

Submitted by Elementary Principal Sheila Everhart

EXHIBIT
8.2.4**Achievement & Curriculum Expansion****Staff Development:**

- **Elementary PBIS Team Training** - January 17, 2011 at CESA 12 Ashland, WI. The Team will review the five year implementation plan.
- **Wisconsin Reading Conference, Engage and Energize for Literate Lives** February 3-5, 2011 in Milwaukee. The team will be attending workshops on How to Accelerate Learning: Engage the Rest of the class during Small Group Instruction with the Daily 5 and Exactly How to have Assessments Drive Instruction for Greater Student Achievement by providing productive, effective, and focused teaching strategies for comprehension, accuracy, fluency and expanded vocabulary.
- **Take One** -Fifty teaching staff participated in our second staff development training of the 2010-2011 Academic School Year. **Take One** provides a standards-based approach for improving teaching practice and links student learning to effective instruction. The Bayfield School District is one of few districts that will have school-wide participation. Educators will work in professional learning communities organized around teaching standards. **Twenty-seven** staff signed up for the Take One Program and many of those have enrolled in a Viterbo College University Course. The October 22, 2010 in-service was facilitated by Carol Sowl. Carol is to be commended for her leadership skills and dedication to this professional development initiative.

Elementary Reading Instruction:

- **Concern:** Method of Providing Small Group Reading Instruction (Guided Reading) with Para Educator and JOM Tutor no longer with elementary teachers at Bayfield Elementary.
- Para Educator Adjusted: Two Part-time positions were created; a part-time position to support students at LaPointe Elementary and a part-time position to support kindergarten students at Bayfield Elementary.
- Based on Red Cliff Education Committee Student Assessment Needs Survey it was determined that Middle School and High School students needed tutoring assistance. The JOM Tutor was to be re-assigned to tutor Middle School and High School Students.

Definition – Guided Reading.

Guided Reading is an approach where the teacher works with a small group of students who can all read similar levels of texts and demonstrate similar reading behaviors. The text is developmentally appropriate that is easy enough for students to read with a teacher's support. The approach recognizes that a wide range of

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reading abilities exists within any grade level or age group, and that reading at the appropriate levels ensures success.

Guided Reading groups are determined by the teacher's assessment of individual student needs. Guided reading is used to get the children to explore the meaning in the text, to look at the pictures to predict how/what is happening and how the characters feel. At all levels children are grouped depending on needs and the use of strategies are balanced with text difficulty.

The teacher monitors and guides the reading of each child as needed. The goal of Guided Reading is for students to become fluent readers who can problem solve strategically and read independently and silently.

Action Taken: (June 2010 – August 2010)

- Staff learned of best practices for reading instruction from kindergarten candidates. The Daily 5, Fostering Literacy independence in the Elementary Grades.
- **The Daily Five**, Fostering Independence in the Elementary Grades resources were purchased for all elementary staff, which provides reading instruction – (3 books for each staff).
- Staff were also invited to a book study to help learn how to plan and implement the daily 5 in the classroom- August 24, 2010
- Using best practices and setting up literacy stations take time and planning. The K-5 teachers are encouraged to integrate the common core routines and framework of the Daily Five.
- A second summer workshop 2011 is planned.

Action Taken (September 2- Present)

- Reading Resource Teachers are assigned to work with specific grade levels. (Boulley 3rd and 5th grade, Groshek 4th grade, Botka K-2).
- Mrs. Boulley and Mr. Groshek offer ERE services.
- Mr. Gorshek offers Barton strategies.
- Ms. Botka offers early intervention strategies as identified by Fountas and Pinnell (Early Leveled Literacy Interventions).
- One hundred eighty-one (181) students are receiving universal reading instruction. Twenty-four (24) students are receiving Tier II intensive support and forty-two (42) students with IEP's are receiving Tier III support services.
- Staff have suggested meeting once in December and once in January to continue the Daily 5, Fostering Literacy Independence in the Elementary Grades.

- Best Practices identify that teachers need to know state standards, district standards and be able to manage and instruct with a wide range for student needs and abilities. It is critical that students are taught the structure of learning in the classroom. Teachers need to demonstrate and focus their teaching on what the child and teacher are to do inside each component (Read to Self, Read to Someone,

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Work on Writing, Listen to Reading within a 90- 120 minute Reading Block of Time).

- Old methods used were Teacher Driven, Low Student Engagement, they tended to give busywork activities, artificial reading and writing (worksheets) and little time spent on Reading.
- What is expected is The Daily Five components (Read to Self, Read to Someone, Work on Writing, Listen to Reading within a 90- 120 minute Reading Block of Time) that is Student Driven, High Student Engagement, Meaningful reading and writing, authentic reading and writing and majority of time spent on reading.)
- This common core structure teaches independence, uses the entire language block for universal instruction, provided three to five focus lessons and more intentional teaching, provides students with time to read and write, allows for the integration of reading and writing, incorporates clearly defined instructional routines that accelerate learning, builds stamina to ensure longer periods of time students successfully read and write, articulates students behaviors that culminate in highly engaged learners, and teaches students to understand and monitor their own literacy goals. Informal daily assessments are completed by the teacher. A specific student assessment should be done every two weeks.
- Staff will be mentored, trained and supported through this change in instructional delivery methods.

Action Taken: CESA 12 is offering workshops in The Daily 5, January 8, 15 and 24, 2011. Bayfield staff can attend if they are interested.

Action Taken: Four Classroom Teachers (Mrs. Hulse, Ms. Cameron, Mrs. Nyara, and Mrs. Johanik) along with Reading Resource Teachers (Mrs. Boulley and Ms. Botka) will attend the **Wisconsin Reading Conference, Engage and Energize for Literate Lives** February 3-5, 2011 in Milwaukee. The team will be attending workshops on How to Accelerate Learning: Engage the Rest of the class during Small Group Instruction with the Daily 5 and Exactly How to have Assessments Drive Instruction for Greater Student Achievement by providing productive, effective, and focused teaching strategies for comprehension, accuracy, fluency and expanded vocabulary.

Upon return those staff will provide a workshop with resources for the other who could not attend.

Bayfield Elementary K-2 staff are implementing best practices and using flexible grouping while providing reading instruction. Students have been provided longer instructional blocks where students:

1. Read to Yourself;

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(The best way to become a better reader is to practice each day, with books students chose at their correct reading level.);

2. Read to Someone;

(Reading to someone allows students more time to practice reading strategies, helping students work on fluency and expression, check for understanding, hear their own voice, and share in the learning community.);

3. Work on Writing;

(Just like reading, the best way to become a better writer is to practice writing each day.)

4. Listen to Reading;

(Students hear examples of good literature and fluent reading. Students learn more words, thus expanding our vocabulary and becoming better readers.);

5. Word Work/Spelling;

(Correct spelling allows for more fluent writing, thus spending up the ability to write and get thinking down on paper. This is an essential foundation for writers.).

The staff would like to present at the January 2011 School Board Meeting how they are using best practices to teach reading instruction.

2010-2011 Kindergarten Enrollment Update:

As of December 3, 2010; there are 36 students who have completed enrollment forms. Two of the 36 students live on Madeline Island. Thirty-four (34) students are enrolled at Bayfield Elementary. Bayfield Elementary has two kindergarten classes of students (16 & 18). We are under the SAGE requirements of 18 students per class. Kindergarten teachers have been busy assessing students' literacy skills. Reading resource teachers met with classroom teachers to develop a plan and schedule to provide instructional support with reading and math skills. The Reading Resource Teachers began working with kindergarten students on Monday January 3, 2011.

Attendance:

Bayfield Elementary (1/4/11)	176 Students	94% attendance rate
LaPointe Elementary (1/4/11)	13 Students	94% attendance rate
Total	189 Students	94% attendance rate

Student Behavior: Office Managed Behavior Referrals

Number of Students: 20 Number of Incidents: 41 Types of Incidents: 11
 In School Suspensions: 5 Out of School Suspensions: 17

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Bayfield Troller After School Program (TAP):

The Bayfield Troller After School Program Session III will be held February 14 – March 17, 2011. Mr. Trent Hanson is the TAP Lead Teacher and Family Night Coordinator. Attendance at TAP has increased. Students' activities are held at school, the recreation center, Red Cliff Recreational Hall, and the Red Cliff Prevention Center.

Bayfield Elementary Family Night Summary Twenty-two Family Nights have been held between August 25, 2010 and December 16, 2010. Total Participation was 728 persons. The average attendance at each event has been 33 persons.

Wellness and Nutrition

- Food Service Staff will provide **fresh fruits and vegetables** to our K-5 students daily at 9:45 a.m.
- Bayfield Elementary Students have enjoyed the Garden Bar (Salad Bar) offering during the second quarter of the school year.
- LaPointe Elementary Students have been growing their own lettuce in the classroom. In cooperation with the Slow Foods Program, Island Students are now enjoying a garden bar once a week in addition to the Food Service Program/Vending Contract with the Bell Street Restaurant. The Bell Street is delivering the lunch to LaPointe Elementary School. Lunch. Lunch is served at 11:45 a.m.

School Climate and Family Involvement

Parent Advisory Council (PAC): PAC will meet on January 19, 2011 to discuss fitness and wellness in our schools. The Parent Advisory Council is scheduled to meet again on February 16, 2011 to discuss student process and placement policies. The PAC meets at 6 p.m. in the Office Conference Room. All parents and guardians are welcome to attend.

Staff Input and Concerns: 1) Staff would like for administration to review the textbook adoption cycle. The Department of Public Instruction has distributed the new Common Core State Standards for Math and Reading/Language Arts. 2) Staff would like administration to look for a document for staff to use to record staff managed student behavior referrals. They would like the form to be quick and user friendly. The Elementary PBIS committee will work on this request.

Bullying Prevention Initiatives and Activities will continue when the TAP program resumes on February 14, 2011..

January Calendar (attached)

January 2011

Gichi-manidoo-giizis

Character Trait—Self-Discipline



Sunday Anana'e-giizhigad	Monday Nitam-anokii-giizhigad	Tuesday Niizho-giizhigad	Wednesday Aabitoose	Thursday Niyyo-giizhigad	Friday Naano-giizhigad	Saturday Gizibigisaginige-giizhigad
District Core Values: <ul style="list-style-type: none"> • Respect • Honesty • Responsibility • Kindness 						1
2	3 4 Hulse Swimming 12:08-1:40pm	5 6 2nd Grade Reading Family Night 5-7pm Hulse Swimming 12:08-1:40pm	7 8	9 10 11 4th Grade Reading Family Night 5-7pm Hulse Swimming 12:08-1:40pm Elementary Staff Mtg. 3:30 pm	12 13 KG Reading Family Night Hulse Swimming 12:08-1:40pm	14 15
16	17 18 1st Grade Reading Family Night 5-7pm Hulse Swimming 12:08-1:40pm	19 20 3rd Grade Reading Family Night 5-7pm Hulse Swimming 12:08-1:40pm	21 Early Release 12:45pm Professional Development "Take One"	22	23	24
23	24 25 Elem. Staff Committee Meetings 3:30 pm	26 27 LaPointe Reading Family Night 5-7pm	28	29	30	31
30	31 February 1st 5th Grade Reading Night					
School Guidelines:						<ul style="list-style-type: none"> • Respect Yourself • Respect Others • Respect the Environment