

20-21 School Update



Thank You!

We're all in this together!



Teachers/Staff

Students

Families

**District Admin & School
Committee Members**

PCC

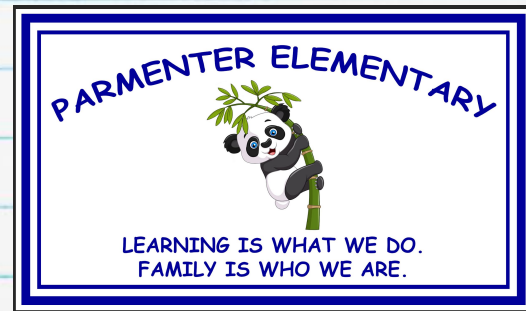
Community Partners

Tonight's Objective:
**Share Parmenter's
updates & experiences
during the 20-21 school
year**

Parmenter Elementary

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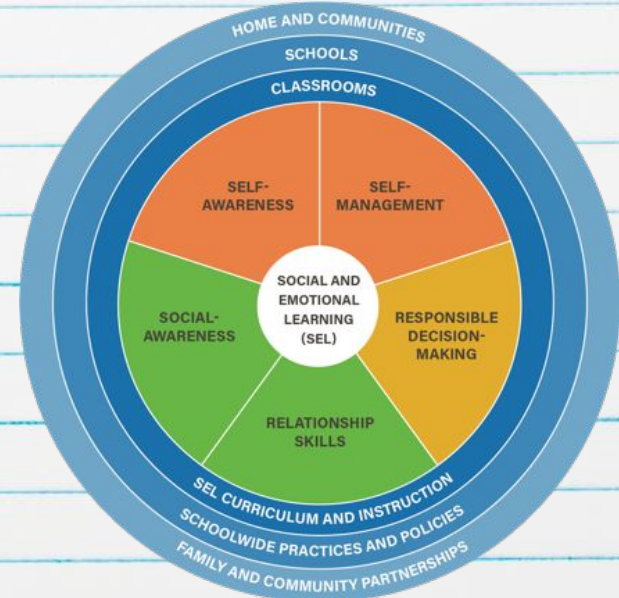
- **Focus on Strategic Objectives**
 - SEL Well-Being
 - Engaging & Rigorous Curriculum
 - Cultural Proficiency
- **Portrait of a Graduate**
 - Confident & self-aware individual
 - Empathetic & productive citizen



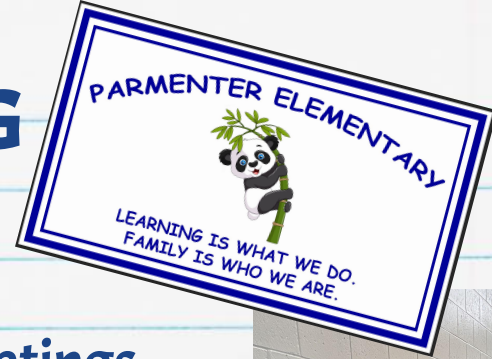
SOCIAL EMOTIONAL LEARNING & WELL-BEING

Social-Emotional Skills, Needs, Supports

- % of Parmenter students currently receiving SEL tiered level supports
 - Tier 1 = 58%
 - Tier 2 = 22%
 - Tier 3 = 20%
- 47% (123) students identified as High Needs & attended full in-person prior to April 5th
- Analyze DESSA scores, student & family surveys, & teacher reports/referrals
- Develop tiered level systems of support:
 - Create & implement student support plans
 - Develop & implement SEL units of study aligned w/ CASEL competencies
 - Assign case managers
 - Research & develop lessons for whole class & small groups
 - Provide supports to individual students in need



SOCIAL-EMOTIONAL WELL-BEING



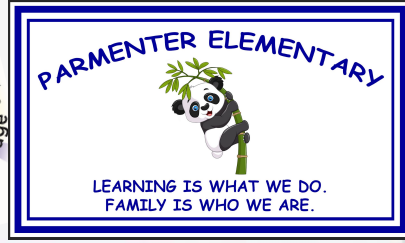
Staff

- Provide essential planning time (staff meetings, PD days, Common Planning blocks)
- Provide additional support for students & management for the hybrid/remote model
- Support with individual Student Support Plans through SSST and Action Plans through IST
- Coffee, treats, lunches
- Provide a safe work environment, maintain a sense of humor & find silver linings!



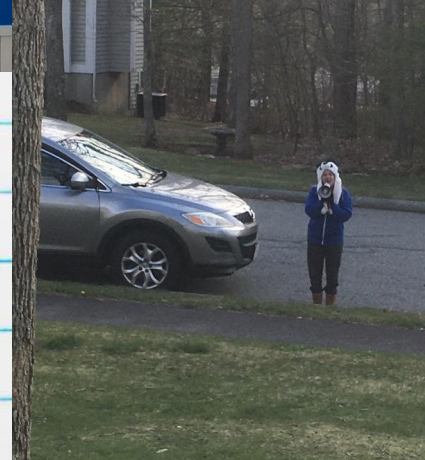
***“Do the best you can until you know better. Then when you know better, do better.”
~ Maya Angelou***

SOCIAL-EMOTIONAL LEARNING & WELL-BEING



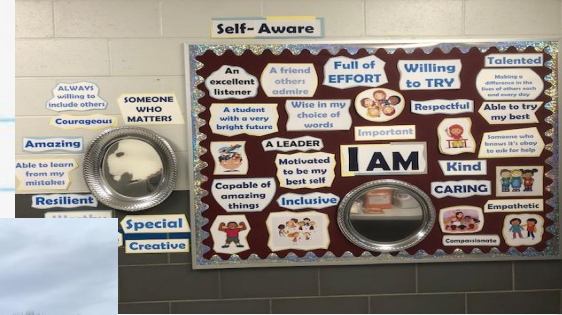
Students & Families

- Student SEL surveys - August re-entry, Teacher directed throughout the year
- Student SEL Self-Assessments
- DESSA Ratings (November, March, June)
- Student Support & Safety Team
- Prioritizing High Needs & Providing Supports
- Student Mentor Club
- Parmenter SEL website (virtual Core Value & SEL Competency of the month)
- Family Support Request Link
- Individual Student Support Plans
- YOU, Inc. Partnership
- Provide & deliver food, school supplies, toiletries, Chromebooks, and other essentials. Assist in getting students to & from school.
- Personal birthday visits during school closure



SEL & CHARACTER ED

- Focus on “Family” & “2nd Home”
- Maintaining Important Traditions
 - Whole School Meetings
 - Core Value & SEL Competency of the Month
 - Spirit Days
 - Pumpkin Stroll, Book Fair, 5th Gr. Celebration
 - Parmenter Book March Madness
 - Hearts of Kindness and Kindness Week
 - Community Outreach
 - Reflection Board-[Flipgrid](#)
- Exploring Diversity through Art Club
- Student Character Education Committee-[Flipgrid](#)



CORE VALUE OF THE MONTH

COURAGE

Courage is...

- Trying new things even if feeling scared, like learning to ride a bike or entering a new social situation.
- Persevering in order to master a new skill, even when becoming frustrated or feeling embarrassed.
- Doing the 'right' thing in difficult situations, like standing up for another student.
- Admitting to mistakes, like owning up to breaking something, apologizing, and offering to help clean up.

SEL COMPETENCY AREA OF THE MONTH

RELATIONSHIP SKILLS

K-1st Graders

- I can gain attention from peers and adults in a positive way
- I can greet and interact with a person in a polite way
- I can recognize and respond to another person's feelings
- I can do something nice for someone

2nd-3rd Graders

- I can establish and maintain positive relationships
- I can use polite language and greet or compliment/congratulate somebody appropriately
- I can express concern for and offer to help another person
- I can do something nice for someone (on my own)

4th-5th Graders

- I can use social skills to establish and maintain positive relationships
- I can use polite language and make a suggestion or request in a respectful way
- I can demonstrate empathy toward others
- I can do something nice for someone with no personal gain

MINDSET MATTERS

Success begins with believing
YOU CAN
When you have a
GROWTH MINDSET
you know you can get better at anything with
EFFORT
and
PRACTICE!

So...

Instead of THINKING:

I'm not good at this. →

I give up. →

I made a mistake. →

Try THINKING:

What am I missing?

I'll use some of the strategies I've learned.

Mistakes help me learn.

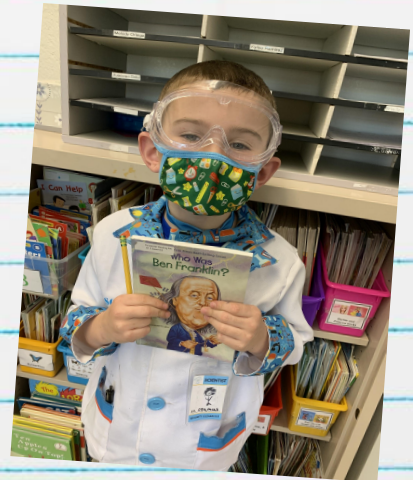
This may take some time and effort.

of these results.

A white heart-shaped card with the text "FOCUS on the people who make you HAPPY" written in blue ink. The card is decorated with two red hearts, a pink heart, and several small red rhinestones.

RIGOROUS & ENGAGING CURRICULUM

- Preparing for new & adjusting learning platforms:
 - Planning & preparing new materials (home & school)
 - Revised & newly developed units of study (UbD approach)
 - Revised approach to assessment & feedback
 - Hybrid & remote practices
 - Newly developed use of technology & engagement strategies
 - Revised schedules & models of teaching
- Plan & implement targeted interventions based on assessment results
- Continuous reflection & adjustment



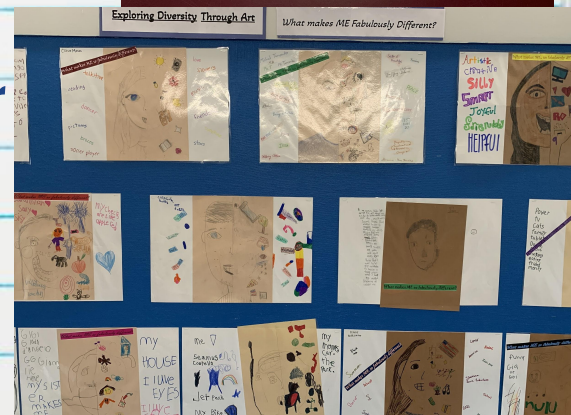
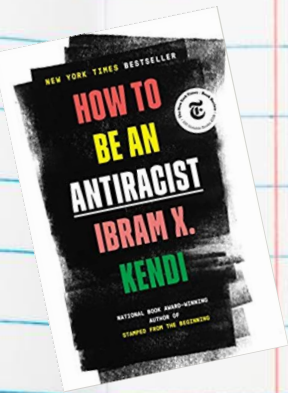
Parmenter Units of Study Examples

<p><i>Poetry and the African American Experience Unit</i> (Gr. 4)</p>	<p><i>2-Digit Addition Unit</i> (Gr. 2)</p>	<p><i>“Give Me Liberty or Give Me Death” Government Unit</i> (Gr. 5)</p>	<p><i>Integrating SEL with Artistic Ideas Art Unit</i> (Gr. 3)</p>
<p><u>Essential Questions</u></p> <p>What are the major differences among prose, poetry, and drama?</p> <p>What are various African American perspectives and experiences throughout history, including modern day?</p> <p>What is discrimination and how does it diminish all people?</p> <p>How does resilience in the face of discrimination and adversity enable people to reach their dreams or goals?</p> <p>What can I do to help eliminate discrimination in our world?</p>	<p><u>Essential Questions</u></p> <p>How can you understand and use place value to help you add and subtract numbers within 100?</p> <p>Why is it important to use efficient strategies to add up to four two-digit numbers?</p> <p>How can using drawings and equations help us solve real world mathematical problems?</p>	<p><u>Essential Questions</u></p> <p>Why are governments created and maintained?</p> <p>Who should make the rules/laws?</p> <p>Do citizens influence government or does government influence citizens?</p> <p>How does change happen within a system?</p>	<p><u>Essential Questions</u></p> <p>What is self-awareness?</p> <p>What does it mean to express?</p> <p>What do you do with an idea? What do you do with a problem?</p> <p>What symbols, colors, patterns, words would you use to describe/express yourself?</p>

CULTURAL PROFICIENCY

- Revised school & classroom libraries to include more diverse characters and themes
- Student Mentorship Program
- School Council Book Club - How to Be an Antiracist, by Ibram X. Kendi
- Exploring Diversity through Art club
- Staff engagement in district and school PD
- Admin participation in PD

- Equity & Anti-Bias Conference
- Creating Cultural Relevance Webinar
- Equity, Diversity, & Inclusion (District Committee)
- Women in Leadership Conference



Parent/Caregiver Perspectives

"Thank you again for all you do for these kids. I was a little worried that with the pandemic you might not fully get to see my child for the student she is. This was the exact opposite and the connections you have made with her and how you know her have been amazing."
Thanks for everything you do and we greatly appreciate all of you !

"Words can't express how thankful I am to you. Thank you isn't enough for everything you've done to support me and my family during this difficult year."

"Thank you so much for everything you have all done. You've really done an amazing job this year!"

"Thanks for everything you do and we greatly appreciate all of you!"

"Our child would have never progressed as much as (they) did without everything you have all done for (them) this year."

"Thanks for everything you do and we greatly appreciate all of you!"

"The support and flexibility that was provided to both of our children during such an emotionally difficult time has been phenomenal. During this very dark time, we felt that the entire faculty/ staff thought outside of the box and collaborated incredibly effectively with us as parents in order to ensure the best outcome for our children. Nothing was out of the question, everything was a possibility, and as such, so much was done to ensure the emotional safety of our children. With this flexible thinking, both of our children are now thriving both academically and emotionally. Thank you!"

"The signs along the loop line this morning were really sweet and the song, "Home" always makes me cry (happy tears). It was a really nice welcoming for all the students!"



Lessons Learned/Silver Linings...



“If you change the way you
look at things, the things
you look at change.”

Wayne Dyer



Staff & Student
Perspectives

FlipGrid

Year in Review
Slideshow

