



**Salina Intermediate
Middle School
2016-2017**

My Learning Plan

2016-2017

Name _____

Language Arts

My Language Arts Grades

1st Marking	2nd Marking	3rd Marking	4th Marking	5th Marking	6th Marking

My NWEA Reading Results

Fall	Winter	Spring	My Target

My NWEA Language Results

Fall	Winter	Spring	My Target

My Language Arts/Reading Interests

My Reading Goal

My Reading Plan

-
-
-

My Writing Goal

My Writing Plan

-
-
-



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

Printed on recyclable paper



Math

My Math Grades

1st Marking	2nd Marking	3rd Marking	4th Marking	5th Marking	6th Marking

My NWEA Math Results

Fall	Winter	Spring	My Target

My Math Interests

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My Math Goal

--

My Math strategies to reach my goal:

-
-
-

Personal Growth

My Grades in Science, Social Studies, and Elective Classes

	1st Marking	2nd Marking	3rd Marking	4th Marking	5th Marking	6th Marking
Science						
Social Studies						

My Personal Interests

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My Personal Growth Goal

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My Personal Growth strategies to meet my goals:

-
-
-

	Cafeteria	Bathrooms	Assemblies/Spectator Events/ Outside Activities
Be Respectful	<ul style="list-style-type: none"> *Use good manners *Speak quietly * Follow staff directions 	<ul style="list-style-type: none"> *Respect other's privacy *Speak quietly *Respect school property 	<ul style="list-style-type: none"> *Be quiet and ready to listen *Respond appropriately *Follow all staff directions * Use only use supportive and positive language * Refrain from negative responses during assemblies or sporting events.
Be Responsible	<ul style="list-style-type: none"> *Bring your lunch I.D. and/or money *Arrive on time for lunch *Stay out of hallways and go directly to the cafeteria at lunch time within 5 minutes of class dismissal *Stay at your assigned table *Clean up after yourself. *Keep all food in the cafeteria *Raise your hand and wait for permission to leave 	<ul style="list-style-type: none"> *Clean up after yourself *Dispose of litter properly *Report problems to a staff member 	<ul style="list-style-type: none"> *Be attentive *Bring only what is appropriate for the event and leave with your belongings *Use appropriate entrances and exits at appropriate times *Sit in designated areas every other seat
Be Safe	<ul style="list-style-type: none"> *Enter and exit single file *Stay In line and keep enough space between you and others *Remain seated until dismissed or purchasing a snack at the designated time *Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> *Wash hands thoroughly with soap *Keep hands, feet, objects to self 	<ul style="list-style-type: none"> *Keep hands, feet, and objects to yourself *Students must wait for and follow dismissal instructions *Enter and exit orderly in line single file

Middle School PBIS Quick Reference Guide/Contract

All students will demonstrate expectations of being:
SAFE, RESPONSIBLE AND RESPECTFUL.

**** Positive Reinforcement System:**

- Students may earn raffle tickets for demonstrating positive behavior. Teachers need to turn in all raffle tickets by 2:00 pm on Fridays.
- Students who end the card marking period with blue focus cards will be eligible to participate in a school wide celebration including field trips and other fun activities.
- Academics, behavior and attendance/tardiness are all used to determine eligibility for the reward.
- Eligible Middle School students who are eligible will be rewarded with three BIG trips. The trips will take place throughout the year as follows (but may be subject to change):
 1. Winter – Ice Skating (Dearborn Ice Arena)
 2. Spring– Roller Skating
 3. June– Cedar Point
- Teachers are expected to make a positive phone call home for students who demonstrate good behavior.
- Teachers will also use their own classroom incentive plan to reward positive behavior.

**** Discipline Procedures:**

- Focus cards will be incorporated into students' planners. The focus cards will be used daily to track students are on the hierarchy of consequences.
- All teachers are responsible for tracking students' advancement on the hierarchy (moving the student from blue to yellow to red as needed). The students must have their student planners (focus cards) with them at all times.
- All students will begin each new card marking period with a blue card.

HIERARCHY OF CONSEQUENCES FOR MINOR INFRACTIONS

(Non-compliance, disruption, out of seat, off task, teasing, talking back, pushing, etc.)

***All major infractions may result in suspensions, expulsions or ineligibility of school wide incentives.**

Full Focus Card (BLUE): Student will serve 4 hours of Friday school or 4 hours of detention. Student will not be eligible to participate or attend any afterschool activities (including afterschool sports).

Second Full Focus Card (YELLOW): Student will serve 4 hours of Friday school and 4 hours of detention. Parents will be requested to meet with administration.

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Student will also be banned from attending all after school activities for the remainder of the semester or a minimum of two weeks.

Third Full Focus Card (RED): Student will serve 4 hours of Friday school, 4 hours of detention and will serve a 2 day out-of-school suspension. Student will also be ineligible to attend any after school activities for a minimum of 3 months.

Lost Planners: Students who lose their planners are required to purchase another one for \$10.00. Students will also earn an automatic 5 infractions on their card.

CONSEQUENCES FOR MAJOR INFRACTIONS (fighting, physical aggression, abusive language, threat, harassment/bullying, throwing items) Teacher completes an office referral form and student is sent to the office immediately.

Student signature: _____

Parent signature: _____

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Name: _____

Evaluator: _____

Date: _____

Cornell Note-Taking Checklist

Step 8: Use written feedback provided by a peer, tutor, or teacher to improve the quality of notes, questions, and summaries.

Directions: Use a check mark in the appropriate column based on the Cornell notes collected.

Step	Indicators	Yes (2 pts. ea.)	Inconsistent/ Incomplete (1 pt. ea.)	No (0 pts. ea.)
Step 1: Create Format	<ul style="list-style-type: none"> Heading in ink: Name/Class/Topic/Period/Date Standard/Objective/Essential Question recorded. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2: Organize Notes	<ul style="list-style-type: none"> Only main ideas, key words, and phrases recorded. Sufficient space/indentation is used to show relationships among main ideas. Abbreviations/symbols used appropriately. Bullets are used to create lists and organize notes. Paraphrasing of notes is evident. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 3: Revise Notes	<ul style="list-style-type: none"> Notes are numbered to indicate a new concept, main idea, or topic. Vocabulary/key terms are circled, and main ideas are highlighted or underlined in pencil. Missing/paraphrased information is added in red. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 4: Note Key Ideas	<ul style="list-style-type: none"> Questions on left are developed to reflect main ideas in notes on the right side. Questions on left are mostly higher-level (Bloom's Level 3-6 or Costa's Levels 2 and 3). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 5: Exchange Ideas	<ul style="list-style-type: none"> Evidence that information has been added from peer or teacher discussion, tutorials, or book. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 6: Link Learning	<ul style="list-style-type: none"> Summary reflects the questions/notes. Summary addresses all aspects of the essential question and is based on the standard/objective of the lesson. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 7: Learning Tool	<ul style="list-style-type: none"> Information to be used on a test, essay, tutorial, etc., is noted using an asterisk. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:				

Grading Scale:

Count the number of check marks in the "yes" and "inconsistent/incomplete" columns to calculate grade.

Yes x 2 points = _____

Inconsistent/Incomplete..... x 1 point = _____

No..... x 0 points = _____

TOTAL.....

A: 30-27 **B:** 26-24 **C:** 23-21 **D:** 20-18 **F:** 17-0

Your Grade: Total _____ Grade _____

Solomon, B., Bugno, T., Kelly, M., Risi, R., Serret-Lopez, C., & Sundly, J. (2011). *The Student Success Path*. San Diego, CA: AVID Press.

Cornell Note-Taking Revision Checklist

Directions: Review and revise notes taken in the right column using the suggestions below. Check off each revision strategy as you use it.

Completed	Symbol	Revision
<input type="checkbox"/>	1, 2, 3... A, B, C...	1. Number the notes each time a new concept or main idea is introduced. Use bullets to show details or sub-points of a main idea.
<input type="checkbox"/>	<u>Key Word</u>	2. Circle vocabulary/key terms in pencil.
<input type="checkbox"/>	<u>Main Idea</u>	3. Underline main ideas in pencil.
<input type="checkbox"/>	1879 born ^ & lived...	4. Fill in gaps of missing information and/or reword or paraphrase in red pen.
<input type="checkbox"/>	Unimportant	5. Delete/cross out unimportant information by drawing a line through it with a red pen.
<input type="checkbox"/>	?	6. Identify points of confusion to clarify by asking a partner or teacher.
<input type="checkbox"/>	*	7. Identify information to be used on a test, essay, for discussion, etc.
<input type="checkbox"/>	Visual/Symbol	8. Create a visual/symbol to represent important information to be remembered.

Mullen, M., Valdez, S., Boldway, S., Carter, M., Compton, R., & Golden Gutiérrez, S. (2012). *The Write Path English Language Arts: Exploring Texts with Strategic Reading*. San Diego, CA: AVID Press.



Academic Language Scripts for Socratic Seminar

Clarifying

- Could you repeat that?
- Could you give us an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- Would you mind going over the instructions for us again?
- So, do you mean ...?
- What did you mean when you said ...?
- Are you sure that ...?
- I think what _____ is trying to say is...
- Let me see if I understand you. Do you mean _____ or _____?
- Thank you for your comment. Can you cite for us where in the text you found your information?

Probing for Higher-Level Thinking

- What examples do you have of ...?
- Where in the text can we find...?
- I understand ..., but I wonder about...
- How does this idea connect to ...?
- If _____ is true, then ...?
- What would happen if _____?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?

Building on What Others Say

- I agree with what _____ said because ...
- You bring up an interesting point and I also think ...
- That's an interesting idea. I wonder ...? I think ... Do you think ...?
- I thought about that also and I'm wondering why ...?
- I hadn't thought of that before. You make me wonder if ...? Do you think ...?
- _____ said that ... I agree and also think ...
- Based on the ideas from _____, _____ and _____, it seems like we all think that..."

Common Note-Taking Abbreviations

academy	acad
altitude	alt
and	& or +
April	Apr
association	assn
at	@
atomic number	at no
atomic weight	at wt
August	Aug
avenue	ave
Bachelor of Arts	BA
be	B
between	b/w
boiling point	bp
born	b
calories	cal
Celsius (centigrade)	C
centimeter	cm
century, centuries	cent
circa (about)	c
congruent	\cong
corporation	corp
country	co
cubic	cu
December	Dec
decrease, down	\downarrow
department	dept
died	d
difference, change	Δ
district	dist
divide, division	\div or div
doctor	Dr
empty set	\emptyset
equal, same	=
equal (approximately)	\approx
established, estimated	est

et alii (and others)	et al.
factorial	!
Fahrenheit	F
February	Feb
fluid ounces	fl oz
foot, feet	ft
for	4
from	\leftarrow
government	govt
governor	gov
graduate(d)	grad
Gross National Product	GNP
hour	hr
id est (that is)	i.e.
if and only if	IFF, \Leftrightarrow
important	!
infinity	∞
incorporated	inc
institute, institution	inst
January	Jan
July	Jul
June	Jun
Junior	Jr
Kelvin	K
kilogram(s)	kg
kilometer(s)	km
Limited	Ltd
March	Mar
May	May
mean	μ
meter(s)	m
miles per hour	mph
millimeter(s)	mm
minus, less, negative, against	-
minute(s)	min
money, dollar(s)	\$

symbols (greater than, more than, less than, etc.)	$\geq \leq <$
then, implies, towards, going	\rightarrow
therefore, because	\therefore
theta—used for angles	Θ
times	\times
to, too, two	2
union	\cup
university	univ
versus	vs
volume	vol
weight	wt
with	w/
within	w/i
without	w/o
yard(s)	yd

[illegible]

- Make names and titles into acronyms after writing them the first time.

BoR Bill of Rights

- Write first few syllables of long words and complete the word when reviewing/revising notes.
(coll = collect; comm = communicate)
- Write words without vowels until notes are reviewed/revised.
(spk = speak; commnct = communicate; commnty = community)

Calculating My GPA

Name: _____ Date: _____

Step 1: Fill in your grades below.

Class	Grade
English	_____
Math	_____
History	_____
Science	_____
AVID	_____
Physical Education	_____
Other:	_____

Step 2: Count how many of each grade you have.

Letter Grade	My Total
A	_____
B	_____
C	_____
D	_____
F	_____

Step 3: Multiply each grade that you received by the value listed.

My Total		Grade Points Earned
A _____	x 4	= _____
B _____	x 3	= _____
C _____	x 2	= _____
D _____	x 1	= _____
F _____	x 0	= _____

Step 4: Add up the total grade points earned.

Total Grade Points

Step 5: Add one for every honors course in which you earned a C- or higher.

Total Weighted GPA

Step 6: Divide the total grade points by the number of classes for which you have grades.

TGP = Total Grade Points

NC = Number of Classes

Step 7: My GPA is _____.

Caine, N., Risi, R., Schiro, P., & Serret-Lopez, C. (2005). *AVID College and Careers*. San Diego, CA: AVID Press.

2016 AUGUST

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



Think THIS WEEK'S GOALS, PROJECTS, IDEAS

22 MONDAY

23 TUESDAY

24 WEDNESDAY



Record TODAY'S TO-DO'S

AUG



AUG



AUG



MATH

COMPUTER

AVID

SCIENCE

ENGLISH

SOCIAL STUDIES



Act PLAN MY PRIORITIES

2016-17

Open House & Conferences



ELEMENTARY

	Marking Period	Ending Date	Instructional Days
1	9 weeks	November 4	43
2	10 weeks*	January 27	45
3	7 weeks*	March 24	35
4	11 weeks*	June 16	52
Total	37 weeks		175

* Includes Thanksgiving, Winter, Mid-Winter, and Spring Breaks

Elementary Parent Teacher Conferences

Thursday November 10, 2016
 Wednesday November 16, 2016
 Thursday November 17, 2016
 Wednesday March 29, 2017

Elementary report cards will be distributed at Parent Teacher Conferences in November

Elementary Open House

6:00 pm to 7:30 pm

All Elementary Schools
Thursday, September 15, 2016

Except
 Lowrey,
 McCollough/Unis
 &
 Salina Intermediate
Wednesday, September 14, 2016

SECONDARY

	Marking Period	Ending Date	Instructional Days
1	6 weeks	October 14	28
2	7 weeks	December 2	31
3	6 weeks	January 27	29
4	6 weeks	March 17	30
5	6 weeks	May 5	29
6	6 weeks	June 16	28
Total	37 Weeks		175

Secondary Parent Teacher Conferences

Middle School

Monday
 October 24, 2016
 Wednesday
 October 26, 2016
 Wednesday
 March 22, 2017

High School

Tuesday
 October 25, 2016
 Thursday
 October 27, 2016
 Thursday
 March 23, 2017

Secondary Open House

6:00 pm to 7:30 pm

High Schools
Tuesday, September 13, 2016
 Middle Schools
Wednesday, September 14, 2016
 (Includes all grades at- Lowrey K-8, McCollough/Unis K-8, and Salina Intermediate 4-8)

Dearborn Heights Campus

ACE, Dearborn Center for Science & Technology,
 Magnet, MBCC and S.T.E.M.
Wednesday, September 14, 2016
 Howe Special Ed/Montessori
Tuesday, September 20, 2016

Henry Ford College Campus

Early College—Tuesday, September 20, 2016

DEARBORN
SCHOOLS

2016-17 Calendar

September 6, 2016 First Day All Students 1/2 Day, AM
June 16, 2017 Last Day All Students 1/2 Day, AM

August							September							October							November						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6															1							
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31						30	31												

December							January 2017							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	3	1	2	3	4	5	6	7													
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28					26	27	28	29	30	31	

April							May							June							Calendar is accurate as of February 2016. Although changes are not expected, it is not uncommon for the calendar to be modified to accommodate Duty or Professional Development Days.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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- All Students- 1/2 Day- AM
- All Teachers - 1/2 Duty Day—PM
- All Students- 1/2 Day- AM
- All Teachers- Professional Development Day
- No Students
- No School - Conference Release Day
- No School- Students & DFT Members
- Elementary- Full Day Students & Teachers
- Secondary- 1/2 Day- AM/Teacher Duty Day- PM
- Elementary- 1/2 Day- AM/Teacher Duty Day- PM
- Secondary- Full Day Students & Teachers
- Late Arrival Day - All Grades
- Updated February 2016