

WESTERN NEWS

October 2018

Oct. 1-4: Parent Lunch Week

Oct. 1-5: Book Fair

Oct. 2: Late Night Book Fair from 4:00-7:00 pm

Oct. 2: PTO Meeting @ Central starting at 7:00 pm

Oct. 3: Fall School Pictures

Oct. 5: 0-3 Year Old Story Time

Oct. 11: Recycle Day from 2:00-4:00 pm

Oct. 18: Bus Evacuation Drills

Oct. 22: McTeacher Night from 5:00-7:00 pm

Oct. 23&25: Third Grade ELA State Assessment

Oct. 31: Fall Party and Costume Parade @ 1:15 pm

Oct. 31: Early Release @ 2:15 pm

0-3 YEAR OLD STORY TIME...

Story Time
Ages 0-3
Western Elementary School
Friday, October 5
10:30 AM

Important Date

Join the Lexington Branch Library staff at Western Elementary School the first Friday of each month for a special story time geared towards your 0-3 year old. Your child will enjoy stories, songs and other fun literacy activities. You will also leave with some great school readiness ideas to use at home with your little one. Story Time will be held in Mrs. Kapustar's Preschool classroom.



Lexington Elementary Counselor

Mrs. Leslie Miller, LISW

419-884-2765 ext: 4430

miller.leslie@lexington.k12.oh.us

Mrs. Carolee Balliett, LISW-S

419-884-2765 ext: 3430

balliett.carolee@lexington.k12.oh.us

As the school year continues to progress, we understand that life can get stressful for students and families. Please let us know if you feel your student could benefit from extra support on time management, testing anxiety, relationship skills or other social/emotional concerns. We are here to help your child have a successful school year.

Suggestions to manage conflicting demands of school, activities, and family:

- Be where you are. Don't worry about what you *aren't* doing.
- Set a schedule for the week to assist with getting organized.
- Use your support system.
- Reward yourself and your achievements.
- Don't focus on *only* getting straight A's.
- Have some fun.
- Learn to say *no* to avoid overcommitment.

GRADES K-3



Identifying students as “Not on Track”

is required by the State Third Grade Reading Guarantee (TGRG). Should you receive a letter identifying your child as being “Not on Track”, I encourage you to contact your child’s teacher and/or principal for a more detailed summary of what our assessments indicate to be areas for improvement. We will immediately engage in helping your child move towards being “On Track” with additional classroom instruction and/or reading intervention. I recognize that it may be a worry to think that your child is “Not on Track” after being in his/her new grade level for a few days. **Do not jump to the conclusion that “Not on Track” status, based upon initial assessments on the first days of school, means that your child will not be successful in school.** I have great confidence that with good teaching and support, we can help all of our students grow to succeed!

Dear Parents:

Governor John Kasich signed Senate Bill 316 into law and Senate Bill 316 includes changes and reforms that directly affect elementary schools throughout the State of Ohio:

Districts are required to conduct reading assessments on all students in grades First through Third Grade by September 30 and Kindergarten by November 1.

As a result of those assessments, teachers must identify students as “On Track”, meaning that their performance is meeting expectations for students entering the current grade level, or “Not on Track”, meaning that their performance is not meeting expectations for the grade level to which they are entering.

School districts are required to notify parents of students identified as “Not on Track” with a letter following the completion of the reading assessment process. A plan for student intervention and monitoring growth and progress must be developed and updated throughout the year.

Part of the TGRG states that if third grade students do not reach the State determined success mark on the state reading assessment, the student will not be able to be promoted to

fourth grade. The State has determined the cut score for the reading assessment is a 45 or a 677 overall score.

At Western Elementary School, diagnostic assessments are not new. Our classroom teachers already complete individualized student assessments during the school year and use the results of those assessments to plan for teaching and design interventions to meet each child’s unique needs. Our school has always provided a variety of intervention supports in reading. We believe that addressing reading concerns early is the best path to overall student success. We take the responsibility to support your child’s learning very seriously, and we are grateful for your partnership in making sure that our students are well prepared not only for assessments now, but also for their success in college, careers, and the workplace beyond K-12 schooling.

Please, feel free to contact me with any questions or concerns that you might have about the legislation and its requirements.

Sincerely,

Mrs. Eggerton

