

Creating the Trimester School

By

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www.trimesters.org

Traditional Day						
1st Hr.	60 Min.					
2nd Hr.	60 Min.					
3rd Hr.	60 Min.	Two 90 day Semester				
4th Hr.	60 Min.	Year long and 1/2 Year Classes				
5th Hr.	60 Min.					
6th Hr.	60 Min.					

Block 6 Week					
	M	T	W	TH	F
1st Hr.	60Min.	80 min	40 min	55Min.	55Min.
2nd Hr.	60Min.	40 min	80 min	55Min.	55Min.
3rd Hr.	60Min.	80 min	40 min	55Min.	55Min.
4th Hr.	60Min.	40 min	80 min	55Min.	55Min.
5th Hr.	60Min.	80 min	40 min	55Min.	55Min.
6th Hr.	60Min.	40 min	80 min	55Min.	55Min.

7 Period Rotating Day						
	M	T	W	TH	F	
1st Hr.	60Min.	1	7	6	4	3
2nd Hr.	60Min.	2	1	7	5	4
3rd Hr.	60Min.	3	2	Sem.	6	5
4th Hr.	60Min.	4	3	1	7	6
5th Hr.	60Min.	5	4	2	1	7
6th Hr.	60Min.	6	5	3	2	Sem.

7 Period Day					
1st Hr.	50 Min.				
2nd Hr.	50 Min.			Teach 6 of 7 classes	
3rd Hr.	50 Min.			Teach 5 of 7 classes	
4th Hr.	50 Min.			(This will cost 4 more staff)	
5th Hr.	50 Min.				
6th Hr.	50 Min.				
7th Hr.	50 Min.				

Block 8 or A-B Rotating Day						
	M	T	W	TH	F	
1st Hr.	90 Min.	1	5	1	5	1
2nd Hr.	90 Min.	2	6 Sem.	2	6 Sem.	2
3rd Hr.	90 Min.	3	7	3	7	3
4th Hr.	90 Min.	4	8	4	8	4

Block 8 or A-B Rotating Day Modified						
	M	T	W	TH	F	
1st Hr.	90 Min.	1	5	1	5	1 45 Min.
					2	45 Min.
2nd Hr.	90 Min.	2	6 Sem.	2	6 Sem.	3 45 Min.
					4	45 Min.
3rd Hr.	90 Min.	3	7	3	7	5 45 Min.
					6	45 Min.
4th Hr.	90 Min.	4	8	4	8	7 45 Min.
					8	45 Min.(Sem.)

A B C Rotating Day				
	A	B	C	
1st Hr.	70 Min.	1	2	1
2nd Hr.	70 Min.	3	3	2
3rd Hr.	70 Min.	5	4 Sem	5
4th Hr.	70 Min.	7	6	6
5th Hr.	70 Min.	8	7	8

4 x 4 Schedule					
	M	T	W	TH	F
1st Hr.	90 Min.	1	1	1	1
2nd Hr.	90 Min.	2	2	2	2
3rd Hr.	90 Min.	3	3	3	3
4th Hr.	90 Min.	4	4	4	4

(At semester a new set of 4 classes are given.)

5 Period Trimester Schedule				
	Fall	Winter	Spring	
1st Hr.	70 Min.	1	6	11
2nd Hr.	70 Min.	2	7	12
3rd Hr.	70 Min.	3	8	13
4th Hr.	70 Min.	4	9	14
5th Hr.	70 Min.	5	10	15

6 Period Trimester Schedule				
	Fall	Winter	Spring	
1st Hr.	60 Min.	1	7	13
2nd Hr.	60 Min.	2	8	14
3rd Hr.	60 Min.	3	9	15
4th Hr.	60 Min.	4	10	16
5th Hr.	60 Min.	5	11	17
6th Hr.	60 Min.	6	12	18

3 X 5 TRIMESTER

	FALL	WINTER	SPRING
1st Hr.	1	6	11
2nd Hr.	2	7	12
3rd Hr.	3	8	13
4th Hr.	4	9	14
5th Hr.	5	10	15

Periods Range
68-75 Minutes

60 Days long
12 Weeks Long

60 Days long
12 Weeks Long

60 Days long
12 Weeks Long

“A” classes
First Semester
Classes
or
1 term only
Classes

“A” and “B” classes
First and Second
Semester Classes
or
1 term only
Classes

“B” and “C” classes
Second Semester
Classes
or
1 term only
Classes

***AP classes, Band and Choir only have a part “C” that is in the spring term.**

Teachers teach 4 out of 5 classes and 12 blocks a year. One less class a day with more prep time. This will reduce paperwork, performances, conferences and material cost. The schedule is easier on students and staff. This schedule also is more similar to a college schedule.

Sample Freshmen Schedule

	Fall	Winter	Spring
1 st Hour	Art	U.S. Hist. A	U.S. Hist. B
2 nd Hour	English A	English B	Spanish I B
3 rd Hour	Band	Band	Band
4 th Hour	Algebra 1 A	Algebra 1 B	Phy. Ed.
5 th Hour	Biology A	Spanish I A	Biology B

3 cores
2 Electives

3 cores
2 Electives

3 cores
2 Electives

Sample 4 Year Plan	Fall	Winter	Spring
9th Grade	<ol style="list-style-type: none"> 1. English 9A 2. U.S. History A 3. Band A 4. Algebra 1 A 5. Computers 	<ol style="list-style-type: none"> 1. Physical Education 2. Biology A 3. Band B 4. Algebra 1 B 5. Spanish 1 A 	<ol style="list-style-type: none"> 1. English 9B 2. U.S. History B 3. Band C 4. Biology B 5. Spanish 1 B
10th Grade	<ol style="list-style-type: none"> 1. English 10A 2. Intro. Physics 3. Band A 4. Geometry A 5. Spanish 2 A 	<ol style="list-style-type: none"> 1. English 10 B 2. Economics 3. Band B 4. General Business 5. Earth Science 	<ol style="list-style-type: none"> 1. Government 2. Intro. Chemistry 3. Band C 4. Geometry B 5. Spanish 2 B
11th Grade	<ol style="list-style-type: none"> 1. Adv. Composition 2. Chemistry A 3. Band A 4. Algebra 2 A 5. Accounting 1 A 	<ol style="list-style-type: none"> 1. Sur. Of Amer. Lit. 2. Chemistry B 3. Band B 4. World Geography 5. ACT Prep 	<ol style="list-style-type: none"> 1. Speech 2. Accounting 1 B 3. Band C 4. Algebra 2 B 5. Art
12th Grade	<ol style="list-style-type: none"> 1. AP English A 2. Trig. A 3. Band A 4. AP Biology A 5. Cont. Hist. Lecture 	<ol style="list-style-type: none"> 1. AP English A 2. Trig. B 3. Band B 4. AP Biology B 5. Adv. Phy. Ed. 	<ol style="list-style-type: none"> 1. AP English A 2. Parenting & Child. 3. Band C 4. AP Biology C 5. Arch. Drawing
Totals	<p style="text-align: center;">English 4.5 Math 4.0 Science 5.0 Social Studies 3.0</p>	<p style="text-align: center;">Foreign Lan. 2.0 Business 1.5 Music 6.0 Phy. Ed. 1.0</p>	<p style="text-align: center;">Electives 3.5 Required Classes Total Credits 30</p>

Classroom Essentials

The personality of the teacher is everything.

Teachers make or break the class usually in the first 5 minutes.

Variety of instruction is the key.

Every 10 to 15 minutes there should be a classroom transition.

Class size is the third critical factor.

Class size has a direct impact on variety of instruction.

Scope and sequence of classes needs to be benchmark driven.

Students should be on a path to proficiency based on the required classes.

The number of class preparations needs to be managed to as few as possible per term.

When teachers have 2 or less class preparations per term our expectations for them should go up.

Sample Teacher Schedules

The goal is to limit teacher preparations at two per term.

Teacher	Fall	Winter	Spring
Washington	Biology A	Biology A	Biology B
	Biology A	Biology A	Biology B
	Astronomy	Biology B	Astronomy
	Astronomy	Biology B	Astronomy
Adams	Physical Sci. A	Physical Sci. A	Physical Sci. B
	Physical Sci. A	Physical Sci. A	Physical Sci. B
	Physical Sci. A	ACT Prep Science	Physical Sci. B
	Physical Sci. A	ACT Prep Science	Physical Sci. B
Jefferson	Chemistry A	Chemistry A	Physical Sci. B
	Chemistry A	Chemistry A	Physical Sci. B
	Chemistry A	Physics A	Physics B
	Chemistry A	Physics A	Physics B
Madison	AP Chemistry A	AP Chemistry B	AP Chemistry C
	Earth Science	Chemistry B	Chemistry B
	Earth Science	Chemistry B	Chemistry B
	Earth Science	Chemistry B	Chemistry B
Monroe	AP Biology A	AP Biology B	AP Biology C
	AP Biology A	AP Biology B	AP Biology C
	Biology A	Environmental Sci.	Biology B
	Biology A	Environmental Sci.	Biology B

TRIMESTER TIME SCHEDULE

Regular Day Schedule

First Hour	7:40	-	8:52	(72 Minutes)
Second Hour	8:58	-	10:11	(73 Minutes)
<i>Lunch1</i>	10:11	-	10:41	(30 Minutes)
Third HourA	10:17	-	11:29	(72 Minutes)
Third HourB	10:46	-	12:01	(72 Minutes)
<i>Lunch2</i>	11:29	-	11:59	(30 Minutes)
Fourth Hour	12:04	-	1:16	(72 Minutes)
Fifth Hour	1:22	-	2:35	(72 Minutes)

TRIMESTER TIME SCHEDULE

Half Day Schedule

First Hour	7:40	-	8:15	(35 Minutes)
Second Hour	8:20	-	8:55	(35 Minutes)
Third Hour	9:00	-	9:35	(35 Minutes)
Fourth Hour	9:40	-	10:15	(35 Minutes)
Fifth Hour	10:20	-	10:55	(35 Minutes)

TRIMESTER TIME SCHEDULE

Meeting Period Day Schedule

First Hour	7:40	-	8:40	(60 Minutes)
Second Hour	8:45	-	9:50	(65 Minutes)
Third Hour	9:55	-	10:55	(60 Minutes)
<i>Lunch1</i>	10:55	-	11:25	(30 Minutes)
Fourth Hour A	11:30	-	12:30	(60 Minutes)
Fourth Hour B	11:00	-	12:00	(60 Minutes)
<i>Lunch2</i>	12:00	-	12:30	(30 Minutes)
Fifth Hour	12:35	-	1:35	(60 Minutes)
Meeting Period	1:40	-	2:35	(55 Minutes)

Pros

- ❖ Lots of choices for students
- ❖ Appropriate block time for classes
- ❖ Ability to repeat classes
- ❖ No more staff required
- ❖ Fewer classes for students
- ❖ Managed teacher preparation
- ❖ AP classes are given more time
- ❖ Electives have less time than cores
- ❖ Natural change times seasonally and athletically

Cons

- ❖ It is harder for the administration to build the schedule initially.
- ❖ The Guidance Department has two times when schedules change in a year.
- ❖ It is difficult for some to break old paradigms of not having math instruction everyday.

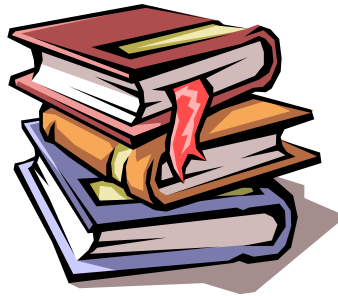
I guarantee you will be singing it's praises!



Retention Cycle

The real issue is not whether students are going to lose information, but at what level does the loss begin.

(The goal is to move retention levels up at the end of the term so the slide begins at a higher level.)

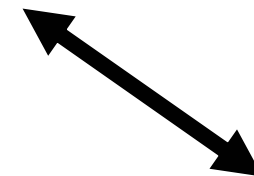


This represents the information retained at the end of the class.

2-week drop-off



One year leveling off period



After one year

It doesn't matter how far you get, it matters how much they remember !

Gap Retention Analysis in a Trimester Schedule

The data was collected over a three-year period at Spring Lake High School. In this study I reviewed students' grades based on the sequence they followed for their core classes. (Biology, Algebra 1, U.S. History, Geometry, and English 9) Students' grades were reviewed based on did their **second term grade go down, up or stay the same**. Students whose grade went up or stayed the same were in one category and students whose grades went down were in another category.

The basic idea was to determine is there any performance change based on students taking the class sequentially or having a term gap in between instruction. Most people would believe that taking it sequentially would always be best.

	Fall to Winter	Winter to Spring	Fall to Spring	
U.S. History	Grades Up or Same	Grades Up or Same	Grades Up or Same	
	65%	74%	81%	
	Grades Down	Grades Down	Grades Down	
	35%	26%	19%	
English 9	Grades Up or Same	Grades Up or Same	Grades Up or Same	
	59%	83%	68%	
	Grades Down	Grades Down	Grades Down	
	41%	17%	32%	
English 10	Grades Up or Same	Grades Up or Same	Grades Up or Same	
	88%	80%	84%	
	Grades Down	Grades Down	Grades Down	
	12%	20%	16%	
Biology	Grades Up or Same	Grades Up or Same	Grades Up or Same	
	60%	54%	76%	
	Grades Down	Grades Down	Grades Down	
	40%	46%	24%	
Geometry	Grades Up or Same	Grades Up or Same	Grades Up or Same	
	63%	55%	60%	
	Grades Down	Grades Down	Grades Down	
	37%	45%	40%	
Algebra 1	Grades Up or Same	Grades Up or Same	Grades Up or Same	
	34%	45%	40%	
	Grades Down	Grades Down	Grades Down	
	66%	55%	60%	

Trimester Curriculum Alignment Process

- ❑ Take Michigan Benchmarks by content areas and place them into existing classes. No benchmarks can be left out.
- ❑ Establish an owner of each class.
- ❑ The owner determines which benchmarks will be taught in each term of the class.
- ❑ The owner then takes the benchmarks for the term sorts them in the following manner:
 - Chronology – What do you need to know prior to learning another concept?
 - Prioritize the benchmarks – The least important to the most important.
 - Combine any similar benchmarks into a content area.
 - Create a final list of the content area benchmarks.
- ❑ Create a course syllabus based on the content sequence developed
- ❑ Create a Final Exam based on the benchmarks.
- ❑ Create a materials list for each term.
- ❑ Develop a course timeline based on 12 weeks of instruction.

7th Grade Life Science I

Scientific Method
 Characteristics of Living Things
 Cell Theory/Cell Organization
 General & Cell Chemistry
 Cell Transport
 Cell Energy
 DNA Structure/Protein Synthesis
 Mitosis-Cell Growth & Division
 Meiosis
 Genetics of Mendel
 Post-Mendel Genetics
 Human Genetics
 Human Genetics/Classification

7th Grade Life Science II

Groups of Organisms and Classification
 Monera: Archae/Eu Bacteria
 Protista
 Plants
 Animals
 Ecology

Interactions
 Food Webs / Energy
 Ecosystems
 Biomes
 Succession
 Natural Resources
 Water Quality

8th Grade A

Earth/Moon
 Solar System
 Stars/Galaxies
 Forces/Machines
 Motion

8th Grade B

Energy/Matter
 Rocks
 Minerals
 Earthquakes
 Plate Tectonics
 Volcanoes

8th Grade C

Weathering/Soil
 Erosion
 Water Quality/Great Lakes
 Currents/Waves/Tides
 Amusement Park Physics

Biology A 9th

Scientific Method
 River Project
 Biochemistry
 Cell Structure
 Function
 Mitosis/Meiosis
 Genetics
 Protein Synthesis
 Replication

Biology B

Scientific Method
 Evolution
 Viruses/Bacteria
 Human Immune System
 Disease Research
 Human Systems
 Fetal Pig Dissection
 Spiders
 Birds

PRE ALGEBRA			ALGEBRA 1		
	TERM A	TERM B		TERM A	TERM B
WEEK 1	Intro, 1.1, 1.2	Intro, 5.1, 5.2, Quiz	WEEK 1	Pre-Alg Review, Chapter 1	Rev. Chapter 2-6, 7.1-7.2
WEEK 2	1.3, 1.4, 1.5, Quiz	5.3, 5.4, Quiz	WEEK 2	2.1-2.4 Quiz	7.3-7.6
WEEK 3	1.6, 1.7, 1.9, Quiz	5.5, 5.7, 5.8, Quiz	WEEK 3	2.5-2.7 Rev	Quiz, 8.1-8.4
WEEK 4	1.10, Test, 2.1	5.9, Test, 6.1	WEEK 4	Chapt. 1&2 Test, 3.1-3.4	Quiz, 8.5-8.8
WEEK 5	2.2, 2.3, 2.4, Quiz	6.2, 6.3, 6.4, Quiz	WEEK 5	Quiz, 3.5-3.6 Rev	Rev. Chapt. 8 Test, 9.1-9.2
WEEK 6	2.5, 2.6, Test	6.5, 6.6, Test	WEEK 6	Quiz, 4.1-4.4	9.3-9.6 Rev
WEEK 7	3.1, 3.2, 3.3, 3.4, Quiz	7.1, 7.2, Quiz	WEEK 7	Quiz, 4.4-4.6 Rev	Quiz 10.1-10.5
WEEK 8	3.5, 3.6, 3.7, Test	7.3, 7.5, 7.7, Quiz	WEEK 8	Chapt. 3&4 Test, 5.1-5.3	Quiz, 10.6-10.9
WEEK 9	4.1, 4.2, 4.3, Quiz	8.1, 8.2, Quiz	WEEK 9	5.4-5.6 Rev	Rev. Chapter 9&10 Test
WEEK 10	4.4, 4.6, Quiz	8.3, 8.5, Quiz	WEEK 10	Quiz, 6.1-6.4	11.1, 11.4, 11.5
WEEK 11	4.7, 4.8, 4.9, Quiz	9.1, 9.2, 9.3, Quiz	WEEK 11	6.5-6.7 Rev	12.1, 12.3, 12.4 Rev.
WEEK 12	Review, Exam	Review, Exam	WEEK 12	Rev., Final Exam	Rev. Final Exam
GEOMETRY			ALGEBRA 2		
	TERM A	TERM B		TERM A	TERM B
WEEK 1	1.2, 1.3, 1.4, 1.6	6.4, 6.5, 7.1, RADICALS	WEEK 1	Alg Rvw, 1.1, 1.2 and 1.3	7.1, 7.2, 7.3, 7.4
WEEK 2	1.6, 1.7, 2.1 - 2-3	7.2 - 7.4	WEEK 2	1.4, 1.5, 1.6	7.5, 7.6, 7.7
WEEK 3	2.4, TEST	7.5, TEST	WEEK 3	Test, 2.1, 2.2	7.8, Test, 6.1
WEEK 4	3.1 - 3.3	8.1 - 8.3	WEEK 4	2.3, 2.4	6.2, 6.3
WEEK 5	3.4, 3.6, TEST, 4.1, 4.2	8.4, 8.5	WEEK 5	2.5, 2.6, 2.7,	6.4, 6.5, 6.6
WEEK 6	4.2, 4.3	8.6, TEST, 9.1	WEEK 6	Test, 3.1, 3.2	6.7, 6.8, Test
WEEK 7	4.4 - 4.6	9.2, 9.5, 10.1	WEEK 7	3.3, 3.4, 3.5	8.1, 8.2, 8.3
WEEK 8	4.7, TEST	10.3 (<i>p-t conferences</i>)	WEEK 8	5.3, 5.4, 5.5	8.4, 8.5
WEEK 9	5.1, 5.2	10.4, TEST	WEEK 9	5.3, 5.4, 5.5	8.6, Test, 12.1
WEEK 10	5.3, 6.1	10.5 - 10.8	WEEK 10	5.6, 5.8, Test	12.2, 12.3, 9.4, 9.5
WEEK 11	6.2, 6.3	12.1 - 12.3	WEEK 11	Complex Fractions	ACT review
WEEK 12	REVIEW, EXAM	REVIEW, EXAM	WEEK 12	Review, Final Exam	Review, Final Exam

Owner's Course Setup for Math

Language Arts

9th Grade – 2 terms (no honors or remedial classes)

10th Grade – 2 terms (no honors or remedial classes)

10 B Final Exam is an ACT look alike

**11th Grade – Communication Through Writing
(5 paragraph essay – Power Writing – 6 to 1 Traits)**

and

American Literature (short story based)

OR

Advanced Composition (APA college research paper)

and

Survey of American Literature (Classic novel literature)

12th Grade – Senior English A and B (2 terms)

OR

Advanced Placement English (3 terms)

**Other Electives: Creative Writing, Mythology, Speech,
Drama, Adv. Drama, Film, and Yearbook**

Course Placement

	Fall	Winter	Spring
11 Grade English	Communication Through Writing	American Literature	↔ MME Test March 13
		Advanced Composition	Survey of American Literature
Lower Upper		ACT PREP	

Math

9th Grade – Pre-Algebra, Algebra 1 or Geometry (2 terms)

10th Grade – Algebra 1, Geometry or Algebra 2 (2 terms)

11th Grade – Geometry, Algebra 2, Trigonometry (2 terms)

12th Grade – Algebra 2, **Integrated Math 3, Trigonometry
(2 terms)**

Electives: AP Calculus (3 terms) and Basic Statistics (1 term)

**** Requirement
Students must pass
Geometry.**

Lowest Math Group	Fall	Winter	Spring
9th Grade	Pre.Alg. A	Pre. Alg. B	<i><u>Repeating all failures</u></i>
10th Grade	Algebra 1 A	Algebra 1 B	<i>Must get a C+ or repeat Algebra. 1 B</i>
11th Grade	Fund. of Algebra 2 A	Fund. of Algebra 2 B	<i>The Integrated Math 3 book will be used for the Algebra 2 course</i>
12th Grade	Geometry A	Geometry B	

Most Common Path	Fall	Winter	Spring
9th Grade	Algebra 1 A	Algebra 1 B	<i><u>Repeating all failures</u></i> <i>Must get a C+ or repeat Algebra. 1 B</i>
10th Grade	Algebra 2 A	Algebra 2 B	
11th Grade	Geometry A	Geometry B	<i>Geometry would be run Fall – Winter</i>
12th Grade	Trig. A or other math	Trig. B or other math	

Highest Math Path	Fall	Winter	Spring
9th Grade	Geometry A	Geometry B	<i><u>Repeating all failures or low grades.</u></i> <i>Algebra 1 taken in 8th grade.</i>
10th Grade	Algebra 2 A	Algebra 2 B	
11th Grade	Trig. A	Trig. B	
12th Grade	Pre. Calc.	Calculus A	Calculus B

Science

9th Grade – Biology 2 terms (“A” Rule)

Students who get an “A” in biology are allowed to skip Introduction classes of chemistry and physics. They must take Chemistry and Physics (each 2 terms). All students take Earth Science

10th Grade – Introduction to Chemistry (1 term)

Introduction to Physics (1 term)

Earth Science (1 term)

OR

Chemistry (2 terms)

11th Grade – *Academic Collegiate Transitions* (Required) ACT PREP

11th Grade – Electives Chemistry, Chemistry II, AP Biology,

12th Grade Anatomy & Physiology, Physics, Applied Physics,
Basic Electricity, Astronomy. (on an annual rotation)

Social Studies

9th Grade – U.S. History (2 terms)

10th Grade – Economics (1 term) and World Geography (1 term)

11th Grade – Government (1 term)

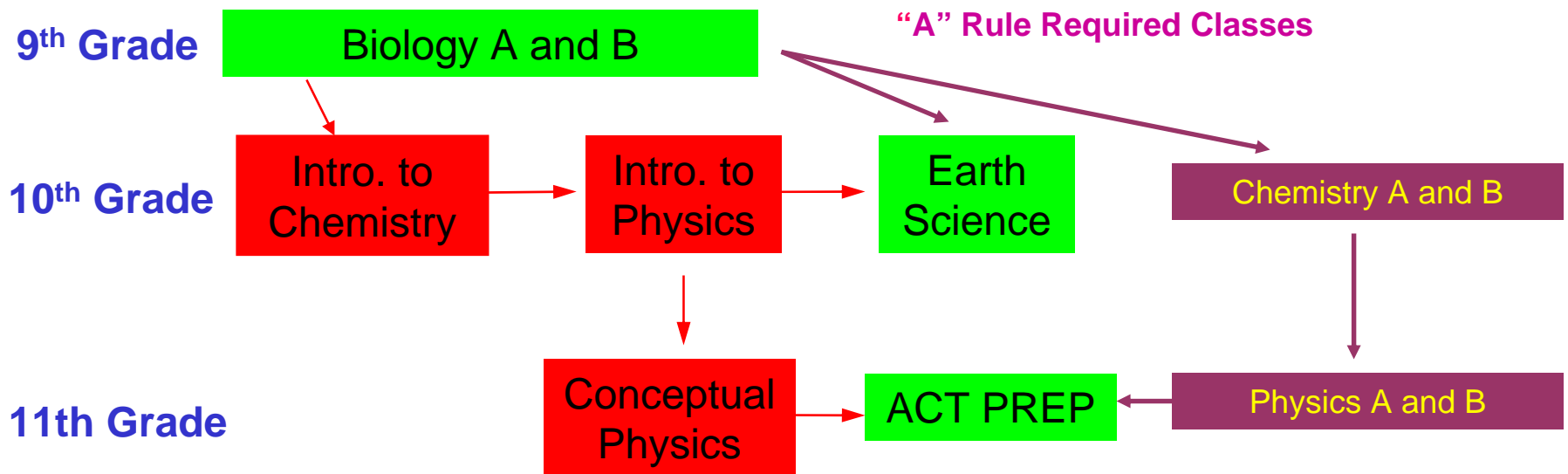
12th Grade – Contemporary Issues (1 term either lecture or traditional format)

Electives World History, Psychology, AP Economics, AP History, Sociology (on an annual rotation)

Spring Lake High School

Required Science Scope and Sequence

Required Science Classes



All students will take Biology A / B, Earth Science and ACT Prep.

High School Required Scope and Sequence – Class of 2011

9th Grade	English	Math	Science	Social Studies	Other Anytime Requirements
	English 9 A	Pre.Alg. A/B 1	Biology A	US History A	PE/Health
	English 9 B	Algebra 1 A/B 2	Biology B	US History B	
		Alg. 2 A/ B 3			
9 Required 6 Elective					
10th Grade	English 10 A	Algebra 1 A/B 1	Earth Science	Government	
	English 10 B	Integ. Alg 1A (1 term C to D- grade from Alg. 1B)	Intro. to Chem. OR Chemistry A	Economics	
		Alg. 2 A/ B 2	Intro. to Physics OR Chemistry B		
		Geometry A/B 3			
9 Required 6 Elective					
11th Grade	Com.Thr. Writ. OR Adv. Comp.	Fund. Of Alg. 2 A/ B 1	Conceptual Physics OR Physics A	World Cultures A	
	Amer. Lit. OR Sur. Am. Lit.	Geometry A/B 2		ACT PREP	Tech.Cent. Student MIVHS Act Prep. Online
		Trig. A/B 3			
7 Required 8 Elective					
12th Grade	English 12 A/B	Geometry A/B 1		Cont. History	PE Elective
	or	Trig. A/B or Elect. 2			2 Visual / Performing / Applied Classes (Anytime)
	AP Eng. A/B/C	Calculus or Elect. 3			
8 Required 7 Elective					

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

I never have to reserve a court or find teammates;

teammates are usual in many sports; I can run at

2

1. A. NO CHANGE
B. sport, of which a few of the many advantages are:
C. sport, which I will now list:
D. sport:
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;

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

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.

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	<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 <p style="text-align: center; color: red; font-weight: bold;">← Instructional level</p>	<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

Communication Through Writing and American Literature Level

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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Advanced Composition and Survey of American Literature Level

ACT Standards Reading

American Literature Level 1

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

Survey of American Literature Level 2

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 4 level for Communication Through Writing

ACT Writing is at the 5 level for Advanced Composition

ACT Standards Math

After Completion of Geometry and ACT Prep

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

	Graphical Representations	Properties of Plane Figures	Measurement	Functions †
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

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 *likely* 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

ACT PREP CLASS

Academic Collegiate Transitions

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

On-line Experience



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

Looping of Classes

The trimester allows the possibility to loop through classes. For example:

	Fall	Winter	Spring
9th Grade	Spanish 1 A	Spanish 1 B	Spanish 2 A
10th Grade	Spanish 2 B	Spanish 3 A	Spanish 3 B
11th Grade	Spanish 4 A	Spanish 4 B	

At 1200 students it is possible without creating too many teacher preparations.

Vocational Classes within the School

The schedule will enhance vocational classes. It's important to recognize that the traditional yearlong class can be taken in many different forms.

Fall	Winter	Spring
A	B	
	C	
		A
		B
		C
A	C	
B	D	
A	B	C
		D

The goal should be to get more students in the programs, which more sections will help accomplish. State mandated time frames can be met in many ways and the program needs should dictate the block format used.

Tech. Centers not part of the school are not affected by the schedule either. Students have very few requirements in the 11th and 12 grade. The only issue is can a student be in 2 or 3 classes at their home school. The start times and distance to the Tech. Center will determine how many periods a student can attend the home school.

Content Areas Basics

- All curricular areas should have a natural rotation of class offerings established. Not every class should be offered each year.
- A staff member should own every term of every course. It is their professional obligation to be totally responsible for the setup and updating of it.
- The goal of all instruction should be teaching for retention. It doesn't matter how far you get, it matters what students remember.
- Book series are not curriculum. They are reference sources.
- Technology and videos should be used for efficiency in small time frames for remediation, not as filler. All videos should have an assessment piece with them.
- All courses for each term have a syllabus and final exam developed prior to teaching them.
- All elective classes should state in the syllabus how they enhance the core curriculum.
- Each department should have a well-designed scope and sequence of classes that will ensure proficiency when students pass the designed courses.
- Required classes should be the same for all students - no remedial or honors classes.
- Junior and senior classes should have developed in a proficiency and non-proficient tracking system.
- 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 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.

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.

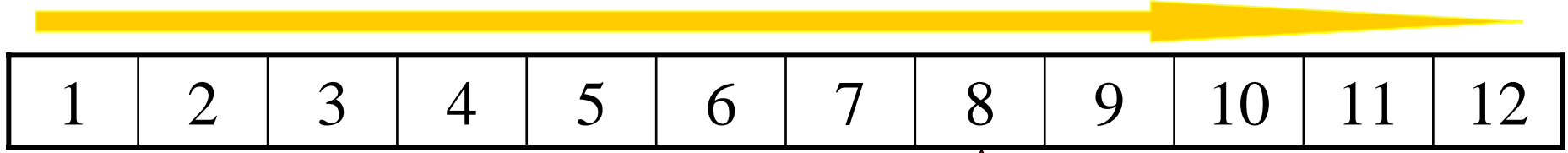
Cum Laude - (3.5 to 3.7 GPA's) will stand and be recognized individually during the graduation ceremony, and be noted in a special part of the graduation program.

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

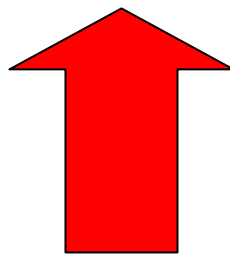
4.0 (max. GPA) X 250 = 1000 + 36 (max. ACT) X 27.777 = 1000 Total 2000

Example: Jane Doe 3.949 X 250 = 987.25 + 34 X 27.777 = 944.18 Total 1931.430

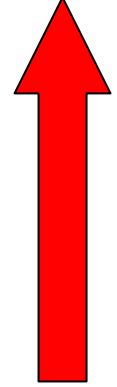
2002-03	SECTIONS	#STUDENTS	2003-04	SECTIONS	#STUDENTS
AP Spanish	1	20	AP Economics	1	25
AP English	3	60	AP Spanish	1	25
AP History	1	25	AP English	3	70
Calculus	1	25	AP History	1	25
Physics	1	25	AP Biology	2	60
Chemistry/Chem 2	3	75	Calculus	1	25
Anatomy Physiology	2	60	Physics	1	25
			Chemistry/Chem 2	3	75
TOTAL	12	290	TOTAL	13	330
2004-05	SECTIONS	#STUDENTS	2005-06	SECTIONS	#STUDENTS
AP Spanish	1	25	AP Economics	2	60
AP Economics	1	25	AP Spanish	1	25
AP English	3	70	AP English	3	75
AP History	2	60	AP History	2	70
Anatomy Physiology	3	90	AP Biology	3	90
Calculus	2	50	Calculus	2	50
Physics	2	50	Physics	3	75
Chemistry/Chem 2	4	100	Chemistry/Chem 2	6	175
TOTAL	18	470	TOTAL	22	620



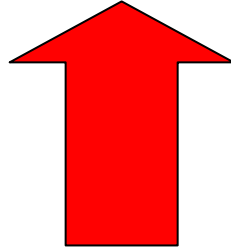
Grading System



**Progress Report
For every student in
every class**



**Parent / Teacher
Conferences**



**Only one
final grade
is given**

- Grades are based on 80% class work and 20% final exam.
- Only one grade is posted per class at the end of each term.
- Report Card comments state if exams helped or hurt the final grade.
- Progress reports are a chronological printout of all the students work.
- Progress reports are collated and mailed to the parents.

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.**

Trimester Exam Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
1	1	1	Exam 1	<i>Records Day</i>
2	2	2	Exam 2	<i>Records Day</i>
3	3	Exam 3	1/2 day	<i>Records Day</i>
4	4	Exam 4	1/2 day	<i>Records Day</i>
5	Exam 5	--	1/2 day	<i>Records Day</i>

3x PER YEAR

Always end on an exam. The calendar is the key factor.

Tardy Policy

It is critical to define what tardy is.

Discipline should be given by the teacher until it is excessive.

Don't suspend students over tardiness.

Common Classroom Expectations

A set of classroom expectations should be developed by the staff and then be approved by the principal.

The expectations should be on a poster in every room with the principal's name on it.

**This will be a guideline for administration to use
In helping to establish a change in climate.**

Special Education Setup

- A course rotation system must be put in place.**
- Special education should not be teaching the same curriculum as the core.**
- Two types of students - In resource classes for cores or in regular education with resource help.**
- Co-teaching seldom works.**
- Special education language arts should be a reading program.**
- Special education language arts should meet all three terms.**

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.

8th Grade Retention

- ❖ This needs to be used at the end of a series of intervention strategies.**
- ❖ 8th grade students should be retained for the first term only. (12 Weeks)**
- ❖ Trimester middle schools use all the same concepts of retaking classes , homeroom placement, and guided academics.**
- ❖ Parent conferences and staffing should be used as intervention strategies.**
- ❖ If a student does not perform a group decision should be make on a second middle school term or going to Alternative Education to earn the high school placement.**

Data Collection Needed

Following is a list of questions that your data needs to answer:

- What classes are failed the most in your high school?**
- What is the percentage of students in college-bound programs?**
- What is the weakest area in each one of the curricular areas as determined by test results?**
- Who are the at-risk incoming ninth grade students that need to be placed in fall sections of their core classes?**
- What plan has each core curricular area developed to try to guarantee student success?**
- What do former students say about your program?**
- Know ACT scores in comparison to GPA's.**
- Establish course and career pathways for students to perform on standardized tests.**
- Know the percentage of students who are economically disadvantaged and track them.**
- What percentages of the students receive special education services?**
- Is there a need for a seminar period to help solve some internal problems?**
- What current practices do people like the least? Discover by asking the staff to anonymously tell you what practice, policy, or procedure they would change if they could.**

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

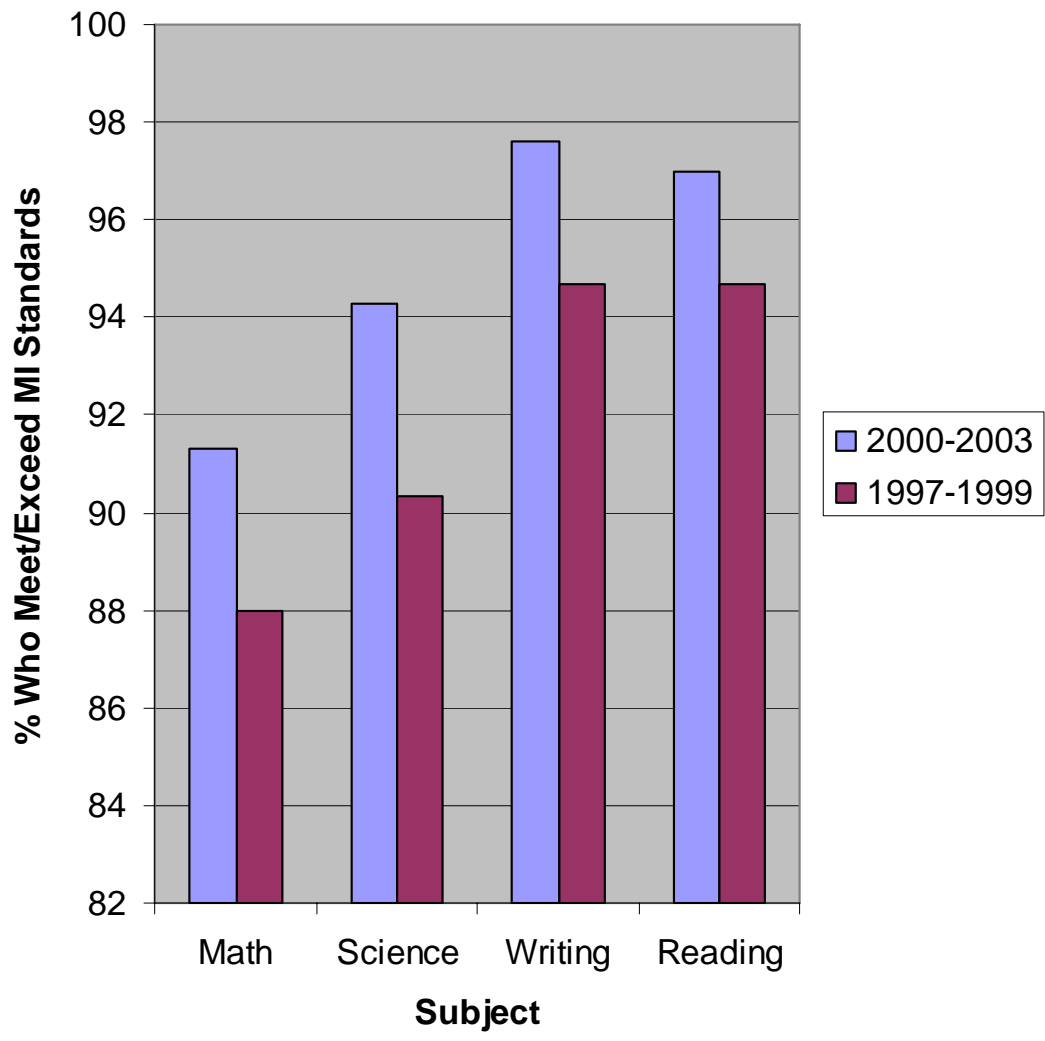
Good News from School Cards (EMAIL)

Middle School Schedule

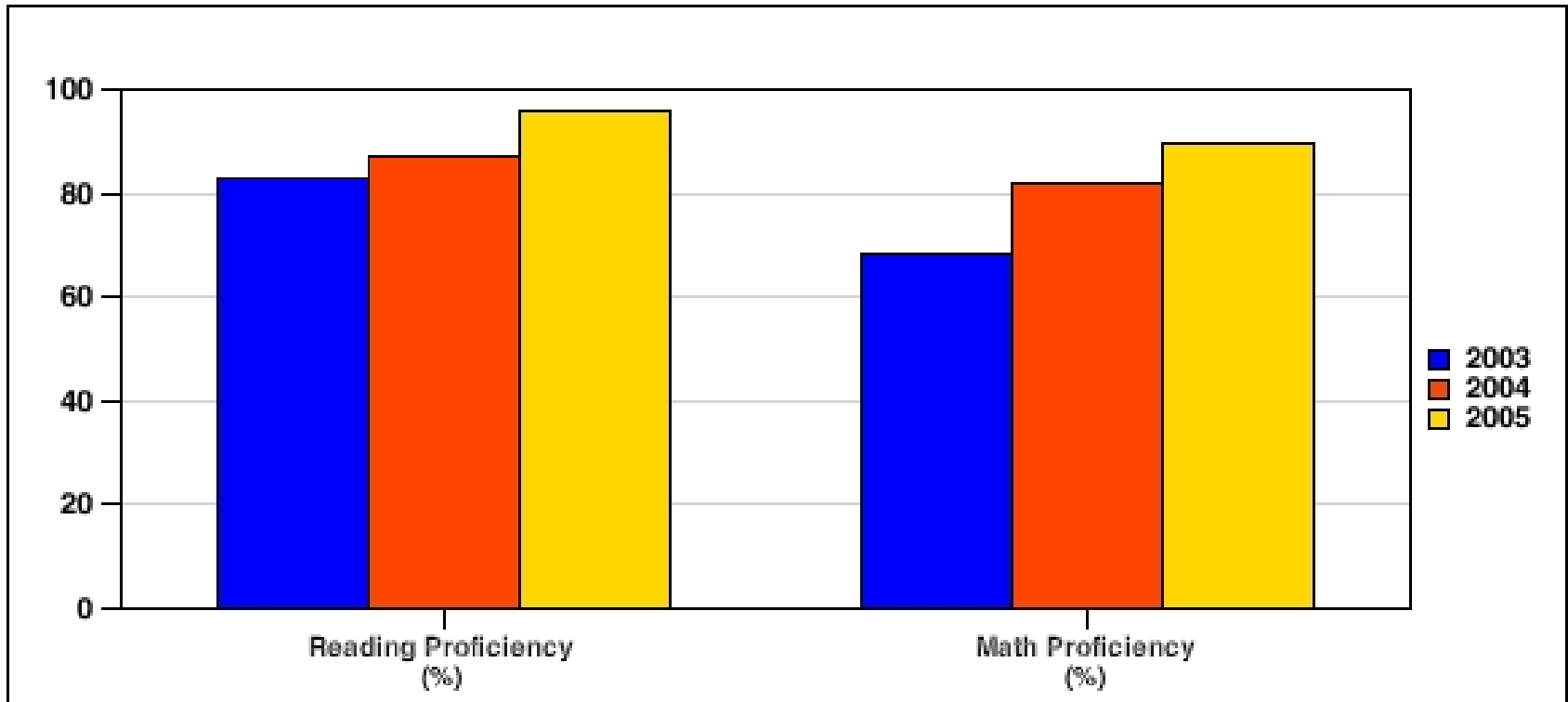
7th Grade	Fall	Winter	Spring
Homeroom	20 Minutes No passing	20 Minutes No passing	20 Minutes No passing
1st Hour	62 Minutes English	62 Minutes English	62 Minutes English
2nd Hour	62 Minutes Math	62 Minutes Math	62 Minutes Math
3rd Hour	62 Minutes Social Studies	62 Minutes Physical Education	62 Minutes Social Studies
Lunch	30 Minutes	30 Minutes	30 Minutes
4th Hour	62 Minutes Science	62 Minutes Science	62 Minutes Physical Education
5A Hour	47 Minutes Band / Choir	47 Minutes Art / Tech. Ed.	47 Minutes Life Skills / Adv. P.E.
5B Hour	47 Minutes Spanish / St.Skills	47 Minutes Journalism / Computers	47 Minutes Guided Academics

8th Grade	Fall	Winter	Spring
Homeroom	20 Minutes No passing	20 Minutes No passing	20 Minutes No passing
1st Hour	62 Minutes English	62 Minutes Physical Education	62 Minutes English
2nd Hour	62 Minutes Math	62 Minutes Math	62 Minutes Physical Education
3rd Hour	62 Minutes Social Studies	62 Minutes Social Studies	62 Minutes Social Studies
Lunch	30 Minutes	30 Minutes	30 Minutes
4A Hour	47 Minutes Band / Choir	47 Minutes Art / Tech. Ed.	47 Minutes Life Skills / Adv. P.E.
4B Hour	47 Minutes Spanish / St.Skills	47 Minutes Journalism / Computers	47 Minutes Guided Academics
5th Hour	62 Minutes Science	62 Minutes Science	62 Minutes Science
Cores meet 5 of 6 terms	PE meets 4 terms		

SLHS MEAP Scores With and Without Trimester Scheduling



Middle School Trimester Results



Alternative Education Schedule

1 st Marking Period 6 Weeks	2 nd Marking Period 6 Weeks	3 rd Marking Period 6 Weeks	4 th Marking Period 6 Weeks	5 th Marking Period 6 Weeks	6 th Marking Period 6 Weeks
IST's 4	IST's 4	IST's 4	IST's 4	IST's 4	IST's 4
Focus 1	Focus 1	Focus 1	Focus 1	Focus 1	Focus 1
4 IST's = 1.0 1 Focus = .5 Total 1.5	4 IST's = 1.0 1 Focus = .5 Total 1.5	4 IST's = 1.0 1 Focus = .5 Total 1.5	4 IST's = 1.0 1 Focus = .5 Total 1.5	4 IST's = 1.0 1 Focus = .5 Total 1.5	4 IST's = 1.0 1 Focus = .5 Total 1.5

Critical Factors

Shorter time frame for grading
 Self-paced programming
 Easy entry and exit from the program
 Ability grouping
 Motivation to achieve credits
 Attendance policy that is consistent and fair

Notes:

- A. There are no Limits on the number of IST's a student can do in a term.
- B. Students must pass Focus to get IST Credit because we want them to participate in teacher-led courses.
- C. All work is done in class.
- D. Students graduate on the day they get 26 credits
- E. There is a three-strike policy for attendance.
- F. 26 hour attendance limit