

2018-2019 SCHOOL YEAR

School Name: **BOSE ELEMENTARY SCHOOL**

IDENTIFY SMART GOAL – LITERACY

LITERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> • By the end of 2018-19 school year 50% of students in grades 2 - 5 will meet their projected RIT¹ growth in Reading as measured by NWEA-MAP. • By the end of the 2018-2019 school year, 52% of Bose students identified as Black will meet their projected RIT score growth as measured by NWEA-MAP assessments in Reading. • 		
INDICATOR	MEASURE	TARGET
Vocabulary and Acquisition	NWEA MAP assessment scores for grades 2-5	50% of Bose students will meet their projected RIT score growth as measured by NWEA-MAP assessments in Reading.
Informational Text	NWEA MAP assessment scores for grades 2-5	50% of Bose students will meet their projected RIT score growth as measured by NWEA-MAP assessments in Reading.
INDICATOR	MEASURE	TARGET
Vocabulary and Acquisition	NWEA MAP assessment scores for grades 2-5 identified as Black	52% of Bose students identified as Black will meet their projected RIT score growth as measured by NWEA-MAP assessments in Reading.



PATHWAY TO SUCCESS SCHOOL ACHIEVEMENT PLAN

Informational Text	NWEA MAP assessment scores for grades 2-5 identified as Black	52% of Bose students identified as Black will meet their projected RIT score growth as measured by NWEA-MAP assessments in Reading.
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SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

LITERACY TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Data Driven Instruction	2018-2019 School Year		Weekly PLC meetings and Friday Professional Learning			
Leveled Literacy Interventions	2018-2019 School Year		Fidelity of implementation	Part Time	Title I Funds	
Technology Instruction	2018-2019 School Year	Chrome books,		NA	Title I Funds	
Web-based Literacy Program Subscriptions	2018-2019 School Year	Accelerated Reader, IXL		NA	Title I Funds	
Writer's Workshop Model	2018-2019 School Year	Lucy Caulkins Units of Study Writing Materials	Book Study with A Guide to the Writing Workshop as anchor text		Title I Funds	
Literacy Instruction	2018-2019 School Year	Registration Fees	WSRA Conference		Title I Funds	

LITERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Data Driven Instruction	2018-2019 School Year		Weekly PLC meetings and Friday Professional Learning			
Leveled Literacy Interventions	2018-2019 School Year		Fidelity of implementation	Part Time	Title I Funds	
Technology Instruction	2018-2019 School Year	Chrome books,		NA	Title I Funds	
Web-based Literacy Program Subscriptions	2018-2019 School Year	Accelerated Reader, IXL		NA	Title I Funds	
Writer's Workshop Model	2018-2019 School Year	Lucy Caulkins Units of Study Writing Materials	Book Study with A Guide to the Writing Workshop as anchor text		Title I Funds	
Literacy Instruction	2018-2019 School Year	Registration Fees	WSRA Conference		Title I Funds	

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IDENTIFY SMART GOAL - NUMERACY

NUMERACY
<ul style="list-style-type: none"> By the end of the 2018-19 school year 55% of students in grades 2 -5 will meet their projected RIT growth in Math as measured by NWEA-MAP. By the end of the 2018-19 school year 58% of students identified as Black in grades 2 -5 will meet their projected RIT growth in Math as measured by NWEA-MAP.

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- *Subgroup Target*

INDICATOR	MEASURE	TARGET
Numbers and Operations	NWEA MAP assessment scores for grades 2-5	55% of Bose students will meet their projected RIT score growth as measured by NWEA-MAP assessments in Math.
Measurement and Data	NWEA MAP assessment scores for grades 2-5	55% of Bose students will meet their projected RIT score growth as measured by NWEA-MAP assessments in Math.
INDICATOR	MEASURE	TARGET
Numbers and Operations	NWEA MAP assessment scores for grades 2-5 identified as Black	58% of Bose students identified as Black will meet their projected RIT score growth as measured by NWEA-MAP assessments in Math.
Measurement and Data	NWEA MAP assessment scores for grades 2-5 identified as Black	58% of Bose students identified as Black will meet their projected RIT score growth as measured by NWEA-MAP assessments in Math.
Numbers and Operations	NWEA MAP assessment scores for grades 2-5 identified as Economically Disadvantaged	58% of Bose students identified as Economically Disadvantaged will meet their projected RIT score growth as measured by NWEA-MAP assessments in Math.

Measurement and Data	NWEA MAP assessment scores for grades 2-5 identified as Economically Disadvantaged	58% of Bose students identified as Economically Disadvantaged will meet their projected RIT score growth as measured by NWEA-MAP assessments in Math.
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SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

NUMERACY TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Data Driven Instruction – Data Coach	2018-2019 School Year		Weekly PLC meetings and Friday Professional Learning		Title I Funds	
Technology Instruction	2018-2019 School Year	Chrome books,		NA	Title I Funds	
Web-based Literacy Program Subscriptions	2018-2019 School Year	IXL Math, Dream Box		NA	Title I Funds	
Number Talks	2018-2019 School Year		Learning Walks			
Numeracy Interventions	2018-2019 School Year	SOAR, Dream Box		Part Time	Title I Funds	
NUMERACY TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed

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

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IDENTIFY SMART GOAL - CULTURE

CULTURE		
<ul style="list-style-type: none"> By the end of the 2018-19 school year, there will be a 10 percent reduction in minor incidents in classrooms as measured by the PBIS weekly data reports. By the end of the 2018-2019, Bose will move to the Tier 2 training for PBIs by consistently implementing PBIS practices at the Tier 1 level. 		
INDICATOR	MEASURE	TARGET
INDICATOR	MEASURE	TARGET



PATHWAY TO SUCCESS SCHOOL ACHIEVEMENT PLAN

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SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

CULTURAL TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Data Collection by PBIS Team	2018-2019 School Year					
Trauma Sensitive Instruction	2018-2019 School Year	Registration to ASCD Conference	Trauma Informed Instruction		Title I	
CULTURAL TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
CULTURAL TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed

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ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
NUMERACY TARGETS	ACTUAL RESULTS	REFLECTION
CULTURE TARGETS	ACTUAL RESULTS	REFLECTION

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

2018-2019 SCHOOL YEAR

School Name:

Title I School-wide Team

NAME	TITLE
Margaret Zei	Principal
Susan Mozinski	Instructional Coach
Gail Murphy	Library Media Teacher
Deanna Jansen	Teacher
Kenda Stegman	Teacher
Katie Fredrickson	Teacher
Kim Kaskin	Teacher
Nicole Kucharski	Parent

School-wide Team Meetings 2018-2019

DATE	TOPIC
August 20-21, 2018	Comprehensive Needs Assessment and planning for 2015-2016

	<p>Reviewing budget and plan</p> <p>Finalize goals</p>
September 2018	<p>Reviewing budget and plan.</p> <p>Review feedback for professional development</p>
October , November, December, January	<p>Reviewing budget and plan</p>
January 2019	<p>Mid-Year Implementation Review</p>
March, April 2019	<p>Review budget and plan</p>
May 2019	<p>Implementation review, data analysis</p>
June 2019	<p>Assessment of goals</p>

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

In the 2018-2019 school year, **Bose Elementary School** staff had **15** teachers. Of these, **1** needed emergency licensing:

- *For each emergency licensed teacher, include a bullet with rationale (from emergency license application) and current status for each emergency licensed staff.*

The table below provides a comprehensive picture of staff demographics. Staff demographics are not updated for the 2018-19 year, as hiring is not completed at the time of this writing. Kenosha Unified works hard to attract and retain highly qualified teachers. The district has partnerships with two local higher education institutions with teacher preparation programs: Carthage College and University of Wisconsin-Parkside. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. The orientation sets the tone for district expectations regarding curriculum, student effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. Mentors and initial educators use a district guidebook to discuss a variety of topics including: instruction and classroom management. KUSD also offers support for initial educators by providing ongoing support seminars including sessions on completing the Professional Development Plan (PDP) process.

Equity Indicators- Staff Demographics	2018-2019
Total teaching staff	
Emergency licensed teachers	1
Less than 3 year experienced teachers	0

Strategies for Hiring and Retaining Appropriately Licensed Staff

District:

Kenosha Unified School District actively seeks and recruits appropriately licensed teachers. New

teachers to the district participate in a New Employee Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. They participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management.

School:

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

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

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

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

2018-2019 SCHOOL YEAR

School Name:

Create a description on how teachers are involved in the decision making process at the school. Federal guidelines require that teachers must be involved. Use the following questions to guide your description.

- **How were teachers involved in strategic planning and/or SMART Goal process?**
 - Leadership team
 - Grade level teams
 - Content area teams
- **What is the connection between assessment data and school/Title One goals?**
- **What assessments are used to inform teachers about student progress?**
- **How is this information used to meet student needs?**
- **How is the data used in the teacher evaluation system?**
- **How is the data used to develop formative assessments?**
- **How do teachers collaborate around the student data? What systems are in place for teachers to collaborate such as Friday early release times?**

The Bose 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 and the review of the high quality work product from each grade level case study. Both reviews draw feedback from all staff members. Additionally, results from a parent surveys were reviewed. 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 following cultural and instructional components adopted from the EL Education Model: Crew structures (Classroom, K-5, Community), Student Led Conferences, Passages, Learning Walks, Protocols, Student Engaged Assessments.
- implement Tier 2 and 3 interventions,
- continuing the transition to a PBIS model
- 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.
- implementation of Writer's Workshop.
- professional development for Writer's Workshop
- continue implementation of Number Talks with feedback from Learning Walks.

Bose teachers are engaged weekly in grade level collaboration meetings. This meeting time is structured by the team, the instructional 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.

Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

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

Fifth grade students attend orientations at the middle schools they will attend for 6th grade. Middle school students and teachers meet with 5th grade classes to answer questions and provide an overview of middle school. Visits from the counseling staff at Washington and Bullen Middle Schools are arranged to allow students to connect with the staff and learning more about middle school. A Getting Ready for Kindergarten class was offered during the summer of 2018 for incoming Kindergarten students. A school-wide Open House is held in August 2018 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. In May 2018, Pre-K teachers conducted transition activities which include, lunch in the cafeteria, visiting K classrooms, mini-lessons in music, art and physical education. Participation in these transition activities helps our young learners to prepare for kindergarten.

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

2018-2019 SCHOOL YEAR

School Name:

At this time **Bose Elementary 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.

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

Part F - Parent Engagement – (Title One Schools) 2018-2019 SCHOOL YEAR

School Name:

School-wide Planning

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

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

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

Bose Parents are engaged in our school wide planning in a variety of ways. 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. Parents are also involved in the planning of our parent/family education opportunities. Monthly, families are invited to attend the Bose Morning Blend program where they can engage with a variety of school and district personnel.

Bose Elementary has an active Parent Teacher Association which supports the school in a number of ways: student recognition programs, playground equipment purchases, assemblies, teacher supplies, home folder communication materials, 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.

Parent Communication System

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

At Bose, we make it our goal to make personally connections with all families. Families are routinely informed about school goals, student achievement and school activities through the use of a weekly school-wide newsletter, daily home folders and planners, weekly classroom newsletters, PTA meetings, annual Bose Community meetings and social media. Additionally families are informed about the school and student performance on State assessment through communications sent home, the Bose School KUSD website, Infinite Campus messages regarding the Bose Title I plan. The Bose Title I plan is also available on the Bose School website and in the main office. An annual Title I meeting is held to keep families informed of the school goals and progress.

2018-2019 Parent Involvement Opportunities

Activities	Dates
Open House	August 2018
PTA Meetings	Monthly
Parent Education	Jan - March 2019
Student Led Conferences	February 2019

Family Fun Nights	October - May
Title I Annual Community Meeting	November 2018 May 2019
Read Across America	March 2019
Celebration of Learning	May 2019
5 th Grade Passages	June 2019

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

2018-2019 SCHOOL YEAR

School Name:

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

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 Leveled Literacy Interventions or Math 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.