

Name: Will Lamb

Week of: March 9

Reflection:

This week was filled with lots of uncertainty, for our staff, students, and families. On Thursday night, we received word that Durham Public Schools would be canceling classes beginning on Monday (today). We spent all day Friday answering parent and staff questions, as well as coordinating take-home packets of work and take-home food bags for our students. Greg and I participated in a virtual principal's meeting, where Dr. Hardy and her staff updated us on all things COVID-19-related.

I was asked to focus on instructional practice in this reflection, so I will reflect on coronavirus related issues and opportunities next week. When we received our Case 21 scores back a month or so ago, we noticed a big drop in both 3rd and 4th grade math. The 4th grade cohort was around 64% proficient in math last year (in 3rd grade). This year, their 4th grade math scores were about 39% proficient. This was very concerning to all of us on the admin and instructional leadership teams. We (I was only a part of some of these meetings, because much of it happened before I moved to Club) met to discuss what we could do moving forward to help support both teachers and students in improving math proficiency. We decide on several things: professional learning (from an outside consultant who is a former classroom teacher at Club Blvd.) and push-in help by non-classroom teachers during the math block.

Mrs. Lord, the consultant, has been focusing her time on working directly with 4th grade teachers on improving their practice with the Bridges math curriculum. She is a retired classroom teacher who now serves as a consultant and trainer for the Bridges curriculum. She has been working with these teachers both individually (classroom observations and follow-up) and as a group (one day a week in PLC meetings).

Several non-classroom teachers have been assigned to push into 3rd and 4th grade classrooms during the math block. They are working with an assigned teacher (one for 3rd and one for 4th) to plan how they can support in the classrooms. Some are pulling small groups to work in the cafeteria during independent work time, some are working one-on-one with students, and others are serving as an extra set of hands for math games, independent work, or math projects.

So far, 3rd and 4th grade teachers have expressed tremendous gratitude for the efforts of others. We will await data (when we return to school) to see if it is reflective in math scores.

Lessons Learned:

- We must work together to increase academic achievement/growth for our students.

- Each student is our student, even if they are not in our classroom or grade level.

Response: sounds like a strong plan was going into place and then COVID 19 upended things. A question I have is are there plans to deliver any instruction or emotional support under these new circumstances to EC kids or kids who need special help. Even if someone doesn't have a computer they are likely to have a family cell phone where teachers could establish a personal contact and stay in touch with every family. As plans were worked out by the district was there any emphasis on personal contact since teachers I assume are going to be paid once spring break ends? You certainly have had a kit going on with the transition in role/ school / now this. Are you doing ok? It was a different world last Tuesday as we were touring Fuller building.