

Chaloner Middle School  
Celebrations  
as a result of 3 years  
of hard work



# What is it we expect them to learn?



- We have continually narrowed the focus of what we teach to provide a curriculum that is guaranteed and viable.
- Created Pacing Guides that align with Goal Summary Reports for reading and math.
- Language Arts pacing guides include questions written using the various levels of Bloom's Revised Taxonomy to align with selected pieces of literature.
- Created conceptual units for language arts rather than genre based pacing guide.
- Pacing Guides include best strategies or activities aligning with NCSCOS.
- Instructional Teams meet twice weekly to discuss curriculum, best practices, and student achievement. Collaboration is less "coblaboration" – talking about the right stuff.
- Exploratory teachers integrating other subjects into their classes to emphasize the curriculum.
- Teachers do not allow students to not do work. Teachers let students know that a zero is not a choice.

# How will we know when they have learned it?



- Instructional teams develop common formative assessments that align to pacing and to NCSCOS.
- Teams have begun to develop CFAs that are more rigorous than in the past.
- Social Studies and Science CFAs have begun to include the use of primary source documents that align with the pacing guide. Questions written using higher levels of questioning.
- Using methods of assessment that aren't multiple choice i.e. ticket out the door.
- Teachers talking about specific students and their needs.
- Looking at data to make changes in instruction.

# How will we respond when they don't learn it?



- We have implemented a Pyramid of Intervention which makes time and support variable and learning constant.
- Faculty serve as mentors to students experiencing academic difficulties – working on building relationships.
- Extra time and support is provided for students not being successful - before school, during school, and after school i.e. Morning Math, Book Club, After School Tutoring
- Increased parent communication.
- Interventions provided after common formative assessments.
- Teachers working across the grade level to provide interventions to students on other teams.
- Teachers share more with each other about what worked for them so other teachers can try the same strategy.
- Talking about hard work VS “being smart” with students.
- Recognizing and celebrating even small successes for both students and teachers.
- We have defined what quality teaching looks like and shared that with teachers. Opportunities for teachers to reflect.

How will we respond  
when they already have learned it?



- Provide enrichment activities for students proficient on CFAs and during I/E days held prior to EOG testing.
- Introduce teachers to the use of Jacob's Ladders in Language Arts.

- Improvement in student's overall math performance  
2006-2007 51.3% proficient  
2008-2009 80.9% proficient
- From Federal Needs Assessment  
98% of the faculty strongly agree/agree that the morale of the staff is high  
98% of the faculty strongly agree/agree that provisions for low performing students are implemented  
81% of the students strongly agree/agree that my teacher uses a variety of strategies and activities to help me learn.
- Students Failing Two or More Classes at the Semester

	2007-08	2008-09	2009-1024
6 <sup>th</sup> grade	24 students	12 students	1 students
7 <sup>th</sup> grade	25 students	8 students	6 students
8 <sup>th</sup> grade	36 students	13 students	15 students