

2020-2021 SCHOOL YEAR

School Name: Bullen Middle School

[2020-2021 Title Budget](#)

[Rtl Action Plan](#)

[Rtl at Work Pyramid - Bullen](#)

IDENTIFY SMART GOAL – LITERACY

LITERACY		
<i>Must include:</i> Whole School Target -By the end of the 2020-2021 school year, the percentage of all Bullen Middle School students that will meet or exceed grade level RIT norms on the Measure of Academic Progress (MAP) Reading Assessment will increase by 5%. Underserved Target-By the end of Spring 2021, the percentage of Hispanic and African American students that will meet or exceed grade level RIT norms on the Measure of Academic Progress (MAP) Reading Assessment will increase by 8%.		
INDICATOR	MEASURE	TARGET
MAPS Reading Scores - Goal Performances including: - Literature - Informational Text - Vocabulary Acquisition & Use	Total population meeting or exceeding their grade level RIT norm	<i>By the end of the 2020-21 school year, the percentage of all Bullen students meeting or exceeding grade level RIT norm in reading MAP assessment will increase by 5%.</i>
INDICATOR	MEASURE	TARGET
MAPS Reading Scores - Goal Performances including: - Literature - Informational Text	Targeted minority students meeting or exceeding their grade level RIT norm	<i>By the end of the 2020-21 school year, the percentage of Hispanic and African American students meeting or exceeding</i>

○ Vocabulary Acquisition & Use		grade level RIT norm in reading MAP assessment will increase by 8%.
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IDENTIFY SMART GOAL - NUMERACY

NUMERACY		
<i>Must include:</i> • Whole School Target -By the end of the 2020-2021 school year, the percentage of all Bullen Middle School students that will meet or exceed grade level RIT norms on the Measure of Academic Progress (MAP) Math Assessment will increase by 5%. • Underserved Target-By the end of Spring 2020, the percentage of Hispanic and African American students that will meet or exceed grade level RIT norms on the Measure of Academic Progress (MAP) Math Assessment will increase by 8%.		
INDICATOR	MEASURE	TARGET
MAPS Math Scores	Total population meeting their grade level RIT norm	<i>The percentage of students proficient in math MAP assessment will increase by 5%.</i>
INDICATOR	MEASURE	TARGET
MAPS Math Scores	Targeted minority students will meet their grade level RIT norm	<i>The percentage of Hispanic and African American students proficient in math MAP assessment will increase by approximately 8%.</i>

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IDENTIFY SMART GOAL - CULTURE

CULTURE

Must include:

- *Whole School Target-* By the end of the 2020-2021 school year, Bullen will reduce the number of students (in the fixed group from 2019-2020 data) with 2-10 Referrals by 20%.
- *Underserved Target-* Reduce the number of African American and Hispanic male students (in the fixed group from 2019-2020 data) from the 2 to 10 referral category down to the 0-1 category by 50%

INDICATOR	MEASURE	TARGET
Minor Referral data as recorded by PBIS Tier 1 teams. Tier 2 intervention data for students participating.	Major Referrals in Infinite Campus	By the end of the 201202021 school year, Bullen will reduce the number of students (in the fixed group from 2019-2020 data) with 2-10 Referrals by 20%.
INDICATOR	MEASURE	TARGET
Minor Referral data as recorded by PBIS Tier 1 teams. Tier 2 intervention data for students participating.	Major Referrals in Infinite Campus	<i>Reduce the number of African American or Hispanic students (in the fixed group from 2019-2020 data) from the 2 to 10 referral category down to the 0-1 category by 50%.</i>

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ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
<i>By the end of the 2020-21 school year, the percentage of all Bullen students meeting or exceeding grade level RIT norm in reading MAP assessment will increase by 5%.</i>	Due to the KUSD school board starting the school year 2 weeks later and fall MAP testing moving back, central office decided not to hold winter MAP.	We spent time looking at our grade data as compared to last school year and then virtual vs. in person. Our review of that data implied that we really need to focus on our use of CORE (Intervention/Enrichment Period) to support any missing grade level standards. We had about 3% more Fs assigned this year as compared to last year. However, that is better than increases in other secondary

		schools. We have struggled to get virtual students to our CORE period to impact missing grades. We also found we have a 12% higher Incomplete grade than last year, but still have intervention periods and summer school where we handle some of that help. Our leadership team has started to assemble a team so we can improve how we look at the whole school by student, by standard to ensure we have all the interventions we need.
<i>By the end of the 2020-21 school year, the percentage of Hispanic and African American students meeting or exceeding grade level RIT norm in reading MAP assessment will increase by 8%.</i>	Due to the KUSD school board starting the school year 2 weeks later and fall MAP testing moving back, central office decided not to hold winter MAP.	Same as above
NUMERACY TARGETS	ACTUAL RESULTS	REFLECTION
<i>The percentage of students proficient in math MAP assessment will increase by 5%.</i>	Due to the KUSD school board starting the school year 2 weeks later and fall MAP testing moving back, central office decided not to hold winter MAP.	We spent time looking at our grade data as compared to last school year and then virtual vs. in person. Our review of that data implied that we really need to focus on our use of CORE (Intervention/Enrichment Period) to support any missing grade level standards. We had about 3% more Fs assigned this year as compared to last year. However, that is better than increases in other secondary schools. We have struggled to get virtual students to our CORE period to impact missing grades. We also found we have a 12% higher Incomplete grade than last year, but still have intervention periods and summer school where we handle some of that help. Our leadership team has started to assemble a team so we can improve how we look at the whole school by student, by standard to ensure we have all the interventions we need.

<i>The percentage of Hispanic and African American students proficient in math MAP assessment will increase by approximately 8%.</i>	Due to the KUSD school board starting the school year 2 weeks later and fall MAP testing moving back, central office decided not to hold winter MAP.	Same as above.
CULTURE TARGETS	ACTUAL RESULTS	REFLECTION
By the end of the 2020-2021 school year, Bullen will reduce the number of students (in the fixed group from 2019-2020 data) with 2-10 Referrals by 20%.	Referrals are significantly down this semester. With the majority of the students virtual, this value would not be an accurate data measurement this year.	Our guiding coalition decided to start looking at some new data with regard to this goal. We took the opportunity during a year in which there was a lot less classroom management to start looking at further useful data in this area. We just began looking at the correlation numbers between OSS, ISS against further absences and then against the grade earned. We will still review this year's data looking to ensure our consequences assigned are equal.
<i>Reduce the number of African American or Hispanic students (in the fixed group from 2019-2020 data) from the 2 to 10 referral category down to the 0-1 category by 50%.</i>	Referrals are significantly down this semester. With the majority of the students virtual, this value would not be an accurate data measurement this year.	See above.

[Support: SMART Goal Process Resources](#)

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

2020-2021 SCHOOL YEAR

School Name: Bullen Middle School

Title I School-wide Team

Name	Title
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Andrew Baumgart	Principal
Barbara Villont	Assistant Principal
Abigail Stanislawski	Instructional Coach
Katarina Jovanovic	Teacher
Mark Dzioba	Parent
Shauna Hodges	Parent
Robert Gladem	Teacher and Ad Hoc Member
Kerrie Gardina	Dual Language Teacher
Nicole Aquino	Dual Language Teacher
Leigh Anne Peper	Special Education Teacher
Jennifer Jankiewicz	Teacher
Betsy Wagner	Teacher
Marcy Wolke	Intervention Teacher
Jessica Russo	Dean of Students
Chavelle Bell	Teacher
Katie Poole	Teacher

Chelsea Arndt	Teacher and Ad Hoc Member
Alessandra Hartnell	SPED Teacher and Ad Hoc Member
Scott Crossett	Teacher and Ad Hoc Member
Rob Gladem	Teacher and Ad Hoc Member

School-wide Team Meetings 2020-2021

Date	Topic
June , 2020	Report out on data from 2019-2020 Team rank on large budget areas Approve Title 1 priority areas and goals
July 2020	Finalize budget priorities
August 2020	Finalize budget specifics and objectives for completing the goals
October/November 2020	Carryover funds review
January 2021	Mid Year Review
June 2021	Report out on data from 2020-2021 Data Workshop Team rank on large budget areas Approve Title 1 goals

Part B - Appropriately Licensed Staff – (All Schools)

2020-2021 SCHOOL YEAR

School Name: Bullen

In the 2020-2021 school year, Bullen staff has 66 teachers. Of these, 1 needed emergency licensing and 1 year long substitute:

- **Elizabeth Lepley**

- Bullen interviewed approximately 13 people for the 5 open SPED teaching positions (a position was added for the school year due to increased enrollment). Of those 13 interviews, 3 of the candidates accepted positions, 5 declined positions, the rest were not licensed or spoke with a concerning mindset. Elizabeth has previous teaching experience at Bullen (3 years in Dual Language) and long term substitute positions. Elizabeth is investigating programs to obtain a Special Education license.

- **Alyssia Wakefield**

- In past years, Bullen MS and Bradford HS shared a choir teacher. In the adjustment to the virtual setting for Kenosha Unified, high schools went to an A/B schedule with no Fridays and middle schools still operate on their regular schedule. This meant that the previously shared staff member could not do both positions. In response, KUSD placed the choir teacher full time at the high school and opened up our position to staff. Because of the late date and potential of moving back to a shared position, it was not posted. Alyssia has been a substitute for a few years in Kenosha and has a major in music. Though she hasn't completed her teaching license; she is pursuing getting it.

The table below provides a comprehensive picture of staff demographics. 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	2020-2021
Total teaching staff	66
Emergency licensed teachers	1
Less than 3 year experienced teachers	10
Year Long Substitute	1

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:

Bullen 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
- Sending an introductory email to candidates with information about Bullen and 2 of the interview questions
- 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.

An offer from Bullen Middle School includes a discussion with the candidate on all aspects of Bullen; including our philosophy and approach to learning for all students. Tours and discussion with administration are encouraged prior to the candidate making their decision. Bullen also holds an optional meeting with all new staff in August prior to staff return dates. This gives us further time to meet and connect with each other about Bullen’s philosophy, history of approaches and most recent training pieces.

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

2020-2021 SCHOOL YEAR

School Name: Bullen

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.

The teachers are very involved in the decision making process at Bullen Middle School. They were an essential part of our annual strategic planning process and they lead and work on our leadership team, content area teams, grade level teams and study groups throughout the school year. Presently, our district uses the NWEA's Measures of Academic Progress (MAP) computerized assessment tool. This provides teachers with the detailed information they need to meet each of their students' needs and develop individual and small group interventions. The data that MAPS assessments will give our teachers is important to the individualized instruction of our students. The data also drives each teacher's Student Learning Objective (SLO) linked to their evaluation. They use the data to align to school and Title 1 goals to identify a targeted group of students and focus on their academic improvement. The teachers will also work with their Advisory group to set individual goals around student success on the MAP assessment. Teachers will also be utilizing IXL and Reflex math for Math this year. The staff evaluated and picked these programs based on the needs of the students. These programs will give us an opportunity to differentiate for individual needs and to remediate skills that are missing.

Teachers also meet twice weekly in Content Learning Teams to discuss common formative assessments and use that information to help drive instruction during class and during our school-wide intervention period.

The content level teams have all developed common formative assessments based on the standards of the curriculum that are given about every 3 weeks. These along with other assessments are discussed in grade level collaborative meetings to determine guided subject area groups, reviews, and types of interventions.

School-wide planning groups that teachers facilitate with administration are: PBIS Tier 1, PBIS Tier 2, Guiding Coalition, Attendance Team, Intervention Team and Content Learning Teams.

Part D - Transition Plan – (All Schools)

2020-2021 SCHOOL YEAR

School Name: Bullen

Bullen trains their 8th grade students as Transition Coaches to begin helping 5th grade students adjust to 6th grade. Our counseling team, together with the Transition Coaches, host school visits for all our incoming students. The counselors and assistant principal also visit and gather feedback from the 5th grade teachers on incoming students. The Transition Coaches also run significant portions of Gear Up; a 2 hour summer session to help students get ready for middle school.

Open House is scheduled before school begins in the fall. At this time students and their parents are able to meet their teachers and visit the classrooms. They are able to learn about the cafeteria, find their desks and lockers, and become familiar with the room. The teachers are able to communicate with the parents, answer questions, introduce the curriculum and routines, creating less stress for the first day of school. The Transition Coaches host tours of the whole building for all the parents. Open House is also a time that we will be sharing information about our opportunities for parent involvement and our PBIS.

We will continue a transition advisory once the pandemic is past. We executed one last year prior to shutting down. This will work with any students that transfer to us after the year has started. They will review important SEL lessons, review PBIS expectations and develop relationships with the students. After a designated period of time, we'll schedule them with a regular advisory.

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

2020-2021 SCHOOL YEAR

School Name: Bullen

At this time Bullen 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.

Bullen has the opportunity to participate in a federal program called the Community Eligibility Provision for the 2020-2021 school year. This is a federal grant that will allow us to provide free breakfast and lunch to all students at Bullen.

We will work with the central office staff to provide services that would be available to us with no fee attached and we will continue to apply for grants that may become available.

Part F - Parent Engagement – (Title One Schools)

2020-2021 SCHOOL YEAR

School Name: Bullen

School-wide Planning

	Parenting		Learning at Home
X	Communicating	X	Decision Making

	Volunteering		Collaborating with Community
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Though the past few years have not shown significant parent involvement in school structures meetings, we continue to involve them as much as possible. Our Title 1 team includes 2 parents that have backgrounds in education, have had multiple students in the school, or are strongly involved in their child's education. The parent voice in the process will be equal to the staff members that are also on the Title 1 Team. Other ways we communicate with parents at Bullen include, but are not limited to:

- Weekly Parent newsletters
- Regular Facebook posts
- Online school announcements
- School website and Calendar
- Infinite Campus Online Parent Connection
- Parent Conferences
- School Messenger Phone Calls

Communication with our families is also vital. We have many ways to keep families connected with our school. Bullen has a bi-monthly newsletter to communicate upcoming events, news items, along with articles submitted by teachers and principal that include items of interest and school information. A school calendar is included listing important dates and events. We hold parent-teacher conferences twice each year, with about 85% parent participation. Virtual conferences saw a lower attendance rate. Teachers also communicate often with parents before or after school as parents are dropping off or picking their children

up from school, or by phone, email and many send home weekly classroom newsletters. Bullen also has a website and a Facebook page which have greatly increased our communication within the community.

Family Fun Nights have also contributed to our parent participation. The activities have a wide range from drug awareness to fitness games to movie nights to game nights to a Dairy Queen night. The participation has ranged from 20 families up to 100 participants. Again, with the rules of KUSD and pandemic safety, we will not be running any of these events this year.

Bullen continues to receive support from our students and parents for the continual incline in the culture of the building. Many parents have told teachers and administration that when they previously had considered finding another school for their child, they now continue to brag about our school in the community. email and many send home weekly classroom newsletters. Bullen also has a website and a Facebook page which have greatly increased our communication within the community.

Finally, Mr. Baumgart held two small focus groups with African American male members of the community and school system. This work was done as Bullen continues to work on their mindset around cultural awareness.

Parent Communication System

Bullen continues to strive to improve our connection with parents. Based on the leadership of teachers in the school, they have significantly improved the participation in our B-CATS (Parent-Teacher Organization) from 1 person during the 2014-2015 school year to approximately 10 in the early parts of 2019-2020. This year, the advisor for B-CATs has decided not to hold meetings and we'll look to resume in 2021-2022. We have posted our Title 1 Plan online for all parents to access and we have secured 2 parents to be on our

Title 1 team long term. Bullen also posts our Daily Announcements on the home page so parents can access the information regularly. Our Facebook and website are updated quickly with new information. We will continue to reassess how we communicate the plan to families.

2020-2021 Parent Involvement Opportunities

Activities	Dates
Open House- Done virtually with introduction videos	August 2020
Family Fun Night-Family Activity (Cancelled due to pandemic)	All Year Long
Bullen Athletics (Limited to parents in watching)	All Year Long
V.I.P. Lunch with students	May 2021?
B-CATS Meetings (Temporary Hold)	Monthly
Music Programs (Temporary Hold with pandemic)	December, January March, May 2021
6 th and 8 th Grade Trip Chaperones (Cancelled per district guidelines)	May 2021
College Education Nights	April 2021
Parent Workshop (Counselors and Community) (Postponed due to district guidelines)	March 2021

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

2020-2021 SCHOOL YEAR

School Name: Bullen

Through teacher collaboration we have begun to focus on what we need to do to help all of our students succeed. All middle school students in Kenosha Unified School District are dismissed at 3:00 on Friday afternoons. This one hour of Content Learning Team time on Fridays give teachers the opportunity to collaborate in research based Professional Learning Communities; allowing teachers the time to analyze and discuss data to determine how to best meet the needs of the students in each grade level. Creating assessments and using the data from those assessments, teachers will be able to effectively flexibly group students during our school-wide intervention and enrichment time. We will be investigating a flexible online scheduling program for this period to make our time more efficient. We will also be using professional development through Solution Tree to enhance our knowledge in the areas of RtI (also known as Multi Level Systems of Support).

Our goal is also to engage all of our students by using technology more effectively. We have found that in-person students are more attentive and engaged when using technology to present a lesson or to practice a skill. We will integrate the use of technology into our reading, writing, and math curriculums. Computers and Promethean panels will also be used as a strategic part of interventions and individualized instructions to meet the needs of all of our students.

Bullen works to align all professional development with the school goals and Title 1 goals which flow out of the District Mission and Vision. As the 2013-14 school year opened, Bullen needed to set a clear and concise direction for the school to grow. One main function for student growth is staff growth. This requires the two large areas of focus for PD are on academics and behaviors. This year's root cause that we are focused on is with regard to cultural awareness or cultural responsiveness.

Our school has also done a lot of work with Solution Tree; the company that provides professional training on Professional Learning Communities. We have attended a National Conference in Lincolnshire, IL for

multiple years, sent 25 staff members to a 2 day training on RtI led by Mike Mattos, contracted Aaron Hansen, Christine Jakicic, Anthony Muhammad and Mike Mattos to specifically provide full day training tailored to Bullen staff. In between all the large trainings, Ms. Villont, Mr. Baumgart and Ms. Stanislawski regularly meet with grade level and content teams to implement and learning.

With technology associated with the classroom, we have had on site training by our ITT, Newsela and LiveSchool. Newsela gives us a tool to deliver content to students individualized to their MAP scores. LiveSchool is a tool that allows us to provide more feedback to students on behavior in real time to enhance our PBIS system. We also use FlexiSched to assign students to a CORE time where they receive help on missing standards within a week of the learning. We have also added a program called "Second Step" to assist in Social Emotional Lessons for our students that are struggling with social behaviors. Besides the on-site training from the company, we have an ITT staff member that also leads professional development on an individual or team level to help implement use of the tools. This training was especially critical this year as we entered virtual learning for the first time. Finally, we have all math staff members that have been trained in AIMSWEB and Co-Writer; a tool to track student progress on interventions.

To address growth in behaviors, we have had multiple staff trained in Non-Violent Crisis Intervention, PBIS (Universal and Selected), and Trauma Informed Schools. The NCI training, mostly done with deans, SPED and administration is to teach strategies to de-escalate situations that can be emotionally charged. PBIS training has allowed us to build our RtI triangle for behaviors as well to teach behavior just like any other academic skill. In the past, we earned a "Bronze" distinction from the Wisconsin RtI network and Wisconsin PBIS Network. Finally, the trainings on trauma helped to inform the staff on the reasons behind some behaviors to create empathy and understanding in order to approach students with better results.

Eileen Abrams provided some training for deans and counselors in this area. As a result, Bullen has substantially redesigned their focus to focus on 3 key areas for 2020-21:

1. PBIS (includes incentives and social skills curriculum)
2. Response to Intervention (includes Essential Standards, Co-Teaching and Cultural Responsiveness)
3. Technology integration (includes the obtaining of technology and the use of programs such as Newsela to impact student learning)

The combination of this work has led Bullen to be Bronze level for the state for PBIS and receive an 83.1 (Significantly Exceed Expectations) on the state report card. The most important measure is that for "School Growth" we are almost 17 points above the state average and for "Closing Gaps" we are almost 13 points above the state average. There were no school report cards or state testing in 2019-2020. MAP testing was just completed in December and analysis will follow along with KUSD updating it's building goal process.