

September 2023

VOLUME 2 ISSUE 2

TIGER TALK

September 11, 2023 - SEPTEMBER 16, 2023

#MOVING FORWARD

Mission Statement: Our Purpose

Our Mission is to provide high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning.

Vision Statement: Where are we going!

Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential by providing a welcoming, supportive, and rigorous learning environment.

TIGERS: Teach, Inspire, and Grow Exceptional and Resilient Students



MESSAGE FROM THE PRINCIPAL

Students build self-esteem, increase confidence, and improve academic performance when teachers have high expectations for them and provide engaging and exciting tasks (Brophy, 2008, 2010). A student's self-confidence is crucial since it is interconnected with their willingness to face complex learning activities.

As a result of teachers' high or low expectations, students tend to perform according to those expectations (Ferguson, 2002). Motivated individuals are motivated by their expectations. When watching students learn, it is apparent that they are intrinsically motivated, either because it interests them or because they recognize the importance of learning (Deci et al., 1999; Kohn, 1994). In extrinsic motivation, motivation is produced by either incentives (points, prizes) or disincentives (threats, punishments) (Deci et al., 1999; Kohn, 1994). Student learning is significantly affected by intrinsic motivation over extrinsic motivation (Deci et al., 1999; Kohn, 1994).

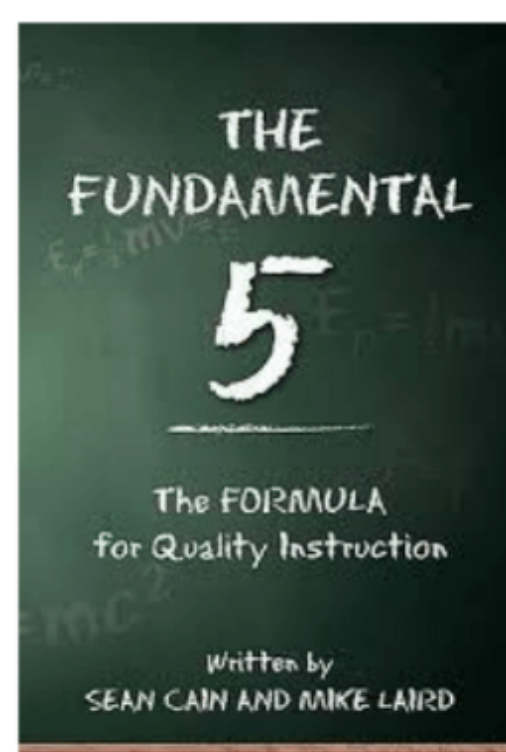
A student's motivation increases when he or she experiences success. Every lesson must provide opportunities for students to succeed. Instead of asking students to answer individually, a teacher may ask students to share their answers. As a result, each student can get involved and engaged.

#AllIn4Wharton

#Strategically Evolving for the Better

The Fundamental 5

are the five critical practices that are at the core of highly effective instruction.



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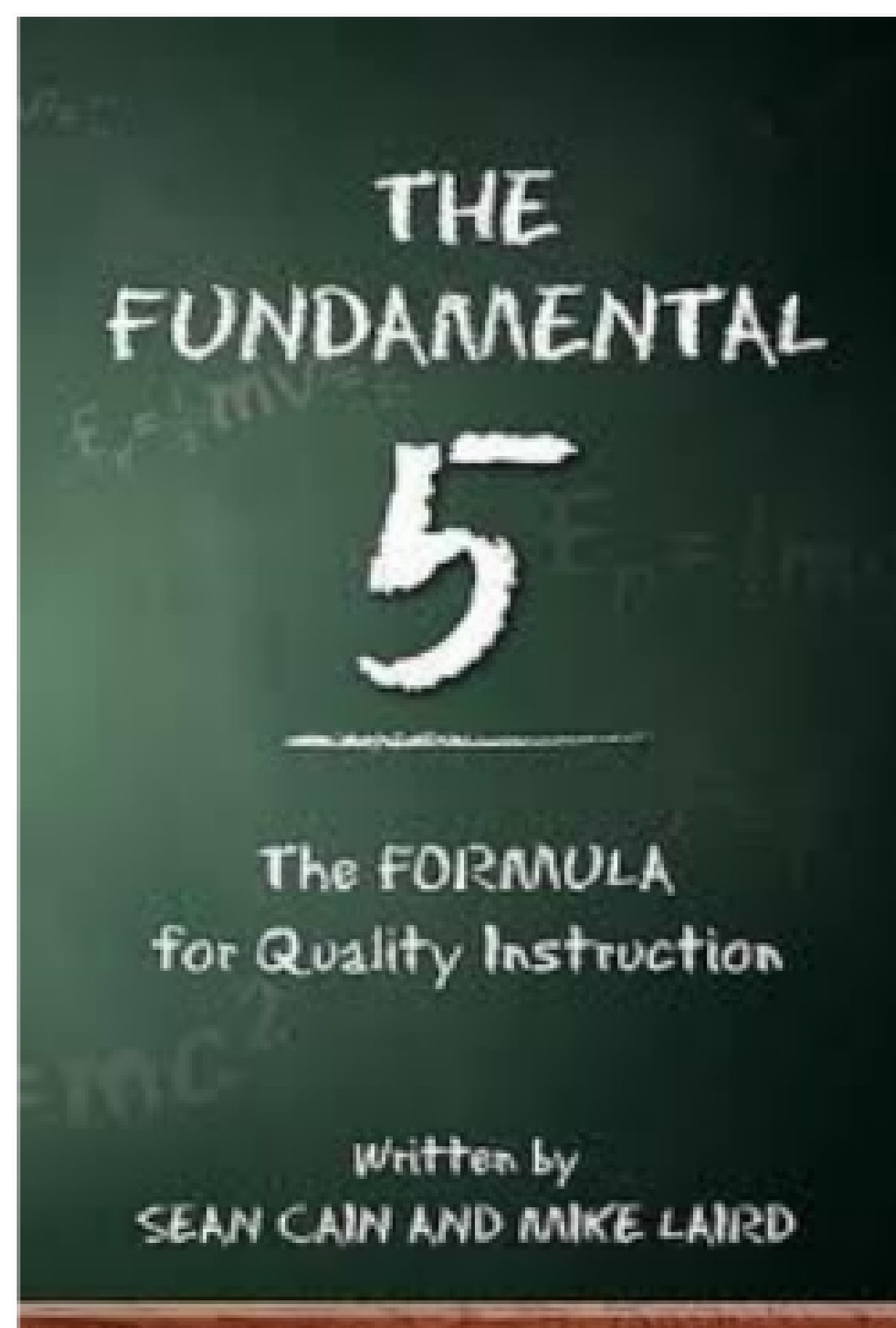
Framing the Lesson

Work in the
“Power Zone”

Write Critically

Frequent,
Small
Group,
Purposeful
Talk

Recognize
& Reinforce



Framing the Lesson:

- Simply means the teacher gives the student a clear picture of...
 - What will be happening today and...
 - What they will be able to do with the knowledge
 - It goes back to clear expectations: What are you doing, why are you doing it...
 - Represents the **beginning** and **end** of the lesson
 - Objectives should be written in concrete, student friendly language
 - Communicates a clear focus to the student and teacher

Power Zone:

- Simply teaching or monitoring in close proximity to one student, or a small group of students, or the entire classroom full of students.
- Basically you are wherever the students are
 - On task behaviors increase
 - Discipline issues decrease
 - Student retention of the content increases

Frequent Small Group Purposeful Talk:

- After every 10-12 minutes of teacher driven discussion, or at the completion of a major instructional concept (whichever comes first) the teacher briefly stops talking and has groups of 2-4 students briefly discuss a **seed question** related to the instruction or instructional activity.
- It is not a long conversation or an unstructured one
- It is a focused microdiscussion lasting between 30 seconds and 3 minutes

Recognize and Reinforce:

- Nine tenths of education is encouragement
- I know you will do it, I'm proud of you, good, keep going, well done, you can do it, fantastic effort, great work, you are smart
- Make a big deal of the small things
- Start reinforcing the work it takes to be successful

Critical Write:

- Writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expending on ideas or concepts.
- Most natural and authentic way to increase the rigor
- It's not copying from a book. Neither is it a fill in the blank activity or free writing.
- It can consist of: a simple list, a short comparison paragraph, a quick summary, a mind map, purposeful note taking, a written exit ticket, a formal essay or term paper

LESSON CYCLE

WHY??

The Lesson Cycle is one model or way of teaching that research indicates will accelerate student achievement.



LESSON CYCLE BREAKDOWN

- Warm Up (3-5 min)
- Lesson Frame (<1 min)
- Mini Lesson Part 1 (10-12 min)
- SGPT Part 1 (3-5 min)
- Mini Lesson Part 2 (5-7 min)
- Guided Practice (5-7 min)
- SGPT Part 2 (2-3 min)
- Independent Practice (5-7 min)
- Exit Ticket (2-3 min)

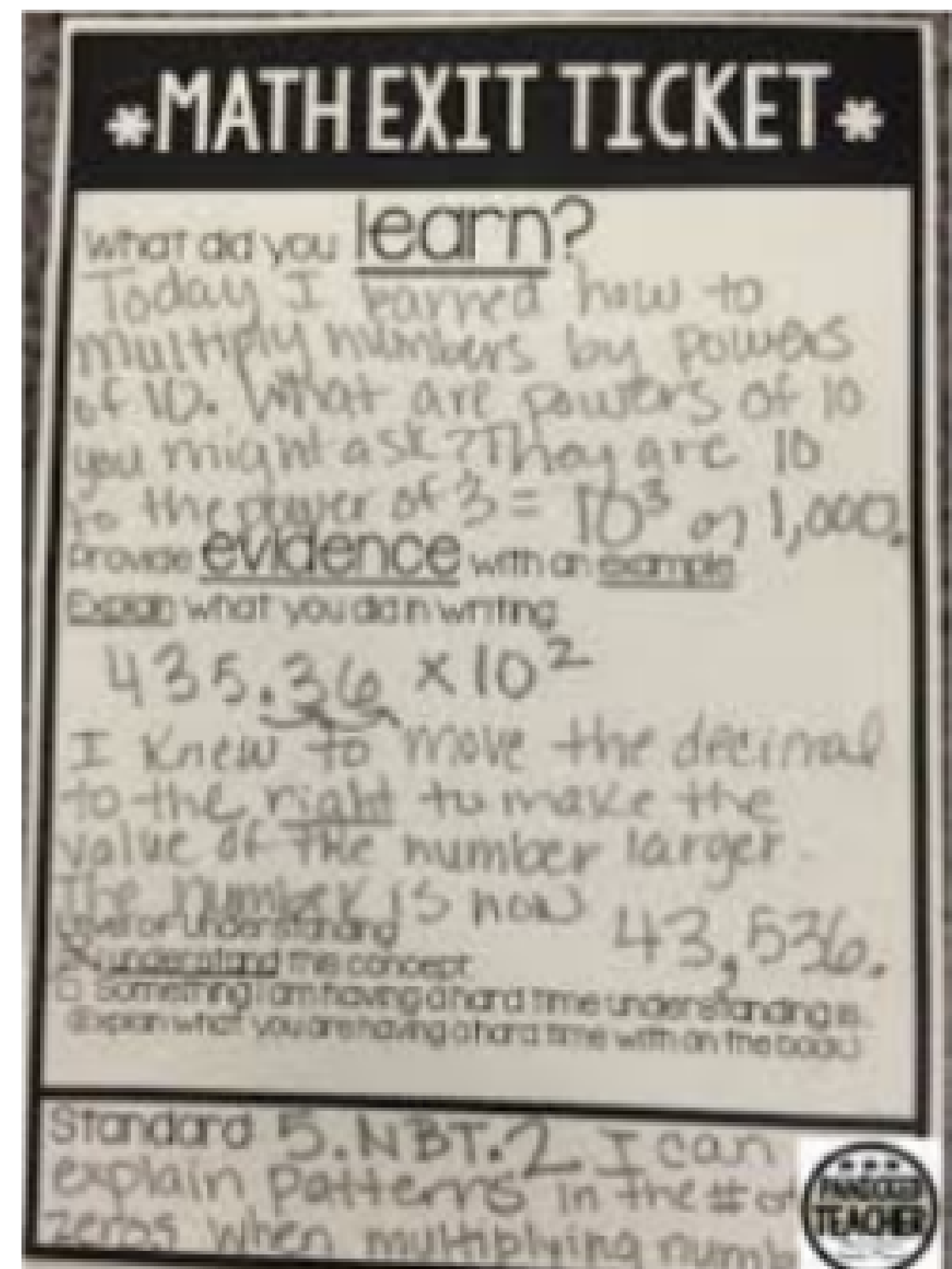


FUNDAMENTAL FIVE FOCUS

CRITICAL WRITING, DEFINED AS WRITING FOR THE PURPOSE OF ORGANIZING, CLARIFYING, DEFENDING, REFUTING, ANALYZING, DISSECTING, CONNECTING, AND OR EXPANDING IDEAS OR CONCEPTS.

SOME COMMON MYTHS CONCERNING CRITICAL WRITING ARE:

- REQUIRES NUMEROUS PAGES, FOOTNOTES, AND REVISIONS.
- TAKES A SIGNIFICANT AMOUNT OF TIME
- HAS TO BE PERFECTLY SPELLED, TYPED, AND READY-FOR PUBLICATION OF STUDENT PRODUCT.
- IS THE RESPONSIBILITY OF THE ENGLISH/LANGUAGE ARTS TEACHERS
- DOES NOT FIT IN MY CONTENT AREA



EVERYTHING WE WRITE IS A POTENTIAL LEARNING EXPERIENCE. WRITING IS A PROCESS THAT REQUIRES THE LEARNER TO TAKE A SUBCONSCIOUS IDEA, EXPAND ON THAT IDEA, CONNECT IT TO OTHER SUBCONSCIOUS IDEAS AND BRING THAT TO THE CONSCIOUS LEVEL THROUGH THE TANGIBLE ACT OF WRITING.

A CRITICAL WRITING EXERCISE CAN CONSIST OF A SIMPLE LIST, A SHORT COMPARISON PARAGRAPH, A QUICK SUMMARY, A MIND MAP, A WRITTEN EXIT TICKET, OR EVEN A FORMAL ESSAY OR TERM PAPER. CRITICAL WRITING IS NOT COPYING, FILL IN THE BLANK, OR FREE WRITING.

Instructional Strategy Focus for the Week

Exit Ticket:

An exit ticket is essentially a student's ticket out the door. Assigned at the end of the day or end of a class period, exit tickets require students to demonstrate something they have learned or to process some part of the day's lesson. They are a great formative assessment tool, allowing teachers to collect data about student learning a quick way with little pre-planning and preparation. The most basic exit tickets simply ask students a content related questions to demonstrate mastery of their learning.

Benefits of Using Exit Tickets:

- **Signal to the students that the lesson is over**
- **Calming way to collect students ideas and see them off in a positive manner.**
- **Great tool to check for understanding. Data used can be invaluable and allow you to plan for necessary intervention or enrichment, or simply guide your next lesson.**
- **Great way to incorporate authentic writing into any subject matter.**
- **Allow students to share their thinking through writing and the use of academic language in all disciplines.**
- **Easily differentiated so that all students are engaged in the activity.**

EXIT TICKET

Holly cycles from Newcastle to Ashington, a distance of 20 miles.
The diagram shows the distance-time graph of her journey.

a) Describe what is happening between 12:00 and 13:00.

b) In the first 2 hours of her journey:

- how far does Holly travel?
- what is her average speed?

c) Harry travels from Ashington to Newcastle by bus.
He leaves Ashington at 11:00 and arrives in Newcastle at 12:30.
On the diagram draw a possible distance-time graph of Harry's journey.

RAQ123

Reason for rating:


Name: _____


Name _____

express yourself

Everyone has an opinion! Think about what you learned today and then form an opinion around the topic discussed. Write below what your opinion is and be sure to back your opinion up with supporting reasons.







Name: _____ Date: _____

« EXIT TICKET »

Goal: I can identify words that are derived from languages other than English.

Word	Language Origin

Confidence scale:       

.....

Name: _____ Date: _____

« EXIT TICKET »

Goal: I can describe the author's intended purpose of the text.



Wharton

Independent School District

Wharton High School Fundamental 5 Spotlight Teacher of the Week *September 4, 2023 – September 8, 2023*



Kevin Hawk is one of our Biology Teachers at Wharton High School. He has been married to his wife Gretchen since 1991 and they have two sons Cooper and Duncan (both graduated from WHS), and they also have two cats. Along with living in Texas, he has lived in West Virginia, Pennsylvania, and North Carolina. He attended Messiah University and Wilson College where he received his teacher certification. His favorite things are plants, animals, music, and movies. His

goal for the 23-24 school year is to refocus, prioritize, and set limits so that he may take better care of himself and life after school. During the week of September 4 – September 8, Mr. Hawk did an excellent job Recognizing and Reinforcing his students during the lesson. Mr. Hawk, thank you for all you do at WHS.

STRIVING for EXCELLENCE

Tiger Tips

- Expectations = As a campus we must raise the level of EXPECTATION! Don't lower your expectations to meet your performance. Raise your level of performance to meet your expectations. Expect the best out of your students and yourself, then do what is necessary to make it a reality (Ralph Marston).



Reminders:

- Emergency Absences = EVERY EMPLOYEE WILL CALL, not text, their proper administrator directly for all emergency absences. All calls should be made before 6:30 a.m.

Mark Your Calendar

- **September 11**
 - CBA # 1
- **September 12**
 - CBA # 1
 - Taxpayer's Tuesday
- **September 13**
 - WHS Junior Ring Orders @ 11 am
- **September 15**
 - Staff Development



Wharton ISD 2023-2024 Testing Calendar



Assessment Date	Fall Assessments
August 21 - 25	Beginning of Year Screener
September 6-12	Campus Based Assessment # 1
September 26-28	1 st 9 weeks Assessment for Non-Tested Subjects/ Campus Based Assessment #2
October 3	Reading Campus Based Assessment #2
October 17-18	Campus Based Assessment #3
November 1	Reading Campus Based Assessment #3
November 7-8	Campus Based Assessment #4
December 4-8	Middle of Year Screener
December 5	Reading Campus Based Assessment #4
December 5-6	Campus Based Assessment #5
December 5-7	2 nd 9 weeks Assessment for Non-Tested Subjects
December 5	STAAR English 1 EOC Retest
December 6	STAAR US History and Algebra 1 EOC Retest
December 7	STAAR English 2 EOC Retest
December 8	STAAR Biology EOC Retest

2023

WHARTON TIGER

Spirit Themes

9/1

IT'S A TIGER FIESTA! ADIOS COLTS!

FIESTA



HOMECOMING WEEK



9/5

CELEB DAY @ WHS & WJHS

CAREER DAY @ SIVELLS & WES

9/6

BBQ DADS VS. SOCCER MOMS @ WHS & WJHS

SUPERSTAR ATHLETE @ SIVELLS & WES

9/7

IT'S A GREEEEAAT DAY TO BE A TIGER!

SCHOOL SPIRIT

9/14

RICEBIRD HUNTING SEASON...NOW OPEN

CAMO

9/22

SHINE BRIGHT IN SWEENEY!

NEON

9/28

CLOWN OUT THE COUGARS

CIRCUS

10/5

ROUGHNECK RODEO

WESTERN

10/13

PINK OUT ROYAL

PINK

10/19

SEND SEALY PACKING

TACKY TOURIST

10/26

BLUE OUT BELLVILE

BLUE

Campus Photos

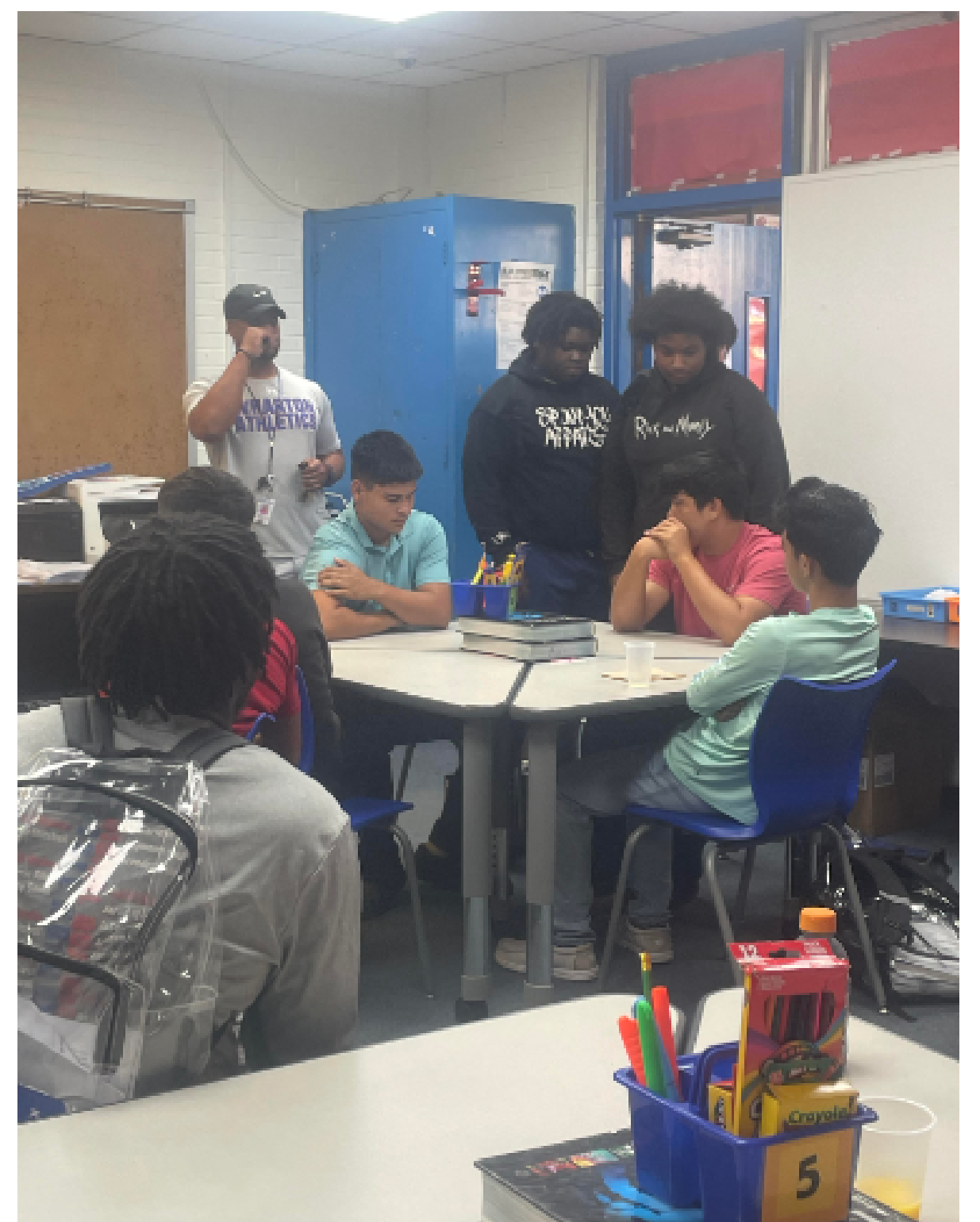
Homecoming Week.....Caleb Day



Soccer Moms & BBQ Dads

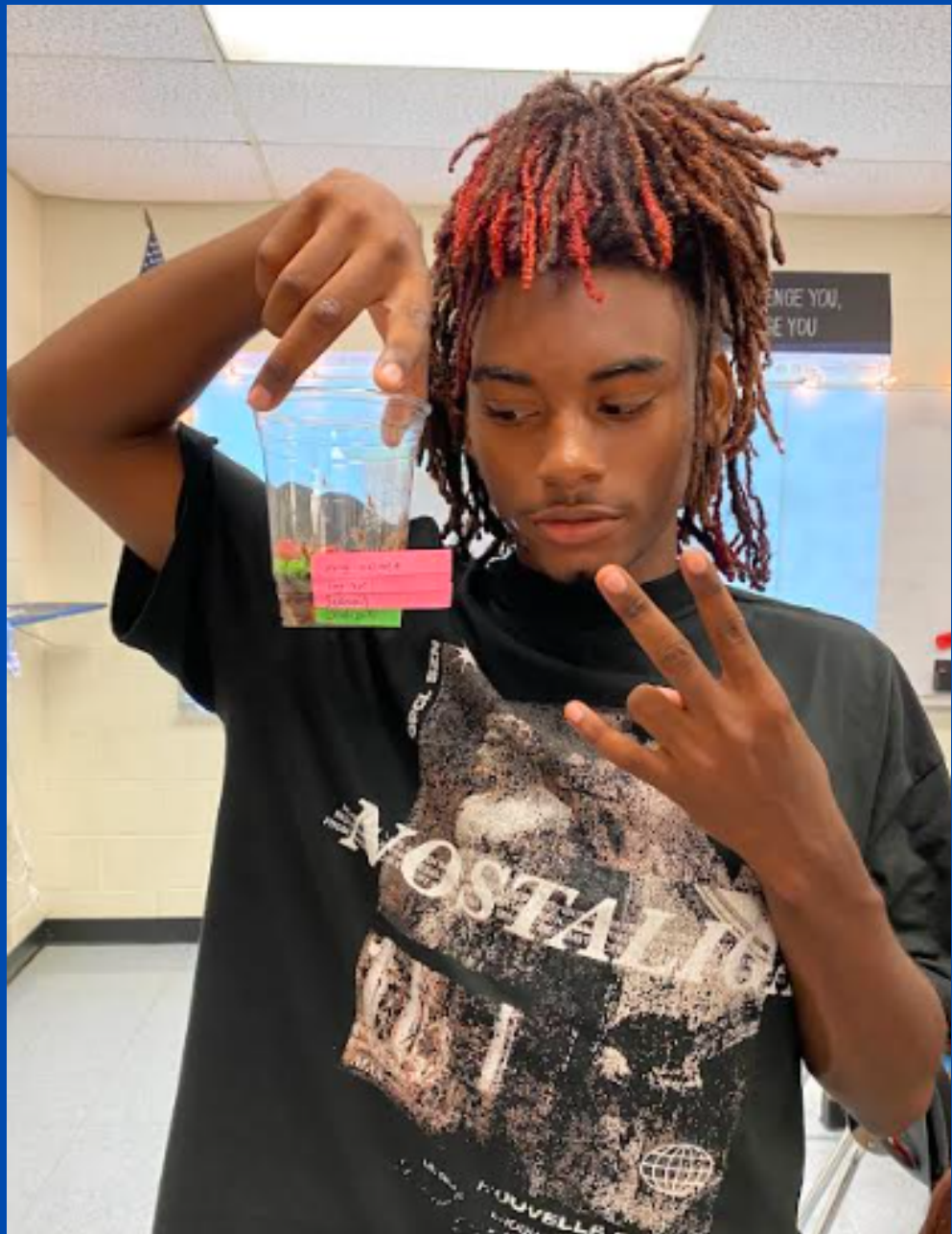


FCA

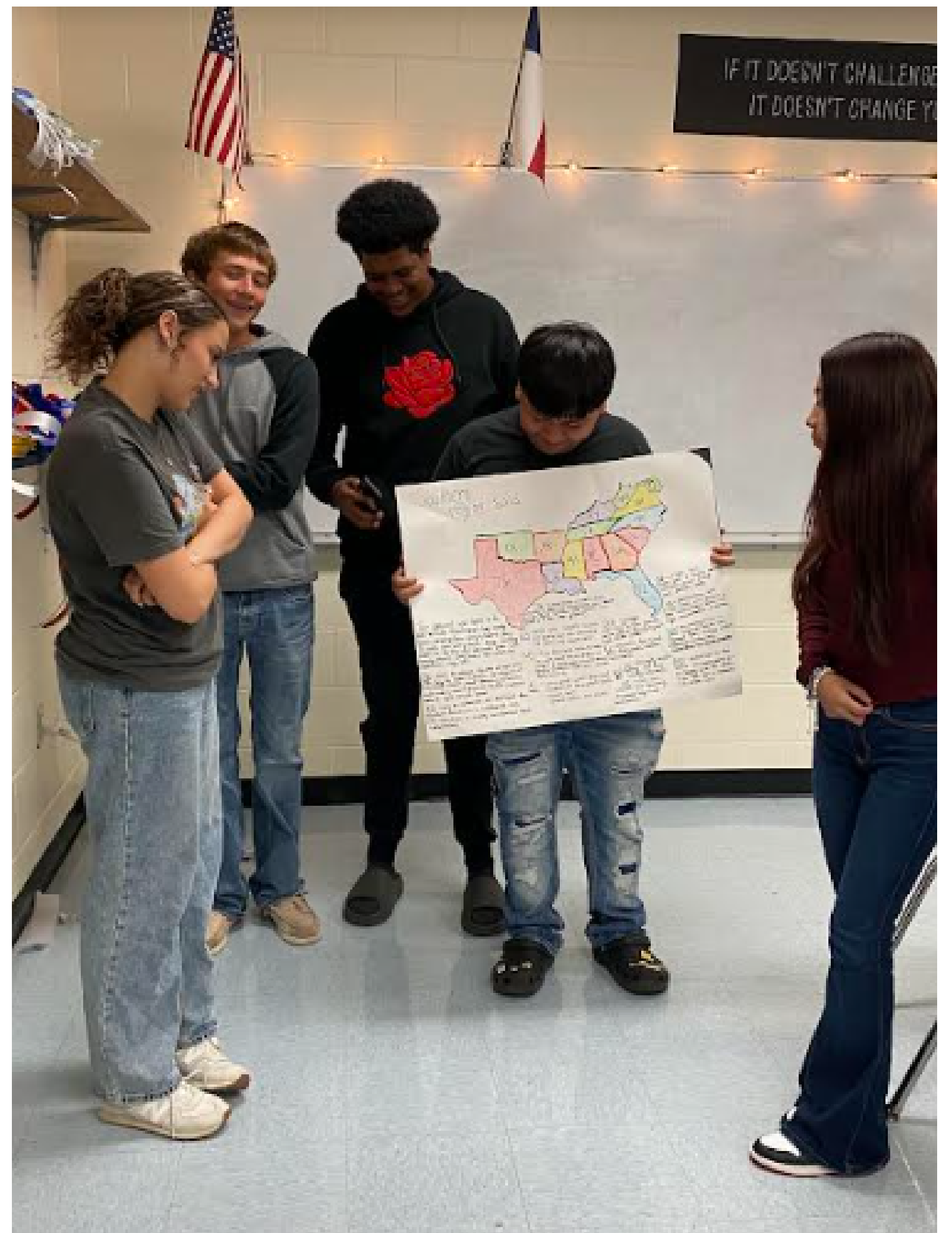


Today, to wrap up the soil unit that Mrs. Witzkoski's Landscape Design class has been discussing, students created an Edible Soil Layers Cup.

They used chocolate chips, butterscotch chips, oreos, chocolate pudding, green tinted coconut, and gummy worms. After layering the different types of soil the students then labeled each layer from organic material, topsoil, subsoil, and bedrock. They had a great time completing this project and had a delicious dessert at the end!



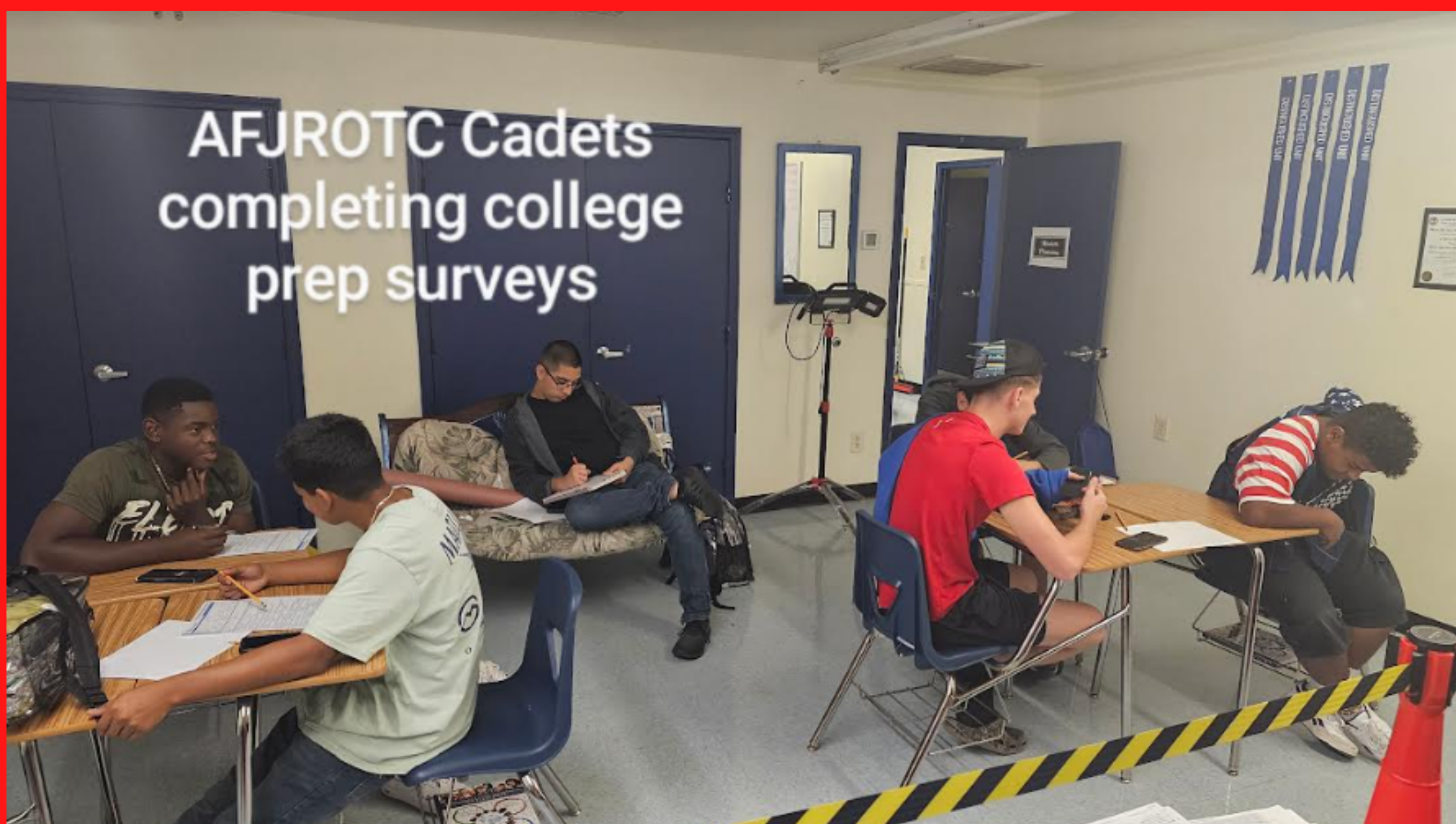
In Mrs. Witzkoski's Landscape Design and Management class they have been discussing the different types of soils in the United States, specifically the southern region.



AFJROTC Cadets are knocking out some physical training



AFJROTC Cadets completing college prep surveys



AFJROTC Cadets practicing the saber arch for Homecoming.



Here are just some of the completed homecoming mums from Mrs. Witzkoski's floral design classes. The students had a great time creating/designing their own mum/garters and learned about teamwork, as well as learned a new skill on how to make them for friends/family in the future.



Here are our 2023 WHS Homecoming Nominees

Boys:

Angell "AJ" Gaona, Carlton "CJ" Scott, Kendon Mayberry, James King, Joshua Jackson

Girls:

Grace Simper, Priscilla Olmeda, Aaliyah Garcia, Zoey Johnson, Melanie De Hoyos



Chandler's Motivational Chat

Just for the record darling, not all positive change feels positive in the beginning!!!

S.C. Lourie