



Chat & Chew with Principal Gates

Willoughby Early Childhood Center

Tuesday, October 27, 2020 8:00 AM – 8:45 AM

AGENDA

- Welcome
- Reopening Update
- 2020-2021 Mission Statement, Instructional Focus, Student Friendly Statement and SMARTe Goal
- Fall Pre-assessments (Prek 3 Milestone, Prek 4 PALS-PK & GOLD, and Sped. AEPS)
- Discuss the 1st Nine Weeks of Virtual Learning (Positives and Negatives)
- Student Attendance

Questions/Comments.....

Message from the School Board

- NORFOLK, VA – At their meeting on October 21, 2020, the City of Norfolk School Board voted to return students to in-person instruction only when the health indicators set forth by the Centers for Disease Control (CDC) fall in the lower or lowest risk of transmission of COVID-19. These core and secondary indicators, which can be found on the [CDC's website](#), are labeled in dark green and light green.
- Once these indicators are in the green zones for 14 consecutive days, the School Board approved a phased-in approach to returning students in the following sequence:
- Phase One – Equity and Opportunity students, specifically students with disabilities (K-12 students in self-contained classrooms) and English learners (K-12 students in levels 1, 2, and some 3). The students with disabilities in this phase will attend school four days per week. The possibility of English learners attending school four days per week will be reviewed by the administration.
- Phase Two – Kindergarten through grade 3 (hybrid model)
- Phase Three – Grades 4 and 5 (hybrid model); the possibility of returning prekindergarten students will be reviewed
- Phase Four – Grades 6 through 8 (hybrid model)
- Phase Five – Grades 9 through 12 (hybrid model)
- There will be a three-week transition between the phases pending positive health metrics. Students in Phases Two through Five will attend school using a hybrid model, in which they will attend school in-person two days a week and receive virtual instruction two days a week. Wednesdays will remain an asynchronous learning day for all students.
- Students will remain in their virtual learning format until they are phased in, pending positive health metrics. Parents/guardians have the option to keep their students in the current virtual learning format.

The School Board asked the Superintendent to continue to explore the best learning models for in-person instruction, including a non-hybrid model.

AT WILLOUGHBY, WE TEACH THE HEART AND THE MIND!

- **OUR MISSION STATEMENT**

- Willoughby Early Childhood Center is committed to providing a challenging learning environment that fosters every child's social, emotional and intellectual growth and promotes lifelong learning.

- **INSTRUCTIONAL FOCUS**

- Willoughby Early Childhood Center's instructional focus is developing the whole child emotionally and socially by teaching and modeling research based strategies and reinforcing positive interactions between the adult/child and peer/peer in every classroom, every day, for every student – no exception.

- **STUDENT FRIENDLY INSTRUCTIONAL FOCUS**

- At Willoughby, we teach the heart and the mind.

- **SMARTe Goal**

- By the end of the 2020-2021 school year, 100% of Willoughby Early Childhood Center students will show growth with expressing wants, needs and recognizing and expressing emotions. Student growth will be measured quarterly by Milestone of Child Development Assessment (Prek 3), Teaching Strategies: Gold Assessment (Prek 4) and AEPsi (Special Education). Growth will be differentiated based on the individual student's progression throughout the 2020-2021 school year.

2020 Fall Assessments

Prek 4 has two assessments to complete before November 12, 2020.

PALS-PK assessment will evaluate what students currently know, what they are ready to learn next, and what students' strengths and needs are in the Pre-K program.

Teaching Strategies GOLD assessment will evaluate the primary objectives for development and learning. (The objectives are: Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics.)

Prek 3 has one assessment to complete before November 12, 2020.

Milestones of Childhood Development will evaluate the primary objectives for childhood development. (The objectives are: Social and Emotional Development, Approaches to Learning, and Language/Literacy)

Students with Disabilities in the self-contained setting has to take the AEPS (Assessment, Evaluation, and Programming System). The purpose is to assess and evaluate the skills and abilities of infants and young children who are at risk and who have disabilities.

Willoughby ECC Virtual Learning Survey Answers

- What is working to support students with instructional screen time?
 - Flexibility with AM and PM zoom sessions.
 - One on one family coaching sessions.
 - Parental involvement is the biggest determining factor.
 - Having extra support and eyes daily via the paraprofessionals.
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- What is not working and needs to change in order to support students with instructional screen time?
 - There has been a few glitches with technical problems both on our end and on the parents end.
 - Parents who have multiple children in the home may not be able to assist the toddler for a few minutes.
 - Parents may have to withdraw their child from school due to child care issues and work schedules.
 - Some students do not perform very well virtually.

Student Attendance Reminders

- Please notify the teacher if your child will be absent from instruction during virtual learning.
- We are accepting verbal notes during the virtual learning phase in order to mark absences as excused vs unexcused.



Questions/Comments