2018-2019 SCHOOL YEAR

School Name: MCKINLEY ELEMENTARY SCHOOL

IDENTIFY SMART GOAL – LITERACY

LITERACY
Must include: ● *Whole School Target By the end of 2018-2019 63% students in 2nd -5th grade will meet or exceed MAP projected growth fall to spring. By the end of 2018-2019 25% of 3rd-5th grade will score proficient or advanced on the Forward Test.*   ● *Subgroup Target By the end of 2018-2019 51% of ELL students in 2nd-5th grade will meet or exceed MAP projected growth fall to spring. By the end of 2018-2019 22% of 3rd-5th grade ELL students will score proficient or advanced on the Forward Test.*

INDICATOR	MEASURE	TARGET
Writers Workshop	District Quarterly Student Writing Prompt	80% of students scoring a 3 on the district rubric.
Readers Workshop	MAP, F and P, PALS, Forward	63% of grade 2-5 achieve projected growth goal in MAP. 25% of grade 3-5 score proficient of higher on Forward.
Instructional Technology	Staff survey from Rebecca Arnold based on ITSE Standard 6 (Facilitator Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.	32% growth on ITSE standard 6.
WINN Time (What I Need Now Time)	F and P	80% of students are on grade level using Fountas and Pinnel benchmarking.

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**
Writing Workshop Focus During CT Time - Backwards Planning	Ongoing through 2018-2019 School Year	LiveBinders, Calendars,	Out-of-district conference	0	No Cost	
Writing PD	September 28, 2018 PD session	District Module	Led By Sue Mirsky		No Cost	
Instructional Technology Session	Monthly throughout the 2018-2019 school year	ITSE Standards	Led By Elizabeth Russell and Rebecca Arnold		No Cost	
Reading Interventionist	Ongoing through 2018-2019 School Year	Miranda Hill		1.0	Title 1	
Edgenuity	Ongoing through 2018-2019 School Year	Copies of Continuum of Learning	Online Learning		Title 1 $3,400	
MLSS/RtI (Tier 1-3)	Ongoing through 2018-2019 School Year	Live Binders				
Strategy	**Timeline**	**Materials** **Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Lucy Calkins Units of Study Cohort	Quarters 2, 3 and 4	Units of Study	Led By Mary Limbach and Out-of-district conference		No Cost	
Guided Reading Coaching Cycle With New Teachers	Entire 2018-2019 school year	District Module	Led By Laurie Hill Out-of-district conference		No Cost	

English Language Learning Best Practices Presentation	District PD session		Jill Francis		No Cost	

<table>
<tr><td colspan="7" align="center">**LITERACY TARGET (SUBGROUP)**</td></tr>
<tr><td>**Strategy**</td><td>**Timeline**</td><td>**Materials**
Be specific</td><td>**Professional**
Learning</td><td>**FTE**</td><td>**Funding**
Source</td><td>**Date**
completed</td></tr>
<tr><td>**Reading Interventionist Small Group targeted interventions**</td><td>Aug. 28, 2018-June 14, 2019</td><td>LLI and Guided Literacy</td><td>LLI training</td><td>1.0</td><td>Title 1</td><td></td></tr>
<tr><td>**ELL Teachers**
Jill Francis
Trisha Jardon</td><td>2018-2019</td><td>REACH</td><td></td><td>1.4</td><td>General Fund</td><td></td></tr>
<tr><td>**Compass Learning**</td><td>Target area of need based upon MAP scores</td><td>Copies of Continuum of Learning</td><td>Online Learning</td><td></td><td>Title 1
$3,400</td><td></td></tr>
</table>

Support: SMART Goal Process Resources

IDENTIFY SMART GOAL - NUMERACY

NUMERACY
Must include: ● *Whole School Target* By the end of 2018-2019 68% 2nd-5th grade students will achieve growth on MAP Math. By the end of 2018-2019 29% of 3rd- 5th grade will achieve proficient or advanced on Forward Math exam. ● *Subgroup Target* By the end of 2018-2019 58% of ELL students in 2nd-5th grade will achieve projected growth on MAP Math.By the end of 2018-2019 22% of ELL students will perform proficient and advanced on the Forward Math.

INDICATOR	MEASURE	TARGET
Number and Operations	District assessments, MAP and Forward	● 68% 2nd-5th grade students will achieve growth on MAP Math

Instructional Technology	Staff survey from Rebecca Arnold based on ITSE Standards	32% growth on ITSE standard 6.

[Support: SMART Goal Process Resources](#)

SMART GOAL ACTION PLAN
(INCLUDING PROFESSIONAL LEARNING)

NUMERACY TARGET (WHOLE SCHOOL)

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Standards of Mathematical Practices	4 PD Days		District led		No Cost	
Professional Learning Communities	Ongoing through 2018-2019 School Year		Grade level groups will analyze student data and discuss best practices for numeracy instruction and interventions.		No Cost	
Implement Number Talks	August district wide math training and November 16, 2018 PD session	Live Binder	Led by Laurie Hill		No Cost	

NUMERACY TARGET (SUBGROUP)

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Standards of Mathematical Practices	4 PD days		District led		No Cost	
English Language Learning Best Practices Presentation	Ongoing through 2018-2019 School Year				No Cost	
Compass Learning	Ongoing through 2018-2019 School Year					
Professional Learning Communities	Ongoing through 2018-2019 School Year		Grade level groups will analyze student data and discuss best			

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
			practices for numeracy instruction and interventions.			

NUMERACY TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
ELL teachers			Presentations/activities at monthly staff meetings led by Jill Francis			
Compass Learning	Ongoing through 2018-2019 School Year					

[Support: SMART Goal Process Resources](#)

IDENTIFY SMART GOAL - CULTURE

CULTURE

Must include:
- *Whole School Target* Decrease student suspensions by 15%.
- *Subgroup Target* Decrease students with an IEP suspension rate.

INDICATOR	MEASURE	TARGET
Decrease in student suspensions	Infinite Campus	
Tier 1 will review high frequency area referrals. Common areas will conduct reboot of lessons.	Location data shared monthly	Decrease office referrals in reported high frequency common areas.
INDICATOR	**MEASURE**	**TARGET**

Tier 2 will review high frequency students and create criteria of students who will need Tier 2 intervention support.	Infinite Campus Referrals	Decrease referral incidents of students who have a high frequency referrals with tier 2 supports.

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 1 training of reviewing referrals in IC	November 2018		During prep time meet with principal			
Tier 2 determine criteria of students in need of Tier 2 support	Ongoing through 2018-2019 School Year					
Behavioral Interventionist Position	Sept. 2018-June 2019			.5	Title 1	

CULTURAL TARGET (SUBGROUP)

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Review of IEP students with referrals	monthly				No cost	
Behavior Interventionist				.5	Title 1	
Counselor				1.0	General Fund	
Zones of Regulation	Ongoing through 2018-2019 School Year	Zones of Regulation curriculum				
Check In Check Out Implementation	Ongoing through 2018-2019 School Year					
SAIG Groups	Ongoing through 2018-2019 School Year					
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**

ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
80% of students scoring a 3 on the district rubric.		
63% of grade 2-5 achieve projected growth goal in MAP. 25% of grade 3-5 score proficient of higher on Forward.		
32% growth on ITSE standard 6.		
NUMERACY TARGETS	**ACTUAL RESULTS**	**REFLECTION**
Whole School Target By the end of 2018-2019 68% 2nd-5th grade students will achieve growth on MAP Math		
By the end of 2018-2019 58% of ELL students in 2nd-5th grade will achieve projected growth on MAP Math.		
CULTURE TARGETS	**ACTUAL RESULTS**	**REFLECTION**
Decrease student suspensions by 15%.		

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

2018-2019 SCHOOL YEAR

School Name: McKinley Elementary School

Title I School-wide Team

NAME	TITLE
Teri Giampietro	Principal
Laurie Hill	Instructional Coach
Elizabeth Russel	Library Media Coach
Terri Wood	Physical Education/Behavior Interventionist
Katie Richards	Fifth Grade Teacher
Melissa Terry	Second Grade Teacher
Nancy Friedrich	Kindergarten Teacher
Nickie Wickersheim	4K Special Education Teacher
Deb Conyers	Special Education Teacher
Erica Lord	Parent
Skye Phillips	Parent

School-wide Team Meetings 2018-2019

DATE	TOPIC
Tuesday, Sept. 25, 2018	**Norms, goal setting**
Wednesday, October 10, 2018	**Sharing of goals**
Tuesday, October 30, 2018	**Achievement Plan, discuss Remind**
Wednesday, November 14, 2018	**Sharing of implementation of Intervention for Achievement Plan**
Tuesday, November 27, 2018	**Anonymous Donation prioritize and communication plan**
Wednesday, December 12, 2018	**Sharing of the Donations**
Tuesday, December 18, 2018	**Review of funds and plan potential roll over funds**
Wednesday, January 9, 2019	**Sharing of fund review and roll over plan**
Tuesday, January 22, 2019	**ESSA review report and communication of summer plan**
Wednesday, February 13, 2019	**Share ESSA review report and communication of summer plan**
Tuesday, February 19, 2019	**Summer plan next month will have guest, review of data for achievement plan, brainstorm of ideas to address ESSA qualification**
Wednesday, March 13, 2019	**Share of achievement**
Tuesday, March 19, 2019	**Survey results for student and parents**
Wednesday, April 3, 2019	**Shared survey results**
Wednesday, May 8, 2019	

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

 School Name: McKinley Elementary

In the 2018-2019 school year, McKinley staff had teachers. Of these, 2 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	

Emergency licensed teachers
   • Truman Andrews
     ○ Special Education-working on certification
	2

● Hilary Halsted ○ Special Education-certification from Illinois	
Less than 3 year experienced teachers	3

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:

McKinley 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

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

School Name: McKinley 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 do teachers collaborate around the student data? What systems are in place for teachers to collaborate such as Friday early release times?

- How were teachers involved in strategic planning and/or SMART Goal process?
  - Leadership team-Data points used are PALS (Pre K-Second Grade), MAP (Second-Fifth Grade), and Fountas, Pinnel Running Records(K-5) and Forward Test(Third-Fifth). The Leadership Team reviewed the data and set the School wide SMART Goals. This is done in two meetings. The first meeting the data is reviewed, questions and discussion occur. Leadership members report to grade level or content area teams to share and discuss the results. They receive input from grade level and content staff. The second Leadership meeting we discuss the input and determine the SMART goals.
  - Grade level teams- The baseline data was shared with staff in Fall 2018 to share the School wide SMART goals.   All data is shared and processed with staff as it is completed throughout the school year.
- What is the connection between assessment data and school/Title One goals?
- All goals are created from the data collected throughout the school year. The building goals are created from the previous year's goal, expectation of 80% of students should be achieving after Tier 1/Universal level instruction. Teacher SLO's are connected to the school's goal. Student goals are based upon their individual data, the expected grade level benchmark and high expectations.

What assessments are used to inform teachers about student progress?

- Common District Assessments
- PALS – focus on word lists – added to sight word lists, alphabet, Concept of Word analysis
- F&P – reading behaviors, strengths/weakness chart to develop new plan/goal for each student (goal setting)
- Winter MAP – progress check– look at kids who are on level in F&P but not MAP and dig into reasoning on this, what to do.
- AIMSweb – to monitor progress
- Formative Teacher Created common assessments

How is this information used to meet student needs?

Quarterly grade level reading meetings occur to discuss F and P benchmarking. After the data is reviewed groups are determined or redistributed based upon student needs. If students are not achieving benchmarks, students participate in an additional reading intervention (REACH, LLI, WIN,OG, additional guided reading group, United Way tutor). From MAP student's biggest area of need is selected and a student goal is created along with a plan in Edgenuity program.

Data is also used to analyze students who may not be making the progress necessary or expected even after multiple interventions. Therefore additional resources and training have been provided to give these students more opportunities to learn.
Teachers use benchmarking to check student progress on an interim basis.

- **How is the data used in the teacher evaluation system?**
  During pre/post observation meetings and monthly meetings to discuss class needs and teacher needs.
- **How is the data used to develop formative assessments?**
  Formative assessments are based on the standards and curriculum. The formative assessments are reviewed during PLC's. Teachers use student specific data to make teaching decisions and additional formative assessments to check progress on standards.
- **How do teachers collaborate around the student data? What systems are in place for teachers to**

collaborate such as Friday early release times?

The quarterly reading meetings have a focus of student growth and groupings of students to address student needs. Student's that do not make the growth are provided additional support through additional reading group with the classroom teacher or the reading interventionist. The weekly Collaborative Teaching Fridays have a Writing and Math focus. This gives teams an opportunity to review writing samples and discuss instructional practice changes. The time can also be used for reviewing formative assessments and the plan to determine the changes in instructional practices.

Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name:McKinley Elementary

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

Our middle school transition is centered around preparation for organization, preparedness of our fifth grade students. The fifth grade team communicates student levels, programming and support needs to the middle school. McKinley's transiency is challenging for students move from school to school.

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

2018-2019 SCHOOL YEAR

School Name: McKinley Elementary

At this time McKinley 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

Part F - Parent Engagement – (Title One Schools)

2018-2019 SCHOOL YEAR

School Name: McKinley Elementary

School-wide Planning

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

X	Parenting	X	Learning at Home
X	Communicating	X	Decision Making
	Volunteering	X	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.

McKinley Elementary Outreach Committee coordinated with Professional Services Group for a parenting skills sessions. This was free and scheduled in the a.m. after drop off, along with childcare services. 3 families attended.

The Learning at Home is an important component of the four year old Early Learning Program. The teams make multiple home visits to focus on the transition to school and learning as a family.

Collaborating with Community-
United Way Readers Are Leaders Program continues at McKinley in the fourth year. The program has expanded into additional schools in KUSD.
Lowe's Heroes -We worked together to provide an improved landscape area in the front of the school.
United Health Care donations for the Outreach Committee

Communicating-
All written communication is translated when sent home. All School Messengers are sent out in English and Spanish.

Parent Communication System

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

Back to School Picnic, Open House, Fall and Spring Conferences, Monthly Principal Newsletters, Monthly classroom newsletters, monthly share report at PTO Meeting. Parent involvement-parents are invited to attend PTO meetings and events, as well as they are invited to volunteer in their child's classroom, and attend field trips.

2018-2019 Parent Involvement Opportunities

Activities	Dates
Back to School Picnic	August 22, 2018
Open House	August 30,2018
Pumpkin Night	October 17, 2018
Fall Conferences	Oct. 24-26,2018
Books and Bingo	December 6, 2018
Dr. Seuss Night	February 19, 2019
Spring Conferences	Feb. 26,27 March 1, 2
PTO activity afternoon	May 10,2019
Sports Day	June 6, 2019

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

2018-2019 SCHOOL YEAR

School Name: McKinley Elementary

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

In August class lists and baseline data are reviewed using spring data for returning students. New student baseline data is reviewed if no data available then the student's are benchmarked. In prior years a Google.doc has been used. The implementation of EduClimber at the district level has occurred. This year we are learning EduClimber and transitioning data reviews utilizing the new platform. The baseline student data are reviewed in order to determine beginning reading groups. New students will be benchmarked if they do not have levels included in their cumulative folder. During weekly PLC meetings teachers will conduct Common Formative Assessment reviews in math and reading. Teachers are also expected in to do a cumulative folder review of each student and create a folder system for them in order to have a place to document student information, parent communication and student progress that may be needed in CSI or parent conferences.

The CSI team will meet in the first week of school in order to review students who are in need of continued Tier 2 or 3 interventions. Those interventions will be put in place by the 2nd week of school. WIN (What I Need) Time is built into the schedule for 30-40 minutes a day. Students who are just below level receive an additional guided reading lesson every day by the classroom teacher. These students may also be placed with reading tutors in the United Way partner program. Students read 1 hour a week with a tutor. Students who are 6 months or more behind will receive intervention from the Reading Interventionist. Students who do not show progress in interventions will be brought to CSI. Quarterly students are benchmarked and grade levels meet with the support team to discuss student progress and adjust reading groups according to student need. Teachers will be expected to touch base with the principal one time a month to discuss any concerns they have regarding student academic or social emotional needs.

Classroom teachers are expected to teach behaviors as the Universal level as our PBIS expectations. Responsive Classroom framework is also a part of the Tier 1 behavior and procedures. Teachers will be expected to work with students to develop relationships and allow opportunities of reteaching when students need additional time to follow procedures and engage as a positive learner. If students do not respond to the additional teaching then a behavior plan would be created. If behaviors continue to be a struggle then consulting with the behavioral interventionist or counselor will occur for a more comprehensive plan. If behaviors continue then a CSI meeting is scheduled.