2018-2019 SCHOOL YEAR

School Name: ROOSEVELT ELEMENTARY SCHOOL

IDENTIFY SMART GOAL – LITERACY

LITERACY
- Whole School Target - By the end of the 2018-2019 school year, there will be a 5% increase in the percentage of 2-5 students meeting or exceeding RIT norms.   **Baseline - 65% of students meeting or exceeding RIT norm**   **Goal - 69% of students meeting or exceeding RIT norm**   - Subgroup Target - By the end of the 2018-2019 school year, there will be a 10% increase in the percentage of economically disadvantaged 2-5 students meeting or exceeding RIT norms.   **Baseline - 46% of economically disadvantaged students meeting or exceeding RIT norm**   **Goal - 50% of economically disadvantaged students meeting or exceeding RIT norm**

INDICATOR	MEASURE	TARGET
Vocabulary	MAPs	50% of economically disadvantaged 2-5 students will increase their proficiency by 6% in the area of vocabulary development.
Vocabulary (via Word Recognition)	PALs	50% of economically disadvantaged K-2 students will increase their proficiency by 6% in the area of high frequency word recognition.

INDICATOR	MEASURE	TARGET
Reading Fluency/Comprehension	School-wide Assessment/ F&P Benchmark Assessment Kit	65% of K-5 students will achieve at or above grade level expectations.

Support: SMART Goal Process Resources

Kenosha Unified School District

SMART GOAL ACTION PLAN
(INCLUDING PROFESSIONAL LEARNING)

LITERACY TARGET (WHOLE SCHOOL)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Small Group Instruction	Entire school year	Leveled Readers, Live Binders	Work with Sue Mirsky		None	
Whole Group Focus Lessons	Entire school year	Mentor Texts, CC specific learning targets, Live Binders	Grade Level OTLs, work with Sue Mirsky, Collaboration Time		None	
Data analysis MLSS/RTI	Entire school year	Workshop materials, school data	Solution Tree, KUSD workshops		Title 1	
Coaching Cycles	Entire school year	Coaching resources	Instructional Coaching Meetings		General Fund	
Technology Integration	Entire school year	Chromebooks	KUSD Instructional Technology		Title 1	
Repeated practice	Entire school year	IXL	School-led		Title 1	
Class Size Reduction						

LITERACY TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Additional Small Group (Double Dose)	Entire school year	Leveled Readers			Title 1	
Additional Small Group (Double Dose)	Entire school year	LLI			Title 1	

Additional Small Group (Double Dose)	Entire school year	Research-based intervention			Title 1	
Word Study	Entire school year	Learning Continuum (targeted vocabulary)			Title 1	
Word Study	Entire school year	Words Their Way			Title 1	
After-school tutoring	Semester 2				Title 1	

Support: SMART Goal Process Resources

IDENTIFY SMART GOAL - NUMERACY

NUMERACY

● Whole School Target - By the end of the 2018-2019 school year, there will be a 5% increase in the percentage of 2-5 students meeting or exceeding RIT norms.
  ○ **Baseline - 64% of students meeting or exceeding RIT norm**
  ○ **Goal - 68% of students meeting or exceeding RIT norm**
● Subgroup Target - By the end of the 2018-2019 school year, there will be a 10% increase in the percentage of economically disadvantaged 2-5 students meeting or exceeding RIT norms.
  ○ **Baseline - 48% of economically disadvantaged students meeting or exceeding RIT norm**
  ○ **Goal - 53% of economically disadvantaged students meeting or exceeding RIT norm**

INDICATOR	MEASURE	TARGET
Operations and Algebraic Fluency	MAP	50% of economically disadvantaged 2-5 students will increase their proficiency by 6% in the area of operations and algebraic fluency.
INDICATOR	MEASURE	TARGET

Essential Standards	KUSD Common Assessments (Unit Tests)	65% of K-5 students will achieve at or above grade level expectations.

Support: SMART Goal Process Resources

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**
School-wide PAW	Entire school year	Math manipulatives, math games, math lessons	School-led			
Book Study	Quarter 2-3	Math Workshop	Online with Teacher Consultant and Instructional Coach		Title 1	
Data analysis (RTI team)	Entire school year		Solution Tree		Title 1	
Repeated practice	Entire school year	IXL	School-led		Title 1	
Technology integration	Entire school year	Chromebooks	KUSD Instructional Technology		Title 1	
Class Size Reduction						

NUMERACY TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Vocabulary	Entire school year	Learning Continuum (targeted vocabulary)	School-led		Title 1	
Reteaching/Additional lesson	Entire school year	Khan Academy	School-led			
Math Strategies	Entire school year	Greg Tang math	School-led; KUSD Teacher Consultant			

Mathematic Standards and Practices	Entire school year		KUSD workshop; School-led		Title 1	
Small Group Instruction (Double Dose) PAW time	Entire school year	PAW	School-led		Title 1	

Support: SMART Goal Process Resources

IDENTIFY SMART GOAL - CULTURE

CULTURE

- Whole School Target - By the end of the 2018-2019 school year, Roosevelt will decrease its number of K-5 Out of School Suspensions (OSS) by 10% as compared to the 2017-2018 school year.
    - **Baseline - There were 21 occurrences of Out of School Suspensions (OSS).**
    - **Goal - Less than 19 occurrences of Out of School Suspensions (OSS).**
- Subgroup Target - By the end of the 2018-2019 school year, the percentage of Out of School Suspensions (OSS) of Students with Disabilities (SwD) will decrease by 5% as compared to the 2017-2018 school year.
    - **Baseline - There were 10 occurrences of Out of School Suspensions (OSS) of Students with Disabilities (SwD).**
    - **Goal - Less than 9 occurrences of Out of School Suspensions (OSS) of students with Disabilities (SwD).**

INDICATOR	MEASURE	TARGET
"Major" behavior incidents (as defined by PBIS)	Behavior Referrals	

INDICATOR	MEASURE	TARGET
~~Learner Profile (International Baccalaureate)~~	~~IB (International Baccalaureate)~~	~~65% of students will be recognized by teachers and/or parents for at least one Learner Profile.~~

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**
PBIS	Entire school year	Incentives	PBIS team; School-led		Title 1	
Student Engagement	Throughout the school year	Assemblies	Assemblies			
International Baccalaureate	Entire school year	Learner Profile posters, parent letters, certificates	IB team; School-led		Title 1	
CULTURAL TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Ross Green						
Trauma Training						

Support: SMART Goal Process Resources

ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
Baseline - 65% - Students meeting or exceeding RIT norm EOY goal - 69% - Students meeting or exceeding RIT norm	Fall - 61%	
	Winter - 60%	
	Spring	
NUMERACY TARGETS	**ACTUAL RESULTS**	**REFLECTION**
Baseline - 64% - Students meeting or exceeding RIT norm EOY Goal - 68% - Students meeting or exceeding RIT norm	Fall - 60%	
	Winter - 57%	
	Spring	
CULTURE TARGETS	**ACTUAL RESULTS**	**REFLECTION**
Baseline - 21 Occurrences of OSS EOY Goal - 19 Occurrences of OSS	End of Semester 1 OSS - End of Year OSS -	
Baseline - 10 Occurrences of OSS of SwD EOY Goal - 9 Occurrences of OSS of SwD	End of Semester 1 OSS (SwD) - End of Year OSS (SwD) -	

Support: SMART Goal Process Resources

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

2018-2019 SCHOOL YEAR

School Name:

Title I School-wide Team

NAME	TITLE
Jered Kotarak	**Principal**
Sarah Aguilar	**Instructional Coach/Parent**
Michelle Garner	**Regular Ed Teacher**
Dorinda Aldridge	**Enrichment Teacher**
Niki Sulko	**PreK Teacher/Parent**
Leah Ebener	**Specialist**
Sara Sampsel	**Special Education Teacher**

School-wide Team Meetings 2018-2019

DATE	TOPIC
September	**Budget outline**
November	**Staffing/Technology**
February	**Staffing**
April	**Available funds**
May/June	**Planning for next year**

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

In the 2018-2019 school year, Roosevelt Elementary staff had 32 teachers. Of these, 0 needed emergency licensing.

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	23
Emergency licensed teachers	0
Less than 3 year experienced teachers	6

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:

Roosevelt 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
- *Re-interview if necessary*
- 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:

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 of Roosevelt Elementary School are involved in the creation, implementation, and reflection of school SMART goals in a variety of ways. The school leadership and grade level teams meet weekly to discuss student academics and behaviors, as well SMART teams (Literacy, Numeracy, and Culture) meet throughout the year to review and reflect on current goals and action.

Assessment data is collected schoolwide for use in identifying areas of improvement and goals for growth. Collected data includes state assessment data (WI Forward and PALS), District assessment data (MAP), and local assessment data (F&P Benchmarking, common assessments, and standards-based assessments). The data is analyzed as a staff and as small groups to identify areas of strength and areas of improvement and focus for the purposes of school improvement.

Standard-based assessments are used weekly and quarterly by grade level teams to determine which students need intervention and which students need enrichment (typically this happens at CT

meetings). Teachers work either individually or as a grade level to identify short term goals for intervention groups; these goals are used daily during intervention/enrichment time at which time the teacher provides the instruction and support staff provides guidance for the rest of the class. Students that do not show adequate progress as a result of the interventions might be signed up for a CSI meeting with the school's academic/behavior response team.

Teachers use a combination of Roosevelt assessment data to complete a specific process for identifying their own Student Learning Objectives (SLOs). These data points and determined goals are recorded in the Educator Effectiveness evaluation program; summary year staff meet throughout the academic year with their evaluators to monitor and reflect on the impact and progress of the SLO.

Teachers use the local assessment data on a frequent basis when creating formative assessments that include the KUSD curriculum Scope and Sequence and Common Core State Standards. Both recorded and observed data is used by teachers and PLC teams to determine next steps for instruction and best organizers for collecting exit data for each lesson.

Analysis of the multiple types of data is completed through various systems. Teachers meet as a grade level once a week for informal conversation, and as a PLC team once a week for a more formal evaluation of student progress. Also, KUSD provides early release time on Friday afternoons for elementary teachers to engage in building or District directed professional learning that is aligned to KUSD curriculum and/or school SMART goals.

Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

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

Students that are new to Roosevelt Elementary - whether by moving into the boundary area or transferring from another school - are welcomed into the school community in many ways. Each year a parent engagement opportunity is offered for new students and new families; general school information, staff introductions, and school tours are incorporated into a time for getting to know each other while enjoying a provided meal. The school counselor gives every new student an individual or small group tour of the building, interviews them regarding their interests and transition, and welcomes them building-wide by creating a special section in the school to post their photos and interview responses. Teachers welcome students into the classroom as well through conversation and introduction to other students; also teachers review previous school records and reach out to previous teachers to gather any important information regarding the new student.

Students (and families) that transfer out of Roosevelt are often contacted by the school principal and/or school counselor to identify reason(s) for the transfer and to collect any opinions of the school that the parent/guardian might offer. Depending on the timeliness/communication of the departure/transfer, classroom teachers and peers often set time aside for wishing the student well in his/her new school. Teachers collect relevant academic evidence and student work to forward with the student, and often teachers reach out to the receiving school to share any information that might help the student to be most successful in his/her transfer.

Roosevelt Elementary School also participates in Early Education (Four (4) year old kindergarten and Head Start) so that students have an opportunity to start early with building purposeful foundations for student success.

Part E - Coordination of Funds – (Title One Schools)
2018-2019 SCHOOL YEAR

School Name:

At this time, Roosevelt 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:

School-wide Planning

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

	Parenting	x	Learning at Home
x	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.

Roosevelt Elementary School is focusing on volunteering, communicating, and learning at home opportunities for parents/guardians (information collected from previous parent surveys and parent input on the Title One team have resulted in this focus). The Roosevelt PTO is utilizing an online program to encourage parents to volunteer by offering them consistent communication regarding upcoming events and a streamlined system in which to sign up (the program includes reminders, calendar organization, and contact information for additional questions/information). Parents are given the opportunity to volunteer their time in a way that works for them as the sign up system offers many flexible options to choose from. Classroom teachers also connect with parents to volunteer their time with classroom goals and/or activities that allow parents an opportunity to work more closely with their own children.

Roosevelt teachers, supported and led by their principal, communicate regularly with parents. From the classroom lens, newsletters, emails, online programs, and phone calls are implemented by all teachers. Parent/teacher meetings are facilitated by the school 3 times per year, but often teachers schedule additional time with parents when needs arise. From the school lens, online programs, emails, auto-calls, and text messaging are implemented by the principal. Parents have expressed gratitude for the increased communication in the last two years; Roosevelt will continue to look for more ways to make communication even better.

Roosevelt Elementary, with support of KUSD programs that support outreach and engagement, hosts several parent/student nights to teach families how to embed academic strategies into their family activities and day-to-day routines. Often times parents/students learn from hands-on activities at the event, and go home with resources and ideas for home connections provided by the event. Parents are given an opportunity to reflect and provide feedback for every hosted event by participating in a brief survey regarding the night's activities and ideas/suggestions for upcoming events.

Parent Communication System

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

Roosevelt Elementary School hosts many opportunities for school/teacher - parent communications. At the beginning of each school year families are invited to an Open House to tour the building and meet the staff, as well twice a year Parent-Teacher Conferences are scheduled for parents to learn more about their child's performance and progress. The principal facilitates a monthly newsletter sent home to all parents, and teachers send home either weekly or monthly newsletters to keep parents informed of classroom learning and expectations on a consistent basis. For parents that request more frequent communication, email systems are in place in all classrooms for all families. Progress reports are shared with parents on a quarterly basis, and midterm progress checks are sent home at the discretion of the classroom teacher (based on student performance). Any communication sent home from the school is able to be translated into Spanish, and any standardized data shared with parents is sent with paper and/or online resources for understanding and analysis.

(See the above section for more about teacher/principal communication.)

2018-2019 Parent Involvement Opportunities

Activities	Dates
PTO Meetings	9/10, 10/1, 11/5, 12/3, 1/14, 2/4, 3/4, 4/18, 6/3
Action Territory Night	9/21, 12/7, 5/3
Movie Night	9/28, 1/11, 4/5
Chat and Chew	9/27, 2/20, 4/30, 5/8
Fall Fest	10/19
Glow Dance	3/8
Vehicle Day	6/5
Color Run	5/31
Grandparents Day	10/24
90th Celebration	10/14

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.

Roosevelt Elementary provides timely and effective assistance for struggling students; the process is multi-step and has many check points. Teachers review student and school data at various points throughout the year, and they analyze to find trends in the student performance and to identify the students in need of the most intervention. Classroom data is further broken down into different demographic groups, students on the bubble, and students in need of enrichment. Students not meeting grade level expectations are highlighted; all analysis is shared with the leadership team. Using the student data, teachers create intervention groups (based on reading and math) that meet 3-4 times per week for 30 minutes each time. Teachers record observations and progress for the various intervention groups, and if students are not making adequate progress after six to eight weeks of intervention teachers can sign up the student for a Collaborative Student Intervention meeting (CSI). During the CSI process additional interventions are discussed, and two 6-8 week cycles are identified. If, at the end of the CSI timeline, the student is still struggling and/or is not making progress then one-on-one interventions are scheduled as part of a Tier 3 intervention. Roosevelt Elementary School employs two support staff to assist and supplement classroom teachers with the intervention protocol.