulness CSI Process Data tracking Materials to support Personalized Learning Trauma Informed	Trauma Training NCI Training Culturally responsive technique training Data analysis PBIS Tier 2 training	Full time	Title	
Homework Help	Throughout the school year	LLI Resources / Smarty Ants / Dreambox	Team collaboration	After school supp pay	Grant / Pat Demos	May 2019
Readers are Leaders	Throughout the school year	Leveled Readers / United way log books/ etc	Training	volunteers	United Way	May 2019
Trauma Refresher training Trauma Conference	Fall 2018	Workshop, professional reading, conferences	To learn signs of trauma, learn strategies to work with students of trauma	subs /timesheet hours	Title and building budget	ongoing
Achieve 3000- KidBiz/Smarty Ants	Throughout the school year	Achieve 3000 software Chromebooks iPads	training with company liason / report run and data analysis monthly	Sept 28 / Feb 11	Title	ongoing
Literacy skill development: Comprehension, fluency, vocabulary	Ongoing	Literature Livebinder LLI F&P Intervention Teacher MAP resources	To improve learning within literacy	timesheet	Title	Ongoing

Kenosha Unified School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

		Edgenuity				
Curriculum Mapping	Ongoing throughout the school year	KUSD Curriculum Documents	Align instruction, assessment, and resources within ELA.	During CT Time . Sub Release time	Title	Ongoing
Progress Monitoring	2018-19	AIMS Web F&P Running Records Goal Setting	Training	timesheet IC	Title Building position	
Skill Interventions provided By classroom teacher and ESL teacher	ongoing	LLI / ESL materials		N/A		School budget
Parent Leadership Academy						

Support: SMART Goal Process Resources

IDENTIFY SMART GOAL - NUMERACY

NUMERACY
Whole School Target ● By the end of the 2018-19 school year, 57**%** of all students in grades 2-5 will meet or exceed grade level math RIT norms as measured on the NWEA MAP 2019 Spring Math assessment. (**Spring of 2018 - 49% - 8% increase**) **Subgroup Target** ● By the end of the 2018-19 school year, **30%** of all students in grades 2-5 identified ELL will meet or exceed grade level math RIT norms as measured on the NWEA MAP 2019 Spring Math assessment. (**Spring of 2018 -25% -5% increase**)

INDICATOR	MEASURE	TARGET

49% of students in grades 2-5 met or exceeded grade level RIT norms in Spring of 2018 **Focus Area:** **Grade 2:** Operations and Algebraic Thinking 23 students or 36% performing below 40% **Grade 3:** Number and Operations and Measurement and Data 16 students or 31% performing below 40% **Grade 4:** Number and Operations 38 students or 53% performing below 40% **Grade 5:** Numbers and Operations 39 students or 57% performing below 40%	Teacher analysis of class and closing GAP analysis - aligned SLO's	57% of students in grades 2-5 will meet or exceed grade level RIT norms in Spring of 2019
INDICATOR	**MEASURE**	**TARGET**
25% of identified ELL students met or exceeded grade level RIT norms in Spring of 2018	Teacher analysis of class and closing GAP analysis - aligned SLO's	30% of identified ELL students will meet or exceed grade level RIT norms in Spring of 2019

MATH - MET OR EXCEEDED GRADE LEVEL NORM BY GROUPING

MAP Math (met/exceeded grade level norms)	MAP Spring 2015	MAP Spring 2016	MAP Spring 2017	MAP Spring 2018
ELL students gr. 2-5	27% ELL as compared to 61% not ELL 34% GAP	40% ELL as compared to 61% not ELL 21% GAP	48% ELL compared to 59% not ELL 11% GAP	25% ELL compared to 54% not ELL 29% GAP

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

Special Ed students gr. 2-5	36% Sped as compared to 59 % not 23% GAP	36% Sped as compared to 60 % not 24% GAP	33% Sped as compared to 60%not 27% GAP	35% Sped as compared to 51% not 16% GAP
Econ Dis students gr 2-5	51% Econ Dis as compared to 63% not 12% GAP	48% Econ Dis as compared to 67 % not 19% GAP	52% Econ Dis as compared to 62% not 10% GAP	37% Econ Dis as compared to 64% not 27%
Black	22%	50%	41%	48%
Hispanic	46%	48%	45%	31%
Two or More	53%	63%	27%	22%
White	65%	50%	67%	61%
Total	**56.5%**	**57.9%**	**57.6%**	

MATH - STUDENTS MET OR EXCEEDED GRADE LEVEL RIT NORM - 3 YEARS OF DATA

Math MAP Met or exceeded grade level RIT norm	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Grade 2	69.6%	69.7%	89.1%	76.1%
Grade 3	47.9%	44.3%	36.9%	51.5%
Grade 4	47.1%	50.8%	45.7%	36.2%
Grade 5	61.4%	67.7%	59.7%	42.6%
All Students Grade 2-5	56.5%	57.9%	57.6%	49.4%

Support: SMART Goal Process Resources

Kenosha Unified
School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

Kenosha Unified
School District

SMART GOAL ACTION PLAN
(INCLUDING PROFESSIONAL LEARNING)

NUMERACY TARGET (WHOLE SCHOOL)

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
SOAR Intervention	Ongoing					
Dreambox	Ongoing	Dreambox Chromebook Chromebox iPads	Run/analyze reports		Title	ongoing
Curriculum Mapping	Ongoing	Live Binders (KUSD) EM3 Materials Results from itemized analysis of MAP/PALS, CA testing	Align instruction, assessment, and resources within Numeracy	summer hours	Title	ongoing
Personalized Learning	2018-19	CESA 1 resources Flexible Seating, storage, data binder resources	Workshop,book study, collaboration, CESA 1 offerings	sub timesheet	Title	ongoing
Math Team	2018-19					
Utilize technology to support instruction	Ongoing	Laptop, active panel, Ipad, Chromebook, subscriptions	Technology workshops			
Intervention-Universal instruction	Ongoing	Chromebook, conferences, professional reading materials Touch Math	Workshops, professional literature, Professional Learning sessions			

Kenosha Unified School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

		Livebinder				
Number Talks						

NUMERACY TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials** **Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
SOAR Intervention	Ongoing	SOAR materials, math manipulatives	Training	sub	building funds	May 2018
Dreambox	Ongoing	Dreambox, iPads, Chromebooks	training Jan 2018	sub coverage / contract for program	Title	May 2018
Intensive Intervention-Numeracy Tier 2 and 3 Data analysis	Ongoing	LLI, Touch Math, Livebinder, Dreambox	To improve systems data analysis and responses	Timesheet	Title	May 2018
Curriculum Mapping	Ongoing	Live Binders (KUSD) Results from itemized analysis of MAP/PALS, CA testing	Align instruction, assessment, and resources within numeracy	sub coverage	Title	
Behavior Interventionist	2018-19	PBIS Materials Way to A Zones Mindfulness CSI Process Data tracking Materials to support Personalized Learning Trauma informed	Trauma Training NCI Training Culturally responsive technique training Data analysis PBIS Tier 2 training	Full time	Title	

Skill Interventions provided By classroom teacher and ESL teacher	ongoing	Math materials / TBD		N/A		School budget
Progress Monitoring	2018-19	AIMS Web F&P Running Records Goal Setting	Training	timesheet IC	Title Building position	
Parent Leadership Academy						

Support: SMART Goal Process Resources

IDENTIFY SMART GOAL - CULTURE

CULTURE
Must include:

- *SAS Implementation average will increase from 87% to 90%*
- *Consequences for problem behaviors are defined clearly subgroup will increase from 48% to 60%*

INDICATOR	MEASURE	TARGET
SAS Implementation average will increase from 87% to 90% SAS 17-18 to 18-19 results	SAS	90% SAS implementation average

INDICATOR	MEASURE	TARGET
Consequences for problem behaviors are defined clearly subgroup will increase from 48% to 60% SAS 17-18 to 18-19 results	SAS	60% in place as measured by the SAS

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**
TIER 2 -CICO	Ongoing	Fall Training Time Personnel PBIS2 Resources	KUSD Training			
Personalized Learning Create school vision Create choice and voice in the classroom Implement student data binders and the goal setting process Create intentional spaces in the classroom that gives students opportunity to meet movement needs (flexible seating)	Ongoing	Flexible seating organizational tools storage	Personalized Learning PL	sub	title building budget	
The Leader In Me Training	ongoing	TLIM resources	Trainings Book Site materials	sub	Title	
Behavior Interventionist	2018-19	PBIS Materials Way to A Zones Mindfulness CSI Process Data tracking Materials to support Personalized Learning	Trauma Training NCI Training Culturally responsive technique training Data analysis PBIS Tier 2 training	Full time	Title	

Kenosha Unified
School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

| Trauma Informed Practices | ongoing | Cesa resources / ESC resources / Book study | trainings, book, site materials | | Title / school budget | |
| PBIS All School Rewards | quarterly | Assorted materials | PBIS / Trauma training | | school budget | |

CULTURAL TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials** **Be specific**	**Professional** **Learning**	**FTE**	**Funding** **Source**	**Date** **completed**
SAIG groups	ongoing	games, reteaching resources, zones materials	pd on zones		Title and school budget	
Behavior Interventionist	2018-19	PBIS Materials Way to A Zones Mindfulness CSI Process Data tracking Materials to support Personalized Learning	Trauma Training NCI Training Culturally responsive technique training Data analysis PBIS Tier 2 training	Full time	Title	
PBIS refresh signage	ongoing	new signage			Title	
Calming Corners in each classroom	Ongoing	Resources for calming corners such as timers, text, sensory tools	Trauma training		Title	

ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
By the end of the 2018-19 school year, **65 %** of all students in grades 2-5 will meet or exceed grade level reading RIT norms as measured on the NWEA MAP 2019 Spring Reading assessment. (**Spring of 2018 - 59 % - 6% increase**)		
By the end of the 2018-19 school year, **90%** of all students in grades K-2 will meet PALS Spring 2019 benchmark as measured on the PALS Spring assessment. (**Spring of 2018 - 85% - 5% increase**)		
By the end of the 2018-19 school year, **45%** of all students in grades 2-5 identified ELL will meet or exceed grade level reading RIT norms as measured on the NWEA MAP 2019 Spring Reading assessment. (**Spring of 2018 - 40% - 5% increase**)		
NUMERACY TARGETS	ACTUAL RESULTS	REFLECTION
● By the end of the 2018-19 school year, 57**%** of all students in grades		

**Kenosha Unified
School District**

**PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN**

2-5 will meet or exceed grade level math RIT norms as measured on the NWEA MAP 2019 Spring Math assessment. (**Spring of 2018 - 49% - 8% increase**)		
● By the end of the 2018-19 school year, **30%** of all students in grades 2-5 identified ELL will meet or exceed grade level math RIT norms as measured on the NWEA MAP 2019 Spring Math assessment. (**Spring of 2018 -25% -5% increase**)		
CULTURE TARGETS	**ACTUAL RESULTS**	**REFLECTION**
SAS Implementation average will increase from 87% to 90% SAS 17-18 to 18-19 results		

Support: SMART Goal Process Resources

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

Kenosha Unified
School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

School Name:

Title I School-wide Team

NAME	TITLE
Lauren Boresch	4th Grade Teacher
Joan Peruging	2nd Grade Teacher
Jenny Hackbarth	2nd Grade Teacher
Elizabeth Beistle	K/1 multi-age Teacher
Allyson Brand	1st Grade Teacher
Emily Lawler	5K Teacher
Delena Reiter	5K Teacher
Vicki Gifford	Instructional Coach
Rachel Hanspal	ESL Teacher
Sarah Nolan	Counselor
Jody Cascio	Principal
Tasha Easter	Parent

School-wide Team Meetings 2018-2019

DATE	TOPIC
9/14/18	budget / programming

Kenosha Unified
School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

10/5/18	budget / programming / professional development
12/7/18	budget / professional development
2/1/19	budget / programming
4/5/18	budget / programming / professional development

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

In the 2018-2019 school year, Forstaff had 35 teachers. Of these, 0 needed emergency licensing:
- *One position (EC SPED) was filled with a long term sub in the beginning of the year due to non-qualified applicants. The position will be posted at semester.*

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	36
Emergency licensed teachers	0
Less than 3 year experienced teachers	5

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:

Forest Park Elementary 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.

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

School Name: Forest Park Elementary

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?

Kenosha Unified
School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

Using school-wide FRAM, PBIS, attendance, numeracy, literacy, and Energage data our leadership team guides overall school-wide decision-making.

RTI Universal Team, Technology Team, PBIS Tier 1 team, PBIS Tier 2 Team meet 1x monthly. Their focus and action plans align to building-goals. Each team organizes and analyzes data in relation to their area. For example, PBIS 1 and 2 uses the BOQ, SAS, Major and Minor behavior referral data, "Feather Event" data, refocus data, refocus room data, attendance data, sick room data, and classroom teacher input and family concerns in responding to student need and planning for supporting students.

A trauma team is creating an action plan in response to student need. A needs analysis has been completed. In response to that, we are planning professional learning.

Grade level teams meet weekly during collaboration time to analyze student ELA and MATH data. They use data to inform instruction working towards improving student achievement. The most useful information we have is our guided reading and MAP testing. Both assessments give us three to four checkpoints in a given school year to monitor how all students are meeting benchmark goals and goals associated with expected growth. With the data collected, teachers meet weekly in their CT team meetings to discuss how students are responding to instruction. When checkpoints occur, staff members meet in their grade level teams with instructional coach and principal to ensure that all eyes are on the same data and any conclusions will result in the development of a reasonable/focused plan for targeted improvement. The data that is collected is presented to all staff at the checkpoints so that we can build a system of transparency and a culture that is supported by all.

Formative assessments are developed during grade level planning meetings. It is up to grade level teams to utilize the information that is shared and discusses to that all students are constantly improving. Formative assessments are connected to the information that is showing up as an area of weakness in our guided reading levels, PALS, or MAP assessment. This time is guided by an agenda which narrows team's focus, strategy, and outcomes. The instructional coach and administration are responsive to team's needs.

Teacher SLOs are developed after analyzing building, grade level, and classroom ELA and Numeracy data. Professional learning opportunities support those goals.

Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name: Forest Park

During September, Forest Park School hosts a back to school night which provides a meal for families and then stations to learn about various programs and aspects of the school such as Accelerated Reader, PBIS, Music program, and Technology resources. This helps give information to families at the beginning of the school year to help them be informed and help their children be successful in school.

The 4K program does home visits at the beginning of the year to welcome families, answer any questions and get to know the students.

In addition, there are two parent information sessions that takes place during open house. Also, our students experience a PBIS kickoff the first week of school and a refresher following winter break to go over expectations. When a new student comes mid-year, they are appointed a mentor from our Falcon Flier leaders to work with them and help them familiarize with our expectations and answer any questions.

In May, a Swap day (one hour visit) takes place where the grade level students visit the next grade level classrooms to hear what it will be like in their next year of school.

Students and their families can attend an orientation meeting and open house in the spring to obtain information and tour their future middle school. Also in May, the Middle School counselors and Assistant Principal visit our school to present information to the fifth grade students and answer their questions. Special Education students that will be attending the middle school do a school visit to their middle school to help with their transition. All students have the opportunity to attend a "Gear Up" summer session to prepare them for a successful sixth grade school year. They also attend summer school at their future middle school. It is a five week, four hour program that focuses on academic skills that will help prepare them for middle school.

Forest Park has 3 Early Education classrooms that service 3-5 year old children, both special education and regular education students, in half-day sessions four days a week. Most of the students that participate in this program attend Forest Park for kindergarten. Students become familiar with the school, rules, events and curriculum.

Kenosha Unified
School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

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

2018-2019 SCHOOL YEAR

School Name:

At this time Forest Park, 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. This year we were awarded $3,000 in Kohl's Grants offering three grade levels to extend learning beyond the classroom.

Part F - Parent Engagement – (Title One Schools)

2018-2019 SCHOOL YEAR

School Name:

School-wide Planning

X	Parenting	X	Learning at Home
X	Communicating	X	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.

A survey was given to families asking what programs they are interested in attending for our Chat and Chew parent informational meetings. The programs are chosen from the list of these suggestions. The Parent organization, FPSA, is working to encourage parent participation by volunteering at school events and in the classrooms. At Open House they will host a table with events listed and talk with parents to encourage parent participation at school. Communicating with families is a way of encouraging families to become involved and let them know what is taking place at school. We are focusing on providing more communication to the families in a variety of ways such as using a Facebook page and regular emails. Parents are kept informed also during the monthly FPSA meetings and our detailed monthly newsletters. During the FPSA meetings, an open forum takes place during these meetings for parents to share concerns, ideas, and to become involved in the decision making processes of the school. Parent representation is part of the Title One Committee and we are seeking more parent involvement on that committee. In addition, we are building a new partnership with Kenosha Bible Church this year conducting a food drive and collaboration for next year.

Parent Communication System

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

Parents are informed about student progress through quarterly progress reports. Parent/ Teacher Conferences are held in October and in February, where teachers and parents meet face to face to discuss student progress. In addition, teachers regularly communicate

with families through email, phone, in person or weekly or monthly newsletters. Weekly communication folders are sent home, providing information to families about school or classroom information. Emails and voice messages are sent to families via school messenger to share information about events or other critical information. Flyers about parent involvement activities are sent home in the weekly communication folders. Chat and Chew nights were held every other month to share information about a variety of topics. In September, a Back to School night allowed families the opportunity to learn about classroom expectations, Music and Art activities, and PBIS. Science, Reading and Math nights shared information and activities for families to learn more about learning at school. We have a very highly visited Facebook page and detailed monthly newsletters that are posted on FB and sent out electronically.

2018-2019 Parent Involvement Opportunities

Activities	Dates
Open House	August
Back to school picnic	September
ESL parent informational meeting	September
Fall Glow Run and Dance	October
Parent/Teacher Conferences and Book Fair	October / February
VIP Lunches	November
Readers are Leaders Mentor	Daily
Muffins for Mom	May
Donuts for Dad	March
Monthly popcorn days - volunteer	Monthly
Chat and Chew Informational Meetings	Quarterly
Classroom Volunteering	Daily
Summer Library	June and July
5th Grade Celebration	June
Camp Timberlee	April
Madison Field Trip	May
Food Drive	December
FPSA Meetings	Monthly
Grade Level Music Performances	3 times per year
Action Territory Night	4 times per year
Talent Show	April

Kenosha Unified
School District

PATHWAY TO SUCCESS
SCHOOL ACHIEVEMENT PLAN

Sweetheart Dance	February
Kingfish Reading Night	June
End of year picnic	June
Track and Field Day	June

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.

Timely and effective assistance for struggling students Is provided by having teams of teachers collaborate weekly to determine students who require additional support beyond Tier 1 instruction by analyzing data and student work. When data shows that students struggle in learning, the classroom teacher provides Tier 2 interventions using a variety of research based resources within the classroom on a daily basis. The teacher provides additional instruction and support in the student's areas of need. When students receiving additional instruction in the area of most need continue to struggle, Tier 3 interventions are provided. These conversations begin in the grade level PLC's but continue during the 4-6 collaborative data analysis meetings. In those meetings the ELL, SPED, classroom teachers, and instructional coach collaborate with administration to determine the next course of action.
If needed a CSI process begins with a meeting with the involved family, principal, psychologist, special education teacher, regular education teacher, speech teacher, and social worker. During this meeting, intervention data is reviewed and next steps are determined. Next steps could include additional interventions, additional resources, or possible testing to determine specific learning needs.

Tier 3 reading interventions are provided by a Reading Specialist or classroom teachers trained in using the Leveled Literacy Intervention program to students that are identified as being two or more reading levels below grade level expectations. PALS data is used to identify students in grades K, 1, 2 and 3 to receive PRESS reading skill Interventions. The interventionist works both with the classroom teacher in providing classwide interventions and in small groups with students. Additional support is provided through many technology resources to receive additional instruction and to practice skills. Programs used are Accelerated Reader for

reading, Smarty Ants for phonemic awareness, Achieve 3000 for language and reading, and Dreambox for math.

When students struggle with behavior, there is a PBIS problem solving team meeting to provide additional support to the classroom teacher by providing additional ideas for behavior strategies and interventions. If the student continues to struggle with behavior after interventions have been tried, a CSI meeting will be held and a Behavior Plan will be developed which will include a check in and check out system. The CSI meeting will determine next steps to implement to support the struggling student. The CSI team consists of the principal, instructional coach, special education teacher, social worker and regular education teacher. The classroom teacher, social worker or principal will request a team meeting to discuss student behavior concerns and provide assistance or support.