

Grant Elementary School School wide Title I Plan

Principal: Shebaniah B. Muhammad

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Grant Elementary School Overview

The mission of Grant Elementary School, an educational community, is to empower students, ensuring lifelong learning in a global society by providing a safe, nurturing environment which includes challenging opportunities that allow all children to reach their fullest potential.

Grant Elementary, an inner-urban school is located on the north side of Kenosha. Our address is 1716 – 35th Street, Kenosha, WI. Grant Elementary is a Pre-Kindergarten through Fifth Grade School. Our building is 88 years old. All students walk with the exception of students that live south of Washington Road on twenty-eighth and twenty-ninth avenues. This area south of Washington encompasses approximately 60+ of our students. We partner with Gateway Technical College and Kenosha Community Health Center to bring real world connections to the students of Grant Elementary. We partner with Jefferson Elementary for summer school. We also have partnered with Carthage College to do a literacy service learning project with our students. With our partnership with Gateway Technical College, professors from the college present to students lessons connected to the curriculum and there are of expertise. Then the students take fieldtrips to the Gateway Technical College and see the various areas of studies such as HVAC and Sustainable Energy to further the classroom learning. The partnership with KCHC helps to bring access to health care and career ideas through speakers at Career Day and health screeners at our the Health Fair and annual Community Day.

Our enrollment is approximately 280 students. We are approximately 73% free/reduced and 41% Caucasian, 14% Black, 33% Hispanic and 12% two or more races. This is a change from last year where we had 305 students.

Grant Staff includes two special education teachers, services from a school social worker, psychologist; services from OT, Speech and Language; an instructional coach and ESL teacher. All classrooms are single grade level classrooms. This is a change from the multi age classrooms we had that ended after the 2013-2014 school year at Grant Elementary. Grant Elementary enjoys a positive and productive relationship with our parents, families and community. Together with the staff, the Organization of Parents and Teachers (OPT), our Parent Engagement Team we continue to provide quality education as well as events for the Grant families and community. The parent's voice is heard through surveys, informal conversations and a parent member on the PBIS committee. We also have the voice of the students through our Student Council, which is advised by a 5th and 4th grade teachers. The Student Council was restarted during the 2014-2015 school year. Student Council is comprised of 4th and 5th grade students, who provide activities and contests for the whole school. The following plan outlines some of the efforts by the whole Grant Elementary community.

Title I School Team

Name	Title
Shebaniah B. Muhammad	Principal
Krista Marrese	5th Grade Teacher –Leadership Team
Lauren Johnson	1 st Grade Teacher
Janet Golm	2 nd Grade Teacher – Leadership Team
Julie Sulamoyo	Instructional Coach – Leadership Team
Rachel Stevenson	Parent Liaison
Vanna Kittle	Parent

School wide Team Meetings 2015-2016

Date	Topic
August 28, 2015	Direction for 2015-2016 Budget
January 19, 2016	Review, Analyze, Adjust Budget
May 17, 2016	Focus for 2016-2017

School wide Plan Components

Comprehensive Needs Assessment

Process

Grant Elementary restructured our classroom during the 2013-2014 school year. We moved from multi age classrooms to straight grade level classrooms with the exception of 3rd/4th grade. For the 2014-2015 school year we were able to have straight grade level classrooms in the whole school. We also revamped and adjusted how literacy was being taught in the classrooms beginning with the 2014-2015 school year. First we met as Leadership to review the data during the summer of 2014 to set a school wide focus for the upcoming school year. Next a literacy and math data teams were established to review, analyze and plan for school a school wide focus in each area. We moved to a Literacy Lab model during the 2014-2015 school year that included guided reading, whole group instruction and literacy circles. This effort is led by the Literacy Team, who develops the surveys and professional development for staff. The 2015-2016 school brings the continuance of the Literacy Lab as well as the implementation of the Math Lab model which includes guided whole group instruction and math centers. Support staff was brought in to help with implementation and instruction of the Literacy and Math Labs. Support staff receive professional development and feedback throughout the year along with the classroom teachers.

Grant is using the MAP data for students in grades 2nd – 5th for math and literacy. Students in grades Kindergarten - 2nd utilize the PALS screener for literacy. This year the math team is reviewing a math screener to be used in the winter and spring to examine student growth for grades Kindergarten – 2nd. In combination with MAP data, PALS data, Fountas and Pinnel running records, the school as a whole review, reflect and plan using the data. Literacy and math data teams began in 2014-2015 school year to help review and plan for the whole building. Grade level teacher review data bi-weekly during their PLC time on Fridays as well as all staff review data during staff meetings throughout the school year. Grant is participating in the District wide School Achievement Data team process. We are looking at all areas of data as we move forward.

Grant Elementary established a Parent Engagement Liaison during the 2013-2014 school year. This role was established to bridge the gap between the parents and school. The Parent Engagement Liaison focuses on attendance issues with the school counselor and principal. They conduct home visits as necessary as well works with the OPT and Parent Engagement Committee to provide educational and fun events for the families of Grant Elementary. The Parent Engagement Liaison also works to further establish community partnerships for Grant Elementary.

Program Strengths

- Students do well in each cohort from one grade level to the next. We have found that our sixth grade students do very well coming from our fifth grade through conversation with our feeder middle school principal. Our Literacy Lab model has greatly improved our students achievement and we are mirroring that model in math this year.
- Our Literacy Lab model has greatly improved our student's achievement in literacy through all grades.
- Grant students have improved on MAP scores. We have increased our students moving into the at or above grade level in all grades 2nd-5th when comparing the 2013-2014 school year to 2014-2015 school year. We also have met the districts goal of students meeting their expected RIT Growth for Literacy according to MAP for the 2014-2015 school year.
- We are implementing the Math Lab which is modelled after the Literacy Lab.

MAPS DATA

Student achievement whole group and at the subgroup level as reported in MAPS for the 2014-2015 school year who met or exceeded their expected growth goal:

Number of Students Tested	Category	Number of Students Met/Exceeded Growth	
		Reading	Math
21	African American	9 (42.9%)	12 (57.1%)
59	Hispanic	47 (79.7%)	44 (74.6%)
19	Two or more	14 (73.7%)	12 (63.2%)
71	White	49 (69%)	51 (70.8%)
21	SwD	6 (28.6%)	13 (61.9%)
149	SwD	113 (75.8%)	106 (70.7%)
126	Ec Disadv	87 (69%)	90 (70.9%)
44	Not Eco Disa	32 (72.7%)	29 (65.9%)
25	ELL	19 (76%)	17 (68%)
145	Not ELL	100 (69%)	102 (69.9%)
44	Second Grade	72.1%	90.7%
46	Third Grade	72.7%	68.2%
50	Fourth Grade	63.6%	44.4%
41	Fifth Grade	71.8%	76.9%
181	All Students	70.1%	69.6%

BADGER EXAM DATA

Student achievement whole group and at the subgroup level as reported on Badger Exam for the 2014-2015 school year indicates the following:

Number of Students Tested	Category	Number of Students Proficient/Advanced	
		Reading	Math
15	African American	20%	6.7%
40	Hispanic	27.5%	24.4%
15	Two or more	46.7%	31.3%
54	White	48.1%	31.5%
44	Third Grade	47.7%	37.8%
36	Fourth Grade	29.3%	195
39	Fifth Grade	35.9%	20.5%
124	All Students	37.9%	26.2%

Specific Areas of Need

The areas highlighted with yellow indicate the high scores for the grade level. The yellow highlighted areas indicate areas of need. We see a continued need to monitor and provide intervention for our subgroups as highlighted by yellow on the charts above. Our focus for the 2013-2014 and 2014-2015 school year was literacy. Now our focus has expanded to include math for the 2015-2016 school year.

Our students who we are focusing on are the students who are economically disadvantaged which includes our subgroups and is 73% of the school. We have a heavy focus on our African American Students and Students with Disabilities.

School Goals:

Math: 71% of economically disadvantage students will show at least 1 years growth or be on grade level by the end of the 2015-2016 school year. When looking at sub groups, the goal is for 43% of Black students and 29% of Students with Disabilities will show at least 1 years growth or be on grade level by the end of the 2015-2016 school year.

Literacy: 72% of economically disadvantage students will show at least 1 years growth or be on grade level by the end of the 2015-2016 school year. When looking at sub groups, the goal is for 43% of Black students and 29% of Students with Disabilities will show at least 1 years growth or be on grade level by the end of the 2015-2016 school year.

Reform Strategies

STRATEGY 1- STAFFING

Parent Liaison: We have hired a parent engagement liaison beginning with the 2013-2014 school year. Through this role, helps to support our parents and bridge the gap between parents and the school. This role works on the attendance team to cut down on student absences that have long term effects on students achieving in math and literacy. By increasing student attendance, they will be engaged in the learning process which leads to academic achievement. The parent liaison helps with communication through our newsletter (both electronic and paper), they plan along with our OPT academic and family events.

Support Staff: We have hired support staff to work with our students through the Literacy and Math Labs. They work under the supervision and guidance of the classroom teachers with students. All support staff receive professional development, planning time for themselves and with classroom teachers. Support staff provides feedback to the classroom teachers regarding the students they work with. This allows for the students to get whole group instruction as well as small group instruction that challenge the student at their level to continue to grow and achieve.

STRATEGY 2 – PROFESSIONAL DEVELOPMENT

It is important for the staff to continue to grow professionally. Each year staff receives professional development in areas they feel they need as well as in areas that the staff as a whole needs from surveys and conversations. For this year, staff began with professional development in the summer for Literacy and Math Labs. Staff members will receive professional development in the Response to Intervention model which helps us to build on our plans and academic responses to our students. The math team will receive professional development through a math conference to further develop our plans a whole school. Professional development also includes WSRA, Autism training, and parent engagement training. The PBIS team also received training to analyze and improve our tier 1 and begin planning on our tier 2 for PBIS. This all helps to achieve our literacy and math goals for the school year.

STRATEGY 3- TRANSPORTATION

Through transportation we will continue to reinforce and extend students background knowledge and new knowledge. We will continue to build the students understanding of the school community beyond the walls of the school. We will have an all school field trip that extends knowledge. An example of a field trip is the 5th grade class trip to the Annual Science and Technology Fair at the IMET center for Gateway Technical College. There, students will hear presentations on STEM activities and development as well as interact with professors through hands on activities and conversations around STEM. Another example is the trip to Ocean Spray facilities where students will continue to interact and learn of the business after hearing from Ocean Spray engineers and management during Career Day. Students will also have trips to Gateway Technical College and other academic activities that extend the learning in the classroom.

STRATEGY 4- READIN INTERVENTION

Understanding our literacy goal, we have continued to build our literacy intervention for the whole school. We have again purchased the next level of the Leveled Literacy Intervention Kits. This helps with our literacy intervention beyond the Literacy Lab model. Staff also receives training on how to

properly implement the kits. We also want to continue to increase our student's literacy by providing one book each quarter for every student. This demonstrates the high importance of literacy and our school-focus of improving and stretching every student's literacy abilities.

STRATEGY 5- INTEGRATION OF TECHNOLOGY

We continue to expand the electronic devices in the school and classrooms as a whole. This allows for individualized instruction and expands the opportunities for students to utilize applications that are tailored to their level for interventions. By providing technology in the classroom, teachers are able to run centers where students are working with the teacher, doing interventions in groups on electronic devices as well as groups working on worksheets and writing. Purchasing software that are used with technology such as Compass Learning, allows for specific intervention tied with MAP data for students to utilize. Purchasing RAZ Kids and Accelerated Learner allows for the usage of technology according to various student ability levels.

STRATEGY 6- MATH INTERVENTION

Understanding our math goal, we have continued to build our math intervention for the whole school. We have again purchased the Excel Math but expanding this to all grades except for Kindergarten. Staff utilizes the Excel Math instruction manual and placemats to intervene, work on student deficits as well as stretch or high achieving students. This helps with our math intervention beyond the Math Lab model.

STRATEGY 7 – TUTORING

We will utilize staff and college students to tutor our students in need of extra academic support and help. Staff will recommend students for tutoring. Parents will be contacted and can sign up their child/children for tutoring in either or both math and literacy. Tutoring will take place after school for one hour Monday- Thursday.

Qualified Teachers

All Grant teachers are highly qualified.

Staff Demographics	2015-2016
Administrators	1
Teachers	12 total
Male Teachers	0
Female Teachers	12
Emergency Certified Teachers	0
LAP Teachers	1
Bilingual Teachers	0
Special Education Teachers	2 -
Counselor/Social Worker/Psychologist	2 (1 counselor/1 psychologist shared)
Instructional Coach	1
Library Media Specialist	.5 (shared with another school)
Instructional Technology Teacher	0
Educational Assistants	5- (3 special ed- full time/2 part time)
Behavioral Interventionist	0
Intervention Specialist	0
Total Staff	

Professional Development

We a public school whose professional development throughout the year will focus on the areas of math and literacy. We will also have professional development on our new science curriculum – Project Lead the Way. Professional development will be on instructional best practices, data review and planning. We will utilize the PLC model as well as staff meetings for professional development.

Professional Development 2015-2016

Topic	Date
Compass Learning (Literacy) ; PLC	Sept/Dec 2015
Project Lead the Way (Science) and Trauma Training	January 2016
Intervention Strategies and Math	Oct/Nov 2015
Data Review and planning/PBIS	January 2016
Literacy and Math Review/Survey	Nov 2015/February 2016
Intervention Strategies Review	Jan/March 2016
PLC Review	April
Professional Development Ideas for 2016-2017	May

Strategies to Attract Highly Qualified Teachers

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher 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. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with completing the Professional Development Plan process. Organizational Training and Development offers a course to assist with writing the PDP plan and they also coordinate PDP signing events each school year.

Parental Involvement

• School wide Planning

Grant has put in place a Parent Engagement Liaison to help plan events, reach out to parents, make home visits and ease the communication between parents and the school. Grant will continue to have monthly events and meetings with parents. These discussions will allow parents to bring up their concerns and have input in the planning and participation of the Title I School wide plan as well as other school issues. Parents were surveyed at the end of last year (see appendix for copy). This helped to drive improvement of events and communication. From the survey, this helped to drive the Title 1 Plan and improvement of what is done at the school.

• Informing Parents

Parents will be informed by monthly newsletter (paper), weekly e-newsletter, website, parent meetings and auto phone calls home. Information will also be reported out at the Organization of Parents and Teachers meetings that are held monthly.

Parent Involvement Opportunities 2015-2016

Activities	Dates
OPT Monthly Meetings	Second Thursday of each month
2 nd Coffee (breakfast)	September, October, February, March, May
Open House	August 27, 2015
Walk to School Day	October 2015

Meet and Greet with Parents and Teachers	September, 22, 2015
Volunteer Week	February 2016
Monthly Family Events	All year
Parent Teacher Conferences	October 2015, February 2016
Community Day	May 2016
Parent Focus Meetings	January 2016 and May 2016

Transition

- Grant will continue to utilize the Friday schedule for PLC time and for Professional Development that is timely to their needs. This will include analyzing student data, making individualized learning plans for students, whole school and individual team meetings.
- Grant has revamped the CLC after school program to align with our week. Targeted students will be working with tutors that meet with staff on a daily basis to ensure that work done nightly at the CLC program is relative to what the student needs in “real time”.
- Grant will continue to allow four year old students from the 4k –EC program the opportunity to spend a full day at Grant near the end of the year. Students are able to eat lunch and spend the entire day at Grant to see how it will feel to be at school a full day.
- Grant will continue to provide 5th grade students the opportunity to visit the middle schools before they depart Grant.
- Grant will continue to accommodate our special education students transferring into the middle school by providing a parental meeting with both Grant and the middle school staff.
- Grant will continue to provide fifth grade students with informational meetings for parents and students.

Teacher Involvement in Use of Academic Assessments

- Grant staff will be using the Fountas and Pinnell assessment series to provide continuous feedback for students in literacy.
- Grant staff will utilize MAPS data –which will be given three times a year for grades 2nd through 5th.
- Grant staff will utilize PALS screener at grades kindergartner through 2nd.
- Grant staff will continue with the STAR test.
- Grant staff will continue to utilize the State assessments tests.
- Grant staff will continue our Literacy Lab and math lab models.
- Grant staff will continue with any other state assessments if the opportunity presents itself.

Timely and Effective Assistance

Grant staff will provide timely and effective assistance by practicing the following:

- Consult with the parent as needed.
- Mid-term progress reports will be sent home quarterly.
- Reviewing student data every two weeks through PLC's.
- Providing interventions for students regularly as part of the classroom process.
- Referring student for CSI who need more focused interventions.
- Utilize the District assessments for data analysis.
- Consult with special education staff and Instructional Coach.
- Provide daily information to after school tutors and to the after school program to support learning from the school day. CLC tutors for students that attend CLC programming
- Provide students with re-teaching of behavior expectations according to PBIS matrix.

Coordination and Integration of Federal, State and Local Services and Programs

Grant will work with the Title 1 Office of KUSD to implement the best programs and tutoring program for Grant Students. Grant will coordinate efforts with Title One monies and any other monies which Grant will qualify for in the future. Grant will offer after school tutoring utilizing Title 1 funds. Tutoring will be coordinated with staff and the tutors to make sure students are receiving help in the focused area recommended by the teacher.

Annual Evaluation Process

Grant will designate a date in May to review the plan and to review the data for the school year. We will again survey teachers on literacy and math, survey parents on school climate. We will then develop the 2016-2017 Title I School Wide Plan. Data that will be utilized for this evaluation process will include state test scores, Running Records, Reading Assessments, MAPS data, PALS data, attendance data and behavior data. Examples of data collected and tools used are attached in the appendix.

APPENDIX

Document 1: Parent Survey

Document 2: Sample PALS Report

Document 3: Sample MAPS report

Document 4: Staff Literacy Survey and Report

Document 5: Staff Math Survey and Report