



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.

Shirley Lane Elementary

Socioeconomically Disadvantaged Most Improved

- ELA

Based upon 3-year growth from 2016-2019 CAASPP

ELA: 36.8 point increase

Fairfax Elementary School District

Kern County

Principal: Dave Mack

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Date: March 1, 2021

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School Profile

Shirley Lane Elementary School is located in the southern region of Bakersfield and serves 688 students in grades K-6th following a traditional calendar. It is a beautiful neighborhood school with modern facilities as it opened its doors in 2005.

School Demographics

The ethnicity of the student population is as follows: 87% Hispanic, 6% White, and 2% African American. The additional student groups from this population include: 11.9% Students with Disabilities, 38.5% English Learners, and 92.7% Socioeconomically Disadvantaged.

Self-Identified Contributing Factors

Motto: Everyone must be a reader.

- Reading has been made a top priority, and the following practices created the system contributing to the culture of readers at Shirley Elementary:
 - o Focus on K-3 reading so all students learn to read by 3rd grade.
 - o A multisyllabic routine is established and practiced daily.

- o Reading to learn happens in 4th – 6th grade.
- o Phonics is taught for all K-6 students.
- o Accelerated Reader scores are used to identify comprehension problems.

- Implementation of [95% Group](#).
- Teachers and paraprofessionals were trained and continue with training in 95% Group.
- Coaching from 95% Group continues to help develop new teachers along with refresher training to maintain the fidelity of the program.
- A coaches model with observations in classrooms is utilized to ensure implementation. A debriefing meeting with the teacher follows the modeling or observation.
- “Walk to Learn” (also referred to as “At My Pace” – AMP) is at full implementation across the site. Mr. Mack followed the same protocol as Zephyr Lane’s “Walk to Learn”. (It is now a districtwide practice):
 - o Shirley Elementary began with K-3 and then added each grade up to 6th grade.
 - o 30 minutes of “Walk to Learn” was organized into each grade level schedule.
 - o Students are placed in levels according to their previous [Acadience](#) assessments. Students from each grade level are placed by need and skill level according to the Phonemic Awareness Screener for Intervention (PASI) and Phonics Skill Screener for Intervention (PSI). Through collaborative and regular data team meetings, teachers are assigned specific groups of students based on PASI/PSI data. Using specific lessons which correlate with specific student needs, teachers work with students at their level in small groups. Data is reviewed frequently to move students into new groups. The students walk to their flexible grouping during the scheduled time, hence the name “Walk to Learn”.
- The State Standards drive instruction:
 - o One example is when students are needing differentiation, standards based curriculum continues to be the resource for instruction. The 4-6 grade teachers will use K-3 books to teach plot, characters, and other components of a story which removes the complexity of text.
 - o Teacher professional learning is completed during contract hours:
 - o A book study is completed each year with teachers on a voluntary basis.
 - o Teachers are trained in Acadience and in 95% Group and have follow up training with the on-site Teacher On Special Assignment.
 - o Professional Learning Communities (PLC) groups are grade level specific.
 - o Lead teachers meet with the principal on a regular basis, prior to PLC meetings. This helps to keep the message the same and continues coherence of the two programs from principal to teachers.
 - o District grade level meetings also occur 3 times a year during PLC time.

- Cycle of Inquiry:

- o Collaboration occurs every Monday.
 - o Data is set up for the teachers so they can dive right into the analysis.
 - o Leveled groups are set up through the testing analysis.
 - o The teaching plan is set after the analysis.
 - o The cycle is repeated until students are successful.
 - o Sustainability is accomplished by making changes according to the data.
- An assessment calendar is followed which includes district benchmarks, state assessments, and local assessments.
 - A robust student study team (SST) process includes bringing data to the table and working with parents, students, and teachers, to find the best next steps for the student's success.
 - Free After School Tutoring (FAST) is available for students who need extra help with math and ELA.
 - Tuesday and Thursday groups of students in each grade level stay after school and continue to work on different skills which follow the AMP model.
 - o Transportation is provided to students in attendance.
 - o When students have mastered the skills they were lacking, they are exited from the program and new students are added.
 - Celebrating success is of great importance. Rallies are held every Friday to celebrate the accomplishments students have made in various areas.
 - School is fun and enjoyable at Shirley Lane Elementary.