

WELCOME PASS/ACCOUNTABILITY

Willow Creek Elementary
February 8, 2021

How are Willow Creek teachers responding to their students' progress in the Pandemic?

How did we excel in remote learning?

What is our focus going forward?



Celebrations from remote learning:

Across grade levels...

- Attendance was amazing! Students couldn't wait to log in to see their teacher and their friends!
- Asynchronous time was valuable for the one-on-one time between teachers and students.
- Proficiencies in technology, even though "screen time" could be exhausting!
- Some grades used breakout rooms during synchronous time for increased collaboration time and small-group instruction
- Use of webcams and document cameras for more effective instructional time
- Small groups to help with all subjects
- Check-ins everyday
- Book swaps for small-group reading instruction
- Science material pickups
- Goodie bag pick ups

Schoolwide strategies to support all students:

- Soft starts: allows students in the building at 7:45 with supervision.
- Well-aligned PLCs in each grade
- Increased technology proficiencies (students and teachers) . . . just a few examples
 - SeeSaw
 - ZOOM
 - TEAMS
 - PEAR DECK
- Individual conferencing on reading with IRLA (Independent Reading Level Assessment)...districtwide progress monitoring tool
- Special services such as SPED, ELL, GT, when students qualify
- “Second Step” social and emotional support lessons
- POWER time (Persistence, Optimism, Flexibility, Empathy, Resilience)
- MTSS (Multi- Tiered Support System) for struggling students
- FUN FRIDAYS! By grade level...

Differentiation is ALWAYS a priority at WCE.

- We meet students where they are and support what they need to grow
- We are committed to improving and strengthening our differentiation strategies

- Teachers are constantly identifying areas for students to receive additional help, whether it is reteaching, applying interventions, or providing more challenge to students.
- Questions we ask in PLCs every week:
 - “What do we do if students are mastering the content?”
 - “What do we do if students are not mastering the content?”
- Currently the PBIS (Positive Behavior Intervention Support) team and the teacher leadership team are having conversations about professional development needs for now and in the new school year. We talk about what’s working and what’s not across the entire school.
- New districtwide, universal reading intervention for K-3 classroom teachers: *Wilson Foundations*.
- GT services/support in all grades...working toward a co-teaching model

Kindergarten

- Kindergarten consistently has conversations about how to best support student achievement. We monitor student growth and reflect on the questions “what are we doing for students who get it?” and “what are we doing for students who don’t get it yet?”
- One result of these conversations is implementing WINN (What I Need Now) time. In addition to instruction during small groups and one-on-one conferring, students are now receiving targeted instruction once a week focusing on a specific reading strategy with other students working on mastering the same strategy.
- Groupings in kindergarten classrooms are flexible and teachers thoughtfully adjust groups as areas of growth change.
- As a kindergarten team we plan engaging learning experiences to create concrete opportunities for students to develop an understanding of kindergarten content.

1st grade

- We engage with students individually, in small groups, and in a whole-class setting to meet needs. All students are given opportunities to be successful while appropriately challenged and/or supported with additional scaffolding.
- We continue to use the Second Step curriculum to support mental health and social-emotional wellness. We encourage students to use the strategies throughout the school day and in other settings. We have recently started the Bullying Prevention unit to help students to recognize bullying, report it, refuse, and be a bystander who stands up for others.

2nd grade

Spelling

Offer Basic or Challenge Words

Math

Reflex Math

Target Number

Pretest

Reading

IRLA

Book Levels

Open- Ended Responses


Word Work

Choice board for showing end product after a unit. See chart next slide for example from unit on Habitats....

2nd grade continued...

PROJECT HABITAT

Pick one of the choices on the card to create/design for your Habitat Project. Don't forget to share on Flipgrid the one that you are choosing!



<p>Make a Google Slide Show that shows what you know about your habitat.</p>	<p>Build a Diorama of your habitat with things from around your house</p>	<p>Write and illustrate a Picture Book teaching us about your habitat</p>
<p>Make a Poster that explains all the parts of your habitat</p>	<p>Free Choice! (Something else you want to do to show off your learning about your Habitat? Go for it!)</p>	<p>Create a board game using an old game like Candyland to make your own "Habitat Land" and play it with your family.</p>
<p>Write and act out your own puppet show that has animals from your habitat as the characters.</p>	<p>Make a pamphlet that advertises your habitat as the best place to visit. Include lots of details about your habitat.</p>	<p>Write a song or rap that teaches us about your habitat.</p>

3rd grade

READING:

- We have administered our own reading intervention type assessments such as PAST *(phonological awareness screening test) and a CORE Phonics survey. Both...with differing levels of depth, collect student data for Alphabet Skills, Letter Sounds, Reading and Decoding Skills.

MATH:

- We are getting back to basics in math, using Add+VantageMR screeners: **Number Words and Numerals, Addition and Subtraction, and Structuring Numbers**
- Once determined where the student's work needs supplemental practice/instruction, we rely on follow up assessment tasks and instructional activities as outlined in the research-based program "Recovery Math."

4th grade

- In remote learning, we noticed there were some gaps in math skills. So, now that we are back in person, we are running some small groups once a week to review this material.
- Mental health—if something comes up as an issue, we run circle time to address it at the time instead of doing a once-a-week fabricated circle time. We base it around the students' needs instead of choosing a random time.
- After a math quiz, we meet with small groups and differentiate to make sure students master the material or receive extensions.
- In writing, after mini-lessons, we conference every day individually to address where students are and work with them on individual goals/strengths.
- In reading, we conference with kids in small groups on POWER goals in IRLA and on reading in class.
- In writing, we assessed that the students needed extra support in organization this year. So, we broke this down into parts (e.g., topic sentences, staying on topic) and reinforced the parts several times over multiple writing opportunities.

5th grade

FIFTH GRADE - *rather than addressing learning gaps, many of these strategies represent grade level proactiveness to prevent learning gaps*

- Use of collaborative learning experiences
 - More group and partner work this year to promote engagement, collaboration, and to provide social interaction
 - Native American PBL
 - Colonies PBL (online)
 - Science Fair PBL
- More instructional time available due to fewer diversions (Camp Cheley & Camp Cheley prep, field trips, assemblies, school events, district/state assessments)
 - Increased instructional time = more opportunities for adding greater depth and breadth of curriculum
 - Increased instructional time = more time to slow down and provide interventions for students in need
- More frequent progress monitoring and goal setting/reflection to identify learning needs
 - Daily checkpoints in math with small group instruction to review previously taught concepts

5th grade continued...

- Use of online learning platform (Google Classroom from the beginning)
 - Online/Remote learning closely mirrored in-person learning by intent
 - Made transition to/from remote learning efficient and effective
 - Provided for more diverse instruction - use of videos, websites, online tools to expand instructional offerings for depth, breadth, and complexity
 - Digital lessons provided endless access to content for review by students and parents
 - Provided for more timely and effective feedback to help students reflect on their learning, monitor progress, set goals
 - Greater documentation of progress and performance with digitized assignments
 - Evidence of growth
 - Evidence of need for intervention
 - Evidence of time on task
 - Evidence of thinking process
- Promotion of personal advocacy and accountability
 - Increase from traditional; most students excelled
 - Students emailing teachers with questions or just to seek clarification
 - Students managing independent work load and assignment timelines in a manner that meets their independent modality strengths and attention stamina

What to do if you have additional concerns about your child(ren)...

- Reach out to your child's teacher with specific concerns
- Use upcoming scheduled conferences for conversations
- Remember:
 - learning is not linear, but ebbs and flows
 - **students learn at different rates**
 - being a little behind does not equate to a 'disability,' being a little ahead does not equate to 'giftedness'
 - teachers are trained to identify and support all types of learners
 - we are still in a Pandemic!
 - we are not perfect, but we work really hard on behalf of all of our students!

Questions?

Thank you for your time!