

2018-2019 SCHOOL YEAR

School Name: HARVEY ELEMENTARY SCHOOL

IDENTIFY SMART GOAL – LITERACY

LITERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> • 70% of students in grades 4K-2 will meet the PALS benchmark in the areas of COW, • Harvey students will increase their school-wide reading MAP scores from 42% to 55% proficiency. • Students in grade 3 (economically disadvantaged subgroup) will increase their Forward reading scores from 22.7% to 40% proficiency 		
INDICATOR	MEASURE	TARGET
Phonological Awareness	PALS assessment	20% (26 students) or less of K-2 students will be marked “ID” with the PALS assessment in Spring 2019.
Key ideas and details	MAP assessment	40% of economically disadvantaged 3rd graders will be proficient by the end of 2018-19 school year (increasing 20% each year).
Writing	District assessment School-wide RACED writings TDA lessons with coach (using Forward rubric)	42% of students in grades 3, 4 and 5 will score proficient in all 3 areas of writing on the Forward assessment.
Reading Comprehension	RazKids comprehension assessment. Longer texts for stamina	Twice each month, students in grade K-5 will answer comprehension questions with 80% accuracy on RazKids.

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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
RACED writing strategy taught and monitored	Every other month	Writing folders, crates	Staff directed	0	Title I and School budget	May 2019
Comprehension (Key ideas and details)	Weekly	Newsela articles	None	0	School budget	June 2019
Improve phonemic awareness and phonological skills	Daily	Haggerty phonological awareness kit	Kryssia Johnson	0	Title I	June 2019
Guided reading/writing professional learning	Bimonthly	Curriculum in Live Binders	Sue Mirsky	0	Free	May 2019
LITERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Leveled Literacy Interventions for subgroup	Daily	Leveled Literacy kits	None	.5	Title I	June 2019
LLI interventions with teacher	Daily	Leveled Literacy kits	LLI intervention support from Instructional Coach	0	N/A	June 2019
Content based leveled texts	Daily	text in the book room based on ss and sci	None	0	Title I	June 2019
Saxon literacy	4 days/week	Saxon kit	None	0	Title I	June 2019
Chromebooks for technology intervention supports	Daily	11" Chromebooks	Reading A to Z (Sheri Palmer)	0	Title I	June 2019

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IDENTIFY SMART GOAL - NUMERACY

NUMERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> • <i>By 2021, students in Harvey school will show 80% proficiency on the MAP assessment.</i> • <i>By the end of 2019, students in 3rd grade will show a 20% increase in students scoring proficient on the Forward exam.</i> 		
INDICATOR	MEASURE	TARGET
Number Talks	MAP assessment	48% of all students grades K-5 will score proficient in numbers and operations section of MAP by Spring 2019..
Fact Fluency	Sangiovani Probe	80% of students in each grade level to achieve their grade level benchmarks.

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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
Coaching cycles						
CESA #1 RtI framework support	2nd semester	CESA report	3 year roll out based on focus	0	Title One	January 2019
NUMERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Math Club (after school)	3 times per year	Bedtime Math supplies	None	0	no cost	
Fluency probe	Weekly	Sangiovani Probe	Coach	0	Title One	ongoing
DreamBox	Daily	DreamBox computer	Sherri Palmer	0	Title One	ongoing
NUMERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed

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IDENTIFY SMART GOAL - CULTURE

CULTURE		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> • <i>By the end of the 2018-19, we will decrease the number of minor infractions recorded schoolwide from 110 to less than 99 incidents.</i> • <i>By the end of 2018-19, we will reduce</i> • <i>Students with 3 or more minor infractions will decrease by 10%.</i> • — 		
INDICATOR	MEASURE	TARGET
Classroom managed behaviors	Pink sheet data	Students with 3 or more office managed behaviors will decrease by 10%.
Office managed behaviors	Infinite campus referrals	Office managed behaviors during lunch will decrease by 5% this school year.
INDICATOR	MEASURE	TARGET

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PATHWAY TO SUCCESS SCHOOL ACHIEVEMENT PLAN

SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

CULTURAL TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Morning meetings	daily	greetings, initiatives, readings and activities		0	N/A	ongoing
Cross Crew	twice each month	Character lessons		0	Harvey	ongoing
Community Circle	quarterly	Student work for celebration/reflections	protocols to critique and debrief	0		ongoing
Parent PBIS Kick-Off	annually	Stations, passports, prizes	none	0	Harvey PBIS	September
Student PBIS Kick-Off	twice each year	Expectations charts, SWT posters		0		September January
PAWsome tickets for positive behavior	daily	PAWsome tickets	none	0	Harvey PBIS	ongoing
Stars on the Stage	monthly	treats, table decorations	none	0	Harvey PBIS	ongoing
CULTURAL TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
SAIG Lunch Bunch groups	Year long	Character lessons	Tier 2 training	0	KUSD	ongoing
5th Grade Focus Group	Quarterly	non needed	none	0		ongoing
CICO groups	daily	Chart	Tier 2 training	0		ongoing
FBA's/BIPs	as needed	District document	Developing FBA's/BISs	0		ongoing

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ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
Improved reading skills of students in low socio-economic group		
NUMERACY TARGETS	ACTUAL RESULTS	REFLECTION
CULTURE TARGETS	ACTUAL RESULTS	REFLECTION

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

2018-2019 SCHOOL YEAR

School Name: Harvey Elementary School

Title I School-wide Team

NAME	TITLE
Ursula Hamilton-Perry	Principal
Meaghan McKinnon	5th grade teacher
Amanda Nason	Instructional Coach
Olivia Turner	1st grade teacher
Lisa Reimann	Special Education teacher
Taylor Thomas	Parent

School-wide Team Meetings 2018-2019

DATE	TOPIC
June 2018	School Achievement Planning & Resource allocation
August 2018	Resource allocation and professional learning opts.
January 2019	Determine progress toward goals
June 2019	Annual meeting and planning for 2019-20 school year
September 2019	Professional learning and refining goals

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

School Name: Harvey Elementary School

In the 2018-2019 school year, **Harvey** staff had teachers. Of these, **1** needed emergency licensing:

- *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	15
Emergency licensed teachers	1
Less than 3 year experienced teachers	1

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:

Harvey 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.

**** 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: Harvey Elementary 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?

Teachers across the school were involved in the data analysis portion. Our leadership team took observations made by the staff and developed the SMART goals. Grade level teams have been designated collaborative team time (CT time) to analyze data and achievement of students. We also have specific school teams (PBIS, Instruction, Leadership, Culture and Climate and MLSS) that contribute to developing portions of the plan.

The assessment data was directly linked to the development of goals. The specific skills strand was determined by the lowest achievement performance and the largest gap between Harvey and state average.

Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name: Harvey Elementary School

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

Currently, our school offers supports for students transitioning into preschool, from preschool to kindergarten as well as those moving from fifth grade to middle school. During the summer, our preschool teachers visit the homes of incoming preschool students. This home visit helps to establish a relationship with families and help students prepare for the school year. There are also opportunities for students to prepare for the upcoming grade (“Getting Ready for Kindergarten” and Getting Ready for 1st Grade”) during the summer.

For students already enrolled at Harvey, our school counselor facilitates a transition lesson in May for our prekindergarten students. Students are able to visit the kindergarten classrooms are offered the opportunity to come receive a tour of the school, meet with the specials staff and ask any questions that they may have about the school program. The school sends welcome letters letting families know about routines and practices currently in place at school. Parents are also asked to complete a sheet sharing information with the school about their child. This is helpful in that we are able to learn about fears, talents. etc.

Our fifth grade students have a visit in the spring from representatives of each of the middle schools. During these visits, staff typically does a presentation about their specific school and provides a time for questions and answers from the students.

Harvey offers an Open House for all parents and families in August to welcome students to their new classrooms and teachers. We also host a Back to School Night specifically for parents at the end of September. They are able to meet with classroom teachers and gain more specific information about how they can best support their child throughout the school year.

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

2018-2019 SCHOOL YEAR

School Name: Harvey Elementary School

At this time **Harvey Elementary**, 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: Harvey Elementary School

School-wide Planning

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

	Parenting	X	Learning at Home
	Communicating		Decision Making
X	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.

The Harvey PTA meets monthly and is engaged in supporting our school in as many ways possible. We have classroom volunteers, meet yearly with parents to share academic expectations. Parents will have sessions to help support technology use at home. The Chat N Chew sessions are also opportunities for

parents to increase the child's learning at home.

Parent Communication System

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

Harvey has a strong relationship with its families and parents. Our staff understands the importance of maintaining open communication and establishing mutual trust with parents in order to help our students achieve the educational successes they deserve. With that in mind, Harvey incorporates activities to help build that support with parents:

- Welcome Back Open House held annually
- PBIS Parent Passport Kick Off
- School-wide Community Circle for staff, students and parents
- Back to School for Parents with grade level teachers
- Wednesday folders
- Mid-Quarter Progress Reports
- Student Led conferences (Fall and Spring)
- Monthly Parent Newsletter
- Parent Volunteer Program
- Parent Title I Compact
- Parent resource section in the library media center
- Chat N Chew Nights
- Parent/Teacher Association

We have an active Parent Teacher Association at Harvey. Each month during the monthly meeting, there is a "Principal's Report" and discussion around Title One. Feedback is provided at that time. Parents are also invited to attend an annual meeting designed specifically to gather input and feedback from parents regarding the Title One plan. A Google form is used to collect responses from parents at the annual meeting. Even if parents are unable to attend the parent meeting, they still have access to the Google form through the monthly parent newsletter.

Parents are sent surveys to provide further input regarding parent focused educational opportunities throughout the year.

Parents are also encouraged to attend the Student Led conferences in the fall and spring of each year. Updates about student progress are given by the student. The teacher supports the student and is available for questions during the conference.

2018-2019 Parent Involvement Opportunities

Activities	Dates
Back to School "Meet" and Greet	September 2018
Grade Level expectations night	September 2018
PTA meetings	monthly
Chat N Chews	ongoing
Grade Level Music performances	ongoing
Readers Are Leaders	March 2019
Dance Through the Decades	February 2019
Math Night	December 2018
Family Fitness Night	January 2019
Harvey's Got Talent Dinner and Show	April 2019
Halloween at Harvey	October 2018
5th Grade Send Off Celebration	June 2019
Action Territory Nights	ongoing
Bingo Nights	November and March
Movie Nights	October,
Sports Day	June 2019
Classroom volunteers	ongoing

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

2018-2019 SCHOOL YEAR

School Name: Harvey Elementary School

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

Our school uses ROAR (Reaching Outstanding Academic Results) intervention time 4 days each week for 30 to 40 minutes per session. During this time, teachers address the needs of students in a small group setting and provide the supports that aid them in getting closer to meeting the standards. Teachers will also use guiding reading time to help support interventions for students not meeting the standards. They use leveled literacy intervention kits as a resource.