

2019-2020 SCHOOL YEAR

School Name: FRANK ELEMENTARY SCHOOL

IDENTIFY SMART GOAL – LITERACY

LITERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> <i>Whole School Target</i> : Whole Group-- 60% of students in grades 2 – 5 will meet their projected growth on MAP from Fall to Spring. <i>Subgroup Target</i>-85% of students will meet or exceed their projected growth on MAP ELA assessments from Fall to Spring. 		
INDICATOR	MEASURE	TARGET
Literacy, Phonics, Phonemic Awareness	NWEA Map Assessment PALs	<p>Whole Group-</p> <p>60% of students in grades 2 - 5 will meet or exceed their projected growth for Reading on MAP scores from Fall to Spring.</p> <p>45% of students in 2nd grade will meet their summed score benchmark on Spring PALS.</p> <p>70% of students in 1st grade will meet their summed score benchmark on Spring PALS.</p> <p>63% of students in Kindergarten will meet their summed score benchmark on Spring PALS.</p> <p>70% of students in pre-K will meet their upper-case and lower-case alphabet range on Spring PALS.</p>
Reading Comprehension, Vocabulary	NWEA Map Assessment	Subgroup: SWD- 85% of students will meet or exceed their projected growth on MAP ELA assessments from Fall to Spring.

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
Writer's Workshop	Writer's Workshop was Implemented 3 years ago and is an ongoing structure.	Lucy Calkins Write Source (KUSD curricula) KUSD curriculum	Student center coaching cycles, quarterly writing samples reviewed with teachers, and high quality work protocols twice a year.	.85 Reading Coach Instructional Coach EL School Designer	Title One	ongoing
Leveled Literacy, tier 2 students	ongoing for tier 2 students	Leveled Literacy	Reading Coach will individually train any teacher that needs the training to use this model.	.85 Reading Coach	Title One	ongoing/as needed
High Quality Work Products with Writing	August, January, April	Writing Products, varies per expedition per grade	Three times per year the staff completes a high quality work protocol looking at student products and giving feedback	EL School Designer Instructional Coach, 1.0	Title One KUSD	3x per year
Guided Reading/Running Records refreshers	Ongoing, as needed	Fountas & Pinnell	Practice how to give running records.	Coaches	General/KUSD	quarterly

Language Dives	Continue implementation from last year	Guided Reading and Journeys	PL for how to complete a language dive and learning walks to observe them in action			
LITERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Foundational Skill Practice	daily, 30 minutes	Leveled Literacy	Training on the program by Reading Coach Special Education Teachers	.85 1.0	Title One KUSD	End of year
Guided Reading	daily, 30 minutes	Fontas & Pinnel	Special ed teachers, general ed teachers	1.0	KUSD	End of year

[Support: SMART Goal Process Resources](#)

IDENTIFY SMART GOAL - NUMERACY

NUMERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> <i>Whole School Target</i> 60% of students in grades 2 – 5 will meet or exceed their projected growth for Math on MAP from Fall to Spring. <i>Subgroup Target:</i> 80% of SWD will meet or exceed their projected growth for Math on MAP scores from Fall to Spring 		
INDICATOR	MEASURE	TARGET
Algebraic Thinking and Foundational Skills	NWEA Map	Whole Group: 60% of students in grades 2 – 5 will meet or exceed their projected growth for Math on MAP from Fall to Spring.
Algebraic Thinking and Foundational Skills	NWEA Map	Subgroup: 80% of SWD will meet or exceed their projected growth for Math on MAP scores from Fall to Spring
INDICATOR	MEASURE	TARGET
Calculation	Formative Assessments—Math Facts	Whole Group- students in grades 3-5 will master 80% addition facts. 65% subtraction, 75% multiplication and 47% division.
Calculation	Formative Assessments—Math Facts	Subgroup: SWD will make a 10% increase in the amount of math facts they have mastered in one school year.

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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
Number Talks	Implemented 17-18, we will develop it more this year	EM3, online	Learning walks to observe, students presentations	Instructional Coach, 1.0	KUSD	ongoing
BRIDGES	Monthly	CCSS Math	Teacher learning groups	Instructional Coach, 1.0	KUSD	monthly
Fact Fluency	ongoing	Fact Masters Program developed at Frank (100 basic facts in calculation)	Coaches follow up with staff as needed	Instructional Coach, 1.0	KUSD	ongoing
NUMERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Mental Math	ongoing	math facts	Instructional Coach and Special Education teachers work with Carthage College tutors to teach mental math strategies.	Instructional Coach, 1.0	KUSD	ongoing
Fact Fluency	ongoing	Fact Masters Program developed at Frank (100 basic facts in calculation)	Special Education teachers will differentiate the program for students and work with coach to identify the levels.	Instructional Coach, 1.0	KUSD	ongoing

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IDENTIFY SMART GOAL - CULTURE

CULTURE		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> • <i>Whole School Target</i> 80% of students will not have a referral in the 19-20 school year • <i>Subgroup Target: 5% of students identified as Tier 2 behavior interventions will successfully complete the interventions</i> 		
INDICATOR	MEASURE	TARGET
Major/Minor Referrals	Infinite Campus	<i>Whole School Target</i> 80% of students will not have a referral in the 19-20 school year
Major/Minor Referrals	CICO data	<i>Subgroup Target: 5% of students identified as Tier 2 behavior interventions will successfully complete the interventions</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
Morning Meeting, Community Circle	daily, once a month	readings and greetings	teacher observations and co-teaching	teachers	KUSD	ongoing
CREST (character traits)	ongoing	CREST rubric	Character Staff Team developed the rubrics	teachers	KUSD	ongoing
Weekly academic goal setting with a character trait as part of the action steps.	weekly		EL works with teachers to create structures and forms	EL	Title One	Fall
Character Leaders	Monthly, second semester	Character Rubrics and Nomination forms	guiding students through anchor charts, norms	EL leadersh ip Teams	Title One	second semester
Vertical Crews	monthly	student lunches-Friday	crews of students eat lunch together twice a month to talk about character traits and team building.	all staff	KUSD	Fall
VIP	monthly	lunch with principal, VIP rubrics				
Mindfulness	monthly	teach mindfulness				
CULTURAL TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
CICO	8 weeks	CICO sheets	PBIS trainings	1.0 teachers	KUSD	varies as to when students are referred

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)

2019-2020 SCHOOL YEAR

School Name: FRANK ELEMENTARY SCHOOL

Title I School-wide Team

NAME	TITLE
Heather Connolly	Principal
Louann Daniels	Instructional Coach
Karen Giese	Reading Coach
Carly Strass	Special Education
Beth Smith	Teacher
Dawn Antrim	Teacher
Norma Rodriguez	Parent

School-wide Team Meetings 2019-2020

DATE	TOPIC
September 9, 2019	PD plans, National Conference, RTi groups
November 15, 2019	Budget check, 1st Qu data, end of semester expedition products
January 24, 2020	Mid-year review of school achievement plan
February 21, 2020	Staffing for next year, budget check, 3rd quarter progress
April 11, 2020	End of year budget, preparation summer leadership retreat, staffing and hiring.

Part B - Appropriately Licensed Staff – (All Schools)

2019-2020 SCHOOL YEAR

School Name: FRANK ELEMENTARY SCHOOL

In the 2019-2020 school year, **FRANK ELEMENTARY SCHOOL** staff had 26 teachers. Of these, 1 needed emergency licensing:

- *Teacher is in a program for a special education license. There were no qualified candidates at the time of the position needing to be filled.*

The table below provides a comprehensive picture of staff demographics. Staff demographics are not updated for the 2019-20 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	2019-2020
Total teaching staff	26
Emergency licensed teachers	1
Less than 3 year experienced teachers	2

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:

FRANK ELEMENTARY 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 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)

2019-2020 SCHOOL YEAR

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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

June: Two day leadership retreat, day one data review from the previous year and review of last year's school plan. Day two we break into teams to write the new plan and present to each other.

August: Whole school roll out of the plan with opportunities to question and comment on plan

January: mid-year review of plan: student interviews, teacher surveys, classroom walk-throughs, mid-year data check of MAP and PALs.

April: Implementation Review: Teacher rubric survey of implementation of Core Practices in EL and of the work plan

Individual meetings with summary teacher

Part D - Transition Plan – (All Schools)

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When students arrive at Frank Elementary School, the family is met in the office and given a tour of the school with a student ambassador or staff member. They are given a donated or new uniform if needed as well as a backpack with basic supplies. The Empathy team leaders check on new students and help them to learn our character traits.

Each teacher loops with their class this allows a student to have less teachers in elementary school (3 versus 6) and for those that are mobile they can extend some time with a class or teacher. At the end of the loop students take home their working data and pass along their portfolios to the next teacher.

At the end of 5th grade the team meets with teams from Washington and Lincoln Middle schools to support the transition out of elementary school. They also come and meet with our students and answer questions and talk about some of the things they get to do in middle school.

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

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At this time **FRANK ELEMENTARY 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. We have 95% of our students that qualify for free or reduced meals.

Part F - Parent Engagement – (Title One Schools)

2019-2020 SCHOOL YEAR

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School-wide Planning

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

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

Through our APPT meetings and math and reading nights we provide parents with learning activities and resources to use at home. We have a book store that is open weekly and students can purchase books to take home. We plan to link parents with opportunities to learn English and literacy skills to help them support their children and family.

The APTT Grant (Academic Parent Teacher Teams) is used for 3 parent team meetings during the school year. Teachers and parents participate in an ice-breaker, teachers share individual and class data, parents are given activities to do at home with students and practice the activities with each other as well as share other ideas on how they could use the activities, and each family writes a 60 day SMART goal that is reviewed with the teacher at individual conferences or the next APTT meeting. End of year surveys are done for parents and teachers.

ESL classes for parents to learn how to speak English and support their child at home.

Math and Science Night with our students teaching family math events

Celebrations of Learning, 2 times per year to showcase student work products each semester.

Parent Communication System

We use facebook, newsletters, emailed newsletters and school messenger to inform parents of events happening at school. We share student data during APTT meetings and at our monthly crew meetings that parents are invited to attend. We hold a community night at Open House as well as 3 conferences per year. We have ESL classes and parent leadership opportunities throughout the year.

2019-2020 Parent Involvement Opportunities

Activities	Dates
Open House/Community Night	August 1, 2019
APTT #1 and Parent/Teacher Conferences	Aug. 29-30, 2019
Math and Science Night	November 12, 2019
Parent/Teacher Conferences	Nov. 26-27, 2019
APTT #2/Parent Teacher Conferences	Feb. 27-28, 2020
APTT #3	May 14, 2020

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

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In reading we benchmark every quarter students reading level. Every teacher has a 30 minute intervention block for student identified as tier 2 based on the reading levels. Students that are in 1st and 2nd grade that are tier 2 also qualify for Leveled Literacy Interventions for 30 minutes per day based on the reading scores. Students that are not making progress in interventions are referred to CSI for tier 3 interventions and possible referral special education. Reading levels are also monitored in Moby Max, Accelerated Reader/Star Assessment, and MAP testing three times per year.

In math students that need additional support or practice work with our intervention specialist while the teacher is doing tier 2 reading interventions. Students are accelerated with our instructional coach after school.

Our after school program identifies students in grades 2-4 that are borderline proficient on MAPs for additional reading and math supports in Power Hour 4 times per week after school.

We have completed the PBIS tier 2 training and have a tier 1 and tier 2 teams as well as CICO, SWAG, and Brief BIP programs in place.