



# CLEARVIEW

## CURRICULUM CONNECTION

VOLUME 1; ISSUE 16 ~ DECEMBER 14, 2018

### Fall State ELA Tests Results For Vincent Elementary

Preliminary results are in for the Fall administration of the State 3rd Grade English Language Arts Exam that was administered at the end of October at VES. Let's get to the point:

- ◆ **129 students took the exam**
- ◆ **73 passed the Third Grade Reading Guarantee 57%**
- ◆ **56 did not pass the Third Grade Reading Guarantee 43%**
- ◆ **25 students are within 5 points from TGRG sub-score 19%**
- ◆ **51 students scored proficient or above on the exam 40%**
- ◆ **24 students are within 30 points of overall proficient score 19%**
- ◆ **16 students attained Accelerated or Advanced status 12%**

Students must attain a 677 score or a Reading sub-score of 45 to pass the 3rd Grade Reading Guarantee. Next, the important work will be for VES to identify those students that need intervention and extra support to pass the exam and guarantee for the spring administration. The third grade team consists of **Diane Dane, Tiffany Duke, Jamie Dodson, Nick Guerrieri, Carey Naro, Erica Crawford, Stephanie Leonhardt, Ann Stambol, and Andrew Hoch**. Through the leadership of principal **Lynne Stark** the team will identify scheduling and strategies to support the third graders in order for improved scores in the spring. No small task but they've got this!! This team has already established an intervention arrangement that fully supports literacy instruction and intervention that is well organized and structured. This can actually serve as a model for other grades as well. The stakes are indeed high for the third graders; however, through continued support and effort this team can be successful with this challenge for our 3rd grade Clippers. I believe also that the testing atmosphere created by this team that was well organized and conducive for concentration played a key role in this preliminary fall status.

### Google Classroom Interest

A number of staff have expressed interest in learning more and expanding use of Google Classroom. This is great to hear; all should consider. I will look into best options for how this can be accomplished. There are a number of PD requests that will have to be prioritized. This is one. Stay tuned!!



Google Classroom

**“Either we spend time meeting children’s emotional needs by filling their cup with love or we spend time dealing with the behaviors caused from their unmet needs. Either way we spend the time.”**

**~Pam Leo**

### Upcoming Dates:

- ◆ **12/18: CHS Semester Exams; through Dec.20th**
- ◆ **12/19: DMS Gr7 Trip to the Rock and Roll HOF**
- ◆ **1/4: Desmos Training ESC**

### Clearview High Semester Exams

CHS will administer semester exams next week on **December 18th, 19th, and 20th**. Wait...aren't students currently taking State EOC exam retakes right now?!? Yes, hence another burden of standardized tests. Merry Christmas kid, here's another test. The semester exams are high stakes also; they count as 20% of a student's semester grade. The semester grade is a combination of 40% first nine weeks, 40% second nine weeks, and 20% semester exams. For this reason the HS has: class periods extended, an alternate bell schedule, three exam sessions a day, an early release at 1:00, and an open campus. CHS staff will administer exams through a variety of assessment practices including writing, short answer response, project based, presentation, etc...

## Work With Renaissance

For all teachers working with Renaissance and STAR 360, Accelerated Reader and Math - I am in the process of identifying the next steps in Professional Development that may take place. This may include another onsite visit and/or Virtual Data Coaching sessions that are available.

\*\*Please note that in the meantime staff can take advantage of Renaissance customer service options as well when you have a particular question or if you need clarification with an issue!! This includes a "Chat Now" feature that can be convenient. Use the features below for help!!

1. **Phone Support:** Call toll free **(800) 338-4204**. One of the representatives will be happy to assist you. Contact them anytime, Monday through Friday, 6:30 a.m. through 7:00 p.m. Central time.
2. **Live Chat:** The link for live chat is in the upper right-hand corner of your Renaissance home page when you are logged in to your site. Available 6:30 am - 7:00 pm Cst
3. **Email Support:** Email them at [answers@renaissance.com](mailto:answers@renaissance.com)
4. **Resources:** Click each product button and then Resources to see a list of the available information.
5. **Smart Start:** the Smart Start Product training box is located about the middle of your Renaissance Home page on the right side. These quick guides, tutorials, and activities will give you the training you need to get off to a great start with your Renaissance Solutions.
6. **Help:** At any time click the "?" symbol in the upper right corner of your Renaissance page. The help topics displayed will be directly related to your current location within your Renaissance site, however you can search the entire library of topics to find your subject of interest.
7. **Renaissance Refresher:** Subscribe to their bi-weekly eNewsletter and stay informed about key product updates. You'll also see tips to strengthen your implementation, and resources to accelerate students' growth. To sign up:
  - ◆ Visit <http://www.renaissance.com/services/product-support/product-updates>
  - ◆ Scroll to the bottom of that page, enter your school email address, and click Sign me up!
  - ◆ Update your email preferences and select which information you would like to receive

## District Plans In Progress

There are several plans in discussion and in progress. This is not new work but rather organizing and communicating work that is already being conducted; however, the goal will be to plan the work and work the plan ... and document and communicate the plan accordingly. There are four specific plans that will be generated looking forward. We are in the process of organizing the templates and collaboration that will be required for creation of the following District Plans:

**Technology Plan**

**PBIS Plan**

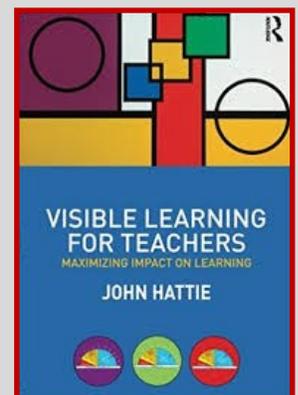
**RTI Plan**

**Literacy Plan**

Collaborative work has begun with a couple of these. If you have questions please let me know.

## Research Based Instructional Strategies: Self Reporting Grades

The OIP calls for the use of research based instructional strategies. In this issue I'm reviewing one of John Hattie's top strategies: Self Reporting Grades. Self reported grades comes out at the very top of all influences in Hattie's research! Effect size of 1.44! Children are the most accurate when predicting how they will perform. Hattie made a statement that if he could rewrite his popular book *Visible Learning for Teachers* again, he would re-name this learning strategy "Student Expectations" to express more accurately what this strategy involves. This involves the teacher finding out the student's expectations and motivating the learner to exceed those expectations. Hattie states that once a student has performed at a level that is beyond their own expectations, the student gains confidence in his or her learning ability. An example: Before an exam, ask students to write down what mark they expect to achieve. Use this information to engage the student to try to perform even better. The article below involves the direct studies that make connections to Hattie's findings for this stat. Think of the athletic coach that strives for players to achieve beyond expectations; they communicate a belief in the team-positive energy and confidence result!! This can happen in the classroom also!!



<http://www.pearsoned.com/student-achievement-hattie/>

## Book Studies—What To Expect

Book studies will start in January! Cost for college credit will be \$180 for 1 credit hour through Ashland University. This will include a reflection paper and a log of activity. The schedule will be up to the individual building facilitator but will most likely include a monthly or bi-monthly meeting, 1/2 hour or so, to review identified chapters and discussion questions. The goal of this activity is professional development, building shared knowledge, and establishing collegiality!

Facilitators: **CHS: Noeleen Rothaker** **DMS: Johnna Dimacchia** **VES: Meagan Kandakar**

Books: **CHS: Culturize** **DMS: Deliberate Optimism** **VES: The Tough Kid Book**

Before all leave for break a final list of participants will be generated and shared, the book purchasing info will be finalized, and Ashland University info will be shared with those seeking college credit. However, time will indeed be allotted through January to pay for the class.

## Active, Engaged, and Innovative Lesson Activity

Each issue of Curriculum Connection will include reports from our classrooms around the district. We want to do our best to promote active, engaged, and innovative lesson plan activity. What are your colleagues doing to engage Clearview students? The idea is to show appreciation for the hard work it takes to plan and develop such lessons. Please send invites! I enjoy visiting rooms and seeing the students and staff in action in each of the three buildings.

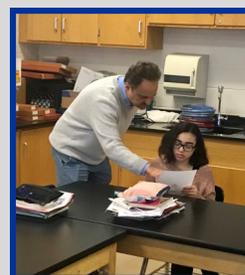
I believe we've got some 21st Century Learning Activity going on over in **Jenny McMahon's** ELA class at Durling!! Jenny was conducting a writing lesson; however, she incorporated several strategies to engage learners and to make connections to the state exam. The writing assignment was connected to a class reading selection. Students had to respond to a writing prompt that Jenny created based on the reading. Several pre-writing strategies were taught and implemented, and the grading rubric was provided in advance!!

Students used laptops to produce their writing products digitally. She also had students incorporate the use of Grammarly, a web based editing tool that assists writers. Ask her about it!!



Working with sixth graders can get downright dirty.

**John Szalay** had a couple of interesting activities in his 6th grade science classes this past week. When doing a lesson on soil types he got several buckets of dirt for the kids to examine. Students had to analyze the dirt samples, identify contents, and report findings. As part of a unit on elements he also engaged learners on calculating atomic mass and atomic number. This incorporated math skills and critical thinking skills into science! Students had to figure out their values given one or more as a clue!! Mr. Szalay had kids well engaged!!



**Taylor Sutton's** 4th graders had plenty to say and write about this past week! Taylor engaged her kids in a persuasive writing activity where kids had to convince Santa Claus not to retire. She reviewed elements of persuasion and emphasized the use of evidence to back up their opinion. She led the class through pre-writing activities first. As you'd expect some kids went a different route and said he should retire - Taylor required them to persuade Santa what new job might be an appropriate option. One said Sumo Wrestler. Evidence: Santa has the size, shape, and strength from years of lifting sacks of toys! Ha



**Deb Henderson's** Physical Science Class at CHS was engaged in a unit on electricity. Students studied various circuits, conductors, and insulators. However, in order to demonstrate learning kids were required to complete a project where playdough and modeling clay were used as the conductor and insulator. Kids constructed a single series circuit that was to successfully light an LED, or light-emitting diode. Mr. Bill could conduct electricity?? Kids then gave a formal presentation on their project. Several C's of 21st century learning!!

