



Innovative and sustained collaboration to achieve significant and lasting change.

Kern County Innovative & Impactful Schools I²S is a county wide program implemented by Kern County Superintendent of Schools and the Kern Pledge partners to acknowledge schools who are high-performing and have shown student academic success, by continuing to maintain a three year pattern of top 10% proficiency in math and ELA.

Downtown Elementary School

Designated 2019 ELA/Math

3 year avg: Math 20 pts. Above Standard

ELA 58.7 Above Standard

Bakersfield City School District

Kern County

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“Our Mission is to ensure a safe and nurturing learning environment in which all students receive an effective, state of the art, comprehensive curriculum that utilizes research-based strategies and data-driven decisions, and where all parents and community members are welcomed and engaged in the learning process.”

School Profile

Downtown Elementary is a K-8 grade school in the heart of downtown Bakersfield. It has an enrollment of 313 students. The teaching staff holds foremost, “Good First Instruction” and “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 313 students are made up of two main ethnic populations: Hispanic, 45.7% and white, 39.3%. Of the student population, 34% are Socioeconomically Disadvantaged, 8 % are Students with Disabilities, and 1.5% are English Learners.

Contributing Factors / Replicable Strategies

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)

- Teacher Efficacy -All teaching staff have gone through John Hattie’s research by way of a 3-year book study. The Leadership Team attended [*Visible Learning for Teachers and Visible learning for Literacy*](#) conference.
- 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 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 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
- RTI used at all three levels. [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)
- **Tier 1-RTI** happens daily in the classroom following instruction and CFU in ELA and Math for small group instruction/additional guided practice.
- **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](#)
- 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.
- 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.