2018-2019 SCHOOL YEAR

School Name: WASHINGTON MIDDLE SCHOOL

IDENTIFY SMART GOAL – LITERACY

LITERACY

Must include:
- *Whole School Target*
- *Subgroup Target*

MAP Data Spring 2017-18 (Met/Exceeded Literacy RIT Norm):

● *52.4% of students in 6th grade*

● *55.5% of students in 7th grade*

● *49.1% of students in 8th grade*

● *52.3% of all students*

MAP Data Spring 2017-18 (Met/Exceeded Literacy RIT Growth):

● *62.6% of students in 6th grade*

● *72.2% of students in 7th grade*

● *56.2% of students in 8th grade*

● *63.4% of all students*

Forward Exam Data Spring 2017-18 (Literacy - Proficient/Advanced):

● *25.3% of students in 6th grade*

● *33.1% of students in 7th grade*

● *18.7% of students in 8th grade*

● *25.5% of all students*

Literacy- For the 2018-2009 MAP testing cycle, all students in grades 6-8th will increase proficiency of 5 % points from Winter to Spring testing cycles as measured by expected growth by the Spring assessment.

INDICATOR	MEASURE	TARGET
Vocabulary	MAP	5% increase for all grades

INDICATOR	MEASURE	TARGET
Informational Text	MAP	5% increase for all grades

[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**
Vocabulary Instruction	2018-2019 School Year	Flocabulary Software	Teacher use with students, set up and teacher use of data reports	N/A	Title 1	ongoing.
Reading Revolution	2018-2019 School Year	School wide book resources	Time for implementation daily.	N/A	N/A	ongoing
Saturday Enrichment	2018-2019 School Year	School Materials	N/A	Timesheet	Title 1	9 weeks in fall and spring
Personalized Learning	2018-2019 School Year	MyPath Software	Teacher use with students, set up and teacher use of data reports	N/A	District Purchased	ongoing.

LITERACY TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials** **Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**

Support: SMART Goal Process Resources

IDENTIFY SMART GOAL - NUMERACY

NUMERACY
Must include: ● *Whole School Target*   ● *Subgroup Target*   *MAP Data Spring 2017-18 (Met/Exceeded Math RIT Norm):*

- *33.2% of students in 6th grade*

- *34.2% of students in 7th grade*

- *38.5% of students in 8th grade*

- *35.2% of all students*

MAP Data Spring 2017-18 (Met/Exceeded Math RIT Growth):

- *54.2% of students in 6th grade*

- *70.1% of students in 7th grade*

- *60.1% of students in 8th grade*

- *60.9% of all students*

Forward Exam Data Spring 2017-18 (Math - Proficient/Advanced):

- *31.2% of students in 6th grade*

- *18.5% of students in 7th grade*

- *17.5% of students in 8th grade*

- *22.8% of all students*

Numeracy - For the 2018-2009 MAP testing cycle, all students in grades 6-8th will increase proficiency of 5 % points from Winter to Spring testing cycles as measured by expected growth by the Spring assessment.

INDICATOR	MEASURE	TARGET
Operations and Algebraic Thinking	MAP	5% increase for all grades

INDICATOR	MEASURE	TARGET
Measurement and Data	MAP	5% increase for all grades

[Support: SMART Goal Process Resources](#)

SMART GOAL ACTION PLAN
(INCLUDING PROFESSIONAL LEARNING)

NUMERACY TARGET (WHOLE SCHOOL)

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Math Task Tuesday	2018-2019 School Year	Developed through Math Lessons / dept.	N/A	N/A	N/A	ongoing
Vocabulary Instruction	2018-2019 School Year	Flocabulary Software	Teacher use with students, set up and teacher use of data reports	N/A	Title 1	ongoing.
Math Focus - Mathematical Practice - Teacher Focused SLO - Make Sense of Problems and Persevere in Solving Them - Common Core Standard	2018-2019 School Year	Classroom based	Entry Point for solutions, planning a pathway for a solution, explaining correspondences, conceptualizing a problem.	N/A	N/A	SLO for teachers for 2018-2019 School year.
Math Interventionist	2018-2019 School Year	N/A	MAP Data Analysis and group identification for skill development	1.0	Title 1	2018-2019 School Year
Saturday Enrichment	2018-2019 School Year	School Materials	N/A	Timesheet	Title 1	9 weeks in fall and spring
Personalized Learning	2018-2019 School Year	MyPath Software	Teacher use with students, set up and teacher use of data reports	N/A	District Purchased	ongoing.

NUMERACY TARGET (SUBGROUP)

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed

IDENTIFY SMART GOAL - CULTURE

CULTURE

Must include:
- *Whole School Target*
- *Subgroup Target*

Culture - To reduce the number of repeated students with more than one referral by 50% from expected levels. (Students with 1-5 referrals theoretical = 15% and students with more than 6 = 5%)

Currently: 37 students with 2-5 referrals = 7% and 9 students with 6+ referrals = 2%

INDICATOR	MEASURE	TARGET
Student Referrals	Quarterly PBIS Data collection	Reduction of Number, Type and student named in referral
Student Participation in ALP (Alternative Learning Program)	Attendance and repetitive enrollment	Reduction of needed resources.

Kenosha Unified
School District

SMART GOAL ACTION PLAN
(INCLUDING PROFESSIONAL LEARNING)

CULTURAL TARGET (WHOLE SCHOOL)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**
Creation of ALP - Alternative Learning Program (Program developed to create an academic and emotional game plan for students returning from OSS which includes involvement of Dean for discipline, Interventionist for game plan of missing work and counselor for social/emotional support/processing upon return.	2018-2019 school year (starting 2nd qtr.	dedicated staff for startup, classroom specific	Dean - Restorative Justice Counselor - Growth Mindset Teachers / Interventionist - Academic support and planning.	2 hours upon return from OSS	No additional expense	2018-2019 school year
Restorative Justice Classroom supports - taught by Dean with classrooms	2018-2019 school year	N/A	Dean to help coach classrooms on the use of Restorative Justice	N/A	N/A	2018-2019 school year
CULTURAL TARGET (SUBGROUP)						
Strategy	**Timeline**	**Materials Be specific**	**Professional Learning**	**FTE**	**Funding Source**	**Date completed**

Support: SMART Goal Process Resources

ANALYZE AND REFOCUS (Due January / June)

Kenosha Unified
School District

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
63% Growth outcomes by Spring - 6th grade	58% Growth outcome by Winter	Students making great gains. Biggest of all subgroups
67% Growth outcomes by Spring - 7th grade	62% Growth outcome by Winter	Also making good gains.
48% Growth outcomes by Spring - 8th grade	43% Growth outcome by Winter	Students in this group lost 1 point and more emphasis will be needed.
NUMERACY TARGETS	ACTUAL RESULTS	REFLECTION
64% Growth outcomes by Spring - 6th grade	59% Growth outcome by Winter	This is a an area of expected gains.
52% Growth outcomes by Spring - 7th grade	47% Growth outcome by Winter	We will continue to look closely at this with curriculum enhancements.
53% Growth outcomes by Spring - 8th grade	48% Growth outcome by Winter	Monitoring closely.
CULTURE TARGETS	ACTUAL RESULTS	REFLECTION
Reduction of repeated referrals	2-5 referral at 7%, 6+ referrals at 2%	Great results so far. Watching the patterns of who and what type of referrals we can adress.

Support: SMART Goal Process Resources

Part A - School-wide Team and Meetings – (Title One)
2018-2019 SCHOOL YEAR

School Name:

Title ISchool-wide Team

NAME	TITLE
Shane Gayle	Principal
Dr. CasSandra Brooks	Assistant Principal
Rachel Rosales	Instructional Coach
Justin Weber	Instructional Tech
Cody Ernest	Dean
Tricia Strash	Parent

School-wide Team Meetings 2018-2019

DATE	TOPIC
September - various dates	Saturday Enrichment organized, ALP design work and Intervention roles defined.
Oct. 12th 2018	Technology upgrades & MyPath overview
Nov. 9th	Technology upgrades
November	Flocabulary Introduction
May 2019	Planning Forward

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

In the 2018-2019 school year, Washington Middle School staff had (49) teachers. Of these, (1) needed emergency licensing:

- *For each emergency licensed teacher, include a bullet with rationale (from emergency license application) and current status for each emergency licensed staff.*
- *I currently have 1 teacher on an Emergency License for a hire in late August on Letter of Appointment - 8th grade Social Studies - if hired for the following year, he will return to school for additional endorsement.*

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	49
Emergency licensed teachers	1
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:

Washington Middle School takes the responsibility of appropriately licensed teachers and staff very seriously. We want all staff members to believe all children can learn and the question is "how we can impact it" rather than "if we can impact it". Our hiring process includes:

- Reviewing all licensed applicants
- Selecting applicants to participate in interviews
- identifying a diverse interview team to provide feedback from multiple perspectives
- Conducting interviews using interview questions that address a variety of the teachers' instructional practice including: culturally relevant practices, differentiation, and collaboration
- Contact applicant references
- Extend offer to the most qualified candidate pending school board approval
- Collaborate with Human Resources and District level administrators in hard to fill areas; such as, ELL, Bilingual and Special Education to identify quality qualified candidates.

** Add any additional practices or procedures that are used by your school to ensure that highly qualified teachers are hired.

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

School Name: Washington Middle School

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?

- School wide focus on Relationship building from via teacher PPGs and developed with a common outcome to increase connections with students
- School wide focus on Mathematical reasoning for problem solving and building perseverance via SLOs of teachers.
- Grade level teams, Content teams, and house team roles clarifies and purposefully scheduled
- School wide focus on staff development with technology
- Standardization of teaching tools with school wide tech upgrade of teacher laptops, doc cameras and, hopefully, panels - over $130,000 budget allocation.
- MAP analysis of student at,slightly below, or below proficiency
- focus on repetitive referrals and a game plan for return based on a behavioral, academic, and social/emotions support structure.
- added emphasis for 6th grade students coming from a variety of feeder schools
- added emphasis on teaching cycles with newer teachers
- streamlined processes for office, communication and scheduling
- Organized effort for substitute teachers to promote consistency in teaching and learning
- Cleaner way to digest data with use of educlimber and report functioning as well as correlations with MAP, Forward, Classroom and learning outcomes.(data trackers)

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Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name: Washington Middle School

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

Washington Middle School strives to build connection with students in and outside of the school day. In order to support our students, we host a Saturday Enrichment school with over 70 students involved. We also have many opportunities for students that are beyond the daily schedule that includes student clubs, sports and tutoring.

With an added effort to engage parents, WMS has created online tools for teachers and parents for the benefit of students that include streamlining communication protocols, created teacher websites, use of additional academic software that can be accessed outside of school as well as streamlining our social work/counseling/community resources for families in need of those services.

Efforts will be made to reach out to incoming 6th graders and their families through an Open House, school visits, researchable information on school media sites and gear up as well as working closely with counseling staff and 8th grade teachers to help guide students into high school. This also goes hand in hand with presenting options for high school choice and charter schools, assisting in registration for courses and visiting boundary schools.

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

2018-2019 SCHOOL YEAR

School Name:Washington Middle School

At this time Washington Middle School, 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. This will also include an effort to build capacity among teachers as well as equip them with best instructional tools to build their student competencies.

** 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: Washington Middle School

School-wide Planning
Place an X in the box of the focus areas for this school year.

x	Parenting		Learning at Home
x	Communicating		Decision Making
	Volunteering	x	Collaborating with Community

Write a description about how the school will address their focus areas during the school year and how parents are involved in the needs assessment process and implementation of parent education opportunities.

With an added effort to engage parents, WMS has created online tools for teachers and parents for the benefit of students that include streamlining communication protocols, created teacher websites, use of additional academic software that can be accessed outside of school as well as streamlining our social work/counseling/community resources for families in need of those services. Several classes will also be provided to support parenting taught by our own staff. These supports have been determined by PTSO input, staff feedback and successful outcomes by various district held events (via Community School Relations office and Pat Demos)

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

School website updated, School messenger scheduled (Mondays), school Facebook (Fridays), teacher websites created and

maintained weekly, as well as Monday -weekly updates. We will also continue the use of Friday Folders for home-school communications.

2018-2019 Parent Involvement Opportunities

Activities	Dates
PTSO - monthly meeting	monthly
Student activities and sports	ongoing.
Fundraising efforts	periodically
Chat N Chew Program	2 xs a year
Parent Teacher Conferences	Oct. / Feb.
Parent Classes during Saturday Enrichment	4 xs a year

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

2018-2019 SCHOOL YEAR

School Name: Washington Middle School

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

Washington has reviewed the MAP data for the fall (creation of student database of performance) and a full time interventionists will begin 2nd qtr. to support struggling students and work with teachers for those just below proficiency. Beyond this, two academic based software programs will help with personalizing learning - MyPath (District Funded and used) as well as Flocabulary (WMS specific) With an added interest for 6th grade students, we will also support struggling students through the use of high powered teaching via coaching cycles as well as behavior support from our Dean. Students and their needs are selected based on MAP data trends, teacher feedback and also through Map student data collected from both Fall and Winter test cycles. The interventionist has also created a schedule that allows her to work in each classroom for 30 minutes per week that gives her additional personal insight and observation for needs and academic supports.