



# Bolton Primary School Work Plan – 2022-2023

## District Shared Mission:

How do we create learning communities for the greatest thinkers and most thoughtful people... for the world?

| Student Demographics             | 2019-2020<br>(334 students)<br>% | 2020-2021<br>(285 students)<br>% | 2021-2022<br>(249 students)<br>% (T) | 2022-2023<br>(231 students)<br>% (T) |
|----------------------------------|----------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| American Indian/Alaska Native    | 0                                | 0                                | 0                                    | 0                                    |
| Asian                            | 3%                               | 3.5%                             | 4% (9)                               | 4% (9)                               |
| Black/African American           | 1%                               | 0                                | 0                                    | .4% (1)                              |
| Hispanic                         | 4%                               | 6%                               | 8% (19)                              | 10% (23)                             |
| Multiracial                      | 7%                               | 8%                               | 10% (26)                             | 10% (22)                             |
| Native Hawaiian/Pacific Islander | 0                                | 0                                | .4% (1)                              | .9% (2)                              |
| White                            | 85%                              | 82%                              | 78% (194)                            | 75% (174)                            |

## Social Emotional Learning - PANORAMA Survey Spring 2022 (grades 3-5)

| Student Support and Environment (118 Responses)   | Student Competency Measures (119 Responses)   |
|---|---|
| <ul style="list-style-type: none"> <li>School Climate — 70% favorable</li> <li>Sense of Belonging — 70% favorable</li> <li>Teacher-Student Relationships — 83% favorable</li> </ul> | <ul style="list-style-type: none"> <li>Emotion Regulation — 61% favorable</li> <li>Growth Mindset — 68% favorable</li> <li>Self-Efficacy — 67% favorable</li> <li>Social Awareness — 74% favorable</li> </ul> |

### Student Demographic and SEL/Panorama Statement:

Bolton’s student population is predominantly White (75%) with our next largest populations being Hispanic and Multiracial (both at 10%). We are also represented by Asian (4%), Black (.4%), and Pacific Islander (.9%) students.

The Spring 2022 Panorama survey results show that students still need support with emotional regulation, having a growth mindset, and demonstrating self-efficacy. This will be a key goal for our staff during the 2022-2023 school year.



## Bolton Primary School Work Plan – 2022-2023

### Math

#### Fall 2022 MAP Scores by Grade Level, Race, and Student Services

| Grade Level  |               |    |                   |     |                    |     |                    |     |                |     |
|--------------|---------------|----|-------------------|-----|--------------------|-----|--------------------|-----|----------------|-----|
|              | Low %ile < 21 |    | LowAvg %ile 21-40 |     | Average %ile 41-60 |     | HighAvg %ile 61-80 |     | High %ile > 80 |     |
|              | count         | %  | count             | %   | count              | %   | count              | %   | count          | %   |
| Kindergarten | 2             | 6% | 3                 | 9%  | 11                 | 33% | 7                  | 21% | 10             | 30% |
| First        | 1             | 4% | 4                 | 15% | 3                  | 11% | 9                  | 33% | 10             | 37% |
| Second       | 1             | 3% | 9                 | 30% | 5                  | 17% | 4                  | 13% | 11             | 37% |
| Third        | 2             | 4% | 4                 | 8%  | 19                 | 39% | 12                 | 24% | 12             | 24% |
| Fourth       | 2             | 5% | 4                 | 10% | 7                  | 18% | 8                  | 20% | 19             | 48% |
| Fifth        | 3             | 3% | 8                 | 24% | 7                  | 21% | 10                 | 29% | 8              | 24% |

| Race             |               |      |                   |     |                    |     |                    |     |                |     |
|------------------|---------------|------|-------------------|-----|--------------------|-----|--------------------|-----|----------------|-----|
|                  | Low %ile < 21 |      | LowAvg %ile 21-40 |     | Average %ile 41-60 |     | HighAvg %ile 61-80 |     | High %ile > 80 |     |
|                  | count         | %    | count             | %   | count              | %   | count              | %   | count          | %   |
| Asian            | 0             | 0%   | 1                 | 11% | 2                  | 22% | 0                  | 0%  | 6              | 67% |
| Black            | 1             | 100% | 0                 | 0%  | 0                  | 0%  | 0                  | 0%  | 0              | 0%  |
| Hispanic         | 2             | 11%  | 1                 | 5%  | 6                  | 32% | 7                  | 37% | 3              | 16% |
| Multi-Racial     | 0             | 0%   | 4                 | 19% | 3                  | 14% | 5                  | 24% | 9              | 43% |
| Pacific Islander | 0             | 0%   | 0                 | 0%  | 1                  | 50% | 1                  | 50% | 0              | 0%  |
| White            | 6             | 4%   | 26                | 16% | 40                 | 25% | 37                 | 23% | 52             | 32% |

| Student Services |               |     |                   |     |                    |     |                    |     |                |     |
|------------------|---------------|-----|-------------------|-----|--------------------|-----|--------------------|-----|----------------|-----|
|                  | Low %ile < 21 |     | LowAvg %ile 21-40 |     | Average %ile 41-60 |     | HighAvg %ile 61-80 |     | High %ile > 80 |     |
|                  | count         | %   | count             | %   | count              | %   | count              | %   | count          | %   |
| Speech           | 0             | 0%  | 0                 | 0%  | 2                  | 18% | 3                  | 27% | 6              | 55% |
| SPED             | 2             | 13% | 6                 | 40% | 4                  | 27% | 0                  | 0%  | 0              | 0%  |
| ELL              | 2             | 15% | 3                 | 23% | 3                  | 23% | 0                  | 0%  | 4              | 31% |



## Bolton Primary School Work Plan – 2022-2023

### Reading

#### Fall 2022 MAP Scores by Grade Level, Race, and Student Services

| Grade Level  |               |     |                   |     |                    |     |                    |     |                |     |
|--------------|---------------|-----|-------------------|-----|--------------------|-----|--------------------|-----|----------------|-----|
|              | Low %ile < 21 |     | LowAvg %ile 21-40 |     | Average %ile 41-60 |     | HighAvg %ile 61-80 |     | High %ile > 80 |     |
|              | count         | %   | count             | %   | count              | %   | count              | %   | count          | %   |
| Kindergarten | 1             | 3%  | 2                 | 6%  | 13                 | 39% | 11                 | 33% | 6              | 18% |
| First        | 2             | 7%  | 4                 | 15% | 5                  | 19% | 7                  | 26% | 9              | 33% |
| Second       | 7             | 23% | 3                 | 10% | 5                  | 17% | 3                  | 10% | 12             | 40% |
| Third        | 4             | 9%  | 4                 | 9%  | 6                  | 13% | 11                 | 24% | 20             | 44% |
| Fourth       | 3             | 8%  | 3                 | 8%  | 3                  | 8%  | 15                 | 38% | 16             | 40% |
| Fifth        | 1             | 3%  | 7                 | 21% | 5                  | 15% | 13                 | 38% | 8              | 24% |

| Race             |               |     |                   |     |                    |      |                    |     |                |     |
|------------------|---------------|-----|-------------------|-----|--------------------|------|--------------------|-----|----------------|-----|
|                  | Low %ile < 21 |     | LowAvg %ile 21-40 |     | Average %ile 41-60 |      | HighAvg %ile 61-80 |     | High %ile > 80 |     |
|                  | count         | %   | count             | %   | count              | %    | count              | %   | count          | %   |
| Asian            | 1             | 11% | 1                 | 11% | 3                  | 33%  | 1                  | 11% | 3              | 33% |
| Black            | 0             | 0%  | 0                 | 0%  | 1                  | 100% | 0                  | 0%  | 0              | 0%  |
| Hispanic         | 4             | 20% | 1                 | 5%  | 3                  | 15%  | 6                  | 30% | 6              | 30% |
| Multi-Racial     | 1             | 5%  | 2                 | 10% | 3                  | 14%  | 5                  | 24% | 10             | 48% |
| Pacific Islander | 0             | 0%  | 0                 | 0%  | 2                  | 100% | 0                  | 0%  | 0              | 0%  |
| White            | 12            | 8%  | 19                | 12% | 25                 | 16%  | 48                 | 31% | 52             | 33% |

| Student Services |               |     |                   |     |                    |     |                    |     |                |     |
|------------------|---------------|-----|-------------------|-----|--------------------|-----|--------------------|-----|----------------|-----|
|                  | Low %ile < 21 |     | LowAvg %ile 21-40 |     | Average %ile 41-60 |     | HighAvg %ile 61-80 |     | High %ile > 80 |     |
|                  | count         | %   | count             | %   | count              | %   | count              | %   | count          | %   |
| Speech           | 0             | 0%  | 1                 | 9%  | 1                  | 9%  | 4                  | 36% | 5              | 45% |
| SPED             | 5             | 33% | 6                 | 40% | 2                  | 13% | 1                  | 7%  | 1              | 7%  |
| ELL              | 5             | 38% | 3                 | 23% | 2                  | 15% | 1                  | 8%  | 1              | 8%  |



## Bolton Primary School Work Plan – 2022-2023

### Goals

|   |  |  |
|---|--|--|
| <b>District Board Goal #1</b><br>Grow student achievement through the use of high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism, and generate equitable outcomes for <b>all</b> students while eliminating opportunity and achievement gaps.   |  |  |
| <b>Equity Goals</b><br><b>Forming the Foundation for Academic Excellence, Social-Emotional Efficacy, and Cultural Responsiveness</b>  |  |  |
| <ol style="list-style-type: none"> <li>1. <b>All</b> staff and students will value and appreciate the cultural, linguistic, and socioeconomic differences of our diverse family population.</li> <li>2. <b>All</b> staff will continue to identify and remove inequitable barriers that impact students of color, students receiving services, gender-diverse students, lower socioeconomic students, and multilingual learners.</li> <li>3. <b>All</b> students will develop positive attitudes about themselves and others by increasing their cultural knowledge and understanding the ethnic, linguistic, and cultural identities of others.</li> </ol> |  |  |
| <p style="text-align: center;"><b>Academic Goal(s)</b></p> <p><b>All</b> students will engage in meaningful, high-quality learning experiences that are designed to increase student achievement resulting in a year or more of growth.</p>   | <p style="text-align: center;"><b>Social &amp; Emotional Learning Goal(s)</b></p> <p><b>All</b> students will learn in a positive, safe, and caring community that understands their physical, emotional, and social needs.</p>  | <p style="text-align: center;"><b>Schoolwide Cultural Goal(s)</b></p> <p><b>All</b> students will participate and increase their understanding of the Mandarin language and Chinese culture through our Dual Language or World Language classrooms.</p>  |
| <p><b>During the 2022-2023 school year:</b></p> <ul style="list-style-type: none"> <li>● 100% of Bolton students will experience academic success and growth in the areas of mathematics and reading as measured by curriculum assessments:             <ul style="list-style-type: none"> <li>● Mathematics:                 <ul style="list-style-type: none"> <li>○ MAP</li> <li>○ Unit assessments</li> </ul> </li> <li>● Reading:                 <ul style="list-style-type: none"> <li>○ Experiencing at least a year’s worth of growth as measured by BAS and MAP</li> </ul> </li> </ul> </li> </ul>  | <p><b>During the 2022-2023 school year:</b></p> <ul style="list-style-type: none"> <li>● 100% of Bolton students will learn and practice social and emotional skills to develop empathy by being:             <ul style="list-style-type: none"> <li>● Safe, Kind, Inclusive, and Respectful</li> </ul> </li> <li>● 100% of Bolton students will foster and maintain positive relationships with their peers, teachers, and supporting staff</li> <li>● 100% of Bolton students will develop skills for emotional regulation, strengthen their growth mindset, and understand that their attitude and beliefs impact their success.</li> </ul> | <p><b>During the 2022-2023 school year:</b></p> <ul style="list-style-type: none"> <li>● 100% of Bolton students will increase their:             <ul style="list-style-type: none"> <li>● Bilingualism with Mandarin language</li> <li>● Understanding of Chinese culture</li> </ul> </li> <li>● 100% of Bolton students will understand their own culture and how our community is a diverse group of families.</li> </ul> |



## Bolton Primary School Work Plan – 2022-2023

### Theories of Action

| Professional Learning Communities  |  |  |   |
|--|--|--|---|
| Staff Learning Settings  | Principal Leadership Moves<br>If the principal...  | Staff Leadership Moves<br>...then staff will...  | Student Outcomes<br>...so <b>all</b> students will be able to ...   |
| <ul style="list-style-type: none"> <li>● Inclusive and applicable staff meetings</li> <li>● Paraeducator meetings</li> <li>● Grade level teams</li> <li>● Dual Language PLC</li> <li>● Primary School Triad (Bolton, Trillium Creek &amp; Lowrie)</li> </ul> | <ul style="list-style-type: none"> <li>● Creates time and space for intentional and purposeful collaborative teamwork around professional growth and student learning</li> <li>● Plans Licensed Staff meetings with all educators in mind (Learning Specialists, Wellness, Music, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>● Have clear purpose, vision, values, and goals to create equitable access, opportunities, and outcomes for all students</li> <li>● Engage in focused, productive, and intentional learning</li> <li>● Continue to develop their expertise and collaborate with their colleagues</li> </ul> | <ul style="list-style-type: none"> <li>● Grow socially, emotionally, culturally, and academically</li> <li>● Have access to equitable opportunities</li> <li>● Experience equitable growth as measured by:               <ul style="list-style-type: none"> <li>● MAP</li> <li>● OSAS</li> <li>● Unit assessments</li> </ul> </li> <li>● Develop self-efficacy as learners</li> </ul> |



## Bolton Primary School Work Plan – 2022-2023

### Observations and Walkthroughs

| District Frameworks and Expectations  | Principal Leadership Moves<br>If the principal...  | Staff Leadership Moves<br>...then staff will...  | Student Outcomes<br>...so <i>all</i> students will be able to ...   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>● 5+ Dimensions of Teaching and Learning</li> <li>● 7 Components of Inclusive and Equitable Learning Communities</li> <li>● Universal Design for Learning</li> <li>● Balanced Literacy Handbook</li> </ul> <p><b>Walkthroughs</b></p> <ul style="list-style-type: none"> <li>● Principal and IC</li> <li>● Primary Learning Walks</li> </ul> | <ul style="list-style-type: none"> <li>● Utilizes the 5D+ document to identify areas for teacher growth</li> <li>● Emphasizes the importance of implementing all seven components of our Inclusive and Equitable Learning Communities document</li> <li>● Provides opportunities for teachers to observe their colleagues</li> <li>● Provides timely, constructive feedback</li> </ul> | <ul style="list-style-type: none"> <li>● Continue to expand and implement high leverage instructional strategies and practices</li> <li>● Remove inequitable barriers that create achievement gaps</li> <li>● Set high expectations while still showing respect and regard for all students</li> <li>● Understand that students should receive instruction and supports based on their academic rate and level or behavioral needs</li> <li>● Feel seen, heard, and appreciated</li> </ul> | <ul style="list-style-type: none"> <li>● Experience equitable learning opportunities and outcomes</li> <li>● Make a year or more growth in reading, writing, and math</li> <li>● Learn in a safe and welcoming environment where all students have a voice</li> </ul> |



## Bolton Primary School Work Plan – 2022-2023

### Mentoring, Modeling, and Coaching

| Expectations and Responsibilities   | Leadership Moves<br>If the principal and IC...  | Staff Leadership Moves<br>...then staff will...  | Student Outcomes<br>...so <i>all</i> students will be able to ...  |
|---|---|--|--|
| <p><b>Principal</b></p> <ul style="list-style-type: none"> <li>● Professional Growth Cycle (Evaluation Cycle)               <ul style="list-style-type: none"> <li>● Goal setting check-in</li> <li>● Observations:                   <ul style="list-style-type: none"> <li>○ Formal/Informal</li> <li>○ Debrief</li> </ul> </li> </ul> </li> </ul> <p><b>Instructional Coordinator</b></p> <ul style="list-style-type: none"> <li>● Co-leading</li> <li>● Co-planning</li> <li>● Co-teaching</li> </ul> | <p><b>Principal</b></p> <ul style="list-style-type: none"> <li>● Models expectations for interacting with and supporting students</li> <li>● Spends 1:1 time with <b>each</b> staff member</li> <li>● Reviews professional growth goals with licensed staff</li> <li>● Creates safe opportunities for feedback</li> </ul> <p><b>Instructional Coordinator</b></p> <ul style="list-style-type: none"> <li>● Models lessons for teachers</li> <li>● Co-teaches lessons in classrooms</li> </ul> | <ul style="list-style-type: none"> <li>● Plan and teach lessons with clear purpose and engagement in mind</li> <li>● Use data to track and monitor student progress</li> <li>● Seek feedback on ways to improve their practice</li> <li>● Feel supported and confident in their abilities</li> </ul> | <ul style="list-style-type: none"> <li>● Experience success across all subjects</li> <li>● Feel seen, heard, and understood</li> <li>● Receive positive and beneficial feedback</li> <li>● Understand the skills and content they are expected to learn</li> </ul> |



## Bolton Primary School Work Plan – 2022-2023

| External Expertise   |   |  |  |
|--|---|--|--|
| Staff Learning Settings and Resources  | Principal Leadership Moves<br>If the principal...   | Staff Leadership Moves<br>...then staff will...  | Student Outcomes<br>...so <i>all</i> students will be able to ...  |
| <p><b>Professional Texts:</b></p> <ul style="list-style-type: none"> <li>● Connections Over Compliance</li> <li>● Uncommon Sense Teaching</li> <li>● Equity By Design: Delivering on the Power and Promise of UDL</li> <li>● Fostering Resilient Learners</li> <li>● Culturally Responsive Teaching &amp; the Brain (Zaretta Hammond)</li> </ul> | <ul style="list-style-type: none"> <li>● Intentionally relies upon and shares current research about neuroscience and education</li> <li>● Plans and provides opportunities to collaborate and learn</li> <li>● Engages staff with relevant and applicable resources and books</li> </ul> | <ul style="list-style-type: none"> <li>● Reflect, analyze, and implement high leverage instructional practices that benefit <b>all</b> students</li> <li>● Understand how their own well-being impacts their perceptions of behavior and discipline</li> <li>● Know how to approach and successfully support a dysregulated student</li> </ul> | <ul style="list-style-type: none"> <li>● Learn in a safe and supportive environment</li> <li>● Experience a sense of belonging</li> <li>● Understand how their body and brain responds to stress</li> <li>● Successfully calm themselves using one or more calming techniques</li> </ul> |





## Bolton Primary School Work Plan – 2022-2023

| Workshops and Courses  |   |   |   |
|--|---|---|---|
| Staff Learning Settings  | Principal Leadership Moves<br>If the principal...   | Staff Leadership Moves<br>...then staff will...   | Student Outcomes<br><i>...so all students will be able to ...</i>   |
| <ul style="list-style-type: none"> <li>● Building and District led teacher workshops               <ul style="list-style-type: none"> <li>● Benchmark Assessment</li> <li>● Reading Running Records</li> <li>● Math</li> <li>● Well-Being and Connections</li> </ul> </li> <li>● Staff meetings and Early release days designed by admin in collaboration with Bolton teams</li> <li>● Chinese Adult Language Course at West Linn High School</li> </ul> | <ul style="list-style-type: none"> <li>● Facilitates or coordinates relevant and applicable professional learning</li> <li>● Leverages the strengths of staff within the building</li> <li>● Commits to being a lifelong learner</li> </ul> | <ul style="list-style-type: none"> <li>● Feel empowered and supported</li> <li>● Demonstrate their leadership abilities by facilitating workshops</li> <li>● Grow professionally</li> </ul> | <ul style="list-style-type: none"> <li>● Receive instruction based upon the most recent research</li> <li>● Experience a year or more worth of academic growth</li> </ul> |