

Downtown Elementary
Noreen Barthelmes, Principal and Kara Rand, Academic Coach

Visit: 1/9/2020

FOREMOST

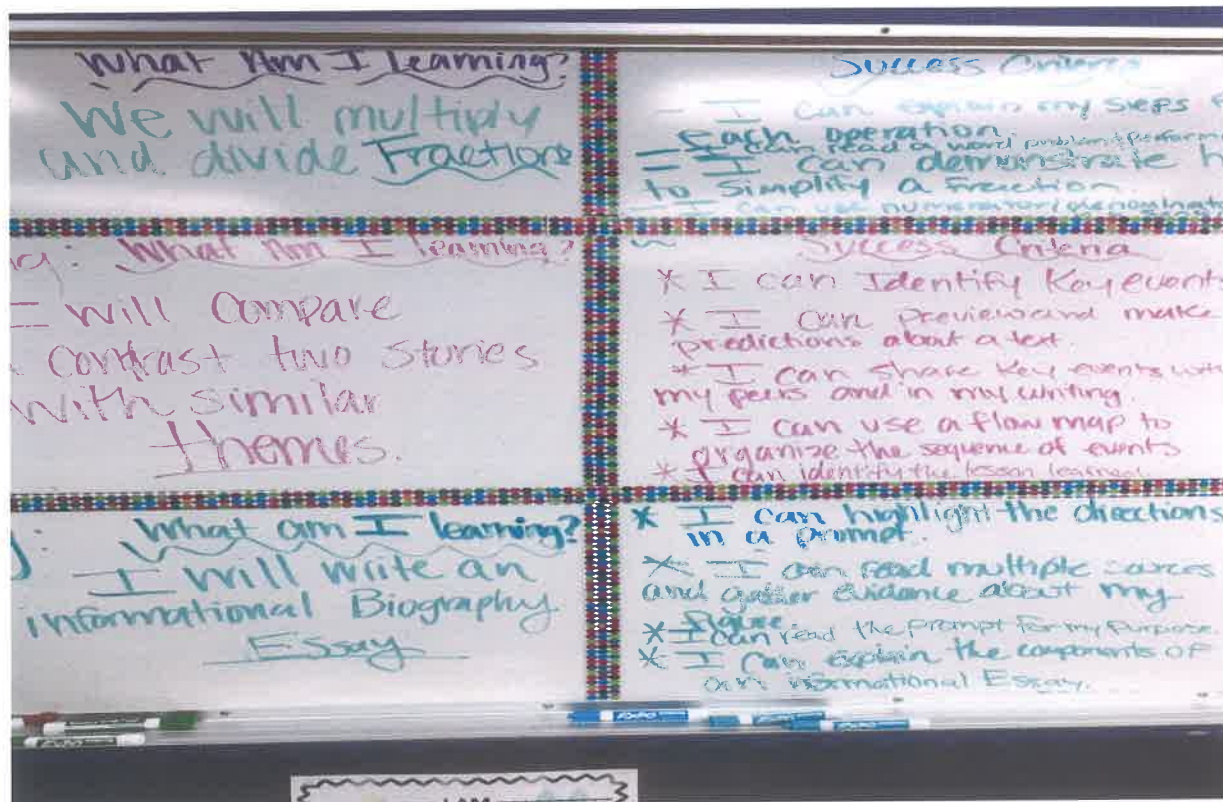
Good First instruction (GFI) and gradually release responsibility
(GRR) <https://dpi.wi.gov/ela/instruction/framework>

[Good First Instruction - edl.io https://1.cdn.edl.io > ...](https://1.cdn.edl.io)

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.



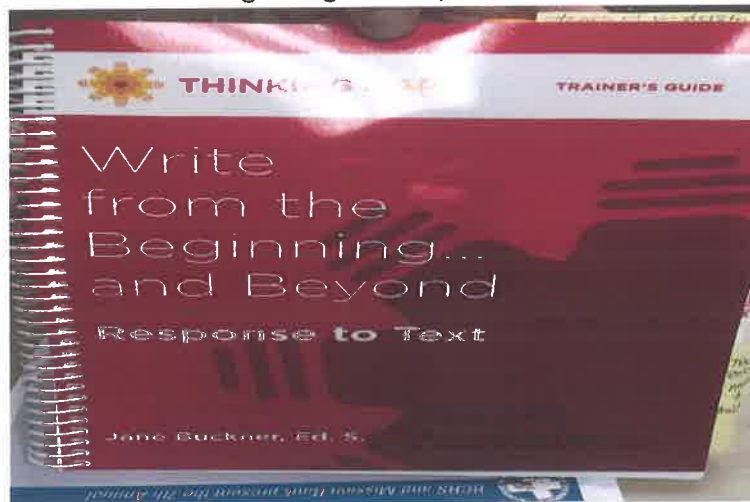
Diving deep into comprehending the standards, targets, rigor, SBAC stems to create appropriately rigorous plans, CFAs, models/rubrics.

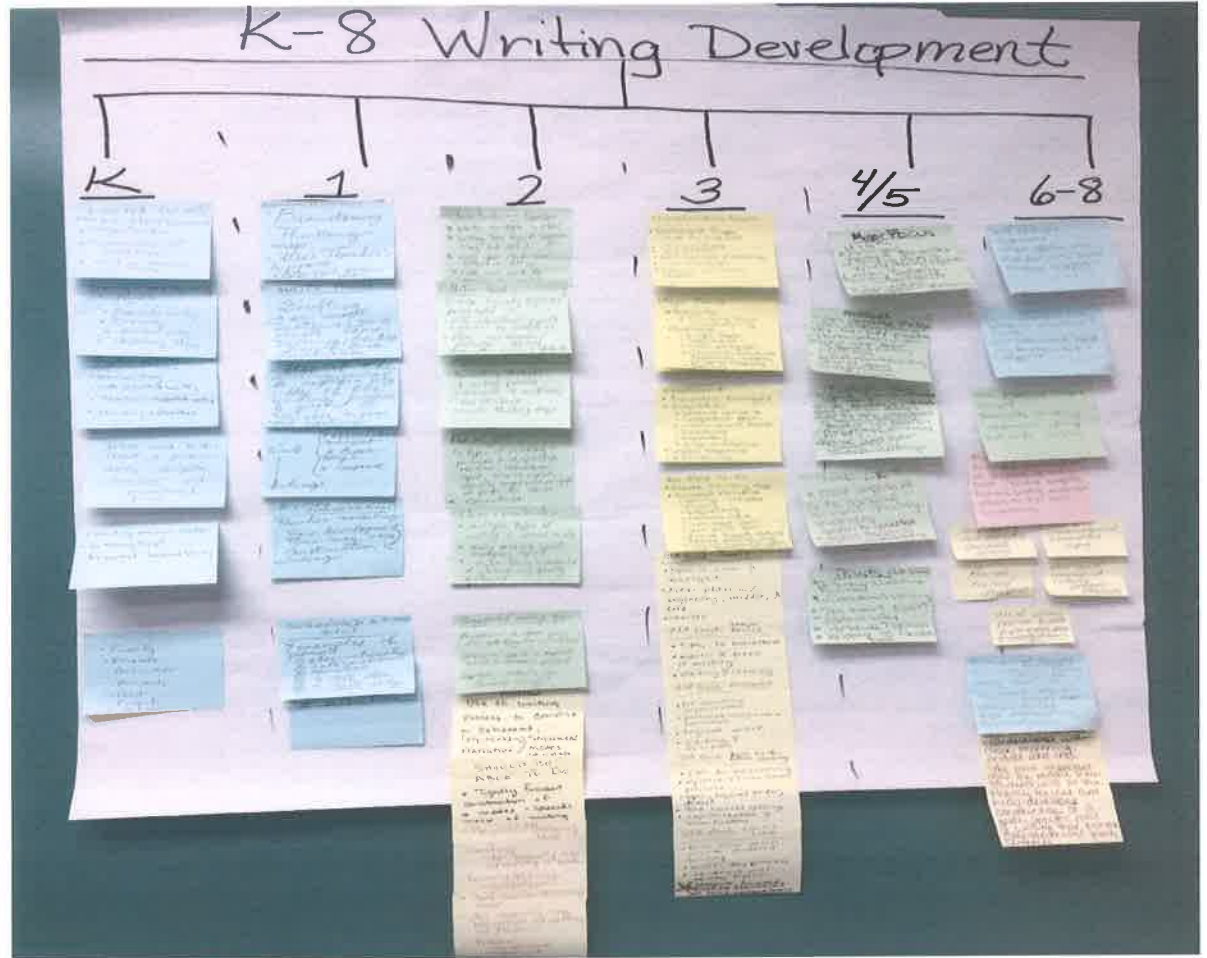
Tier 2 – RTI- data analysis and diagnosis lead to the specific RTI2 plans (MTSS- Tier II)

- 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 – pre-assessment- 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





- Articulation from grade levels regarding writing expectations.
- Anchor Charts

Evidence Based Short Response

Introduction - Restate and Answer the Question.

Evidence - "According to _____ it stated _____."

Explanation - This means _____

Example - For instance, _____

Conclusion - All in all, _____

Point of View -

* different narrators can tell about the same event in different ways.

Who

is telling

the story?



First-Person narrator

- describes his/her thoughts and feelings
- told by a character in the story.
- might take part in an event
- Key words - I, me, my, and we

Third Person narrator

- describes how other characters think and feel
- told by a narrator not in the story
- does not take part in an event
- Key words - he, she, they, him, her

Point of View -

a person or character's version of how something happens

- 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.

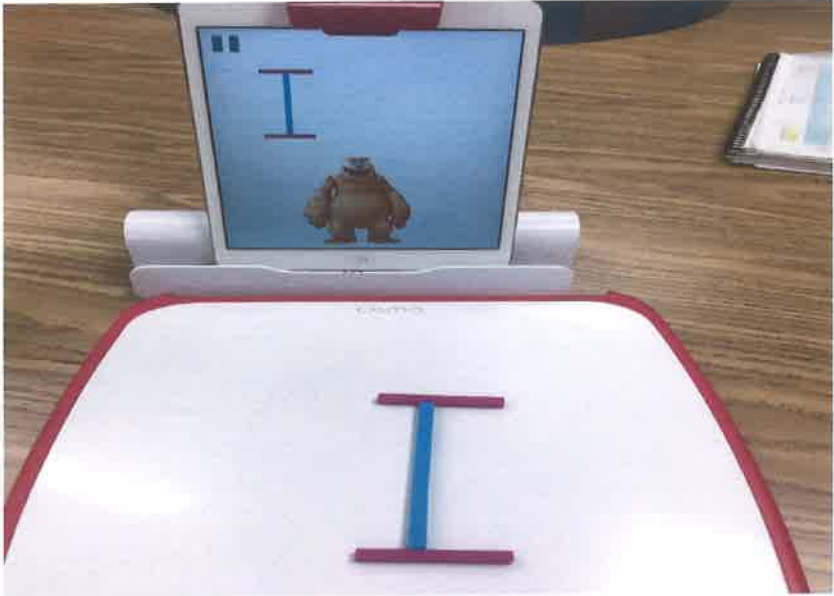


- Messaging/branding with positive message "Excellence in Everything".
- Parents come for lunch which shows a presence to the students and teachers have easy access to talk with parents about concerns or questions.
- Parents invited to multiple events throughout the school year, so that they can feel 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



Classroom libraries and iPad/Osmo at primary level and used daily as a center.



District Assessment Calendar

2019-2020

Grade	District Assessments		Required Assessment Administration Windows & Enter Due Dates	State Assessments
	ELA/Reading	Math		
TK	Core Growth- KST	Core Growth- KST	Sept 20*	ELPAC-Initial 8/14 - 9/13 ELPAC 2/24- 3/20
	Core Growth-Full Year Inventory (FYI)	Core Growth-Full Year Inventory (FYI)	Dec 20* March 13* May 21*	
K	BAS		Aug 19 - Sept 27* Dec 2 - Dec 20* May 11 - May 29*	ELPAC-Initial 8/14 - 9/13 ELPAC 2/24- 3/20
1st	BAS		Aug 19 - Sept 27* Dec 2 - Dec 20* May 11 - May 29*	ELPAC-Initial (newcomers only) ELPAC 2/24- 3/20
	STAR Reading (Level E+)	STAR Math	Aug 19 - Aug 30 (RP 1) Nov 5 - Nov 15 (RP 2) Feb 3 - Feb 14 (RP 3) May 11 - May 22 (RP 4)	
2nd	BAS		Aug 19 - Sept 27* Dec 2 - Dec 20* May 11 - May 29*	ELPAC-Initial (newcomers only) ELPAC 2/24 - 3/20
	STAR Reading (Level E+)	STAR Math	Aug 19 - Aug 30 (RP 1) Nov 5 - Nov 15 (RP 2) Feb 3 - Feb 14 (RP 3) May 11 - May 22 (RP 4)	
3rd - 5th	STAR Reading	STAR Math	Aug 19 - Aug 30 (RP 1) Nov 5 - Nov 15 (RP 2) Feb 3 - Feb 14 (RP 3) May 11 - May 22 (RP 4)	ELPAC-Initial (newcomers only) ELPAC 2/24 - 3/20 CAST 3/23- 4/3 CAA 3/23- 5/15 SBAC 4/15- 5/15 Physical Fitness Test 5th ONLY 2/1- 2/19
	BAS - students with identified scores per Literacy Assessment Guide		Aug 19 - Sept 27* Dec 2 - Dec 20* May 11 - May 29*	
	Achieve 3000 Levelset *Year 3 Schools will Levelset in September		Aug 14 - Aug 30 Dec 2 - Dec 13 May 4 - May 15	
	Interim Assessment Block (IAB) 3rd - Listen and Interpret 4th - Listen and Interpret 5th - Listen and Interpret	Interim Assessment Block (IAB) 3rd - Operations and Algebraic Thinking 4th - Numbers and Operations in Base Ten 5th - Numbers and Operations in Base Ten	Pre- Oct 28 - Nov 8 Post- Feb 18 - Feb 28	
6th - 8th	STAR Reading	STAR Math	Aug 19 - Aug 30 (RP 1) Nov 5 - Nov 15 (RP 2) Feb 3 - Feb 14 (RP 3) May 11 - May 22 (RP 4)	ELPAC-Initial (newcomers only) ELPAC 2/24 - 3/20 CAST 3/23- 4/3 CAA 3/23- 5/15 SBAC 4/15- 5/15 Physical Fitness Test 7th ONLY 2/1-2/19
	BAS - students with identified scores per Literacy Assessment Guide		Aug 19 - Sept 27* Dec 2 - Dec 20* May 11 - May 29*	
	Achieve 3000 Levelset		Aug 14 - Aug 30 Dec 2 - Dec 13 May 4 - May 15	
	Interim Assessment Block (IAB) 6th - Listen and Interpret 7th - Listen and Interpret 8th - Listen and Interpret	Interim Assessment Block (IAB) 6th - Ratios and Proportional Relationships 7th - Ratios and Proportional Relationships 8th - Functions	Pre- Oct 28 - Nov 8 Post- Feb 18 - Feb 28	

RP = Reporting Period *All BAS and Core Growth data to be entered by the end of each test administration window.