

2019-2020 SCHOOL YEAR

School Name: WILSON ELEMENTARY SCHOOL

IDENTIFY SMART GOAL – LITERACY

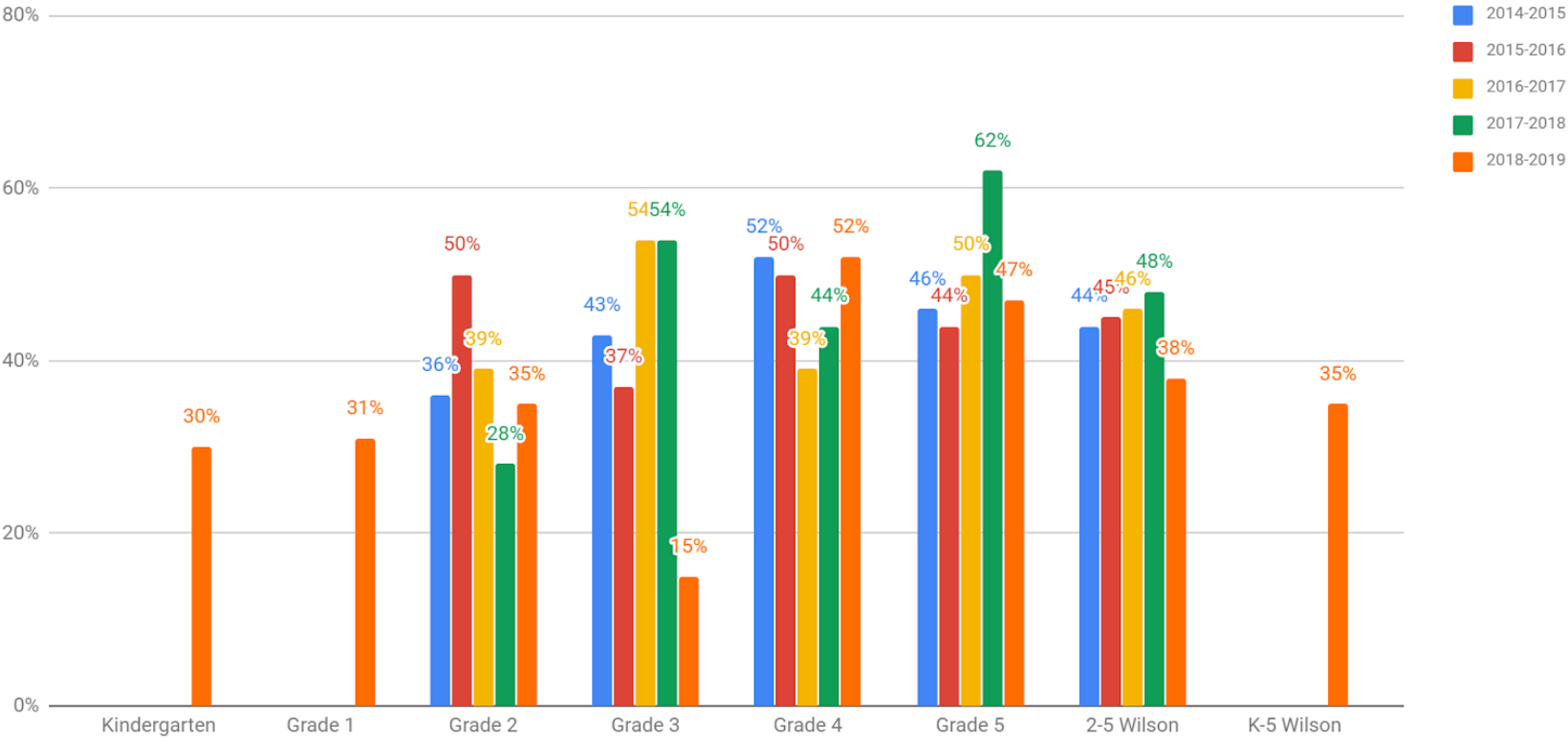
| LITERACY | | |
|------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------|
| <i>Must include:</i> <ul style="list-style-type: none">• <i>Whole School Target</i>• <i>Subgroup Target</i> | | |
| INDICATOR | MEASURE | TARGET |
| Projected RIT Growth | MAP | All students K - 5 |
| Benchmark | MAP | All students K - 5 |
| INDICATOR | MEASURE | TARGET |
| Projected RIT Growth | MAP | K - 5 students within 5 points of meeting projected RIT in Spring 2019 MAP |
| Benchmark | PALS | K - 5 students within 5 points of meeting benchmark in Spring 2019 PALS |

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MAP whole school target in literacy: By June 2020, 45% of students in Kindergarten, grades 1, 2, 3, 4, and 5 combined will meet their projected growth in literacy or meet grade level benchmark as measured by MAP.

MAP sub-group target in literacy: By June 2020, 45% of Kindergarten through grade 5 students who are within 5 points of meeting benchmark in Spring 2019 PALS or projected RIT in Spring 2019 MAP (#students) will meet benchmark or projected RIT growth as measured by Spring 2020 PALS and MAP.

Multi-Yr. Summary Reading % Met RIT Growth



SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

| LITERACY TARGET (WHOLE SCHOOL) | | | | | | |
|-------------------------------------------------------------------|------------------------------|--------------------------------------|-------------------------------------------|-----|------------------------------------|-------------------|
| Strategy | Timeline | Materials Be specific | Professional Learning | FTE | Funding Source | Date completed |
| EL Education Framework | starting Fall 2019 | EL Agreement, Work Plan | EL School Designer, Wilson Staff | | Title Funds | June 2020 |
| Accelerated Reader (AR) | starting Fall 2019 | program software | AR Representative | | Title Funds | June 2020 |
| Field Work experiences | starting Fall 2019 | field trips that foster ELA skills | | | Title and general education funds | June 2020 |
| Enrichment Weeks | per quarter | ELA/Numeracy curriculum | EL School designer, Wilson staff | | Title | June 2020 |
| LITERACY TARGET (SUBGROUP) | | | | | | |
| Strategy | Timeline | Materials Be specific | Professional Learning | FTE | Funding Source | Date completed |
| Additional F&P Support | Fall Winter Spring | F&P reading and assessment materials | Wilson Staff KUSD Literacy Coordinator | | Title funds, Wilson general budget | Spring 2020 |
| Additional Running Records and AIMSWeb progress monitoring | Weekly, starting August 2018 | F&P reading and assessment materials | District Resources | | Title District | Spring 2020 |
| ELA Interventions | weekly starting August 2019 | Leveled Reader Kits | KUSD and Wilson Staff | | District | June 2020 |

| LITERACY TARGET (SUBGROUP) | | | | | | |
|----------------------------|----------|--------------------------|--------------------------|-----|-------------------|-------------------|
| Strategy | Timeline | Materials Be specific | Professional Learning | FTE | Funding Source | Date completed |
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IDENTIFY SMART GOAL - NUMERACY

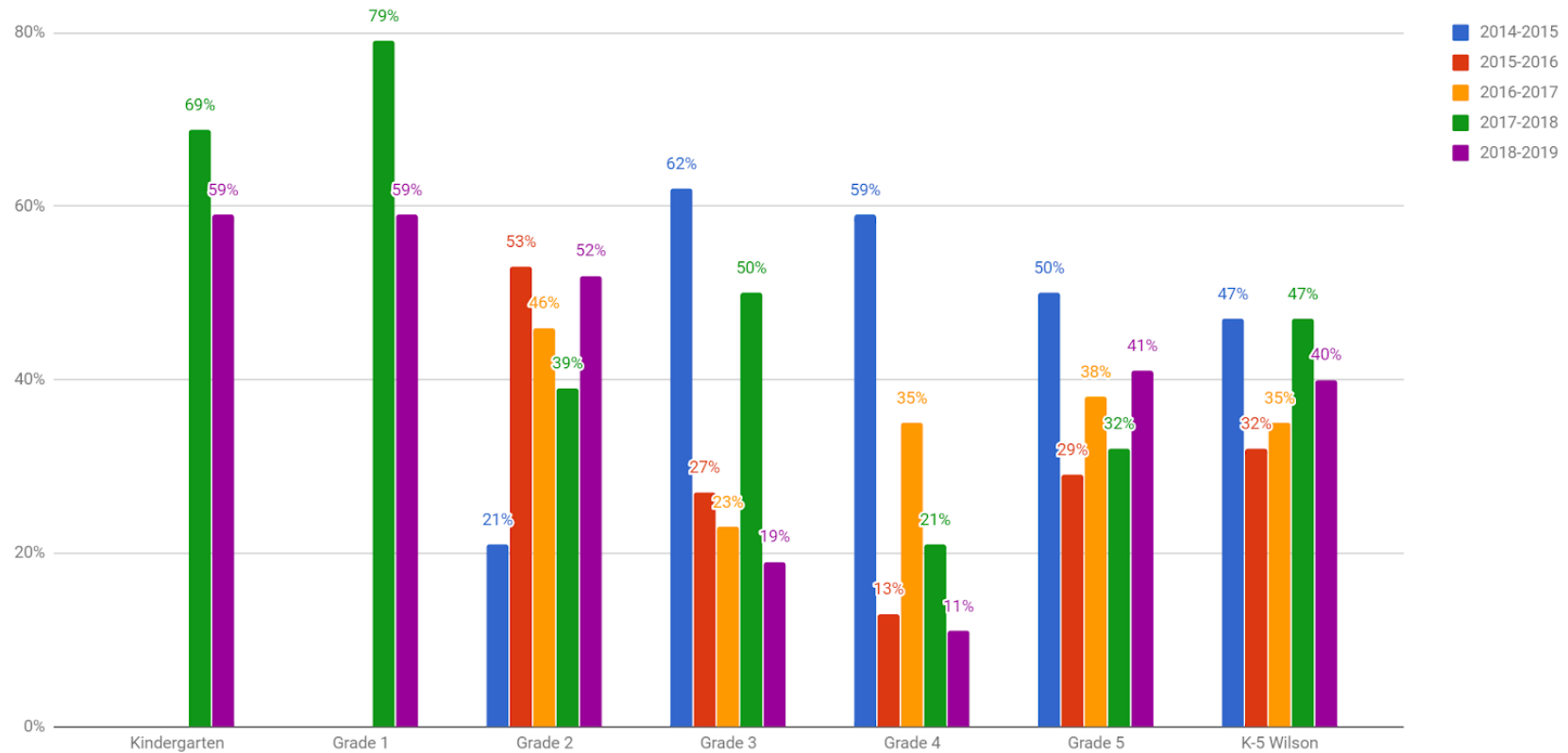
| NUMERACY | | |
|---------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------|
| <i>Must include:</i> <ul style="list-style-type: none"> • <i>Whole School Target</i> • <i>Subgroup Target</i> | | |
| INDICATOR | MEASURE | TARGET |
| Projected RIT Growth | MAP | All Students K - 5 |
| Benchmark | MAP | All students K - 5 |
| INDICATOR | MEASURE | TARGET |
| Projected RIT Growth | MAP | K - 5 students within 5 points of meeting projected growth RIT or meet grade level benchmark in Spring 2018 MAP |
| | | |

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MAP whole school target in numeracy: By June 2020, 45% of students in grades K, 1, 2, 3, 4, and 5 combined will meet their projected growth or make grade level benchmark in numeracy as measured by MAP.

Sub-group target: By June 2020, 45% of Kindergarten through grade 5 students who are within 5 points of meeting projected RIT in Spring 2019 MAP will meet projected RIT growth or meet grade level benchmark as measured by Spring 2019 MAP.

Wilson Multi-Yr. Summary Math % Met RIT Growth



SMART GOAL ACTION PLAN

(INCLUDING PROFESSIONAL LEARNING)

| NUMERACY TARGET (WHOLE SCHOOL) | | | | | | |
|--------------------------------|--------------------|------------------------------------------|----------------------------------|-----|-------------------|-------------------|
| Strategy | Timeline | Materials Be specific | Professional Learning | FTE | Funding Source | Date completed |
| EL Education | Starting Fall 2019 | EL Agreement. Work Plan | EL School Designer, Wilson Staff | | Title | Spring 2020 |
| Enrichment Weeks | per quarter | ELA/Numeracy curriculum | | | Title | Spring 2020 |
| Family Math Night | October 2019 | KUSD Bridges curriculum and presentation | | | | Fall 2019 |
| Bridges Staff Developments | Monthly | Bridges coaching and support materials | Wilson and Frank staff | | | |
| NUMERACY TARGET (SUBGROUP) | | | | | | |
| Strategy | Timeline | Materials Be specific | Professional Learning | FTE | Funding Source | Date completed |
| Intervention Specialist | Starting Fall 2019 | | Instructional Coach | | Title | Spring 2020 |
| Numeracy Interventions | Starting Fall 2019 | SOAR Math Interventions | Wilson Staff, KUSD Staff | | District | Spring 2020 |
| AIMSWeb Progress Monitoring | Starting Fall 2019 | AIMSWeb program | District Resources | | District | Spring 2020 |
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| NUMERACY TARGET (SUBGROUP) | | | | | | |
| Strategy | Timeline | Materials Be specific | Professional Learning | FTE | Funding Source | Date completed |
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IDENTIFY SMART GOAL - CULTURE

| CULTURE | | |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------------|
| <i>Must include:</i> <ul style="list-style-type: none"> • <i>Whole School Target</i> • <i>Subgroup Target</i> | | |
| INDICATOR | MEASURE | TARGET |
| Step 5 Office Referrals | Wilson PBIS | All Students K-5 |
| OSS | Wilson PBIS | All Students K - 5 |
| INDICATOR | MEASURE | TARGET |
| Step 5 Office Referrals | Wilson PBIS | African American Students K - 5 |
| | | |

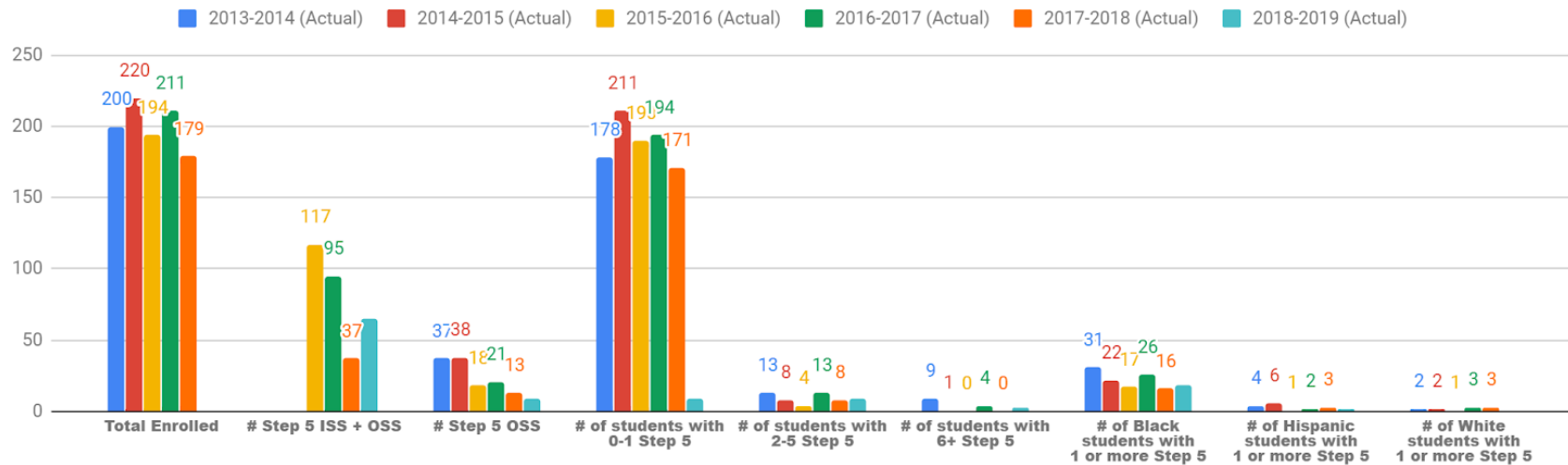
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By June 2020, Wilson will have no more than 30 Step 5 Office Referrals as measured by Wilson PBIS.

By June 2020, Wilson will have no more than 10 OSS as measured by Wilson PBIS.

Subgroup behavior target: By June 2020, no more than 13 African American students will have 1 or more Step 5 Office Referral as measured by Wilson PBIS.

Wilson Office Referral Data 2013- 2018



SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

CULTURAL TARGET (WHOLE SCHOOL)

| Strategy | Timeline | Materials Be specific | Professional Learning | FTE | Funding Source | Date completed |
|--------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------|--------------------------|-----|-----------------------------------|-------------------|
| Nonviolent Crisis Intervention Foundation Training | Fall of 2019 | | select Wilson Staff | 4 | District SpEd Dept, General funds | October 2019 |
| Restorative Justice Training | January 2020 | | select Wilson Staff | 4 | Title 1 | April 2020 |
| Restorative Justice | October 2019 | Restorative Practices handbook/ online video modules/ in house video exemplars | whole staff | 12 | Title 1 | May 2020 |
| PBIS Universal Tier | starting August 2018 | PBIS Handbook, online tools | PBIS Rep, KUSD staff | 12 | District | Spring 2020 |

CULTURAL TARGET (SUBGROUP)

| Strategy | Timeline | Materials Be specific | Professional Learning | FTE | Funding Source | Date completed |
|----------------------------------|----------------------|----------------------------------|----------------------------|-----|-------------------|-------------------|
| | | | | | | |
| PBIS Tier 2 Interventions | Starting August 2019 | PBIS Handbook, online resources, | PBIS Rep, KUSD staff | | Title, District | on-going |
| EL Character Education | Starting August 2019 | EL Education Core Practice book | EL Education, Wilson staff | | Title | on-going |
| | | | | | | |

CULTURAL TARGET (SUBGROUP)

| Strategy | Timeline | Materials Be specific | Professional Learning | FTE | Funding Source | Date completed |
|----------|----------|--------------------------|--------------------------|-----|-------------------|-------------------|
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[Support: SMART Goal Process Resources](#)

ANALYZE AND REFOCUS (Due January / June)

| LITERACY TARGETS | ACTUAL RESULTS | REFLECTION |
|------------------|----------------|------------|
| | | |
| | | |
| | | |
| NUMERACY TARGETS | ACTUAL RESULTS | REFLECTION |
| | | |
| | | |
| | | |
| CULTURE TARGETS | ACTUAL RESULTS | REFLECTION |
| | | |
| | | |
| | | |

[Support: SMART Goal Process Resources](#)

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

2018-2019 SCHOOL YEAR

School Name: Wilson

Title I School-wide Team

| NAME | TITLE |
|------------------------|---------------------|
| Rhonda Lopez | Principal |
| Lauren Kusch | Instructional Coach |
| Stacy Karlsen | Teacher |
| Justine Hammelev-Jones | Teacher |
| Charles Jelks | Teacher |
| Melanie Pfaff | Teacher |
| Janet Miller | Teacher |
| Brittany Meyer | Teacher |
| Ann Harmann | Early Ed. Teacher |
| Sarahna Tripoli-Silva | ESL Teacher |
| Jean White | Special Ed. Teacher |
| Jessica Blackwell | Special Ed. Teacher |
| Amy Ruehle | Counselor |



PATHWAY TO SUCCESS SCHOOL ACHIEVEMENT PLAN

School-wide Team Meetings 2019-2020

| DATE | TOPIC |
|--------------------------------|--------------------------------------------------------------------------------------------------------------|
| August 2019 (SLT completed) | EL Work Plan Goals, School Achievement Plan Goals |
| September 2019 (SLT completed) | WI Forward Data, Committee goals aligned to work plan |
| November 2019 | Assess action steps and student progress based on student achievement data, plan adjustments |
| December 2019 | Using equity lens, review & analyze both academic and behavioral data, adjust action steps through work plan |
| January 2020 | EL Education Work Plan Mid Year Review |
| February 2020 | Discuss and plan what adjustments need to be made based on Mid Year Review results |
| April 2020 | Continue discussion on adjustments needed and finalize adjustments |
| May 2020 | Begin plans for 2020/21 Work Plan/SAP |
| June 2019 | Cont. work on 2020/2021 Work Plan/SAP |

Part B - Appropriately Licensed Staff – (All Schools)

2019-2020 SCHOOL YEAR

School Name: Wilson

In the 2019-2020 school year, **Wilson** staff had **11 full time and 8 part time** teachers. Of these, **0** 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.*

Kenosha Unified and Wilson Elementary work hard to attract and retain highly qualified teachers representative of our students' cultural and ethnic backgrounds. 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 using mentors and the Educator Effectiveness System.

| Equity Indicators- Staff Demographics | 2019-2020 |
|---------------------------------------|---------------------------|
| Total teaching staff | 11 full time, 8 part time |
| Emergency licensed teachers | 0 |
| Less than 3 year experienced teachers | 0 |

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:

Wilson takes the responsibility of appropriately licensed teachers and staff very seriously. We want all staff members to believe all children can learn with the question being “How we can impact it?”, rather than “Can 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.

Part C - Academic Assessment Usage – (Title One Schools)

2019-2020 SCHOOL YEAR

School Name: Wilson

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?

Wilson School Leadership Team (SLT) has into three branches: 1) TLT = Teaching & Learning Team (focus is self explanatory), 2) CCT = Crew & Culture Team (focus is character education, school climate & PBIS) and 3) P.E.T = Parent Engagement Team (focus is self explanatory). All teachers are a member of one of the teams. There is grade level representation on all teams. Meetings are led by the Instructional Coach, team members and/or the principal, however, always with leadership and direction coming from the building principal. During these meetings staff are involved in strategic planning for the year. We use data to plan and align goals to EL Education Work Plan and Title I goals. Assessments used to inform teachers of student progress includes MAP, F&P and PALS, also using common formative assessments. All data is compiled in one document, using Google docs to store this data for easy access, updating and review for all staff. The plan is to move to EduClimber for the 2019-2020 school year. The data information is used to drive instruction, allowing teachers to have a pulse on students learning needs. Therefore, it used to intentionally plan for interventions as well as enrichment needs of our students. Goals and action steps are made based on this data. The building principal is able to hold review during walkthroughs and evaluations as to whether or not, teachers are implementing the actions steps the team said it would. Data is used to develop common and formative assessments, for example, we use math AimsWeb assessments and Leveled Literacy running records. Teams collaborate weekly and SLT collaborates monthly using both academic and behavioral data.

Part D - Transition Plan – (All Schools)

2019-2020 SCHOOL YEAR

School Name: Wilson

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

All students upon entering Wilson are assigned not only a homeroom teacher, but also an additional adult mentor within a multi-age cluster of students referred to as 'Family Crew'. Students meet with those mentor teachers 1- 2 times per week and more if needed. A small group of peer mentors referred to as the Positive Peer Alliance assist all new students in learning the building norms and orientation of the campus. These peer mentors are available before and after school as well as at recess or lunch to provide additional guidance and assistance in times of need. When students leave the school during the school year the office staff makes every attempt to contact receiving school and provide any pertinent information about the student that would support their learning. In 5th grade students will prepare presentations referred to as "Passages" for their parents and school community wherein they will present evidence of why and how they are ready to move on from Wilson into middle school.

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

2019-2020 SCHOOL YEAR

School Name: Wilson

At this time **Wilson**, has Title I funds and the discretionary budget from the Kenosha Unified School District. These funds will be combined to help implement our goals and initiatives.

**** Provide additional information about use of other funding sources. (Such as CEP and or Soaring Grant.)**

Part F - Parent Engagement – (Title One Schools)

2019-2020 SCHOOL YEAR

School Name: Wilson

School-wide Planning

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

| | | | |
|---|---------------|---|------------------------------|
| | Parenting | X | Learning at Home |
| X | Communicating | X | Decision Making |
| X | 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.

In September of 2019, one parent from each grade level classroom was nominated to serve as a member of the Parent Advisory Board meeting once monthly with the principal and any interested staff members (at least one member of the Parent Engagement Team). This board is intended to guide administrative decisions concerning every area of the school community, including the assessment process and implementation of education and involvement opportunities. A parent involvement survey will be performed to collect data to drive the work of the parent board and our Parent Engagement Team of teachers.

Parent Communication System

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

Student led conferences are held three times a year at Wilson. The goal is 100% family participation. Parents are kept informed via fliers, school messenger calls, Wilson's facebook page, and newsletters.

2019-2020 Parent Involvement Opportunities

| Activities | Dates |
|-------------------------------|-----------------|
| Pizza with the Principal | August 2019 |
| Open House | August 2019 |
| Parent Advisory Board | monthly |
| Family Math Night | October 2019 |
| Celebrations of Learning | semesters' end |
| Field Experiences | throughout year |
| Club Sport Teams | throughout year |
| Fall Carnival | October 2019 |
| Winter Carnival | March 2020 |
| Community Garden | throughout year |
| Parent Classroom Volunteering | throughout year |

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

2018-2019 SCHOOL YEAR

School Name: Wilson

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

The Wilson Team provides timely and effective assistance for struggling students in several ways. One way is through our weekly building level Tier 2 Team meetings. These weekly meetings are dedicated to collaborating and brainstorming on ways to intervene with students who struggle with academic and social emotional areas. We meet as a team and come up with a plan of action utilizing data we have collected and documented. At the table, this team of professionals comes up with a personalized learning strategies plan to meet the students needs. This may include more intensives within the classroom, Tier 2 classroom level of support provided in class or may involve a student being pulled out along with being progressed monitored.

The Wilson Team continues to have a running Google doc of student data that is color coded based upon the student's level of need and whether or not students are functioning at grade level. From this data piece, students are identified to be discussed at our weekly Tier 2/CSI meetings where we strategize possible interventions for students both academically and behaviorally. Below are just some of the resources the team uses as possible interventions.

Tiers 1-3. Tier 1 is the universal instruction, accommodations, and/or modifications that all students receive. Tier 2 is the focused academic or behavior intervention system needed by some students in order to succeed. Tier 3 is the intense academic or behavior intervention structures needed by a few students as a part of their Special Ed. IEP.

If a student reaches the point of not showing growth after weeks of Tier 2 and progress monitoring, then we move to the final step of Tier 3 and progress monitoring, which includes a CSI and/or an evaluation.