

2018-2019 SCHOOL YEAR

School Name: JEFFERY ELEMENTARY SCHOOL

IDENTIFY SMART GOAL – LITERACY

LITERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> • <i>By the end of the 2018/2019 school year, 67% of Jeffery students will meet their expected level of growth in MAP Reading.</i> • <i>By the end of the 2018/2019 school year, 69% of Jeffery Economically Disadvantaged students will meet their expected level of growth in MAP Reading.</i> • 		
INDICATOR	MEASURE	TARGET
Vocabulary	MAP	For the 2017/2018 school year, 62.7 of our students met their growth. For the 2018/2019 school year, we are looking for 67% of our students to meet their expected level of growth.
INDICATOR	MEASURE	TARGET
Vocabulary	MAP	For the 2017/2018 school year, 61.4 of our Economically Disadvantaged students met their growth. For the 2018/2019 school year, we are looking for 69% of our Economically Disadvantaged students to meet their expected level of growth.

SMART GOAL ACTION PLAN

(INCLUDING PROFESSIONAL LEARNING)

LITERACY TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Guided Reading and Writers Workshop	October 1	*Journeys *leveled readers *Live Binders *Book room *Supplemental	*Staff received training during 2018 summer at Literacy Institute. Piloting Lucy Calkins with grades 1 & 2	none	Grant	June 2019
RAZZ	September 1	RAZZ Plus	Provided throughout the year (IC)	none	Title 1	June 2019
WSRA	February 7&8	Conference provided	Provided from the conference	none	Title 1	June 2019
CESA#1: Voicing Choice	November 30	Conference provided	Provided from the conference	none	Title 1	June 2019
IXL - English	Throughout the school year	IXL program	provided to staff	none	Discretionary and Title 1	June 2019
LITERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
30 minutes of LLI instruction 5 x a week or 45 minutes of LLI instruction 4 x a week for our yellow students	Starting October 1 through school year	LLI Orange, Green, Blue, Red, Gold	All staff trained	none	Discretionary and Title 1	June 2019
Critical interventions for red students	starting October 1 through school year	Appropriate LLI kits and research based	All staff trained	(2) interventionist	Title 1	June 2019

		interventions (Intervention Central)		for 4 hours at day 4 days a week		
ESP hired to add support to the students who are interventionist is working with.	Starting Jan. 2019 through the school year	Materials provided by interventionist and classroom teacher	Support from interventionist, Instructional Coach and Principal	.49	Title 1	June 2019
ESP hired to support students who work with classroom teachers in interventions	Starting Jan. 2019 through the school year	Materials provided by classroom teacher	Support from classroom teacher,, Instructional Coach and Principal	.49	Title 1	June 2019
Subs for Conferences, peer observation, planning for PL and PALS	Throught out the 2018/2019 school year	Lesson Plans for subs	Content from conferences, observations, and planning	none	Title 1	June 2019
LITERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed

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IDENTIFY SMART GOAL - NUMERACY

NUMERACY

Must include:

- *By the end of the 2018/2019 school year, 61% of Jeffery students will meet their expected level of growth in MAP Math.*
- *By the end of the 2018/2019 school year, 58% of Jeffery Economically Disadvantaged students will meet their expected level of growth in MAP Math.*
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INDICATOR	MEASURE	TARGET
Fluency	MAP	For the 2017/2018 school year, 57.3 of our students met their growth. For the 2018/2019 school year, we are looking for 61% of our students to meet their expected level of growth.
INDICATOR	MEASURE	TARGET
Fluency	MAP	For the 2017/2018 school year, 50.0 of our Economically Disadvantaged students met their growth. For the 2018/2019 school year, we are looking for 58% of our Economically Disadvantaged students to meet their expected level of growth.

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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
Everyday Math in Live Binders	Sept. 1 throughout school year	EM3 and Live Binders	On going as needed	none	Discretionary budget	June 2019
Dreambox & XtraMath 60 min. per week	October 1 throughout school year	Dreambox & Xtra Math	2 scheduled webinars throughout the year	none	Title 1	June 2019
Daily Common Core Math Practices	October 1 throughout school year	Daily Common Core Math Practices book	Staff was trained on this resource	none	Discretionary	June 2019
IXL - Math	Throughout the school year	IXL program	provided to staff	none	Discretionary and Title 1	June 2019
NUMERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Dreambox & Xtra Math additional 20 min. per week for students not at grade level	October 1 throughout school year	Dreambox & Xtra Math	2 scheduled webinars throughout the year	none	Title 1	June 2019
IXL at appropriate skill level	October 1 throughout school year	IXL - Math	staff was trained on this resource	none	Discretionary and Title 1	June 2019
15 min of skill based intervention 4 x per week for identified students	October 1 throughout school year	EM3 and supplemental	ongoing	none	Discretionary	June 2019
ESP hired to support students who work with classroom teachers in interventions	Starting Jan. 2019 through the school year	Materials provided by classroom teacher	Support from classroom teacher,, Instructional Coach and Principal	.49	Title 1	June 2019

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"> By the end of the 2018/2019 school year, 32% of Jeffery staff will have recorded an incident on our PBIS Minor Offense Tracking Form. By the end of the 2018/2019 school year, 66% of Jeffery classroom teachers will have recorded an incident on our PBIS Minor Offense Tracking Form. 		
INDICATOR	MEASURE	TARGET
		For the 2017/2018 school year, we had 5 out of 43 (12%) staff members recorded an incident on our PBIS Minor Offense Tracking Form. This year we are looking to move from 12% to 32% which is an increase of 20%.
INDICATOR	MEASURE	TARGET

		For the 2017/2018 school year, we had 5 out of 14 (36%) special area staff members recorded an incident on our PBIS Minor Offense Tracking Form. This year we are looking to move from 36% to 66% which is an increase of 30%.

[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
Monthly review of minor data	Sept 1 (monthly)	Google Data	none	none	none	June 2019
Staff mentors for questions regarding PBIS and recording data		Google Document referencing identified staff	as needed	none	none	June 2019
CULTURAL TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Monthly review of minor data	Sept 1 (monthly)	Google Data	none	none	none	June 2019
Staff mentors for questions regarding PBIS and recording data	Sept 1	Google Document referencing identified staff	as needed	none	none	June 2019
CULTURAL TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed

[Support: SMART Goal Process Resources](#)

ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
Mid-Year All School = 67%	Mid-Year results = 67%	
Mid-Year Econ. Dis. = 69%	Mid-Year results = 66%	
EOY All School = 67%		
EOY Econ. Dis. = 69%		
NUMERACY TARGETS	ACTUAL RESULTS	REFLECTION
Mid-Year All School = 61%	Mid-Year results = 61%	
Mid-Year Econ. Dis. = 58%	Mid-Year results = 56%	
EOY All School =		
EOY Econ. Dis. =		
CULTURE TARGETS	ACTUAL RESULTS	REFLECTION

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[Support: SMART Goal Process Resources](#)

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

2018-2019 SCHOOL YEAR

School Name: Jeffery Elementary

Title I School-wide Team

NAME	TITLE
Kurt Johnson	Principal
Tia Bishop	Instructional Coach
Beth Pelc	Counselor
Mindy Duford	Kindergarten Teacher
Mindi Danielson	5th Grade Teacher
Kimberly Olson	Special Education Teacher
Brett Clark	Parent Representative
Libby Troha	Parent Representative

School-wide Team Meetings 2018-2019

DATE	TOPIC
6/28/18	Data Review & Planning
1/28/19	Status towards goals and Reviewing final budget
5/27/19	Review results towards goals & Needs Assessment
6/24/19	Needs Assessment & Reevaluating T1 Plan

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

School Name: Jeffery Elementary

In the 2018-2019 school year, Jeffery staff had (20) teachers. Of these, (1) needed emergency licensing:

- *We hired a certified 4K teacher who needed an emergency license for special education since there were no certified candidates.*

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	20
Emergency licensed teachers	1
Less than 3 year experienced teachers	4

Strategies for Hiring and Retaining Appropriately Licensed Staff

District:

Kenosha Unified School District actively seeks and recruits appropriately licensed teachers. New teachers to the district participate in a New Employee Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. They participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management.

School:

Jeffery 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: Jeffery 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?**

All Jeffery staff are involved when planning for our SAP and SMART Goal writing. In addition to utilized staff meetings and Professional Learning days to acquire information from staff, we also utilize time with our Leadership Team and our Title 1 Team to plan for our SAP. All goals from our Title 1/SAP are based on student assessment data such as Foward, MAP, F&P, and our school report card.

Staff use previous data along with current data to learn about their students. Staff collaborate on Fridays to look at student needs and what supports are necessary for all students. Staff specifically uses Educlimber and current formative assessments to help identify the needs of their students.

Formative assessments are driven by the essential standards that is identified in live binders and what is determined at each grade level.

Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name: Jeffery Elementary

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

We start the year off just before school starts and Open House with our Back 2 School Bash. This allows students and their families to meet Jeffery staff, families and friends before school actually starts. It is a low key family, friendly event where students can have a positive, first experience for the year. On the first day of school, we welcome all incoming kindergarten and new students with a school-wide assembly where we introduce our grade levels and staff. We also review general rules as a whole group. Teachers then go over specific classroom and school routines with their individual classrooms. Classroom teachers use specific “Cool Tools” for each area of the school so that a consistent message is delivered to all students. We team up new students with buddies. Our leadership team also meets with all new students in small groups to help answer questions they may have.

When students leave, we meet with middle school staff to discuss our students and any needs they might have. We also have classroom discussions with our 5th graders as they move on to the 6th grade. Even though these students will not be with us the following year, it is important that our Jeffery students go on to be successful at the next level. We find that these conversations with middle school staff assists all our students.

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

2018-2019 SCHOOL YEAR

School Name:

At this time, Jeffery 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. These funds have allowed us to allocate staff to support student academic needs. More students have access to chromebooks which has assisted with immediate feedback for formative assessments. It has also allowed our staff to gain professional development in needed areas such as literacy, instruction, RTI and social emotional support.

**** 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: Jeffery Elementary

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

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 Jeffery staff is taking on a positive phone call initiative this year. We will be monitoring and acknowledging our staff for making these positive contacts. Teachers also utilize individual classroom websites and social media to communicate with families and also keep students engaged in learning. In order to reach all families, we use school-wide emails and phone calls to inform and remind families about family events. In addition, we also rely on our parent representatives from our Title 1 team to share the viewpoints of our families.

Families are surveyed to help us find “Hot” topics for our families. We also utilize anecdotal notes from our parent interactions during day to day interactions, PTO events, and Family Night events. It is also helpful that our Family Night coordinator is a parent here at Jeffery. In response to some feedback we have received, we have planned a writing/reading evening and a fitness evening.

Parent Communication System

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

Communicating Student Performance:

Staff make phone calls home to discuss both positives and areas of improvement. Parent/Teacher Conferences are two major events when we schedule and coordinate meetings with all our families. Along with Parent/Teacher Conferences, teachers also send out mid-term reports for students who are not progressing as we would expect. We also schedule as needed CSI (Collaborative Student Intervention) meetings with our families to discuss more in depth issues. These could be for both struggling or excelling students. Parents can also use on-line programs which provide student status.

Communicating Parent Involvement Opportunities:

We make school-wide phone calls and emails to make sure our families are aware of these events. We post opportunities on our PTO Facebook page. Fliers always go out about family events to invite and inform our families about these events. We also make school announcement for all our students and families to hear. We also utilize our school sign to push out school events. We also send out a google form for our families to fill out to share the different ways they might be able to help out in the classroom or with school events.

2018-2019 Parent Involvement Opportunities

Activities	Dates
Back 2 School Bash	August 22, 2018
Barnes & Noble Day	November 17, 2018
Holiday Letter Writing & Story Night	December 11, 2018
Book Fair Festival	Dec. 10 - 14, 2018
Fitness and Numbers for Families	May 2019

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

2018-2019 SCHOOL YEAR

School Name: Jeffery Elementary

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

Grade level staff reviews student data at the beginning school and continue with weekly review of student data during Collaboration Time which informs instruction. Staff uses this data to identify skill based intervention groups. Students will either work with our Interventionist, work in LLI groups with our classroom teachers, work with support staff or receive enrichment opportunities. Our school's Leadership team reviews student data monthly to cross reference any students who may be struggling so students will not fall through the cracks.



PATHWAY TO SUCCESS SCHOOL ACHIEVEMENT PLAN
