

W.A.Kendrick Elementary School

800 Tk-5th grade students

Interviewed: Dr. Suleiman, Principal

Jan. 10, 2020 8:30 am

Sustainable Culture – Dr. Suleiman has been the principal for the past 4 years and vice-principal prior to that. Culture of academic excellence and the resources for teachers to meet the expectations of academic excellence. No excuse from teacher regarding students. “The Kendrick Way” – we are here to make children successful

Major Initiatives that led to positive student learning outcomes:

- Google Presentations required from each student (attachment 1). To improve speaking, listening, and vocabulary, Kendrick Elementary implemented presentations at every grade level.
- Strong expectation in writing every day and integrated in all subjects- including math
- Challenges for classes with friendly competitions. Focus for challenges rotate each month between Reading, Attendance, and Behavior.
- Performance tasks – created by teachers and leadership team. One performance task per trimester in ELA and math, K-5th grades.
- Guided Reading
- Rubrics created and followed by every teacher in every grade level K-5
 - Reading Level Rubric created according to STAR scaled scores and adopted by all teachers (attachment 2)
 - Presentation rubric
 - Writing rubrics:
 - Narrative (attachment 3)
 - Opinion (attachment 4)
 - Informative (attachment 5)
 - Student Collaboration (attachment 6)

On-going assessments

- Running Record assessment – Took Lexile levels of common core/SBAC (attachment 2). Shared results with teachers and parent. Not a Universal Screener, but for diagnostic purposes.
- STAR is used for all students to maximize learning time and minimize testing time.



ASSESSMENT PLAN

A. FOUR MAIN OBJECTIVES

- To identify students at the beginning of the year who are "at risk" for reading difficulties.
- To monitor students' progress during the year to determine whether "at risk" students are making adequate progress and to identify any students who may be falling behind.
- To collect information about students that will be helpful in planning instruction.
- To assess whether the instruction provided by classroom teachers and intervention teachers is helping students achieve grade-level reading standards.

B. THREE TYPES OF ASSESSMENTS

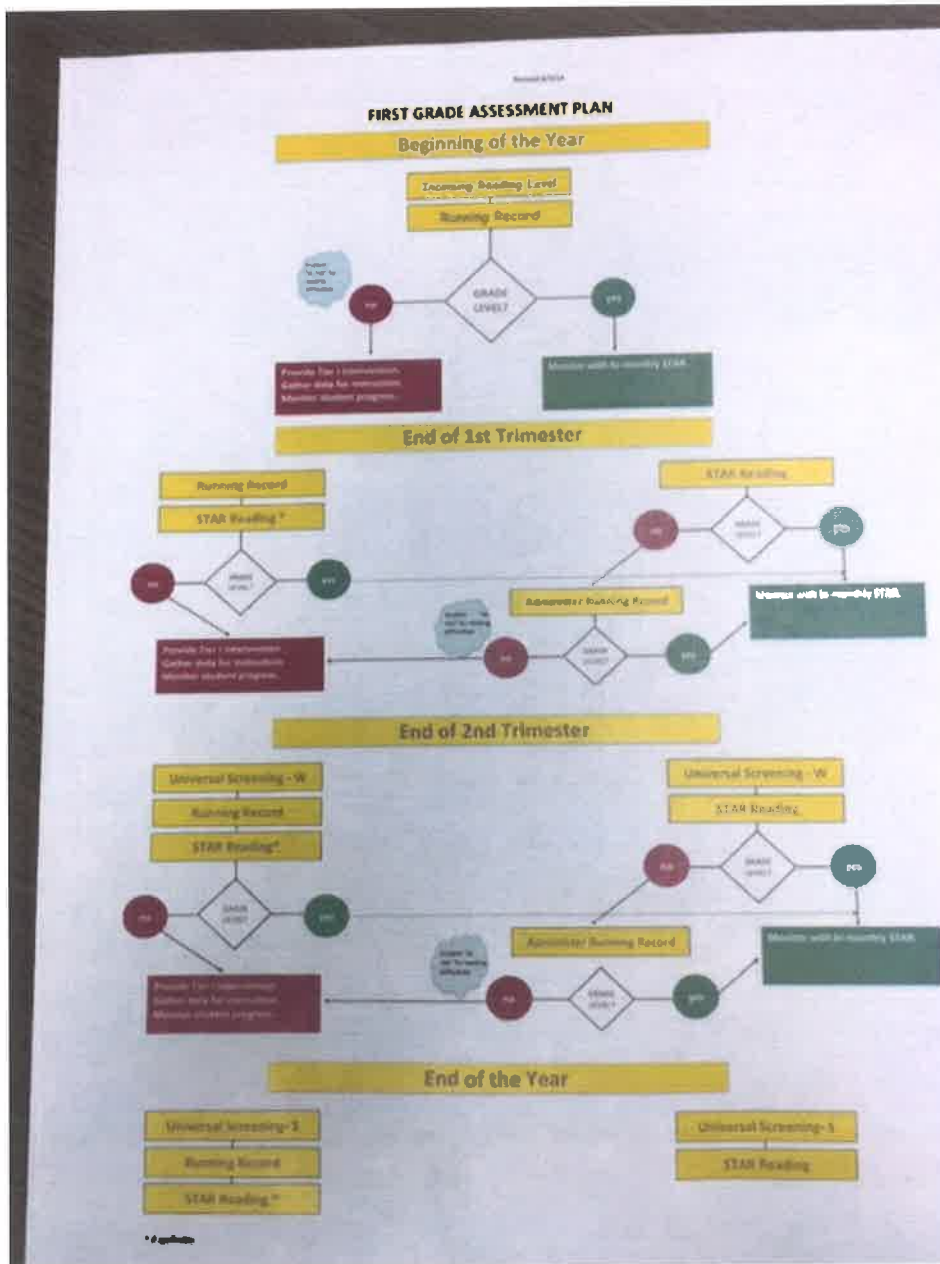
- Screening Tests
 - Provides enough information to identify which students are "at risk" with minimal interruption in instruction (*Universal Screening CBM, STAR Reading*). Administered to all students at the beginning of the year, mid-year, and end of the year.
- Progress Monitoring Tests
 - Also brief, progress monitoring tests are given periodically to determine whether students are making adequate progress. Intervention students will be progressed monitored on a weekly basis (*Universal Screening CBM*). 1st-5th grade level students will be assessed on a bi-monthly basis (*STAR Reading*).
- Diagnostic Tests
 - Relatively lengthy, diagnostic tests provide in-depth assessment of reading skills. Diagnostic tests should be given when there is a clear expectation that they will offer new information about a child's reading difficulties that can be used to help plan more powerful instruction. (*Running Record, STAR Reading*)

C. INTERVENTIONS

- Intervention Team (Hana, Renee, Luke, Intervention Teachers)
- Interventions will be Monday - Thursday. Friday will be used to progress monitor intervention students.
- Interventions will run in 10-week cycles. At 5 weeks and 10 weeks, the intervention team will meet to evaluate student progress.

D. ASSESSMENT SCHEDULING

- Beginning of the year Universal Screenings will be administered the 2nd week of school. The mid-year screening will be administered the 1st week after Winter Break. The end of the year screening will be administered the last month of school.
- Progress Monitoring Tests- bi-monthly
- Diagnostic Tests - for below grade-level students only at the end of each trimester



Social Emotional Learning

- Full time psychologist provides Professional Development to help demystify behaviors and teaching teachers how to look for and manage behaviors especially in younger grades.
- PBIS – Tier 2 and 3 use check in check out with behavior intervention assistant
- Part time School Social Worker
- Student Leadership team –
 - Student valet during congested drop off to help students out of the car
 - Principal’s Challenge – each month challenges for classes with friendly competitions in Reading, Attendance, and Behavior goals.

Attachment 1- Presentation Rubric

Attachment 2 – Reading Level Rubric

Attachment 3 – Narrative Writing Rubric

Attachment 4 – Opinion Writing Rubric

Attachment 5 – Informative Writing Rubric

Attachment 6 – Collaboration Rubric