

Creating ACT Improvement

**By Developing
The Culture**

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New Buffalo Area Schools Home of the Bison



...Creating a Culture of Learning and Respect

In just 4 year at New Buffalo the results are in:

ACT Scores

2013 Results	22.54	21.23	22.54	21.17	22.02	8.12
2012 Results	21.2	19.8	20.7	20.4	20.7	8.00
2011 Results	20.86	19.22	20.80	20.84	20.7	8.00
2010 Results	20.24	18.00	21.64	19.95	20.12	7.31
2009 Results	16.8	18.2	17.5	18.9	17.85	6.00

English Math Reading Science Composite Writing

50%+ Free and Reduced

30% College Bound in 2009 now 87%

No AP to college credit all areas

Focused on ACT instead MMC

High School Readiness Standards

9 of 120 with a 30+ ACT

Teachers eager to take the challenge

37% of seniors are 25 or higher

86% of the seniors are 18 or higher

Senior ACT Prep Class ²

Michigan MME

Day 1 - ACT Plus Writing® college entrance examination
4 Hours

Day 2 - WorkKeys® job skills assessments in
reading, mathematics, and "locating information"
3 Hours

Day 3 - Michigan-developed assessments in mathematics,
science, and social studies
2.5 Hours

ACT TEST

The Joy of Running

[1]

I keep in shape by running on an indoor track

several times a week. There are many advantages to

running as a sport, of which the top two advantages are: 1. **A.** NO CHANGE

B. sport, of which a few of the major advantages are:

C. sport, which I will now list:

D. sport

I never have to reserve a court or find teammates,

teammates are usual in many sports; I can run at

2. **F.** NO CHANGE

G. those who play tennis do have to worry about courts;

H. although running is hard on one's feet;

J. I need only shoes for equipment;

6. Given the evidence provided throughout the passage, the children probably silently mouth the word "no" (lines 94--97) because:

F. Mrs. Sennett has just called them bad, noisy children, and they are defending themselves.

G. they do not want to leave the Cape before the summer is over and are protesting.

H. they are letting the narrator know that Mrs. Sennett is thinking about returning to the Cape.

J. they are continuing their battle against Mrs. Sennett's intention to return to the Cape.

12. What is the sum of the 2 real solutions to the equation $x = 6 - x^2$?

F. 6

G. 2

H. 1

J. -1

5. According to the Oxygen Theory, both the burning of a material and the rusting of a metal involve:

A. converting the elements of the material into gaseous compounds.

B. forming oxygen-containing compounds from the elements in the material.

C. removing oxygen from the material and releasing it into the air.

D. producing high temperatures as a result of the chemical reactions.

ACT Standards English

EPAS English Standards for Transition by Strand and Score Range		
Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
20-23 Instructional level <ul style="list-style-type: none"> Identify the main theme or topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details 	<ul style="list-style-type: none"> Use a conjunctive adverb or phrase to express a straightforward logical relationship, such as chronology Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph 	<ul style="list-style-type: none"> Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses

Level 1 Juniors

24-27 <ul style="list-style-type: none"> Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to introduce or summarize the essay and to accomplish a fairly straightforward purpose such as illustrating a given statement 	<ul style="list-style-type: none"> Use conjunctive adverbs or phrases to create subtle logical connections between sentences, such as cause-effect Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Provide a transition between paragraphs when the essay is fairly straightforward 	<ul style="list-style-type: none"> Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence Identify and correct vague pronoun references Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
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Level 2 Juniors

ACT Standards Reading

Level 1 Juniors Literature

EPAS Reading Standards for Transition by Strand and Score Range					
	Main Ideas	Significant Details	Sequence of Events	Comparative Relationships	Cause-Effect Relationships
20-23	<ul style="list-style-type: none"> Draw simple conclusions using details that support the main points of more challenging passages 	<ul style="list-style-type: none"> Locate important details in uncomplicated passages 	<ul style="list-style-type: none"> Order simple sequences of events in uncomplicated literary narratives 	<ul style="list-style-type: none"> Identify comparative relationships between ideas and people in uncomplicated passages 	<ul style="list-style-type: none"> Identify clearly stated cause-effect relationships in uncomplicated passages
EPAS Reading Standards for Transition by Strand and Score Range					
	Meanings of Words	Generalizations	Author's Voice and Method		
20-23	<ul style="list-style-type: none"> Use context clues to define some words and interpret some figurative language in uncomplicated passages 	<ul style="list-style-type: none"> Make more specific generalizations about people and ideas in uncomplicated passages 	<ul style="list-style-type: none"> Make generalizations about the author's or narrator's attitude toward his or her subject in uncomplicated passages Understand the overall approach taken by an author or narrator, including point of view, in uncomplicated informational passages 		

ACT Standards Reading

Level 2 Juniors Literature

EPAS Reading Standards for Transition by Strand and Score Range

	Main Ideas	Significant Details	Sequence of Events	Comparative Relationships	Cause-Effect Relationships
24-27	<ul style="list-style-type: none"> Identify a clear main idea in any paragraph or paragraphs in uncomplicated passages Infer the main idea of some paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages 	<ul style="list-style-type: none"> Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages 	<ul style="list-style-type: none"> Order sequences of events in uncomplicated passages 	<ul style="list-style-type: none"> Have a sound grasp of relationships between people and ideas in uncomplicated passages Identify clearly established relationships between characters and ideas in more challenging literary narratives 	<ul style="list-style-type: none"> Identify subtly stated cause-effect relationships in uncomplicated passages Identify clearly stated cause-effect relationships in more challenging passages

EPAS Reading Standards for Transition by Strand and Score Range

	Meanings of Words	Generalizations	Author's Voice and Method
24-27	<ul style="list-style-type: none"> Use context clues to determine the appropriate meaning of multiple-meaning words or phrases in uncomplicated passages 	<ul style="list-style-type: none"> Make subtle generalizations about characters in uncomplicated literary narratives Make generalizations about people and situations in more challenging passages 	<ul style="list-style-type: none"> Understand the overall approach taken by an author or narrator, including point of view, in uncomplicated literary narratives

ACT Writing is at the 8 for Level 1

ACT Writing is at the 8+ for Level 2

ACT Standards Math

After completion of Alg. 1 & 2 and Geometry A

EPAS Mathematics Standards for Transition by Strand and Score Range

	Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties	Algebraic Expressions	Equations & Inequalities
20-23	<ul style="list-style-type: none"> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, computing an average with negative integers, and computing with a given average 	<ul style="list-style-type: none"> Translate from one representation of data to another (e.g., a bar graph to a circle graph) Determine the probability of a simple event Exhibit knowledge of simple counting techniques * 	<ul style="list-style-type: none"> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor 	<ul style="list-style-type: none"> Manipulate basic algebraic expressions (e.g., substitute integers for unknown quantities, add and subtract simple algebraic expressions, [multiply two binomials, *] and perform straightforward word-to-symbol translations) 	<ul style="list-style-type: none"> Solve routine first-degree equations

EPAS Mathematics Standards for Transition by Strand and Score Range

20-23	<ul style="list-style-type: none"> Comprehend the concept of length on the number line * Locate points in the coordinate plane Exhibit knowledge of vertical and horizontal lines and of their point of intersection Exhibit knowledge of slope * 	<ul style="list-style-type: none"> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) 	<ul style="list-style-type: none"> Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given 	<ul style="list-style-type: none"> Work with function notation in evaluating simple quadratic functions at integer values
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Geometry is Plane and Coordinate

Discrete Math ?

ACT Standards Science

After completion of Biology, Introduction to Physics, Introduction to Chemistry, Earth Science and ACT Prep.

Standards for Transition [®] for EPAS [®] Science Tests			
The Standards for Transition describe what students who score in the specified score ranges are <i>likely</i> to know and to be able to do.			
Score Range	Interpretation of Data	Scientific Investigation	Evaluation of Experiments, Models, and Assertions
24–27	<ul style="list-style-type: none"> Compare data from a complex table, graph, or diagram Interpolate between data points in a table or graph Identify or use a simple mathematical relationship that exists between data Identify a direct or inverse relationship between variables in a complex table, graph, or diagram Compare or combine data from two simple data sets Combine new, simple information (data or text) with given information (data or text) 	<ul style="list-style-type: none"> Understand moderately complex lab procedures Understand simple experimental designs 	<ul style="list-style-type: none"> Select a simple hypothesis, prediction, or conclusion that is supported by one or more data sets or viewpoints Identify strengths and weaknesses in one or more viewpoints Identify similarities and differences in two or more viewpoints Identify key issues or assumptions in an argument or viewpoint Determine whether new information supports or weakens a viewpoint or hypothesis

If you use a trimester schedule students should have 3 credits completed
In all four cores prior to the ACT.

	is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Identify the basic purpose or role of a specified phrase or sentence			
Delete a clause or sentence because it is obviously irrelevant to the essay			
Select the most logical place to add a sentence in a paragraph			
Delete obviously synonymous and wordy material in a sentence			
Revise expressions that deviate from the style of an essay			
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences			
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence			
Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts			
Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i>			
Provide appropriate punctuation in straightforward situations (e.g., items in a			

ACT Success Report

Model Course Syllabus—English—Grade 10

Course Description/Overview

In this full-year English class you will be reading literature including short stories, poetry, plays, autobiographies, and novels written in different time periods and from different countries. It is my hope that as you read and analyze the literature you will be clarifying your own beliefs and values. Class discussion is an integral part of our class, and I will do everything I can to make sure that all voices are heard in a supportive and encouraging environment.

In addition to our literature study, you will be writing a great deal, in many genres. I will encourage you to find your voice in expository, persuasive, and creative writing. You will find a larger audience by participating in many writing contests. You will have an opportunity to do some journal writing, where you can express yourself in a less formal way and keep a record of your growth and development during sophomore year.

We will also apply ourselves to grammar study and vocabulary development.

English 9, English 10 Benchmarks

College Course	ACT Subject-Area Test	EXPLORE Benchmark Grade 8	EXPLORE Benchmark Grade 9	PLAN Benchmark	ACT Benchmark
English Composition	English	13	14	15	18
College Algebra	Mathematics	17	18	19	22
Social Sciences	Reading	15	16	17	21
Biology	Science	20	20	21	24

English 9, English 10 Classroom

- Focus on
 - Literature & reading comprehension w/ nonfiction
 - Grammar
 - Vocabulary
 - Writing with Six Traits
- Assessing & Measuring
 - SPI test at beginning of course – modified PLAN Test
 - Post-test at end of course – same modified PLAN Test

English 11 Classroom

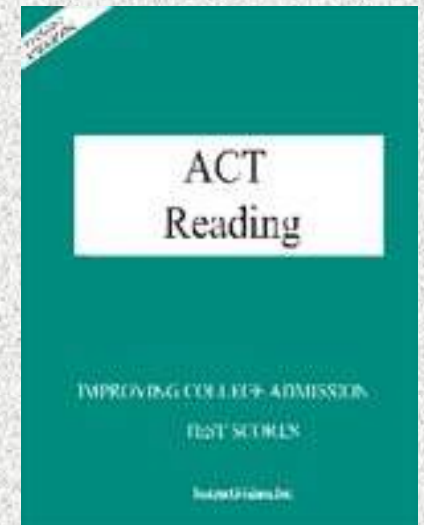
- Focus is the same
 - Literature & reading comprehension w/ nonfiction
 - Grammar
 - Vocabulary
 - Writing with Six Traits
- With more ...
 - Test-taking strategies
 - Test-timing strategies
 - Applying learned skills to the test

English 11 Classroom

- Assessing & Measuring – throughout the year
 - 1st trimester
 - Focus on skills, skills, skills in core areas
 - Take one full-length test of each core before final exam in early December – not timed
 - Final Exam consists of English & Reading tests
 - Scores tracked in Xcel spreadsheet

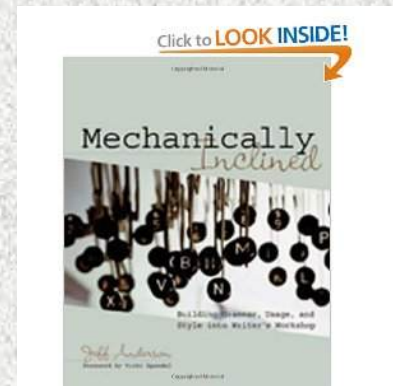
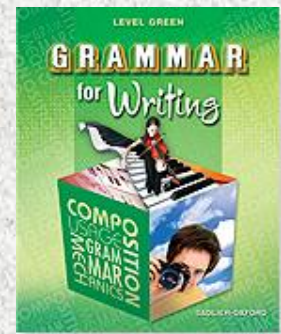
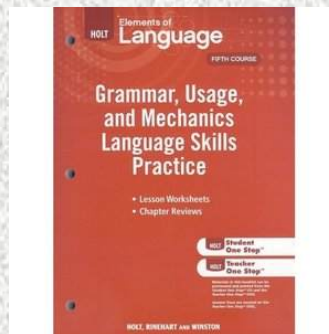
English 11 Materials & Resources

- Literature & Reading Comprehension (no textbook)
 - Books
 - *Bleachers* by John Grisham
 - *Marley & Me* by John Grogan (nonfiction)
 - *Pay It Forward* by Catherine Ryan Hyde
 - *Crunch Time* by Mariah Fredericks
 - Nonfiction
 - *The New York Times*
 - *ACT Reading* by Instructivision, Inc.
 - *TIME Magazine* & *Newsweek* magazines



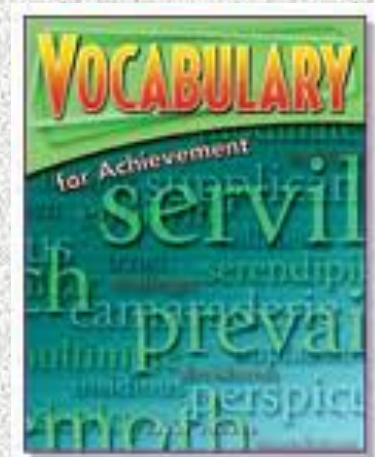
English 11 Materials & Resources

- Grammar
 - HOLT Elements of Language, Fifth Course. *Grammar, Usage, and Mechanics: Language Skills Practice* (workbook only)
 - I use textbook as a reference if needed
 - Sadlier-Oxford. *Grammar for Writing*
 - *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* by Jeff Anderson



English 11 Materials & Resources

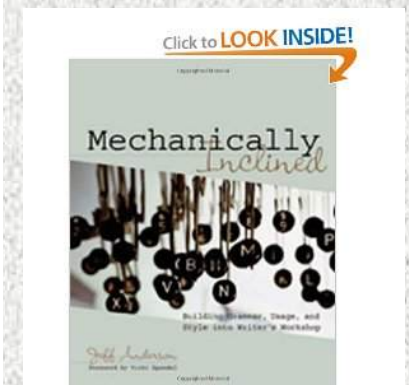
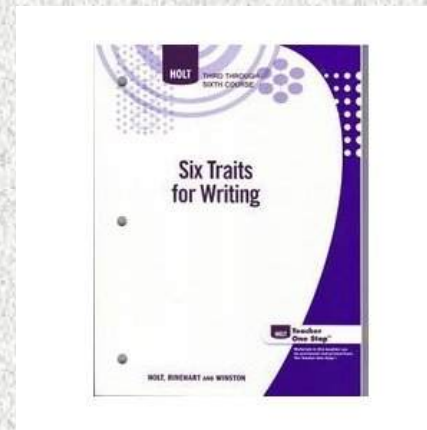
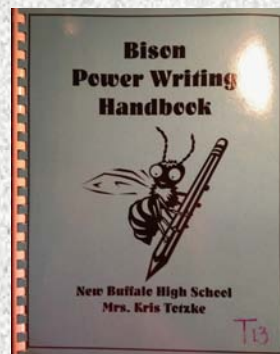
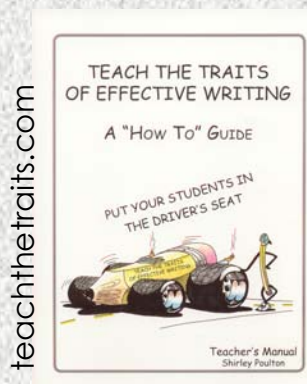
- Vocabulary
 - Great Source, Fifth Course. *Vocabulary for Achievement*
 - Words in context from readings
 - Novels and books
 - *ACT Reading*
 - *The New York Times*
 - *TIME Magazine & Newsweek*



English 11 Materials &

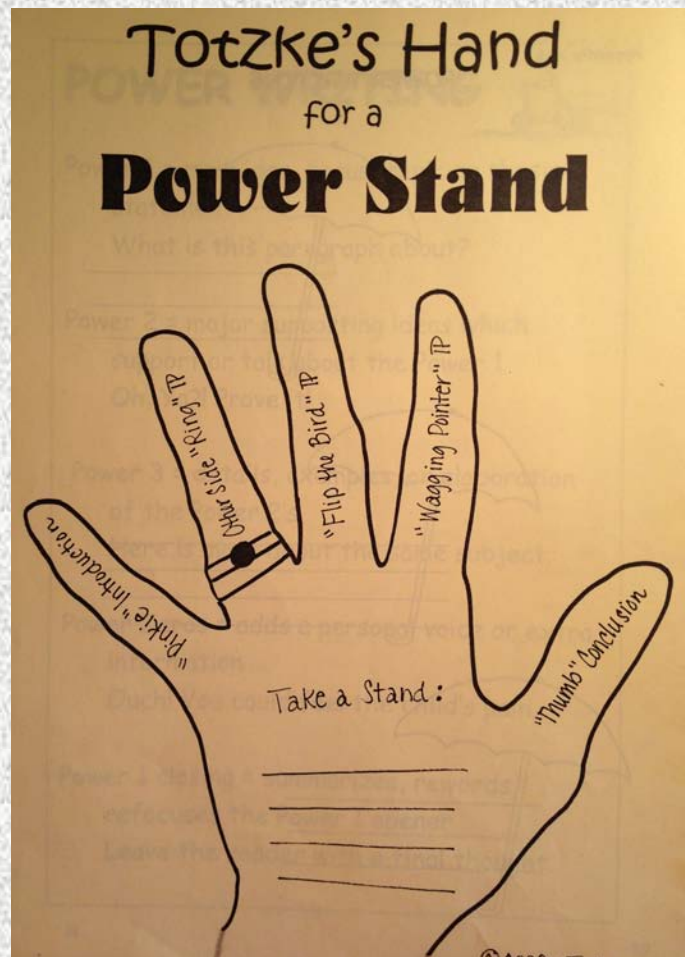
Resources

- Writing
 - *Teach the Traits of Effective Writing: A “How To” Guide* by Shirley Poulton (resulting *Bison Power Writing Handbook*)
 - HOLT. *Six Traits for Writing*
 - *Mechanically Inclined: Building Grammar, Usage, and Style into Writer’s Workshop* by Jeff Anderson



English 11 Materials &

- Writing Resources
 - *Bison Power Writing Handbook*



Totzke's Hand for a **Power Stand**

- "Pinkie" Introduction Paragraph
 - Restate or paraphrase the prompt
 - Thesis Statement
- Other Side "Ring" Paragraph
 - P1 – What does the other side believe? "Some people believe that ...?"
 - P2 – Why do they believe it?
 - P1 – "However, they are wrong ..."
 - P2 – Why they are wrong.
 - P2 – What is right or needs to be changed.
 - P3 – "For example, ..."
 - P1 – "Thus, the opposition is incorrect."
- "Flip the Bird" Paragraph
 - P1 – "One convincing reason why ..."
 - P2 – Why do you believe it?
 - P3 – "For instance, ..."
 - P1 – Close paragraph's argument
- "Wagging Pointer" Paragraph
 - P1 – "Another convincing reason why ..."
 - P2 – Why do you believe it?
 - P3 – "For example, ..."
 - P1 – Close paragraph's argument
- "Thumb" Conclusion Paragraph
 - P1 – "When all is said and done, (restate thesis)."
 - P2 – Summarize main points and arguments.
 - P3 – "For instance, ..." or "As one can see ..."
 - P1 – Close paper's argument with sentimental or philosophical clincher statement

English 11 Materials & Resources

- Writing
 - ACT Rubric – pulled apart

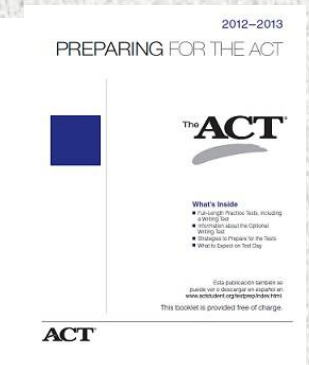
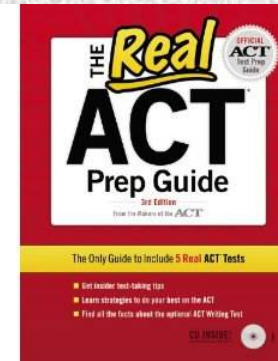
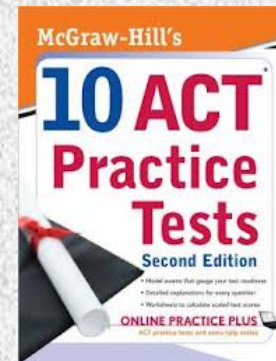
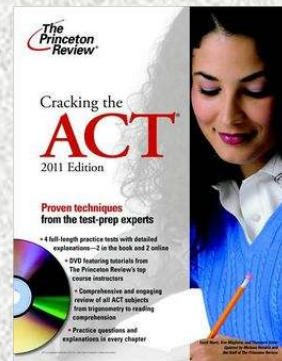
Outlined Six-Point Holistic Scoring Rubric for ACT Writing Test

Taking a Stance

	6	5	4	3	2	1
Position and Support	The essay takes a position on the issue and may offer a critical context for discussion. The essay addresses complexity examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position.	The essay takes a position on the issue and may offer a broad context for discussion. The essay shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counterarguments to the writer's position.	The essay takes a position on the issue and may offer some context for discussion. The essay may show some recognition of complexity by providing some response to counterarguments to the writer's position.	The essay takes a position on the issue but does not offer a context for discussion. The essay may acknowledge a counterargument to the writer's position, but its development is brief or unclear.	The essay may not take a position on the issue, or the essay may take a position but fail to convey reasons to support that position, or the essay may take a position but fail to maintain a stance. There is little or no recognition of a counterargument to the writer's position.	If the essay takes a position, it fails to convey reasons to support that position.
Ideas and Content	Development of ideas is ample, specific, and logical. Most ideas are fully elaborated.	Development of ideas is specific and logical. Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details.	Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details.	Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details.	The essay is thinly developed. If examples are given, they are general and may not be clearly relevant. The essay may include extensive repetition of the writer's ideas or of ideas in the prompt.	The essay is minimally developed. The essay may include excessive repetition of the writer's ideas or of ideas in the prompt.
Focus	A clear focus on the specific issue in the prompt is maintained.	Focus on the specific issue in the prompt is maintained.	Focus on the specific issue in the prompt is maintained throughout most of the essay.	Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained.	Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained.	Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained.
Organization and Transitions	The organization of the essay is clear: the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay.	The organization of the essay is clear, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used.	The organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious.	The organization of the essay is simple. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious.	There is some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading.	There is little or no evidence of an organizational structure or of the logical grouping of ideas. Transitions are rarely used.
Introduction and Conclusion	The introduction and conclusion are effective, clear, and well developed.	The introduction and conclusion are clear and generally well developed.	The introduction and conclusion are clear and somewhat developed.	An introduction and conclusion are clearly discernible but underdeveloped.	An introduction and conclusion are discernible but minimal.	If present, an introduction and conclusion are minimal.
Word Choice and Conventions	The essay shows a good command of language. Sentences are varied and word choice is varied and precise. There are few, if any, errors to distract the reader.	Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise. There may be a few errors, but they are rarely distracting.	Language is adequate, with some sentence variety and appropriate word choice. There may be some distracting errors, but they do not impede understanding.	Language shows a basic control. Sentences show a little variety and word choice is appropriate. Errors may be distracting and may occasionally impede understanding.	Sentence structure and word choice are usually simple. Errors may be frequently distracting and may sometimes impede understanding.	Sentence structure and word choice is simple. Errors may be frequently distracting and may significantly impede understanding.

English 11 Materials & Resources

- Test Prep
 - The Princeton Review. *Cracking the ACT, 2011 Edition*
 - McGraw-Hill's *10 ACT Practice Tests, Second Edition*
 - ACT. *The Real ACT Prep Guide, Third Edition*
 - ACT. *Preparing for the ACT*



Common Core and ACT

A First Look at the **Common Core**
and **College and Career Readiness**



On-line Experience



ACT Work Keys Prep software. Either of these will fulfill the on-line requirement and prepare students for the MME test.

iTunes U

Tennessee State Department of Education



ACT Workshop

Tennessee State Department of Education >

Details

Ratings and Reviews

Related

▲	Name	Time	Released	Description	Popularity
1	Abbreviated Test Booklet		Oct 29, 2009	Abbreviated Tests...	i [Progress Bar]
2	Analysis Tables		Oct 29, 2009	Abbreviated Tests...	i [Progress Bar]
3	The ACT_Test Question Analy...		Oct 29, 2009	Abbreviated Tests...	i [Progress Bar]
4	The ACT_Sample Test Questi...		Oct 29, 2009	Abbreviated Tests...	i [Progress Bar]
5	The ACT_Abbreviated Test B...		Oct 29, 2009	Abbreviated Tests...	i [Progress Bar]
6	Analysis Tables		Oct 29, 2009	Abbreviated Tests...	i [Progress Bar]
7	EXPLORE_PLAN_The ACT_Ab...		Oct 29, 2009	Abbreviated Tests...	i [Progress Bar]
8	EXPLORE_Test Question Ana...		Oct 29, 2009	Abbreviated Tests...	i [Progress Bar]
9	EXPLORE_Sample Test Ques...		Oct 29, 2009	Abbreviated Tests...	i [Progress Bar]
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IPAD APPS

Showing results for ACT.

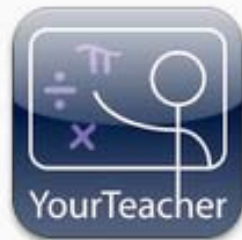
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ACT TestBank 36
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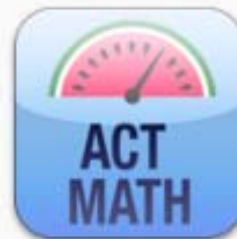
Flashcards*
Education

Free



ACT TestBank 36
- Preparation a...
Education

Free



ACT Math
Connect Free
Education

Free



Flashcards [+]
Education

Free



Animal Kingdom
- Bunny Act

Games

Free

Good Practice Websites

<http://www.4tests.com/>

<http://grammar.ccc.commnet.edu/grammar/>

<http://www.act.org/aap/writing/index.html>

<http://www.act.org/workkeys/pdf/Preparing.pdf>

<http://www.act-sat-prep.com/>

<http://www.mel.org>

http://www.internet4classrooms.com/act_sat.htm

<http://www.grammarbook.com>

<https://www.number2.com/>

<http://www.studyguidezone.com/acttest.htm>

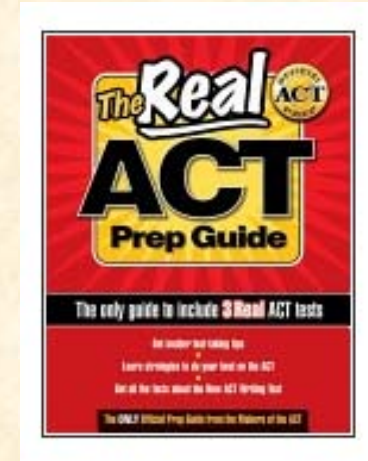
<http://owl.english.purdue.edu/owl/>

<http://www.act.org/workkeys/assess/reading/index.html>

<http://www.learnatest.com/LEL/index.cfm/?HR=http://elibrary.mel.org>

ACT PREP CLASS

- ◆ Grading – A, B, CR or NC
- ◆ Day 1 Practice test
- ◆ Separate students by math scores
- ◆ Test taking strategies
- ◆ Learn to use the calculator
- ◆ Tell them all about the test
- ◆ Tell them it is designed so most to finish it
- ◆ If you get 50% right, it's an 18
- ◆ 2 questions per section make a big difference
- ◆ Teach the 5 paragraph persuasive essay
- ◆ Test at the end to see progress



ACT PREP CLASS

Academic Collegiate Transitions

	Winter	Term	
1st Hour	English Reading Fluency / Vocab.	Math Sample items / Calculator Usage	Science Review of unique areas like astronomy and test taking strategies
2nd Hour	English	Math	Science
Required of all 11th grade students in the Winter Term.	4 Weeks	4 Weeks	4 Weeks

Content Areas Basics

- **Gifted students are moved up to the next level, not stagnated or off on a different track.**
- **Classes should be determined to be state testing preparation level or ACT preparation level. Teachers should know if their warm-up board work should be sample ACT or sample MEAP questions.**
- **Departmental meetings should include middle and high school teachers and be encouraged to work on variety of instruction and retention strategies being shared.**
- **All reading assignments have an assessment piece with them to work on reading comprehension in all classes.**
- **No writing assignments will be accepted by the teacher if the penmanship is poor and or has numerous grammatical errors.**
- **In middle school sample testing should not include timed tests. Student should circle the answers they guess on to help determine what they really know.**
- **Test timing can be done by classroom quizzes and during the junior year.**
- **In English instruction should be old school. Grammar and vocabulary workbooks should be used. The reading done in high school should focus on short story informational text. Teachers should add No Change to the distracters on their tests.**
- **In math student need to practice the necessary formulas and have lots of calculator practice.**
- **In science, charts, graphs and data need to be common place in bell work and instruction.**
- **Students who get an 18 or better in any subcategory should be able to use it for testing out credit as an incentive to perform.**
- **Use Explore (Aspire) test scores to accelerate 9th grade students. For example: 21 or better Explore English would put them in 10th grade English.**
- **The goal is to have every student get at least an 18 composite score to make them four year college eligible.**

Common Path	Fall	Winter	Spring
9th Grade	Algebra 1 A	Algebra 1 B	<i>Repeating all failures</i> <i>Must get a C+ or</i> <i>repeat Algebra. 1 B</i>
10th Grade	Algebra 2 A	Algebra 2 B	
11th Grade	Geometry A Plane & Coord.	Discrete Math ACT PREP	Geometry B
12th Grade	Trig. A or other math	Trig. B or other math	

Math Homework Basics

Retention is most critical in the math area. It is very important that teachers not get in the math rut. Homework should be the product of the class work for practice at home. Math teachers don't need to give homework every night. Here are some homework basics:

- Homework is given as an extension of the learning that takes place in the room.
- The amount of homework should be reasonable (a "C" student should not take more than 30 minutes to complete the homework).
- Late work is either not accepted or penalized in grade reduction.
- Guided practice in class should be given to check for understanding before students leave the class.
- Teach for retention by having a problem or two from previous the day's homework.

Math Homework Strategies

The following 12 strategies should be used randomly and at the teacher's discretion. These strategies break the monotony, hold students more accountable, and should check for understanding.

1. Homework Quiz (similar problems). This is the most frequently used approach. Students are encouraged to ask questions when they go over the homework and write notes on their homework because it can be used on the quiz. Issue 3 pts. for the quiz and 1 pt. for having the homework completed.
2. Teacher corrects only 5 questions and gives a 1 to 5 grade. (Spot Check)
3. Students are called on randomly to go to the chalkboard to explain the problem.
4. Students find a partner or are assigned one, and they jointly check each other's work and submit an answer sheet.
5. Do nothing with it on occasion.
6. Students exchange and correct.
7. Student self-corrects and turns it in.
8. Parts are assigned and presented in class by students.
9. Students write a paragraph of what the lesson taught them.
10. Teacher collects and corrects the entire homework assignment.
11. Use 4-point check system. (4=100% correct, 3=75% correct, 2=50% correct, etc.)
12. Read off answers and have students stand if they agree.

High School Readiness Standard

Specifically, the student must at a minimum:

- **Achieve a score of fifteen (15) on each of the Explore Test subtests (English/Language Arts, Math, Reading, Science);**
 - **Receive passing grades (A, B, C, D) in Math and English/Language Arts;**
 - **Pass either Science or Social Studies;**
- * Special Education students will be determined at the IEP.*

The Explore score should be set based on your school's data.

Students can attend summer school remediate and retest or return to the 8th grade in the fall trimester.

School Day Schedule

New Buffalo Bonus Period

1st period – 7:50 – 9:02

2nd period – 9:06 – 10:18

3rd period – 10:22 – 11:34

“A” Lunch – 11:34 – 11:59

“B” Lunch – 12:13 – 12:38

4th Hour – 11:38 – 1:15

5th Hour – 1:19 - 2:31

Bonus – 2:35 - 3:10

(M-1st, T-2nd, W-3rd, Th-4th, F-5th)

Periods 72 minutes

Lunch 25 minutes

Passing Time 5 minutes

Bonus 35 minutes

Mission

Create and maintain a culture of learning and respect.

Goals

- **# 1 Raise Test Scores**
- **# 2 Make kids feel better about being in our buildings.**
- **# 3 Hire Great People**
- **# 4 Don't spend more than you take in.**

Non-Negotiables for Creating a Culture for Learning

- 1. We believe and act on the belief that all students can learn!**
- 2. We collectively develop clearly articulated norms that we adhere to in our work.**
- 3. We accept learning as the fundamental purpose of the school and examine all our practices in light of their impact on learning.**
- 4. We engage in, model, and promote collaborative practice.**
- 5. All the students belong to all of us.**
- 6. We establish and maintain an atmosphere of mutual respect.**
- 7. Isolation is not an option. Collaboration is a right and responsibility.**
- 8. All adults are committed to the success of all other adults.**
- 9. We focus on results: That means we analyze assessment results together, make data-driven decisions, establish goals for specific measurable skills and knowledge, identify improvement strategies, and adapt instruction to meet student needs.**

How to change the culture for Administration and Board!

- 1.Awareness of current performance. **What does your data say?**
- 2.Change policies based on it coming from the staff to you. **Performance dictates opportunity !**
- 3.Few teacher preps. **K-12 focus on teachers skills.**
- 4.Parent communication increased by policies. **Progress reports/emails/surveys**
- 5.**Trust** the staff and principals when you don't know if it will work. **Require data back.**
- 6.Change the scope and sequence of classes to get kids test ready. **March of 11th Grade**
- 7.EDP's for all students. **Treat regular ed. as if they were special ed.**
- 8.RTI in schedule. **It can't be done during class time.**
- 9.DO PD that is about teaching and learning.
- 10.Focus on standardized tests not MME or MEAP's. **ACT is the kid's ticket to college.**
- 11.Merit Pay that reflects performance. **\$ / Points Hand out thank you checks.**
- 12.College Visits starting as early 8th grade. **They need to see and feel a college.**
- 13.Put in a secondary reading program. **Special ed. or regular ed.**
- 14.Spend tech money on hardware. **Close computer labs for classroom space.**
- 15.Setup ideal testing environments. **Off site testing with a special lunch.**
- 16.Teachers who feel valued do a better job. **Get staff input often.**

1. Awareness of current performance. **How does the state look at us.**
2. Fix curriculum content 11 down. ACT.org **The common core is driven by higher ed.**
3. Give them data **Profile the students information.** **How to change the culture for Teachers!**
4. Remove Remedial and honors. **Move up students.**
5. Create strong comprehensive final exams. **Pre and Post testing.**
6. Recognize star teachers. **The method needs to change often.**
7. Teach for retention. **It does matter how far you get, it matters how much they remember.**
8. Use released test items. **Quality test and great practice**
9. Make tests look like standardized tests. **Practice what they have to do we don't test this way now.**
10. Less homework but more meaningful. **If it made on a copier probably not a good idea.**
- 11.12 Powerful Words **Teach the language of standardized testing.**
12. Where's the Answer. Simple strategies to unravel the test.
13. Reading as homework. **Information reading with check for understanding the next day.**
14. Writing in all areas. **Except math and using a simple format to correct.**
15. Communicate to parents, emails, voice mail, letter, and calls. **P/T conference time for no shows.**
16. Special Ed. Grading **The use of CR and NC instead of grades when accommodations are significant.**
17. Develop course ownership. **Everyone should own something and be responsible.**
18. Common Classroom Expectations. **Posted in every room with the principal's name on it.**
19. Talk to students about college and testing. **What is it like and why is it given.**
20. Focus on relationships **Uniqueness of the teacher needs to be shown.**

How to change the culture for students!

- 1.Awareness of current performance. Assemble with staff to tell the facts **Why are the test important to them.**
- 2.Set goals ACT/MME **18 ACT and 4's on Workkeys.**
- 3.Progressive Honor Roll **.5 higher term GPA compared to cumulative GPA**
- 4.School Marquee **A huge PR tool**
- 5.Create incentive for test scores. MME, ACT and AP. **Test out, credit recovery, advancement.**
- 6.Change attendance policy to final exam performance. **Performance dictates opportunity.**
- 7.Final grade can't be failing if they pass the final exam. **Common Sense**
- 8.Create graduation recognition (no Val or Sal). **Graduation should recognize the class.**
- 9.Senior Scholars recognition. **Set a standard instead of ranking.**
- 10.Create a HS readiness standard for 8th grade. **Make middle school count.**
- 11.Use scores to promote students. **8th grade for HS classes**
- 12.Sample Tests **Best form of preparation.**
13. Schedule Tier 2 RTI **Guided Academics Bonus period, mentor groups, seminars**
14. Academic Letters **Or at least an academic achievement night.**
- 15.No remedial or honors classes. **Kids want the path of less resistance**
- 16.Up scale class offerings. **Direct credit, AP, CLEP**
- 17.Survey them at the end of the term. **Just like colleges do.**

Guided Academics Class

The same setup as resource room classes

This course can be taught by anyone.

18 to 1 ration

This is taken as an elective as many times as necessary.

Who can take the class.

Intervention strategy.

Special education is the caboose not the repair shop.

Graduation Recognition

Senior Scholars - ACT + GPA (1700 pts.) Will receive Medallions be recognized in the local paper, stand and be recognized individually during the graduation ceremony and be noted in a special part of the graduation program.

Summa Cum Laude - (3.9 and above GPA' s) Will receive a gold cord to wear during the ceremony, stand and be recognized individually during the graduation ceremony, and be noted in a special part of the graduation program.

Magna Cum Laude - (3.7 up to 3.9 GPA' s) Will receive a gold cord to wear during the ceremony, stand and be recognized individually during the graduation ceremony, and be noted in a special part of the graduation program.

Cum Laude - (3.5 to 3.7 GPA' s) will stand and be recognized individually during the graduation ceremony, and be noted in a special part of the graduation program.

Honor Roll - (3.0 to 3.5 GPA' s) will be noted in the program.

Excessive Absence

- On a student's eighth (8th) absence, the student will be required to achieve at least a C+ on the final exam to have his/her grade calculated for the term. **(Testing In)**
- If the student does not attain a C+ grade on the exam, the student will receive no credit for the course.
- On a student's 12th absence from a class, they will not receive credit in the course (NC).

Retaking Classes

- Students are encouraged to retake required classes.
- Students who pass a course and choose to retake it will have CR (credit) placed on the lower grade on their transcript. The credited course does not apply toward the content graduation requirements, but is used in elective credit necessary for graduation.
- A failed class that is repeated is given an NC (no credit). Both NC and CR do not change a student's GPA. Students are not permitted to retake classes in which they have received a “B-” or higher. For example, my son received a “D+” in the first part of geometry and the second time received a “B-” as his grade. The “D+” turned into a credit (CR) because he, indeed, passed the class and the CR was applied to elective credit.
- Students and parents should not be given the choice about retaking failed classes. Their schedules should just be changed. The week before a term ends, counselors should be given a note from the teachers telling them students who are not able to pass at this point.
- During the one-week period of class changes, student failures need to be addressed. Students need to be removed from elective classes and have their schedule rebuilt based on required classes being taken.

Fall

Geometry A - ~~D~~
CR

Winter

Geometry A - B

Student Recognition

Progressive Honor Roll

Any student who attains a .5 higher term GPA in comparison to their cumulative GPA, makes the Progressive Honor Roll.

*Athletic Passes – In the local paper – On the wall of the office –
dance ticket – Lunch tickets*

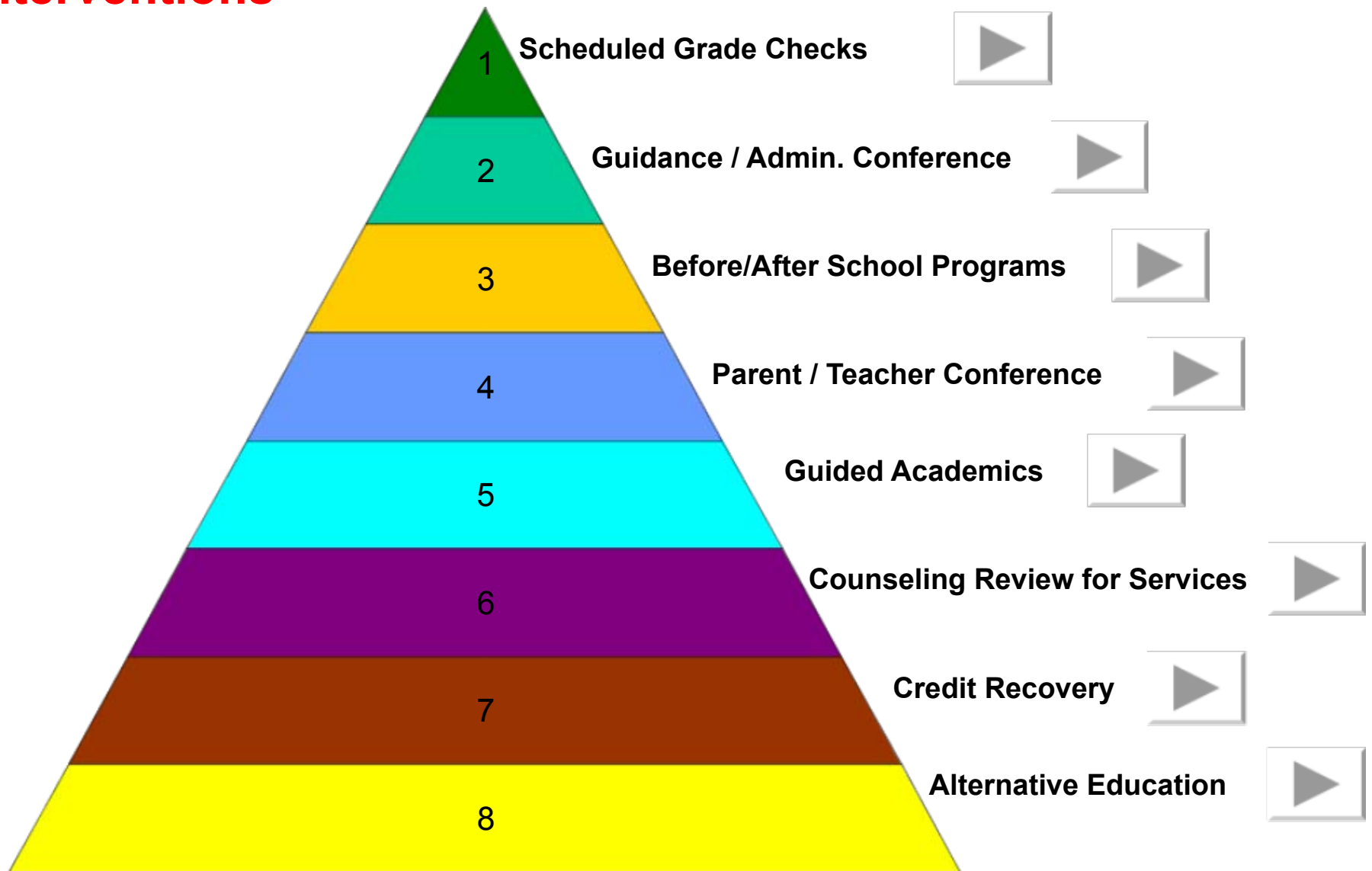
**Academic Awards – Reverse of Athletic Letter
Program**

**Students of the
Month**

Good News from School Cards

(EMAIL)

Pyramid of Interventions



IEP at a Glance – 9th Grade Placement of students – Powerschool Logs – Email Parents