Curriculum, Assessment & Student Learning

Remote Learning - DiSH (BES/NES Digital Schoolhouse) launched 12/17
- 31 students total are enrolled.
- Students receive virtual instruction in all subject areas, and/or asynchronous activities.
- Teachers are dedicated now to DiSH only - they use the same programs for literacy and math but design their own content/assessment.
- Students who need to quarantine do not join DiSH but are provided learning materials by their classroom teachers for continuity of learning.

In-Person Learning - 86 students are attending in-person
- All classes finished fall units for Illustrative Math and Teachers College Reading. We are seeing progress on formative assessments and expect to see growth on winter testing.
- All math teachers are enrolled in the All Learners Network PD for math and working with Fran Huntoon as a math coach.
- Music lessons were offered this fall, and options will continue to expand.
- Health classes launched in January for 5/6th graders.

CFP Grant - we used funds for math manipulatives and leveled libraries.
ESSER Grant - helping to fund our remote learning teacher, replacement technology, supplies for remote learning, SEL materials, etc.

Extracurricular Programs

- Kindness Basketball Our PE teacher (Cameron Prest) once again restructured a NES tradition to fit COVID guidelines. Students competed and staff donated food baskets as prizes!
- Winter Activities Program began on Wednesday January 4th with 40 students!
  ○ Students have the option to ski/snowboard at Burke Mountain each Wed afternoon.
  ○ FoNES and the MAC grant are supporting scholarships.
Food Program

- 60 students eat lunch through the free lunch program at school every day.
- 26 remote learning students pick up meals every week.
- 33 students are participating in the break meals (Abbey Group has provided two pick up times for meals over break).

Facilities Report

- We are glad that John Bailey (NES Facilities Manager) can assist BES with facilities management this winter. Thanks John!
- Last two sets of motion lights outside have been installed by Young’s electric.
- Both boilers and all fire extinguishers passed inspection this week.

Staff Celebrations:

Jackie Verley Art/Music:

- In the last month students in grades 3-6 have enjoyed creating their own music projects using a program called Soundtrap. Soundtrap is a web-based program that allows students to access pre-recorded musical loops, multitrack recording, software instruments and voice recording. Students can collaborate with each other on their musical projects, and easily access a multitude of sounds and styles of music while developing their musical ear, and learning about form and texture in music. Each student has been excited about their musical creations and eager to share their work with others!
- I would like to celebrate students who are continuing to try new things and learn new skills daily and who bring so much joy and enthusiasm to all their learning. I would also like to celebrate staff members who are doing their best to sustain the routines and procedures that help us keep school a safe, comfortable and dependable place for students to grow and learn.

Emily Ross 5th & 6th Humanities:

- From mask breaks to social distancing to eating lunch in our classrooms, almost every aspect of this school year has been unprecedented. Many of the ways that we traditionally build relationships and create a classroom community were unavailable this year (singing, teamwork challenges, group work, morning meeting circles, and flexible seating immediately come to mind). What has impressed me is that even without any bells and whistles, students have adapted in so many ways, and found new ways to connect with one another and be inclusive. I have been constantly impressed by the resilience of our students and their willingness to make our new safety procedures work, and thankful for the chance to be with them in person.
- The Sea Turtles (5th graders) and Bovines (6th graders) published their own narrative trouble picture books this week! Students worked throughout the first trimester to write several narrative stories and then selected their best pieces of writing to turn into picture books. I'd like to give special thanks to Mrs. Williams for joining each class biweekly and bringing a
rolling library to the classes. With the library's creative support, the two classes have read over 350 books since the beginning of the school year!!!

Laurie Williams - Library & Technology

- I am thrilled to be supporting the energy and enthusiasm being generated by our new reading program by continuing to get the books that students love into their hands. My weekly visits to classrooms are always a highlight. I love seeing how students can barely contain themselves when they spot a new Pinkalicious or Star Wars book. I can't wait to listen to the older students enthusiastically share book recommendations with each other each week. A few weeks ago, a student told me he was falling in love with reading again. And my favorite moment: I recently watched a first grader hug his library book and say, "goodbye beautiful book" before he gently placed it into the return crate and skipped off to pick a new one.
- I am so impressed by how our teachers have dedicated themselves to stretching their technology skills and preparing their classrooms for the possibility of remote learning given everything that Covid-19 has put on their plates this year. They are truly a phenomenal group of educators.
- I have enjoyed immensely my Wednesday afternoon technology training sessions with our paraprofessional staff. They are a special, compassionate crew eager to learn new ways to support our students.
- I am honored to support our remote learning families and our dedicated, always learning Digital Schoolhouse staff. We are creating something new, and with patience and flexibility it will continue to grow into a robust remote learning program.

Kelley Houde - 3rd & 4th Humanities

- I would love to add a shout out for Laurie Williams, who despite being swamped with technology this year makes time to connect kids to books. She has been a HUGE support helping myself and students find books for our reading.
- See attached letter for further celebrations of 3rd & 4th grade reading!

Alysia Vance - 2nd Grade

- A celebration for the Penguin class would include writing their own informational chapter books on topics that they know a lot about! Next, they researched their topics on Epic and were able to add more facts and details to their writing. Lastly, they learned how to edit and revise their writing using a checklist.
Celebrations for the board:

Reading looks quite different this year in the 3rd and 4th grade classroom. Our school decided to embrace the Units of Study for Teaching Reading by Lucy Calkins. The results of this change have been very rewarding both for students and teachers. If you were able to enter the room you would see students choosing books they love, checking that they are a good fit and reading books like they are GOLD instead of like a Curmudgeon. Building reading stamina and a love of books was the focus of our learning for the first 6 weeks of school. Teaching the love of reading is such an important step in building our lifelong relationship with books and one we often take for granted.

One of the many strengths of the reading program is encouraging students to set individual goals and then helping them select books of interest to meet their goal.

Another strength of the program is the way that reading and writing seamlessly overlap. Currently we are working on a nonfiction unit where students are learning about different nonfiction text structures that will help support them as they read a variety of nonfiction texts. As part of this study, students became researchers about an animal or type of weather that grabbed their interest. After many mini lessons about strategies for reading nonfiction texts and looking for main ideas, students created posters using their informational writing skills. They then became teachers sharing with their peers about the topic they had become experts about through research.

In summary the rich reading materials, engaging lessons, and natural design for differentiation have made teaching reading this year especially exciting. In addition, I have seen growth by many students on the reading units pre and post assessments, as well as our district wide STAR assessment. One of the biggest indicators of success is observing my quiet classroom watching students with “nose in books”, recording their reading and struggling to keep books on the class library shelf. This all points to evidence that students are building that rich reading life we always strive to give them as teachers.

Kelley Houde