

Join the PTA

THE PURPOSE (OBJECTIVES) OF THE WCES PTA ARE:

To promote the welfare of children and youth in home, school, places of worship, and throughout the community;

To raise the standards of home life;

To advocate for laws that further the education, physical and mental health, welfare, and safety of children and youth;

To promote the collaboration and engagement of families and educators in the education of children and youth;

To engage the public in united efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth; and

To advocate for fiscal responsibility regarding public tax dollars in public



Wolf Pack Principles

and

Leader in Me

P-Begin with the end in mind with Positive Planning and Procedures

A-Be proactive through Actions and Accountability

C-Seek first to understand then to be understood through Character, Cooperation and Collaboration

K—Think Win-Win by showing Kindness

Technology Resources

Tools for formative writing and literacy assessment -<http://www.writescore.com/>

Interactive Reading and Math
<https://h100000804.education.scholastic.com/slms/studentaccess>

eReading Resource
<https://www.storiaschool.com/#/students/login>

Reading Web and Interactive eBooks
<http://rourkebooks.com/>

<https://launchpad.classlink.com/fcs>

Interactive Learning Websites

Over 100 games for young children. (Pre-K/ KDG)
www.gamequarium.com/ (K-5)
www.funbrain.com/ (K-5)
<http://www.arcademicskillbuilders.com/> (math games 3-5)
<http://www.prongo.com/math/> (math baseball grades 2-4)
<http://www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm> (interactive stories K-3)
<http://www.storyplace.org/> (interactive stories grades P-5)
<http://www.eduplace.com/activity/>
www.learnzillion.com (differentiated activities) K-5)
www.readworks.com (reading passages K-5)
www.nearpod.com (interactive lessons K-5)



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**Building Pathways
to
Success**

Personalized Learning

Why Personalized Learning?

For any given lesson, some students may have an understanding of the concept before they enter the classroom, and those who still don't get it when the bell rings. Teachers work hard to meet the needs of all their students, but often kids who are behind fall further behind and kids who are ahead are held back from moving on. New tools and strategies can help teachers customize learning to better meet the needs of all of their students so that all students can achieve.

Personalized Learning Environments are Customized to Individual Learners' Needs, Skills, and Interests.

One key to making this possible is technology. In 2017, Fulton County Schools deployed 65,000 devices which Wolf Creek ES was included in the device deployment cohort which more than doubled the number of devices in each classroom. While improving the personalized learning environment, we work diligently to assure that we integrate key components for success which include:

- Providing students with the support they need when they need it
- Creating Conditions to make teachers more efficient and effective.
- Using Technology to place more students and teachers in successful learning environments.
- Building student and teacher capacity by providing the tools needed for success.

Technology Implementation

- Daily rotations to technology stations with interactive learning sites to support academic growth
- Opportunities to research and create digital products
- Bring Your Own Device days (identified by the teacher)
- Exposure to 3D printing and the creation of 3D digital models
- Media and Educational Technology Instructor
- Each classroom is equipped with an interactive projector and laptops



Wolf Creek ES Assessment

| Assessment | Description | Dates |
|--|--|-------------------------------------|
| BAS | -Benchmark Assessment System provides teachers with tools and texts to observe and quantify reading behaviors, determines instructional and independent reading levels. (K-5). | August December April |
| GKIDS Kindergarten Inventory of Developing Skills | -Performance based assessment that measures mastery of state mandated content skills in the areas of ELA, social studies, science, math, approach to learning, motor skills, and personal and social development. | Ongoing August through May |
| Fastbridge | A computer adaptive universal screener designed to identify students' instructional needs in reading and math. Also embedded is a progress monitoring component which is available for students needing additional instructional support in reading, math, and behavior. | September January April |
| GAA | -Georgia Alternative Assessment enables the demonstration of achievement and progress utilizing a portfolio collection in ELA, Math, Science, and Social Studies by students with disabilities. | Ongoing August through May |
| ITBS Iowa Test of Basic Skills | -A norm referenced test administered annually to students in grades 3, 5, & 8 to obtain information about the performance and progress of Georgia students in key academic areas. | September |
| ACCESS | -English language proficiency assessment administered to K-12th grade students who have been identified as English language learners (ELLs). | January March |
| Georgia Milestones | -Georgia Milestones Assessment System is a comprehensive summative assessment which measures mastery of Georgia Standards of Excellence (GSE). | April |
| Write Score Reading and Writing | Standards aligned assessments developed to provide teachers with measures to pinpoint instructional needs and academic supports for enhancing proficiency levels in reading and writing. | October February |



Assessments Cont.

| Assessment | Description | Dates |
|---|---|--|
| iReady | An adaptive diagnostic for reading and math that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. | August February |
| BLAST Phonics | A foundational program designed for emerging readers in grades K-2. The screener pinpoints instructional needs and designs a pathway for structured learning and support. | October February May |
| Sight Words | Assessments given to identify the proficiency rate of students' ability to recognize sight words that are commonly seen in standard text. | October February May |
| iRead | A foundational reading program designed to close achievement gaps early and places students on a predictable path to reading proficiency. | August |
| District Bench- marks | Assessments developed for math, science, and social studies to assess content mastery of standards for grades 3-5. November administration for math is based on scope and sequence to week 14, while the February is based on GA Milestones blueprint. Results will guide instruction for increasing concept mastery. | November February |
| Diagnostic Placement Assessment | Assessments given to new students and those who meet screening criteria to identify individual instructional levels. | August September December April-May |
| Think First Stay Safe Pre and Post Assessments | Cognitively assesses student knowledge for personal safety and sexual abuse curriculum. | October April |
| FitnessGram | Health assessment used to assess students' aerobic capacity, muscular strength/endurance, flexibility and body composition while providing activities for attaining healthy fitness zones. | September (4th & 5th) January (1st-3rd) |
| Common Assessments | Measures student mastery of standards in reading, math, science, and social studies. | Every 2-3 weeks |