

# Somers Elementary School Schoolwide Title I Plan

**Principal: Scott Kennow**

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## Somers Elementary School Overview

### Title I Schoolwide Team

Name	Title
Scott Kennow/Debra Schaefer	Principal/Retired Principal
Denise Gifford	Instructional Coach
Ursula Sepulveda	ESL Teacher/Interventionist
Andrea Powers	Parent Representative
Helena Boles	Classroom Teacher (Intermediate)
Denise Nalker	Parent Representative
Maureen Wilson	Special Education Teacher
Ramona Young	Classroom Teacher (Primary)
Laura Dietrich	Special Education Teacher

### Schoolwide Team Meetings 2015-2016

Date	Topic
Jan. 2015/May 2015	Data Review (all categories)
May 2015	Establish Plan for 15-16 school year Principal announces retirement to staff.
May 29, 2015	Grade level collaboration—data analysis
August 2015	Review of plan. Budget approval
October, 2015	Review initial data from fall assessments
January, 2016	Review winter data and compare to fall
May, 2016	Review spring data and compare to winter Establish plan for 16-17 school year.

### Demographics of School

Total Enrollment: 480

American Indian/Alaskan Native: 0.2%

Asian/Pacific Islander: 3.5%

Black not Hispanic: 11.9%

Hispanic: 15.2%

White not Hispanic: 69.2%

- Attendance Rate (94.92%)—Perhaps not the “greatest area of need”, but we are seeing a **downward trend** over the past 5 years.
  - 10-11 96.19%
  - 11-12 96.04% (-.15%)
  - 12-13 95.2% (-.84%)
  - 13-14 95.48% (+.28%)
  - 14-15 94.92% (-.56%)
  
- Behavior (Defined by the number of behaviors resulting in suspension from school)
  - 10-11 1 incident
  - 11-12 0 incidents
  - 12-13 0 incidents
  - 13-14 1 incident
  - 14-15 2 incidents

For us to maintain those high expectations and meet them, we must reflect critically on the changing needs of our school. With demographics changing (increased poverty levels, increased diversity, and students in need of more support); we must focus our attention (and dollars) on those areas of the school which data reveals as our greatest areas of need within reading, writing, and mathematics. As we work collaboratively to evaluate our organization, we will focus on strengthen specific areas of the school that our stakeholders have identified as areas in need of support.

Somers Elementary School has many sources of involvement for our stakeholders. Staff members are regularly engaged in school improvement protocols each Friday for professional development and professional learning communities. Students are represented by a very active and organized student council. Parents are offered the opportunity to learn about and provide active feedback at our monthly Somers School Community (SSC) meetings. From a community perspective, we have already established a promising relationship with UW-Parkside. Several of their clinicians and student teachers will be training in our building, which will give us extra support for students. In return, the principal and staff members will be contributing to their teacher development program. These early discussions have already sparked excitement on both sides!

# Schoolwide Plan Components

## Comprehensive Needs Assessment

### Process

Heading into our first year as a schoolwide Title I school, it was important that we evaluate every aspect of our school. Somers Elementary School is a place that has historically fostered positive relationships with parents and community members. As partners, we (staff, students, families, and community members) share responsibility for maintaining high expectations for attendance, behavior, and academics within a safe learning environment. This plan is built on that strong foundation.

Moving forward, we have utilized the SMART goal process to identify, evaluate, and monitor those areas identified for improvement or support. This process will be monitored throughout the year and the data will be used to establish annual goals and strategies.

This year members of our Title I team identified weaknesses in our academic program that are specific to students who are non-white and economically disadvantaged. It is our responsibility to make sure we investigate this further to find out specific causes and appropriate interventions that will ultimately close these gaps.

Once our greatest areas of need were identified by reviewing data, our Title I team (staff and parents) met to identify priorities for a Title I program and to develop specific strategies that are needed to hopefully improve our program. Those specific strategies will be the sole focus of our Title I spending. Parents will continue to be involved throughout the year as we meet and review data to make sure that our actions are having a positive impact on closing identified gaps in achievement.

### Program Strengths

For several years, Somers Elementary School has been a top performing school for attendance, behavior, and academics. We have excellent student, staff, and parent involvement in our decision making within our program. Our Student council is very proactive and our parent organization (SSC) is always eager to learn how they can help make a positive impact on our learning. As far as staff member, they are committed to doing whatever is necessary to make sure our school is a safe and great place for students to learn and grow.

Regarding our data, the following is a snapshot of our strengths as a school:

- Habitual Truancy Rate (.97%)—KUSD ranking=4<sup>th</sup> of 28.
- Phonological Awareness Literacy Screening (PALS)
  - Our students in pre-K are outperforming the district average scores in 4 of 5 categories. Students are .1% below district average in beginning sound awareness. Not a concern, but something to be aware of.

- Our students in kindergarten are outperforming the district average scores in 7 of 7 categories.
  - Our students in grade 1 are outperforming the district average scores in 3 of 3 categories.
  - Our students in grade 2 are outperforming the district average scores in 3 of 3 categories.
- Measures of Academic Progress (MAP)
    - Reading
 

▪ Grade 2: Average RIT is 192.5	(KUSD: 188.9	WI: ?)
▪ Grade 3: Average RIT is 199.0	(KUSD: 196.7	WI: ?)
▪ Grade 4: Average RIT is 206.7	(KUSD: 205.3	WI: ?)
▪ Grade 5: Average RIT is 212.3	(KUSD: 210.4	WI: ?)
    - Math
 

▪ Grade 2: Average RIT is 202.1	(KUSD: 199.0	WI: ?)
▪ Grade 3: Average RIT is 203.9	(KUSD: 202.1	WI: ?)
▪ Grade 4: Average RIT is 219.3	(KUSD: 212.3	WI: ?)
▪ Grade 5: Average RIT is 229.5	(KUSD: 219.8	WI: ?)

We look at data from MAP test for normative data and for growth data. Normative measures how our students perform against the expected benchmark. Those strengths are as follows:

- Students who are not economically disadvantaged scored 78% proficient in reading (grades 2-5) compared to those who are economically disadvantage (48%).
- Students who are identified as an English Language Learner scored 67% in mathematics (grade 2-5) compared to those who are not identified as an English Language Learner (69%). (ELL means English is not a child's primary language)

Growth measures how our students grew over the course of school year from fall to spring. After taking the fall assessment, the MAP assessment assigns students an expected trajectory that leads to an expected spring score (expected growth). This is an interesting category for us as we do very well here as a school. Those strengths are as follows:

- Reading Growth
  - Black (72% met/exceeded) compared to Hispanic (62%) and White (73%)
  - Student w/Dis (80% met/exceeded) compared to students w/o disability (70%)
  - EcDisadv (71% met/exceeded) compared to not EdDisadv (71%)
  - ELL (67% met/exceeded) compared to student who are not ELL (71%)
- Math Growth
  - Black (68% met/exceeded) compared to Hispanic (85%) and White (74%)
  - Student w/Dis (88% met/exceeded) compared to students w/o disability (73%)
  - EcDisadv (72% met/exceeded) compared to not EcDisadv (78%)
  - ELL (87% met/exceeded) compared to student who are not ELL (74%)

Summary for MAP: All grade levels are outperforming the average KUSD score in both reading and math. All grade levels are outperforming the identified national norm for the assessment. Unfortunately, we do not have data for all students in Wisconsin. When looking at the data within demographic areas, we see significant growth over the course of the school year. This is a testament to the great teaching that is taking place. However, not to cast a shadow, our students are struggling when looking at the normative data, so work is needed there.

- Badger Exam (State Assessment)—Proficient/Advance totals and per claim for each.

- Reading/Language Arts

- Grade 3:

- Prof/Adv.: 67% KUSD: 52%
      - Claim 1: 89% KUSD: 78%
      - Claim 2: 90% KUSD: 82%
      - Claim 3: 96% KUSD: 92%
      - Claim 4: 94% KUSD: 85%

- Grade 4:

- Prof/Adv.: 63% KUSD: 50%
      - Claim 1: 82% KUSD: 75%
      - Claim 2: 88% KUSD: 83%
      - Claim 3: 81% KUSD: 75%
      - Claim 4: 91% KUSD: 90%

- Grade 5:

- Prof/Adv.: 69% KUSD: 49%
      - Claim 1: 94% KUSD: 76%
      - Claim 2: 90% KUSD: 73%
      - Claim 3: 92% KUSD: 83%
      - Claim 4: 98% KUSD: 78%

- Math

- Grade 3:

- Prof/Adv.: 55% KUSD: 50%
      - Claim 1: 64% KUSD: 65%
      - Claim 2: 97% KUSD: 84%
      - Claim 3: 87% KUSD: 83%

- Grade 4:

- Prof/Adv.: 54% KUSD: 44%
      - Claim 1: 72% KUSD: 60%
      - Claim 2: 93% KUSD: 83%
      - Claim 3: 94% KUSD: 89%

- Grade 5:
  - Prof/Adv.: 60% KUSD: 34%
  - Claim 1: 79% KUSD: 55%
  - Claim 2: 87% KUSD: 63%
  - Claim 3: 90% KUSD: 72%

Summary for Badger Exam: All students per grade levels and summative scores are outperformed KUSD peers on the Badger Exam. State level scores not available for comparison.

Culture Note: Another area of strength for our school is its positive and supportive culture. While every school can improve, we had zero (0) negative student behaviors that led to suspension during the 2014-2015 school year.

### Specific Areas of Need

For several years, Somers Elementary School has been a top performing school for attendance, behavior, and academics. While that has not changed a great deal (we are still in the top 10), we are seeing a downward trend in attendance and academics as our poverty levels increase. Below you will find all of the data that was reviewed by the Title I team which resulted in the following findings by our team:

- Attendance rate is decreasing gradually over time and is directly proportionate to the increase in economically disadvantage students.
- Non-White students do not perform as highly as our white students. (reading and math)
- Economically disadvantage students do not perform as highly as our students who are not economically disadvantaged. (reading and math)

The following are specific areas that our Title I team reviewed and considered as areas of concern:

- Attendance Rate (94.92%)—Perhaps not the “greatest area of need”, but we are seeing a **downward trend** over the past 5 years.
  - 10-11 96.19%
  - 11-12 96.04% (-.15%)
  - 12-13 95.2% (-.84%)
  - 13-14 95.48% (+.28%)
  - 14-15 94.92% (-.56%)
- Badger Exam
  - English Language Arts
    - Black, Not Hispanic 21.4% of 14 students were proficient/advanced
    - Hispanic 35.7% of 28 students were proficient/advanced
    - White, Not Hispanic 76.1% of 138 students were proficient/advanced
    - Students w/Disability 46.7% of 15 students were proficient/advanced compared to 67.8% of 174 students without disability.
    - Econ. DisAdvant. 49.5% of 93 students were proficient/advanced compared to 82.3% of 96 students who were not economically disadvantaged.



- Limited English Prof. 23.1% of 13 students were proficient/advanced compared to 69.3% of 176 students who were English proficient.
- Total Students 66.1% of 189 students were proficient/advanced
  
- Mathematics
  - Black, Not Hispanic 14.3% of 14 students were proficient/advanced
  - Hispanic 39.3% of 28 students were proficient/advanced
  - White, Not Hispanic 62.8% of 137 students were proficient/advanced
  - Students w/Disability 33.3% of 15 students were proficient/advanced compared to 57.8% of 173 students without disability.
  - Econ. DisAdvant. 39.1% of 92 students were proficient/advanced compared to 71.9% of 96 students who were not economically disadvantaged.
  - Limited English Prof. 30.8% of 13 students were proficient/advanced compared to 57.7% of 175 students who were English proficient.
  - Total Students 55.9% of 188 students were proficient/advanced
  
- Measures of Academic Program (MAP Testing)
  - Reading Norms
    - Black (27% met/exceeded) compared to Hispanic (43%) and White (69%)
    - Student w/Dis (16% met/exceeded) compared to students w/o disability (68%)
    - EcDisadv (48% met/exceeded) compared to not EdDisadv (78%)
    - ELL (47% met/exceeded) compared to student who are not ELL (63%)
  
  - Math Norms
    - Black (31% met/exceeded) compared to Hispanic (63%) and White (71%)
    - Student w/Dis (42% met/exceeded) compared to students w/o disability (72%)
    - EcDisadv (61% met/exceeded) compared to not EcDisadv (77%)
    - ELL (67% met/exceeded) compared to student who are not ELL (69%)
  
  - Demographics of School
    - Total Enrollment: 480
    - American Indian/Alaskan Native: 0.2%
    - Asian/Pacific Islander: 3.5%
    - Black not Hispanic: 11.9%
    - Hispanic: 15.2%
    - White not Hispanic: 69.2%

**Summary:** Somers Elementary School does a great job and helping students grow. However, there are clear weaknesses when it comes to how our students do compared to national benchmarks for normative MAP assessments in both reading and mathematics. We also have decided as a Title I

team that we must focus on closing the gaps in both reading/math for minorities and those who are economically disadvantaged.

## Reform Strategies

Based on a review of the data by our Title I team, we have identified specific areas to focus on within our plan. It is our belief that this focus will help us reduce the achievement gaps identified as our greatest area of need. Specifically, we hope to close the gaps along demographic and economic lines. The reform strategies that we are focusing on this year are as follows:

- Professional Development
  - Reading: The Title I team would like to see all staff members trained in the use of the research based program called Leveled Literacy Intervention. This program has shown excellent impact on students in our building, but not all staff members are trained. We will utilize funds to make sure that all staff members are trained.
  - Mathematics: The Title I team would like to see our school implement Number Talks as a strategy to help improve math fluency and vocabulary. Books will be purchased and teachers will participate in a study group.
  - Curriculum and Assessment Planning: Since the implementation of common core, Somers has not aligned its classroom curriculum with the core. The Title I team would like to see all teachers being given more time to plan and get our curriculum and assessments in line with one another. Substitute teachers will be purchased and time will be given to staff for the purpose of planning and implementation.
- Interventions
  - Our Title I team identified specific areas of students who are in need of more support in reading and math. In order for students to move forward, they must receive extra support that is above and beyond what the classroom teacher is doing for all students. By purchasing staff members who are part-time and can service students inside and outside the classroom, we can help them move ahead at a quicker pace than the rest of the students. This will allow teachers to differentiate and support all student needs.
  - Compass Learning: While it falls under technology as well, this program allows staff members to assess students regularly throughout the year and monitor progress for all students. With our Title I team focused on closing gaps, teachers can target specific groups of students and monitor their progress while assigned specific, targeted interventions along the way. The best part is that this company will provide all of the structure for the intervention and it will happen online.
- Technology
  - Promethean Panels: The Title I team has identified that our school is behind the times when it comes to instructional technology. Money is being spent to replace outdated and expensive projectors. This year our team learned of a new panel that was being introduced by Promethean and it was decided to purchase these for classrooms who need the most support. The panels will be used by teachers and students and will increase access to more opportunities for learning in centers.
  - Chromebooks: Inside the classroom, our guided math and guided reading programs rely heavily on students being able to have sound, independent centers. Often times these centers have a variety of activities, but there are a growing number of technology based items that are research based and aligned to the Common Core. Our students have not had equal access to those items, so our Title I team has decided to make sure that our students

have the technology that is needed to participate in our IXL, Compass Learning, Accelerated Reader and other web-based programs that will strengthen skills in reading and math.

## Highly Qualified Teachers

<b>Staff Demographics*</b>	<b>2015-2016</b>
Administrators	1
Teachers	32
Male Teachers	3 (includes all instructional staff)
Female Teachers	29 (includes all instructional staff)
Emergency Certified Teachers	0
LAP Teachers	1
Bilingual Teachers	1
Special Education Teachers	6
Counselor/Social Worker/Psychologist	1
Instructional Coach	1
Library Media Specialist	1
Instructional Technology Teacher	1
Educational Assistants	6
Behavioral Interventionist	0
Intervention Specialist	4(part-time qualified teachers)
Total Staff	40 (does not include custodians and

*\*Results are duplicated*

## Professional Development

In our district, we are very fortunate to have the support for ongoing professional development. At the elementary level, we are provided the opportunity to release students early from school so that teachers may effectively collaborate with one another on a variety of topics throughout the year. For the most part, teachers utilize this time to review critical pieces of data and reflect on the impact of their instruction on learning. In the chart below, you will see our plan for the upcoming school year.

### Professional Development 2015-2016

Note: This is ongoing and will change over the course of the school year!

<b>Topic</b>	<b>Date</b>
Welcome Back Prep/Start of year Data Review/Grade level planning Establish SMART goals	August
MAP Testing Readiness PBIS implementation Reading/Math Fidelity Interventions for students in need	September
Data Review from PALS/MAP PLC for ongoing monitoring	October
PLC for ongoing monitoring	November
Winter MAP Testing Begin prep for Badger Testing Teachscape	December
Focus on Curriculum, Assessment, Instruction and Intervention development. Data Review from Winter Assessments	January
PLC	February
School Safety and Security Updates	March
Data Review from spring MAP assessments	April
Plan for 16-17 school year	May

## **Strategies to Attract Highly Qualified Teachers**

Somers Elementary School is a school that teachers seek out to work in. This summer we hired two teachers (grade 1 and grade 3). In both cases, there were over 100 qualified applicants who pursued the opportunity to potentially teach at Somers Elementary School. All positions within the school are filled with highly qualified teachers. As we work to improve our results, we expect that this will not change.

## Parental Involvement

- **Schoolwide Planning**

Somers Elementary School has a very active **Somers School Community** (otherwise known to most schools as their PTO). In attendance are approximately 35 people, 8-10 of which are staff members. Prior to each meeting, we notify all families as to what the topics will be. Families interested in providing input for our planning are always welcome to email questions, attend in person, or send a representative.

Since we have a new principal this year, we will be evaluating parental involvement and opportunities for parents throughout the year. Data from this evaluation will be used to establish future programming. Items that do not fit our purpose or help with achieving our goals will be strategically abandoned.

We have established a strong partnership with our Community and School Relations office, headed by Patricia Demos. With her support, we offer the series “**911 For Parents**” which provides parent education information for families who identify this as a need for themselves.

This winter, we have already scheduled implementation of the **Joyce Epstein Model** for parent involvement. Those meetings will be taking place February 5, 12, and March 11. After meeting with the facilitator and going through a number of activities, we will be identifying what works, what isn't working, and what we need to do in order to improve opportunities for parents here at Somers Elementary School.

Other related activities to our Title I plan for parents include:

- October 20<sup>th</sup>—Title I plan review and planning—6 p.m. (Library)
- November 17<sup>th</sup>—Parent Involvement Discussion—Results shared from parent discussions.
  - Results revealed that parents would like opportunities to learn how to manage a budget using excel. This is going to be scheduled for January.
  - Results also revealed an interest in project based learning. Family clay projects are scheduled for January 14 and 28.
  - Results revealed a high interest in learning about school security. Presentation is scheduled for February 16<sup>th</sup>.

- **Informing Parents**

There are several sources of communication for the families of Somers Elementary. They are as follows:

- Social Media (Facebook, Twitter, Instagram)
- Regular eNewsletter to all families as needed.
- Weekly newsletters by teachers
- Website
- School sign out front
- Signage posted on school lawn



- Posters and other forms of communication in the main office and entrance to the school.
- Email (general announcements)
- Phone messages (to all families)

• **Parent Involvement Opportunities 2015-2016**

<b>Activities</b>	<b>Dates</b>
Somers School Community Meetings (PTO)	Monthly (3 <sup>rd</sup> Tuesday—6 p.m.)
Action Territory Family Night	September 25, 2015
Smith’s Pumpkin Farm Family Night	October 16, 2015
Parent Teacher Conferences	October 2015 and February 2016
911 for Parents	October and November 2016 (5 sessions)
Skatetown Family Night	November 2015
Winter Concert	December 2015
Family Clay Project Based Learning	January 14 and 28
Family Movie Nights/Parent Education	January, February, March 2016
School Security Presentations for parents	February 16
Joyce Epstein Model of School Planning	February and March
Skatetown Family Movie Night	April 2016
Science Fair	May 2016
Action Territory Family Night	June 3, 2016

## Transition

Our major areas of transition are from pre-school to K and then grade 5 to middle school. In order to help with these transitions, we have implemented the following:

- **Pre-K Education:** We try to service as many of our boundary children as possible as they begin to prepare for kindergarten. We offer two full sections each day of children who will be attending our school the following year.
- **Getting Ready for Kindergarten:** During our summer school program, we operate our getting ready classes as a half-day to help the children prepare for life in kindergarten. We also staff it with two of our kindergarten teachers so the children see a familiar face in the fall. Unlike other schools, our program runs for 4 hours instead of two which certainly helps with transitions.
- **5<sup>th</sup> Grade Transition:** Our students visit the middle schools in the spring and then are taught there during summer school to help with getting them prepared and knowledgeable about the building they will be attending.
- **Open House:** Students and parents are invited to attend an Open House that is hosted in a very family-oriented manner where parents are spoken to by their classroom teachers in small groups instead of a large group setting with the principal. Kindergarten open house is staggered to ensure that parents are able

to attend their child's kindergarten presentation and not miss out on their other room.

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

Somers Elementary School focuses on collaboration as the norm. Besides leadership from the principal, the vast majority of what goes on related to teaching and learning is dependent on the actions of the classroom teachers and related staff. As a result, professional learning communities will be established and regularly utilized to make sure we are constantly communicating best practices and results related to our assessments. Our focus is on the connection between instruction, curriculum, and assessment with strong support and mediation from our ongoing interventions. When done correctly, our focus will be on answering the following questions:

- What do our students need to learn?
- How do we know that our students are learning and retaining our targeted curriculum?
- How are we responding when students are not learning?
- How are we responding when students are indeed learning, but could push even further?

Teachers will have plenty of opportunity to engage in meaningful discussion regarding how our students are performing. It is expected that everyone takes advantage of these opportunities. Our professional development will focus on help teachers get the most out of themselves and their students.

## **Timely and Effective Assistance**

We believe that is unfair to expect different results if we do not change the way that we approach teaching and learning within our school. To improve, we must continually evaluate our current practices and compare them to those high yield strategies that are most effective with our students. For teachers, this comes with regular, ongoing professional development. For our students, it comes in the form of interventions which focus on weekly (sometimes daily) support for reading, math, and writing.

In addition, teachers will have the opportunity to observe one another so they can work together in identifying the best way to improve our practices. Sharing will be encouraged along with risk taking and ongoing opportunities for reflection.

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

At this time we enjoy our partnership with the Kenosha Community Health Center. They support us by utilizing the Seal-a-Smile Program. As a result of this program, all of our children in grades K, 1, and 3 receive free dental checks with related fluoride services.

Over the course of the school year, we will continue to collaborate with community resources to make sure that as many needs are met as possible.

## **Annual Evaluation Process**

At the end of each year, we will revisit our plan and make adjustments as needed. Our needs will be determined through the use of survey information and data pulled from all of our assessments used within the school. The meeting to evaluate progress will include administration, staff, and parents. When possible, student council voice will be included in the evaluation.

