

Westbrook High School



Getting off on the Right Foot: Launching Freshmen Success

AGENDA

[9:15] {3 min}

3 min- LIS Introduction

[9:18] {10 minutes}

2 min- WHS Introduction and Agenda

8 min- Display Tour and Resettle

[9:28] {2 min}

2 min- WHS Profile/Demographics

[9:30] {15 minutes}

3 min- Organizational Structure

3 min- Aspirations

9 min- Interdisciplinary Architecture

[9:45] {5 minutes}

5 min- Q&A confined to Structure, Aspirations, and Interdisciplinary Architecture only.

[9:50] {22 minutes}

6 min- RTI

10 min- Exit Performances

6 min- Results

[10:12] {5 minutes}

5 min- Q&A confined to RTI, Exit Performances and Results only.

[10:17] {8 minutes}

2 min- LIS at WHS and 9th Grade Math Project

2 min- Prospective Redesign Considerations at WHS

2 min- Scalability of the WHS Freshman Teaming Model

2 min- Closing Comments

[10:25] {5 minutes}

5 min- Final questions any topic

[10:30] Thank you. Done.

Organization

The Results

Aspirations

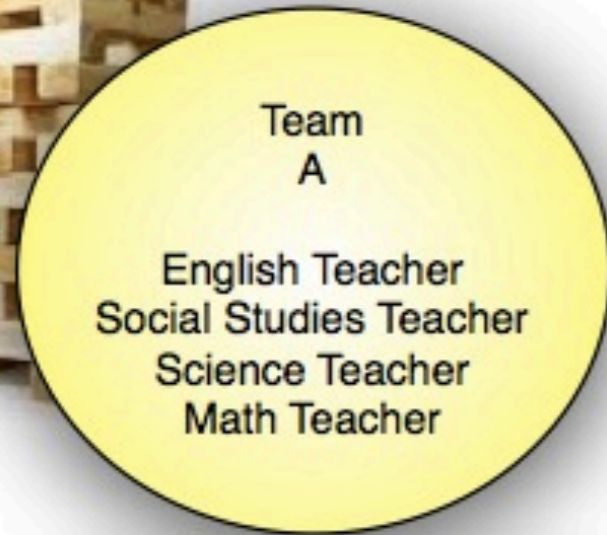
The Whole Child

Exit Performance

Interdisciplinary
Architecture

RTI

ORGANIZATIONAL STRUCTURE

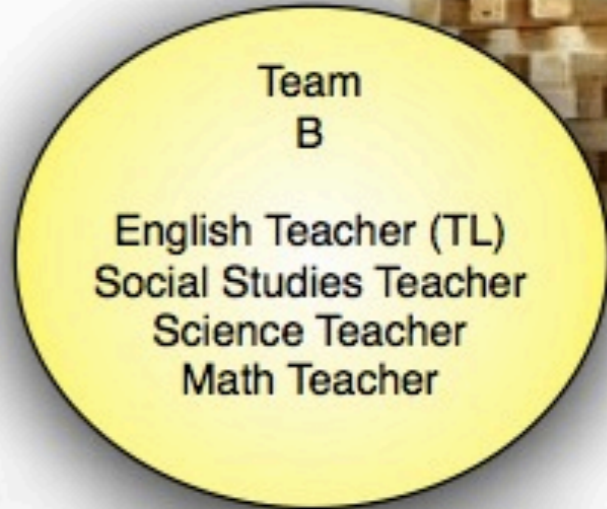


4 teachers share 75 students

Teams A and b each share a common planning period, during which they:

- monitor student progress
- provide intervention for struggling students
- confer with administrators, guidance, support personnel and agencies
- conduct parent/student conferences
- share teaching practices
- develop and apply interdisciplinary architecture

One Team Leader (TL) facilitates both teams.



4 teachers share 75 students

EXIT PERFORMANCE



WESTBROOK HIGH SCHOOL

Brian Flynn, Freshman Team Leader

Team teachers: Ray Stubble, Rebecca Bailey, Tim Eisenhart, Brian Davis, Jessica White, Geoffrey Godo, Jason Phelps

125 Stroudwater Street • Westbrook, Maine 04092

Telephone: (207) 854-0810

Fax: (207) 854-0812

email: flynb@westbrookschoos.org

Dear Friends of Westbrook High School,

The WHS Ninth Grade Team invites you to join the 2011 *Freshman Exit Performance* pilot project during Final Exam week (June 15- 20) at the Westbrook High School library.

What is the *Freshman Exit Performance*? Freshman students will demonstrate what they've learned in English, social studies, science and math during the 2010/2011 school year. They will also connect the theme "Search for Identity" to each of their core classes and explain how one "concept of the month" applies to each subject.

Format: Six tables will be equipped with a projector and a screen. Each student will deliver a 20 minute presentation to his/her table of panelists. Up to four rounds of presentations will take place each session. Panelists will then have 2 minutes to complete a common scoring rubric before rotating to the next round.

Grade Value: The Exit Performance compliments the Traditional Final Exam which will be administered to students prior to the presentations. Together, these assessments will count as 20% of the semester average.

Schedule: At the bottom of this letter is a comprehensive schedule which specifies all sessions and dates.

If you would like to serve as a panelist, please circle the session you would like to be assigned to, and choose one of the following options:

- Email the panelist name(s), session(s), and date(s) to Brian Flynn at flynb@westbrookschoos.org
- Fill out the tab at the bottom of this page, and send it through the postal service to Brian Flynn at the address above.

Thank you for your interest and support,
WHS Freshman Team

Freshman Team Exit Performance Rubric

Student Name	Panelist Name				
(3 minutes)	English	Student thoroughly explains "best work" and demonstrates excellent understanding.	Student adequately explains "best work" and demonstrates good understanding.	Student partially explains "best work" and demonstrates fair understanding.	Student marginally explains "best work" and demonstrates poor understanding.
		4	3	2	1
(3 minutes)	Social Studies	Student thoroughly explains "best work" and demonstrates excellent understanding.	Student adequately explains "best work" and demonstrates good understanding.	Student partially explains "best work" and demonstrates fair understanding.	Student marginally explains "best work" and demonstrates poor understanding.
		4	3	2	1
(3 minutes)	Science	Student thoroughly explains "best work" and demonstrates excellent understanding.	Student adequately explains "best work" and demonstrates good understanding.	Student partially explains "best work" and demonstrates fair understanding.	Student marginally explains "best work" and demonstrates poor understanding.
		4	3	2	1
(3 minutes)	Math	Student thoroughly explains "best work" and demonstrates excellent understanding.	Student adequately explains "best work" and demonstrates good understanding.	Student partially explains "best work" and demonstrates fair understanding.	Student marginally explains "best work" and demonstrates poor understanding.
		4	3	2	1
(4 minutes)	Search for Identity	Student explains how the theme "identity" is evident in 4 team subjects.	Student explains how the theme "identity" is evident in 3 team subjects.	Student explains how the theme "identity" is evident in 2 team subjects.	Student explains how the theme "identity" is evident in 1 team subject.
		4	3	2	1
(4 minutes)	Concept of the Month	Student will apply one concept of the month to 4 team subjects.	Student will apply one concept of the month to 3 team subjects.	Student will apply one concept of the month to 2 team subjects.	Student will apply one concept of the month to 1 team subject.
		4	3	2	1
Digital Portfolio Hard Copy Portfolio	Public Speaking	Eye contact, volume, pace and enunciation are excellent.	Eye contact, volume, pace and enunciation are good.	Eye contact, volume, pace and enunciation are fair.	Eye contact, volume, pace and enunciation are poor.
		4	3	2	1

Name(s) of panelist(s)

Session 1: Wednesday, June 15 (7:30am-9:15am)

Session 2: Wednesday, June 15, (12:00pm-1:20pm)

Session 3: Thursday, June 16 (9:40am-11:25am)

Session 4: Thursday, June 16 (12:00pm-1:40pm)

Session 5: Friday, June 17 (7:30am-9:15am)

Session 6: Friday, June 17 (9:40am-11:25am)

Session 7: Friday, June 17 (12:00pm-1:40pm)

Session 8: Monday, June 20 (7:30am-9:15am)

One Promise: The best education for all for life.

Global Best Practice: 1.5 Assessment Practices

Global Best Practice: 1.7 Technology Integration

Whole Child

Testimonial

Rubric

Freshman Team Exit Performance Rubric

Student Name _____

Panelist Name _____

(3 minutes)	English	Student thoroughly explains “best work” and demonstrates excellent understanding.	Student adequately explains “best work” and demonstrates good understanding.	Student partially explains “best work” and demonstrates fair understanding.	Student marginally explains “best work” and demonstrates poor understanding.
		4	3	2	1
(3 minutes)	Social Studies	Student thoroughly explains “best work” and demonstrates excellent understanding.	Student adequately explains “best work” and demonstrates good understanding.	Student partially explains “best work” and demonstrates fair understanding.	Student marginally explains “best work” and demonstrates poor understanding.
		4	3	2	1
(3 minutes)	Science	Student thoroughly explains “best work” and demonstrates excellent understanding.	Student adequately explains “best work” and demonstrates good understanding.	Student partially explains “best work” and demonstrates fair understanding.	Student marginally explains “best work” and demonstrates poor understanding.
		4	3	2	1
(3 minutes)	Math	Student thoroughly explains “best work” and demonstrates excellent understanding.	Student adequately explains “best work” and demonstrates good understanding.	Student partially explains “best work” and demonstrates fair understanding.	Student marginally explains “best work” and demonstrates poor understanding.
		4	3	2	1
(4 minutes) <i>English: Individual Soc Studies: Cultural Science: Physical Math: Variable</i>	Search for Identity	Student explains how the theme “identity” is evident in 4 team subjects.	Student explains how the theme “identity” is evident in 3 team subjects.	Student explains how the theme “identity” is evident in 2 team subjects.	Student explains how the theme “identity” is evident in 1 team subject.
		4	3	2	1
(4 minutes) <i>Origins, Cause and Effect, Predictability Compare/Contrast</i>	Concept of the Month	Student will apply one concept of the month to 4 team subjects.	Student will apply one concept of the month to 3 team subjects.	Student will apply one concept of the month to 2 team subjects.	Student will apply one concept of the month to 1 team subject.
		4	3	2	1
<i>Digital Portfolio Hard Copy Portfolio</i>	Public Speaking	Eye contact, volume, pace and enunciation are excellent.	Eye contact, volume, pace and enunciation are good.	Eye contact, volume, pace and enunciation are fair.	Eye contact, volume, pace and enunciation are poor.
		4	3	2	1

Exit Performance

WHS Freshman Team: Core Curriculum Matrix

Subject	September	October	November	December	January	February	March	April	May	June
Algebra I	The Language of Algebra Real Numbers	Solving Linear Equations	Solving Linear Inequalities Graphing Relations and Functions	Analyzing Linear Equations	Analyzing Linear Equations	Solving Systems of Linear equations and Inequalities	Polynomials	Factoring	Rational Expressions and Equations	Radical Expressions
Geometry	Tools of Geometry Reasoning and Proof	Parallel and Perpendicular Lines	Congruent Triangles	Relationships in Triangles	Similarity	Right Triangles and Trigonometry	Quadrilaterals	Circles Areas of Polygons	Surface Area	Volume
Algebra II	Language of Algebra	Inequalities	Factors and Polynomials	Probability	Linear Equations	Rational Expressions Irrational and Complex Numbers	Functions and Quadratic Equations/ Functions	Polynomial Equations Analytic Geometry and Statistics	Exponential and Logarithmic Functions	Proofs
Social Studies	Early Humans: The Paleolithic and Neolithic Eras	Mesopotamia (The origins of civilization) & Ancient Egypt (Religion in society)	Ancient Egypt Current Events Project	India Ancient Greece	Ancient Greece Hellenism/Alexander the Great	Hellenism/Alexander the Great Monotheism (Judaism, Christianity, Islam)	Monotheism (Judaism, Christianity, Islam) Ancient Roman Empire	Ancient Roman Empire Byzantine Empire	Eastern Religions (Confucianism and Buddhism) Middle Ages	Middle Ages
Earth Science	Science Vocabulary Measurement	Measurement Scientific Method Mapping	Mapping Chemistry Weathering Erosion Soils	Mineralogy Geology	Geologic History Earth Structure	Plate Tectonics	Plate Tectonics Geologic Time Oceanography	Meteorology Earthquakes Vulcanism	Meteorology Astronomy Human-Caused Change	Human-Caused Change
English	Peter Pan Anthem	Romeo and Juliet To Kill A Mockingbird Speech	The Absolutely True Diary of a Part-Time Indian 5-paragraph Essay	The Odyssey Short Stories	Swallowing Stones Writing Workshop	Poetry Out Loud Midsummer Nights Dream	Great Expectations Multi-Media Identity Project	Fried Green Tomatoes at the Whistle Stop Cafe Beautiful Person Project	Stand And Deliver Fables Portfolio Development	The Alchemist Presentation Prep for Exit Performances

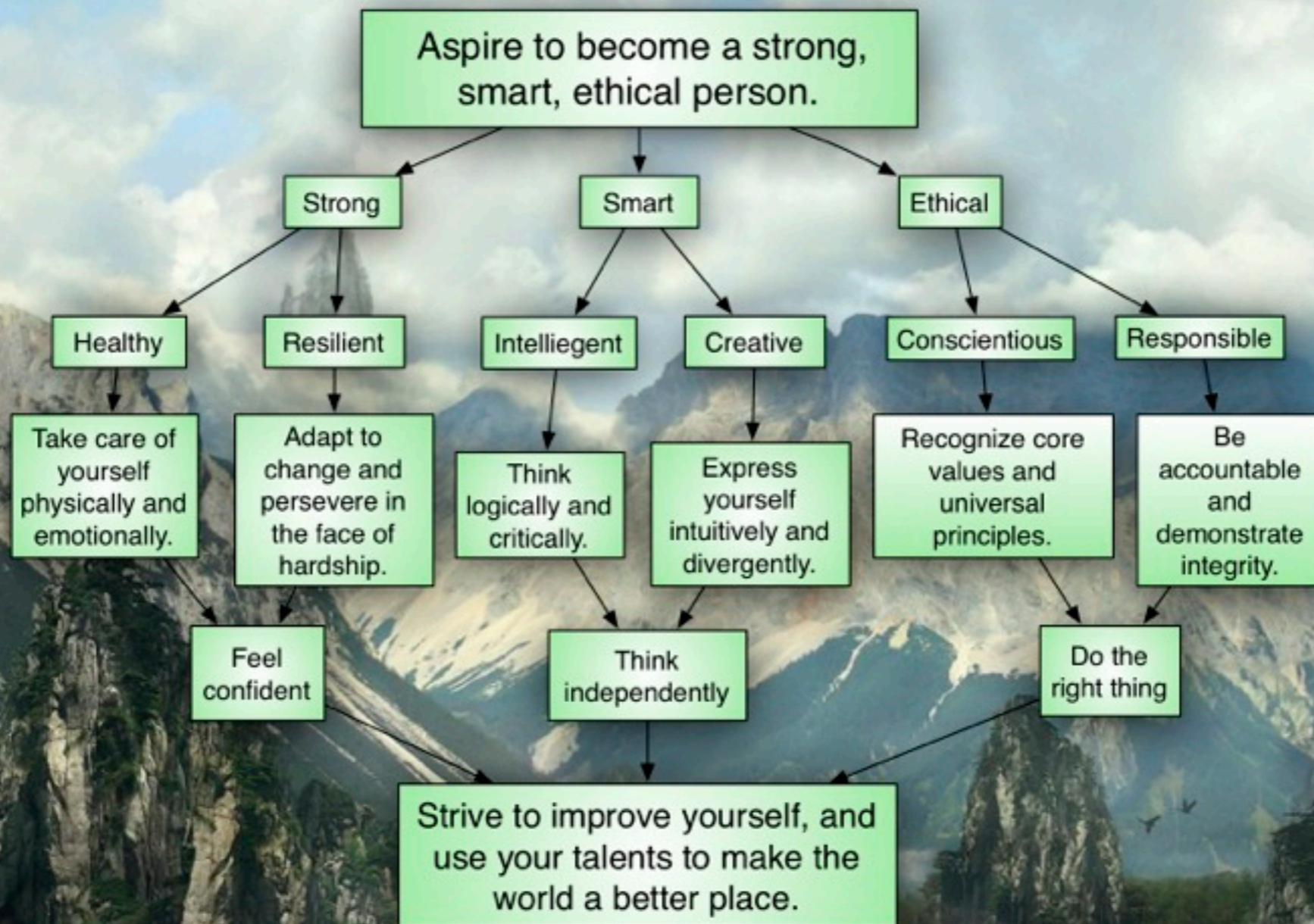
(RTI) RESPONSE TO INTERVENTION

Student Name	Team	Date	W.S.	Sci.	Math	Eng.	Reasons for Falling	Recommendations	1:1	Email	Phone	S-Con	P-Con	Other/Comments
Update 1 - MULTIPLES		9/19												
Update 2 - MULTIPLES		10/5												
Update 3 - MULTIPLES		10/19												
End of 1st quarter		Q1												
Student 1	3A/1b	9/19		61		58								bf-spoke with dk bf-spoke with tm. esl bf-spoke with rw.
		10/6	63	59	39		WSI: Poor Test Score		JP					
		10/19		60	62			Attitude/Work Ethic	touch base with rw. and tm.					
		Q1		68	40(i)									
Student 2	B	12/1		33										
		9/19	27	58		57	SCI - ma WSI: MA	1 on 1, makeup work, email home		BF				
		10/5	67					JW: Stay after on Wednesdays to get caught up		JW				
		10/17	63			72	WSI: MA, E-ma			JW 11/3				bf- preferred seating JW: Emailed home about missing project JW: Set deadline with parents on 11/9; otherwise TS will take his 65% for Quarter 1.
Student 3	B	11/7	INC											
Student 4	B													
Student 5	A													
Student 6	B	9/19		60			SCI - ma	1 on 1, makeup work	BD 9/29	JW 9/26/11, BD multiple dates	JW 9/26/11			changing schedule to reduce number of honors classes. moving to WSI
Student 7	B													
Student 8	Mixed													
Student 9	B													
Student 10	B													
Student 11	Mixed	9/19	25				WSI: MA	1 on 1		GG 9/26				
		10/6	15				WSI: MA, Poor Test							
		10/19	30											
		11/10	30(i)											
Student 12	3A/1b	9/19		56	43		SCI - ma	1 on 1, makeup work, Jess's advisee		BD 9/29, JP 9/28				KK is doing an evaluation

Global Best Practice: 1.1 Equity

Whole Child

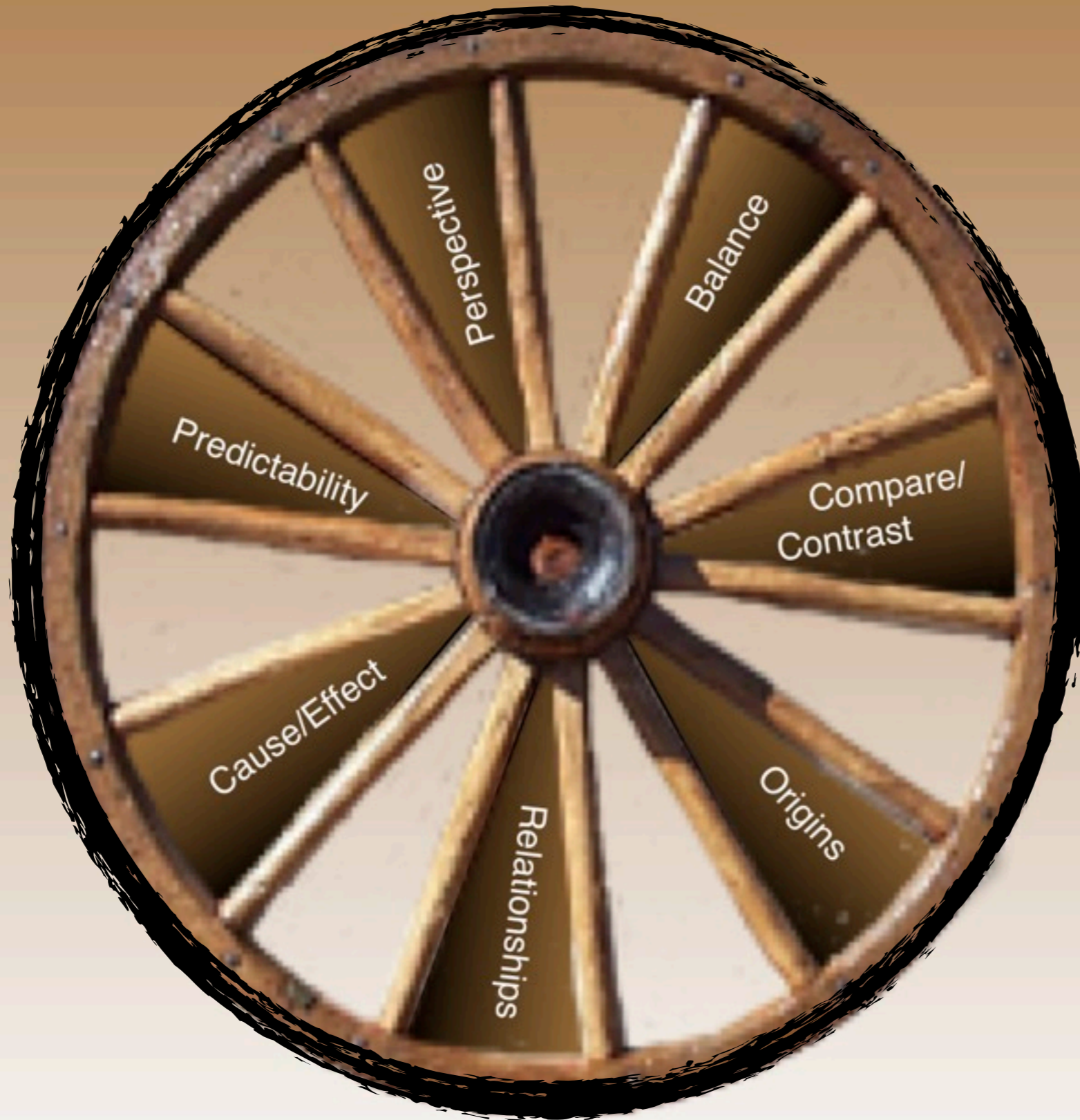
The Data



Architecture

Identity

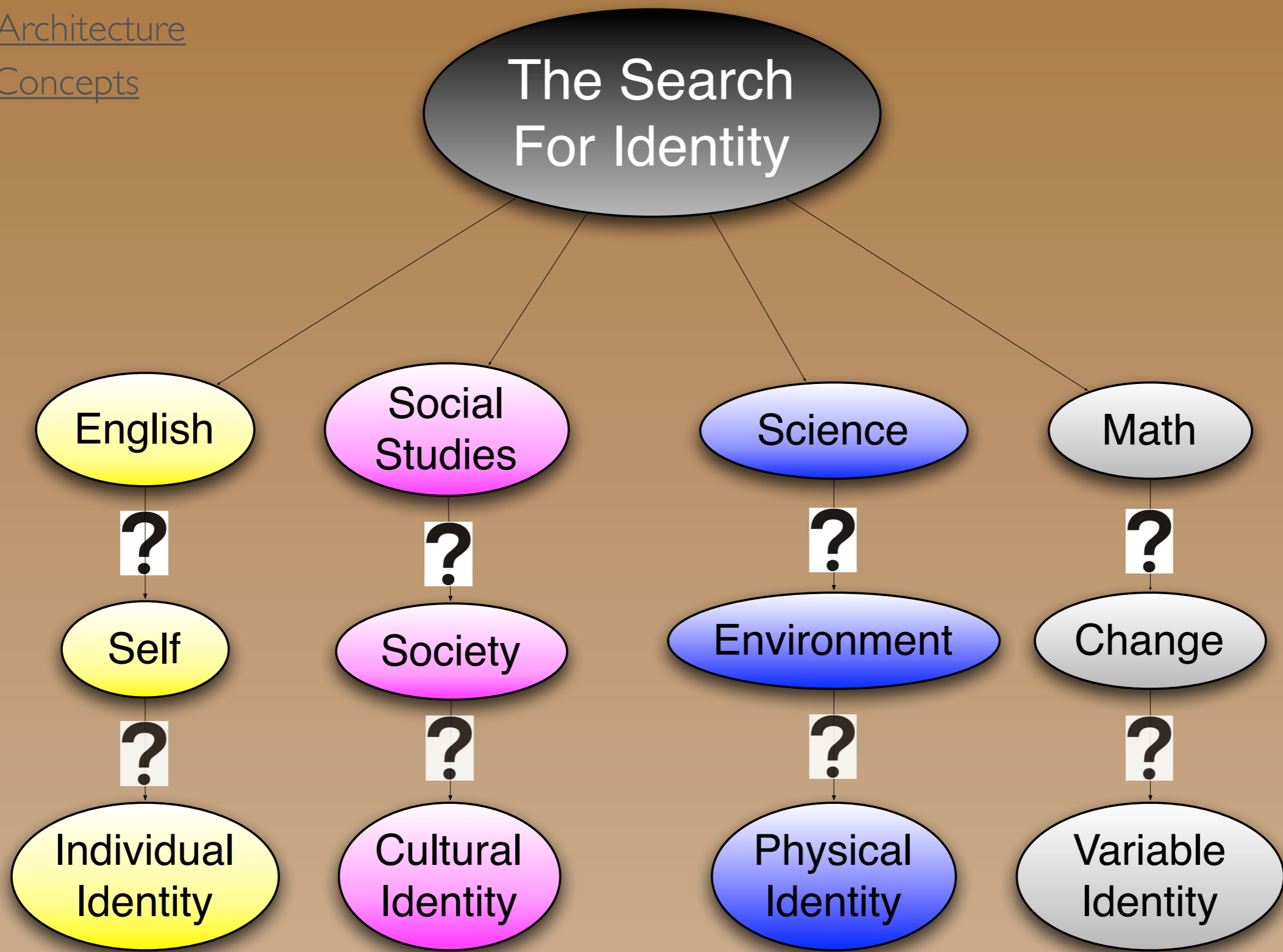
CONCEPT WHEEL



Global Best Practice: 1.3 Academic Expectations

Global Best Practice: International and Multicultural Learning

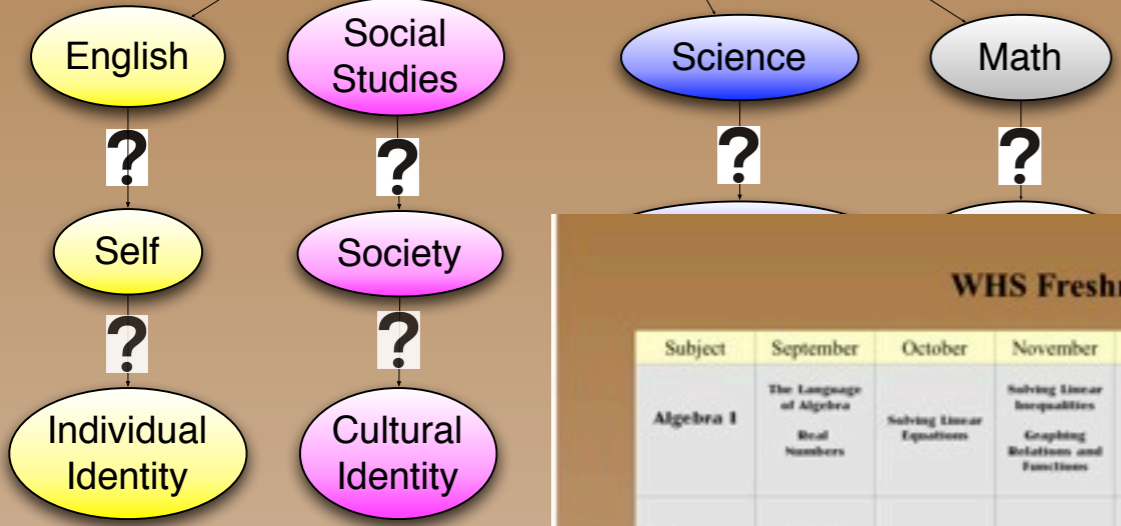
Interdisciplinary Architecture



How Do We Know Teaming Works?

1. Success Rates: 10th - 12th grades = 85%, 9th grade = 89%
2. Attendance: 10th - 12th grades = 91.7%, 9th grade = 93.2%
3. Student Improvement from 8th to 9th grade = 39/65 = 60%
4. 61.29% Reduction in Multiple Failures
5. NWEA Data – Spring to Spring
 - Reading - Normal Growth = 1.8
 - WHS 9th grade = 3.7 = 206% of Normal Growth
 - Mathematics - Normal Growth = 1.3
 - WHS 9th grade = 4.94 = 380% of Normal Growth

The Search For Identity



WHS Freshman Team: Core Curriculum Matrix

Subject	September	October	November	December	January	February	March	April	May	June
Algebra I	The Language of Algebra Real Numbers	Solving Linear Equations	Solving Linear Inequalities Graphing Relations and Functions	Analyzing Linear Equations	Analyzing Linear Equations	Solving Systems of Linear equations and Inequalities	Polynomials	Factoring	Rational Expressions and Equations	Radical Expressions
Geometry	Tools of Geometry Reasoning and Proof	Parallel and Perpendicular Lines	Congruent Triangles	Relationships in Triangles	Similarity	Right Triangles and Trigonometry	Quadrilaterals	Circles		
Algebra II	Language of Algebra	Inequalities	Factors and Polynomials	Probability	Linear Equations	Rational Expressions Irrational and Complex Numbers	Functions and Quadratic Equations/ Functions			
Social Studies	Early Humans: The Peopling and "Middle Stone Age"	"Mesopotamia: (The cradle of civilization)" & "Ancient Egypt" (Religion in society)	"Ancient Egypt" (Current Events Paper)	India	Ancient Greece	Hellenism/Alexander the Great	Hellenism/Alexander the Great (Continuity, Islam)	"Mesopotamia: (Civilization, the Ancient Roman Empire)		
Earth Science	Science Vocabulary Measurement	Measurement Scientific Method Mapping	Chemistry Weathering Erosion	Mineralogy Geology	Geologic History Earth Structure	Plate Tectonics	Plate Tectonics Geologic Time Oceanography			
English	Peter Pan Jabber	James and Juliet The Gift & Berlioz's Joni	The Absolutely True Story of a Part-Time Girl 1-paragraph Comp	The Gilead Short Stories	Jawolling Street Writing Workshop	Pretty Out Loud Bikeman's Eight Dress	Great Expectations Belle's Belle's Best Project			

Global Best Practice:
Global Best Practices: Interna

CONCEPT WHEEL



Global Best Practice: 1.3 Academic Expectations
Global Best Practice: International and Multicultural Learning

Whole Child



Whole Child