

# **Our SUCCESS Plan for Mrs. Sauerbier's Class 2016 - 2017**

## **CONTACT INFO**

**Mrs. Laura Sauerbier**

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330.830.8034 ext. 3162

<http://tinyurl.com/mrss2016>

***Email is the very best way to reach me as I check it compulsively! :)***

*Please don't hesitate to get in touch with me. Students, if you have a question about something just email me, and I will get back to you usually the same night! :)*

## **HOW TO BE SUCCESSFUL**

1. Give 100% effort 100% of the time.
2. Respect people, property, and ideas.
3. BELIEVE.

## **SUPPLIES/ORGANIZATION**

Please bring these items to class every day...

language arts binder   planner   highlighter   pen & pencil   choice book

# GRADING

**Process 15% of grade:** Process points will be earned through homework, journals, writing assignments, etc. Basically anything that contributes to the process of learning a concept is considered process points.

**Product 85% of grade:** Product points are earned through assessments, projects, culminating activities, upon completion of a choice book etc. **Product points should reflect how well a student has learned the concepts being assessed.** The process pieces help the student master the content in small pieces so when the time comes to be assessed the student can accurately demonstrate their understanding of the content.

**Participation grade:** These points will be earned weekly as we participate in collaborative discussions and activities. ***Being an active learner ensures your get the most out of your education. You legally have to be in school so why not get the most out of it?! Oh, and you're worth giving yourself all of your effort so make the most of your time here! I promise you'll be better for it. :)***

**Important to know:** Through small group instruction and creating engaging lessons that are tailored to YOUR INDIVIDUAL needs (this means not everyone will receive the same kinds of activities), I will be able to get you to an A or a B if YOU are willing to put in the effort, but you have to WORK!

## What does my grade mean?

# & GRADE	WHAT IT MEANS	WHAT TO DO
5 = A	<ul style="list-style-type: none"> <li>You got here with little to no help from me</li> <li>You have mastered the skill. WHOO HOO!</li> </ul>	<ul style="list-style-type: none"> <li>Consider what helped you learn the concept well.</li> <li>Try to explain it to someone at your house to see if they understand.</li> </ul>
4 = B	<ul style="list-style-type: none"> <li>You got here with help from me 2 - 3 times</li> <li>You definitely understand the skill, but made some small mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Try to teach the concept to someone else. If questions arise, come ask me! It might help your understanding go from a B to an A! :)</li> </ul>
3 = C	<ul style="list-style-type: none"> <li>You got here with substantial help from me.</li> <li>You have an idea of what to do, but get stuck and still need a lot of work.</li> </ul>	<b>CAUTION: You should come talk to me about what we can do to improve your learning</b>
2 = D	<ul style="list-style-type: none"> <li>You didn't use any of my help.</li> <li>You definitely don't understand this yet or you didn't give it your all. Ask for help NOW!</li> </ul>	<b><u>COME SEE ME!!</u></b>
1 = F	<ul style="list-style-type: none"> <li>You never turned it in, you didn't get help from me despite my insistence.</li> <li>You are really, really lost. Ask for help NOW!</li> </ul>	<b><u>COME SEE ME!!</u></b>

# INDIVIDUAL & WHOLE GROUP RESPONSIBILITY

## INDIVIDUAL ACCOUNTABILITY (means you are responsible for your behavior choices)

First time:	Name on board	Warning
Second time:	One check	After School Detention
Third time:	Parents called	Friday detention & Student creates action plan to improve

**\*\*Names will be erased at the end of each day\*\***

## WHOLE CLASS ACCOUNTABILITY

Begin each day with 5 points  
Class loses 1 point each time instruction has to stop  
Points at the end of the day will be added to points previously earned  
Once the class reaches 100 points students will earn a class choice reward period

### **\*REWARDS\***

Praise (daily)	Whole class free time (weekly)
Sunshine notes home (random)	Extra credit (random)
Positive calls home (random)	Listen to music (daily/weekly)
Student generated rewards (random)	
Whole class reward when 100 points have been earned (approx. every 9 weeks)	
The joy of learning (each day of the school year)	

# **HOMEWORK: Read. Read. READ!**

Be prepared to have homework 2 – 3 days a week this year in language arts class. **In addition, you should also make time to read 15 – 20 minutes at home each night.** Homework is due at the END of the day on the assigned due date. **YOU ARE REQUIRED TO READ ONE BOOK EVERY 3 WEEKS! :)**

**I Need Your HELP!** The best way that you can help your child is by encouraging him/her to read each night. The research also reveals that students need to read at least 90 minutes per day between school and home. Therefore, we need your help making sure your child reads at least 15 – 20 minutes per day. This may include instructional material as well as self selected materials such as newspapers, magazines, articles, or digital print. Since it is hard to keep track of what students choose to read, please help to evaluate that what your child is reading is appropriate for their age

## **How will I know when I have homework?**

Homework will be written on the board, SmartBoard, my homework hotline ( 330.834.8043 ext 3162 ), and my website. I will allow time at the beginning of each class period for you to write your assignments in your planner.

## **Huh?! Why so little homework?!**

We believe in a limited amount of homework for the following reasons...

1. We spend an **intense 84 minutes in class working rigorously on necessary skills** your student needs to be successful. Having homework 2-3 days a week combined with 15 – 20 minutes per day independent reading at home, is often enough to reinforce these skills.

2. **The brain requires time for processing information.** Your child spends a great deal of time during the day learning a tremendous amount of information and are tested often to assess their understanding of that knowledge. If we assign homework in addition to the intensity they experience in the classroom, their brain won't be able to process the information as well as if they had time after school to fully process the content they did learn throughout the day. **In other words, practice quality work at a high level while in school and process that information at home.**

3. **Students need to be kids too!** During adolescence, kids are going through the 2nd largest growth spurt they have ever gone through in their short lives (1st largest is when they are a newborn) and they need time to participate in all the world has to offer. **Being exposed to a variety of experiences when their minds are growing this rapidly makes them better learners in the classroom as well as more competent students and people,** which is exactly what we want for them!

# COMMON CORE STATE STANDARDS

It is important you are aware of some exciting changes in the way we conduct our Language Arts classrooms here at JMMS. These changes are in response to our new state standards that will better prepare our students for success in the twenty-first century. All of our Language Arts teachers have been researching best practice strategies to meet the goals embedded in these new Common Core Standards that have been adopted by 48 states. According to the research, "Today's middle school students have to read and write more in school in order to be better prepared for the workplace and college demands." In addition to improving reading and writing skills, the standards also call for engaging and motivating students to read, think, and problem solve both independently and in collaborative peer groups.

## SMALL GROUP INSTRUCTION: Personalizing YOUR Education

Research reveals that one way to motivate middle school students and reach learners at their level is by offering **choices** of reading material for both independent and instructional reading as well as choices for writing topics. This will be accomplished through the use of Reading and Writing Workshops that will allow for small group instruction, peer collaboration, and one-on-one instruction. While motivating our students to read and write, these workshops will also enable teachers to differentiate, or **personalize**, their instruction in order to meet the individual needs of our students and the demands of the rigor of the new Common Core Standards.

### How Class Will Operate Daily

1. **Whole Group Lesson:** We will work together as a whole class.
2. **Station Work:** You will receive activities or tasks that are designed to push you to learn challenging content, yet I won't give you something to work on that is impossible to complete. You will start with fairly easy tasks that you may work on with some help from other students. However, you will work your way up to a culminating activity that will usually be completed independently as a means of assessing just how much you have learned. PS You will have LOTS of choice this year! Woo hoo!! :)
3. **Small Group Lessons:** I will work with small groups of students while you continue to work through activities. These lessons are to help you improve in specific skill areas.

## WEBSITES

My website contains important information that is updated frequently.

<http://tinyurl.com/mrss2016>

Need to get in your 20 minutes of reading each day? Take a look at these website for links to short, high interest articles and stories!

[www.tweentribune.com](http://www.tweentribune.com)

[www.goodreads.com/list/show/43.Best\\_Young\\_Adult\\_Books](http://www.goodreads.com/list/show/43.Best_Young_Adult_Books)

[www.cantonrep.com/](http://www.cantonrep.com/)

[www.timeforkids.com/](http://www.timeforkids.com/)

