

New Technology

Poster Maker—Teachers can now make posters for their classrooms to focus attention on objectives, indicators, graphic organizers, formulas, charts, etc. In November, training sessions were offered to teachers who wanted to learn how to use the Poster Printer. The printer is housed at the high school. Mr. Murrey's CBIP students will make posters for teachers in the district. Request forms will soon be available in building offices. Custom posters are available, too. If you do not intend to keep the poster for more than one year, do not request laminate quality paper. This will help cut costs.

Assistive Technology—There are low-tech, mid-tech, and high-tech tools and strategies that can address barriers to student learning in various areas. Midview has received a grant from Premier Assistive Technology that makes the following utilities available to download on district computers:

1. Universal Reader—it is as simple as click on the floating toolbar and it starts to read.
2. Ultimate Talking Dictionary—a comprehensive, unabridged dictionary and thesaurus that includes historical people, technical jargon and slang. It works with E-mail, word processing and the Internet.
3. Scan and Read Pro—scans classroom materials with full voice capabilities that include multi-lingual support.
4. Talking Word Processor—a fully speaking word processor.
5. Talking Calculator.

See your LRC professionals who will complete an online request for installation.



Textbook Adoption Committees

Both the math and science textbook committees have met to review board policy, look at ODE approved textbook publishers, create a Textbook Criteria Evaluation Form, and set a timeline for the adoption process.

Once the committees have narrowed the selection of textbooks, all science teachers K-12 and math teachers 7-12 will be asked to complete an evaluation of textbooks for the course or courses they teach. If you have any questions, please seek out your building representatives.

Thank you for your participation!

7 – 12 Math Textbook Committee

- Lynn Medders
- Ben Kendrick
- Marsha Pavlenda
- Tricia Stanislawski
- Carrie Berkey
- Chuck Reimer
- Troy DiFranco

K – 12 Science Textbook Committee

- Gloria Thomas
- Becky McMillen
- Kim Jorgensen
- Jackie Young
- Diane Haglund
- Dorie Szymczak
- Mindy Pritt
- Karen Wagner
- Mary Gibbons
- Kelly Groomes
- Terri Petro
- John Brown
- Kurt Marzi
- Jessica Dembiec
- Chuck Laubacher
- Dolly Faup
- Sue Krezman



MIDVIEW LOCAL SCHOOL DISTRICT

Curriculum Update

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SPECIAL POINTS OF INTEREST:

- Midview makes progress on the 2004-2005 Report Card
- Comprehensive Intervention Plan aims to enable students to attain higher levels of achievement
- New technology helps improve student learning in the classroom

Welcome

This publication is brought to you by Dr. Cathy Pugh, Director of Curriculum



Welcome to the first issue of "Curriculum Update," a quarterly newsletter created to keep you informed of all the developments affecting teaching and learning in the Midview Local School District. Here, you'll learn about what's happening in each school building, new technology that helps support student learning, recommended resources, professional development opportunities, tips and tricks to take student learning to the next level, and best practices to help you excel in what we know is one of the most important jobs in the world...educating our youth. Together, we will take our students to new levels of achievement and success.

The Midview Local School District: Expecting More, Achieving More

New Directions for North, East and West

Guided Reading is the second tier of our elementary Balanced Literacy Initiative. The purpose of guided reading is to meet the needs of a diverse group of learners. The guided reading lesson provides the opportunity for the teacher to interact with small groups of students as they read books that present a challenge for them. The teachers can demonstrate how a reader constructs meaning. It is important to utilize in-depth instruction so that students are guided through the thinking processes of interacting with the text. Guided reading groups are temporary. Groups are formed and reformed for many different purposes. This avoids the "once in the low group, always in the low group" assignment (Fountas & Pinnell, 2001). If we keep students in low groups reading below grade-level materials, how can we expect them to ever achieve grade level skills? In addition, children seldom move out of the group. "For higher groups, teachers tend to select children perceived as respectful toward authority, children who interact well with their peers, and

children who display good work habits...teachers tend to place in the lower groups children who are seen as immature, lacking motivation, somewhat noisy, and sometimes confrontive" (Caldwell & Ford, 2002, p. 3). The need to retain control in low groups often works against effective instruction. The most important aspect of guided reading is knowing the readers and guiding them to the next level of reading development. "Effective groups are flexible, which means that the teacher uses different grouping patterns for different purposes and at different times during the school year. Flexible grouping is based on the premise that every instructional lesson demands careful attention by the teacher in matching students' needs with the most appropriate grouping format" (Caldwell & Ford, p. 11). The keys are "balanced" and "integrated" instruction. **Saxon math** has been adopted in grades K – 6. As with most programs, there are a variety of opinions as to what constitutes the best way to teach math.

Saxon's spiraling technique gives students, even those with learning difficulties, time to learn. Review of taught concepts occurs on a regular basis. In a study by Hanson and Green, students attributed their success in math to Saxon's incremental style. The textbook revisions have been aligned to the standards. With so many preps required of elementary teachers, the scripted program offers continuity and language to deliver terminology and concepts at each grade level. In addition, Saxon illustrates connections between standards, incorporates the use of manipulative, and provides instructional stability from classroom to classroom. Saxon offers reinforcement for remediation and review. And there is help for parents, too. Student worksheets provide models to help students complete homework and a notation of the lesson where the concept was taught so students can look for examples in their textbooks. There are online resources for parents and interactive activities for students at saxonpublishers.com. The quality and enthusiasm the elementary teachers are bringing to these new initiatives is impressive.

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2004-2005 Report Card



Above, a 6th grade student and her teacher take pride in their teamwork at the Sixth Grade Rally

Although we are not where we want to be, I am pleased to report that Midview is making progress. The Performance Index Score shows how much improvement the district has made in the past year. Our index score was 90.6. Where we had data to compare, Midview showed improvement in the following areas:

- 3rd Grade Reading Achievement—**improved over 10%**
- 4th Grade Citizenship Proficiency—**improved 7%**
- 4th Grade Math Proficiency—**improved**
- 6th Grade Citizenship Proficiency—**improved**
- 6th Grade Reading Proficiency—**improved**
- Graduation rate **has improved steadily over the last 3 years.**
- Midview High School **earned a rating of Excellent!**

Middle School Math Achievement Tests: We have a large group of students that are ready to make a leap. We are currently reviewing new textbooks for the middle grades.

- 7th grade math—Thirty two students scored between 390-399. Four hundred was a passing score. The difference is an increase of 11.6%
- 8th grade math—Forty three students scored between 390 – 399. The difference is an increase of 14.3%. Twenty-nine percent of the students scored at accelerated or advanced.
- Lorain County rankings in 7th and 8th grade achievement tests—we did not achieve at 75% to earn an indicator point on our report card; however, we achieved well in the county for our first try.
- 7th grade math—we scored better than Wellington, Elyria, N. Ridgeville, Firelands, Sheffield, Oberlin, Clearview and Lorain
- 8th grade math—we scored better than Elyria, Sheffield, Keystone, Firelands, Clearview, Lorain, and Oberlin.

Intervention Plan

So what's next? Midview has approved a Comprehensive Intervention Plan which includes a systemic focus for grades K – 12 to provide additional instruction and practice that enable struggling students to attain higher levels of achievement. This plan proactively ensures students are successful on State tests, and responds to students so that *no child shall be left behind*.

Principals, guidance counselors, and teachers will identify those students whose academic performance is below expected levels of achievement based on Diagnostic Tests, Achievement Tests, classroom performance, and the Ohio Graduation Test.

Intervention content is based on grade-level indicators and departmental analysis of test scores.

The following are targeted areas of intervention:

- Test-taking strategies
- Vocabulary development
- Skill development
- Practice that models the testing format on Achievement Tests and the OGT
- Modified formula writing for math using like terms and showing work.

The intent is to provide a comprehensive program of prevention and intervention that will enable all students to meet grade-level achievement standards. To evaluate our program, we will analyze student outcome data to determine the success of academic intervention.

BETA SURVEY

Thank you for achieving 100% participation.

Completion of the survey is a requirement for funding!!!

Lab On Wheels



Left, the Wireless Mobile Classroom at Midview Middle School

To boost classroom instruction and learning opportunities at the middle school, Midview purchased a Wireless Mobile Classroom. Designed to move freely from room to room, this self-contained unit houses 23

Latitude D505 laptops and a color printer. After the notebook computers are distributed to the student, he or she can access the Internet, work on assignments, and even print to the dedicated printer. As a solution to limited space, the computer lab with wireless connectivity now comes to the students.



New Guided Reading Book Rooms



Left, Autumn Vavoso, founder of Growing Strong Teachers puts together a Reading Book Room at North Elementary

Now that grades K-6 students are housed at all three buildings, we needed to find a way to make guided reading books available to grade-level teachers in all three buildings.

sets, books were labeled according to their reading level, packaged in groups of 6 to 10 copies, and organized in book rooms at each building.

After collecting novel sets, McGraw-Hill books, Scholastic Guided Reading books and a host of other reading

For limited sets, inter-library loans are available. All books have been entered into the library system.

Guided reading books are being made available to grade-level teachers in all three elementary buildings

Alternate Assessment

The federal and state requirement that all students access the general education curriculum and be assessed on their progress toward achieving state standards presents a challenge to educators and families of students with disabilities both in Ohio and across the nation.

Students on an IEP who receive instruction focused on application of

standards through essential life skills, or require instruction multiple levels below age or grade levels, participate in Alternate Assessment measures in place of the Achievement Tests or OGT.

Special education teachers identify the standards and indicators that will be assessed and then collect documentation throughout the school year. In March, the teacher will then complete a

binder kit for each student taking the alternate assessment. To this end, special education teachers have attended several training sessions this school year.

I applaud these efforts to provide the opportunity for our students to grow toward the standards and progress toward goals and objectives. Great job!