

Millennium Middle School
SYNOPSIS OF SCHOOL-WIDE PROGRAMS
2012-2013

Our Mission Statement

Is to provide an engaging and safe learning environment where each student's diversified needs are challenged and social needs are met, creating productive citizens and lifelong learners.

Expectations:

All teachers are expected to share our school vision, "Soaring To Achieve Results For Success." We are a school dedicated to the success of our students, not just in and throughout the school, but also in the community. Our students should be able to take what they have been taught in the classrooms and successfully apply that learning to community events.

Accelerated Reader Program

- Who? All teachers and students
- When? Daily – during STAR and reading class instructional time.
- What? AR is a management system that provides feedback on individual student reading progress. Students read AR novels or nonfiction material independently during STAR Time and for homework. After reading the book students complete a Reading Response and take an AR test to assess comprehension. Points earned for passing the tests or alternative assignment are based on the reading level of the book or material. This counts as a test grade for Reading.
- Why? To expose students to various forms of literary genre and motivate students to practice reading independently. Points encourage students to reach for higher and higher goals, expanding their reading interests. Book talks and student conferences also enhance the reading motivation.
- How? When a student completes an AR novel or nonfiction material, they will show the completed Response Prompt to their Reading Teacher to take an AR test. The reading teacher will administer the AR test or alternative assignment. During Media Time or when a student has finished a book they are sent to the

Media Center to checkout a new book. Individual incentives and school-wide contests will be provided throughout the year.

**Contact: Michele Gandy, Reading Department Chairperson
Marie Garrido, Reading Coach**

Aligned Curriculum Guides

- Who? All content area teachers and students
- When? The curriculum guide is designed for instruction on a weekly basis, but focuses on one quarter at a time.
- What? An aligned guide for teaching curriculum across all content areas to ensure that students are able to make connections and gain new knowledge on content being taught. By applying what they know, students will have a better understanding of the content.
- Why? To provide teachers with a way to help students make connections across the content areas. The content is aligned so that students are learning the content in a variety of formats.
- How? Teachers plan instruction based on the content outlined in the curriculum guides. Teams work together to plan projects and thematic units. Departments work together to develop quarterly exams for their content area.

Contact: Marie Garrido, Reading Coach

B.E.S.T. (Building Effective Strategies for Testing)

Reading Focus

- Who? Reading, Social Studies, Language Arts, and Science Teachers
- What? Interactive reading lessons that strengthen content area standards.
- When? While teaching the assigned content areas, teachers will integrate the BEST strategy that corresponds to the reading instructional focus calendar. However, it is not limited to the specific skill being taught.
- Why? To expose students on a regular basis to a higher order of reading competencies in preparation for the Florida

Comprehensive Assessment Test (FCAT) and enrich content area standards.

How? Utilizing the curriculum guide and instructional focus calendar, the teacher will select strategies that help students understand their content in a more meaningful way. The B.E.S.T. process is an interactive approach to transfer skill knowledge into content area. These strategies follow the before, during and after lesson presentation model. Students will maintain a B.E.S.T. folder containing all of the completed assignments. Teachers will receive overheads/binder of each strategy to utilize with their lessons.

Contact: Marie Garrido

B.E.S.T. (Building Effective Strategies for Testing)

Math Focus

Who? Math Teachers

What? Math teachers will teach students how to use B.E.S.T. strategies. The B.E.S.T. Strategies will help students model alternate ways to express solutions, such as, short and extended responses, multiple choice and gridded responses.

When? Teachers will use strategies when reviewing answers to mini-assessments and “Countdown to FCAT.”

Why? To expose all students in choosing the best method to solve real-world math problems

How? Follow daily math instructional calendar and aligned curriculum guide.

Contact: Jennifer Schorr, Math Department Chairperson

C.A.R.E. (Communicating About Real Experiences)

Who? All students

When? Daily from 9:30 a.m.- 9:55 a.m.

What? C.A.R.E. is an advisor/advisee program. An advisory program is an arrangement whereby one adult and a small group of students have an opportunity to interact on a scheduled basis in order to provide a caring environment for academic guidance and support.

Why? Every student needs to have a relationship with at least one adult in the school which is characterized by warmth, concern, openness, and understanding

How? Teacher guided lessons during scheduled C.A.R.E. time.

Contact: Mrs. Sabrina Elsinger, Assistant Principal

Checkpoint

Who? All students

When? Once per month

What? Checkpoint is a maintenance program that focuses on the strands and benchmarks assessed in each content area. This program will allow students monitor their academic progress in Reading, Math, Writing, and Science by keeping a folder and graphing their progress throughout the entire school year.

Why? As part of the 8-step process, maintenance is a critical piece that students need to be involved in. Teachers and students will have the chance to see growth after each concept, and have quarterly individual conferences to set a plan of action for growth.

How? Each student will maintain their own data folder. On this folder, they will record their previous year's FCAT and set goals for the new school year. Throughout the year, student's will monitor their progress on FCAT Practice Tests, Benchmark Assessment Tests and Mini-Assessments. Additionally, they will conference with their teachers quarterly, to assess their progress and adjust their plan of action, if necessary.

Contact: Ryan Atwood

Do Everything Write! (D.E.W.)

Who? All First Block Teachers (except teams that have first block planning)

When? Wednesday (45 minutes according to team's schedule)

What? Students will learn effective writing skills through strategies based on the Six Traits of Writing, elements of the FCAT Writing exam, and creative writing. Students will engage in activities based on mini-lessons then progress to writing expository and persuasive essays.

Why? To teach students effective writing skills to achieve positive results towards the school's writing goal.

How? Based on D.E.W. program guidelines, teachers will instruct students through mini-lessons and school-wide writing prompts. Student work will be kept in designated folders in a box/file for other content area classes. Student work in Language Arts classes will be in section 3 in the writing portfolio.

Contact: Charlene Nelson, Language Arts Department Chair

FCAT Saturday

Who? All students

When? October 2012- December 2012 (8th Grade Writing); January 2013 – April 2013 (All Grades Reading and Math)

What? Specific instruction in skills to perform well on the FCAT Reading, Math, and Writing

Why? FCAT Saturday is an additional opportunity for student success in preparation for the March FCAT assessment.

How? Students will engage in activities specific to mastering the FCAT. Instructional strategies, such as Cooperative Learning, Think, Pair, Share and Direct Instruction will be used to motivate the students and make them feel more confident in taking the FCAT.

**Contact: Henry Brown, Assistant Principal
Ryan Atwood, FCAT Saturday Coordinator**

FCAT Tip of the Day

Who? All students

When? Daily

What? The FCAT Tip of the Day is a motivational program to get the students prepared for the FCAT assessment.

Why? To expose the students to test-taking strategies.

How? The tip will be placed on the weekly bulletin for each day and announced on the Morning Announcements.

Contact: Mrs. Sabrina Elsinger, Assistant Principal

Read 180

Who? ESOL reading/Intensive reading classes
 When? During scheduled class time and Elective
 What? A research-based reading intervention program. It involves students in activities such as Shared Reading, Read-Alouds, Journal Writing, and Independent Reading, as well as computer based instruction.
 Why? To improve the reading levels of our struggling readers and expose them to various forms of literary genre.
 How? The program helps students engage in meaningful, high-interest activities that they can have success in completing. It builds a positive and safe environment for learning. The students are exposed to a print rich environment surrounded by books and print rich materials. The teacher models successful reading techniques through read alouds and shared reading, allowing students to work at their instructional level.

Contact: Lillian Flores, ESOL Department Chair

Shared Inquiry/Socratic Method

Who? All students, especially advanced and gifted classes
 What? A reading, writing, and discussion program that leads to “shared-inquiry.” The facilitator (teacher) uses interpretive questioning techniques.
 Where? Any Class
 When? Various texts that are open to multiple interpretations are incorporated into the curriculum for enrichment purposes.
 Why? To develop student led discussions, while enhancing critical thinking skills such as drawing conclusions, inferences, and predicting.
 How? The teacher presents the class with a text and an open-ended interpretive question, like those that are part of the Junior Great Books program (several grade levels are available). Students take time to craft a response by going back to the text for support and discuss their answers by building off the ideas of their classmates instead of looking for the “correct” answer from the teacher. The discussion can be followed up with a related writing prompt.

Contact: Marie Garrido, Reading Coach
For more information on training see contact person.

Springboard

- Who? All Language Arts Classes will utilize SpringBoard curriculum
- When? SpringBoard is designed for instruction on a daily, quarterly and extended time based on instructional focus.
- What? SpringBoard® is the foundational component for the College Board's College Readiness System, offering a proven Pre-AP program that increases participation and prepares a greater diversity of students for success in AP, college and beyond – without remediation. Based on College Board Standards for College Success and aligned to the Common Core State Standards, SpringBoard offers the only integrated college readiness solution that includes a rigorous curriculum, formative assessments and sustainable professional development. Novel Study is also a part of the SpringBoard curriculum.
- Why? To provide students with rigorous and relevant higher order of competencies and enrich core content area standards.
- How? Each student will have a consumable SpringBoard book. Each teacher will have a SpringBoard teachers edition with movie clips to accompany the text. Novels will also be incorporated into the instructional focus. SpringBoard strategies will be used for Language Arts documented B.E.S.T strategies.

Science FCAT Afterschool Camp

- Who? All 8th grade students
- When? Tuesdays and Thursdays afterschool March 12, 2013 – April 11, 2013
- Why? Students have an opportunity to review Earth/Space and Life Science without interfering with their regular science classes.
- How? Students will participate in hands-on and cooperative activities that are directed at reviewing or re-teaching 6th and 7th grade curriculums, which will be assessed on the FCAT.
- Contact: Tammy Barnes, Science Department Chairperson**

Stop Take out a book And Read (STAR)

- Who? All teachers and students
- When? During the scheduled time for your team
- What? Students will practice independent silent reading for 30 minutes each day. Teachers will give students a grade for their participation. This activity works in conjunction with our Accelerated Reader Program.
- Why? To increase reading comprehension through reading practice. Practice builds proficiency. This activity will also increase a student's ability to read for longer periods of time as needed for the FCAT, build fluency and vocabulary through wide reading.
- How? Teachers will engage students in independent reading books of their choice. Students will select a book that has a reading level within their independent reading range as measured by diagnostic data.
- Contact: Michele Gandy, Reading Department Chairperson
Marie Garrido, Reading Coach**

TIP (Team Interdisciplinary Project)

- Who? All content area teachers and students
- When? A project will be completed on a quarterly basis.
- What? A quarterly project incorporating SSS in all content areas. It counts 15% of the overall grade in each class.
- Why? To provide teachers with a way to help students make connections across the content areas, as well as enrich the curriculum for the students.
- How? Teachers plan instruction based on the rubric provided across each grade level. Students work both in and outside of class to produce a final product as outlined in the provided rubric.
- Contact: Ryan Atwood and the Curriculum Committee**

Word Wall

- Who? All teachers
- When? Daily
- What? A word wall is a systematically organized collection of words on display. It is a tool to use, not just display. Word walls are

- designed to promote group learning in the classroom. Words are pulled from all content areas including character education.
- Why? To assist students with content area vocabulary words and concepts.
- How? Words will be provided on the bottom of the teacher's weekly bulletin. Teachers are encouraged to create a classroom word wall with not only the provided list, but content area vocabulary too.
- Contact: Charlene Nelson, Language Arts Department Chair
Tammy Barnes, Science Department Chair**

Working On the Work (*WOW*)

- Who? All teachers
- When? Daily
- What? *WOW* is a habit of the mind, with a focus on quality not quantity work. The framework of *WOW* is a way to design quality student work, more effectively while setting the stage for success.
- Why? There are five levels of student engagement. Authentic (*I want to do this*), Ritual (*I have to attitude*), Passive Compliance (*I have to, but I don't want to*), Retreatism (*I really don't want to*) and Rebellion (*I am not doing it.*) As teachers, we must always be aware of student participation. We need to realize that lessons are designed for student success not teacher success and student- made rubrics are a plus to this framework.
- How? Teachers will keep student engagement in mind as they plan instruction integrating the design qualities as appropriate. Teachers also work together to discuss lessons and the resulting student work to revise the assignments to maximize the engagement and achievement of the students.
- Contact: Amy Petros, Marie Garrido, Charlene Nelson**

Writing Contest

- Who? All students and Language Arts teachers
- When? Specialized essays will be announced monthly. The winners will be announced by the 20th of the month.

- What? Students will participate in a monthly writing contest throughout the school year. Essays will be based on the Eight Character Traits provided by the school district and other high interest topics.
- Why? To increase writing skills in preparation for the FCAT writes. Our Partners in Excellence and PTSA will provide incentives.
- How? Teachers will advertise each writing contest in their classrooms And students will earn incentives to participate.
- Contact: Charlene Nelson, Language Arts Department Chair**

Grade Percents

Classwork/Homework	25%
Test/Quizzes	40%
Quarterly Exam	15%
T.I.P.	15%
S.T.A.R.	5%

Elective Grade Percents

Classwork/Homework	20%
Tests/Quizzes	20%
Participation	10%
S.T.A.R.	10%
Projects	20%
Quarterly Exam	20%

Soaring To Achieve Results For Success