

1st semester student learning report

Essential Standards:

- During blended learning, our teachers have been tasked with identifying the “essential” standards for their content. Yes, we provide five days of instruction between synchronous and asynchronous, but we don’t have a high participation rate with asynchronous work. Since this is the case, we have to cut out lessons/activities/standards that we feel are not essential. Not essential does not mean not important. All staff have been encouraged to be reflective and collaborative with their departments to modify what they have done in the past to fit the current learning model. Moving forward, each department will continue to focus on the essential standards to be covered in depth. The number of days of in-person instruction will impact other standards that are of less importance.
- Instructional Units
 - Grade level departments continue to monitor their units of instruction, the pacing of their units, and identifying the most essential standards for each unit of instruction.
 - Based on student assessment data, units of instruction are adjusted to meet the needs of students.
 - Teachers utilize Schoology to reteach, provide more practice, and review standards that have not been met.
 - We are on pace to teach all essential standards but are aware that not all the supplemental standards will be covered by the end of the school year.

Assessment of Student Learning:

- Teacher/Department created formative assessments. This data is utilized to inform instruction based on student performance.
 - Students receive timely and meaningful feedback for tasks completed through Schoology and on in-person learning days.
 - Feedback comes in the form of verbal feedback, written feedback, peer feedback, or self-assessment.
 - Parents have access to feedback that is received through Schoology.
 - In-person feedback is typically more for student communication on their individual progress in the moment.
- Teacher/Department created summative assessments.
 - Quizzes, Tests, Performance Tasks, Essays, Presentations, Projects, and other student learning measures are examples of summative assessments.

- Teachers record all summative assessments in Skyward and for some assessments in Schoology. Skyward remains the formal reporting system for final grades, but Schoology is another tool to communicate progress with parents.
- Progress reports are provided to all families bi-weekly.
- Schoology
 - All remote learning activities are posted in learning folders on individual teacher Schoology pages. Both parents and students have access to these activities and the feedback that students receive.
 - Grade level teams filmed “welcome and how to” videos for families to understand remote learning expectations. These videos were emailed to parents, posted on the Woodland webpages, and posted on each teacher’s Schoology home page.
 - Students and parents signed and returned a form stating that they had viewed the video together, understood the expectations for remote learning, and the difference between remote and in-person learning.
- Decision Making Assessment Data
 - Illuminate Fastbridge for ELA
 - Fall, Winter, and possibly Spring
 - Illuminate Fastbridge for Math 1 students
 - Fall, Winter, and possibly Spring
 - I-Ready for 6-8 Math
 - Fall and Winter

Remediation/Interventions:

- Boost Courses
 - Students that qualify for Tier 2 interventions are placed in our Boost course. The Boost course focuses on executive functioning skills, interventions to fill learning gaps, and support grade-level standards in Math and ELA standards. Student placement in Boost is determined by the assessment data listed above.
- ERR Program
 - Four days a week of in-person instruction
 - Wednesday one on one para support (Asynchronous)
- Special Day Program
- Special Ed Program
 - Wednesday one on one para support (Asynchronous)
- New Second Semester Intervention Program
 - Grade level Schoology/cross-curricular remediation courses

- Courses specifically designed to support students that struggle with virtual learning. Students will become proficient in setting a daily schedule at home, navigating Schoology, checking in on course progress with teachers, accessing reassessment opportunities, and participating in other remediation activities as needed.
- This course will target students with failing grades, poor attendance (virtual and in-person), students struggling with our current system, and the pandemic's various dynamics.
- Parent and Student Communication
 - October Conference Night
 - All parents with students with at least one failing grade were contacted virtually or by phone on the evening of October 21st. Teachers assisted in navigating Schoology and clarifying the misconceptions with blended learning.
 - Each teacher reached out via phone call or email to celebrate student success with parents on conference night.
 - November Conference Night
 - Grade level teams prepared videos encouraging parents to be actively involved in Schoology. The videos were posted on every Schoology and WMS teacher webpage. Students returned academic contracts with parent signatures stating that they had viewed the video with their child and understood the virtual classroom's importance. Teachers were contacting parents that did not sign and return the form before conference night.
 - Academic Contracts
 - If a student fails two or more courses at semester, counselors meet with the student and parent to discuss an academic contract for the second semester. The agreement addresses pathways to advancing to the next grade level. Once the plan is in place, all parties sign the academic contract. Counselors track student progress throughout the second semester.
- What we need moving forward:
 - More in-person instructional days (4-5 days a week)
 - Review of the contact tracing protocols that are keeping students from attending in-person instructional days
 - Commitment to a summer program that addresses student academic concerns