



KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS
Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I²S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

Downtown Elementary School

Award based on 2019 CAASPP ELA and Math

Based on a 3-year average

ELA: 58.7 points above Distance from Standard

Math: 20 points above Distance from Standard

Bakersfield City School District

Kern County

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School Profile

Downtown Elementary is a K-8th grade school in the heart of downtown Bakersfield. It has an enrollment of 313 students. The teaching staff holds “Good First Instruction” at the forefront of each lesson while “Excellence in Everything” is branded across the school site. In addition to general education teachers, there are support staff which includes an academic coach, student success specialist, librarian, campus supervisor, music teacher, choir teacher, and special education teacher.

School Demographics

The ethnicity of the student population is as follows: 45.7% Hispanic, 39.3% White, 5.1% African American, 3.5% Asian, 3.2% Two or More Races, and 2.2% Filipino. The additional student groups from this population include: 34% are Socioeconomically Disadvantaged, 8% are Students with Disabilities, and 1.5% are English Learners.

Self-Identified Contributing Factors

- [Good First instruction \(GFI\)](#) and Gradually Release Responsibility (GRR).
- Teacher Efficacy:
 - All teaching staff have gone through John Hattie’s research by way of a 3-year book study. The leadership team attended the [Visible Learning for Teachers](#) and the [Visible Learning for Literacy](#) conference.
- Daily posting of [learning intentions and success criteria](#) in English Language Arts and math are required in every class.
- Staff have spent time digging into state standards and targets, increasing rigor, reviewing SBAC stems to align rigor, give and assess common formative assessments, ensure models and provide rubrics.
- Focus of professional learning which includes training outside of contract hours – after school and Saturdays, with extra pay.
- Add the “why” when changing practice. Google folder used to drop in common formative assessments where principal and coach can provide 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 expectations in every subject and in all genres.
- [Close Reading](#) and anecdotal note-taking are taught.
- Hands–on math activities: Clothesline Math, Number Talks, and Math Tasks.
- Response To Intervention (RTI) is used in all three Multi-tiered System of Support levels. Bi-monthly [MTSS](#) meetings are held and staff determines the plan to address student needs – wrap-around approach. The team consists of a psychologist, behavior intervention specialist, principal, and an academic coach. The team discusses each student in Tier 2, both behaviorally and academically. Staff intimately knows each student. Students can be referred to Tier 2 or Tier 3 by the student, teacher, or parent.

- Social skills groups are conducted in small groups and whole class instruction.
- A youth service specialist assists with behavior.
- Tier 1-RTI happens daily in the classroom following instruction and ‘check for understanding’ is utilized in ELA and Math for small group instruction and additional guided practice.
- Tier 2 – An RTI data analysis and diagnosis meeting is held which results in specific RTI Tier 2 plans.
- Teachers offer focused tutoring after school in math and ELA.
- Teachers serve students from different grades.
- Teachers do pre and post data collection to note growth and new needs – pre-assessment universal screeners include: Benchmark Assessment System (BAS), STAR, and Achieve 3000.
- Tutoring is done in 6 to 8-week sessions.
- Staff monitor students’ attendance and correlation to their academic progress.
- Rework tutoring groups as needed, every quarter.
- Data analysis of SBAC and benchmark results drives daily instruction and goal setting:
 - ELA was the focus for the first several years, but a math focus in the last 2 years.
 - The Single Plan for Student Achievement (SPSA) aligns with district and site goals with input gathered from all stakeholders.
 - Professional development plans are based upon data and the needs identified by teaching staff. The professional learning aligns with the focus areas for growth, as noted in SPSA.
- Professional learning focus areas:
 - Teacher Clarity
 - Collective efficacy
 - Guided Reading for small group instructional strategies.
 - [Thinking Maps.](#)
 - [Write from the Beginning and Beyond.](#)
- School culture:

- Pervasive climate of high expectations for all, in all areas.
- Teachers and staff bring their own children to school with them instead of their neighborhood school, therefore the result is an invested staff.
- Consistent and stable staff – principal and teachers have been there for years.
- Parent involvement:
 - Volunteers in the classroom lowers the adult to student ratio.
 - There is close communication between the parent(s) and the teacher. Included in the communication is the monitoring of the child's progress.
 - K-8th culture allows staff and families to have close relationships and care for each other. Staff and parents are very invested in the continual growth of everyone and the overall school and its programs.
 - Community and parent volunteers participate as follows: valet, coaching academic enrichment, athletic areas, classroom helpers/assistants, and chaperones.