

# Harvey Elementary School

## Title I School-Wide Plan

2015-2016

### Harvey Elementary School

“Home of the Harvey Lions”

2012 1th Avenue

Kenosha, WI 53140

Ms. Ursula Hamilton-Perry, Principal

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#### School Mission

The mission at Harvey Elementary School, a progressive learning community with an atmosphere of mutual respect that acknowledges the unique potential and diversity of all, is to empower each student to become a proficient, independent learner who is a responsible, productive member of society, by implementing diverse learning opportunities through the collaborative effort of students, families, staff and community members.

## **School Vision**

The vision of Harvey Elementary School is for staff, students and families to collaboratively develop innovative, critical thinkers. We strive to empower all our learners to persevere, show responsibility, integrity, a spirit of discovery and empathy as they become leaders in our world.

## **Title I School-wide Team**

<b>Name</b>	<b>Title</b>
Ursula Hamilton-Perry	Principal
Janet Swihart	Parent
Elizabeth Haebig	Instructional Coach
Julie Reynolds	Special Education Teacher
Meaghan McKinnon	5th Grade Teacher
Sue Sheehan	4th Grade Teacher
Carri Palmer	1st Grade Teacher

## **School-wide Team Meetings 2015-2016**

<b>Date</b>	<b>Topic</b>
May 2015	Assessment and implementation review
June 15-16, 2015	Plan development/budget overview
July 2015	Professional learning plan development
August 2015	Plan fine tuning
January 2016	Midyear Review
May 2016	Assessment and implementation review
June 2016	End of Year Review & Plan development

### **1. Current Needs Assessment**

#### **Specific Area of Need:**

Harvey Elementary School Title 1 Team reviewed all of the Badger Data, confirmed the results with more frequent measures; such as, MAP to determine that the priority subgroup for Harvey Title One programming is Economically Disadvantaged students. For example, for all students

in grades 3 through 5, the 2015 Badger ELA results show a 19.4 point gap between economically disadvantaged students and those who are not. There is a 22.9 point gap between the same groups of students in the area of math. The Title One team has established that students identified as economically disadvantaged are the students that we will target. As the data shows this group comprises 42.4% percent of our student population and this group shows an achievement gap of nearly 10% percent in ELA and 32/2% in math. The team has determined that the math skills are not lacking. Students perform well when working on skills in isolation. The challenge is reading and evaluating the math problems (specifically comprehension strategies) and determining the solution from that point.

## **Reform Strategies:**

### **Strategy 1- Staffing**

The funds provided by Title One would not support a reading specialist/interventionists' salary. In order to have a greater impact school-wide, we will focus on professional learning in the area of reading strategies and the integration of content areas.

### **Strategy 2- PD**

- a. Professional Learning Communities- This strategy was selected by the team because we know it is a proven strategy that impacts educators' practice. The time is embedded in the school schedule for teams of teachers to collaborate, examine student work and record data that measures the level of effectiveness of instructional practices and interventions. It helps to close the achievement gap for our priority subgroup.
- b. EL Education- This strategy was selected by the team because it helps teachers with the most effective research based strategies. It addresses the priority to improve reading comprehension for students by sharing strategies that promote rigor and has proven to help increase student achievement.
- c. Professional Literature- This strategy was selected by the team because it helps teachers with the most effective research based strategies.

### **Strategy 3- Instruction**

- a. Integration of Technology in Instruction-This strategy was selected by the team because...It addresses the priority to improve reading comprehension for students by...It helps to close the achievement gap for our priority subgroup...Research shows that...
- b. Supplies
- c. Promethean Board- This strategy was selected by the team because research shows that technology tends to increase the level of engagement. If our students are more engaged, their level of achievement is more likely to increase.
- d. Reading A to Z- This strategy was selected by the team because this web based program helps to provide individualized reading instruction. It can be used at home or at school. It addresses the priority to improve reading comprehension for students by giving them more of an opportunity to practice reading and comprehension.

We have created a school-wide plan in collaboration with those who will help to carry out the comprehensive school-wide/EL school work plan. Those involved included all stakeholders, parents, administrator, and staff. The ways they were involved were collaboratively analyzing all of the current and historical data for Harvey. Staff members engage in a spring and fall data retreat to examine data from MAP, state assessment, and the PALS screener. Through the SMART goal process, staff used the affinity process to determine the greatest area of need (GAN) based on the data examined. During a separate data meeting at the end of the school year, the Leadership team meets to discuss strategies and plan for the upcoming year. Because we know parents are an integral part of carrying out this plan, we involve them in the following ways: seeking verbal feedback, collecting parent surveys, and providing opportunities for parents to attend and contribute in planning meeting sessions. A parent also serves on the Title One team. The team meets twice each month to review and plan for items included in our EL Education plan (see Appendix A). During PTA meetings, parent input is always encouraged. We solicited input from stakeholders regarding the most impactful ways to motivate, engage, nurture and increase student achievement and engagement in the learning process. We are a part of the Expeditionary Learning Schools network and our motto is to “show your Harvey PRIDE”, which is reflective of Harvey’s commitment to perseverance, responsibility, integrity, discovery and empathy.

It is important to the staff that we foster an environment where student learning is based on their individual academic needs. Title One supports our investment in EL Education professional learning which will have an overall impact on student achievement. The staff voted that EL Education would support our professional learning. A vote of at least eighty percent is required to become a part of the EL Education network. Our focus for instruction is driven by data analysis of local, state and national assessments that are administered at the beginning of school, at nine-week intervals, and continuously throughout the school year (pre-assessments, etc.). By providing assistance with technology (iPads, chromebooks, and Promethean boards), supplies, after school tutorial options, and free workshops, Harvey is also able to address the non-academic needs of individual students that may affect student achievement. These factors include families living in poverty and parents working multiple jobs to support the needs of their families. This assessment includes an overview of student achievement data and demographic data.

**Achievement Data**

2015 Wisconsin Badger Assessment Data

Grade	Student Group	N	ELA %P/A	N	Math %P/A
Grades 3-5	Am Indian	0	NA	0	NA
	Asian	1	100.00%	1	100.00%
	Black	5	0.00%	5	0.00%

	Hispanic	26	38.50%	26	30.80%
	Pacific Islander	0	NA	0	NA
	White	84	56.00%	84	48.80%
	Two or more races	2	0.00%	2	50.00%
	Students with Disabilities	12	16.7%	12	25.00%
	Students without Disabilities	106	52.80%	106	45.30%
	Economically Disadvantaged	50	38.00%	50	30.00%
	Not Economically Disadvantaged	68	57.40%	68	52.90%
	Limited English Proficiency	8	37.50%	8	12.50%
	English Proficient	110	50.00%	110	45.50%
	All Students	118	49.20%	118	43.20%

We have used the following assessments to gather data: Wisconsin Knowledge and Concepts Exam (WKCE) data results for all academic areas, Measures of Academic Progress (MAP), Phonological Awareness Literacy Screener (PALS), Wisconsin School report card, local Leadership/Title One team meetings. The administrator reviews that data and shares the results with grade level teachers during staff and grade level team PLC meetings.

We have reviewed our current achievement data in an effort to accurately identify skills in which teaching and learning needs to be improved. For example, we were able to detect a trend in the need to improve in reading comprehension based on our overall literacy data. We have also examined our writing, math, science and social studies data. Although our teachers work using best instructional practices to extend the learning for students, there continues to be additional room for growth in the area of literacy.

In an effort to assist students with becoming increasingly more proficient, teacher teams will work to help integrate writing across the curriculum. Teachers will work as a team to assess student writing using a rubric. Students will better be able to comprehend reading if they are able to make the connection between reading and writing. We will also integrate a school wide writing plan (RACED) to aid students in more thoroughly addressing questions with constructed responses. We will use Title One funding to support all of our literacy initiatives that will impact reading comprehension, fluency, vocabulary expansion, inferring, and drawing conclusions. Title One funds will also support increasing our fiction and nonfiction leveled readers for the

bookroom and for classroom libraries. We have also purchased Leveled Literacy Intervention kits to support Response to Intervention efforts in the area of literacy. We will integrate technology by purchasing laptops, iPads, and interactive instructional websites and resources provided through EL Education in the areas of reading and writing, professional development and effective use of data.

Our team has taken time to review other non-academic data sources to help determine the needs of the school. Some of the data sources include attendance, discipline, mid-year progress reports, as well as parent and staff surveys. All data is used to help obtain a full picture of student, staff and parent needs at Harvey Elementary. We have based our plan on information gathered about all students who are not currently achieving at the expected level as measured by assessments:

- Economically disadvantaged students who may lack opportunities or exposure to a variety of outside learning opportunities
- Students from a variety of ethnic groups who may have diverse methods of acquiring new information
- Students with disabilities who may have individualized education plans (IEPs) to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address learning strengths and areas for improvement
- Students with limited English proficiency may require instructional modifications to effectively have access to the curriculum

### **School Demographics**

For this current school year, 2015-2016, we have a total of 283 students enrolled at Harvey Elementary. The student demographics at Harvey have changed over the last four years and our enrollment has seen a decline due to the changing neighborhood that the school is located.

<b>Demographic Area</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Female	154	140	133	128	142
Male	204	170	151	155	132
Asian	2	2	1	1	4
African American	12	14	14	14	13
Hispanic	67	56	59	60	61
Native American	0	0	0	0	0

Multi-ethnic	14	12	10	8	11
White	263	226	200	200	185
Total Students	358	310	284	283	274
Special Education	51	51	45	46	35
English Language Learner	13	15	20	27	26
Free/Reduced Lunch	157	127	119	121	131

As Harvey's demographic data changed, we noticed a change in our test scores. Our enrichment program was removed from the building and that shift produced a noticeable impact on our test scores. It was at that point that staff analyzed instructional practices to determine the high leverage, which best practices to employ for our students.

### **Attendance and Behavior**

Last school year, Harvey had an attendance rate of 96.0%, which is 0.7% lower than the rate for the 2013-14 school year. This year, our goal is to maintain a rate of 96.0%.

2013-2014	2014-2015	2015-2016
96.7	96.0%	96.5 (to date)

### Truancy Rate

The truancy rate decreased from 7 to 5 students from 2013-14 to 2014-15. The school's attendance team has partnered with local businesses to provide incentives for families with good attendance. We are also monitoring attendance on a school-wide data board. We provide monthly activities for grade levels with the highest attendance percentage for each month.

2013-2014	2014-2015	2015-2016
7	5	2

### Suspension Rate

Harvey's suspension rate has been on the decline over the last several years.

2013-2014	2014-2015	2015-2016
5	4	1 (to date)

Looking at the attendance data, we know our students are here in school often. There are almost no out of school suspensions at Harvey. The students are present and in class, but there are still academic learning gaps for our students.

Student performance in the area of reading and math has declined over the years. During our data review, it was determined that the greatest area of need (GAN) was our students identified as having a low socioeconomic status. The students from economically disadvantaged homes perform at a much lower rate than those students who are not from an economically disadvantaged home. The gap has widened over the past two years.

The specific academic needs of those students that are to be addressed in the school-wide program plan will be targeted focus on improving comprehension skills, expanding reasoning skills, drawing conclusions, inferring, analyzing informational text and writing in a variety of genres such as informational, persuasive and narrative writing across the curriculum.

The root cause discovered for each of the needs are centered around spending a limited amount of time teaching reading across all grade levels. We also recognize the additional time would be needed in the area of staff development in efforts to expand teachers' skill level on effectively teaching reading and the additional components of literacy. We will increase the instructional dialogue focusing on effective methods to increase students' achievement.

The measureable goals that we have established to address the needs are in reading, writing and language arts data across all grade levels. We will use data collected from local common assessments, informal classroom assessments, writing samples that will be collected five times per year, state assessment scores and MAP scores.

According to the 2014-15, Harvey has recognized a need for improvement in reading, math and writing. Our school goals for the 2015-16 school year are:

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**Literacy Goal:** By 2015-16, our students in grades 3-5 will meet the Annual Measurable Objective (AMO) of 47.5% proficiency in Reading.

**Numeracy Goal:** By 2015-16, our students in grades 3-5 will meet the Annual Measurable Objective (AMO) of 62.2% proficiency in Math.

**Culture/Climate Goal:** By 2015-16, our school-wide student attendance rate will increase from 96.4% to 96.5%

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## **2. Reform Strategies**

The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content

and student academic achievement standards, is by implementation of best instructional practices. Teachers will collaborate during professional learning community (PLC) time to analyze results from classroom assessments, MAP, PALS as well as state assessment data to identify students' strengths and areas in which they can improve. The instructional coach will serve as a resource to teachers and will provide them with staff development experiences, classroom modeling and specific strategies to use with students in their classrooms.

Technology such as Activ Expressions, iPads, laptops and interactive student white boards will be used to facilitate student learning. Our library/media teacher will provide students with learning experiences such as research and reliable resources. She will work along with a grade level team to help provide interventions.

### **Comprehensive Strategies**

- Follow district's instructional calendar to ensure fidelity to curriculum
- Reader's Workshop implementation
- Computer based instruction to extend learning opportunities (RazKids, Reading A to Z, Math eSuite, Moby Max)
- District-wide initiatives to aid students who may be struggling with academics or behavior called collaborative student intervention process (CSI)
- Develop and implement modification plans for instructional strategies to use with student whose English is limited
- Develop and implement individualized education plans (IEPs) for special education students to ensure effective instructional strategies are implemented and appropriate testing accommodations are provided based on the students' needs.
- Provide additional instructional support to students who are not proficient in reading and/or math through school-wide intervention times (30-40 minutes daily)
- Training for parents through Chat N Chew services
- Differentiated instruction
- Balanced Literacy
- Educator Effectiveness goal setting
- Response to Intervention
- Differentiated Instruction
- Professional Learning Communities for grade level teams
- Smaller class sizes
- Instructional coach provides additional support to teachers to implementing effective instructional strategies via professional development, coaching cycles, and EL Education.

### **Scientifically based, researched strategies**

Everyday Mathematics

Leveled Literacy Intervention kits

Units of Study for Primary Writing and Units of Study for Teaching Writing 3-6

The following are core values, with corresponding definitions, are adopted to empower all students to reach their unique capabilities, contribute to the community, and to compete in a global society. Harvey staff and students are expected to model, reinforce, and recognize these core values in all aspects of work.

- Perseverance: Never giving up even when a task is difficult
- Responsibility: Accountable, accepting of consequences for one’s own actions and decisions
- Integrity: Willingness to take a positive stand, even if one stands alone
- Discovery: A spirit of finding new things and new ideas
- Empathy: The ability to understand what another person is feeling

### **3. Highly Qualified Teachers**

#### **Staff Demographics**

Harvey has 23 full time teachers on staff. In all, 7% of the staff is made up of males. Minorities also make up 9% of the full time staff. OF the 23 full-time employees, 88.9% have achieved a master’s degree. Special education is comprised of three full-time teachers, as well as one part time teacher in each of the following: speech and language, ELL, intervention specialist, psychologist, and program support teacher. In addition, we have one instructional coach, one art, one music, and physical education teacher, one library media specialist, and one part-time orchestra teacher and band teacher. Harvey has two full time special education assistant, one regular education assistant, and one pre-kindergarten educational assistant.

All of our teaching staff are highly qualified and certified for their teaching assignment. While numbers listed below reflect the staff members who service students at Harvey, they are not all full-time staff at Harvey Elementary School.

<b>Staff Demographics</b>	<b>2015-2016</b>
Administrators	1
Classroom Teachers	13
Special Area Teachers	8
Male Teachers	4
Female Teachers	32
Emergency Certified Teachers	0
LAP Teachers	1
Bilingual Teachers	0

Speech Education Teachers	1
Physical Therapist	1
Occupational Therapist	1
Counselor/Social Worker	1
Psychologist	1
Instructional Coach	1
Library Media Specialist	1
Instructional Technology Support	1
Educational Assistants	5
Total Staff	36

***\*Results are duplicated.***

#### **4. On-Going Professional Development**

During the 2014-15 school year, we will focus our professional development on instructional practices to improve reading achievement, the use of data driven instruction, Common Core standards implementation, professional learning communities and reader's workshop. We will continue these initiatives and add the following:

#### **Professional Development 2014-16**

<b>Topic</b>	<b>Date</b>
Growth Mindset Part 1	September 5, 2014
Mandatory Reporting & Child Abuse	September 5, 2014
Title One Plan Review	September 12, 2014
School Data, Student Learning Objectives (SLOs) & Teachscape	September 12, 2014
Developing Case Studies Part 1 (content integration w/ literacy)	September 26, 2014
Infinite Campus Work Session	September 26, 2014
ELA Assessment Documents	October 3, 2014
Reader's Workshop	October 10, 2014

2nd Quarter Curriculum Review	October 10, 2014
Differentiation in the Elementary Classroom	October 17, 2014
Developing Case Studies Part 2 (content integration w/ literacy)	November 7, 2014
Developing Case Studies Part 3 (content integration w/ literacy)	November 12, 2014
Growth Mindset Part 2	November 14, 2014
Developing Case Studies Part 4	November 19, 2014
Reader's Workshop	December 5, 2014
Curriculum Documents	December 5, 2014
Developing Case Studies Part 5	December 12, 2014
Technology Intervention Tool: Raz Kids	January 16, 2015
ELA Curriculum Documents	January 30, 2015
WI Badger Exam	February 6, 2015
Technology Intervention Tool: Active Table	February 6, 2015
Case Study Rubrics	February 13, 2015
Developing Case Studies Part 6 (content integration w/ literacy)	February 20, 2015
Developing Case Studies Part 7 (K-2) (content integration w/ literacy)	February 24, 2015
Developing Case Studies Part 7 (3-5) (content integration w/ literacy)	March 2, 2015
Assessing Reading	March 3, 2015
Reading & Writing Grounded in Evidence (off site)	March 5-7, 2015
Teacher Walk Throughs	March 11, 2015
EL Power Instructional Practices Review	March 25, 2015
Using Data to Improve Student Achievement (off site)	April 9-11, 2015
EL Implementation Review	April 17, 2015
Sharing of High Quality Work protocol & R/W Grounded in Evidence	April 24, 2015
Celebration of Learning planning support	May 1, 2015
Book Room Exploration/Intervention Planning	May 29, 2015

Reader's Workshop planning	June 5, 2015
Work Plan retreat	June 15-16, 2015
Designing Learning Expeditions (off site)	June 23-25, 2015
Reader's Workshop	August 25, 2015
Title One Plan Review	August 26, 2015
Data Review/Connection to Title One and Work Plan	September 4, 2015
Management in the Active Classroom-Building Routines	September 11, 2015
Expedition Planning/Content Integration for Case Studies	September 18, 2015
MAP data (2nd-5th) and Reader's Workshop check-in (4K-1st)	September 25, 2015
Focus lessons and small group instruction	October 2, 2015
Management in the Active Classroom-Building Routines	October 6, 2015
Building Background Knowledge/Effective Lessons	October 9, 2015
Mandatory Reporting, PBIS, Case Studies	October 16, 2015
Learning Targets in Reading Instruction	November 5, 2015
Building Background Knowledge/Effective Lessons	November 6, 2015
Using Data to Inform Instruction	November 13, 2015
Models, Critique and Descriptive Feedback (2nd -5th)	November 18, 2015
Expedition Planning/Content Integration for Case Studies	November 20, 2015
Differentiating Instruction (4K-1)	December 1, 2015
Content Integration for Case Studies	December 4, 2015
Expedition Planning/Content Integration for Case Studies	December 11, 2015

### **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.....

### **5. Parental Involvement**

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
- School-wide Community Circle for staff, students and parents
- Curriculum Nights for Parents with grade level teachers
- Wednesday folders
- Mid-Quarter Progress Reports
- Monthly Parent Newsletter
- Parent/Teacher Conferences held in fall and spring
- Parent Volunteer Program
- Standards based grading session for parents
- Parent Title I Compact
- Parent resource section in the library media center
- Chat N Chew Nights
- Parent/Teacher Organization

PTA sponsored events and programs throughout the school year:

- Back to School BBQ
- Dance Through the Decades
- Harvey's Got Talent Show and Spaghetti Dinner
- Halloween at Harvey
- Pancake Breakfast and Cookie Exchange
- Art and Ice Cream Social
- Action Territory, Culver's, & McDonalds Nights
- 5th Grade Send-Off Celebration

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.

## **6. Transition**

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 the fall to welcome students to their new classrooms and teachers.

### **7. Teacher Involvement in Use of Academic Assessments**

The staff participated in a data retreat in the Spring to analyze the WKCE test results from the previous year. At that time,

The staff once again reviewed data from the spring of 2015 at the beginning of the 2015-16 school year. Each session

Teachers were allotted 40 minutes of weekly collaboration time to focus on common assessments, data analysis and interventions.

We are also beginning to involve student in the self-assessment process. They have periodic conferences with teachers to determine what academic goals should be set and focus on a strategy to help the student achieve that specific goal. This process will hopefully lead to student led conferences in the spring of 2016.

All staff administers the following assessments:

- Fountas and Pinnell Benchmark Assessments for reading levels
- Phonological Awareness Literacy Screener (PALS) for grades PK, K, 1 and 2
- Houghton-Mifflin Skills Tests
- KUSD created common assessments for ELA and Math
- Naglieri Screening for 1st grade students
- ACCESS assessments for all bilingual students
- MAP testing for grades 2, 3, 4 and 5

### **8. Timely and Effective Assistance (Interventions)**

We administer quarterly common assessments to determine which students have mastered the quarterly skills. Based on these results, teachers are able to support students appropriately through interventions or through small group instruction.

This data is monitored on a regular basis and determinations are made about moving students

on to a Collaborative Student Intervention (CSI) meeting or addressing through our Response to Intervention process (RtI).

### **9. Coordination**

Currently, Harvey receives Title I funding. Title I and other resources will be coordinated to support student achievement goals in our school plan. The following programs and services will be integrated at Harvey Elementary School: Title I, Title II, Title III, Technology Refresh dollars, McKinney-Vento, KUSD Summer School, ESY for Special Education students, AODA resources, as well as resources from the math, reading science, special education, social studies, fine arts, and technology departments.

### **Annual Evaluation Process**

Our Title I plan will be reviewed alongside our school's Smart Goal process. We will review this plan and its supporting pieces periodically. We will use data, both formal and informal, to assess our progress toward goals.

In May or June 2016, the Title I school planning team will meet to review and update the plan based on the student data from the previous year. Reform strategies that have proven to be successful based on data will continue and those that have not been successful will be modified or eliminated. Results will be communicated to the stakeholders during staff meetings and will be posted on the Harvey school website.

### **Appendix A**

*EL Education Plan 2015-16*