

# 2015-2016 Bose El Title I Schoolwide Plan

**Principal: Margaret Zei**

**Kenosha Unified School District**

## Table of Contents

|  |    |
|--|----|
| <b>School Overview</b>   |    |
| Schoolwide Team Members .....  | 3  |
| Dates of 2014-2015 Schoolwide Meetings .....                         | 4  |
| <b>Schoolwide Plan Components</b>                                    |    |
| Comprehensive Needs Assessment.....                                  | 4  |
| Reform Strategies.....   | 6  |
| Highly Qualified Teachers .....                                      | 7  |
| Professional Development .....                                       | 8  |
| Strategies to Attract High Quality Teachers .....                    | 9  |
| Parental Involvement .....   | 9  |
| Transition Plan .....  | 10 |
| Teacher Involvement in Assessments .....                             | 10 |
| Timely and Effective Assistance .....                                | 11 |
| Coordination of Federal, State, and Local Services and Programs..... | 11 |
| <b>Annual Evaluation Process</b> .....                               | 12 |

## **Bose Elementary Overview**

Bose Elementary School is comprised of approximately 35 staff members who provide instruction and support for students in Early Childhood through Fifth grade. Bose is a comprehensive elementary school featuring:

- Expeditionary Learning model of instruction
- Student Led Conferences
- Special Education Programs for all disabilities
- Early Childhood
- Speech and Language special education
- Summer school for reading and math
- Instructional coaching for teachers
- Tier 2 and Tier 3 interventions are conducted in grades K-5 for areas of need in math and reading
- Collaborative grade level teams working under the Professional Learning Community model
- Afterschool tutoring supporting student learning in mathematics and reading
- Mentoring
- On the Path School-Wide Behavior Plan that includes recognition for positive student behaviors and classroom lesson on pro-social skills and bullying prevention
- School-wide implementation of Accelerated Reader program to enhance student learning
- Extra-curricular activities: choir, Battle of the Books Team, Girls Club, Safety Patrol, Fifth Grade Reception, PTA activities 3-5 times a year, Friday Fun activities for students, Intramural sports (flag football, wrestling, basketball, volleyball and softball)

The Bose staff and administration together with the parents and community hold high expectations that Bose will provide the highest quality learning experience for all students. The mission of Bose Elementary School, where our staff teachers from the heart, is to empower all students to discover their fullest potential in an atmosphere of social responsibility and academic excellence, through the collaboration, cooperation, and commitment of the home, school, and community. Bose is committed to building and maintaining a positive relationship with parents and the community by:

- 
- Developing partnerships with parents and community members who are field experts through our work with case studies in the Expeditionary Learning Model.
- Building connections in the community with our case study final work products (door hangers for the Kenosha Water Utility, citizenship games for the Kenosha Literacy Center, books and ebooks for the library, plants for the community garden)
- Partnering with Kenosha Area Business Association and the Kenosha Retired Senior Volunteer Program through our mentoring program.
- Partnering with the Goodwill Foster Grandparent program for the past 5 years.

**Title I Schoolwide Team 2015-2016**

| <b>Name</b>      | <b>Title</b>                |
|------------------|-----------------------------|
| Margaret Zei     | Principal                   |
| Peggy Walasek    | Instructional Coach         |
| Gail Murphy      | Library Media Teacher       |
| Laurie Johnson   | Teacher, Kindergarten       |
| Lori Capelli     | Teacher, Grade 4 and Parent |
| Susan Steele     | Parent                      |
| Lori Stanford    | Parent                      |
| Denise Mireles   | Teacher, Grade 5            |
| Joan Cates       | Teacher, Grade 1            |
| Sarah Pederson   | Data Coach                  |
| Tiffany Norphelt | School Counselor            |

**Schoolwide Team Meetings 2015-2016**

| <b>Date</b>                           | <b>Topic</b>   |
|---------------------------------------|--|
| June 16-17 2015                       | Comprehensive Needs Assessment and planning for 2015-2016<br>Reviewing budget and plan<br>Finalize goals |
| September 2015                        | Reviewing budget and plan.<br>Review feedback for professional developme                                 |
| October , November, December, January | Reviewing budget and plan  |
| February 2016                         | Mid-Year Implementation Review   |
| March, April 2016                     | Review budget and plan   |
| May 2016                              | Implementation review, data analysis   |
| June 2016                             | Assessment of goals  |

## **Schoolwide Plan Components**

### **Comprehensive Needs Assessment**

#### **Process**

The Title I team used our school data from MAP scores, PALs scores, Fountas and Pinnell assessment results, common assessments in math and reading, attendance, and discipline referrals to determine the needs for Bose Elementary School. The team also reviewed data from the Expeditionary Learning Implementation review, the review of the high quality work product from each grade level case study and results from a parent survey. From analysis of the data which revealed growth in academic achievement and positive feedback from parents, the Title I team determined that the focus for this school year would be to continue with implementation of the Expeditionary Learning model of instruction, implementing Tier 2 and 3 interventions, continued professional development in Expeditionary Learning and Google Applications, transitioning to a PBIS model and acquire interactive technology to support classroom instruction in all subjects. With Bose working towards an inclusive model, all students would have access to the interactive technology.

#### **Program Strengths**

- Adoption of the Expeditionary Learning model continues to have a positive impact on student achievement and improving our instructional practices.
- Bose Elementary School has used Tier 2 and Tier 3 interventions for the past 8 years. With the implementation of the interventions, we have been able to target personalized learning goals. Interventions are delivered primarily by the classroom teacher.
- Collaborative teaming is a strength of the staff at Bose. Having weekly collaborative meeting times, has been an asset to our learning teams. As we move towards implementing interactive technologies in the classrooms, our teaming structure will support the teaching staff as they learn together.
- With the implementation of interactive technologies, lesson plans provide improved student engagement.

#### **Specific Areas of Need**

Analysis of data by the Title I team indicated a growth in student achievement related to the instructional changes initiated with the Expeditionary Learning model therefore continued professional development in developing case studies, learning expeditions and student engaged assessment strategies is an identified area of need.

Our data also revealed that despite an overall improvement in the school culture there is a need for a school-wide plan to address behavioral issues that impact the learning environment and school culture. There is also a need to revise recess supervision to further decrease the number of referrals related to recess incidents.

As we develop in our case studies and 21<sup>st</sup> Century learning skills access to instructional technology continues to be an area of need. Additionally, professional development for instruction using interactive technologies is a need for our staff.

In order to continue the growth in academic achievement in the areas of math and reading our staff is in need of continued professional development to refine the reading workshop model 1.0 and to learn implementation of workshop model 2.0

Our data analysis shows that there is still a need for the students scoring in the lowest 25<sup>th</sup> percentile for reading to be instructed using Tier 2 and Tier 3 interventions implementing the Leveled Literacy Intervention model.

**1. Student Achievement:**

**Wisconsin Badger Exam – Percentage of Students Who Met Proficiency**

|              | <b>ELA</b> | <b>Math</b> |
|--------------|------------|-------------|
| All Students | 49%        | 36%         |

**MAP Data – Percentage of Students Who Met or Exceeded the RIT Norms**

|                  |               |                    |
|------------------|---------------|--------------------|
| Spring 2012-2013 | Reading 34%   | Mathematics 32%    |
| Spring 2013-2014 | Reading 33.2% | Mathematics 37.8%  |
| Spring 2014-2015 | Reading 43.4% | Mathematics 47.2 % |

**2. Student Growth:**

**MAP Data – Percentage of Students Who Met or Exceeded the Expected RIT Growth**

|                  |               |                   |
|------------------|---------------|-------------------|
| Spring 2012-2013 | Reading 37%   | Mathematics 37%   |
| Spring 2013-2014 | Reading 50.7% | Mathematics 54.5% |
| Spring 2014-2015 | Reading 58.3% | Mathematics 65.4% |

**3. Closing the Gap (ELL Students of Color, SWD, Economically Disadvantaged):**

**Wisconsin Badger Exam – Percentage of Students Who Met Proficiency**

|                                | <b>ELA</b> | <b>Math</b> |
|--------------------------------|------------|-------------|
| Asian                          | 33.3%      | 66.7%       |
| Black                          | 20%        | 15%         |
| Hispanic                       | 47.1%      | 23.5%       |
| Pacific Islander               | 100%       | 100%        |
| White                          | 58.3%      | 45.1%       |
| Two or more                    | 40%        | 60%         |
| Students with Disabilities     | 15.4%      | 15.4%       |
| Students without Disabilities  | 52.5%      | 38%         |
| Economically Disadvantaged     | 39.8%      | 28%         |
| Not Economically Disadvantaged | 63.5%      | 48.1%       |
| Limited English Proficient     | 14.3%      | 28.6%       |
| English Proficient             | 50.8%      | 36.2%       |

### **MAP Assessment – Percentage of Students in Subgroups Who Met or Exceeded RIT Growth**

|                 |               |                   |
|-----------------|---------------|-------------------|
| ELL Spring 2013 | Reading 19%   | Mathematics 38%   |
| ELL Spring 2014 | Reading 50%   | Mathematics 57.1% |
| ELL Spring 2015 | Reading 62.5% | Mathematics 68.8% |

|                      |               |                   |
|----------------------|---------------|-------------------|
| Hispanic Spring 2013 | Reading 30%   | Mathematics 33%   |
| Hispanic Spring 2014 | Reading 45.8% | Mathematics 60.4% |
| Hispanic Spring 2015 | Reading 64.4% | Mathematics 62.2% |

|                       |             |                   |
|-----------------------|-------------|-------------------|
| African American 2015 | Reading 39% | Mathematics 61.6% |
|-----------------------|-------------|-------------------|

### **Bose Elementary School Student Learning Outcome (SLO) Goal 2014-2015**

Analysis of the Bose SLO # 1 reveals the following: Based on the percentage of students who met the projected reading growth goal in 2013-2104 at least 5% more students will meet or exceed their projected RIT score growth on the Spring 2015 MAP Assessment. (Goal 53.3%)

Baseline: 2013 – 37%, 2014 – 50.7%, **2015 – 58.3%**

At least 10% more students identified as ELL will meet or exceed their projected RIT score growth on the Spring 2015 MAP Assessment. (Goal 55%)

Baseline: 2013 – 19%, 2014 – 50%, **2015 – 54.5%**

At least 10% more students identified as Hispanic will meet or exceed their projected RIT score Growth on the Spring 2015 MAP Assessment. (Goal 50.38%)

Baseline: 2013 – 30%, 2014 – 45.8% **2015 – 65%**

Although there continues to be work to be done, the number of students increasing their RIT scores and meeting the projected RIT growth shows promise. The strategies implemented through the data driven instruction study and the EL work plan have supported the documented growth.

Analysis of the Bose SLO # 2 reveals the following: Based on the percentage of students who met projected Math growth goal in 2014 – 2015 at least 10% more students will meet or exceed their projected RIT score growth on the Spring MAP Assessment.

Baseline: 2013 – 37% 2014 – 54.5% **2015 – 65.4%** (Goal: 59.95%)

ELL: At least 10% more students identified as ELL will meet or exceed their projected RIT score growth on the Spring MAP Assessment.

Baseline: 2013 – 38% 2104 – 57.1% **2015 – 54.5%** (GOAL: 62.81%)

Hispanic: At least 10% more students identified as HISPANIC will meet or exceed their projected RIT score growth on the Spring 2015 MAP Assessment.

Baseline: 2013 – 33% 2014 – 60.4% **2015 – 60.8%** (GOAL: 66.44%)

Although the subgroup of students identified as ELL did not meet the goal by .5%, the group did make a 4.5% growth in comparison from last year. The goal for all 2nd-5th grade was met and exceeded by 5%. The sub group of students identified as Hispanic made the largest gain meeting and exceeding the goal by almost 15%.

For reading achievement the previously identified greatest areas of need in closing the achievement gaps in subgroups were (in order of greatest gap) English Language Learners, Hispanic and Black. For mathematics achievement the previously identified greatest area of need in closing the achievement gaps in subgroups were in English Language Learners and Special Education. In both reading and mathematics, in the subgroups of English Language Learners and Hispanics we have almost closed the achievement gap. The new identified gap is in the subgroup of African American students in the area of reading.

## **Reform Strategies**

Based on our areas of need, the strategies we will be implementing this year include:

- Continuing to implement the Expeditionary Learning model with fidelity.
- Staff development plans include developing Expeditionary Learning model case studies, a staff-led book study on student engaged assessment, learning targets, Leveled Literacy Interventions workshop 1.0 and 2.0 and Google application training. Staff development will occur during district staff development days or afterschool hours.
- Continuing to develop our literacy block schedule to accommodate our ELL teacher to co-teach four to five days a week therefore increasing the frequency of instruction for the identified students.
- Continuing to implement Achieve 3000 as a supplement to our literacy instruction particularly with a focus on informational text.
- Purchasing technology tools to enable students to use technology in the classroom to complete projects using higher level thinking skills. We will use iPads, laptops computers, Promethean Boards, Activ Expressions, Chrome books and document cameras to deliver instruction in more interactive ways. Continued development on using these tools as instructional strategies will ensure we meet the needs of students and to learn new ways to deliver instruction.
- After school tutoring will be provided to meet the needs of our struggling students. This tutoring will be offered by classroom teachers to work with students on basic skill mastery in both reading and math. Teachers have been trained in using Leveled Literacy Intervention strategies. These strategies will be implemented in a small group format for K-3 grade students.
- An educational assistant will provide support to the school-wide behavior management plan to provide a safe environment that is conducive to learning.
- SMART Goals – Literacy, numeracy and culture/climate goals have been developed to target action in each of these areas.



## Highly Qualified Teachers

All Bose teachers meet the highly qualified criteria outlined in the Elementary and Secondary Education Act.

| Staff Demographics*                  | 2015-2016 |
|--------------------------------------|-----------|
| Administrators                       | 1         |
| Teachers                             | 14        |
| Male Teachers                        | 3         |
| Female Teachers                      | 11        |
| Emergency Certified Teachers         | 0         |
| LAP Teachers                         | 1         |
| Bilingual Teachers                   | 0         |
| Special Education Teachers           | 4         |
| Counselor/Social Worker/Psychologist | 2         |
| Instructional Coach                  | 1         |
| Library Media Specialist             | 1         |
| Instructional Technology Teacher     | 0         |
| Educational Assistants               | 4         |
| Behavioral Interventionist           | 0         |
| Intervention Specialist              | 0         |
| Total Staff                          | 31        |

*\*Results are duplicated*

## Professional Development

Staff development plans include developing Expeditionary Learning model case studies, a staff-led book study on student engaged assessment, learning targets, Leveled Literacy Interventions workshop 1.0 and 2.0 and Google application training. Staff development will occur during district staff development days or afterschool hours.

### **Professional Development Plan 2014-2015:**

**August:** Checklists for Morning Meeting and Student-Led Conferences  
Development of Passages, Tracking goals, Workshop 1.0 and 2.0;

**September:** Growth mindset and “productive struggle” (in regards to workshop 2.0);  
Integrating student reflections on character values - for portfolio’s  
Developing Learning Expeditions - Introduction

**October:** Case Studies - Getting ready to teach first case study in adding formative assessments

**November:** Case Study follow up, Imbedding goal setting and reflection in case study.

**December:** Case Study # 2 planning

**January:** Student Led Conferences Prep for February  
Expeditionary Learning Mid-Year Review  
Going Google 2

**February:** Support for Student Led Conferences

**March:** Imbedding High Quality Text in Case Studies

**April:** Celebration of Learning prep and Passages  
Expeditionary Learning Implementation Review

**May:** Analysis of Cast Studies, High Quality Work Protocol and Celebration of Learning

**June:** Planning Learning Expeditions, Leadership Retreat

## Strategies to Attract Highly Qualified Teachers

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher Orientation 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. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with completing the Professional Development Plan process. Organizational Training and Development offers a course to assist with writing the PDP plan and they also coordinate PDP signing events each school year.

## Parental Involvement

- **Schoolwide Planning**

Two parents serve as active members on the Bose Title I team. The parents engage in the discussion, analysis and decisions of the team. School-wide, parents provide feedback through a survey.

- **Informing Parents**

Monthly newsletter, weekly web blasts, weekly classroom newsletters, yearly Bose Community Meeting.

- **Parent Involvement Opportunities 2015-2016**

| Activities | Dates           |
|------------|-----------------|
| Open House | August 27, 2015 |

|  |                            |
|--|----------------------------|
| PTA Meetings   | Monthly                    |
| Families and Schools Together program<br>(12 families enrolled in an 8 week program) | October –December 2015     |
| Introduction to Expeditionary Learning   | October 2015               |
| Community Meeting  | October and May            |
| Family Movie Nights  | First Friday of each month |
| Read Across America  | March 2016                 |
| Parent Education Class – Introduction to<br>Google Applications                      | Spring 2016                |

## Transition

Fifth grade students attend orientations at the middle schools they will attend for 6<sup>th</sup> grade. Middle school students and teachers meet with 5<sup>th</sup> grade classes to answer questions and provide an overview of middle school. A Getting Ready for Kindergarten class was offered during the summer of 2015 for incoming Kindergarten students. A school-wide Open House is held in August 2015 to welcome new families. The principal makes calls to all new families. Pre-K families meet with the teachers with a one-to-one meeting at school or home before school begins.

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

Bose teachers are engaged weekly in grade level collaboration meetings. This meeting time is structured by the team, the instructional coach and data coach to discuss student data. Common assessment data is analyzed to assess student growth and instructional strengths or areas needing changes. Data is collected by the data coach and is presented at collaboration meetings. A focus will be placed this year on analysis and understanding MAP data to make instructional decisions as well as implementing formative assessments. Teachers are expected to use the analysis of assessments in their instructional planning.

## **Timely and Effective Assistance**

Bose Elementary staff will provide reading and math intervention sessions for students in need 3- 5 times each week for thirty minutes a session. After school tutoring will be provided three days a week for 30 minutes by teachers trained in Reading Recovery and Leveled Literacy Interventions. Interventions will be provided during the school day for students who cannot stay for afterschool support. ELL support will be provided during the day by our LAP - Language Assistance Person. Special Education teachers will work closely with the regular education teachers to provide the needed assistance for our special education students.

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

Bose Elementary School only receives District allocations, therefore Title I funds will be coordinated with that funding to best serve the needs of our students. We will use our school SLO goals, Expeditionary Learning Work plan and the Title I plan to guide our use of these funds with the focus being to build the capacity of all students. Any grants or other funding we apply for will be coordinated using the plans as our guide. During the 2015-16 school year, Bose will continue to provide professional development opportunities for the Expeditionary Learning model and implementation of instructional technologies, hire a teacher to deliver interventions during the school day, hire a part-time secretary to assist with implementing a school-wide behavior plan, continue with on-line resources subscriptions to supplement classroom literacy and numeracy instruction and access technology devices to increase access for students.

### **Extra Curricular**

Students have the opportunity to participate in choral programs, Accelerated Reader, KUSD Battle of the Books, reading incentive programs, art club, Jump Rope for Heart, intramural sports and dance programs.

### **Parent Teacher Organization**

Bose Elementary has an active Parent Teacher Association which supports the school in a number of ways: recognition programs, playground equipment purchases, assemblies, teacher supplies, home folder communication materials, birthday prizes, open house, and most importantly in their support of our mutually shared vision for our children and our commitment

to reading and math as our uppermost purposes. The PTA will focus on raising funds in the 2015-2016 school years to increase the reach of our financial literacy needs.

### **Annual Evaluation Process**

Our Title I committee will meet to analyze current data and revisions will be made to the current plan to ensure continuous improvement of our students. School data will be shared at the annual Bose Community meeting. Monthly updates on the implementation plan will be shared at the Bose PTA meetings. Teachers will also be sharing assessment results and intervention strategies during conferences with parents at least two times during the school year. The Title I committee will work with the staff to evaluate the effectiveness of the strategies and make adjustments to the plan for the following year. Further plans and results will be made available on the school website and the school office. Parents will be notified of changes to the plan through newsletters and updates at PTA meetings.

## Appendix A: Expeditionary Learning Work Plan 2015-2016



| <b>Bose Elementary School - Work Plan – 2015-16</b>  |  |   |  |
|--|--|---|--|
| <b>Student Achievement Goal:</b> Having a growth mindset, all scholars in the Bose Community will find purpose in and take ownership of their learning through: goal setting, student engaged assessment, feedback, and reflection.  |  |   |  |
| <b>Rationale:</b> Research indicates that when students and adults operate from a growth mindset everyone is capable of high academic achievement. Research also indicates that student engaged assessment, goal setting, feedback, and reflection are essential to developing ownership for learning and positively impact student achievement.   |  |   |  |
| <b>Alignment with EL Core Practices:</b> CP 7 A-D Producing High-Quality Student Work, CP 11 H,I,J Delivering Effective Lessons, CP 20A-D Using Student-Engaged Assessment to Create a Culture of Engagement and Achievement; 21F Using Assessment for Learning Strategies; 22A-C: Creating Quality Assessments; CP 24 A-G Communicating Student Achievement; CP 34 C: Engaging Students with Data   |  |   |  |
| <b>Faculty Learning Targets (Long Term and Supporting)</b>   | <b>Structures and Leadership Actions</b>   | <b>EL Support and Services</b>  | <b>Data Points / Evidence for Monitoring Progress</b>  |
| <p>1. I can identify and explain how a growth mindset fosters high academic achievement, motivation and independence for all community members.</p> <p>2. I can foster a growth-mindset in my students about learning and behavior.</p> <p>a. I can create a portfolio system for students to use for student-led conferences and 5th grade Passages.</p> <p>b. I can refine the content and procedures of student-led conferences.</p> <p>c. I can support my students to track, reflect on, and share their progress towards academic goals.</p> | <p>Ongoing PD diving deeper in the growth mindset approach.</p> <p>Grade level teams determine portfolio content</p> <p>Grade level teams determine materials for student-led conferences.</p> <p>PD for developing passages</p> <p>PD on tracking, reflecting and sharing progress towards goals.</p> | <p>School Designers provide PD on growth mindset</p> <p>School Designers provide PD on passages</p> <p>School Designers, Data Coach and School Psychologist provide PD on tracking reflecting and sharing progress towards goals.</p> | <p>– Visuals around school</p> <p>– Info for parents on growth mindset and responses that reinforce growth mindset.</p> <p>Portfolios</p> <p>Parent surveys</p> <p>Data Displays</p> <p>PALS</p> <p>Badger</p> <p>MAP</p> <p>F/P</p> <p>Quarterly Assessments</p> <p>Interventions</p> |



## EXPEDITIONARY LEARNING

|  |  |   |   |
|--|--|---|---|
|  |  |   |   |
| <p>4. I can create 2 case studies that are aligned with common core and content standards, are rich in literacy and, when possible mathematics that result in a high quality student work products.</p> <ul style="list-style-type: none"> <li>a) I can develop and implement learning targets that include knowledge, reasoning and skill.</li> <li>b) I can plan a quality work product that shows complexity, craftsmanship, and authenticity.</li> <li>c) I can structure effective lessons that include a wide variety of lesson formats such as protocols, discovery based lessons, BBK (building background knowledge), games, and partner work.</li> <li>d) I can tie student engaged assessment practices into the development of my case study, which results in quality work products and performances.</li> <li>e) I can teach students to reflect on their work and give descriptive feedback for multiple revisions.</li> <li>f) I can develop tasks and rubrics that support high quality student work.</li> <li>g) I can incorporate 21st century learning technology skills in case studies.</li> </ul> | <p>Ongoing PD for planning case studies</p> <p>PD for incorporating 21st century learning technology skills in case studies.</p> <p>Staff debrief on Designing Learning Expeditions (Fall of 2015)</p> <p>Building structure to include specials teachers in on intentional planning for case study.</p> | <p>School Designers will provide PD for planning case studies.</p> <p>LMT will provide PD for incorporating 21st century learning technology skills in case studies.</p> <p>EL Institute -Designing Expeditions (July 2015)</p> | <p>Quality work products<br/>High Quality Work protocol<br/>Anchor charts</p> |
| <p>3. I can teach academic vocabulary in mathematics.</p>  | <p>– PD for teaching academic vocabulary in mathematics.</p>   | <p>Instructional coach and vocabulary team will provide PD and model lessons</p>  | <p>Vocabulary notebooks<br/>Anchor charts</p>                                 |
| <p>5. I can use formative assessment data to plan for and implement reading and math interventions.</p>  | <p>PD for formative assessments<br/>PD for interventions and progress monitoring</p>   | <p>Data coach will provide PD for formative assessments.<br/>Data Team PD with Focus on Results</p>   | <p>MAP<br/>PALS<br/>Badger<br/>Progress Monitoring</p>                        |



**Bose Elementary School - Work Plan – 2015-16**

**School Conditions Goal:** Students and staff at Bose Elementary will establish and apply a specific code of character focused on responsibility for learning and compassionate behavior.

**Rationale:** Bose needs to be a place where there are consistent expectations for students and staff throughout the building in order for scholars to achieve academic success and character growth. The focus of the entire community must be on student learning and compassionately addressing and responding to the needs of individuals.

**Alignment with EL Core Practices:** CP 25 Building a Community of Learners (A - Clear School-Wide Expectations, C - Climate of Learning); CP 26 (A - Relational Character and B - Performance Character); CP 27 Establishing Structures for Knowing Students Well (A - Crew in Elementary School, C - Building Relationships); CP 28 Engaging Families and the Community in the Life of the School (B & C); CP 35 Cultivating a Positive School Culture (A & B)

| Faculty Learning Targets   | Structures and Leadership Actions  | EL Support and Services   | Data Points / Evidence for Monitoring Progress   |
|--|--|---|--|
| <p>1. I can demonstrate the school and community relational and performance character values to build community in my classroom.</p> <ul style="list-style-type: none"> <li>a. I can participate in research of a school-wide system of behavior management. (PBIS?)</li> <li>b. I can integrate student reflections on character values and habits of learning in my classroom.</li> <li>c. I can guide student character value reflection and goal setting in the SLC structure.</li> <li>d. I can adjust my SLC practice to meet the established criteria.</li> </ul> | <p>Establish Behavior Management Team to manage the Code of Character.</p> <p>Gather and monitor behavior data using established form. (Review and revise form and outline ways to hold all people accountable to the form)</p> <p>Clear rubric/checklist for student reflections (Possibly split K-2 and 3-5)</p> <p>District sponsored PD on PBIS/behavior systems</p> | <p>PD - SLC next steps (Student Reflection and goal setting; establishing clear SLC criteria)</p> <p>Feedback on classroom visits</p> | <p>SLC parent survey</p> <p>Student Portfolios and reflections</p> <p>Midyear Review/Implementation Review</p> |





## EXPEDITIONARY LEARNING

|  |  |  |  |
|--|--|--|--|
|  | Adjust and revise SLC Parent Survey to make it less qualitative entering our next round.<br><br>Establish clear criteria for SLC's   |  |  |
| 2. I can enhance my implementation of morning meeting and K-5 Crew.<br>a. I can develop and follow a checklist for a morning meeting.<br>b. I can align all K-5 Crew lessons to Character Values and Habits of Learning.<br>c. I can integrate "data literacy" into my morning meeting/crew time.  | Create a checklist for morning meetings.<br><br>Crew team review and revise lesson plans for K-5 crew<br><br>Investigate and plan Model lessons for Morning Meeting  | PD - Establishing a checklist for quality morning meetings/crew<br><br>Model/Coach new classroom staff. (Crew) | Student survey results (MYR and End of Year)   |
| 3. I can use multiple strategies to engage families in the school community.<br>a. I can evaluate and expand the strategies used to invite families to Community Circle.<br>b. I can prepare students for a school wide Celebration of Learning.<br>c. I can embed attendance conversations in my Morning Meeting.<br>d. I can support my students in the SLC process. | Contact families using multiple strategies:<br>-Robocall<br>-Newsletter (Principal and Teachers)<br>-Student invitations<br>-Calendar<br>-Social Media (FB, Twitter, Vine, website)<br><br>FAST program with Tiffany and Deanna. (10-15 families)<br><br>Create a document that tracks parent participation in Community Circle.<br><br>Coffee and Donuts before Community Circle (For families) | PD - Celebration of Learning preparation and presentation (Most likely tied to High Quality Work/Case Study)   | Ongoing Monthly attendance display (Data wall)<br><br>Parent attendance in FAST and CC |



**EXPEDITIONARY  
LEARNING**

|  |  |  |  |
|--|--|--|--|
|  | Attendance graph in the monthly newsletter |  |  |
|--|--|--|--|

|  |   |
|--|---|
| <b>Bose ELEMENTARY - EL Professional Development Plan - 2015-2016</b>  |   |
| <i>The long-term goal is to build the internal capacity of every school staff. In order to maximize your relationship with EL, we suggest that instructional leaders work alongside school designers whenever possible. Think strategically about how work with teachers or teams can impact school-wide implementation.</i>   |   |
| <p><b>Most direct service days will be scheduled in advance and may include the following:</b></p> <ul style="list-style-type: none"> <li>• Leadership coaching</li> <li>• Leadership team meetings</li> <li>• Collecting and/or analyzing data related to the work plan goals</li> <li>• Curricular planning sessions</li> <li>• PD planning and/or facilitation</li> <li>• Classroom observations/debrief sessions</li> <li>• Supporting coaching cycles</li> <li>• Support with National Conference preparation, Fund for Teachers applications, and other national activities</li> <li>• Participation at institutes with staff members to provide targeted support</li> <li>• Supporting the implementation of institute content in classrooms/schools</li> </ul> <p><b>EL Institutes (Include date, location, and # of participants):</b></p> <ul style="list-style-type: none"> <li>– National Conference</li> <li>– Leadership Cohort</li> </ul> | <p><b>Direct service days:</b><br/><b>NOTE:</b> See <i>Bose PD and Collaboration Calendar</i> for details about dates below.</p> <p><b>August:</b> Checklists for MM and SLC's - Passages, tracking goals, workshop 1.0 and 2.0;</p> <p><b>September:</b> Growth mindset and "productive struggle" (in regards to workshop 2.0); Integrating student reflections on character values - for portfolio's Staff Meeting: Share out of DLE attendees (Sept. 8th)</p> <p><b>October:</b> Case Studies - getting ready to teach first case study in Q.2 adding formative assessments (the 4 T's)</p> <p><b>November:</b> Case Study follow up and How are we imbedding goal setting and reflection in case study.</p> <p><b>December:</b> Case Study # 2 planning/PLC (4 T's)</p> |

5



**EXPEDITIONARY  
LEARNING**

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>– Site Seminars</li> </ul> <p><b>Number of direct service days (as designated by MOU): 40</b></p> <p><b>Specific check-in dates/structures during the school year to monitor the work plan goals:</b></p> <ul style="list-style-type: none"> <li>- MYR</li> <li>- HQW Protocol</li> <li>- IR</li> <li>- Work Plan Retreat</li> </ul> | <p><b>January:</b> Student Led Conferences Prep for February (Midyear Review)</p> <p><b>February:</b> Support Teachers in prep for SLC's</p> <p><b>March:</b> Character Values Refresher</p> <p><b>April:</b> Celebration of Learning prep and Passages (Documentation panels or other ways to present) (IR at Staff meeting)</p> <p><b>May:</b> HQW Protocol and Celebration of Learning</p> <p><b>June:</b> Expedition Planning on the 13th; Leadership Retreat</p> <p><b>July:</b></p> <p><b>August:</b></p> |
|---|---|

6



