WILLOW RIDGE

Willow Ridge Elementary

Board of Education Meeting
Tuesday February 7, 2023

LEADER IN ME®
LIGHTHOUSE SCHOOL

Erie County Chorus

Congratulations to the following students:

Amelia Anesi

Piper Hein

Mia Rogers

Ana Washington

Thank you Mrs. Bridon!

Congratulations!

Student	Nominating Staff	Student	Nominating Staff	Student	Nominating Staff
Sammy Malay	Mrs. Barbalate	Angie Kuss	Mrs.Jenkins	Edison Rechin	Mrs. Johel
Jordan Mickey	Miss Giese	Madelyn Gold	Mrs. Zimmer	Courtney McIntosh	Mrs. Banks
Yousef Al Ani	Miss Dirrigl	Kyle Svova	Mrs. Cianfrini	James Kenney	Mrs. Potkalitsky
Zuhoor Abu Hassan	Miss Zaleski	Isabelle Schultz	Miss Bainbridge	Vera Turkkan	Mrs. Stewart
Angelo Toney	Ms. Hiller	Journie Scott	Mr. Wawrzyniak	Julien Evans	Miss Chatt
Mohammad Yosaf	Mrs. O'Brien	Liam Clark	Miss Balisteri	Alice Dong	Mrs. Bell
Nawfal Purno	Mrs. Connelly	Mahmoud Qarqouz	Miss Mielcarek	Nahla Matias	Mrs. Henderson, Mr. Ramsay
Parker Sherk	Ms. Erman	Saniya Wilks	Miss Criscione		

Willow Ridge at a Glance

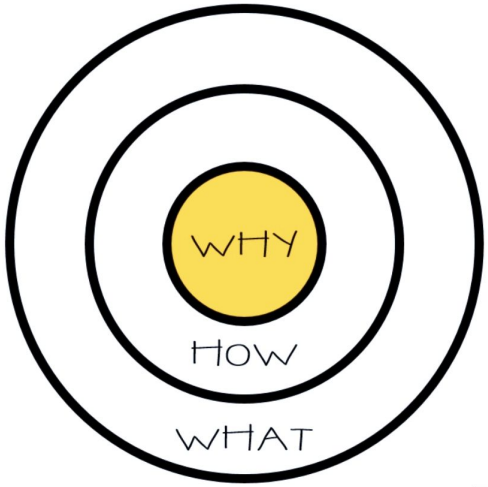
Special Education	
K	3
1	4
2	2
3	7
4	6
5	3
7%	25

School Year	Enrollment	Additional Information
2022-2023	348	*Not including PreK, low K enrollment*
2021-2022	368	*In person instruction*
2020-2021	365	*In person/remote instruction*
2019-2020	358	*ENL Program Returns to WR*
2018-2019	323	*Enrollment from 08/09-17/18- Range: 308-329*

English Language Learners/Language Proficiency Levels					
Entering	Emerging	Transitioning	Expanding	Commanding	Total
1	5	4	12	14	36

Our Why

Every Student, One Community, Ready for the Future



"We empower students to be innovative, self-directed, curious, compassionate, resilient, persistent, lifelong learners."

We want students to:

- Be themselves
- Feel valued
- Value others
- Have a sense of purpose

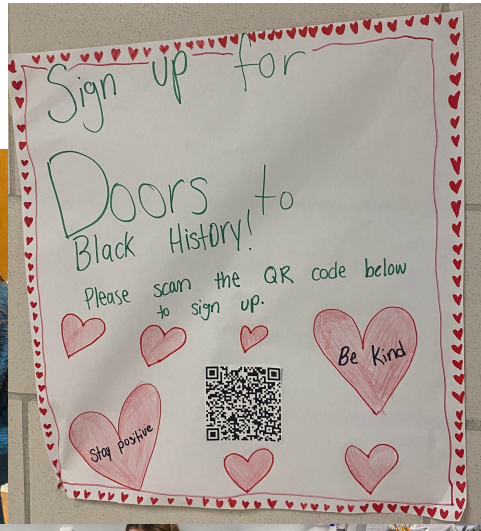
WILLOW RIDGE

Creating a Culture of Leadership















Student Leadership

129 students in leadership roles or action teams

Leaders & Greeters	Student Ambassadors	Student Lighthouse	Leadership Day	Journalist Team	Morning Announcements	Design Team	Birthday Club	Wellness Committee
28	17	11	16	7	12	21	8	9

Shared Events & Celebrations

-Multicultural Night
-Leadership Day

Service Learning

-Kindness Cart
-Warm Hearts

Student Led Academics

-Wildly Important Goals
-Leadership Notebooks
-Student Led Conferences

21st Century Skills

How today's students can stay competitive in a changing job market

Learning Skills



Literacy Skills



Life Skills



Shifts in Standards

- 3 Dimensional Science Standards with focus on Cross Cutting Concepts (CCC) & Science Engineering Practices(SEP) over Disciplinary Core Ideas or Content (DCI)
- Next Generation Literacy Standards - Lifelong practices of Readers and Writers
- Next Generation Mathematical Standards and Practices

Other Driving Factors

- Instructional time
- Increase in student support services (kids missing When to go to _____)
- Covering all standards
- Exposing students to all modes of non-fiction text - not just expository (which is the mode textbooks are written in)
- Increased time to use nonfiction texts as writing mentors, with a deep focus on text structure.

Shifts in Science



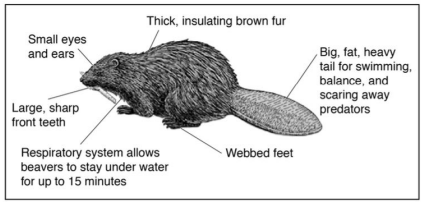
Begin with the End in Mind

Let’s Look at a Phenomenon

Sample test from NYSED for 5th grade

Base your answers to questions 1 through 6 on the information below and on your knowledge of science.

North American Beaver



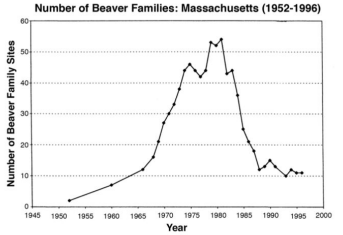
The beaver is New York State's official mammal. This animal has many unique structures that serve various functions for growth and survival. A beaver's eyes work best for short distances, yet they contain a second set of eyelids made of a thin transparent (see-through) membrane. The extra lids are pulled over the eyeballs, allowing the beaver to see under water. The beaver's thick, oily coat/fur keeps the animal warm and helps it float in water. Their four front teeth (incisors) are self-sharpening. These large teeth continuously grow. If the teeth become too long, the beaver's mouth will not be able to close and the grinding teeth will not meet, leading to starvation. Gnawing on woody material wears down the teeth and keeps them at a length that allows the beaver to survive and get food. Beavers also have oversized lungs that help them stay under water for up to 15 minutes.

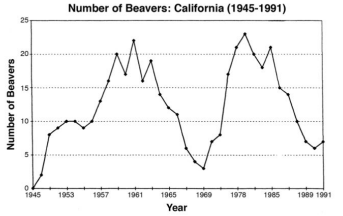
The beaver is one of the few animals that change their environment in order to live. When a beaver family identifies a stream area that has enough food and water resources, they can quickly, working at night, turn a wooded area with a flowing stream into a pond with a dam.

The map below shows the areas (shaded gray) of North America where beaver populations can be found. The location of two different beaver populations, one in California and one in Massachusetts, are labeled. Both populations are located near water sources.



The graphs below show the changing populations of beavers over about a 40-year time span in the two locations indicated on the map.





3 Using evidence from the map and graphs, which claim accurately describes that in a particular habitat, beavers sometimes survive well, less well, or cannot survive at all.

A Beavers survive well in many regions of North America, and the population of the beaver only increased in Massachusetts and California over 40 years.
B Beavers are found only in a few regions of North America, and the population of beavers in California and Massachusetts changed over 40 years.
C Beavers survive well in many regions of North America, and the population of beavers in California and Massachusetts changed over 40 years.
D Beavers are found only in a few regions of North America, and the population of beavers only increased in Massachusetts and California over 40 years.

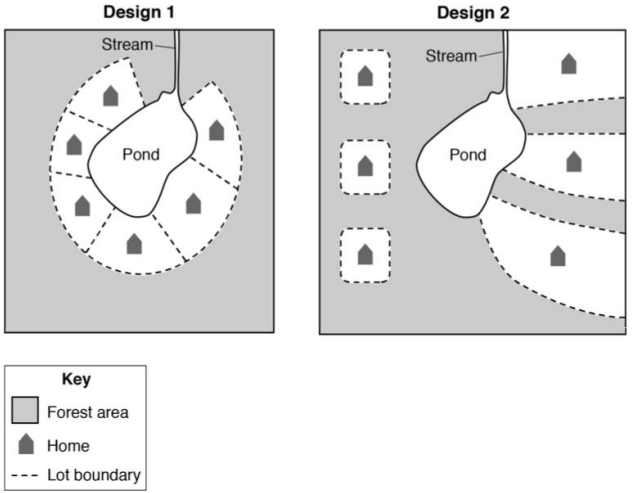
4 One graph shows the number of beaver families, and the other graph shows the number of beavers. Using evidence from the graphs, describe how both beaver populations changed over the same time span regardless of their location in the United States. [1]

A company wants to clear some forested areas around the pond and stream inhabited by beavers to build six houses.

The criteria for the project is listed below:

- Clear six forest sites to build houses
- Have a view of the pond from some houses
- Maintain a forest area between each house for privacy
- Maintain the beaver habitat and population

The models below show the two designs for the project.



Base your answers to questions 1 through 5 on the information below and on your knowledge of science.

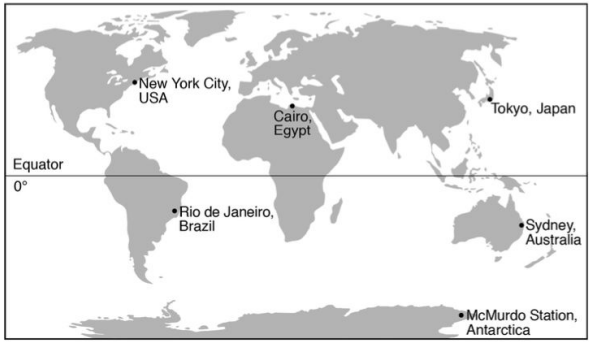
The Köppen-Geiger climate classification is one of the most widely used climate classification systems. It divides climates into five main groups based on the seasonal precipitation and temperature patterns that occurred over a long period of time. The table below shows a modified version of this classification system.

Group	Description	Average Annual Precipitation (inches)	Average Temperature (°F)	
			Coolest Month	Warmest Month
A	tropical	59 or more	64 or warmer	64 or warmer
B	arid	less than 10	27 or warmer	104 or warmer
	hot semi-arid	10 to 20	32 or warmer	64 or warmer
	cold semi-arid	10 to 20	32 or cooler	64 or cooler
C	subtropical and temperate	30 to 79	between 27 and 64	50 or warmer
D	continental (hot/warm summers and cold winters)	24 to 47	27 or cooler	50 or warmer
E	polar	less than 10	27 or cooler	between 14 and 50

1 What are the general temperature and precipitation conditions of a tropical region?

A warm and dry
B warm and rainy
C cool and dry
D cool and rainy

The map below shows the location of five cities and a scientific research station. The table below shows temperature and precipitation data for four of these cities.

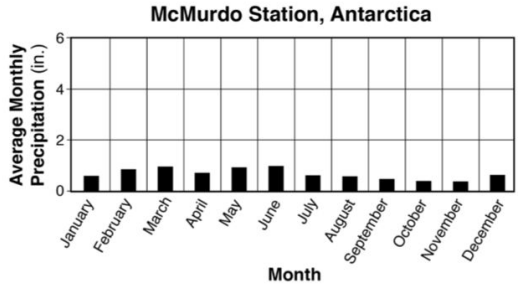


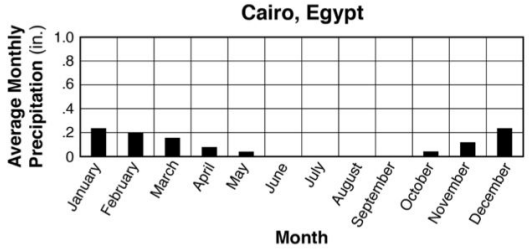
Cities	Average Yearly Precipitation in Inches	Average Yearly Temperature (°F)	
		Yearly Minimum	Yearly Maximum
New York City, USA	44	46	61
Tokyo, Japan	60	51	66
Rio de Janeiro, Brazil	43	69	79
Sydney, Australia	48	57	71

2 The climate of Tokyo, Japan is best described as

A hot semi-arid
B cold semi-arid
C subtropical
D continental

The two graphs below show average monthly precipitation data in inches (in.) for two locations, McMurdo Station, Antarctica and Cairo, Egypt.



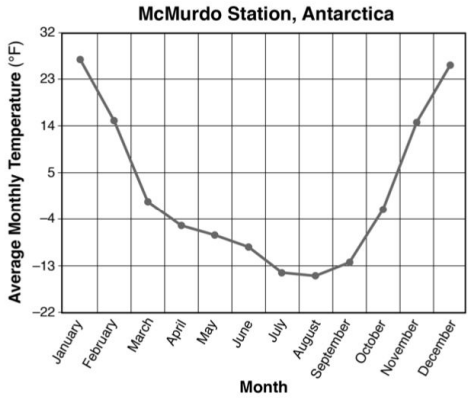


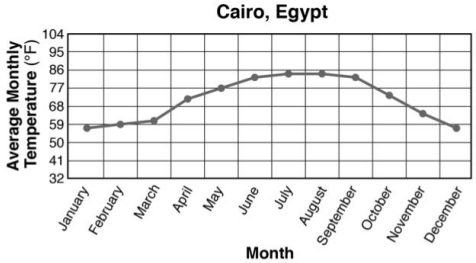
4 The climate at McMurdo Station, Antarctica is described as polar, while the climate at Cairo, Egypt is described as arid. Explain why the climate at McMurdo Station and Cairo could also be classified as deserts. Support your explanation using numerical data from tables or graphs. [1]

_____

_____

_____





5 Based on the average monthly temperature data for McMurdo Station, Antarctica and Cairo, Egypt, what claim can be made about these two locations?

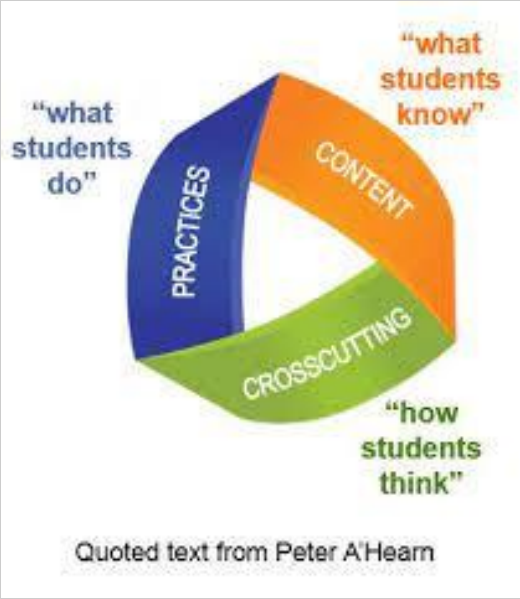
A Both locations are in the Northern Hemisphere.
B Both locations are in the Southern Hemisphere.
C McMurdo Station is in the Northern Hemisphere and Cairo is in the Southern Hemisphere.
D McMurdo Station is in the Southern Hemisphere and Cairo is in the Northern Hemisphere.

Shifting the Way We Teach Science

So what does this mean...

- 3-Dimensional science learning that integrates the SEPs, DCIs and CCCs
- Less memorizing of factual knowledge and more sense making
- Use of real-world phenomena/real world problems that engage students in critical thinking and inquiry

- Equitable opportunities for all students




NCTE
National Council of
Teachers of English

“An impediment to students’ information literacy development is the fact that time devoted to social studies and science instruction at the elementary level has diminished” (Au, 2009; Blank, 2013; Duke, 2019, Griffith & Scharmann, 2008).

NCTE Position Statement on the Role of Nonfiction Literature K-12, 2023

Typical Day for a 1st Grader

8:30 - 8:50 - Arrival, Breakfast
8:50 - Morning Meeting/Morning Message
9:20 - Literacy Block
11:25 - Lunch
11:55 - Recess
12:15 - Literacy Block
12:45 - Math
1:40 - Pack up to go home
1:45 - Special Area
2:35 - Dismissal

170 minutes of ELA

- Morning Message
- Reading/Writing Workshop
- Explicit/Implicit Word Study
- Centers & Small/Guided Groups

50-55 minutes of Math
45 minutes of Special Area
50 minutes of Lunch/Recess

Typical Day for a 5th Grader

8:30 - 9:00 - Arrival, Breakfast
9:00 - Morning Meeting/Morning Message
9:20 - Special Area
10:05 - Math
11:05 - Literacy Block
12:35 - Lunch
1:05 - Recess
1:25 - Literacy Block
2:33 - Pack up
2:35 - Dismissal

175 minutes of ELA

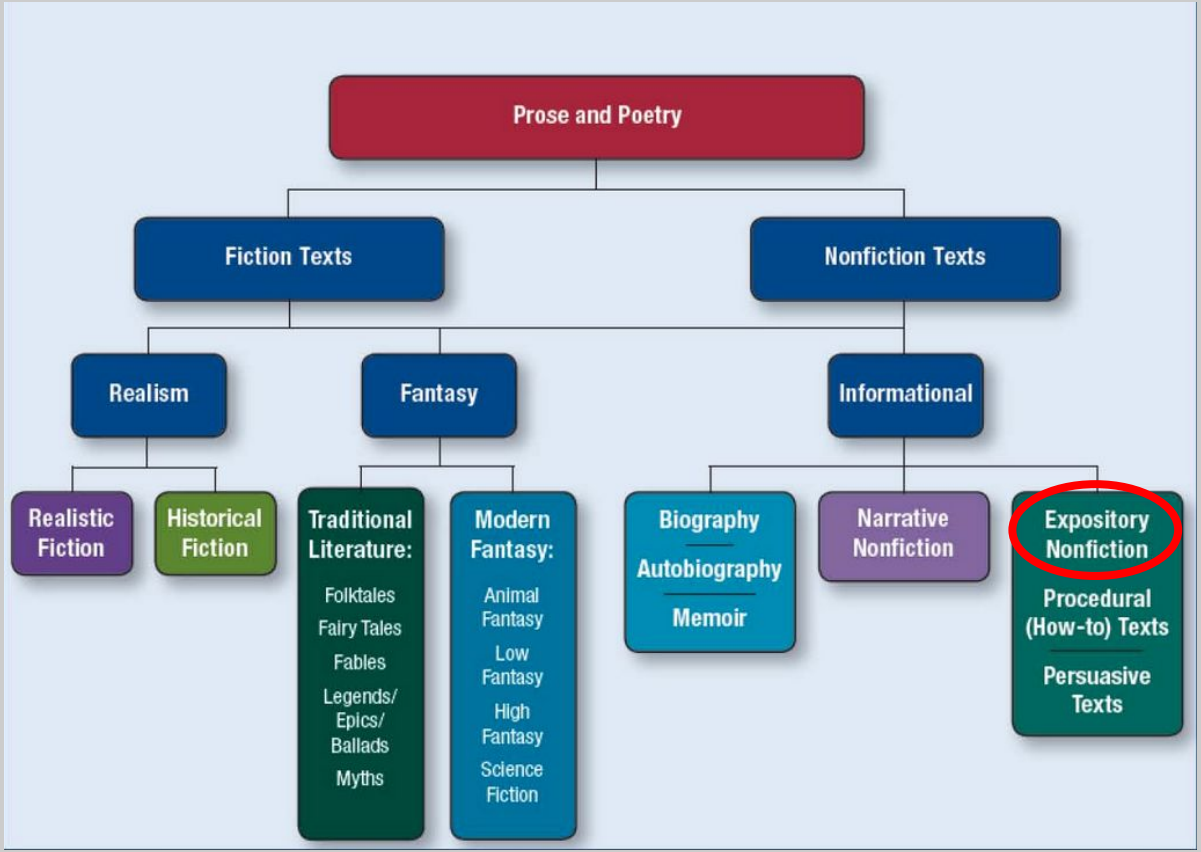
- Morning Message
- Reading/Writing Workshop
- Explicit/Implicit Word Study
- Small/Guided Groups

60 minutes of Math
45 minutes of Special Area
50 minutes of Lunch/Recess

“With so much to offer young people as readers and thinkers, nonfiction should play a far more robust role in the reading and learning lives of young people in and out of school.”

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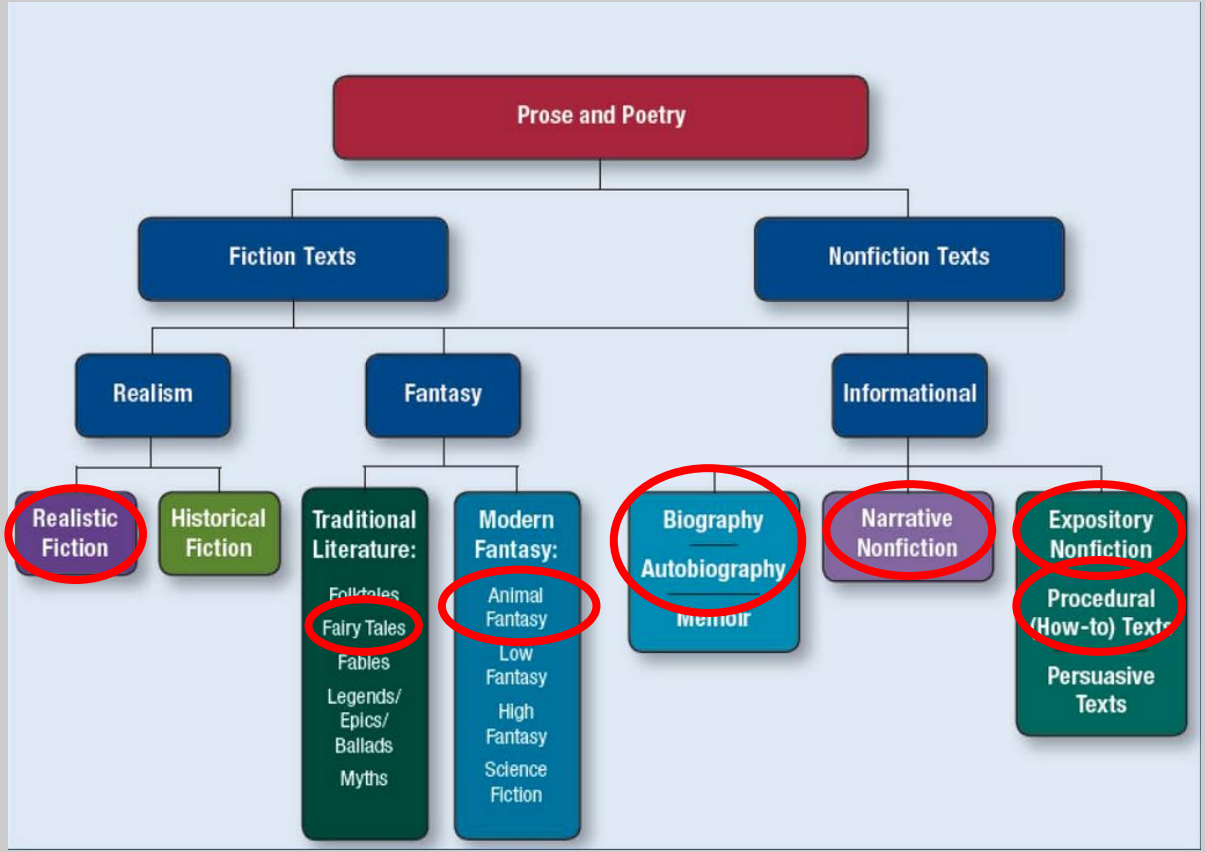
Traditional nonfiction reading in content areas, such as Science and Social Studies is most often presented in textbooks that offer very few modes of Nonfiction.



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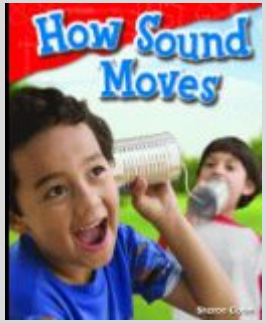
Inside our Integrated Science Units we have included multiple modes of both Fiction and Nonfiction around the Science DCIs

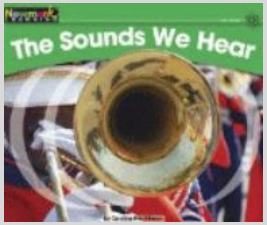


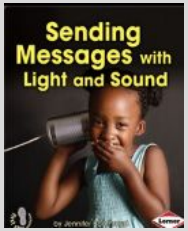
“Cultivating children’s information literacy at the earliest of ages is an essential element of 21st-century literacy learning. Exposure to a variety of nonfiction texts ensures students are able to develop their capacity to critically evaluate information, the perspectives of authors and experts, and systems of power (Elmborg, 2006).”

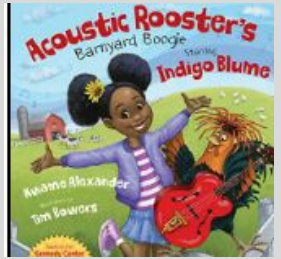
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Examples of Mentor Texts for 1st Grade Physical Science

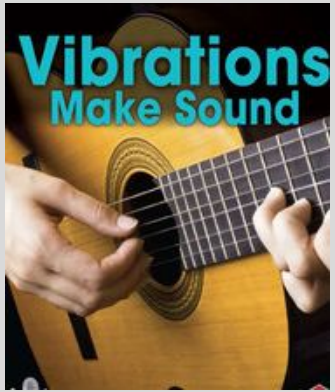


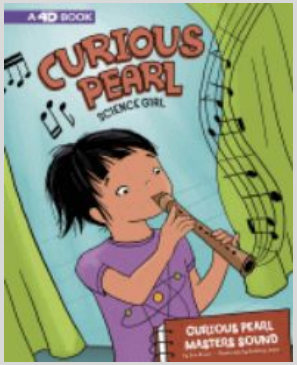


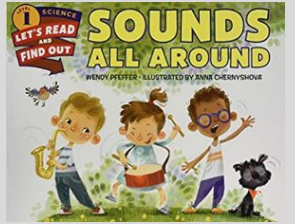


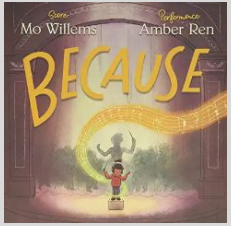




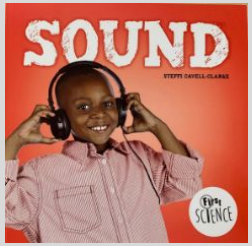


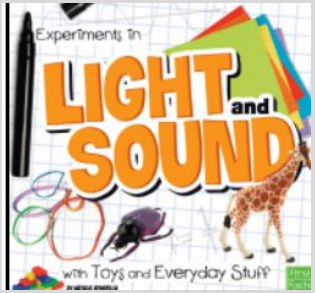


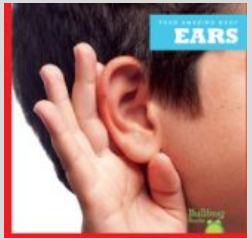








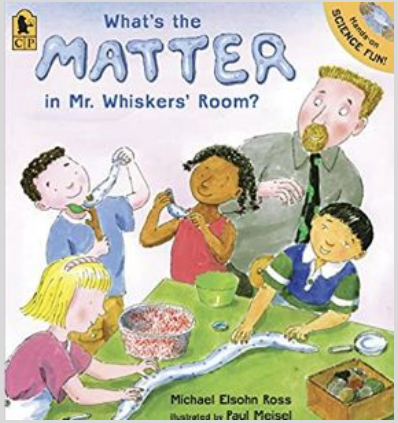




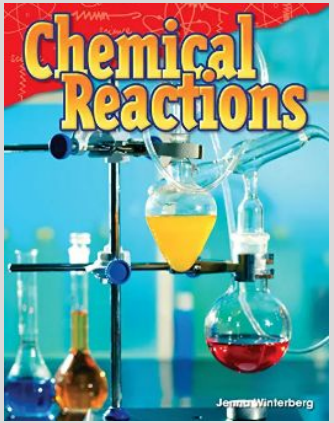
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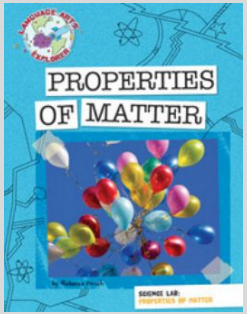
NCTE Position Statement on the Role of Nonfiction Literature K-12, 2023

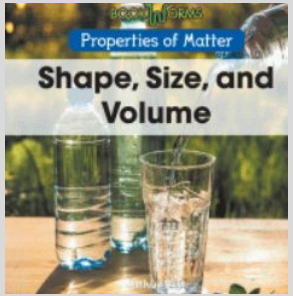
Examples of Mentor Texts for 5th Grade Physical Science

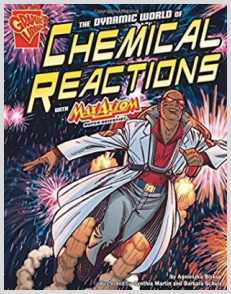


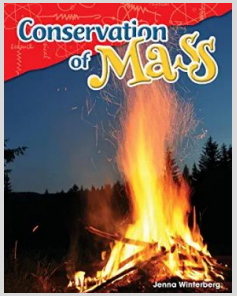


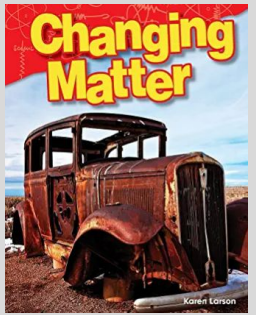








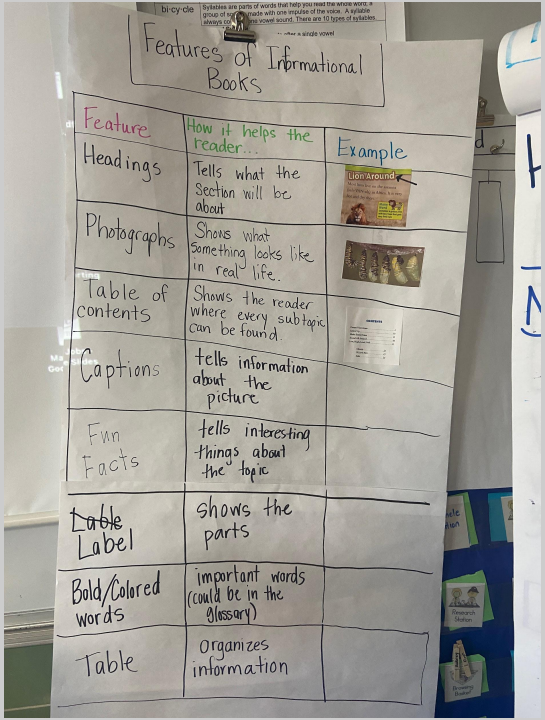


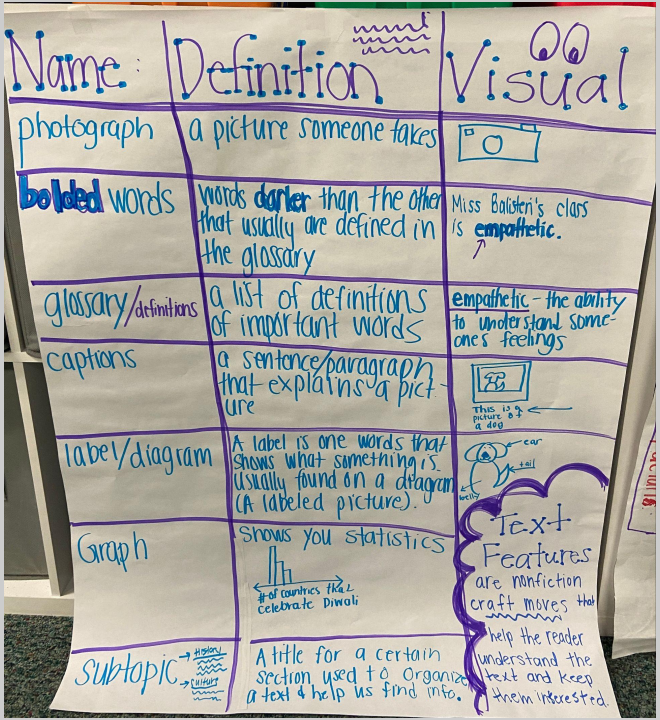


“Exceptional nonfiction should serve as a mentor text for student writing. But in an age of standardized testing, much of the nonfiction writing young people do in school is limited to the genre of test-driven essay writing and short responses, which does not reflect authentic nonfiction writing. Too often, students are not given the time and freedom to explore topics of personal interest or enthusiastically share their new knowledge with others.”

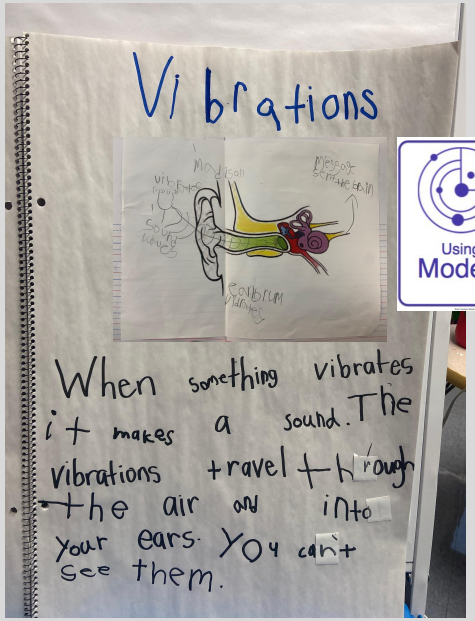
NCTE Position Statement on the Role of Nonfiction Literature K-12, 2023

Students K-5 write in many ways throughout the units to consolidate thinking, keeping in mind the text and graphic features nonfiction writers use when conveying information. As they read more authentic nonfiction texts we begin to gather information as to why authors may use a certain feature to convey their research.

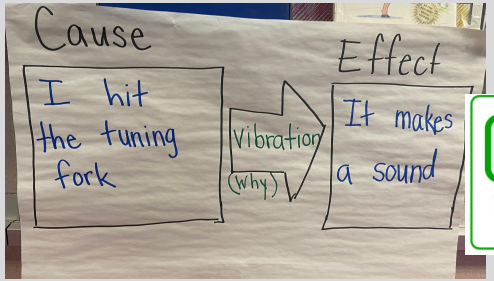




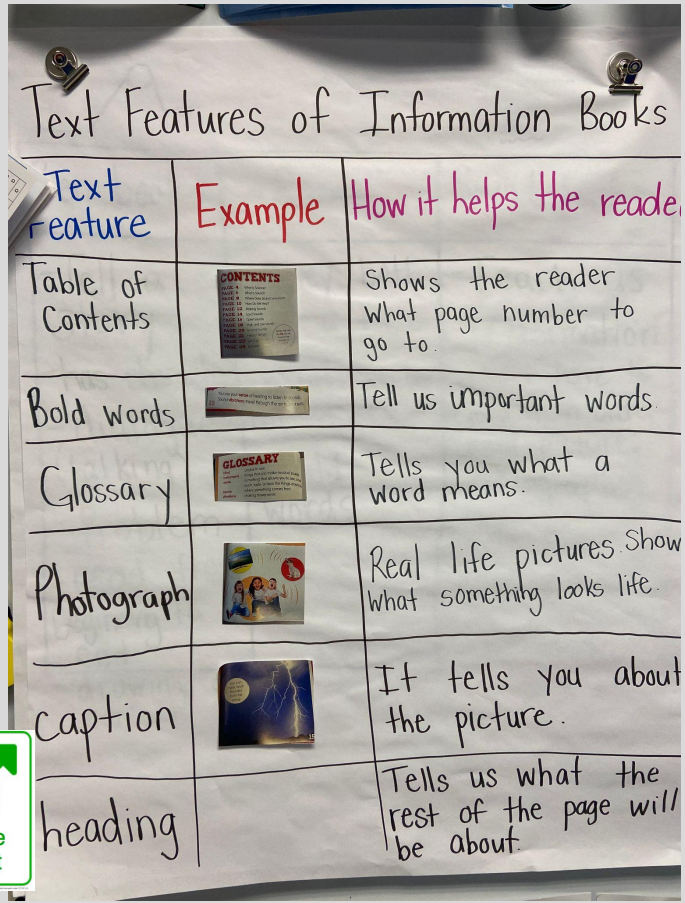
Community Writing from 1st Grade Physical Science Integrated Unit on Sound/Light



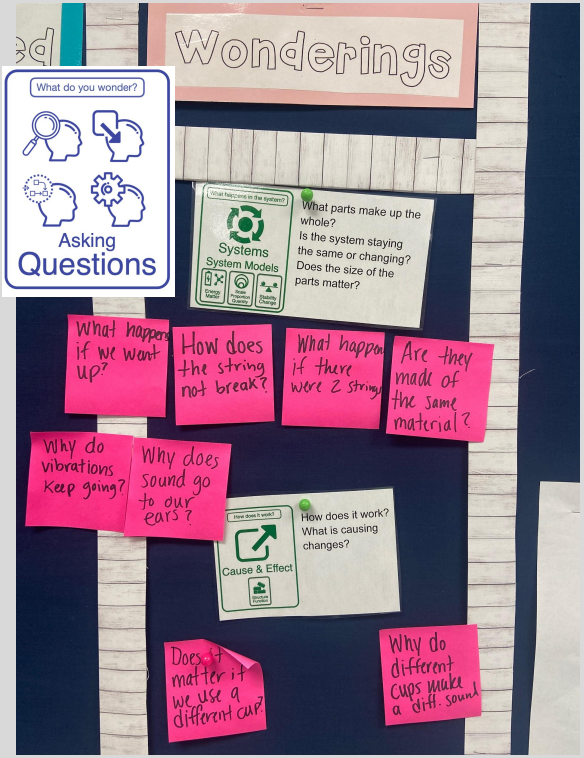
Using Models



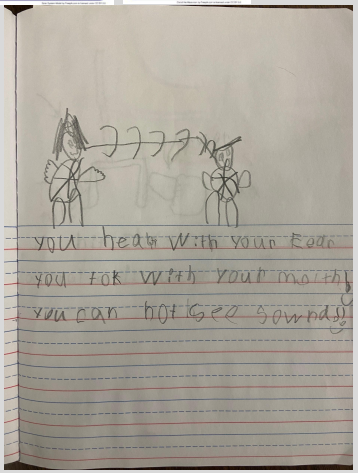
Cause Effect

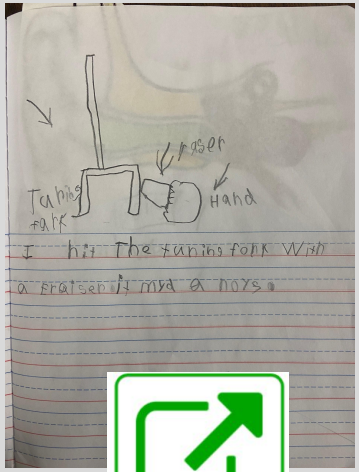


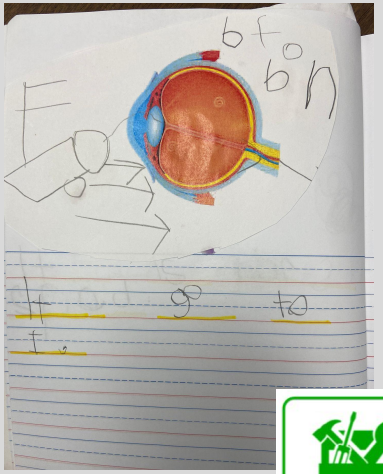
Asking Questions

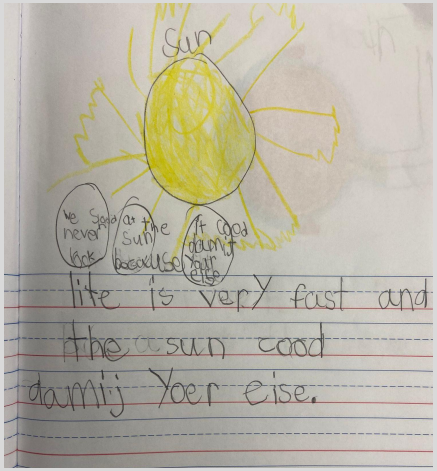


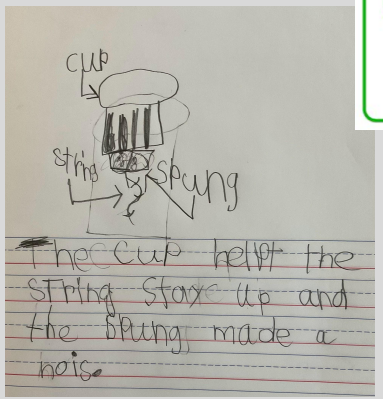
Independent Writing About Reading from 1st Grade Physical Science Integrated Unit on Sound/Light





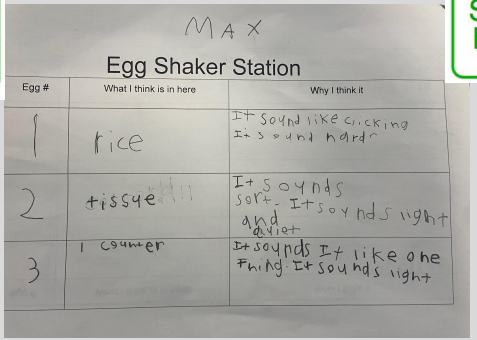


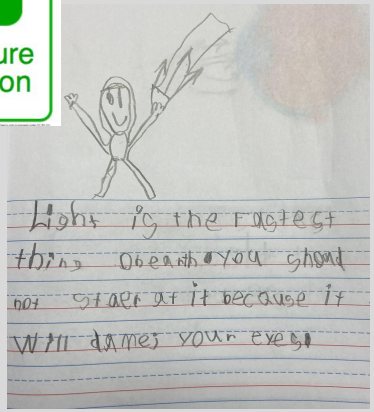




Cause Effect

Structure Function



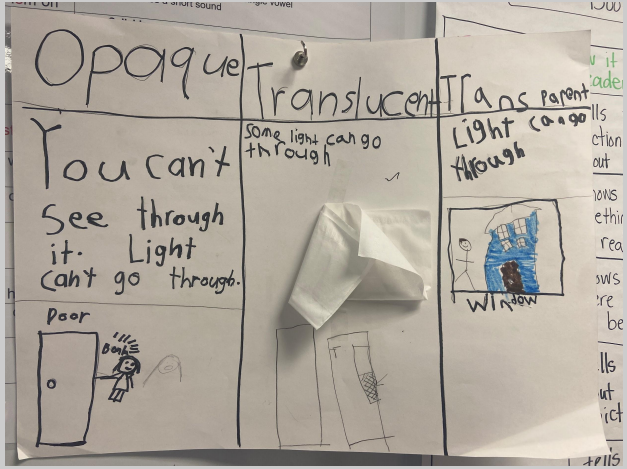


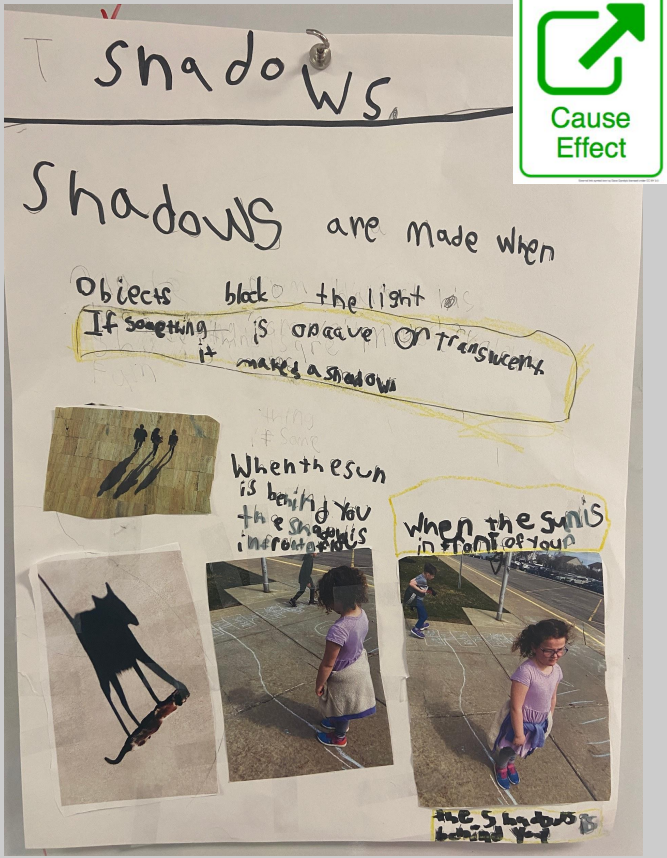
Consolidation of learning through learning posters at the end of each layer of the unit.
1st Grade Physical Science Integrated Unit on Sound/Light

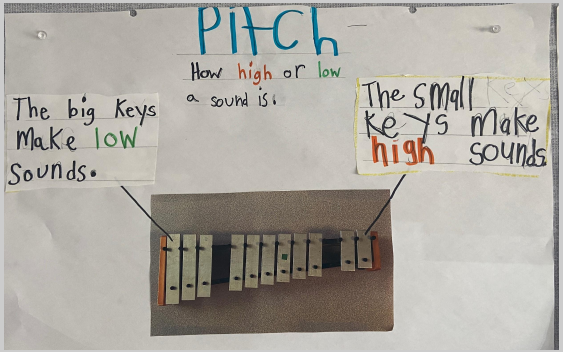
Using Models

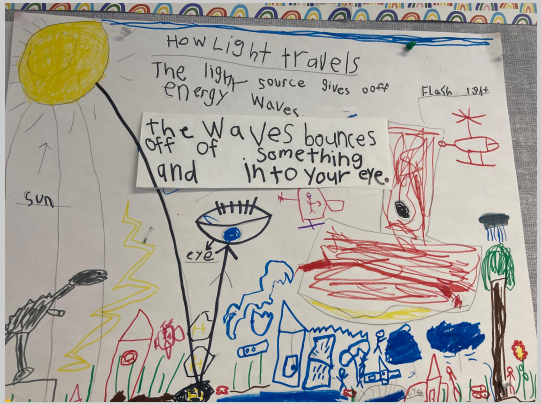
Constructing Explanations
Designing Solutions

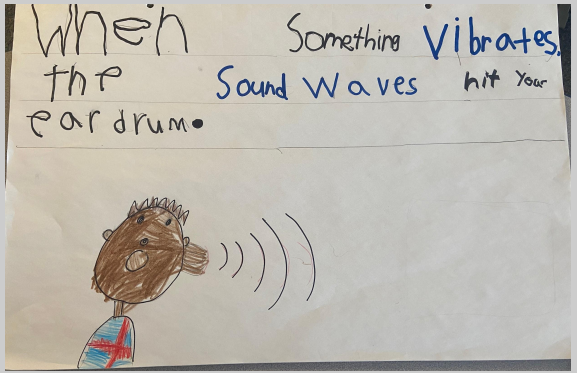
Cause Effect



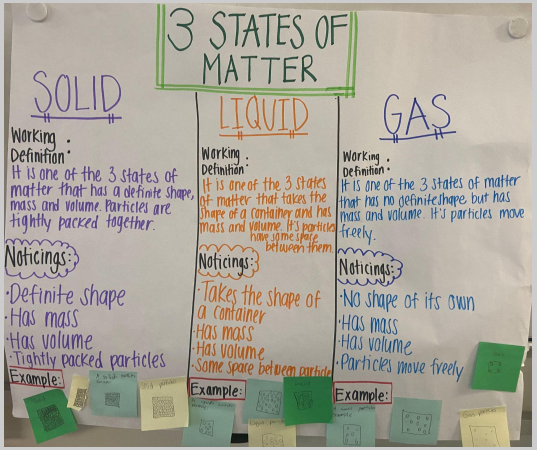


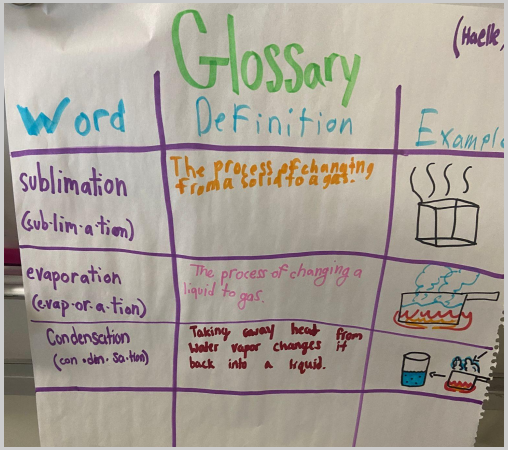


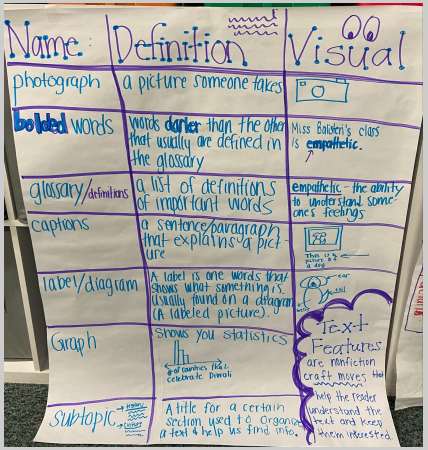


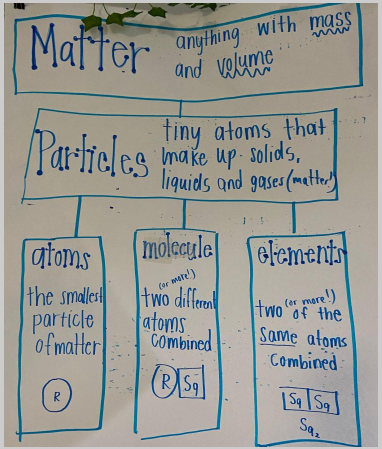


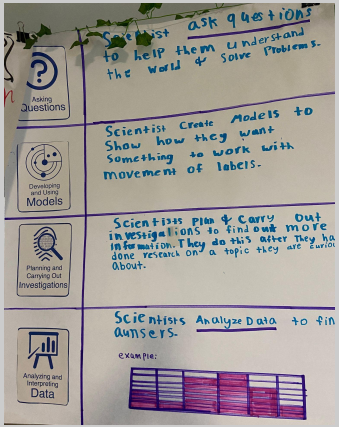
Community Writing from 5th Grade Physical Science Integrated Unit on Matter



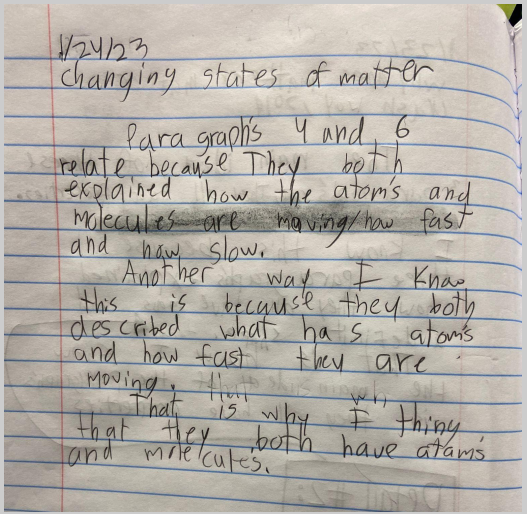








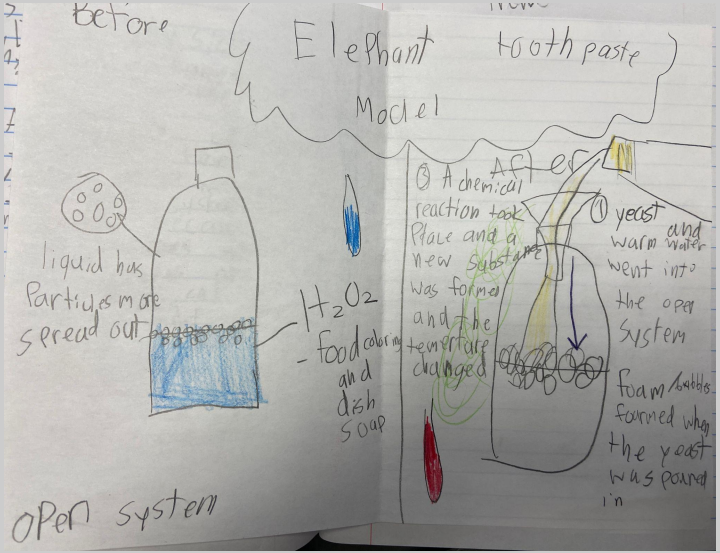
Independent Writing About Reading from 5th Grade Physical Science Integrated Unit on Matter

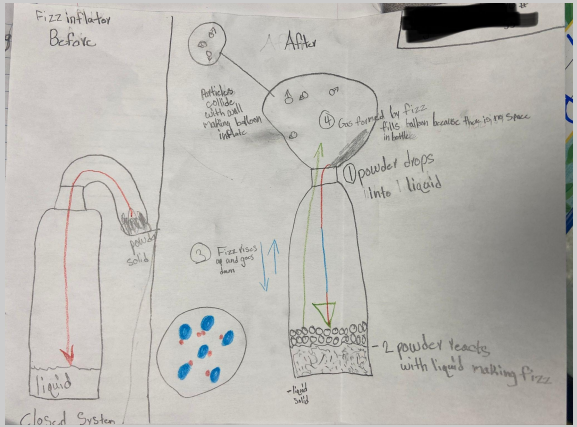


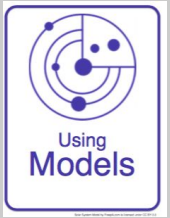
1/24/23
Changing states of matter

Paragraphs 4 and 6 relate because They both explained how the atoms and molecules are moving how fast and how slow.

Another way I Knaw this is because they both described what has atoms and how fast they are moving, that is why I think that they both have atoms and molecules.





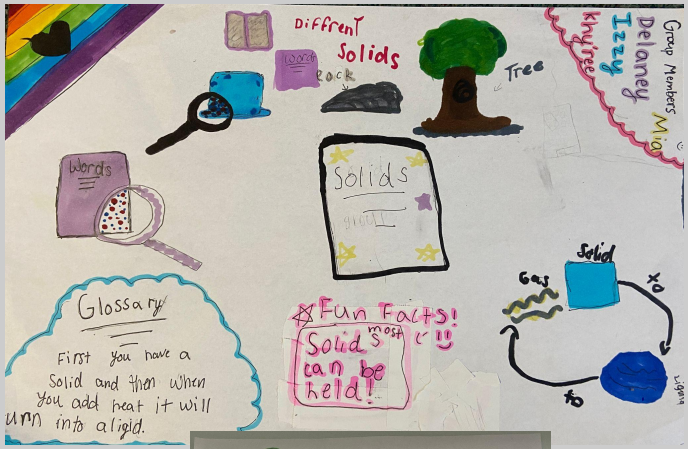


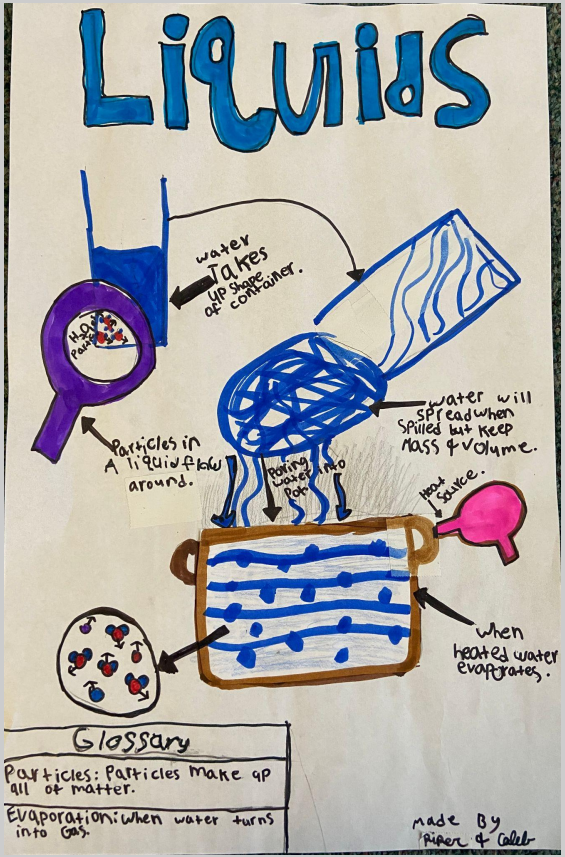


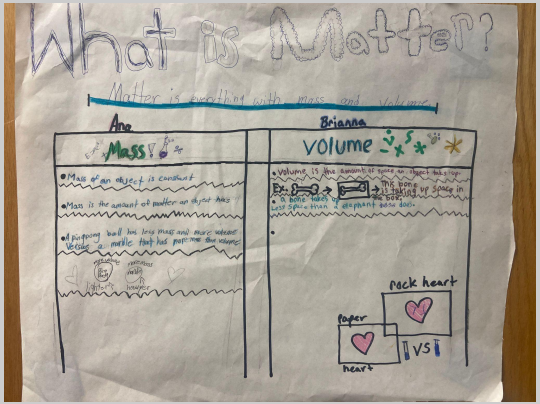


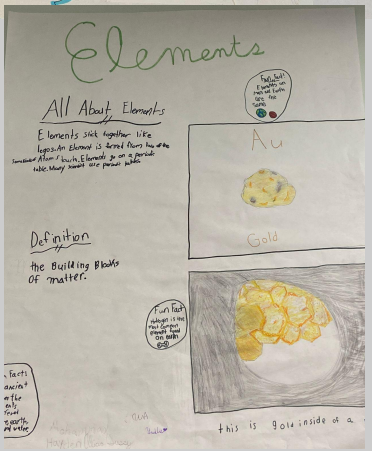


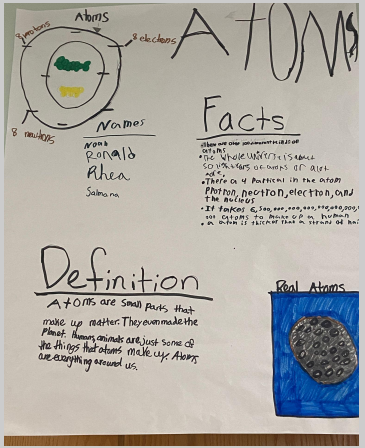
Consolidation of learning through learning posters at the end of each layer of the unit.
5th Grade Physical Science Integrated Unit on Matter



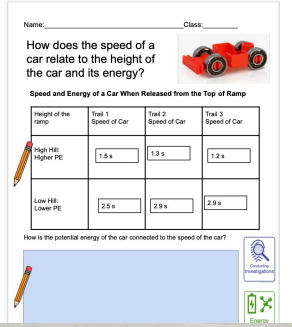








Our Integrated Units are allowing students to learn to read and write like scientists.
The assessments given reflect not only the students' scientific literacy, but also the way they act and think like a scientist.

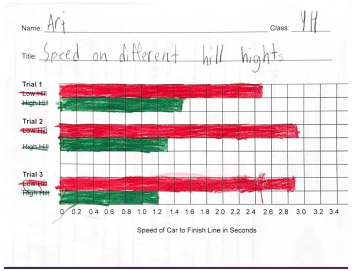

Name:_____ Class:_____

How does the speed of a car relate to the height of the car and its energy?

Speed and Energy of a Car When Released from the Top of Ramp

Height of the ramp	Trail 1 Speed of Car	Trail 2 Speed of Car	Trail 3 Speed of Car
High Hill: Higher PE	1.5 s	1.3 s	1.2 s
Low Hill: Lower PE	2.5 s	2.9 s	2.9 s

How is the potential energy of the car connected to the speed of the car?


Name: AG Class: 4H

Title: Speed on different hill hights

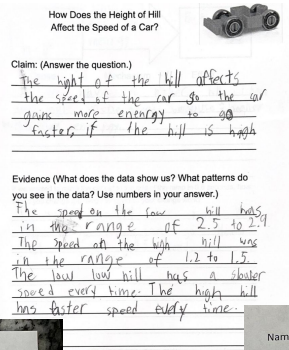
Trial 1 Low Hill / High Hill

Trial 2 Low Hill / High Hill

Trial 3 Low Hill / High Hill

0 0.2 0.4 0.6 0.8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0 3.2 3.4

Speed of Car to Finish Line in Seconds

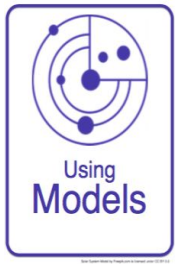

How Does the Height of Hill Affect the Speed of a Car?

Claim: (Answer the question.)

The hight of the hill affects the speed of the car go the car gains more energy to go faster if the hill is high

Evidence (What does the data show us? What patterns do you see in the data? Use numbers in your answer.)

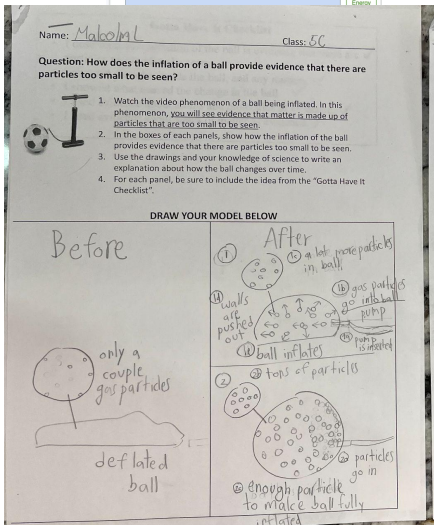
The speed on the low hill was in the range of 2.5 to 2.9
The speed on the high hill was in the range of 1.2 to 1.5
The low low hill has a slower speed every time. The high hill has faster speed every time.










Name: Maloo/M L Class: 5C

Question: How does the inflation of a ball provide evidence that there are particles too small to be seen?

1. Watch the video phenomenon of a ball being inflated. In this phenomenon, you will see evidence that matter is made up of particles that are too small to be seen.
2. In the boxes of each panels, show how the inflation of the ball provides evidence that there are particles too small to be seen.
3. Use the drawings and your knowledge of science to write an explanation about how the ball changes over time.
4. For each panel, be sure to include the idea from the "Gotta Have It Checklist".

DRAW YOUR MODEL BELOW

Before

only a couple gas partides

deflated ball

After

a lot more particles in ball

walls are pushed out

gas particles go into ball pump

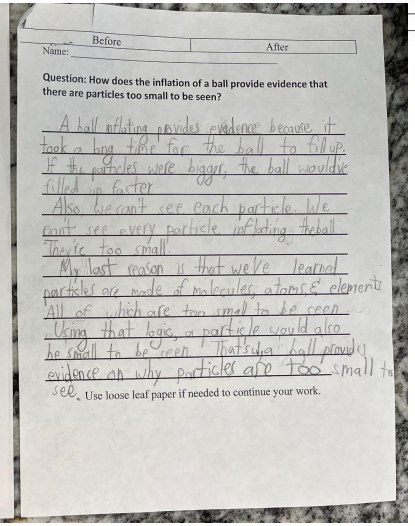
ball inflates

pump is inserted

tons of particles

particles go in

enough particle to make ball fully inflated


Name:

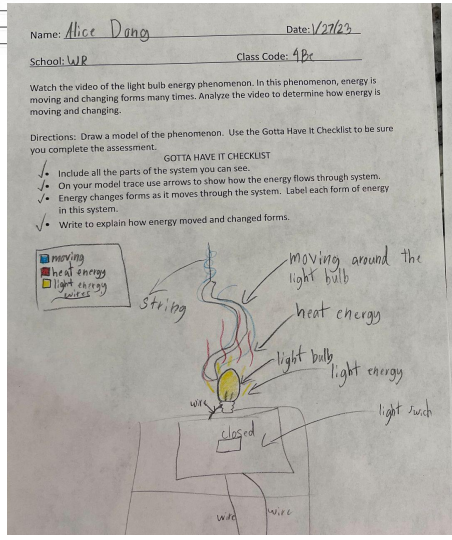
Before | After

Question: How does the inflation of a ball provide evidence that there are particles too small to be seen?

A ball inflating provides evidence because, it took a long time for the ball to fill up. If the particles were bigger, the ball would've filled up faster.

Also, we can't see each particle. We can't see every particle inflating the ball. They're too small.

My last reason is that we've learned particles are made of molecules, atoms, & elements. All of which are too small to be seen. Using that logic, a particle would also be small to be seen. That's why a ball provides evidence on why particles are too small to see. Use loose leaf paper if needed to continue your work.


Name: Alice Dong Date: 1/27/23

School: WR Class Code: 4Be

Watch the video of the light bulb energy phenomenon. In this phenomenon, energy is moving and changing forms many times. Analyze the video to determine how energy is moving and changing.

Directions: Draw a model of the phenomenon. Use the Gotta Have It Checklist to be sure you complete the assessment.

GOTTA HAVE IT CHECKLIST

- √ Include all the parts of the system you can see.
- √ On your model trace use arrows to show how the energy flows through system.
- √ Energy changes forms as it moves through the system. Label each form of energy in this system.
- √ Write to explain how energy moved and changed forms.

moving
heat energy
light energy
wires

String

moving around the light bulb

heat energy

light bulb

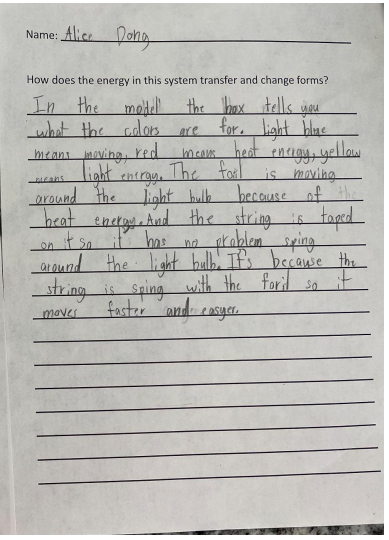
light energy

light switch

closed

wire

wire


Name: Alice Dong

How does the energy in this system transfer and change forms?

In the model the box tells you what the colors are for. light blue means moving, red means heat energy, yellow means light energy. The tail is moving around the light bulb because of the heat energy. And the string is taped on it so it has no problem spring around the light bulb. It's because the string is spring with the ford so it moves faster and easyer.

Questions