



Agenda Item Details

Meeting	Oct 25, 2021 - Regular School Board Meeting - Revised
Category	4. Administrative Reports
Subject	4.2 Elementary Principal Report
Type	Information, Reports

**Bayfield and LaPointe Elementary
Monthly School Board Report
Submitted by: Mike Peterson
Date: October 25, 2021**

Academic Achievement:

Co-Teaching Model

Bayfield Elementary students, parents, and staff have been pleased with the results we have seen so far with the addition of 5 teachers to our staff to counteract the effect the pandemic has had on instruction. I have witnessed many positives happening in our classrooms utilizing the co-teaching model such as more individual attention to struggling learners and varied methods of instructional delivery. Below you will find some anecdotal feedback from our teaching staff about the impact of the board's decision to support our co-teaching model.

I see the greatest benefit in math. Not only are our students behind in math, their insecurities about their learning loss are most evident in math. This lower tolerance for risk taking means that whole group instruction is minimally effective at best. With a co-teacher present, all students can receive small group instruction for as long as needed rather than having to shift to independent work before they are ready to accommodate another small group in rotation. I have seen my students' confidence grow already with extended small group practice and individualized attention in math!

In the 2nd grade, the presence of a co-teacher helps our students to receive lessons from two talented, seasoned teachers, enriching their instructional experience. For reading, two cohorts of students receive small-group instruction at a time, giving them twice the personalized attention they would otherwise receive. Cutting our teacher-to-student ratio in half has many advantages throughout the day, making it easier to do walking field trips, provide one-on-one help, and improve the learning experience for everyone involved.

Co-teaching brings more ideas to the table and creates more opportunities for collaboration. We spend our common planning time brain-storming best ways to help our students learn.

The greatest benefit of having a second person in the room has been that we are able to provide guided, small group instruction everyday to all students in both ELA and Math. We have been running simultaneous guided groups in each subject. As a result, group sizes are smaller and each students' academic needs are being addressed. I echo Cate's thoughts around students' confidence growing as I too see more students taking risks, especially during whole group learning.

Positives for 5th Grade:

- More collaborative efforts in planning and execution of cross content work, especially in science where we are focusing some of our reading and writing skills.
- More opportunity and time with guided reading groups
- Support with social skills, communication, and appropriate behavior in and out of the classroom.
- Support connection with students - Social / Emotional

The co-teaching model is beneficial to all students because there are opportunities for student success in mathematics and ELA. The students enjoy small groups since there is more interaction with the teacher and the students feel less threatened asking questions and receiving personal assistance from the teacher. Guided work in both math and ELA is a benefit to both the teacher and the students.

During the Reading block each student is in a small group. The students' needs are being met where they are at: learning letters, sounds, phonological awareness, high frequency words, blending, reading, word work and listening to good literature. With a third teacher and the reading specialist pushing in, the two groups that struggle the most get two mini lessons a day. The two higher groups get one mini lesson each day. It's a fabulous model and students are showing growth with learning letters, sounds, decoding and encoding. They are also progressing through levels of phonological awareness.

During math students are able to have on the spot help when two teachers are co-teaching the lesson. We have time to check each page before going on to make sure students are understanding. It also allows us to pull one or two kids aside for a quick reteach if needed as well.

We're able to incorporate some hands-on activities and do stations with an extra teacher as well.

Fall STAR and F&P Data

STAR Early Literacy & Reading Data (Based on State Benchmarks)

20 out of 26 (77%) of our total first grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR reading scaled scores.

30 out of 34 (88%) of our total second grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR reading scaled scores.

22 out of 31 (71%) of our total third grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR reading scaled scores.

21 out of 28 (75%) of our total fourth grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR reading scaled scores.

21 out of 26 (81%) of our total fifth grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR reading scaled scores.

STAR Math Data (Based on State Benchmarks)

22 out of 26 (85%) of our total first grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR math scaled scores.

29 out of 34 (85%) of our total second grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR math scaled scores.

28 out of 31 (90%) of our total third grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR math scaled scores.

25 out of 28 (89%) of our total fourth grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR math scaled scores.

25 out of 26 (96%) of our total fifth grade students need Urgent Intervention, Intervention, or are On Watch at this time based on their STAR math scaled scores.

Bayfield and LaPointe Elementary

F & P Fall Report

2021-2022

0 out of 28 (0%) total kindergarten students are reading at their Instructional Reading Level at this time.

1 out of 26 (4%) total first grade students are reading at their Instructional Reading Level at this time.

5 out of 34 (15%) total second grade students are reading at their Instructional Reading Level or above at this time.

9 out of 31 (29%) total third grade students are reading at their Instructional Reading Level or above at this time.

8 out of 28 (29%) total fourth grade students are reading at their Instructional Reading Level or above at this time.

16 out of 26 (62%) total fifth grade students are reading at their Instructional Reading Level at this time.

Benchmark	Grade Level	Fountas & Pinnell Level	LaPointe Elementary	Bayfield Elementary
	K	A	Checklist Only	Checklist Only
	K	B	Checklist Only	Checklist Only
Benchmark K	K	C	Checklist Only	Checklist Only
	1	D	0/2=0% (1st)	1/26=4% (1st)
	1	E		
	1	F		
	1	G		
	1	H		
Benchmark 1	1	I		
	2	J		1/34=3% (2nd)
	2	K		2/34=6% (2nd)
	2	L		
Benchmark 2	2	M		1/34=3% (2nd)
				1/34=3% (2nd)
	3	N	0/2=0% (3rd)	4/31=13% (3rd)
	3	O		
Benchmark 3	3	P	2/3 =67% (2nd)	1/31=3% (3rd)
	4	Q		2/31=6% (3rd)
Benchmark 4		R		1/28=4% (4th)
				2/31=6% (3rd)
	5	S		2/28=7% (4th)
				4/26=15% (5th)
	5	T	3/3=100% (5th)	2/28=7% (4th)
				5/26=19% (5th)
	5	U		6/26=23% (5th)
				2/28=7% (4th)
Benchmark 5		V		1/26=4% (5th)
	5	W, X, Y, Z		1/28=4% (4th)

Supportive Climate:

Our staff have been focusing the last 6 weeks on creating classroom communities that honor the strengths and diversity of our student body. We have been doing our best to offer social & emotional learning opportunities for all elementary students to meet their needs during these trying times. Our Fall Harvest Celebration and Halloween parade is being planned as a fun activity that brings our school, our families and our community together to celebrate the season. It was definitely missed last year.

Effective Communication:

Our teachers and office staff continue to reach out to families in an effort to support our childrens' academic and social needs. We continue to use a variety of methods to get messages out to families (letters, phone calls, web site postings, and social media) to ensure that all communications make it through in a timely manner.

Use of Data & Resources:

The elementary staff are now in the process of using our latest data inquiry (Fall '21 STAR and F&P) to identify the instructional needs of all students in reading and math. In reading, teachers will be using this data to support the Daily 5/CAFE framework in which our instruction is rooted. In math, teachers are also using and exploring the different components of the new enVision math series. We are excited to see how

this series will benefit our students as it is definitely more rigorous than the previous resource. As teachers and students have more exposure to the enVision math resources, we should see the rise in mathematical understanding that we are wanting for our children.

Attendance:

Attendance levels have dropped a little over the last month. Bayfield Elementary is currently at 91.8% and LaPointe Elementary is at 94.6%. However, our numbers still reflect a strong desire by the majority of our elementary students to be in school. I feel that our staff is doing a great job of providing a safe and engaging learning environment that encourages good attendance.

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda.