

Marathon Middle/High School Literacy Newsletter

Members: Lourdes Dick, Literacy Coach

Jeanette Medero, Media Specialist

Kirsten Burns, AP

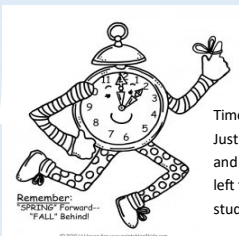
Rebecca Keenum, AP

A Rising Tide Lifts All Ships



We welcomed February with open arms and a smile, with its promise of spring and new beginnings. It was a time to celebrate friendship, and appreciate all the special people in our lives. But time is Marching on. "Ah, spring. It's our season of hope, holding a promise that change is a-comin', for the better." These words by Ernest Hemmingway in "A Moveable Feast" remind us that the seeds of knowledge we have nurtured in our students will continue to grow and reach its fruition as we approach the end of the school year.

Spring Ahead... Fall Behind?



Time is flying by!
Just so many hours,
and too few days
left to prepare our
students for success!

Let's make sure our students continue to move forward and not fall behind in their studies.

From the principal's desk-

As we complete the third quarter and enter our final fourth quarter for the year, I encourage you to work together and collaborate. When teachers engage in the work of improving student outcomes, more heads are better than one. There are so many amazing teachers right here on this campus. I implore you, meet together and talk about instruction. Share strategies, discuss curriculum, and problem solve. Through your collaborative efforts I am positive that student engagement will increase, behavior will improve, and achievement will soar. If everyone lifts where they stand and work together, we will knock it out of the park come May. Have a restful and enjoyable spring break.

Christine Paul

Literacy Coach/ Updates: From the "news we've heard before, but needs reminding" category:

1. What are the differences between the school grade calculation and the VAM score calculation?

- One measure of the school grade is determined by comparing one previous year's F.A.S.T. PM3 score to the current year's PM3 score. It is a comparison between last spring's PM3 and this year's spring PM3 test. This means that we need to measure growth from one year to the next to determine the learning gains. Learning Gains of the Lowest 25% (0% to 100%) will return to the school grades calculation for the 2023-24 school year.
- On the other hand, "Learning Gains" when determined for calculating VAM scores compares the growth measured from the performance on F.A.S.T. PM1 administered at the beginning of the school year and the last PM3 administered at the end of the school year. Learning gains is measured by "buckets." Buckets are cut scores that have been determined by the FLDOE. For learning gains in levels 1 & 2—movement must occur upwardly from one "bucket" score set to another bucket set. Once the level 3 and 4 are met—students must increase their scale scores by as little as one point to be counted as learning gains. However, for level 5—students must remain a level 5 to be counted as learning gains.

2023-24 Scale Scores for Learning Gains, by Subject

Grade	Level 1 Low	Level 1 Middle	Level 1 High	Level 2 Low	Level 2 High	Level 3 Low	Level 3 High	Level 4 Low	Level 4 High	Level 5 Low	Level 5 High
3	140-185	140-155	156-170	171-185	186-200	201-215	216-230	231-245	246-260	261-275	276-290
4	154-188	154-168	169-183	184-198	199-213	214-228	229-243	244-258	259-273	274-288	289-303
5	168-202	168-182	193-207	208-222	223-237	238-252	253-267	268-282	283-297	298-312	313-327
6	182-216	182-196	211-225	226-240	241-255	256-270	271-285	286-300	301-315	316-330	331-345
7	196-230	196-210	221-235	236-250	251-265	266-280	281-295	296-310	311-325	326-340	341-355
8	210-244	210-224	229-243	244-258	259-273	274-288	289-303	304-318	319-333	334-348	349-363
9	224-258	224-238	239-253	254-268	269-283	284-298	299-313	314-328	329-343	344-358	359-373
10	238-272	238-252	257-271	272-286	287-301	302-316	317-331	332-346	347-361	362-376	377-391

Grade	Level 1 Low	Level 1 Middle	Level 1 High	Level 2 Low	Level 2 High	Level 3 Low	Level 3 High	Level 4 Low	Level 4 High	Level 5 Low	Level 5 High
3	140-154	140-154	155-169	170-184	185-199	200-214	215-229	230-244	245-259	260-274	275-289
4	155-169	155-169	170-184	185-199	200-214	215-229	230-244	245-259	260-274	275-289	290-304
5	169-183	169-183	184-198	199-213	214-228	229-243	244-258	259-273	274-288	289-303	304-318
6	183-197	183-197	198-212	213-227	228-242	243-257	258-272	273-287	288-302	303-317	318-332
7	197-211	197-211	212-226	227-241	242-256	257-271	272-286	287-301	302-316	317-331	332-346
8	211-225	211-225	226-240	241-255	256-270	271-285	286-300	301-315	316-330	331-345	346-360

- As you can see by these two descriptions, it becomes important to know the distinctions between the two. We can use the data to lead our school forward, determining/informing our instruction, thus, pinpointing the areas that require more attention to meet our students' needs.



Media Center News and Info

Black History Month

In celebration of Black History Month, MMHS featured stories with black characters and highlighted black authors.



Featured books for Black History Month



Love Is In The Air

February was the perfect time to feature stories about love.

Students even had the opportunity to go on a blind date with a book.



Popular love stories in the media center



Library Activities

During the month of March, the MHS media center will host the traveling exhibit, *Florida's Hidden History*, presented by the Mel Fisher Maritime Museum. This exhibit explores how scientists explore underground or underwater sites to recover and investigate artifacts. The exhibit will consist of 8 individual panels. Each independent panel will feature a different scientific tool or technique that played a role in uncovering a piece of Florida's history. Contact Ms. Medero if you would like to schedule a class visit to view the exhibit or complete a gallery walk.

Library stats

767 books checked out

During the 3rd quarter!

Top Middle School Patron

Cesar Teo Diesen

Top High School Patron

Malanna Myrmel

Top Titles



Superintendent's Remarkable Reader Awards

Any student who has read a minimum of 8 books during their leisure time throughout the current school year is eligible for the Superintendent Remarkable Reader Award (SRRA). There are no restrictions regarding the genre, source, or reading location of the books. Even reading a bedtime story to a younger sibling counts towards the total! The key is simply to read.

To qualify for the award, students need to complete a straightforward application. This application includes listing the titles of the books they've read and providing a brief summary explaining the significance of reading to them. These applications are not graded and are designed to be easily completed. Copies of the application are available in the Media Center and ELA classrooms.



The objective of these awards is to cultivate a supportive atmosphere that promotes literacy and encourages students to embrace reading as a lifelong habit. I encourage you to motivate your students to participate in this initiative and complete an application. If they have any questions, they can see Ms. Medero in the Media Center.

Applications are due by April 19th, 2024.

Take a Look at... Exemplary Classrooms & Literacy Walk-throughs

Instructional Ideas
& More

As a literacy coach I have had the opportunity to see our talented teachers in action. Recently, I visited Jessie Schubert and Lorie Hayes in their classrooms. Both teachers and their students revealed the hard work they accomplish in the classroom promoting literacy. In Jessie Schubert's English 2 5th period classroom, he had an engaging reading lesson on "The Lord of the Flies." In Lorie Hayes' Critical Thinking class, the students were reading a passage in iLit, working independently at their reading level as she monitored and assisted students.

Lesson Focus: Class novel study of "The Lord of the Flies" by William Golding

Essential Question: How can I explore different ways of thinking about survival and jealousy to develop my own perspective?

Objective: I can recognize and analyze elements of different genres: fiction and poetry. ELA. 10.R.3.4.

Lesson Description: Review of the plot and characters. Chapter 7 introduction, discussion, read aloud/silent read along segments.



Lesson Focus: Identifying the main idea and supporting details.

Central Idea: ELA.6.2.2.

Learning Goal Preview: iLit reading program

Unit 3: "The Sun is a Star"—reading comprehension activity with questions.

Students work individually according to reading proficiency levels as determined by iLit test screening.



CURRICULUM CORNER Teaching Tips

AVID Strategy of the Month: WRITING TO LEARN AND LEARNING TO WRITE

Write an Editorial

Have you tried this strategy yet? This is perfect for additional writing practice before the B.E.S.T. Writes testing in April! This is a natural partner for a research activity in history or literature based activities. Students may express their opinions, the point of view of a character, or historical figure. To begin, students research the event or issue to gain a sense of the customs or time period. The writing process consists of—producing a draft copy to include the opening description of the situation/issue that existed in the time of the person's perspective. Finally concluding with the prediction of what the future brings if the actions taken or not taken should occur. Check out the general directions and graphic organizer available for this activity.

Write an Editorial
Instructions

Writing an editorial is an opportunity for students to express opinions and reactions to a controversial issue. They can either express their own opinion or take the perspective of a historical figure to demonstrate their understanding of that person's viewpoint.

Instructions

- Students research an event or issue (either historical or current).
- Using the format below, students write a draft of an editorial regarding the issue from a specific perspective (either their own or that of a historical figure).
- Students share their editorial with a partner - each offers suggestions to the other for improvement.
- Students revise and rewrite their editorial, producing a final copy.

FORMAT FOR WRITING AN EDITORIAL

The Opening
Describe the situation and issue as it now exists (or existed at the time of the person's perspective being taken). Identify the writer's position on the issue and the action the writer wants taken.
The Body
Explain the reasons that support the writer's position. Explain arguments against the writer's opinion and why they are not valid or why they are unimportant.
The Conclusion
Explain what will happen if the action demanded by the writer is not taken and the more positive future that will occur if it is taken.

46 | Page All strategies adapted from Kurt Dossie and Gary Kowich, The Writer's Path, AVID Press, 2011.

PLC Shout Outs



As our PLCs come to an end, the Literacy team would like to showcase some the topics our school-based learning communities have selected to investigate. The options and choices were varied and range from finding ways to better service our SWD students, provide teachers with additional ways of increasing literacy to making our students feel valued through providing positive attitudes towards school. This edition will highlight two PLCs and the reflections of its members as a glimpse into their inquiries through their reflective



MHS: Book Study—The Quickwrite Handbook PLC: The PLC examined the use of quickwrite techniques across the curriculum to improve reading and writing performance. The book included mentor text samples that help to aide in jumpstarting the student's thinking process with many "try this" examples. Robin Rudy explains below her "take aways" on the book.



Robin Rudy

"Utilizing quick writes in any class can be a great way to check for understanding of a topic or lesson and to encourage students to think about the text they are reading or topic they are learning about. As a social studies teacher, I have used quick writes in many ways and found them to be useful and successful. They can be used as a quick formative assessment to see where students are at with the material and learning goals or they can be used as a way to get students to think deeper about a lesson. I found the book that we read to be a great resource for teachers to use to gain some valuable ideas and strategies regarding utilizing the quick write strategy! One of my favorite ways to use the quick write strategy is to have students write a pretend journal entry or diary entry from the point of view of a person living in the time period that we are learning about and to describe what they might be experiencing."

MHS: Developing Collaborative Teaching Practices in Math PLC



"Jessica Richard and I had the opportunity to utilize our PLC time this school year to take an ESE course called *Collaborative Teaching Partnerships* through the BEES Portal and use our time together to discuss the importance of the strategies and researched based initiatives. Additionally, we thoughtfully addressed what we could do as a school to increase the inclusive practices that were outlined in the course as well as utilize the collaborative initiatives more effectively. As a department and as colleagues, time constraints do not always allow for collaboration among us. This PLC and course allowed us to explore valuable resources and techniques that are beneficial to all students and not those that are just labeled ESE within our classrooms. " If you are interested in taking this course, find it at <https://fl-pla.org/#/catalog>

Pictured left above: Mary Coleman-Sayer, Left below: Jessica Richard



Collaborative Teaching Partnerships

Recertification News: The 40 pt. reading requirement applies to anyone certified in the following areas (expiring in 2025 and beyond). If you fall into one of these categories, please be sure to reach out to Daniella DeLucia, certification specialist.

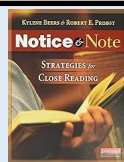
The requirement applies to anyone with the following coverages:

- Elementary Education (K-6)
- Prekindergarten/Primary Education (age 3 through grade 3)
- Elementary Education (grades 1-6)
- Primary Education (grades K-3)
- English (grades 1-6)
- Middle Grades English (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- English (8-12)
- Reading (K-12)
- Reading (Endorsement)
- English for Speakers of Other Languages (ESOL) (grades K-12)
- > Exceptional Student Education (K-12)



Test Taking Tips & Reminders

1. Be sure to review test taking strategies outlined in the posters. Don't forget data chats to remind students of their plans for improvement.
2. To help prepare your students for the B.E.S.T. Writing test on April 2nd (6-8) & 4th (9-10), join in the school wide writing initiative to get our students ready for the test.



Book Review—

Notice & Note: Strategies for Close Reading

Kylene Beers & Robert G. Probst

Are you looking for reading strategies that will engage your students and encourage them to listen to their inner voice as they read? The voice that will ask questions, such as, "why did the character do or say that?" The inner voice that makes predictions as well as inferences. This book offers a "signpost concept," strategy that will encourage students to make note of key ideas and vocabulary that are repeated again and again in young adult literature. The signposts offer evidence of features that stand out within the text structure. The signposts are: contrast & contradictions, aha moments, tough questions, words of the wiser, again & again, and lastly, memory moment. Teaching students to make note of these features inadvertently forces students to interact and use the comprehension strategies they have been taught, such as, visualizing, predicting, summarizing, clarifying, inferring and making connections. The text selection itself triggers the response the students make. I found this book to be interesting in its approach. If you would like to read it and discover the ideas behind the signposts, the book is available in the Literacy Coach Classroom/Office. You are welcome to borrow it.