

Brass Title I Schoolwide Plan

Principal: Joel M. Kaufmann

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Brass Community School Overview

Brass Community School was founded in 2008 with the combining of Durkee and Lincoln Elementary Schools. It was built on the former American Brass Company site that represented work for many of the citizens of Kenosha. Brass Community School is now home to over 450 children with a focus on community partnerships and high quality education.

The mission of Brass Community School, a neighborhood of learners who celebrate our multicultural diversity, is to inspire all children to reach their highest academic and social potential by providing quality education in a safe and welcoming environment.

Brass Community School has a PTO that works with several members of our Solutions Team Network that focuses on academic achievement, behavior and attendance, recognition, and culture. Each team contains opportunities for staff and parents to be a part of all that we do to create a sense of community.

Brass Community School can be best characterized as being a school that is organized, safe, and completely focused on doing what is best for children as it pertains to their academic, social, physical, and mental education. We believe that this is best done through constant collaboration and decision-making that is done through analyzing data. Brass Community School enjoys a very positive and collaborative relationship with the parents and community. For example, the Parent/Teacher Organization brings in families throughout the year to help build strong school/home relationships. One of these events is our Pumpkins After Dark Night. This night brings in over 500 people and engages them in fun, family oriented activities. Another relationship that we are proud of is with the Kenosha Area Business Alliance (KABA). This organization provides amazing mentors for the students at Brass. Currently, more than 50 members of the community give of their time to work along-side many of our students. A third relationship that we are very happy to foster is that with the faith based community around Brass. The support that we get from these organizations is multi-faceted. First, these organizations have committed to financially support our PBIS initiative. Second, they do an amazing job of supporting our family events by offering their people to give of their time. Finally, these organizations offer programming in our school that gives a place for our students to be to continue to learn, even after school hours.

Parents and community organizations, along with the Brass staff and Administration hold the high expectations that Brass provides the highest quality learning expectations for all students. This plan outlines some of these efforts.

Title I Schoolwide Team

Name	Title
Joel Kaufmann	Principal
Debbie Moran	Parent and PTO President
Laura Marran	Special Education Teacher (Pre-K)
Henry Thurman	Kindergarten Teacher
Hans Lugo	Even Start Director
Kristen Scozzaro	1 st /2 nd Grade Teacher
Kimberly George	3 rd ,4 th , 5 th Grade Teacher
Randy Hoover	3 rd ,4 th , 5 th Grade Teacher
Debbie Malsack	Head Secretary
Debbie Short	Instructional Coach
Mary Limbach	Instructional Coach
Leonard Jackson	Parent
Holly Meyer	Community Member
Patricia Weyker	School Counselor

Schoolwide Team Meetings 2015-2016

Date	Topic
June 5, 2015	Solutions Teams, School Structures and Academic Focus
July 15, 2015	Continued Discussion from June Meeting
August 6 th , 2014	Review Team Reports, Revise School Structures, Calendar Items
August 14 th , 2015	Finalize Plan and Budget
January 14 th , 2016	Mid-Year Evaluation of Plan and Budget

School Demographics

The current enrollment for Brass Community School based on data from the 2014-2015 school year is 505 students. As you can see in the following chart, this past year our enrollment has jumped 50 students from the average of the preceding 4 school years.

Demographic Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Enrollment	470	461	441	455	505
Male	50.6	52.3	50.6	52.3	49.7
Female	49.4	47.7	49.4	47.7	50.3
American Indian	0.9	0.9	0.5	0.4	0
Asian	0.2	0.0	0.5	0.4	0
Black	45.7	41.9	44.9	45.1	44.8
Hispanic	33.4	36.2	35.4	39.3	37.2
White	16.4	18.2	18.8	14.7	12.1
Student with Disability	15.5	17.1	17.2	14.5	11.9
Economically Disadvantaged	85.3	87.4	87.8	90.5	90.9
Limited English Proficiency	14	14.5	13.8	14.7	16.0

While we continue to see our ethnicity percentages stay pretty steady, we have noticed that our economically disadvantage and limited English proficiency numbers to continue to rise. These trends must be considered when determining instructional reforms.

Achievement Data – Adjust these to only 2 years with sub groups

WKCE Testing (2008-2013) Badger Exam (2014-2015)

All School (Grades 3-5)

Badger Exam									
Date	Grade	#	Subject	Below Basic	Basic	Proficient	Advanced		P+A
Spring 2015	3	65	Reading	29.2%	40%	16.9%	13.8%		31%
		65	Math	24.6	33.8%	27.7	13.8%		42%
	4	82	Reading	46.3%	22.0%	22.0%	9.8%		32%
		83	Math	26.5%	10.7%	26.5%	9.6%		35%
	5	66	Reading	68.2%	18.2%	10.6%	4.5%		15%
		66	Math	54.5%	31.8%	9.1%	4.5%		14%
WKCE									
Date	Grade	#	Subject	Minimal	Basic	Proficient	Advanced		P+A
Nov. 2013	3-5	151	Reading	63.6%	26.5%	9.3%	.7%		10.0%
			Math	29.8%	53.6%	15.9%	.7%		16.6%

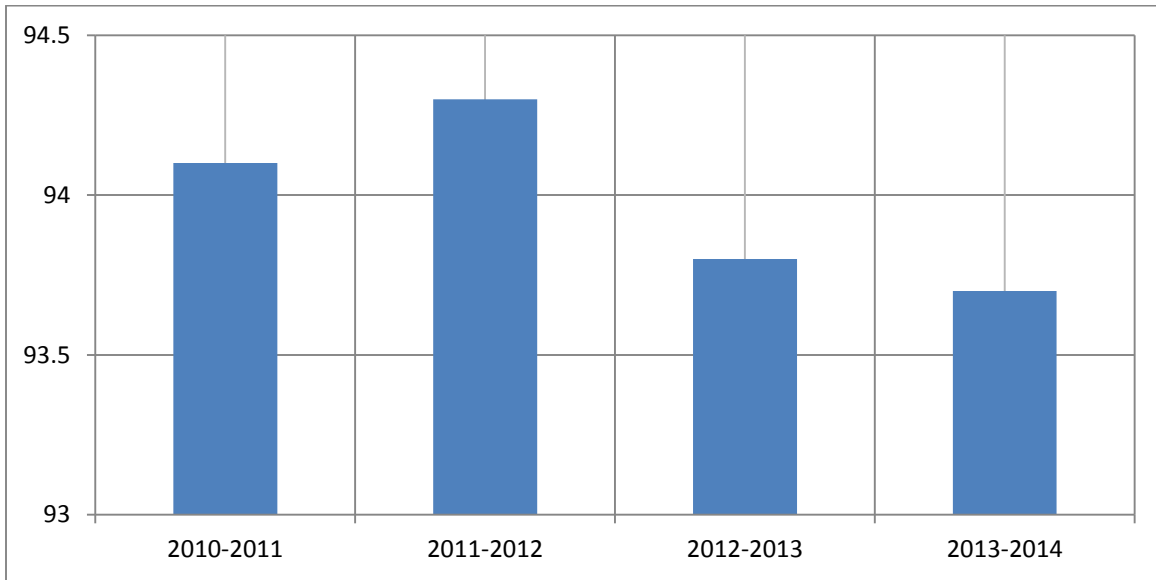
2014-2015 MAP results by group.

TOTALS	#	Fall 2014 Read RIT	(*/- CLASS AvG)	Fall 2014 Math RIT	(*/- CLASS AvG)	Spring 2015 Read RIT	(*/- CLASS AvG)	Spring 2015 Math RIT	(*/- CLASS AvG)
HISPANIC	108	180.4	-9.3	188.2	-8.5	191.1	-6.7	201.8	-9.6
WHITE	35	189.7	0.0	196.7	0.0	197.8	0.0	211.3	0.0
BLACK	127	181.3	-8.3	187.2	-9.6	190.2	-7.5	200.8	-10.5
2 or More	9	189.4	-0.2	192.6	-4.1	202.3	4.6	210.7	-0.7
With IEP	33	168.4	-15.8	176.2	-14.5	174.5	-19.7	187.5	-17.4
Without IEP	247	184.1	0.0	190.7	0.0	194.2	0.0	204.9	0.0
ELL	57	174.6	-8.7	183.9	-5.7	186.1	-6.4	197.8	-5.6
NOT ELL	215	183.3	0.0	189.6	0.0	192.4	0.0	203.4	0.0
FEMALES	144	183.7	0.0	189.5	0.0	193.5	0.0	203.8	0.0
MALE	136	180.7	-3.0	188.4	-1.0	190.3	-3.2	201.9	-1.9
ECON DIS	245	181.2	-8.5	188.3	-6.0	191.4	-3.9	202.1	-6.4
NOT ECON	35	189.8	0.0	194.3	0.0	195.3	0.0	208.4	0.0
SCHOOL	280	182.2	0.0	188.9	0.0	191.9	0.0	202.9	0.0

Brass Community School struggles when it comes to state testing. With the implementation of the Badger Exam we have raised our proficient and advanced percentage by 15%. We have

aligned our curriculum with the Common Core, we have implemented PLCs and teams meet regularly, walk-throughs occur regularly, and there is an emphasis on excellence. Our intervention program runs before and during the school day as well. We do see signs of upward trending, but not as much as we would like to see. Despite the challenges we face, we all continue to remain dedicated and focused on doing what is best for our children, as well as the families we serve.

Attendance Rate



As the number of economically disadvantaged students increases, we see a downward trend in our attendance rate. To reduce this trend, we are actively participating in monthly incentive programs that focus on motivating students to come to school. Traditionally, the colder months have produced lower attendance rates over the years, so our most attractive programs will take place during those months. We have a team that meets every two weeks to discuss current attendance trends and ensures that agencies/services are in place when necessary.

Add behavior ISS OSS from WINNS

School-wide Plan Components

Comprehensive Needs Assessment

Our title team realizes that we have underachieving students in each sub-group, but we have decided to focus on economically disadvantaged students for this plan. Furthermore, we realize that most of our students are in need of math and reading support. With that being said, we have set up three specific strategies for the 2015-2016 school year. Strategy #1 focuses on staffing, strategy #2 focuses on professional development and strategy #3 focuses on the integration of technology.

Process: The process used to determine the needs of the building will include an unfiltered look at our achievement data from the past two years. Looking at all of this data will create a blanket of information regarding how well our school is performing.

Program Strengths: After a review of the most recent data, we learned that we have a number of areas of strength within the school. Specifically:

- 3rd grade reading scores improved from 9.5 to 13.5 points
- K and 1st grade students met their goals for PALS,
- Grades 2, 3, and 5 met their MAP testing goal for reading,
- Grades 1, 3, and 4 met their Guided Reading Goal (grade 5 missed by 1%),
- 3rd grade Rocket Math (intervention) met their goal
- Grade 2 only missed goal for MAP math by 2% (58% proficient)

Specific Areas of Need: Areas of need are determined by analyzing how grade levels performed regarding assessment areas. The areas identified for improvement are:

- Pre-K and K for PALS (beginning sounds, rhyme awareness, alphabet recognition, and spelling.
- Grades 4 and 5 for MAP (Reading) update to which area of reading MAP
- Grades 3, 4, and 5 for MAP (Math)
- K, 2, 4, and 5 for guided reading levels
- Grades 1, 2, 4, and 5 for Rocket Math

Reform Strategies

In an effort to reform our current production regarding student achievement, the following strategies and changes have been put in place for the 2015-2016 school year.

Strategies that are supported by non-Title I funds:

- Continuation of the school-wide Breakfast Program: Allowing all children to be fed prior to learning.
- School-wide Nutritious Snack Program: Partnership with UW-Parkside
- Implementation of the Positive Behavior Interventions and Supports in order to marry what we do with behavior interventions with what we have in place with our academic interventions. The use of PBIS will continue to include 5 common rules displayed throughout the school and a customized disciplinary referral to ensure that each staff member is using consistent language and systems in terms of managing student behavior.
- First School Based Health Care Model Implemented in Kenosha.
- Professional Learning Communities
- Continued training in Leveled Literacy Instruction (LLI)
-

Strategies that are supported by Title I funds:

Strategy #1 - Staffing

- Continuing with the two instructional coach model to assist with instructional strategies, classroom management techniques, data monitoring, and assessment implementation.
- Community Connected Mentoring Program—over 60 mentors from the community currently support the school by meeting with individual children every week.
- Increase health information support to ensure students' health needs through additional staffing
- Increase family involvement through improved communication and coordination of educational opportunities
- Organize and follow through with a ‘Back to School’ home visit tour by the entire staff as a plan to visit each of our student’s homes prior to the start of the school year in order to help build a strong home-school relationship.
- Revamp and reorganize the before and after school programming in order to support the learning of many of our students who represent our lowest achieving sub-groups.
- Provide substitute teachers for our literacy teachers in order to give them ample time to assess our students in their reading level.

Strategy #2 – Professional Development

- Bringing in instructional staff to work on curriculum as well as work on assessment writing during the summer school and school year. (Math and Reading/ELA work)
- Send staff to off-campus professional development in PLCs and PBIS.
- Secure books to increase the staff library of professional reading.

Strategy #3 – Integration of Technology

- Implementation of the Project Wisdom curriculum, an online curriculum on character development
- Continue to support Brain Pop, an online tool for reading and math
- Continue to support IXL, an online tool for math
- Purchase laptops for staff to allow them to continue to access online resources and tools.
- Purchase a classroom set of Chromebooks to allow students to access online resources and tools.
- Purchase the licenses to Raz-Kids in order to support students in reading and vocabulary.

Highly Qualified Teachers

Teachers have been identified by their strengths and have been teamed up to help one another in the areas of classroom management, instructional delivery, and professional modeling of lessons. In addition, all of our professional development time will be spent focusing on specific targets for reading and math that are designed to raise student achievement in our priority areas.

Staff Demographics*	2015-2016
Administrators	1
Core Classroom Teachers	20
Male Teachers	1
Female Teachers	19
Emergency Certified Teachers	0
LAP Teachers	2
Bilingual Teachers	3
Special Education Teachers	6
Counselor/Social Worker/Psychologist	2
Instructional Coach	2
Specialists	6
Technology Coordinator	1
Educational Assistants	6
Behavioral Interventionist	0
Intervention Specialist	0
Total Instructional Staff	42

**Results are duplicated*

Strategies to Attract Highly Qualified Teachers

Brass Community School has not had to hire a staff member who is not certified in the past 5 years. Despite our challenges, we continue to attract and maintain quality teachers who are dedicated to providing the very best learning environment for students. To make sure we continue to attract good teachers, we work hard to maintain an environment of support and growth so that people want to work here.

Professional Development

All of the professional development that occurs at Brass Community School is filtered through the Instructional Leadership Team. By doing so, we are able to ensure that all activities are relevant to staff, are on target with our goals, and will be in line with district expectations. In addition, we are also able to share staff with other school who may be interested in the same activities.

Every Friday for a minimum of 90 minutes, some days even more, staff is able to focus heavily on instructional, cultural, and structural needs as often as needed. They engage in professional conversations that focus on curriculum, instruction, assessment, and interventions. This allows us to make sure our curriculum is tight and instruction can be modified to meet the differentiated needs of the students.

Professional development at Brass Community School can be highly focused as half of the first through fifth grade teachers focus on numeracy instruction while the other half focuses directly on literacy instruction. This allows us to take best advantage of our time and planning by not having to choose which content area to focus on. Every Friday, teachers focus on their specific content area resulting in higher quality preparation.

The Title I team at Brass has made Professional Development a focus this year. While the team has agreed to financially back Strategy #3, it is imperative that staff be given time to be able to implement the learning that is taking place. To help with this we have developed the following calendar.

Professional Development 2015-2016

DATE	BRASS
09/04/15	Guided Reading: How to pace, lesson planning, progress monitoring below level students
09/11/15	Assessment in Writing, Analyzing student samples, using a rubric
09/18/15	Google Training
09/25/15	*1/2-Intervention - Reviewed data in order to place students in cross-grade groups focused on intervention for either reading or math *3/5-PLC on their own. *K-Developing rubrics for standard for Q1, discuss collecting checkpoint data on critical skills.
10/02/15	Creating SLO, PPG, Teachscape (led by Joel)

10/09/15	<p>*3/4-Intervention: Review reading data, discuss options for groupings, determine which teachers will teach which groups. Since this is a new piece, the group will discuss the norms for all teachers and students participating in order to make the structure effective.</p> <p>*1/2-Intervention:discussion student results, intervention groups, and changes made to the block from last year in order to increase achievement results for certain groups.</p>
10/16/2015	
10/30/15	
11/06/15	*3/4/5-PLC/PD Grade Level Planning for the 2nd quarter: Teachers will work in teams to develop a schedule that identifies grade level needs for PD and the focus of the PLC time.
11/13/15	<p>*K PD: LLI Training</p> <p>*1/2 PD: Lucy Calkins (Writing) Planning a unit of study for Opinion Writing together</p> <p>*3/4 PLC/Grade Level Planning for 2nd Quarter</p>
11/20/15	<p>*5 PD: Lucy Calkins (writing) Discussing how to plan a unit of study in writing.</p> <p>*3/4- Review Checkpoint Assessments, gather feedback, and discuss implementation of this common assessment.</p> <p>*K-Developing high quality center in ELA and Math. Feedback from walk-throughs.</p>
12/04/15	<p>*1/2 PD: Understanding the Comprehension Toolkit and developing Mini Lessons for the quarter based on the focus strategies.</p> <p>*3/4 Developing units of study together, gathering resources, and building assessments.</p>
12/11/15	<p>*K- Reader's Workshop & connecting standards to the lessons.</p> <p>*1/2- Review Word Study Assessments & plan instruction based on results.</p> <p>*3/4/5 - Review Checkpoint Assessments that were administered via a Google form. Carol will guide the conversation to debrief regarding the quality of the questions as well as student results. Teachers will learn about Flubaroo as a tool to grade assessments. Teachers will score constructed response together to get the gist of SB assessment rubric.</p>
12/18/15	Teambuilding as a staff.
01/08/16	<p>*3/4- Review the Checkpoint for 3rd Q. Predict any problematic questions in order to edit before administering. Determine dates for completion of the assessment and begin planning how we will transfer what we've learned from the data into instruction.</p> <p>*5-ELA: Guided Texts with Novels.</p> <p>*1/2-Revisit status of students relative to their SLO. Review assessment data and plan instruction for the following week. Determine the activates students will work on while F/P testing occurs.</p>
01/15/16	PLC--Pacing and Common Formative Assessments
01/22/16	Teacher Workday--End of 2nd Quarter
01/29/16	Kinder and 1/2 will be reviewing F/P results and reflecting on whole group, small group and intervention. Grades 3/4/5 will be focused on data review, specifically related to end of 2nd quarter. PLC work with Guided Reading Data, Math Intervention Data, and reflection on pacing.
02/05/16	Data review and planning for Badger Exam. How much time do we have left and how can we best use it?
02/12/16	Staff Development (1/2 Day) Focus will be on Professional Learning Communities

02/19/16	PLC Meetings. Topics are different for each grade level. Instructional goals are set and scores for recent assessments reviewed.
03/05/16	PLC work. Grade levels met to work on regularly assigned tasks related to assessments, instruction, and other curriculum pieces.
03/12/16	PLC Meetings. Topics are different for each grade level. Instructional goals are set and scores for recent assessments reviewed.
03/19/16	PLC Meetings. Topics are different for each grade level. Instructional goals are set and scores for recent assessments reviewed.
03/26/16	Teacher Workday
04/16/16	
04/23/16	Teachscape: How to upload artifacts and input evidence.
04/30/16	Planning for 15-16. What does it look like and discussions regarding curriculum planning. Establish teams and begin focused study.
05/07/16	Continued planning 15-16 curriculum and teams. Identify needs and plans to address them.
05/14/16	Literacy Planning for 15-16.
05/28/16	Numeracy Planning for 15-16.
06/04/16	Finalizing work for end of year and planning for 15-16 school year. Infuse into Title 1 plan.

Parental Involvement

- **School-wide Planning**

As we move into year one of PBIS, we will be looking to involve parents in the Universal Team. We are also soliciting feedback and suggestions through our PTO. Finally, in partnering with Pat Demos, the Community and School Relations Coordinator for the district, we are exploring Joyce Epstein’s School-Family-Community Partnership Model.

- **Informing Parents**

Communication is a critical aspect of our school. In addition to the monthly newsletter sent by the principal, each classroom sends home a weekly newsletter for all parents to read. We also use a weekly folder provided for all families and is used every Wednesday to communicate important news and events. In addition, we use a digital sign for the front of the building to complement our website and phone messaging system. Finally, we have made our school-wide Title I plan available to parents both on our website as well as a hardcopy in our main office.

- **Parent Involvement Opportunities 2015-2016**

Activities	Dates
PTO Meeting and Educational Topic Parent Involvement Policy Discussion of School Plan ELL Parent Meeting	September 17, 2015
PTO Meeting and Educational Topic	October 7, 2015
911 For Parents	October 20, 2015
Conferences	October 21,22, 2015
Parent Workshop (community resources)	Sat., October 24, 2015
911 For Parents	October 27, 2015
Pumpkins After Dark	October 30, 2015
911 For Parents	November 3, 2015
PTO Meeting and Educational Topic	November 12, 2015
Even Start Family Dinner (focus on Latino)	November 19, 2015
PTO Meeting and Educational Topic	December 3, 2015
Winter Program—music	December 16, 2015
Olympic Athlete Assembly (families welcome)	December 17, 2015
PTO Meeting and Educational Topic	January 7, 2015
Family Movie Night	January 29, 2016
PTO Meeting and Educational Topic	February 4, 2016

PT Conferences	February 24-26
Pinewood Derby Night	March 2, 2016
PTO Meeting and Educational Topic	March 4, 2016
PTO Meeting and Educational Topic	April 15, 2016
CPR/First Aid for Families	April 20, 2016
Paint The Night Blue	April 27, 2016
PTO Meeting and Educational Topic	May 6, 2016
End Of Year Celebration	June 10, 2016

Transition

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

- **Pre-K Education:** We try to service as many of our boundary children as possible as they begin to prepare for kindergarten. We offer two full sections each day of children who will be attending our school the following year.
- **Getting Ready for Kindergarten:** During our summer school program, we operate our getting ready classes as a half-day to help the children prepare for life in kindergarten. We also staff it with two of our kindergarten teachers so the children see a familiar face in the fall. Unlike other schools, our program runs for 4 hours instead of two which certainly helps with transitions.
- **5th Grade Transition:** Our students visit the middle schools in the spring and then are taught there during summer school to help with getting them prepared and knowledgeable about the building they will be attending.
- **Open House:** Students and parents are invited to attend an Open House that is hosted in a very family-oriented manner where parents are spoken to by their classroom teachers in small groups instead of a large group setting with the principal. Kindergarten open house is staggered to ensure that parents are able to attend their child's kindergarten presentation and not miss out on their other room.
- **Home Visits:** Our school is the only school that visits every single home in August to help communicate with our families and get them ready for the school year by dropping off donated supplies and important information. This helps us get off to an incredible start!

Teacher Involvement in Use of Academic Assessments

Data monitoring is a critical piece to our improvement as a school. Our students and staff will set Student Learning Outcomes (SLOs) as individuals. Those goals are all aligned to our overall goals as a school. All of our goals are driven by the assessments that are implemented throughout the year. Many of our assessments are common formative assessments; however some are more summative in nature. The data we collect from our assessments which are formative are used in our weekly discussions as part of our professional learning communities. Outside of the computer driven assessments, teachers are 100% involved in creating, implementing, and assessing the results from assessments.

Timely and Effective Assistance

Based on the results from our common formative assessments, as well as other daily work, students are engaged in specific interventions for both literacy and numeracy. Each day, students also participate in Leveled Literacy Interventions. These interventions target specific deficits in learning related to reading. Interventions take place Monday through Thursday for 40 minutes.

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

We will continue our collaboration with Food Services in providing nutritional choices for our students. In addition, we have renewed our State grant for the Fresh Fruits and Vegetables Program. All students receive breakfast in the classroom, which assures us that all students have the opportunity to be fed in the morning.

We will continue our partnership with the Kenosha Area Business Alliance (KABA) with our strong mentoring program.

Annual Evaluation Process

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

When reflecting on the data from last year, it is clear that our move to adding ‘Number Talks’ as a numeracy strategy has been making a positive impact.

