

**School District of Bayfield  
December 2010 School Board Report  
Submitted by Elementary Principal Sheila Everhart**

**Achievement & Curriculum Expansion**

**Staff Development: 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. **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:**

- **Staff Concern:** Method of Providing Small Group Reading Instruction (Guided Reading). A Para Educator and JOM Tutor no longer work with elementary teachers.
  
- A part-time position to supports students at LaPointe Elementary and a part-time position supports kindergarten students at Bayfield Elementary.

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 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)

- 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 invited to a book study to help learn how to plan and implement the **Daily Five** in the classroom- August 24, 2010
- Using best practices and setting up literacy stations takes time and planning. The K-5 teachers have been encouraged to integrate the common core routines and framework of the Daily Five.
- A second summer workshop is planned.

#### Action Taken (September 2- Present)

- Reading Resource Teachers are assigned to work with specific grade levels. (Boulley 3<sup>rd</sup> and 5<sup>th</sup> grade, Groshek 4<sup>th</sup> grade, Botka K-2).
  - Mrs. Boulley and Mr. Groshek offer ERE services.
  - Mr. Groshek 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 Five**, 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, Work on Writing, Listen to Reading within a 90- 120 minute Reading Block of Time).
  - Previous methods used were Teacher Driven, with Low Student Engagement, and tended to rely on busywork activities, (worksheets) with little time spent on Reading. 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) are Student Driven, with High Student Engagement, meaningful reading and writing, with majority of time spent on reading.)
  - This common core structure teaches independence, uses the entire language block for universal instruction, provide 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.

Action Taken: CESA 12 is offering workshops on the **Daily Five**, January 8, 15 and 24, 2011.

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 Five** 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.

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;

(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 their vocabulary and subsequently become 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.

***Wisconsin Knowledge and Concepts Examination (WKCE):*** The WKCE tests were mailed back to the Department of Public Instruction on December 1, 2010. Test results will be available in the Spring of 2011. Thanks to Tom Steckling, Karen Grieve and Anne Sullivan for the coordination of testing materials and student snacks.

***2010-2011 Kindergarten Enrollment Update:***

As of December 3, 2010; there are 36 kindergarten students who have enrolled. 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.

**Attendance:**

Bayfield Elementary (12/3/10)	176 Students	93% attendance rate
LaPointe Elementary (12/3/10)	13 Students	93.20% attendance rate
<b>Total</b>	<b>189 Students</b>	<b>93.3% attendance rate</b>

**Student Behavior:** Office Managed Behavior Referrals

Number of Students: 19      Number of Incidents: 40      Types of Incidents: 11  
 In School Suspensions: 4      Out of School Suspensions: 17

***Bayfield Troller After School Program (TAP):***

The Bayfield Troller After School Program Session II will end on December 16, 2010. 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-one Family Nights have been held between August 25, 2010 and December 9, 2010. The average attendance at each event has been 34 persons.

**Wellness and Nutrition**

- Food Service Staff 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.

**School Climate and Family Involvement**

***Parent Teacher Conferences***

<b>Bayfield Elementary</b>	<b>2010</b>	<b>2009</b>
	<b>134/168</b> 79%	<b>131/154</b> 85%
<b>LaPointe Elementary</b>	<b>2010</b>	<b>2009</b>
	<b>13/13</b> 100 %	<b>14/14</b> 100%

***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 6:00 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 Report*** (attached)

## **4<sup>th</sup> and 5<sup>th</sup> Grade TAP Bullying Prevention Safety Program**

Bayfield Elementary 4<sup>th</sup> and 5<sup>th</sup> grade students have been working with community members (Laura Armagost, Shelly Gordon, Michael Andrews and Kathy Barri) on bullying prevention activities. Attached are copies of the Bullying Prevention Survey Results for 4<sup>th</sup> and 5<sup>th</sup> grade. Below is a summary of activities completed by the Student Bullying Prevention After School Safety Group.

**Monday November 29, 2010**                      **3:20 p.m. – 5:00 p.m.**                      **Room 318**

**Overview of Program**  
**Brainstorming session**  
**Reading of Chapter One “Eagle Song”**  
**On-line research – *Stop Bullying Now* Webisodes.**

**Tuesday November 30, 2010**                      **3:20 p.m. – 5:00 p.m.**                      **Library**

**Recap of First Meeting for New Students**  
**Share Brainstorming Ideas “The Big Picture”**  
**Finish Chapter One and Chapter Two “Eagle Song”**  
    Adult leaders will stop readings for appropriate discussions.  
Have students complete the – *Stop Bullying Now* Webisodes.  
Summarize Session – Think about Family Night Activities.  
\* Be sure to record the students working / video\*

**Thursday December 1, 2010**                      **3:20 p.m. – 5:00 p.m.**                      **Library**

**Look at Bullying Data.**  
**Think about how to present data to Parents and students.**  
**Think about the organization of December 15, 2010**  
    **Dinner 5:00 – 5:30 p.m. Materials for parents to read at dinner.**  
    **5:30 p.m. Welcome Presentation on Bullying.**  
        **The Definition of Bullying;**  
        **Is Bullying happening at Bayfield Elementary?**  
        **What are students doing to make a difference?**  
**Skit**  
**Feedback from Parents / Questions and Answers.**

**Family Night**  
**Wednesday December 15, 2010    5:00 – 7:00 p.m. (Dinner and Student Projects).**

