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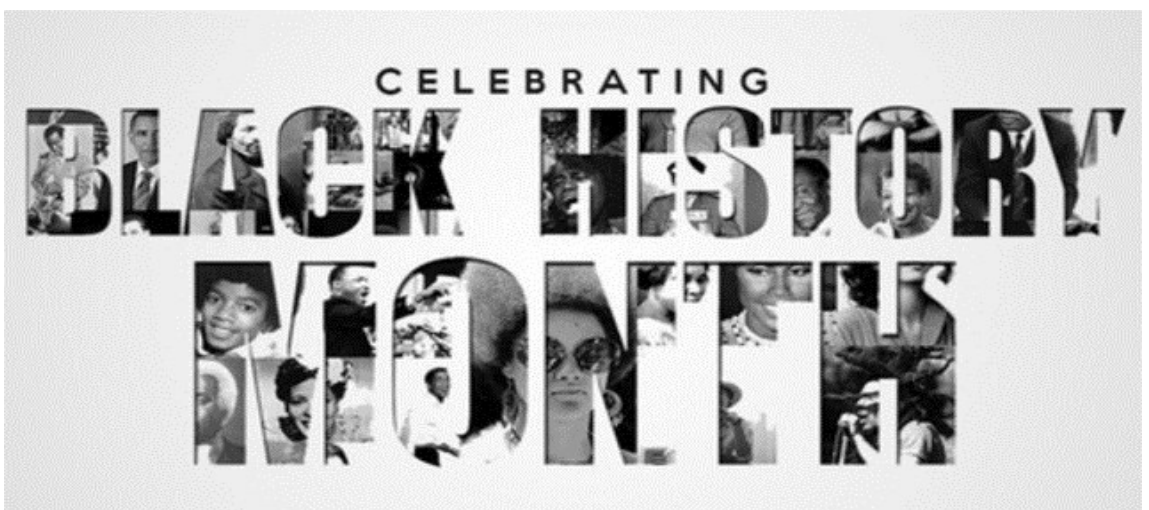


During the month of February each teacher highlighted contributions made by famous African-Americans. The students have been learning interesting information about the following individuals:

Harriet Tubman, Frederick Douglass, Rosa Parks, Maya Angelou, Dr. Neil de Grasse Tyson, and Muhammad Ali to name a few.

The students watched videos about the individuals and wrote essays about their lives. The detention staff participated in the discussions and commented on how much they learned during this month.

Submitted by Patricia A. Davis
W. W. Moore, Principal



Elf Stuck on a Shelf

One of the many perks of working in a facility with a relatively small staff is that we are often able to teach collaboratively. In December, the middle school science teacher teamed up with the high school science teacher and the high school math teacher to teach a week long unit on friction, resistance, and gravity. The unit, “Elf Stuck on a Shelf,” required students to use many science and math concepts to figure out how to get their elves from the shelf back down to the “workshop” to help send out presents! The students began by simply naming their elves and their engi-

neering companies. From there the students were asked to brainstorm what materials were needed and why the material would be useful. After students tested and retested (after implementing modifications to the design) their sleds to ensure accuracy and attention to detail, the students worked collaboratively to compare and contrast designs. The collaboration afforded the students with the opportunity to gain insight from the various perspectives of teachers and fellow students. Similarly, the



project was a great opportunity for teachers to see different teaching styles modeled with the students.
- Isabel Henderson, Middle School Science/Math

Music Therapist Recognized

Leslie Magee, music therapist with the Norfolk Hospital School Program at CHKD, is featured in the March 2017 issue of Tidewater Women magazine! In the ‘Connect and Heal with Music’ article, Leslie discusses what drew her to a career in music therapy and its effective role on the patients she serves: “It just clicked,” she recalled. “It felt like the perfect mix. Doing something I loved, music, in a place I had

always pictured myself working, a hospital.” “Music therapy is different from the therapeutic use of music,” Leslie explained. “It is psycho-educational, helping patients and students access their emotions, have an outlet for creative expression, and an avenue for social interaction.” And it’s goal driven. “We look at what the needs are for patients who are missing school because they are in the hospital, what goals we

want to set for them, and what their own goals are,” she said. “I feel fortunate to be with families in difficult times, to walk beside them and give them the support they need,” said Leslie.

Tidewater Women’s ‘Connect and Heal with Music’ article written by Melissa Page Deutsch.



Making Community Service a Service for the Community

It's a beautiful feeling to lie on a soft pillow every night before preparing for sleep. Sometimes you adjust your pillow to that certain position you want, prior to laying on it. Sometimes you fold it sideways or right side up to get the optimal feeling, to prepare your body for rest and relaxation. Drifting off to sleep and dreaming about lesson plans and other ideas to engage our techno savvy students, seldom do we stop to think about the many homeless people in our communities wishing they had a pillow to sleep on.

When we embarked on our career cluster in manufacturing at NN Juvenile Detention School, we were not dreaming about sleep or pillows or making an impact on our

community. We were mostly interested in researching and learning basic sewing skills needed for careers in manufacturing and arts and, possibly, grades.

Our project began with scraps of old fabric students used to practice and develop skills. Once they were confident and could operate the sewing machines properly, we purchased more fabric to make beautiful pillows.

Our pillow making turned into a community service project. After we completed sewing and learning about this career cluster, we distributed all of the pillows to the homeless community in Newport News.

Students discovered that many of the Project Based Learning activities we do in a

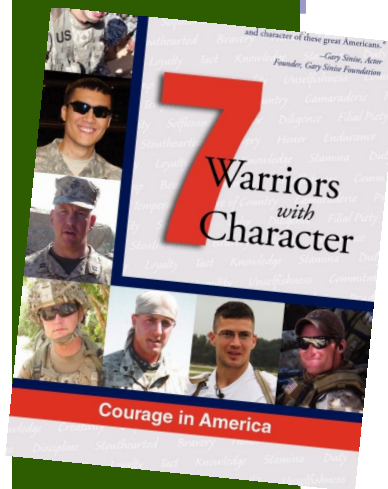
classroom setting can create benefits for others in an array of settings. Additionally students learned responsibility and leadership skills that showed them how to do positive things to benefit people in need.

Teachers have a unique advantage on the education playing field. We can make the greatest impacts and impressions on the students we serve daily by teaching them about empathy and thinking about others. These are skills they will use a lifetime and are the greatest lessons we teach.

Monica Anderson
Newport News Juvenile Detention School



Veteran's Day at CCCA



In November, CCCA students welcomed a local war veteran, Chad Ellinger, who was severely wounded during the war in Iraq. Chad regaled students with his inspiring story including his long recovery and rehabilitation period. He presented a type of “show and tell” for the students, explaining the use of various types of

military equipment. Students had opportunities to wear uniform pieces, try on gas masks, and imagine what an MRE (Meal Ready to Eat) might taste like. Afterward, students wrote letters to veterans as a way to show gratitude. They also made “No-Sew” blankets to be delivered to the Salem Veteran’s Hospital in Salem, VA. Chad visits with the children at

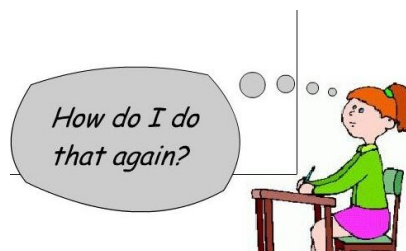
CCCA every year and each time he engages the students and teachers alike with his experiences and witty humor. Chad’s story is featured in Michael Kerrigan’s book “7 Warriors with Character: Courage in America.” The book is filled with stories similar to Chad’s and is an amazing and inspirational read!

-Debbie Combs

Math Minute

Have you used an IWSS lately? Or how about a SLOT for a long-term student? Hopefully these acronyms don’t have you scratching your head or consulting Google! These were just two of the strategies Dr. Paul Riccomini shared with us in August. Many times teachers attend professional development, take great notes, and have in depth conversations with colleagues but don’t transfer any of the knowledge gained to their daily instructional practice. As SOP math teachers, I hope that isn’t you! I hope you’ve tried something you learned in August several times during this school year and reflected on your instruction and maybe even consulted with other SOP teachers. If you haven’t

had a chance to review Dr. Riccomini’s webinars, please do so as we head into SOL review, remediation, and testing season. Perhaps you’ll rediscover something you were excited about in August. Or maybe you’ll modify a strategy to work with a struggling student. As we talked about in August, if we keep doing what we’ve always done, we’ll keep getting what we’ve always got!



Full STEAM Ahead

The STEM committee at CCCA has been diligently working this year to integrate more Science, Technology, Engineering, Art, and Math (STEAM) in every classroom. The STEM committee has been tasked with creating collaborative lessons across grades and curriculum on a daily basis with culminating activities throughout the school year. In December the culminating activity involved examining volcanoes and their impact on the Earth and humans. Students learned about historical volcanic activities, the geological impact of volcanic activity, and the math involved in calculating these impacts. Students were then tasked with creating their own volcanoes and predicting and observing their “eruptions.”



The day was spent working in various stations across grade levels and content areas to explore and investigate volcanoes. This was one of several STEM days celebrated at CCCA.

- Jennifer Whorral

Newsletter Reminders

Thanks to everyone who has submitted articles for Sharing Our Progress this March! Please continue to submit articles for the next newsletter this upcoming spring. **Remember articles should highlight activities and accomplishments in the academic program at your facility.**

Articles must be submitted the **15th day of the month before the publication. Newsletters will be published on the 1st**

of October, December, March, and June.

Submit articles in MSWord format to:
sharingourprogress@gmail.com

A few guidelines for articles:

1. Provide articles that are **75-200** words in length. If you have more information to offer the field, include your email so that you may be contacted.
2. Provide author's name at the end of the article.
3. Submit graphics as JPGs or GIFs.
4. Submitted articles written by you or your staff.

5. Proof your article.

6. Send articles any time.

It would also be useful to include a contact name for readers who want more information about the organization.





State Operated Programs

Thanks to everyone that has submitted articles for Sharing Our Progress this Winter! Please continue to submit articles for the next newsletter this upcoming winter season.

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3. Submit graphics as JPGs or GIFs.
4. Submitted articles written by you or your staff.
5. Proof your article.
6. Send articles any time.

Thanks for all your support and contributions to our newsletter!!

Happy Holidays!

Merry Christmas!

Happy New Year!