

Pittsville School District's Vision and Mission:

Vision:

Expecting Excellence and Innovation, Honoring Legacy, and Embracing Partnerships

Mission:

Expecting Excellence and Integrity from all, developing Innovative students, strengthened through Partnerships with parents and the community

1. Student and Staff Learning:

a. 8th Grade English:

- i. The 8th graders completed Odes (some excellent examples posted on Facebook) in their 8th grade English class. They were to write about something important to them, or something they can not live without. Please check out the four examples on Facebook to enjoy the 8th grade poetry.

b. Outdoor Literature:

- i. Environment Issues in Wisconsin is the next unit of study in Outdoor Literature. The course objective is to bridge the relationship between nature and mankind, and study the ways in which humans incorporate nature into writing as setting or theme. As an intentional focus on both content, and elements of literacy, (reading, writing, listening, speaking, performing, and thinking critically) the unit requirements include a research paper to work on citations and evidence, interviews as a means to understand qualitative data collection, and visual presentations.

- c. Senior Capstone, Junior Job Shadow:
 - i. As a part of the Career and Technical Education academy, the seniors have started their internships as a way to experience potential careers. The juniors are job shadowing and looking at career options for their senior capstone experience. The CTE teachers continue to monitor the experience by visiting with employers weekly, and collecting work logs from students.
- d. Renaissance Learning Assessment and Practice for Math and Reading:
 - i. Students have completed their STAR Math and Reading assessments for term 1, and the adaptive math practice, called Freckle Math, is working to keep students moving forward in their math skills in grades 9, 10, and 11. Freckle Math is also being incorporated into the pre-algebra course taught by Mrs. Downs as a curriculum resource to provide individualized instruction for students.
- e. Coffee Talk:
 - i. The Coffee Talk was hosted virtually by Mrs. Krystowiak on Friday, Oct. 2 and featured the Local Foods course taught by Mrs. Anderson. The event featured student interviews while in class and the recording is posted to the district Facebook site. Mrs. Krystowiak's innovation in finding a way around hosting actual coffee and donuts is much appreciated.
- f. Professional Learning Community:

- i. Each Wednesday morning, from 8 - 9 am, the staff of PHS can be found collaborating while practicing physical distancing, in the PHS cafeteria. A quick overview of any “nuts and bolts” is discussed and then a dive into conversations about students ensues. This has proved to be especially effective at ensuring all teachers are sharing relevant information about students who are struggling. We also share ideas about what works with those students to give each other more strategies to help ensure all students are successful.

g. Capacity Building:

- i. The PHS staff has weekly time set aside to work on building our education technology skillset at the end of our PLC time each Wednesday. Each week, staff share things they have learned from different resources such as MobilMind, Google for Education webinars, or other strategies that have worked in the classroom. One resource recently added to our toolbox is the book written by world-renowned authors, John Hattie, Douglas Fisher and Nancy Frey, “The Distance Learning Playbook for K-12.” Each teacher in the district received a copy of this book as a teaching resource which was paid for through the Peer Review Mentor Grant.

2. Innovation and Recognition:

- a. I would like to publicly praise the staff of PHS for the amazing job of growing and stretching themselves in these unprecedented times of teaching. They continue to adapt and rise to new challenges and expectations. They participate in

being grateful and having an “attitude of gratitude” toward one another in our meetings, continue to have positive and healthy relationships with students, and they have a positive attitude about doing their jobs in these tough times. I have asked that we work strategically and intentionally to gel as a team this year, and they are doing the work that is required of them to be their best for students and learning.

3. Looking Ahead:

- a. The bottom line when looking ahead is to know that the work ahead is challenging, and keeping our students engaged and learning is the most important thing. There are many good things happening that are working, and we can celebrate those things while continuing to improve. When we look ahead, we also must remember to lift each other up.