



CLEARVIEW

Curriculum Connection

Volume 7; Issue 242

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Primary Curricular Resources in Clearview - An Overview

Teachers in Clearview have many curricular resources that can be accessed for teaching the Ohio Learning Standards K-12. Some are **Primary** resources and some are **Supplemental** resources. Primary resource means that the resource is expected to be used as the main learning tool for the course. A Primary resource was purchased for this purpose and should be used as intended, "with fidelity." Supplemental curricular resources are used as added learning material to support the learning standards of the course. Some Clearview classes do not have a Primary resource that has been purchased; therefore, the teacher is likely using **Open Resources**. This means the teacher researches and selects learning materials that match the standards for the course. The teacher likely using a combination of both Open and Supplemental Resources that are available since no Primary program exists.

Two core curricular groups are currently in the process to identify a Primary Resource for their courses - English grades 7 and 8 and Math grades 5-12. They have been meeting throughout the school year with a facilitator from the ESCLC to adopt a program that will be Primary. (page 3) The complete list of Clearview curricular resources available is listed in the link below. This includes details as to the length of the subscriptions and the dates available. If you have any questions please let me know and I will be happy to assist.

LINK: Clearview Curricular Resources

Clearview Primary Curricular Resources:

- | | |
|-----------------------------|------------------------------|
| ♦ Chemistry | HMH Dimensions |
| ♦ ELA K-2 | MGH Open Court |
| ♦ ELA 3-6 | MGH Wonders |
| ♦ ELA 9-12 | Savvas Perspectives |
| ♦ Environmental | Savvas Realize |
| ♦ Government | Savvas Realize |
| ♦ HPE 9-12 | ETR Health |
| ♦ Math K-4 | MGH Reveal |
| ♦ Psychology | MGH Understanding Psy |
| ♦ Physical Science | MGH Inspire |
| ♦ Physics | HMH Dimensions |
| ♦ Social Studies 4-8 | Gallopage |
| ♦ Sociology | MGH Sociology and You |
| ♦ Spanish 9-12 | MGH Asi se dice |

Your impact as an educator isn't measured by test scores, but by the relationships you build and the lives you touch.

~Todd Nesloney

Upcoming Dates:

- ♦ **1/31: STAR Testing window closes**
- ♦ **2/3: ProCore Test Window closes**
- ♦ **2/3: OELPA Test Window Opens**
- ♦ **2/6: VES PT Conferences**
- ♦ **2/11: Gr7&8 ELA Adoption Meeting**
- ♦ **2/13: DMS PT Conferences**
- ♦ **2/17: Presidents Day; No School**
- ♦ **2/20: Gr5-12 Math Adoption Meeting**

New House System Apparel Sale Now Open!!

Our PBIS House System in Clearview continues to be an important initiative in the district. Maintaining enthusiasm and spirit for kids to reinforce desired behaviors is an important goal. To help support this initiative an apparel sale is once again open to staff. Principals have also been provided a flyer for a student apparel sale open. Consider getting a clothing item to display your support for your House!! Sale is open through **February 10th**.



LINK: Staff House System Apparel Sale

Ohio State Testing: Setting OST Goals for Improvement

Starting in January and leading to spring, I will provide a section in the Connection Newsletter devoted to information regarding Ohio State Testing. In this issue I am sharing info on setting goals with students. Do you share each student's prior year score for motivation for improvement? Do you meet with each student to set a goal even if this is the first attempt at a content exam? Doing so can produce huge benefits for student performance. It can also help with student concentration level and motivation. Some kids may have no idea what scores they got on last year's exams. Some kids may have no idea how their Renaissance STAR score correlates to predict performance. Set a goal for each student. Doing so is a form of

metacognition. **Metacognition** is the process of thinking about and reflecting on one's own thinking, learning, and problem-solving strategies. Sharing a prior test score to set goals for improvement is a form of metacognition because it encourages students to reflect on their past performance, identify areas for growth, and think about the strategies they can use to improve. This process requires them to be aware of their strengths and weaknesses in their learning. Teachers and TBTs can also create awards or reinforcements to strive for to achieve the desired test score improvements. This also tells the student that you care about their performance and you want them to succeed. To access prior scores use the link below to the Ohio State Testing Centralized Reporting System:

LINK: Ohio State Testing Centralized Reporting System



Department of
Education &
Workforce

SYSTEM



Centralized Reporting System (CRS)

Access and download state Assessments results and view reports on student performance.

Instructional Strategies Review: SoR Series - Word Sorts Vocabulary Activity

In each issue of the Connection I will review a particular instructional strategy; periodically part of a **Science of Reading Series**: Word Sorts Vocabulary Activity. Word Sorts is an interactive vocabulary game that helps students deepen their understanding of key terms in any content area by categorizing and organizing words based on their meanings. By sorting words into predefined categories, such as "types of energy" in a science class or "historical events" in a social studies lesson, students engage in critical thinking and make connections between new vocabulary and their prior knowledge. After completing the sort, students can then explain their reasoning to the class. This helps to reinforce their understanding and allows for discussion of the various relationships between words. This activity enhances vocabulary retention but also fosters a deeper comprehension of the content that is being studied. This is an activity that aligns with the science of reading. For more check out the directions and the info link below:

Word Sorts Vocabulary Activity:

1. Choose Vocabulary Words: Select a set of vocabulary words related to the content you're teaching.
2. Provide Categories: Create a list of categories for the words to be sorted into. For example, for a science lesson, categories might be "living vs. non-living" or "types of energy."
3. Sort the Words: Have students work individually or in pairs to sort the words into the appropriate categories based on their meanings. Students can write or draw representations of the words as they organize them.
4. Group Discussion: Once the sorting is done, have students share their reasoning for how they grouped the words. This helps them process the meaning and reinforces their understanding.

Extensions: To make it more challenging, you can add a "wild card" category, where students have to justify why a particular word might fit in multiple categories.

LINK: SoR Aligned- Word Sorts Vocabulary Activity

Clearview Gr7&8 ELA Adoption Update

The grades 7 and 8 ELA teachers recently conducted another text adoption meeting held on **January 15th**. The team is not only looking at programs and reviewing demos they are also reviewing data and best practices to meet their specific needs regarding ELA. The meetings are being facilitated by **Olivia Weisman**, Literacy Specialist, from the Educational Service Center of Lorain County. During this past meeting the team specifically reviewed demos from HMH Into Literature and Wit and Wisdom. The team (listed in the graphic) had both a virtual meeting with reps and they also had hard copy samples to review and assess using a specific rubric created for the process. Special thanks to the entire team for their efforts on this initiative. They continue to narrow the selection down. Their next meeting is scheduled for **February 11th** where they will review demos from CommonLit 360 and Amplify. A final choice will soon be made.

7/8 ELA Team:

Dustie Cooper
Turner Jones
Pat Bray
Amber McEwen
Carina Difonzo

Clearview Gr5-12 Math Adoption Update

This past week math teachers in grades 5-12 met to continue their work on adopting a math program. This group met this past Tuesday, **January 28th**. The team not only meets to review demos and samples of potential programs; they also meet to review data and needs based on prior student assessments. The meetings are facilitated by **Mallary Mancino**, math specialist from the Educational Service Center of Lorain County. The team members are listed in the graphic. **Deb Henderson**, who now teaches 5 sections of math at CHS, will soon join the group. During this past meeting the team reviewed samples from a couple finalists for adoption - iReady Math and Carnegie Learning. The team is next scheduled to meet on **February 20th**. Two more programs will be reviewed.

5-12 Math Team:

Alex Ritter
Doug Benzel
Jennifer Parker
Kari Cooley
Hannah Weber
Heidi Ward
Deb Molnar
Stephanie Stillwagon

Clearview Intent to Apply for the 2025 Comprehensive Literacy State Development Grant

In 2024, Ohio was awarded a \$60 million Comprehensive Literacy State Development grant from the U.S. Department of Education. This grant will support teaching and learning opportunities to help more Ohio students advance their literacy skills, with a focus on those who have been traditionally underserved. The grant funding can potentially go for a period up to five years and cover costs associated with literacy needs such as a Literacy Coach, Instructors, and Professional Development - others exist. A priority list has recently been released and Clearview Local Schools is identified as a Priority 1; the highest. This past week I submitted a required "Intent to Apply" form to the state noting Clearview's interest. Next steps will require assistance from each of our three school buildings for the actual application. The first step being the completion and updating of our Local Literacy Plan. Each school building will be asked to assist with specifics on the Literacy Plan update that comes with specific questions regarding needs at the building level. Clearview has a Literacy Plan; however, it needs updating and it would be best to convert it to the state recommended template. This will be an important initiative moving forward. For more info please refer to the link below:

[LINK: Info on the Comprehensive Literacy State Development Grant](#)

Clearview Highlighted at State Conference: AcceleratED Leading and Learning 2025

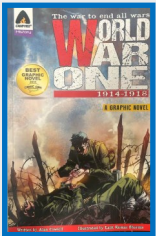
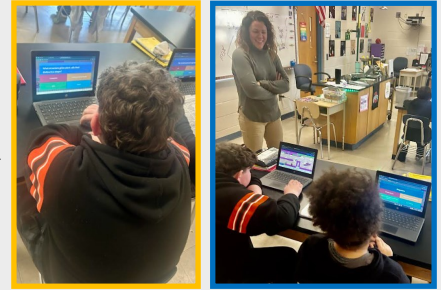
This past week I had the pleasure to lead a session at the state of Ohio's AcceleratED Leading and Learning Conference held at the Columbus Convention Center. My session was titled "From Silos to Synergy" and covered Ohio Improvement Process strategies for Shared Leadership practices. I reviewed several of the effective strategies for conducting Clearview District Leadership Team in a collaborative manner in an effort to align goals. 50+ session attendees heard Clearview highlights!



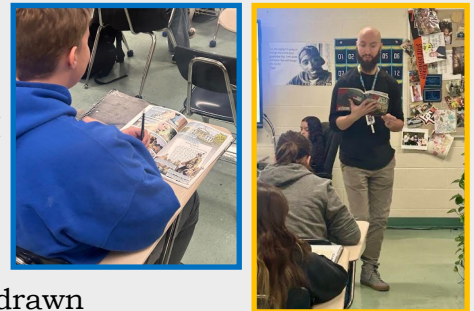
Active, Engaged, and Innovative Classroom Learning in Clearview!

Each issue of the 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.

I made a stop into **Chrissy Foster's** grade 6 science class at DMS this past week. Chrissy had the students engaged in a lesson on cells. This is an important learning standard for grade 6 and beyond. Chrissy was assessing student knowledge in a fun way using Quizizz. Chrissy purchased her own subscription. It works in similar fashion to Blooket, Kahoot, and Quizlet. Chrissy entered 60 questions pertaining to the learning unit. Kids not only engage in the assessment but the program allows for teams to be created that also work to fill in a chart with each correct answer that is provided per team member. Kids had fun in the competition while also providing Chrissy with valuable assessment data on the cells unit of study!



I made a visit to **Joe Strader's** World History class this past week at CHS. Joe's class was studying World War I. Joe uses a very unique resource that I believe is very innovative (perhaps a conference presentation?); he uses graphic novels as a unit resource. The graphic novel of WWI not only contains details and facts as a regular textbook would but it also includes elements of a story. The drawn



illustrations and graphics also give it a very different look and feel. Students were engaged in a whole class readers theater activity - kids were assigned characters to read aloud in cooperation with the novel. Joe served as a facilitator and stopped to review key WWI facts regarding the unit. Impressive!!

Young readers at VES! I made a visit to **Stephanie Reddy's** kindergarten class this past week. I was first drawn to the circle of kids sitting crisscross applesauce on the floor in front of the classroom. Stephanie asked kids to close their eyes and mouth out the sound to the letter "W." Next, the kids did the same but with sound. Then she asked kids, with eyes closed, to think of a word that starts with that sound. Around the circle, kids stated everything from "water" to "woodpecker." Stephanie then put three cans labeled alphabet soup in the circle. She then scattered a bunch of laminated pictures in front of the cans. Kids took turns choosing a picture and placing it in the can of "soup" for the correct letter the word began. Fun lesson for these kinders!!



Recently, the Clearview High School Life Skills class led by Intervention Specialist **Mark Majoras** took an important Field Trip to LCCC. The class started the trip listening to a presentation about the college, covering many topics including the application process, academic programs, and the variety of student organizations on campus. Their next presentation reviewed Student Accessibility Services for students attending LCCC. The students took a traditional tour of the campus, where they were able to see each of the LCCC buildings. Lastly, our CHS students had lunch in the campus food court where the college students eat. To extend the experience, the next day, Mr. Majoras had students further explore what they learned by reviewing the LCCC website. Awesome field trip for these students!

