

Welcome to the May PTO Principal Presentation

Follow up Instructional
Design 2021-22



MMSD
BOE Rep
for VHE:

Welcome
Maia
Pearson!



Tonight's presentation
will include:

- 1) a brief overview
developed after
reviewing
questions.
- 2) Time to answer
those questions
raised before our
meeting.
- 3) Time to address
any additional
questions.



(1) Overview of the Process

Follow up Instructional
Design 2021-22

Information is shared by central office and approval is obtained.

Decisions are made by me as the principal using my knowledge of the school, supported by our School Based Leadership Team.

A little about me...

- 25 years in education
- 23 of those in MMSD
- 15 of those as a school psychologist, working in elementary with a focus on supporting practices for student mental health
- 8 of those I worked as a support for Van Hise Elementary, 3 as Principal

Why am I a Principal?



1. Students
2. Revisit school mission statement
3. Define parameters
(class size policy, total classrooms, staff, etc.)
4. Collaborate to draft a plan.
5. Meet with central office leaders to review and approve the plan.
6. Staff listening/feedback sessions.
7. Revisit students
8. Finalize and communicate



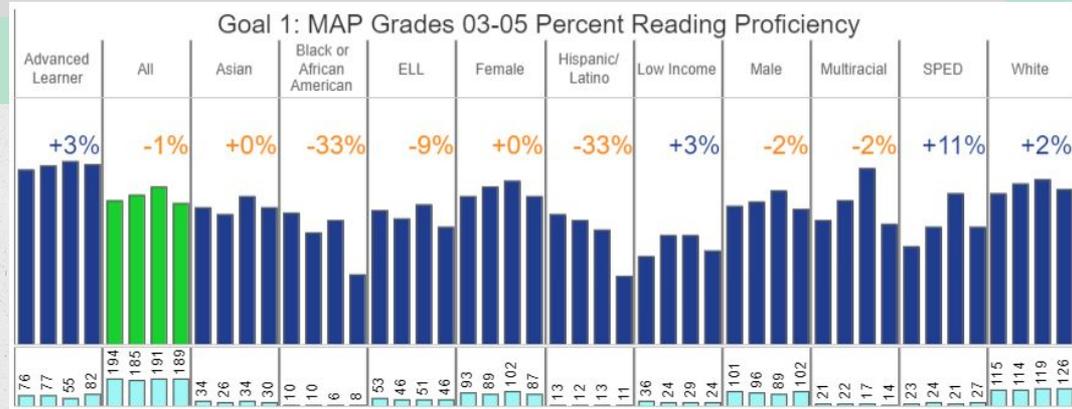
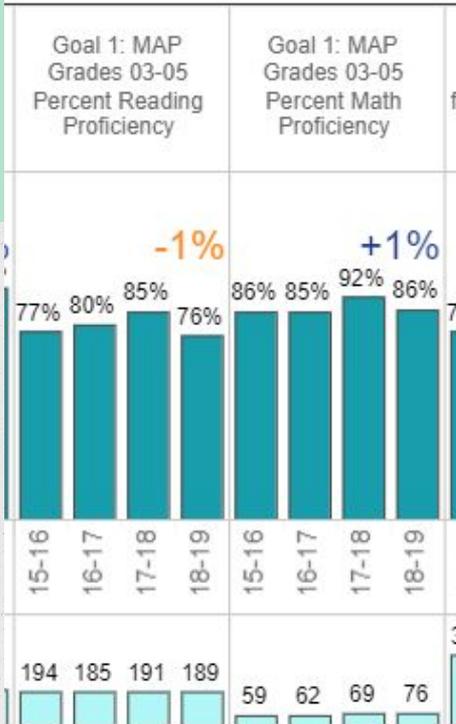
Revisit school equity vision:

At Van Hise We All Belong: We are a welcoming school that lifts student, family, staff and community voices in order to build relationships that support academic excellence for all students.

Parameters include:

- Student variables:
 - Academic data
 - Social-emotional well being, etc.

In general, as a school our data has been consistent across time

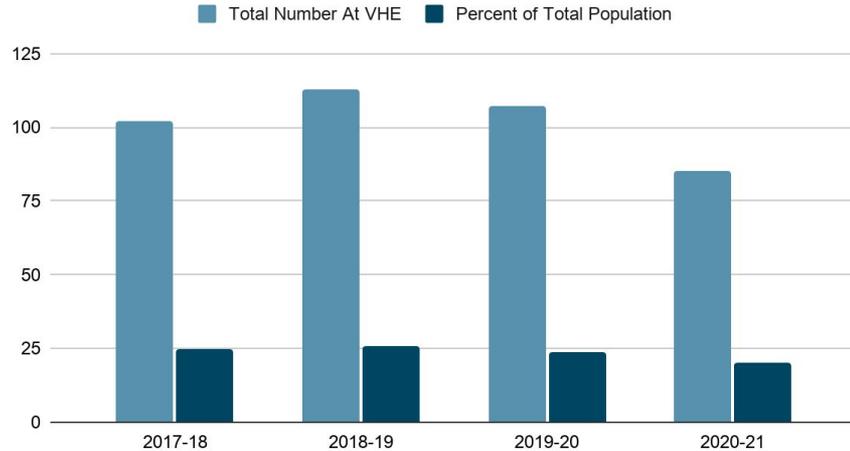


Similar to our district, Black/African American and Hispanic/Latino students perform lower academically and demonstrate less growth

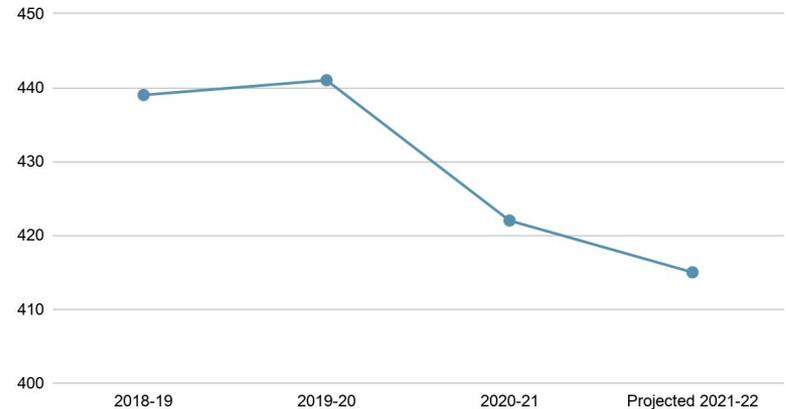
Parameters include:

- Environmental variables:
 - Consistent demographics - until 2021-21 +
 - Declining enrollment,
 - Pandemic implications, etc.

EL Demographics At VHE and Percent of Total Population



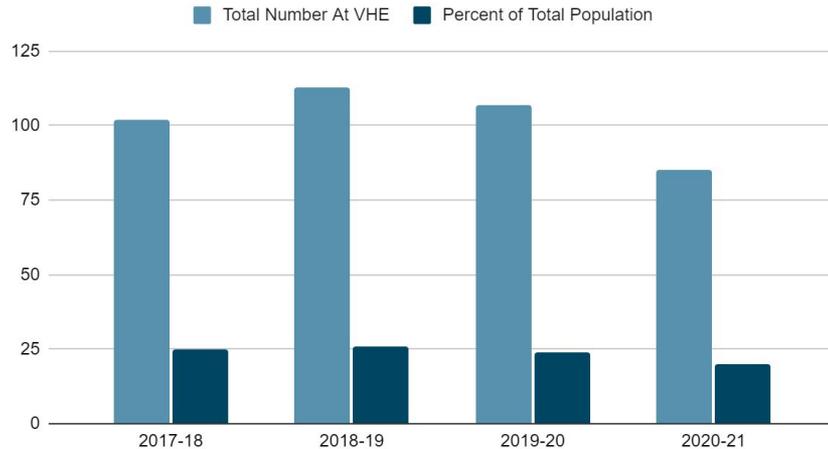
3rd Friday Enrollment, September



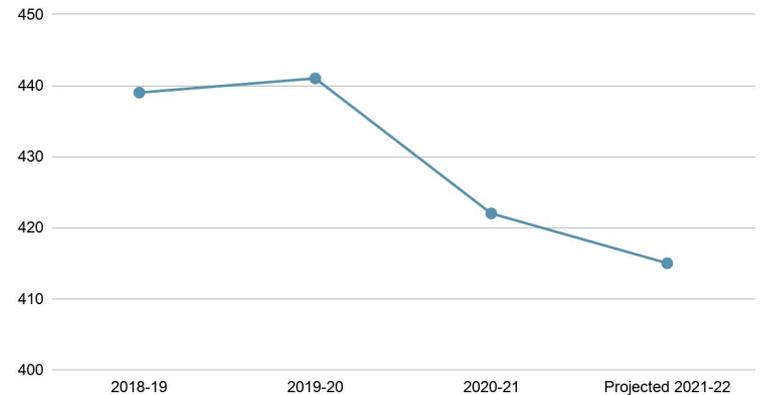
Parameters include:

- Staff variables:
 - Teacher staffing returning from a leave,
 - Teacher certifications - dual certified, some are K-2, 1-8, special ed, dual language, etc.

Total Number At VHE and Percent of Total Population



3rd Friday Enrollment, September



Parameters include:

- Staff variables:
 - Teacher returning from a leave,
 - Certifications - dual certified, some are K-2, 1-8, special ed, dual language, etc.
 - Changes

ETF indicated that they processed 28% more retirement estimates for teacher and other government employees compared to last year.

Estimates & Applications

	WRS Retirement Estimates - All	WRS Retirement Estimates - Teachers	WRS Retirement Applications - All	WRS Retirement Applications - Teachers
January-March 2020	23.6%	35.1%	37.2%	24.5%
April-June 2020	-7.5%	6.7%	7.7%	15.4%
Half Year	8.0%	22.4%	18.9%	17.8%

*It
always
comes
back to
students*



Draft plan puts students at the center:

- Relies on our school improvement plan & equity vision - a work in progress that incorporates student, family, staff and community voice
- Lifts both the voices of those who have historically had a voice as well as those who have been historically marginalized in our school and community.
- Starts and Rests with Students

What will 2021-22 will look like?



- Ready, Set, Goal conferences for each family (20 minutes) - *same as in 20-2*
- High quality teaching teams that work together to plan, implement and reflect on their teaching practices. - *as in 20-21 with some new teams*
- The first two weeks to define and teach expectations - respecting health and safety guidelines - *same as in 20-21*
- Morning meetings to build and strengthen classroom, grade level and school communities. - *same as in 20-21*
- Systems and structures in place to support the academic and social emotional development of all students - *same as in 20-21 with respect to the health/safety guidelines*
- Continue, Restore and Strengthen opportunities for voice: Family, Staff, Student, Community - *as in 20-21 with increase as health and safety guidelines shift*



2)
Questions
raised
prior to
tonight's
meeting

What will 2021-22 Look Like?

We do not know how the pandemic will progress...

- Will Mondays remain fully asynchronous as they are now?
- When do you anticipate that the district will release information about the structure of next school year? (5 days in-person learning, 4 in-person/1 asynchronous, etc.)
- Will families have the flexibility to move their student(s) from in-person to virtual (and back) as they do now?
- Do you anticipate having staggered entrances, start/dismissal times again next fall?

What will 2021-22 Look Like?

How likely is it that students/staff will be required to wear masks, that desks will be 3-6' apart and other current in-person COVID safety precautions will remain in place for fall 2021?

What will technology in 2021-22 Look Like?

Do you anticipate students being given school-issued computers again next year, and will computer-based learning be as prevalent as it is now?

Summer?

Are there needs for additional outdoor "classroom"/learning spaces for the fall? For example, families at one area middle school built Leopold benches so classes could take place outside.

Will students have access to learning tools such as Lexia and Dream Box this summer?

Will class/teacher placements be announced the 2nd or 3rd week of August as they typically are?

What will the instructional design look like in 2022-23 and beyond?

Do you anticipate reinstating K/1 and 4/5 looping in the coming years?
What factors determine your decision?

There are some very real pros of looping:

- Relationships with students,
- Relationships with teachers,
- Understanding student needs - hit the ground running,
- Supports teachers to be creative/innovative,
- Classroom management.

What will the instructional design look like in 2022-23 and beyond?

Do you anticipate reinstating K/1 and 4/5 looping in the coming years?
What factors determine your decision?

There are also drawbacks -

- Students adapt less to change,
- Teachers can be too comfortable or have bias,
- Negative relationships can be reinforced,
- Transitions to the next teacher can be an even greater struggle because we are not teaching kids to shift,
- Less exposure to different types of teaching,
- Teachers are less skilled at one grade level

What will the instructional design look like in 2022-23 and beyond?

Do you anticipate reinstating K/1 and 4/5 looping in the coming years? What factors determine your decision?

Looping is a tool. An instructional tool that may be the right tool for the right work. I am the Principal of 415 students right now, today. Tomorrow that may be more or less. Next Fall it will include those in 4K currently.

It is my job, as Principal, to consider the students and parameters to develop an instructional design that will best serve our students.

What will the instructional design look like in 2022-23 and beyond?

Will staff allocations be adjusted again this summer?

Will there be opportunities to bring back surplus staff or create new roles based on the format of the 2021/22 school year? For example, having staff whose ongoing role is to teach Zoomies.

Looking Ahead

What is the #1 ask that you'd share with all families when it comes to supporting our staff and school community?

To partner - your voice and trust

[Link to family input questionnaire](#)



3) Time for
additional
questions

Thank you!

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