

Plainview Jr/Sr. High School

Educate
Encourage
Empower

November 2011



Up-coming Events

November 1

- Junior High Assembly (Tartan Gym) @ 12:30pm

November 6

- Daylight Saving Time Ends

November 11

- Veterans Day (Tartan Gym) @ 10:00am

November 11-12

- FCCLA Clusters @ Minnesota

November 22

- National Honor Society Induction (Tartan Gym) @ 7:00pm

November 23

- Early Dismissal @ 1:45pm

November 24

- Thanksgiving Day!!!



Accreditation Approved

Plainview Public Schools earned continuing accreditation from the North Central Association Commission on Accreditation and School Improvement (NCA CASI), an accreditation division of AdvancED. NCA CASI provides nationally-recognized accreditation, the purpose of which is continuous school improvement focused on increasing student performance. To earn accreditation, schools must meet NCA CASI's high standards, be evaluated by a team of professionals from outside the school, and implement a continuous process of school improvement. Accreditation is granted on a five-year term.

Accreditation demonstrates to our students, parents, and community that we are focused on raising student achievement, providing a safe and enriching learning environment, and maintaining an efficient and effective operation staffed by highly qualified educators.

NCA CASI accreditation is recognized across state lines, which not only eases the transfer process as students move from accredited school to accredited school but also assures parents that the school is meeting nationally accepted standards for quality and successful professional practice.

***AdvancED "Resources"

Congratulations!!!

We want to extend special congratulations to the FFA program and to Alisha Pellatz & Devon Eggerling for receiving their American FFA Degree during the 2011 National Convention ceremony!



Plainview's "Vision"

Our world is changing. What the future holds for our students can hardly be imagined. However, one thing that is certain is that problem-solving and critical thinking skills will be critical to their success. The seamless integration of technology into our classrooms is not intended to replace our current instructional strategies, but to enhance and expand them. Through technology, students can learn to use critical thinking and analysis in solving meaningful problems in a globally connected environment. Students can also learn

to approach technology in social responsible ways that reflect our community values, a skill that they can carry throughout their lives. 21st Century learning depends on the seamless integration of technology throughout the school program. To successfully integrate technology into our curriculum, we must have student access to technology, ongoing professional development for faculty, and a strong infrastructure. Our faculty ensures that our curriculum drives our decisions regarding technology. We believe that making

such learning tools consistently available to our students will strengthen their development as critical thinkers and problem solvers, ultimately ensuring their success in the future.



Our Vision!

Did You Know?

Our aim is to increase the rigor of the curriculum and instruction and strengthen the relevance of the curriculum to the students' lives while focusing on the relationships within the school's community.

Listed below is our mission statement and school improvement goal.

Mission Statement

Plainview Public Schools is dedicated to educating, encouraging, and empowering all students for success in an ever-changing society.

Goal

All students will improve in reading skills across the curriculum.



Plainview graduate to be “HONORED”!

Carissa Pollock, of Plainview, Nebraska participated in STAR Events (Students Taking Action with Recognition) at the Family, Career, and Community Leaders of America’s (FCCLA) 2011 National Conference. Due to her receiving top honors, Carissa Pollock will be recognized at the Commissioner’s Recognition for Student Excellence in Nebraska Career Education on November 21, 2011. Carissa, who is a 2011 graduate of Plainview High School and is the daughter of Jim & Rhonda Pollock, received a Gold medal in the Job Interview Event.

Conversations, websites, & books promote critical thinking skills



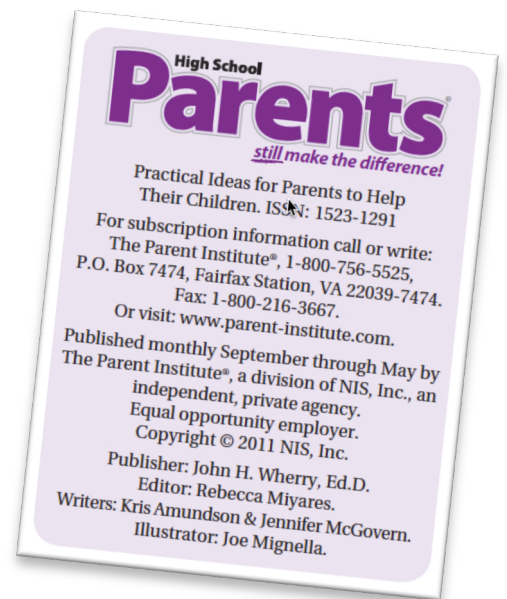
Good critical thinking skills will help your teen one day meet the advanced demands of the workplace. Help your teen strengthen his critical thinking skills through:

- Conversations. With your teen, imagine you’re explaining customs to someone from another culture—or even another planet. Think about driving, for instance. Why do people drive on the right side of the road in the United States? Or consider team sports. Why is there so much focus on winning and losing? Why do fans care which team wins, when they’re not actually part of the team? Questions beginning with why, how, and what will get your teen’s creativity flowing.

- Evaluating websites. Your teen uses critical thinking skills when he is choosing websites as sources for a research paper. He has to decide which website is the most useful, the most credible and the most up to date—and with the wealth of information a search engine provides, that can be difficult to determine.
- Reading Books. Help your teen find books of logic puzzles and brainteasers. Encourage your teen to read a mystery book and try to solve the mystery before the main character does.

Sources: “Thinking Skills for the Workforce Project,” Berger Institute for Work Family, and Children at Claremont McKenna College,

www.cmc.edu/berger/research/thinking.php; G. Fleming, “Critical Thinking Exercises,” About.com: Homework/Study Tips, <http://homeworktips.about.com/od/parentassignments/a/Critical-Thinking->



Handbook (additions)

1. BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior. Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his/her designee, or at school sponsored activities or school-sponsored athletic events.

Bullying may constitute grounds for long-term suspension, expulsion, or mandatory reassignment, subject to state and federal statutes and the district's student discipline and due process procedures.

2. Notice for Directory Information Plainview Public Schools

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Plainview Public Schools, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Plainview Public Schools may

disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Plainview Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide

military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Plainview Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. Plainview Public Schools has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level

Plainview's "Belief Statements"

- ~provides learning opportunities that incorporate technology for staff and students
- ~inspires students to develop their minds in the pursuit of achievement
- ~shares responsibility to provide quality educational progress among parents, students, teachers, administrators and community members
- ~provides a well-balanced program in career enlightenment
- ~promotes and models social responsibility
- ~creates a safe learning environment
- ~creates community-centered leaders



What We Believe!

LtoJ Professional Development

***Excerpted from "Are We Wasting Four Years?" by Dr. Lee Jenkins



Professional Development "LtoJ Training"

On Thursday, October 20th our teachers continued their training on how to effectively implement LtoJ to improve students ability to remember concepts long-term.



A Big Thank You to ESU8 who helped in training our staff!



The blame game abounds in Education with one consistency—blamers never think they are the problem. Since it is always somebody else wreaking havoc, we are determined to punish those causing the problems. If Dr. W. Edwards Deming was correct that 96% of the problems come from the system and 4% come from human error, then with increased blame and punishment we might just solve 4% of education's problems.

If we were to suspend the blame game for a moment and look at the system, what would be the root causes of our system problems? Without blaming legislators, board members, administrators, teachers, students or parents, we would probably come up with more than one root cause. For this article, Dr. Jenkins writes about one such cause: cramming and forgetting.

Students do not come to kindergarten by cramming, nor do they learn how to cram in that first year. They learn how to cram in first grade through spelling. (We are not blaming—first grade teachers are not setting out to destroy real learning. They inherited the spelling program) In 3-4 weeks, 6-year-old children learn they do not need to know the words beyond that Friday. That same knowledge is then carried forward into chapter tests, which reveals a broken system.

Then how do we fix the system? The basic process would be to provide students with a list of essential content for a course on the first day of class. Students are then assessed most weeks on this end-of-year content, based on a randomly selected sample from the year's essential content. The expectation is that by the end of the first quarter students will prove knowledge of 25% of the essential content, will demonstrate they have 50% of the content in their long-term memory by semester and so on until they show mastery of the full year's content. This process works at all grade levels and with all subjects.

Ideally, the system requires retention beyond the current year. For example, it is common for weekly math quizzes to have seven questions from the current year, two from the prior year and one from the geometry essential content, two from Algebra I and one question from middle school. Just think how Algebra II would change if students were required by the geometry teachers to remember Algebra I. Dr. Jenkins hypothesizes that we are wasting four year with the "cram, get-a-grade, forget" cycle, but what can we do? Here is his advice:

Legislature and Nebraska Department of Education: Clearly articulate what percentage of state assessments are from the current year or course and what percentage comes from prior courses.

Superintendents: Take away "permission to forget one subject at a time" until it is entirely removed from the district. Teachers need time to change their thinking about how the system of education is not aligned with their desire for students to learn. Plus they need help assessing long-term memory; it is a very different process, and the major textbook publishers are not yet helping.

Principals & Teachers: Use staff development time for learning how to implement these concepts. Start each new year teaching the new content for the year with review of prior years built into each weekly non-graded assessment. In the United States when things go wrong we ask "why" until we find a "who." If we never stopped with a "who" and continued on our investigations of "why," we have the collective intelligence to solve real problems—and stop wasting time playing the blame game.

***Excerpted from "Are We Wasting Four Years?" by Dr. Lee Jenkins