

**RELATIONSHIPS  
FIRST!**

# CLEARVIEW

## Curriculum Connection

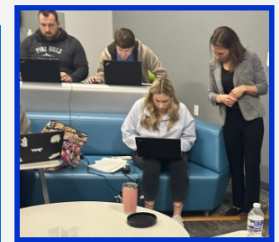
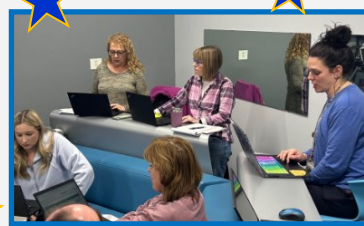
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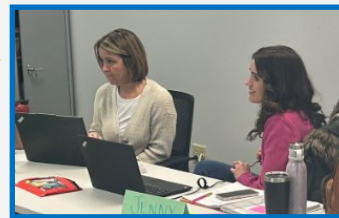
### Clearview ELA and Math Vertical Articulation Events

This past month two teacher groups recently participated in professional development and vertical articulation events. Vertical articulation is the process by which content area teachers from various grades collaborate to identify the progression of learning standards and expectations year to year. This is an important process; Curriculum Maps identify “when” standards are taught. Often, learning standards build off of one another, especially in math. Therefore, vertical articulation can help to identify gaps that may appear in the learning process.

Back on **February 6th**, Clearview math teachers grades 4-12 took part in such a session. They analyzed STAR data and identified standards that were scored low. Then they identify the progression of where that standard was taught. The sessions was facilitated by ESC Math Specialist **Mallary Mancino**. It also included a review of teaching strategies used to cover standards within the progression. For next year, this group will meet once per semester to sustain this work. They may also review a math resource adoption. Dates are already being scheduled.



DMS ELA teachers also conducted vertical articulation sessions. This past week on **February 20th** teachers identified the standards progression and learning expectations for writing. This was a follow up session held **December 8th**. Maps and rubrics were created that will be used starting in the 2024-25 school year. The session was facilitated by SST2's **Kate Hamilton**. A schedule will be created for data analysis and vertical articulation once per semester next year for secondary ELA.



The goal will be to identify a schedule for each content area to engage in such work. Stay tuned!

**Few things  
have a  
greater  
impact on  
student  
success  
than a  
teacher who  
believes in  
them.**

**~Dr. Brad  
Johnson**

### Upcoming Dates:

- ♦ **3/7: CHS Gr11  
ACT Testing**
- ♦ **3/13: DLT  
Meeting; 8am-  
3pm; CHS**
- ♦ **3/18: District  
PD half day  
8am-11am**
- ♦ **3/18: Staff  
Lunch @CHS;  
11am-12pm**
- ♦ **3/18: End of 3rd  
Grading Period**
- ♦ **3/19: Start of 4th  
Grading Period**

### Call for Science and Social Studies Assistance

In the next few weeks I will enlist the assistance of several Clearview grades 4-12 Science and Social Studies teachers to review a product called **ProCore**. This is a potential resource that can be used as an assessment tool complementary to STAR for reading and math. Therefore, each of our core content areas will have a standard assessment tool to identify student growth that can be given 3x's per year. It can then be used as a tool for HQSD. ProCore was first introduced to me by **Matt Gulish**, CHS science teacher. Thanks Matt! However, collaboration is needed to review the product as I continue to analyze CLS use. Interested? Let me know.



## **Ohio State Testing Spring 2024 Preparation: OST and Graduation Requirements**

Each issue of the Curriculum Connection from now until Spring will contain a section on Ohio State Testing Preparation. I will include details about test scheduling, test preparation, and test background. In this issue I am sharing information regarding graduation requirements as they pertain to the class of 2023 and beyond.

High school students are held to the requirements listed in the graphic to the right. This includes passage of both the **ELA II** and **Algebra I** End of Course Exams that will be taken this spring. A competency score is set at **684** for both of these exams that is required for graduation. The CHS staff must monitor all of these requirements and set up interventions for students to pass at the competency score level. In addition, alternative pathways must also be explored for those that cannot meet the competency score at some point. This is important work for CHS in assisting their students with graduation.

## **Ohio State Testing and Graduation**

### **1. Course Completion**

**Students will satisfy Ohio's curriculum requirements and any additional local requirements. Students will complete the state minimum 20 units, with specific units required in each content area.**

### **2. Demonstrating Competency**

**Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment.**

### **3. Demonstrating Readiness (Seals)**

**Students will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills.**

## **Master Scheduling for Next School Year 2024-25**

The process has begun for each building to create their master schedule for **2024-25**. CHS counselors have visited DMS to review scheduling with current 8th graders; other scheduling topics are under discussion district wide. Some ideas to consider heading forward:

- 1. Collaboration; engage in a collaborative effort to create a master schedule that first meets the needs of kids and works logistically, contractually, and efficiently for staff. Work it together.**
- 2. Identify innovation that can be incorporated into schedules. Ideas based on evidence not opinion.**
- 3. Work it early; work it often. Set the goal of master schedule completion prior to summer break.**

It can be a difficult puzzle to piece together. However, it is a very important component to the school day that ultimately fosters structure, efficiency, and capacity for learning.

## **Instructional Strategies Review: Encouraging Students to Read for Enjoyment**

In each issue of the Connection I will review a particular instructional strategy: Encouraging Students to Read for Enjoyment. With all of the training, professional development, assessments, and discussion regarding literacy instruction - **it is important to emphasize one of the true purposes for reading: ENJOYMENT!!** That is too often forgotten. As part of the original Clearview Literacy Plan, this was rightfully identified as an important component. Encouraging a love for books and a love for reading - reading for enjoyment - can often get lost in the process. Tests, growth measures, interventions, etc. In Clearview we want to allow time for kids to enjoy reading and to enjoy books of interest. All staff can model and encourage this K-12. Our Book Vending Machines are an example of our efforts. Check out the article link below from Education World that provides 7 tips for teachers to encourage reading. Many ideas exist. Let's make this a priority in our literacy process!

## **LINK: Encouraging Students to Read for Enjoyment**

### **TIP #2 of 7 -**

#### **Make Reading Enjoyable!**

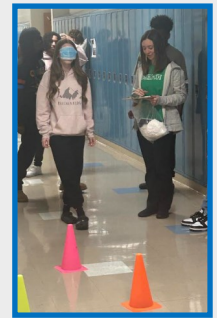
- ♦ **Create a reading library in your classroom with reading material at different reading levels.**
- ♦ **Set up a comfy place for kids to read.**
- ♦ **Have a "book tasting" party, where kids can peruse different books around the room.**
- ♦ **Try inviting special guests to come in and read to students.**
- ♦ **Make book suggestion lists accessible to students.**



## Active, Engaged, and Innovative Classroom Learning in Clearview!

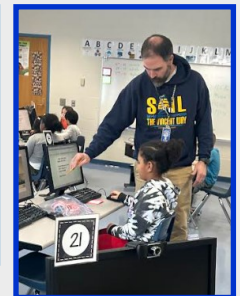
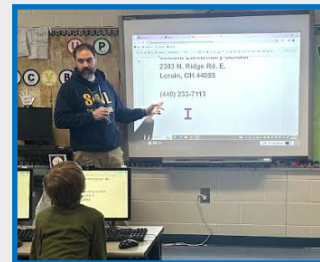
Each issue of Curriculum Connection will include reports from our classrooms around the district. We want to do our best to promote active, engaged, and innovative lesson plans. What are your colleagues doing to engage Clearview students? The idea is to show appreciation for the hard work it takes to plan and develop such lessons.

Challenging team builder and communication activity! I stopped into **Holly Miller's** grade 9 English class recently. She was assisted by Academic Coach **Jenna Horton**. Holly conducted an activity that was fun and challenging for the class. It focused on verbal communication, collaboration, and critical thinking. Students had to first identify a class partner for the activity. In the hallway outside her classroom she created an obstacle course. It contained cones, car parts, books, etc. They were scattered throughout the hall 30 feet long. One student partner had to put on a mask to cover their eyes; their partner had to then lead them through the maze with verbal commands. Kids could not run into any of the objects along the journey! If they did they had to start over. Holly timed each pair to assess the fastest team! Right, Left, Stop!!



Valentine's from all over the world!! Second grade teacher **Wendy Lachman** conducted an amazing writing and geography learning activity that received global attention. Kids wrote Valentine's Day cards and sent them to various other classrooms in far away places. Wendy used her teacher connections on Facebook to promote participants. Boy did she get a response! What started out as connecting to schools across the US turned into schools across the planet! Wendy created a map in her classroom that identified all of the far away places that her kids have connected. Examples include: China, Punta Cana, New Zealand, and Ireland. And 42 US states!! As a geography lesson, these kids will never forget the places on the globe that their cards have reached!!

I recently stopped into **Joel Gleason's** Tech class at VES. Joel teaches many foundational tech skills. One of those important skills is Digital Citizenship. He conducts learning activities to address safety and social issues that can result from irresponsible media use. Joel is also tasked with keyboarding lessons; he uses a digital program that assists students to learn the proper technique for using a computer keyboard. Not an easy task as these kids are also just developing the proper motor skills needed. I witnessed a lesson where Joel was having the kids type their addresses in the proper format. Many things to teach and learn in our Vincent Tech Classes!! Great work!!



This past week, CHS students, led by **Jacob Ward**, got the opportunity to go on a field trip to Playhouse Square. They attended "The Play That Goes Wrong," a production where everything that can go wrong does for the theater troupe in the show within the show. The trip was organized as a combination PBIS and theater club event. Most students who went on the trip have never been to Playhouse Square or to a professional theater production. After the show, the actors came out on stage and had a Q&A session with the seven schools in attendance. As an added bonus, one of Jacob's friends from college, a professional actor and understudy in the show, David Lenahan, came from backstage to meet and greet our Clearview students! This was an awesome opportunity for our kids!! Special thanks to Jacob and the other CHS chaperones that assisted.



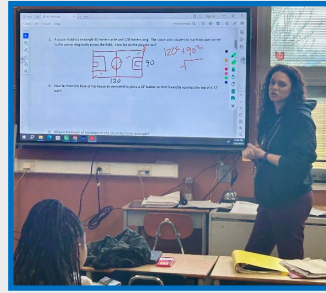
## Active, Engaged, and Innovative Classroom Learning in Clearview!

# More awesome classroom visits from this past week ...

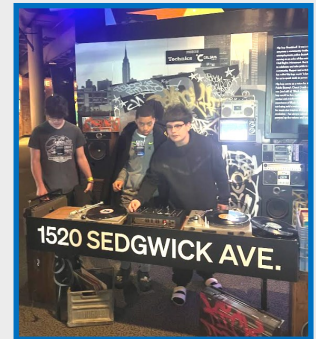
This past Thursday I stopped into **Kari Cooley's** 8th grade math class. Kari was teaching a lesson on the Pythagorean theorem. However, what made this particular lesson challenging for the kids was using it in the context of story problems.

Intervention Specialist **Katie Benzel** was co-teaching using the one teach one assist model.

Kari secured a document from a simple internet search that served as practice. She conducted an inverted I Do; You Do; We Do by switching the We and the I. She modeled then kids practiced independently, then together they checked the accuracy of their work. One story problem required kids to identify if the size of a particular table would fit through the dimensions of a door. Critical thinking required!!

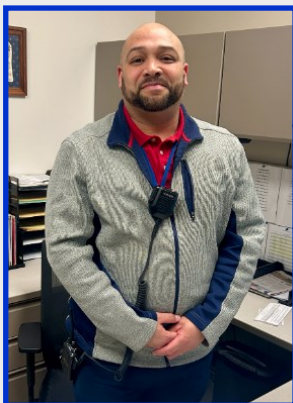
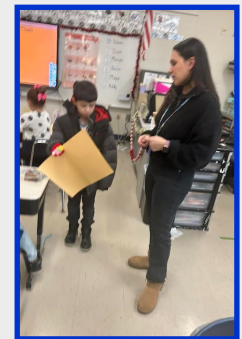


Another awesome field trip was conducted this past week at CHS. Intervention Specialist **Mark Majoras** took a group of students to the Rock and Roll Hall of Fame in Downtown Cleveland! The Rock Hall often welcomes students to



take part in their educational programs. Currently, the HOF has an exhibit on the history of Hip Hop Music. The kids saw a presentation on the style of music and they were able to manipulate musical equipment associated with the artform.. they were scrubbing and scratching! The kids then went to Little Italy for lunch at Mama Santa's. This was another great experience for our CHS students!!

City versus Town. What's the difference?? I made a recent visit to **Andreana Schroeder's** 1st grade classroom. The kids had just finished a unit in our ELA resource Open Court. The unit reviewed the differences that would exist between a town and a city. The social studies lesson identified characteristics of each that she reviewed whole group. Andreana then extended the lesson to a visual project. Kids took a large piece of construction paper and divided it in half. They were tasked with drawing a town on one side and a city on the other. The compare and contrast learning activity required kids to draw thoughts and think critically. Great work by all!!



There's no point in having a curriculum if the kids can't get to school!! Congratulations to Clearview's own **Giles Brown**! Mr. Brown was recently named Transportation Supervisor of the Year by the Ohio Association of School Business Officials. This is well deserved for Giles and great for Clearview Schools!! The hard work and efforts of all staff in our transportation department are greatly appreciated!!

## Giles Brown named Transportation Supervisor of the Year by OASBO!