

Timestamp	Course you teach:	Grade levels for this course	Overall how did your students do on the assessment?	Did students meet standards?	What strengths did you notice?	What are areas of concern?	Thinking about short-term and long-term planning, how has your instruction been impacted?	How do you intervene for those students who need additional support or exceed expectations?
2/3/2021 7:44:55	Physics	11, 12	Most Demonstrated Mastery of Content	Most met.	Most students mastered problem solving strategies related to Projectile Motion.	There were two common sources of error: (a) students used V_i instead of $V_i y$ to find time/height of apex, and (b) students found $v_f y$ when projectile hit the ground but did not add V_x to find the correct V_f of projectile. Six students (out of 57) showed very little mastery of projectile motion calculations.	This semester and going forward, I'll work to address common errors/misconceptions as I notice them occurring when I evaluate student work. Next year, I will address the two common projectile motion errors during direct instruction.	Six students that did not master projectile motion. Two of these students did not attend school on a regular basis. I could have done a better job of working with the other four during the semester to assist them. 30ish students that exceeded expectations. Now that we're back to four days/week, I'll be able to increase pacing and add laboratory experiences. Advanced students will be challenged by in course work.
2/3/2021 7:52:20	Honors Math 3	9, 10, 11	Most Demonstrated Mastery of Content	Most met.	Honors Math 3 nailed the Semester EOCA. Most of my students were engaged in class and during online days. We covered all of the required material (non-pandemic year) and I feel that the students learned and retained most of it.	I did have a few students who struggled with time management and motivation during online work and I do feel that a few of the students should be in regular Math 3 instead of Honors.	I have posted EVERYTHING on Schoology which really helps the students and keeps me more organized and thinking ahead. Students can watch a lesson if they are quarantined or just need additional instruction. They can find video links, worksheets, calendars, and answer keys on my Schoology page.	I have utilized Wednesdays and after school for struggling students. My Wednesdays are almost completely filled with in person or Zoom help sessions, makeup tests and retests. I do need to work on extensions and advanced learning for those students who exceed expectations and are bored and ready to move ahead.
2/3/2021 7:52:31	Physical Science	9	Some Demonstrated Mastery of Content	Most met.	Students showed competency in skills that involved more concrete concepts (measurements, properties of substances, mathematical calculations, etc.)	Students did not do well with content that involved higher-level thinking and abstract concepts (atoms, molecules, bonding)	Going to try to reduce time spent on concrete concepts and increase time spent on abstract concepts	Attempt to connect with students during independent work time to address specific needs
2/3/2021 7:53:32	English	10, 12	Most Demonstrated Mastery of Content	Most met.	Overall students scores were proficient and most students grew from the beginning of the year on the Fastbridge assessment. I have also noticed that student's writing has improved throughout the semester.	My biggest concern from this semester is students ability to think deeply about material. Often their writing looks good, but shows little deep thought as if students are just trying to check the boxes to get a good score. I am also concerned about so many students procrastinating assignments and/or not doing work with the attitude that they will be excused at the end of the semester.	I will need to do more in class to help students see what critical thinking really looks like and demonstrate how to do a true analysis of the text they're reading.	I have provided notes/power points online for struggling students to access. I have been accepting late work, and I have been allowing students that score poorly on assignments to redo them. This year I have also improved my communication with parents.
2/3/2021 7:54:46	Honors Physics	11, 12	Most Demonstrated Mastery of Content	Most met.	Students are good at replicating simple processes	Students sometimes struggle to apply simple processes to new situations	Spend less time teaching/practicing the simpler content and more time applying the content to a variety of scenarios	Attempt to connect with students during independent work time to address individual needs
2/3/2021 7:57:53	Honors Math 2	9	Most Demonstrated Mastery of Content	Most met.	Work ethic was high, positive environment and strong culture for learning	Amount of essential standards/how in depth we went	Most new learning with notes happens at home now and is students driven, class time is spent deepening understanding and trying more difficult or real world problems together.	In my honors class, I feel that most students meet expectations, so we continued on. If students were struggling, I encouraged students to send email if they had questions or come in before or after school for help. They could also come in before or after school to do corrections on tests and quizzes to practice standards and then retake the test or quiz to show better understanding of the standard. I also held Google Meet help sessions for students on Wednesdays for students to come to get help.
2/3/2021 7:58:39	Western Civilization	10	Most Demonstrated Mastery of Content	Most met.	Perseverance through a very confusing time and most being able to stick with it and get the work in even when I was working on the fly. Interest in class even if they were only in class a short amount of time, students were still asking questions and engaging in class.	Turning assignments in on time seemed to be an issue some students had even with constant reminders in person and on Schoology.	Not being able to do nearly as many activities in class and expecting students to do work when they are not in school was not a realistic goal for sophomores, although most would a large portion would not. So having to spend most of the short time I had with students was spent with me getting the information to the students via lectures.	Checking grades on Schoology and Skyward and reaching out to those students to see what help they need as well as saying something to the whole class each in person day to make sure they fully understand what is going on assessment and assignment wise.
2/3/2021 7:59:19	Math 1	9	Some Demonstrated Mastery of Content	Some met.	Solving equations, mainly one step	Solving problems that involve two or more steps.	Reviewing topics as I enter into new topics. Constant review so students see the concepts as much as possible	I post everything I do in class in an online format, they all have access to this. I allow students to retake or to attempt assessments more than once.
2/3/2021 8:01:21	English 10	10	Most Demonstrated Mastery of Content	Most met.	My students mostly performed well on the summative assessments. The majority met or exceeded the standards that were determined by the ELA 10 PLC.	A lot of students 'fell through' the cracks when it came to completing formative assessments/daily work. Many students were reluctant to self-advocate when they were confused or stuck. Many students did not routinely check Schoology and/or their emails in order to know due dates. As work piled up, some students caved under the pressure and simply would not do the assignments that build up the skills for the summative assignments.	I have giant classes. Even when the students were split into the two cohorts, my average class size, coupled with mask wearing and social distancing made getting to know my students on a personal level really difficult this year. Those personal connections are essential for guiding my instruction to better meet my students' individual needs and desires. Schoology also added a new wrinkle to the mix. I find myself having to problem solve technology issues (which should not exist with a knowledgeable millennial) much more frequently than I ever have as a teacher, which then takes away time to get to know my students.	As a Boost teacher, the majority of my students that require extra support are also in my Boost class where they receive additional lessons and time with me. For the average struggling student, I frequently checked in with them during class, sent emails/phone calls home, and even typed individual plans for how each student could increase their grades to passing scores. Those methods proved highly effective as I had roughly 40 failing students in October and I ended the semester with only 5 failing students. Students that exceed expectations are asked to go above and beyond what a 'passing' assignment looks like. This changes based on the assignment, but it could range from asking those individuals to utilize more sources for an essay, add additional paragraphs to their essays, read more challenging novels, and to elaborate more on their responses for formative work.

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2/3/2021 8:08:54	Math 1 and Math 3	9, 10, 11, 12	Some Demonstrated Mastery of Content	Some met.	<p>Math 1- During a pandemic, I felt like the students were "sponges" while in class. They were engaged, eager to learn while in the classroom. Content specific- I think my students really mastered how to solve for a variable and how to isolate variables. This was shown throughout the semester and will continue to be practiced for the rest of their math days.</p> <p>Math 3- The relationships built throughout this first semester are so important for this class. I really noticed a strength in community specifically in Math 3. I challenged them at the beginning of the year to speak, ask questions, and make sense of problems. This posed a challenge with only seeing the students twice a week. They learned to trust me (although some were skeptical) and that is something that will continue to grow into the semester. Content wise, I think they mastered quadratics. What was supposed to be a review unit, ended up being frustrating for the students. They knew they should know the content, but because of the online learning last spring, they needed that extra review. Some learned things for the first time, others became masters.</p>	<p>One of my main concerns with both classes was the drop off in work while online learning. I did a flipped classroom, so when they were at home they did notes, learned the materials. When they would get to school, they would practice the ideas they learned. This was available for application problems, asking questions, and a sense of mastery for the students. But I spent many of the days reteaching what they should have learned on the video notes, because sometimes as much as half of the students just wouldn't do the guided video notes. This was not only frustrating to me, but also the students who did the work when they were supposed to.</p>	<p>Long-term: I think with the pandemic and only seeing students twice a week, really caused for us "sped up" our content. Although we covered the same amount we normally would, I did not feel as comfortable knowing that some students didn't fully grasp these ideas and were able to master them as they normally would. I think in the long-term aspect this might bite us in the butt.</p> <p>Short-term: I think short-term we will have to continue to touch on first semester standards. This is to be expected, in math specifically. Additionally, short-term, I hit burn-out much sooner than I anticipated. I am in real need of a break, soon. I just need a day where I can shut my brain off from school, basketball.</p>	<p>As you said, we had two groups of students, those who needed extra help throughout the semester and those who excelled!</p> <p>Students who need additional help- I had a few students who were missing exam and did not like the scores on their original exams. So I made them the deal that if they were to do better on those priority objectives on the final, they I could change that grade for them. I also, offered students videos of every lesson, content, and assignment. If they did not understand how to do a problem, I would attach a video of an explanation.</p> <p>Exceed expectations- Each unit and priority objective, I offered an "advance" question. This allowed students to test their knowledge in an advanced, application way. These were always placed into the end of my guided notes.</p>
2/3/2021 8:09:54	Math 3	10, 11, 12	Some Demonstrated Mastery of Content	Some met.	Using formulas, understanding arithmetic mean	<p>Understanding questions involving higher level thinking, persevering to a solution, utilizing and recognizing structure and patterns</p>	Focusing on more remedial skills	Provide more opportunities to practice remedial skills for students as well as continuing to provide practice opportunities at higher level thinking.
2/3/2021 8:14:39	Honors English 9	9	Most Demonstrated Mastery of Content	Most met.	They have the ability to understand how multiple elements contribute to a text.	Analyzing how different areas of a text contribute to the central meaning/theme.	<p>Less group work-- less time for students to "grapple" with hard texts, more direct instruction. I have also felt rushed to get through content, and activities that take more class time and that were hard to translate to online learning were omitted. These activities are the ones that help students learn to analyze for theme and meaning.</p>	I offered opportunities to revise based on feedback, which did help some students improve.
2/3/2021 8:19:04	Honors Physical Science	9	Some Demonstrated Mastery of Content	Most met.	Most are quick to grasp new concepts.	I am concerned with lack of internal motivation. While at home, student performance was noticeably weaker than when in class.	I am more aware of the gap between those who have support at home and those who do not. I have to plan around the fact that many students lack resources or drive when not in school (the building).	I maximize my face-to-face time. It must be high-quality time, concentrated on what is important. Building relationships, answering questions and clarifying misconceptions are my top priority.
2/3/2021 8:22:36	Discovery Geometry	11, 12	Few Demonstrated Mastery of Content	Some met.	As the semester continued, the classroom community grew to be very strong. Students feel comfortable working and learning with each other. For most students in Discovery Geometry, math has proved to be a challenging course. The belief of "I can do math" is starting to spread throughout the classroom.	Retention of student learning. Many students received a high score for a unit test, but then were not able to correctly answer similar questions on the end of course exam.	<p>At-home learning was nearly nonexistent for this course. Although I implemented many different strategies, students refused (or didn't have time) to complete work at home. I had to adjust my short-term planning regularly in order to respond to the limited at-home learning. This resulted in me focusing more on the Priority Objectives, while having to fly through some Supporting Objectives.</p>	I worked with Adam Hanan on this goal during first semester. Discovery Geometry has a wide range of student understanding and needs. I attempted to plan lessons around this exact idea. As we practiced the math content, there were different levels of difficulty offered to the students. Students would "level up" through the complexity of the math problems. In addition to this, I offered tutoring opportunities, retaught past material, accepted late work, and changed test dates in order to accommodate for students needing additional support.
2/3/2021 8:25:12	Algebra 2 AB	11, 12	Few Demonstrated Mastery of Content	Few met.	<p>Both sections performed well on the questions involving box and whisker plots and population density. Generally, did better on problems requiring a straightforward use of a formula and/or involved very few steps.</p>	<p>There was a technology issue that only shows on the students' end in Schoology. All of the problems with this issue were highly missed by students. So, I am not sure if they didn't understand how to do these problems or if the tech issue is the reason they missed it.</p> <p>Overall, students in this course tend to struggle with problems that require them to remember vocabulary or require them to use formulas algebraically to solve a problem involving many steps.</p>	<p>This course has been difficult to set up to help students be successful. Most of these students think their online days are off days and it took me quite a few weeks to realize they just aren't going to do work from home. I think once I recognized this issue, I was able to change how I organized time with them so that we can maximize the two days we spent together.</p> <p>For long term planning, I will need to rethink how to cover sampling methods in the statistics unit so that students can better differentiate among the methods and I need to review the basics of geometric formulas with them in class. This was a review topic I expected them to do from home earlier in the semester.</p>	<p>Mostly, I need to provide a lot more guided practice in class so that I know they are practicing the concepts. Most students won't do it at home.</p>
2/3/2021 8:29:19	Speech Arts	11, 12	Most Demonstrated Mastery of Content	Most met.	The entire focus was on presentation skills and so many students experience a large amount of growth relating to those skills. Some of that is because they are arriving with face-to-face communication skills that are lower than I have ever seen in 30+ years but because we simply focused on those skills, the growth was also the highest I have ever seen.	Lack of understanding and support for the content at the district level. We preach of the importance of relationships yet face-to-face communication does not seem to be important in this day and age (pandemic aside). Technology has taken it's toll on the art of conversation, critical thinking and human connection. These are all elements of the communication class.	I am a planner at heart. I am a big picture type of person. Show me the whole "pie" and I'll slice it into manageable "pieces." With the pandemic I create a slice at a time for as long as it takes and try to have a whole pie by the end of the term. If I don't have the whole "pie" that is okay because what they do have they understand as these are "deep dish" slices!	<p>Those who exceed expectations are offered leadership roles in the class more challenging (in depth) assignments.</p> <p>Those who need additional support are given assignments that focus on a smaller set of skills and when they master them new skills are added to the list.</p>
2/3/2021 8:30:48	Math 2	10, 11	Some Demonstrated Mastery of Content	Some met.	Strong classroom culture, student advocacy, higher participation in online-learning as the semester continued.	The retention of student learning. Similar to my other course, many students failed to demonstrate their knowledge on the EOCA, even though they met standards on the unit tests. With every new unit, I find myself reteaching material that I initially thought students would know from previous math classes.	As mentioned above, I find myself reteaching material that I know the students have seen before. This impacts my short-term planning as we work through a unit. For long-term planning, the Math 2 team has had to make decisions on what is absolutely essential that the students know, compared to some other topics that we can gloss over. This is all due to having less time in class with students.	For students who need additional support, I offer tutoring opportunities, accept late work, promote test retakes and alter my lesson sequences to spend more time on difficult subjects. For students who are exceeding expectations, I provide challenge questions and opportunities to try some problems from the next unit as a preview assignment.

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2/3/2021 8:31:29	Computer Graphics	9, 10, 11	Most Demonstrated Mastery of Content	Most met.	Students did well on the standards we covered and on the work they did in class.	We did not meet all the standards we normally meet in a semester. I'd say we hit about 60% of them. The classes I teach are unique in that students really must be in front of a computer using the software the standards are geared towards for the course. Students sitting at home working on a Chromebook really limits what we can cover. Some students did not do a majority of the work assigned in Schoology. This impacted their grade significantly. Students quarantined at home also had difficulties catching up once they returned to class.	Both short term and long term planning are impacted by the our ability to proceed as normal, using the equipment and curriculum we need, to meet all the essential standards. Short term planning: Looking for work-arounds in software that students can use on Chromebooks. No satisfactory solutions have been found there. The Chrome Store apps and web based solutions we've used so far are clunky, slow, unreliable and frustrating for students to use. Long term planning: If the two days a week model resumes at some point I just need to acknowledge students will only get through 50 to 60% of the material. You can't plan your way out of this situation unless the district wants to provide laptops to all my students.	Additional support: Everyday I encourage students to come in during either lunch, after school, or on Wednesdays to catch up and get extra help if they needed it. I also offered laptops to students coming back from quarantine, I had a few I could check out to them so they could catch up at home. Very few, 3, took me up on the offer. Exceeded expectations: I offered extra curriculum to those who finished early and the chance to explore and learn on their own with a list of activities/resources they could pursue.
2/3/2021 8:32:22	Spanish 3 and 4	10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Re-teaching of grammar material from previous years seemed to help, they liked having all of their resources well-organized on Schoology. Most felt they had improved in their writing and speaking.	Vocab mastery, very hard to do when only in person 2 days, should be better in person 4 days.	I have gotten through about 1 chapter less than normal, but I believe overall have done a better job of being thorough with the chapters we did get through.	Offering additional practice and support
2/3/2021 8:33:13	US History and European	10, 11	Most Demonstrated Mastery of Content	Most met.	My student's showed so a myriad of strengths during their Fall Semester in the 2020-2021 school year, but resilience stands out. Through various trials and tribulations, my history students continued to display a diligent work ethic, reflective and analytical skills, organizational skills, technological skills and a drive to learn and grow as individuals.	In terms of EOCA data and reflection, I have none. In terms of reflecting on their entirety of first semester and areas of concern, several areas stand out. Absenteeism was high on days that students were supposed to attend. I am concerned that absentee rates will continue at high levels into the future. Students lack of engagement while on quarantine or working remotely was also a concern. However, my greatest concern centers on the lack of proper mask wearing in our building, so health and safety is a major concern going forward. When people don't feel safe, teaching and learning can be extremely difficult.	LMS's such as Buzz, Blackboard, Canvas or Schoology have been a tool I have employed for some time in the teaching and learning processes, and there is no better learning tool to fight the organizational chaos of a global pandemic than an LMS. My previous endeavors to learn, master and apply technological tools and resources paid dividends for my students and I. My students can learn and achieve at high rates whether in 12f, blended, or an online education model. I feel like my instruction was not greatly impacted and did not alter greatly from previous semesters/school years. However, I did alter the weekly pacing of assignments, incorporated more forms of weekly communications to my students via text, audio, and video updates posted in Schoology, and got rid of any hard due dates in my course. I plan on taking these alterations and applying them to my future courses.	Interventions and accommodations are a vital component to any teaching and learning experience/environment whether in the conditions of first semester or in normality. Examples of interventions and accommodations: communication to various stakeholders regarding a concern and potential remedies, modifying assignments, lessening or increasing student workload, allowing for student choice in the teaching and learning processes, allowing for additional opportunities for students to explore concepts inside and outside of class, and caring about my student's physical and emotional well-being. The greatest intervention I can have in a student's education/life is to show them that I care about their well-being and growth.
2/3/2021 8:35:38	Spanish 2	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	The students are great at recognizing terms from this semester. Given how little contact time I had with the students last semester, I was pleased that overall they did well.	While students can recognize words, they aren't confident producing the terms. Also, they aren't confident with pronunciation. I'm also concerned about verb conjugations retention. My other concern is with getting kids to turn in missing work and make up missed assessments. Sometimes I feel like I am begging them to turn in assignments.	Now that we are back to four days a week, I feel encouraged that I will be able to help the students with speaking and conjugation practice. Embedded into my future lesson plans are more activities to assist with these difficulties.	I make myself available for struggling students on Wednesdays or before or after school. It's hard to get them to come in, though. I also have flexible due dates to accommodate students who have difficult circumstances. There are a lot of resources available for students who exceed expectations through our online program.
2/3/2021 8:38:43	Web Design 1	9, 10, 11, 12	Some Demonstrated Mastery of Content	Some met.	Most students did well on the standards we had time to cover and on the work they did in class.	We did not meet all the standards we normally meet in a semester. I'd say we hit about 50% of them. The classes I teach are unique in that students really must be in front of a computer using the software the standards are geared towards for the course. Students sitting at home working on a Chromebook really limits what we can cover. Some students did not do a majority of the work assigned in Schoology. This impacted their grade significantly. Students quarantined at home also had difficulties catching up once they returned to class.	Both short term and long term planning are impacted by our ability to proceed as normal, using the equipment and curriculum we need, to meet all the essential standards. Short term planning: Looking for work-arounds in software that students can use on Chromebooks. No satisfactory solutions have been found there. The Chrome Store apps and web based solutions we've used so far are clunky, slow, unreliable and frustrating for students to use. Long term planning: If the two days a week model resumes at some point I just need to acknowledge students will only get through 50 to 60% of the material. You can't plan your way out of this situation unless the district wants to provide laptops to all my students.	Additional support: Every day I encouraged students to come in during either lunch, after school, or on Wednesdays to catch up and get extra help if they needed it. I also offered laptops to students coming back from quarantine, I had a few I could check out to them so they could catch up at home. Very few, 3 for the entire semester, took me up on the offer. Exceeded expectations: I encouraged students to develop their personal web sites beyond what was required as part of their personal web site project. Extra pages, extra features, the use of JavaScript.
2/3/2021 8:38:47	Jazz Band	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Terminology	Identifying and notating seventh chords	Too many students have lost motivation due to the lack of performance opportunities and cancelled travel plans. We only have a minimum of instrumentation for semester two - we are not able to play a majority of the standard jazz band literature. We will focus more on individual playing and listening skills.	I've made extra resources available to take learning further if they are beyond what we are covering in class. If a student is struggling, I make sure they have time in class to get caught up on missing work and give them one-on-one time if necessary.
2/3/2021 8:45:50	US Government	12	Most Demonstrated Mastery of Content	Most met.	More is not always better. I found that narrowing the focus to just the standards helped the students to master the content.	I focused on the content standards, because of the time restraints. In a normal year, I have more time to use supplementary material to help reinforce the standards. I look forward to having more contact time this semester.	I have been teaching the same way for the last 20 some years. It was refreshing to find new and better strategies for the students. I liked using Classroom and the transformation to Schoology has really been seamless. Schoology has allowed me to have a direct line of communication with my students. I get more feedback from my students this last semester than ever before. The Covid situation has made students more accountable to their education. They are more willing to ask for help and advice through this platform.	As mentioned above, the use of Schoology has allowed for a dialogue with my students. They have asked for guidance more often. I still think the best intervention is in person. Having more contact time this semester will help foster even better communication and relationships.

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2/3/2021 8:46:44	Chamber Orchestra	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Final exam - every question was answered correctly with a minimum 69% for the class. These students are highly motivated to do well no matter what the medium. They work hard and enjoy a challenge.	I'm concerned that there may be even one student who does not understand the concepts of interval identification and notation.	I'm planning to expand our music theory learning to include triads and an introduction to ear training.	If students need extra time to catch up on late assignments, I give them time in class when they ask. Or I will ask them individually to hit the practice room to work on specific assignments. If they need an additional challenge, I have numerous pieces of literature at every difficulty level for their use.
2/3/2021 8:52:58	String Orchestra	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Interval quality identification and notation.	Music terminology and basic music theory skills. These students (especially freshman) lost nearly a year of in-class instruction and it is starting to show.	We will need to do a bit more review of the music theory basics before we expand into triads and ear training.	When students ask for it, I let them have time in class to catch up on missing assignments. If they are not asking for it, I will invite them to spend some quality time with in of our practice rooms.
2/3/2021 8:55:29	Biology, Environmental	10, 11, 12	Most Demonstrated Mastery of Content	Most met.	engagement in class	at home engagement	I have reduced my content to bare bones	In person response
2/3/2021 8:55:38	Algebra Concepts 1	9, 10, 11, 12	Some Demonstrated Mastery of Content	Some met.	Students showed strength in endurance through a long and challenging first semester. They also showed the ability to recall information learned from the begging of the semester.	Students struggled participating in online school work. They also did not bond together as a class normally does.	My instruction was impacted both with long-term and short-term planning. Long-term planning became less specific and more general. Short-term planning became more of a focus because the needs to the students changed frequently. This ultimately impacted instruction and made lessons that flowed together seamlessly more difficult to execute.	Intervening for students who need additional support or exceeding expectations was done in a variety of ways. I would plan instruction and materials to allow students to explore and practice the concepts more in depth for students that exceeded expectations. For students that needed support, I made sure that they got extra help and support in the areas that they were struggling with and listened to what their needs were.
2/3/2021 8:55:59	Math 1	9	Few Demonstrated Mastery of Content	Some met.	Students were very engaged when we were in the class. They asked questions and wanted to understand	We spent a lot of time testing and I feel like the EOCA does not demonstrate what we taught and what students learned.	Most new learning with notes happens at home now and is students driven, class time is spent fixing and deepening understanding.	If students were struggling, I encouraged students to send email if they had questions or come in before or after school for help. They could also come in before or after school to do corrections on tests and quizzes to practice standards and then retake the test or quiz to show better understanding of the standard. I also held Google Meet help sessions for students on Wednesdays for students to come to get help. The last test of the semester showed me that my students were not ready to go on, so I started second semester reviewing that unit and reteaching to be sure my students learned that material.
2/3/2021 9:00:35	Symphonic Band	9, 10, 11	Most Demonstrated Mastery of Content	Most met.	Basics of reading treble and bass clefs, interval quality identification and notation	Interval identification, Key signature identification	These students have lost nearly a year of in-class ensemble instruction and it shows. They daily reinforcement of musical basics is so important in our business - I'm hopeful that in the near future we will be able to regain some of the lost time.	Upon request, I will let them have class time to get caught up (or ahead) on missing work. If I notice they are too far behind the online assignments, I will invite them to spend some class time in a practice room. If they need an additional challenge, I have plenty of literature at every difficulty level.
2/3/2021 9:07:37	Wind Ensemble	10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Treble and Bass clef identification and notation, Interval identification and interval quality identification, terminology	Lack of motivation. They did pretty well on the test, but the rest of the class is the main issue. They have lost motivation.	I have hoping that having both cohorts in class every day will allow us to come together as an ensemble and begin making progress as a band. Continuing with the music theory - triads, ear training, etc. will be great, but my main focus with these kids is to re-awaken their love of playing.	When requested, I make class time available for students to catch up on missing assignments. If they are too far behind, I will invite them to re-acquaint themselves with the fine qualities of a practice room (during class).
2/3/2021 9:09:17	Sr. English	12	Most Demonstrated Mastery of Content	Most met.	Of the improved scores: 30 improved 1-5 points (statistically minor) 18 improved 6-10 points 12 improved 11-15 points 9 improved 17-28 points 2 improved 206 points - pretty sure these outliers didn't do their best the first time 71 total improvements (+ 5 scores that didn't change)	Of the scores that went down: 15 lost 1-4 points - (statistically minor.) 11 lost 6-9 points 2 lost 13 points 2 lost 17, and 19 points respectively. 30 total declines, of which I consider 15 statistically insignificant. Those 15 remaining are my areas of most concern.	I fervently hope that the need to accommodate for long-term and multiple pandemic-related absences and general late work will diminish in the short as well as the long-term. Having to complete 3 days of coursework through Schoology posed a challenge to a significant percentage of students.	Those needing support are often given additional feedback and time to make improvements. Those exceeding expectations are challenged by providing additional writing feedback whenever possible.
2/3/2021 9:28:35	Physical Education	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	The majority of students did an excellent job of continuing to push themselves physically when they were not at school.	I was not able to make as much physical progress with those students who are not self motivated to do activities away from school	I believe we can overcome any negative impact by the end of the school year.	I try to encourage those who need more support and those who are exceptional to push themselves to be better. That level is different for everyone.
2/3/2021 9:40:38	Health	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Students that studied did well	Many students did not take the EOCA seriously	Planning is difficult when we change school schedule.	By talking to them about how I can help support them in school & life!
2/3/2021 9:53:26	Health	9, 10	Most Demonstrated Mastery of Content	Most met.	It was apparent that students that spent time studying and gave a good amount of effort, did well on the test.	Considering our school schedule and the fact that the test could do no harm. There were many students that did not show an importance to the test. This makes it difficult to use this data towards professional growth.	Due to the changes in schedule and new school management systems at the start of the school year, Chase and I have utilized our Wednesdays to collaborate and plan for these changes. This has been crucial considering the schedule has changed back and forth a couple if times. This has all impacted our teaching by emphasizing organization and focusing on essentials to help our students in their learning.	Constant and quality communication is how I work with the student so I know their needs. Once I see those needs, I work with these students to come up with an improvement plan. Examples, could include prioritizing assignments, study strategies, time management, alternative assignments, etc.
2/3/2021 10:02:00	Adaptive Skills	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Students showed a marked improvement in their ability to attain information and deliver reflective comprehensive responses to relevant Social, Emotional, and Behavioral topics. Students are able to express themselves verbally and in written form using critical thinking skills while maintaining standard written composition techniques which includes a claim, evidence and a conclusion.	Most students show a need in critical thinking skills. These might include knowledge retention, written expression, reading comprehension, and challenges in thriving in a dynamic core class environment. Skills which may also need remediation are more in the areas of soft skill development, advocacy for self, and maintaining a socially appropriate "voice".	My instruction has been geared towards short term successes with the ultimate goal of supporting long term knowledge which will become more organic in nature to the student. My students will ultimately have the skills necessary to innately understand the correct option as opposed to a less appropriate choice in any given situation.	We maintain a continuing observational data both from assessments and in-class observations. I am also in contact with my students to gauge if they seem more anxious, withdrawn, or agitated during their day here. I try to create a safe and trusting environment where my students know they are being supported. Because of this environment of support there are instances where students have expressed challenges they may be facing so that we can address those challenges and offer suggestions on how we might create a successful outcome.
2/3/2021 10:31:29	Econ & Government	11, 12	Most Demonstrated Mastery of Content	Most met.	Those student that showed mastery already showed it through the year, because they already cared about doing well and about their grades.	When we said "do no harm" the students didn't try to pass it because they no there was no incentive to do so. NO ACCOUNTABILITY. Very few EOCA went into the grade book due to this.	It wasn't impacted as much as I thought it would be. I was unable to have the great conversations I normal have.	Gave more time when needed and was more flexible on my late work policy, but for those that truly needed it never took advantage of it.

Timestamp	Course you teach:	Grade levels for this course	Overall how did your students do on the assessment?	Did students meet standards?	What strengths did you notice?	What are areas of concern?	Thinking about short-term and long-term planning, how has your instruction been impacted?	How do you intervene for those students who need additional support or exceed expectations?
2/3/2021 10:32:33	Advance PE/Fitness	9, 10, 11, 12	Some Demonstrated Mastery of Content	Some met.	Even with only seeing them 2 days a week they were still able to improve or at least maintain their fitness levels	Lack of time with the students	If we ever have another Global Pandemic I will be better prepared	With a large mix of skill levels, age, and motivation levels in my class I have a number of ways to adapt and adjust their training process to accommodate their needs.
2/3/2021 10:36:50	English 10 (Honors/Regul	10	Most Demonstrated Mastery of Content	Most met.	On the fastbridge test, the rate of college prepared students went from 77% on the fall test to 90% on the winter test. Students improved on organizing and writing essays proving claims. Students wrote 3 formal essays in regular English and 4 formal essays in Honors English during the first semester.	Completion of assignments in a timely manner was an issue for honors and regular students	So far we are on pace for the year. We kept to our PLC units and made adjustments during the pandemic learning.	I offer extended due dates, tutoring after school or before school, shortened assignments, and answered a lot of emails.
2/3/2021 10:49:31	chemistry	11	Some Demonstrated Mastery of Content	Most met.	Students were resilient and flexible.	Do know harm	*Slightly distracted by maintaining Schoology *Hybrid schedule--taught same lesson 10 times per week--not ideal *Wednesdays are the best--allows time to collaborate, plan, contact parents, etc I feel like I can rejuvenate and be a better teacher *Small class size allowed for deeper connections with students--which make me a better teacher, too	First semester circumstances made it difficult to know specifically who needed what. In the past few days, I have been able to better identify who may need additional support. I plan to communicate with them individually.
2/3/2021 10:58:34	French 1-2	9, 10, 11	Most Demonstrated Mastery of Content	Most met.	For the students that applied focus and followed directions aka completed their in class and our of class practice with diligence- they tested at standard or above standard. Almost all students can recognize the vocabulary. If students did not complete the individual practice assignments- then their spelling is weaker vs just recognition. The grammar concepts that were review from French 1- again reflect individual application to go at or above standard. For those that only participated in the two day offerings- their knowledge reflects two days of work and three days of non practice. For the students who applied themselves outside of the classroom- for even the most basic of tasks- they are at level.	Speaking will need to be addressed this semester as nothing replaces the ability to speak and listen four days a week vs two. Also- the need to get students writing vs using the computer will allow/force students to push through the work vs translating or copying. The greater concern for me as an instructor isn't how to help my students in the classroom, but more so outside. Their level of diligence and self directed ownership of their knowledge is the tip of a cultural trend. I'm concerned that our ability to continually modify without good reason is feeding this apathy vs helping provide support and tools to help kids learn through the challenges. We are being tasked to do more than teach our content. Without parent, district and social support- our students will continue to beg off the "hard" and look for the loopholes and outlets.	The lack of in class practice is reflected in their speaking and lack of written ability to improvise. Their reading comprehension and grammar application was the easiest to apply outside of the classroom- therefore less gaps there. Semester 2 will be re-teaching and building confidence for the learners that struggled with repeated application- doing things for the short term vs the long term goal of learning. I will continue to provide small bits of instruction and more application through the additional two days of contact time. This will also be an opportunity to provide more directed feedback through additional informal assessments.	I offer a daily google meet for quarantined students as well as a posted recorded lesson of each day's materials. I will continue to review old material daily before applying new material. There are many additional outside programs that I can show students who would like an additional challenge- I also provide levels of challenge in class with each activity to help push those that are accomplishing the basic levels of learning. For those requiring support- I have office hours before, school after school and at lunch. I also communicate weekly/biweekly with families in regards to office hours all of Wednesday.
2/3/2021 11:07:04	Math 1	9, 10, 11	Few Demonstrated Mastery of Content	Few met.	The strengths were in statistics and solving equations, at least when the wording of the questions were not "tricky".	Linear functions are an area of concern.	I will have the students spend more time on writing and graphing linear functions.	For those who exceed expectations I will provide opportunities to work on more challenging problems and encourage them to help other students who are struggling. For those who need additional support I will encourage them to come in for extra help before/after school or on Wednesdays.
2/3/2021 11:13:41	Math 2	10, 11	Few Demonstrated Mastery of Content	Few met.	The strengths were in solving systems of linear equations.	Quadratics and probability	We will be spending more time this semester on probability and solving quadratic equations.	For those who exceed expectations I will provide opportunities to work on more challenging problems and encourage them to help other students who are struggling. For those who need additional support I will encourage them to come in for extra help before/after school or on Wednesdays.
2/3/2021 11:20:19	U.S. History	11	Most Demonstrated Mastery of Content	Most met.	I saw a continued improvement throughout the semester and a willingness of my students to continue to give a good faith effort to participate in class and do most of their work at home. I think one of the best parts of first Semester, which was one of the toughest I can remember, was seeing the kids go from being nearly mute in class and there but not participating, to becoming involved in discussion, laughing and being enthusiastic learners. I was not sure if this was going to be possible this year, as my class really relies on the community aspects, but in the end these kids really made me proud.	On the whole the biggest issue was how to give the proper amount of instruction with a truncated schedule. While the cohort model was certainly the right decision for health, it made instructional planning and execution incredibly hard for me. I spent hours recording lectures to be assigned for off day instruction(sometimes) and especially to keep kids who were on quarantine in the loop. This was important to me as I wanted all learners to still have access, but it was a bear to get done for 3 separate preps. More than that, the kids had a hard time connecting to the idea that the 3 days that they were not in school were still days for instruction and for that reason getting buy in and work turned in was exceedingly difficult. In the end most of the kids were able to pull off decent grades with a more lenient than normal late work policy and I am excited to see where this semester goes with 4 days a week.	Both short term and long term planning were very effected. We did not get access to our new learning management system until the 11th hour, making prior planning nearly impossible. As with any new system, there was a steep learning curve and this drastically impacted my Advanced classes especially which are on a tight timeline as it is. At this point my Advanced Placement kids will begin to study for their AP exams in 10 weeks, leaving me very tightly scheduled to get them up to par on both content and skills. However, again the move to 4 days a week should dramatically improve the prospects of this goal. For other classes, the abbreviated contact time led to a cutting of many of the enrichment activities that are fun for students and left only time for the vital need to know. I look forward to a 2nd semester where some of the the built in breaks from class discussion and rigor can be done.	Similar interventions were made to a normal year, although there was a widespread need to become more flexible with due dates, reteaching, reminders and workload. I altered many of my tests to better align with the Need To KNOWS that I had covered and had to excuse some assignments for students who missed extended time for COVID related illness or exposure. enrichment was actually easier with Schoology, as the platform makes it simple to post lots of materials in a one stop shop type of setting.
2/3/2021 12:07:15	Life Skills/SpEd	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Student effort and ownership of learning.	Student achievement will always be an area of concern in Life Skills.	My instruction is ever changing based on student's needs and IEPs.	IEPs and Accommodations with Modifications Extra help is offered during lunch, before school, and after school, and on Wednesdays. Students are given opportunities to re-take tests. Supplemental videos and answer keys to assignments are also posted online for students who need additional help or who want to make sure they are doing the work correctly, as all work has been graded based on completion this year.
2/3/2021 13:15:21	Physical Science	9	Most Demonstrated Mastery of Content	Most met.	Students who wanted to improve their grades took advantage of opportunities to re-visit material and prepare for test re-takes to show mastery of the content.	Knowing that there would be no penalty to their grade, many students didn't put in the effort to improve and show growth. The motivation of improving was not strong enough to counteract the lack of consequence that the "do no harm" policy played.	Due to cohort and Covid constraints, and trying to keep students and staff as safe as possible, a lot of labs have been cut out from our daily instruction. We have, however, as a PLC, recorded demos of labs for students to view, so that they are not missing out on that instruction.	

Timestamp	Course you teach:	Grade levels for this course	Overall how did your students do on the assessment?	Did students meet standards?	What strengths did you notice?	What are areas of concern?	Thinking about short-term and long-term planning, how has your instruction been impacted?	How do you intervene for those students who need additional support or exceed expectations?
2/3/2021 14:29:50	Honors Precalculus	10, 11, 12	Most Demonstrated Mastery of Content	Most met.	There were two questions involving exponentials and logs that almost 100% of the students got correct. At first, I was surprised because this topic was the most difficult for students to do well on the Unit tests. However, this topic was also the most recent unit we covered in class.	I had students review some right triangle trig online the last couple of weeks before the end of the semester. They did not do as well on these questions on the final as they did with some of the other topics.	I need to spend time reviewing trig while I am continuing to cover the precalculus level trig content this semester. Honestly, this test was modified so that it assessed the most basic concepts from first semester. I think the test for honors next year needs to be a little more challenging.	I only had one student fail the test. He had already decided to take a pass for the semester, so, I am pretty sure he didn't even try on the final.
2/4/2021 7:22:37	Principles of Marketing	11	Some Demonstrated Mastery of Content	Some met.	They really saw and demonstrated the standards many times as we went through the units	Students were not able to master the standards even though they saw and demonstrated them many times.	Did not cover all the material I really wanted to	I don't intervene, I put that on the students. What usually happens is a student is struggling with a standard I will have a conversation and we can discuss what they don't understand. I found on one on one can help them understand any missing parts.
2/4/2021 7:35:18	PreCalculus	11, 12	Some Demonstrated Mastery of Content	Some met.	Procedural fluency in logarithms	Graphing and trigonometry	Necessary remediation in some basic graphing and number sense concepts	Teach topics that most precalc kids have known in the past.
2/4/2021 9:01:46	Photography	9, 10, 11, 12	Few Demonstrated Mastery of Content	Few met.	None.	The fact that the final did not count, if they scored lower, did not help out at all. This was not good for students, for educators, for anyone. We must not do this again. We are far enough into the pandemic that it is time to get used to it and things are different. Students must be held accountable.	Made it through about half of what I should have/ normally do.	Tell them over and over and over to ask for help. Email progress reports home repeatedly.
2/5/2021 10:54:46	English	11	Some Demonstrated Mastery of Content	Some met.	Some students definitely seemed to give their best effort to the Fast Bridge, which will actually give a true assessment of their reading ability. This will make it easier measure actual growth.	Too many students are at risk in reading.	I need to let go of my inclination to get stuck in the idea of "you are a junior and this is junior level work, so you should be able to do it" and instead shift my teaching to meet students where they actually are instead of where they should be.	Because the Fast Bridge reveals at risk students who aren't necessarily on an IEP or 504, I have been able to modify assignments based on the scores. One thing in particular is not allow a student who has not demonstrated proficiency to simply move on to the next assignment, especially because the next assignment typically builds upon the learning of the previous one. If I allow students to simply move forward, they will only become frustrated at their inability to understand the new assignment, which will negatively impact both their grade and their attitude towards the subject matter.
2/6/2021 8:40:22	Theatre 1, Play Production	9, 10, 11, 12	Most Demonstrated Mastery of Content	Some met.	Theatre 1 is a class focused on starting to find the performer within you. My students really started to feel comfortable as a performer by the end of the semester. Most all of students did ALL of the performances within out class - they truly began to understand the power they have as humans to perform and create. I was proud to see that they invested in the work - the classroom time was pivotal for their overall process.	One of my greatest concerns dealt mostly with the students communication between peers and teachers - the students seemed much more reserved and for a lack of better word (down) this last semester. I tried various tactics; however, at times the students had a hard time being present and actively engaged. By the end of the semester I loved seeing how much the students had started to open up and advance socially and emotionally ;)	We were not able to start in on the ACTING portion of the class; however, that is not a huge deal in the overall layout of my classes. The students who wish to continue their work have decided to take Improv or Theatre 2 - in both classes they will be able to explore and create a beginning acting process. The students left my class with a great understanding of story, truth, pantomime, movement, character creation, motivation, objectives, improvisation, etc. that will help improve all aspects of life ;) ;) ALL ABOUT BECOMING A BETTER PERSON - together we will always be stronger ;)	I intervene every period, every moment :) My classroom and overall formative and summative assessments allow me the ability to provide an individualized approach to all of my students. By provided specific feedback, and assessment accommodations - together the student and I are able to build their process to fit individual needs :) As I said before I believe that we are all in this together - and together we will be stronger.
2/8/2021 15:06:09	Biology	10, 11, 12	Some Demonstrated Mastery of Content	Some met.	-Students who took the EOCA seriously did rather well, but many students did not take the assessment seriously, knowing that it could not hurt them. -Test alignment with standards. -Test was accessible to all students. -Students who prepared did well. -Schooling test function allowed students to get results promptly for immediate feedback. -It helped some students earn a passing grade.	-With a do-no-harm testing approach, some students did not seem to take the final seriously. -Some students did not take the opportunity (via the exam) to improve their grade	-We realized the usefulness of the online testing -Having students only two days a week resulted in inconsistent learning opportunities for our students...four days should improve this. -The Covid schedule required that we pare down the content to essential standards to accommodate different out-of-classroom learning contexts.	-In-class, face-to-face -via email -via virtual meetings if requested -Hopeful that the new 4-day, in-person schedule will allow more in-person interventions
2/8/2021 21:44:29	Algebra Concepts 2	9, 10, 11	Some Demonstrated Mastery of Content	Some met.	The level of the math skills of the students in the class varies considerably. Even with this, each student has shown a positive persistence in attempting the math topics covered and have contributed to the learning in the class. In particular, the final focused on solving single variable equations which was a culmination of many math skills that the students have studied over the semester. Student performance on the final showed that they have been engaged in learning this semester. There were no students that did not try.	Given the variance is student math skill level, it has been difficult to both offer support for students who need considerable support with the material covered, and the appropriate challenge for students who will be ready to move to Math 1 next semester. There are students who will not be ready to move to Math 1 next semester.	We (myself and the other Algebra Concepts 2 teacher) have worked to adjust the curriculum to fit the disparate needs of the students in the different Algebra Concepts 2 classes. I have focused on providing students with support in the classroom while they were working. I have tried to offer an alternative voice to the students outside of the classroom via linked math videos, however, it has been difficult to expect much beyond this during online learning.	For the second semester the class will have co-teacher who will provide additional support to some of the students who can use additional support in the special education program. This will help to differentiate instruction in the class so that each student can reach an appropriate math goal for the year, and progress appropriately into a future math class.
2/8/2021 22:30:45	Math 1	9, 10	Some Demonstrated Mastery of Content	Most met.	Most students persisted and took the opportunity to improve their grades through test retakes, making the best of a difficult learning situation. Students performed relatively similar to Math 1 students on last years EOCA test.	The loss of time for student discourse in the classroom -- due to limited time together and social distancing -- meant that students did not benefit from this important activity. Students did not work as efficiently I would have hoped with online learning. There was a good deal of remediation needed and direct instruction was the most efficient means of delivery. I am not sure that each student took the final EOCA seriously because it could not affect their grade negatively.	I have noticed that many students are finding it difficult to engage independently in self paced, individual learning. This is an important skill to have in a mixed (in school/on line) school setting. For this reason, I am attempting to encourage (as they are graded) structured notes taken by students on the material.	I have offered test retakes and maximized my availability after school to help students. I have provided as much work time in class as possible so that students can ask individual questions. I do not feel that there has been much of a demand for additional challenge by students who are performing highly. I think these students are also challenged by the mixed school situation.
2/9/2021 7:15:59	Honors Math 3	10, 11	Most Demonstrated Mastery of Content	Most met.	Many students performed on the EOCA at the same level as their overall grade in class, they demonstrated retention on the essentials.	Making sure overall that the content of the course is at the "honors" level.	While we are only focusing on the essentials there are some supporting concepts that are being left out for the sake of time. Even though not essential, they do help provide more background knowledge for access later on.	Extra time, retakes, lunch and after school help.
2/9/2021 7:18:50	Math 2	10	Some Demonstrated Mastery of Content	Some met.	Nearly all students appear to put in an effort on the EOCA.	There are many concepts that students do not have enough time to engage with deeply.	The overall pace is a lot slower and students will need more intervention on essentials and supporting both long- and short-term.	Lunch help, after school help, extra time, test retakes.

Timestamp	Course you teach:	Grade levels for this course	Overall how did your students do on the assessment?	Did students meet standards?	What strengths did you notice?	What are areas of concern?	Thinking about short-term and long-term planning, how has your instruction been impacted?	How do you intervene for those students who need additional support or exceed expectations?
2/9/2021 9:59:55	Honors Physical Science		Few Demonstrated Mastery of Content	Few met.	The majority of students finished S1 with an A or a B.	The "do no harm" policy continuing into S2 and beyond.	I am forced to teach less content due to time constraints. Therefore, I must concentrate on my essential standards.	I feel communication is key. If I feel a student is in need of intervention of some kind, it is important to communicate that with them and their parents.
2/9/2021 10:36:09	Career & Personal Devel	9, 10, 11, 12	Some Demonstrated Mastery of Content	Most met.	Students were willing to participate in class discussions and would volunteer when asked. Some students did not have a resume or had never written a cover letter in order to gain future employment. Many students had already completed Resume's and Cover letters prior to my course, but were able to add new experiences and skills to update their existing resumes.	I found that only having students for 2 days a week, I was not able to cover all the information I wanted to due to lack of class time. A lot of the students were having to learn the material on their own at home with no instruction or interaction. Many students would not do homework assigned and would fall behind. I was having to constantly review and re-cap.	Short-term I changed my assignment content so that it could be completed in class to avoid homework. It was also teachable friendly so if they missed several days they could stay current and teach themselves with sample videos. I also chose the most effective components of the course and made sure they were covered. Long-term I think I will keep using the above methods and add material as time allows but not overwhelming them with busy work.	For the students who need additional support, I make time to go over their assignments one on one and support them in finding ways to complete their assignments in a modified way if necessary. I also give them additional time and they will take it home and finish it, most of the time they will have support at home. Students who exceed my expectations I praise and compliment them one on one. I also give them extra points in addition to writing positive comments on their papers. I have also sent a raving review to their parent.
2/9/2021 10:44:07	Teen Living	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Students were willing to participate in class discussions and would volunteer when asked. Some students had never learned "How to" do some of the basic living tasks and some were quite the experts. We collaborated as a class and some students shared their knowledge of certain tasks or subjects and others learned, but all students learned new and useful tools and techniques they can use in their daily and future lives.	I found that only having students for 2 days a week, I was not able to cover all the information I wanted to, due to lack of class time. A lot of the students were having to learn the material on their own at home with no instruction or interaction and for some tasks it was not safe or responsible for them to complete the task taught in class at home with no supervision or instruction. Many students would not do homework assigned and would fall behind. I was having to constantly review and re-cap.	Short-term I changed my assignment content so that it could be completed in class to avoid homework. It was also teachable friendly so if they missed several days they could stay current and teach themselves with sample videos. I also chose the most effective components of the course and made sure they were covered. Long-term I think I will keep using the above methods and add material as time allows but not overwhelming them with busy work.	For the students who need additional support, I make time to go over their assignments one on one and support them in finding ways to complete their assignments in a modified way if necessary. I also give them additional time and they will take it home and finish it, most of the time they will have support at home. Students who exceed my expectations I praise and compliment them one on one. I also give them extra points in addition to writing positive comments on their papers. I have also sent a raving review to their parent.
2/9/2021 11:29:08	AP Lang and Comp		Most Demonstrated Mastery of Content	Most met.	Well, these are advanced students, so I noticed that they crushed the test. One of my students actually maxed the test out and received a perfect score.	None	In general, covid and our blended learning essentially made it impossible to gain "momentum". The "5 days off" for students was like throwing a bucket of ice water on the fire of learning every week. Most of the students saved everything till Sunday night.	The class is exclusively high achieving students. It's a lot, but I offer individualized feedback on their writing on an almost weekly basis.
2/9/2021 11:30:56	English 175		Most Demonstrated Mastery of Content	Most met.	These are college-level students and they crushed the exam.	None	I was forced to drop a lot of learning opportunities because of the alternating schedule. Reading a novel was difficult because of the gaps in discussions.	I offered opportunities to try again with more instruction.
2/9/2021 11:34:20	English 11		Most Demonstrated Mastery of Content	Most met.	I noticed that my students improved their scores in English	A few of my students scored at risk.	It's already hard to get a gen-ed English class to read at home. With the blended learning, it was virtually impossible. I basically felt like I was cobbling things together.	I tracked them down and forced them to produce work. Some of them seem to have totally lost motivation. The high achievers are always taken care of. My M.O. is to expect great things of everyone, and help the kids who need it.
2/9/2021 13:09:47	U.S. History		Most Demonstrated Mastery of Content	Most met.	The good students continue to perform at a high rate. They did not use Covid19 as an excuse to get lazy.	The number of students who performed below their ability. I'm not saying everyone should excel, but I see a lot of laziness	I am lucky to work with a great group of people and I am so fortunate that I can bounce ideas off of them. We all try very hard to stay on a consistent track with one another. I would like to know what the plan is for the end of the 2nd semester. Are we going back to the standard EOCA, or will we have the option of which type of test we can give?	I continue to review in Schoology which assignments are due on which day, my door is open for help. My motto is that the students are responsible for their own education. I want them to take the initiative...
2/9/2021 15:20:43	Honors Biology		Most Demonstrated Mastery of Content	Most met.	Students who prepared well for their retake were able to improve their overall grade and it was obvious that they were relaxed knowing that the outcome could not negatively impact their grade.	10 students did not improve on their retake, thus not improving their overall grade in the class.	Having students in a hybrid schedule greatly reduced consistency in learning opportunities. I focused on essential standards and ensuring that assessment/labs/assignments were aligned and meaningful.	Emails, progress reports sent home regularly, virtual meetings, extra help during the week and on Wednesdays.
2/9/2021 17:10:43	Math 2	9, 10, 11	Some Demonstrated Mastery of Content	Most met.	Students have persisted and attempted to make the best out of the mixed learning situation. Many students have been active on working to improve their grades. Some students have been very good about asking clarifying questions on the material. I think these practices resulted in EOCA scores that were consistent with the scores from prior years.	Students had a very difficult time with the quadratic unit in the class. As a department, we pushed this unit into the second semester to allow for additional remediation. There has not been a consistent opportunity for students to consistently talk to each other in the classroom which I believe resulted in lower test scores.	I have implemented organized note taking for students to try to encourage them to be more proactive in their learning.	I have made myself available most days after school for additional help and for students to retake tests to improve their grade. I have tried to allow as much time as possible for students to work on problems in class where I am available if they have any questions. The mixed school schedule did not provide enough time for extra-enrichment possibilities.
2/10/2021 6:30:05	German 1	9, 10, 11	Most Demonstrated Mastery of Content	Some met.	Because I have worked at a lower pace and given a variety of learning activities, those students who have done the work have a stronger learning base. Those students who have not done the work are behind. Their writing and reading appear to be stronger for those who have put the time in to learn.	Because I have not met with students on a regular basis, meaning more days a week in person, their speaking and listening skills are not as strong. I scaled back on my regular EOCA expectations, because so many have not done their daily work and have not been studying on a regular basis. So many of my students regularly came to class complaining of an overload of homework from other classes, mainly science, that interfered with their learning in German. They felt they needed to do homework for core subjects before electives, and if they ran out of time, then the German work was not done; however, when I looked at many of their grades in other classes, those grades were often similar, so it appears that they were not doing work in many of their classes.	I have not covered as much material as I normally would have. I am currently 2 chapters behind my normal schedule, and since my levels build on each other, this potentially affects the future German 2, 3, and 4 classes.	For those who need additional support, I have regularly emailed parents and students about progress and opportunities to come in for help on Wednesdays and after school, which a few have taken. I have called and sent progress reports. I have printed progress reports for students on a regular basis. I have partnered students up, so they can have peer support. I have allowed them the opportunity to learn from their mistakes and redo assignments and make test corrections in order to master their standards. For those who exceed expectations, I have often given extra opportunities for learning within assignments; for those who wish to challenge themselves, they have the opportunity to do a bit more and/or tackle a different option. With that being said, the majority of my time has unfortunately been used on making sure ALL students have success in the classroom, which means more time has been spent on the mid-lower half of my classes.

Timestamp	Course you teach:	Grade levels for this course	Overall how did your students do on the assessment?	Did students meet standards	What strengths did you notice?	What are areas of concern?	Thinking about short-term and long-term planning, how has your instruction been impacted?	How do you intervene for those students who need additional support or exceed expectations?
2/10/2021 6:34:12	German 2	10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Because I have worked at a slower pace and given a variety of learning activities, those students who have done the work have a stronger learning base. Those students who have not done the work are behind. Their writing and reading appear to be stronger for those who have put the time in to learn.	Because I have not met with students on a regular basis, meaning more days a week in person, their speaking and listening skills are not as strong. I scaled back on my regular EOCA expectations, because so many have not done their daily work and have not been studying on a regular basis. So many of my students regularly came to class complaining of an overload of homework from other classes, mainly science, that interfered with their learning in German. They felt they needed to do homework for core subjects before electives, and if they ran out of time, then the German work was not done; however, when I looked at many of their grades in other classes, those grades were often similar, so it appears that they were not doing work in many of their classes.	I have not covered as much material as I normally would have. I am currently 2 chapters behind my normal schedule, and since my levels build on each other, this potentially affects the future German 3 and 4 classes.	For those who need additional support, I have regularly emailed parents and students about progress and opportunities to come in for help on Wednesdays and after school, which a few have taken. I have called and sent progress reports. I have printed progress reports for students on a regular basis. I have partnered students up, so they can have peer support. I have allowed them the opportunity to learn from their mistakes and redo assignments and make test corrections in order to master their standards. For those who exceed expectations, I have often given extra opportunities for learning within assignments; for those who wish to challenge themselves, they have the opportunity to do a bit more and/or tackle a different option. With that being said, the majority of my time has unfortunately been used on making sure ALL students have success in the classroom, which means more time has been spent on the mid-lower half of my classes.
2/10/2021 6:41:57	German 3	10, 11, 12	Most Demonstrated Mastery of Content	Most met.	Because I have worked at a slower pace and given a variety of learning activities, those students who have done the work on a regular basis have a stronger learning base. Writing and reading appear to be stronger for those who have put the time in to learn.	Because I have not met with students on a regular basis, meaning more days a week in person, their speaking and listening skills are not as strong. I scaled back on my regular EOCA expectations, because so many have not done their daily work and have not been studying on a regular basis. So many of my students regularly came to class complaining of an overload of homework from other classes, mainly science, that interfered with their learning in German. They felt they needed to do homework for core subjects before electives, and if they ran out of time, then the German work was not done; however, when I looked at many of their grades in other classes, those grades were often similar, so it appears that they were not doing work in many of their classes.	I have not covered as much material as I normally would have. I am currently 2 chapters behind my normal schedule, and since my levels build on each other, this potentially affects the future German 4 class.	For those who need additional support, I have regularly emailed parents and students about progress and opportunities to come in for help on Wednesdays and after school, which a few have taken. I have called and sent progress reports. I have printed progress reports for students on a regular basis. I have partnered students up, so they can have peer support. I have allowed them the opportunity to learn from their mistakes and redo assignments and make test corrections in order to master their standards. For those who exceed expectations, I have often given extra opportunities for learning within assignments; for those who wish to challenge themselves, they have the opportunity to do a bit more and/or tackle a different option. I continue to give students options to do more German with speaking and writing activities and encourage them to do so; excitingly enough, several students have chosen to accept this challenge and have continued building their German skills well.
2/10/2021 6:48:15	German 4	12	Most Demonstrated Mastery of Content	Most met.	Because I have worked at a slower pace and given a variety of learning activities, those students who have done the work have a stronger learning base. Those students who have not done the work are behind. Their writing and reading appear to be stronger for those who have put the time in to learn. I have a new book series this year, Denk Mal, and it has made a huge difference, especially with the online component, extra reading and cultural activities, and history.	Because I have not met with students on a regular basis, meaning more days a week in person, their speaking and listening skills are not as strong. I scaled back on my regular EOCA expectations, because so many have not done their daily work and have not been studying on a regular basis. So many of my students regularly came to class complaining of an overload of homework from other classes, mainly science and history, that interfered with their learning in German. They felt they needed to do homework for core subjects before electives, and if they ran out of time, then the German work was not done.	I have not covered as much material as I normally would have. I had a lot of students out due to quarantining, and although I had an online component with my curriculum, it has set us behind, especially with speaking and listening.	For those who need additional support, I have regularly emailed parents and students about progress and opportunities to come in for help on Wednesdays and after school, which a few have taken. I have called and sent progress reports. I have printed progress reports for students on a regular basis. I have partnered students up, so they can have peer support. I have allowed them the opportunity to learn from their mistakes and redo assignments and make test corrections in order to master their standards. For those who exceed expectations, I have often given extra opportunities for learning within assignments; for those who wish to challenge themselves, they have the opportunity to do a bit more and/or tackle a different option. I continue to give them options to do more German with speaking and writing activities and encourage them to do so, and excitingly enough, several students have chosen to accept this challenge and have continued building their German skills well.
2/10/2021 8:09:53	Choir	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	We did an essay discussing how music expressed emotions. Many were able explain how they were able to feel and connect to their own emotions.	They aren't necessarily picking up the more nuanced ways the musician is using the music, not just the lyrics, to portray the message/emotions they want to bring across.	I have had to completely rethink how I teach music, what has value, and what is really important for students to learn. We've done music that students would prefer to do instead of just choral pieces that I pick.	I tend to do similar things that I have previously, but more often. Most of the intervening things that I do revolve not around grades, but instead their emotional and mental well being. Most times, I will pull kids aside and talk to them about their wellbeing, or even during lunch. I have found this year that we need that conversation as a class, and it has actually been beneficial to use towards how they perform with feeling.
2/10/2021 8:20:14	Computer Software Appli	9, 10, 11, 12	Some Demonstrated Mastery of Content	Most met.	The students liked working at their own pace. Many students passed certification	Chromebooks are wholly inadequate for most assignments. Logistically, the students are limited in what they can accomplish.	Course work progressed at a slower pace. I had to adjust and continually push hard to get the students to move forward.	I believe in direct and personal remediation to help the student come up to standards as best as I can
2/10/2021 9:21:07	English	10	Most Demonstrated Mastery of Content	Most met.	Most students demonstrated growth on the Fastbridge test.	I was not able to identify specific skill or standards that were tested. (The Fastbridge test just covers common core standards in general.)	At this point students are growing, so it was affirmation to keep with the PLC process.	At this point there is no intervention. I would rather do this process on common summative assessments in our PLC units, where we know our essential skills and then can determine what skills were mastered.
2/10/2021 9:21:35	English 9	9	Some Demonstrated Mastery of Content	Some met.	The data showed growth but not really where there strengths or weaknesses are.	See answer above	I think this shows that analyzing the stories and books in the depth that we have, has helped comprehension.	I have offered extension of deadlines, outside of class help, and have been available for video conference help.

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2/10/2021 9:50:26	Western Civ.	10	Some Demonstrated Mastery of Content	Some met.	Students grasped big concepts and major themes of the first semester curriculum	Because of the altered schedule this past semester, and increased student absences, students had a more difficult time with subtler aspects of the curriculum.	I'm having to think about just teaching essentials and not as much supplemental material.	More parent contact, meeting with them before or after school, or meeting with them on Wednesdays.
2/10/2021 9:59:45	A.P. European History	10	Most Demonstrated Mastery of Content	Most met.	Students put in the time to study and had a good grasp of the content	Students who were out on quarantine tended to not do quite as well.	Having to accelerate the content to try to stay on timeline	More online and after hours assistance
2/10/2021 10:17:06	English		Most Demonstrated 9 Mastery of Content	Most met.	Overall, English 9 teachers saw solid growth. Most kids with scores that decreased, did not decrease by much. Very few totally flopped.	We do not have access to the specific data from Fastbridge that breaks down skills, so we can only comment based on generalities. We wonder what effects last spring had on the students in terms of skills, work ethic, resilience, etc.	Here is a direct quote from our meeting: "Since we can't really analyze the data, we can't use this test to inform instruction."	One student was moved into Boost because he scored in the high risk category during both the fall and winter test.
2/11/2021 15:12:03	Art	9, 10, 11, 12	Most Demonstrated Mastery of Content	Most met.	I noticed a greater appreciation of content amongst the students.	The students didn't have enough class time to use materials.	It was difficult to plan for two day weeks. Students didn't respond well to online work, and because my classes use materials that students can't always take home it slowed the pace of the class.	In both cases my approach was, and is to encourage students. To encourage them to do their best work and work that they themselves are proud of. I found this beneficial to both the students who needed additional support and those who exceeded expectations. When they could approach the content with intrinsic motivation I noticed it made a difference.