Downtown Elementary

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**FOREMOST**

**Good First instruction ( GFI) and gradually release responsibility** (GRR)<https://dpi.wi.gov/ela/instruction/framework>

### [Good First Instruction - edl.io https://1.cdn.edl.io › ...](file:///Users/roshive/Documents/Downtown%20Elementary/Good%20First%20Instruction%20-%20edl.io%20https%3A/1.cdn.edl.io%20%E2%80%BA%20...)

**Tier 1-RTI** happens daily in the classroom following instruction and CFU in ELA and Math for small group instruction/additional guided practice.

Teacher Efficacy -All teaching staff have gone through John Hattie’s research by way of 3- year book study. Leadership team attended conference- ***Visible Learning for Teachers* and *Visible learning for Literacy*.**

Daily posting of **Learning Intentions** and **Success Criteria** in ELA and Math required in every class.

Diving deep into comprehending the standards, targets, rigor, SBAC stems to create appropriately rigorous plans, CFAs, models/rubrics.

Focus of PD incudes training outside of contract hours – after school and Saturdays, with extra pay.

Add the why when changing practice. Google folder used to drop in CFAs where principal and coach can give feedback.

Schoolwide Implementation of **Thinking Maps** 3-4 years in the making).

Small group fluid level instruction in **Guided Reading**

Appropriate **independent/center activities** during rotations ( Daily 5, CAFÉ, Must Do / May Do)

**Writing** expected in every subject and in all genres

**Close Reading**, anecdotal note-taking

**Hands – on math activities**: Clothesline math, Number Talks, and Math Tasks

**Tier 2 – RTI- data analysis and diagnosis lead to the specific RTI2 plans (MTSS- Tier II)**

* Teachers offer focused tutoring afterschool, Math /ELA
* Teachers serve students from different grades
* Teachers do a pre and post data collection to note growth and new needs – preassessment- Universal Screening (BAS, STAR, Achieve 3000)
* Tutoring is done in 6 to 8-week sessions
* Monitor students’ attendance and compare to their academic progress
* Rework tutoring groups as needed, every quarter.

Data analysis of SBAC and Benchmark results

* Drives improvements to daily instruction and goal setting for following year
* ELA focus for first several years, but Math focus last 2 years.
* Single Plan for Student Achievement (SPSA) aligns with District and Site goals, input gathered from all stakeholders
* Professional Development plans based upon data and needs developed with teaching staff and align to focus areas for growth, as noted in SPSA.
* **Professional Development** focus area:
	+ Teacher Clarity – Collective efficacy
	+ Guided Reading, small group instructional strategies
	+ Thinking Maps
	+ Write from the Beginning and Beyond
	+ Hands on Math instruction to include Real World tasks
* **MTSS-** Bi-monthly meetings, determine the plan of response to needs – wrap around approach. Team consists of psychologist, Behavior Intervention Specialist, Principal, Academic Coach. Team discusses each student in Tier 2, behavior and academic, and intimately knows the student. Students are referred to Tier 2 / 3 by the student, teacher, or parent.
	+ Social Skills in small groups and whole class
	+ Youth Service Specialist (Behavior)
* **Parent Involvement**
	+ Volunteers in the classroom, lessens the adult/student ratio
	+ Close communication with teacher, monitor child’s progress and respond
	+ K-8 culture allows staff and families to have close relationships and caring about and for each other; staff and parents very invested in the continual growth for everyone and the overall school and its programs
	+ Community and Parent volunteers for: valet, coaching academic, enrichment, and athletic areas; classroom helpers/assistants; chaperones**.**
* **School Culture**
	+ Pervasive climate of high expectations for all, in all areas.
	+ Teachers / staff bring their own children to school with them instead of their neighborhood school- invested staff.
	+ Consistent and stable staff – principal and teachers have been there for years.
	+ Messaging/branding with positive message “Excellence in Everything”.
	+ Parents come for lunch which shows a presence to the students and teachers have easy access to talk with parents about concerns or questions.
	+ Parents invited to multiple events throughout the school year, so that they can feel a part of the school culture.
	+ Classrooms will have special days where parents are invited to come and observe the students or participate with students
	+ Frequent celebrations of success
	+ Over communicate “The Message” email, remind text app, newsletters, flyers, verbally.
	+ Great Kindness week challenge
	+ Community Service / charity drives ( N8 foundation, Ronald McDonald House, CSUB Food Pantry, Homeless Shoe Drives, etc.)
* **Enrichment Opportunities – 0 period -7:30 am enrichment time- Teacher led and parent volunteers used.**
	+ Robotics Team
	+ French and Spanish Class
	+ Choir and Music Classes
	+ Debate Club
	+ KCSOS academic event practice
	+ EduCare program offers STEAM activities
	+ Competitive Athletics
	+ Leadership Academy 6-8 grades
	+ Student Council/ASB
	+ Project Lead
	+ Knowledge Bowl
	+ Battle of the Books