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 Salina Intermediate
Middle School
2016-2017



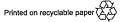
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My NWEA Re	adina Results					
Fall	ading Results	Winter	Spring		1	My Target
My NWEA Lai	nguage Resul	ts				
Fall		Winter	Spring	*	1	My Target
My Language	: Arts/Readin	g Interests				
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My Writing Plan





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



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Μv	Math	Grades	5
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1st Marking	2 nd Marking	3 rd Marking	4 th Marking	5 th Marking	6th Marking
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My NWEA Math Results

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Fall	Winter	Spring	My Target

My Math Interests

My Math Goal

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My Math strategies to reach my goal:

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Personal Growth

My Grades in Science, Social Studies, and Elective Classes

	1st Marking	2 nd Marking	3 rd Marking	4 ^{ւի} Marking	5 th Marking	6th Marking
Science						
Social Studies						

My Personal Interests

My Personal Growth Goal

My Personal Growth strategies to meet my goals:

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- •
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	Cafeteria	Bathrooms	Assemblies/Spectator Events/ Outside Activities
Be Respectful	*Use good manners *Speak quietly * Follow staff directions	*Respect other's privacy *Speak quietly *Respect school property	*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	*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	*Clean up after yourself *Dispose of litter properly *Report problems to a staff member	*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	*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	*Wash hands thoroughly with soap *Keep hands, feet, objects to self	*Keep hands, feet, and objects to yourself *Students must wait for and follow dismissal instructions *Enter and exit orderly in line single file

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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:	ĺ
Evaluator:	É
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	Heading in ink: Name/Class/Topic/Period/Date Standard (Olivery 1975)	` _		
	 Standard/Objective/Essential Question recorded. 			
Step 2:	Only main ideas, key words, and phrases recorded.			
Organize Notes	 Sufficient space/indentation is used to show relationships among main ideas. 			
140103	Abbreviations/symbols used appropriately.			
	 Bullets are used to create lists and organize notes. 			
	 Paraphrasing of notes is evident. 			
Step 3:				
Revise Notes	 Notes are numbered to indicate a new concept, main idea, or topic. 	<u></u>		_
MCVISC NOTES	Vocabulary/key terms are circled, and main ideas			
	are highlighted or underlined in pencil.	П	П	
****	 Missing/paraphrased information is added in red. 	n		
Step 4:	Questions on left are developed to reflect main			
Note Key Ideas	ideas in notes on the right side.		П	П
	 Questions on left are mostly higher-level 		-	L)
	(Bloom's Level 3-6 or Costa's Levels 2 and 3).			
Step 5:	Evidence that information has been added from			
Exchange Ideas	peer or teacher discussion, tutorials, or book.			
Step 6:	Summary reflects the questions/notes.			
Link Learning	Summary addresses all aspects of the essential			LJ
	question and is based on the standard/objective			
Ct 7	of the lesson.			
Step 7:	Information to be used on a test, essay, tutorial,			
Learning Tool	etc., is noted using an asterisk.			
Total:				
Grading Scale: Count the number of	of check marks in the "yes" and "inconsistent/incomplete	e" columns to	calculate grade	
	x 2 points =			
Inconsistent/Incom	plete x 1 point =			
No		: 26-24 C : 23	3-21 D: 20-18	F• 17-0
TOTAL	X 0 points = Your Grade:		Grade	, 0

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

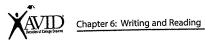
tive Essentials for Middle School

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.

_	ompleted	Symbol	Revision
		1, 2, 3 A, B, C	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.
		Key Word	Circle vocabulary/key terms in pencil.
		Main Idea	3. Underline main ideas in pencil.
)		1879 born & lived	4. Fill in gaps of missing information and/or reword or paraphrase in red pen.
		— Unimportant —	5. Delete/cross out unimportant information by drawing a line through it with a red pen.
-		?	Identify points of confusion to clarify by asking a partner or teacher.
		*	7. Identify information to be used on a test, essay, for discussion, etc.
		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.



Cornell Notes	Topic/Ob	ojective:	Name:	
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Clarifying



Academic Language Scripts for Socratic Seminar

	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?
2.	• 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 was the second 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"

The Write Path English Language Arts: Exploring Texts with Strategic Reading



Common Note-Taking Abbreviations

academy acad altitude alt and & or + April April Apr association assn at at mo atomic number at no atomic weight August August avenue ave Bachelor of Arts BA be Between b/w boiling point bp born born bcalories cal Celsius (centigrade) C centimeter cm century, centuries cent circa (about) c congruent corporation corporation country co cubic	academy acad altitude alt and & or + April April Apr association assn at @ atomic number at no atomic weight at wt August August August August August Abelie Bachelor of Arts BA Belie Between bb/w boiling point bp born born b calories cal Celsius (centigrade) C centimeter cm century, centuries cent circa (about) c congruent corporation corp country co cubic cu December Decedecrease, down department died difference, change district divide, division ÷ or divide district equal (approximately) ≈	acaden altituda and April associa at atomic atomic atomic Augus avenue Bache be betwe boiling born calorie Celsiu centir centu circa (congr corpo count cubic Decer decre depa died differ distri divid doctr empr equa equa estar	tion number weight	acad alt & or + Apr assn @ at no
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Fahrenheit	F
February	Feb
fluid ounces	fl oz
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government	govt
governor	gov
graduate(d)	grad
Gross National Product	GNP
hour	hr
id est (that is)	i.e.
if and only if	IFF, ↔
important	Į.
infinity	∞
incorporated	inc
institute, institution	inst
January	Jan
July	Jul
June	Jun
Junior	Jr
Kelvin	κ
kilogram(s)	kg
kilometer(s)	km
Limited	Ltd
March	Mar
May	May
mean	μ
meter(s)	m
miles per house	mph
millimeter(s)	mm
minus, less, negative, against	-
minute(s)	min
money, dollar(s)	\$

The Write Path English Language Arts: Exploring Texts with Strategic Reading

STUDENT HANDOUT



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mountain, mount, mountains	mt mts
no, not ever	Ø
not equal	≠
November	Nov
number	no or #
October	Oct
ounce(s)	oz
parallel	
part	prt
perpendicular	1_
pi	П
pint(s)	pt
plus, add	+
point	pt
population	рор
positive, good	+
pounds	lbs
published, publisher	pub
quart	qt
question	Q or ?
reference	ref
revised	rev
revolutions per minute	rpm
school	sch
second(s)	s or sec
September	Sep
series	ser
sigma—standard deviation	σ
similar	~
square	sq
sum/summation	Σ

symbols (greater than, more than, less than, etc.)	≥≤><
then, implies, towards, going	→
therefore, because	·.
theta—used for angles	Θ
times	×
to, too, two	2
union	U
university	univ
versus	vs
volume	vol
weight	wt
with	w/
within	w/i
without	w/o
yard(s)	yd

Think of some of your own shortcuts or abbreviations	

Additional Suggestions

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

Section 1: The Critical Reading Process: Interact with the Text

Calculating My GPA

ame:						
tep 1: Fill in your gr	ades below.		Step 2: Coun	t how many of ea	ach grade you ha	ve.
lass		de	Letter Grade	My Total		
nglish			Α			
ath			В			
istory			C			
ience			D		*	
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tep 3: Multiply each My Total	n grade that yo		by the value listed. Points Earned			
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ACT PLAN MY PRIORITIES			

2016-17 Open House & Conferences **ELEMENTARY SECONDARY**



Marking	Ending Instruction	onal
Period	Date Days	
1 9 weeks	Newspark 1 40	
1 3 Weeks	November 4 43	
2 10 weeks*	January 27 45	

		Duic	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

Version 1, May 2016

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1

	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	High School			
Monday	Tuesday			
October 24, 2016	October 25, 2016			
Wednesday	Thursday			
October 26, 2016	October 27, 2016			
Wednesday March 22, 2017	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

2016-17 Calendar

September 6, 2016 First Day All Students June 16, 2017 Last Day All Students

1/2 Day, AM 1/2 Day, AM

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			November
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dates will most likely be nd 17 but have not been

Professional Development

1/2 Day-- PM 1/2 Day- AM

Late Arrival Day - All Grades

Elementary-1/2 Day- AM/Teacher Duty Day- PM Secondary- Full Day Students & Teachers

Secondary- 1/2 Day- AM/Teacher Duty Day- PM

No Students

No School - Conference Release Day

No Students

Updated February 2016