Winter Program Update

Winter Program planning is going strong and we are ready for our 6 week program that will begin after break.

We have about 00% of the signups for students and are ready for all three events.

As of now - 91 kids going to Hulbert!

76 kids skiing

50 kids at SME for the following options:

Skating, Snowshoeing, Painting, Gym Games, Jewelry Making, Cooking, Origami, Knitting, Sledding, Broomball, Outdoor games

We have spent MANY hours organizing and preparing this to begin on 1/12! I really appreciate RRA, Tami and Adam Sullivan, Hulbert, and all our teachers for all the work to get this ready.

A VERY special thank you to Shaye Perry for installing our skating rink at SME!

Testing, Testing, 1,2,3

Winter testing is set to begin on 1/11. This testing is the PNOA, the POA (for primary grades), computational fluency, and the F&P.

We have been examining different ways to collect data, as the data we have is not nationally normed.

The NWEA is a very different type of test than the typical standardized tests that we have given in the past. The MAP assessment works in Vygotsky’s Zone of Proximal Development, designed to allow students to only get 50% of the questions correct on any given test. This will help teachers know what skills students need practice on, which skills they are comfortable learning, and how to push students to learn at a higher level with targeted assistance. This will help teachers to understand which students need more practice on skills and which are prepared to learn more difficult concepts. Additionally, since all students have strengths and weaknesses in a particular skill set, it will demonstrate both success and areas to work on for all
students. The reports generated actually provide teachers with where a student is prepared to learn in each skill level. They even give suggestions for activities for each level of students, and classifies each student by a RIT score, regardless of grade level. Students will take this assessment three times per year, set goals for achievement with their teachers and parents, and this will help to guide the instruction of not just a classroom but for the individual members of the class. By helping to focus instruction on skills and knowledge that are attainable for students, the MAP assessment will truly aide in the transformation of RISD elementary’s pedagogy.

Check out some NWEA info:

Practice Test


User name: grow
Password: grow

Video about Reports

https://vimeo.com/240540368

Types of Reports

https://teach.mapnwea.org/impl/PGM2_MAP_Reports_Reference.pdf

We are hoping to start utilizing NWEA (or a similar test) in the fall!

And this testing will help with differentiation...

So....what is differentiation?

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:
• **Content** – what the student needs to learn or how the student will get access to the information;
• **Process** – activities in which the student engages in order to make sense of or master the content;
• **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
• **Learning environment** – the way the classroom works and feels.

The testing that we have currently does not allow for easy differentiation. But. BUT! NWEA (or something similar) will help us with differentiation so that we can meet the needs of all learners.

**Holiday Concert**

If you missed our first annual RISD Elementary Holiday Concert, you missed a “rocking good time”. Hat’s off to Mrs. Duvall for putting together such a fabulous concert with all the K-6 students at the Academy. We were so proud of our students for “shining like stars”.

**Sensory Walks**

We have installed “sensory walks” at both elementary schools to focus learning on using vestibular systems AND simple repetitive tasks. Students are asked to roll the “fuzzy dice”, choose a type of “animal walk” and then do the animal walk while singing the alphabet that it is on the floor. Students also have to “hopscotch” the number line. Connecting gross motor skills and brain development is one of the newest pieces of brain research. It is another way to release energy also in order to refocus in classrooms.
Literacy Curriculum

The first meeting of our literacy curriculum committee is Tuesday. We are looking for ways to align our reading, writing, spelling, and handwriting curricula.

Here are some of the programs that we are looking at:

Wit and Wisdom: https://greatminds.org/english

Lucy Calkins Reading: http://www.unitsofstudy.com/k5reading/

Fountas and Pinnell Units of Study: http://www.fountasandpinnell.com/fpc/

Fundations: http://www.wilsonlanguage.com/programs/fundations/

Handwriting without Tears: https://www.lwtears.com/


Sitton Spelling:

I hope you had a lovely holiday!

Respectfully Submitted,

Julie Donahue