

Principle #2

WIL Example #1 - Commendations Letter

3100 IROQUOIS AVE., SINKING SPRING, PA 19608

610-670-0180, EXT. 1410

Re: Juan Arias

Dear Parent/Guardian:

This is just to let you know how much I enjoy having Juan in class. He is very respectful and polite being a hard worker. What really impresses me about Juan is his willingness to help others. We have special needs children in our classes and Juan is always the first to volunteer to help. You are raising a young man.

Sincerely,

Mrs. Pam Carley
7th grade Science

Mr. Michael Edelman
Principal

VJ/GF/gb

Example #2 - Cafeteria Expectations

Be helpful by taking your tray up, throwing your trash away, putting your plastic items in the recycling container, placing your tray on the rack, and return back to your original seat.

Example #3 - Parent Contact

RECORD OF PARENT(S) BEING CONTACTED

Student: _____ GRADE _____

Teacher: _____

Date: _____ Time: _____

Reason: _____ Briefly explain: _____

___ Discipline problem

___ Academic problem

___ Detention

___ Commendation (Positive)

Disposition of parent/guardian: _____

Comments: _____

___ Cooperative

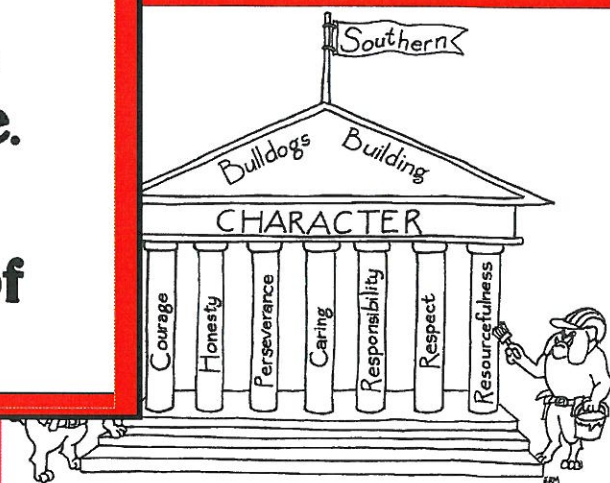
___ Uncooperative

Example #4 - Camp Picture



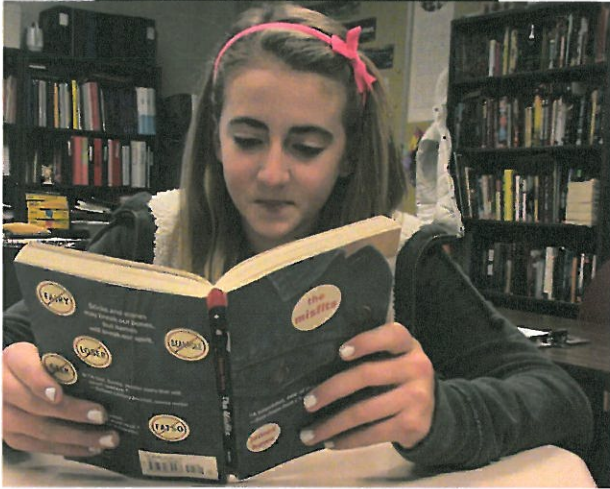
Example #5 - School Expectations

The Bulldog B's
Be respectful.
Be responsible.
Be prepared.
Be a student of character.

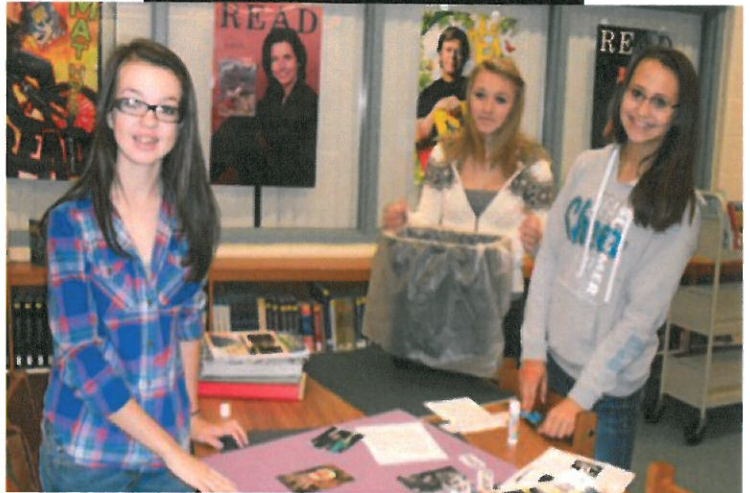


Principle #3

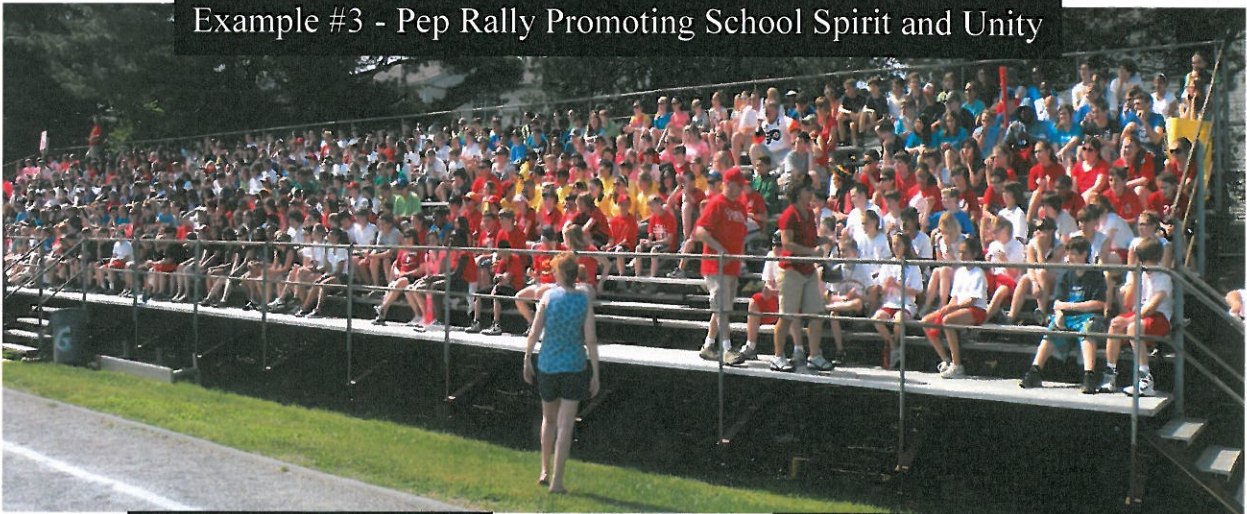
Example #1 - The Misfits



Example #2 - Creating Cards



Example #3 - Pep Rally Promoting School Spirit and Unity



Example #4 - Car Wash



Example #5 - H2O for Life



Principle #4

Example #1 - Can Food Drive and Food Pantry



Food Pantry
4125 Penn Avenue
Sinking Spring, PA 19608

December 20, 2010

Wilson Southern Middle School
 c/o Ann Yawormitsky
 Iroquois Avenue
 Sinking Spring, PA 19608

Dear Southern Middle School Faculty and Students:

Thank you for your donation of food and \$110 to defray the cost of purchasing turkeys and hams which were distributed at the November and December Wilson Area Food Pantry. Your gift helped provide food to more than 80 families our Pantry served during the November distribution and 92 families at the December distribution.

Once again, thank you for your thoughtfulness in our mission to share with others less fortunate. Best wishes to you!

Sincerely,

John Goshert

John Goshert, Chairperson
 Wilson Area Food Pantry

Example #2 - District Bullying Policy and OLWEUS Program

SCHOOL DISTRICT

ADOPTED: October 20, 2008

REVISED:

249. BULLYING/CYBERBULLYING	
1. Purpose	The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.
2. Definitions SC 1303.1-A	Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following: 1. Substantial interference with a student's education. 2. Creation of a threatening environment. 3. Substantial disruption of the orderly operation of the school. Bullying, as defined in this policy, includes cyberbullying. Cyberbullying, as defined in this policy, means the use by a student of modern communication technologies such as the internet, mobile phone or other type of digital technology to embarrass, humiliate, threaten, or intimidate another student. Out of School Bullying, shall be actions which would otherwise satisfy the definition of bullying, but for being entirely outside and unconnected to the school setting. Within the meaning of this policy Outside of School Bullying shall be treated as Bullying except as it relates to school disciplinary sanctions. SC 1303.1-A School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.
3. Authority SC 1303.1-A	The Board prohibits all forms of bullying by district students.



Example #3 - Comp. Program - Behavior Modification

RIPPLE EFFECTS
 Software to positively change behavior

Example #5 - Investigation-Complaint Form

Wilson Southern Junior High School

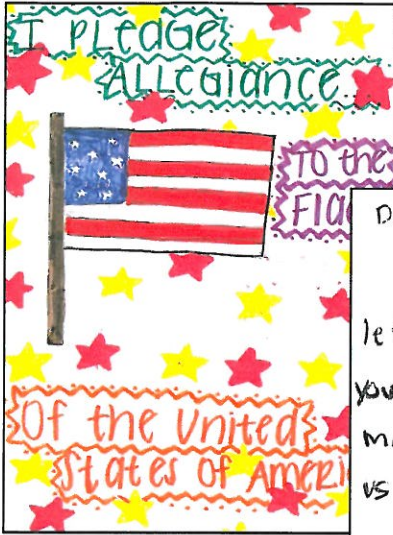
INVESTIGATION-COMPLAINT FORM

Describe the incident exactly as it happened. If you are guilty of anything, include it in your statement. List all witnesses. Tell the TRUTH because you will be given only one chance to complete this form.

Example #4 - Lunch Expectations

Be kind by allowing others to sit with you. No one should sit alone. There are only 12 students to a long table and 6 students to a round table. Once you have chosen a seat you need to stay there for the rest of the lunch period.

Principle #5



Example #1 - Letters to Soldiers

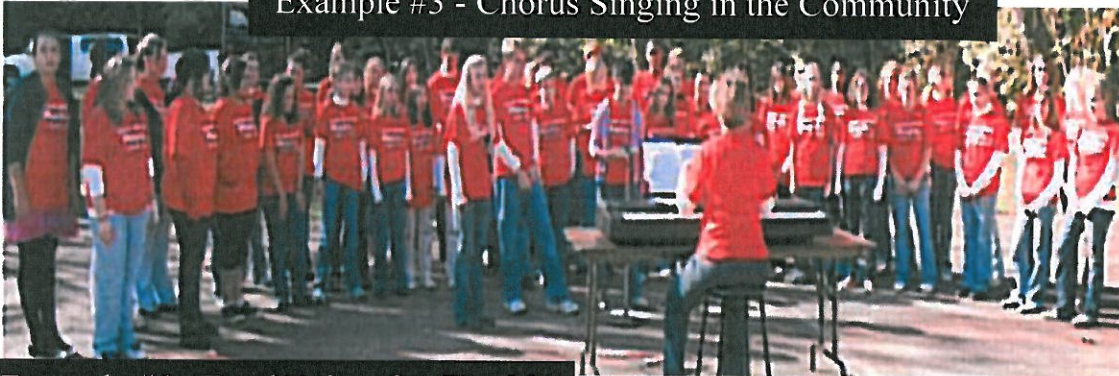
Dear Soldier,

I am greatly honored to write this letter to you. I am honored because you are risking your lives for our country and our future. This means a lot to me because you are keeping us safe.

Example #2 - Paw Prints



Example #3 - Chorus Singing in the Community



Example #4 - Fund Raiser for Charities

Please help spread holiday cheer to those in need!

The 7th grade will be collecting the following items for

Emma's Place Child Development Center:

- Diapers: Size 5 & 6.
- Baby wipes
- Boys & girls brand new underpants: size 3-6 (in original package)
- Dryer sheets
- Non perishable snack items
- Cleaning supplies
- Rolls of paper towels
- Educational games
- Masking & scotch tape
- Plastic storage containers (shoebox or larger size)
- Any art supplies (coloring books, crayons, construction paper, etc.)
- Glue sticks
- Magic Markers of any size
- Dollhouse supplies
- Small toys or trinkets for prizes and birthday gifts for the children

***Donations will be accepted from Monday, November 23 until Friday, December 11.
***Please do not bring in any previously worn clothing!!!

Thank you for your generosity!



Example #5 - Going Green Club



Principle #6

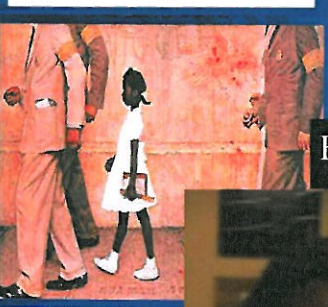
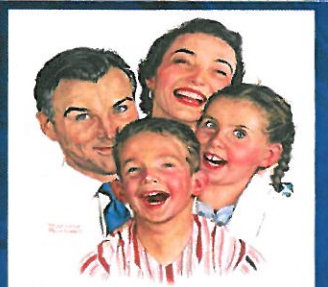
Example #1 - Themes in Lessons

You will be viewing a famous painting titled ***The Problem We All Live With*** by Norman Rockwell. This painting was printed in a well-known magazine in 1964 during the height of the Civil Rights Movement. Before viewing the painting, make an inference/prediction about what the painting portrays.

Explain why you chose this as your inference/prediction.

You will be viewing a famous painting titled ***The Problem We All Live With*** by Norman Rockwell. This painting was printed in a well-known magazine in 1964 during the height of the Civil Rights Movement. Before viewing the painting, make an inference/prediction about what the painting portrays.

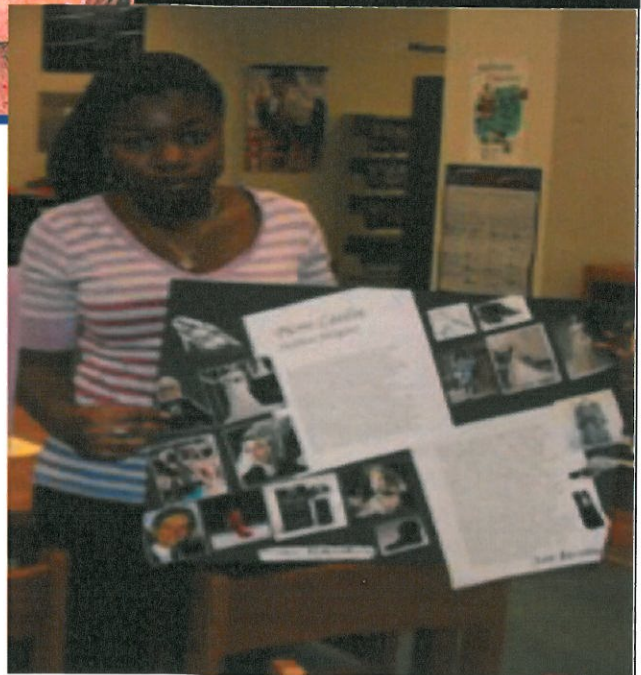
Explain why you chose this as your inference/prediction.



Example #2 - Brownie Project



Example #3 - Civil Rights Posters



Example #4 - Student Made Anti-Bullying Posters

STOP

She's Losing It

Words hurt.

Between 15 & 20% of teens cut from bullying. Every 30 seconds a teen commits/attempts suicide. 30 percent of teens are bullied in the U.S.



Principle #7

Example #1 - Behavioral Worksheet

Behavioral Worksheet

Student Name _____

What happened?

[illegible]

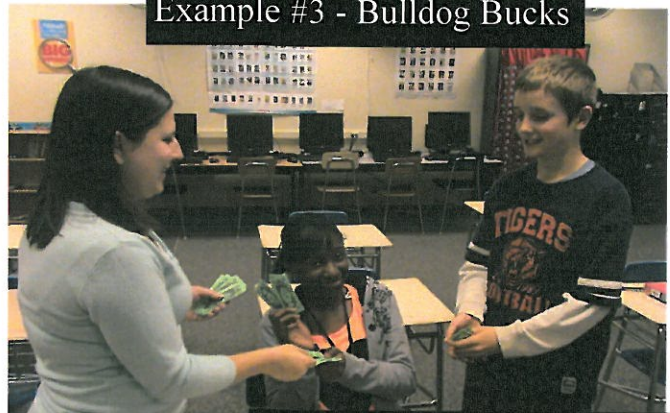
What should be done to correct the misbehavior?

What could be done next time to not repeat the same misbehavior?

Example #2 - Field Day Activities



Example #3 - Bulldog Bucks



Example #4 - Breakthrough Performance

Breakthrough performance!!!



Student's Name: _____ Grade: _____

Teacher's Name: _____

Reason for acknowledgement:_____

Enclosed is a "Breakthrough Performance" card that was filled out by one of your child's teachers. We devised this card in order to recognize a student's positive behavior and/or academic achievements. We are very proud of student's name performance here at Southern and look forward to continued success. Congratulations to you and your child.

Sincerely,

Michael Edelman
Principal

GF/SB/gb

THERN JUNIOR HIGH SCHOOL

QUOIS AVE., SINKING SPRING, PA 19608

Stephen V. Burnham
Assistant Principal

Example #5 - Letter of Apology

Dear Mrs. Wolf,

I am very sorry for lying to you about where I was activity period. I now know that I should not have done it and I regret doing it. Both Grace and I have learned our lesson and it will never happen again. The rule is that you go to the place you signed out to go and ONLY that place. I didn't understand the hazards of going elsewhere. I realized today that if there were to be a fire drill and I was signed out to be at the computer lab when I was really in the bathroom, nobody would know where I was. I feel terrible for being dishonest with you. Once again, I am incredibly sorry for my behavior. If I could take back what I did I would in a second but I can't. I have learned from my mistake and I can promise you it will never happen again. I hope you can accept my sincere apology.

Sincerely,

Principle #8

Example #1 - Invitation to Team Meetings

3100 Irigoin Avenue
Sinking Spring, PA
19009-1324

Dear Parent or Guardian of _____ Date _____

It is one of our goals here at Southern Junior High School, to create an academically successful student who is working to their fullest potential. We also strive to instill a strong work ethic and build respect for others. We are concerned that you child is not meeting one or more of these expectations. As a team, we met and discussed, with your child, our concerns and recommendations. We ask that you take an opportunity to discuss these concerns with your child. Your support is crucial in this process.

We have created a personalized plan of action to further assist your child's improvement. Please encourage your son or daughter to act upon these recommendations.

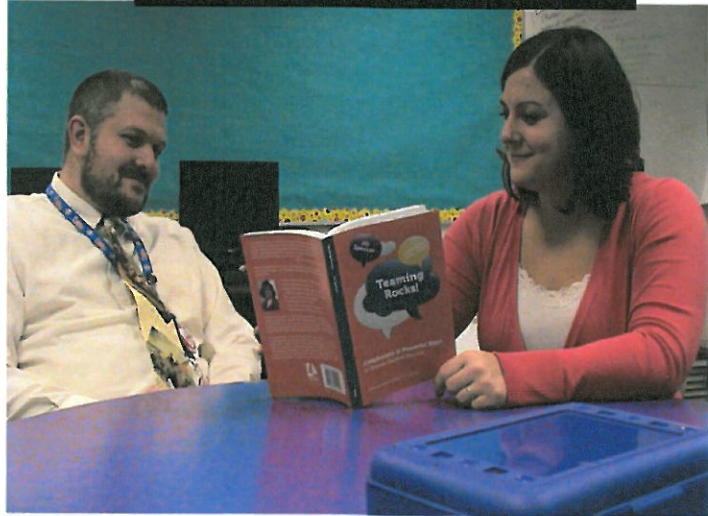
We spoke to your son or daughter on this date: _____

Our priority is to make sure that your child is successful and working to their fullest potential. The objective is to see improvement in all areas. We feel that extra curricular opportunities, such as dances, the Lock-In and field trips, are privileges for those students who strive for academic excellence and demonstrate respectful behavior. Unfortunately, if improvement is not forthcoming, these privileges may be revoked. The team will continue to monitor your child closely and continue to work with them to encourage improvement in all areas of concern. We ask for your continued support and cooperation in assisting your child to succeed. Please feel free to contact any member of the team if you have questions or comments.

Sincerely

8th Grade Red Team
Mark Wiebner wiebnm@wilsonsd.org
Linda Becker beclin@wilsonsd.org
Lauren Kalata kallau@wilsonsd.org
Robert Baldino balrob@wilsonsd.org
Marci Yousaitis yousam@wilsonsd.org

Example #2 - Teaming Rocks



Example #3 - Parent Notification

From _____ Student Name _____
Please return the completed card to the address listed on the back.

☐ I have read and understand the information.
☐ I would like a team member to contact me.

Signature _____
Phone number _____ Date _____
Email address _____

Example #4 - School Newspaper

~The Bulldog Bulletin~

Vol. XXXV, Issue 111 Wilson Southern Jr. High School
Sinking Spring, PA 19608

The Winds of Change By Moryn Hagee



8th and 9th Grades
Leaving WSJH
By Kasia Pluto-Jakowczyk
Kelsey Ziegler

Wilson is changing... and we're changing big! Wilson is transitioning from Junior Highs to Middle Schools. You might be asking yourself, what's the difference? Aren't they the same? The answer is no, they aren't. Junior Highs include grades seventh through ninth, which we currently have at Southern Junior High and Central Junior High. A middle school, however, consists of grades sixth through eighth, like the new Wilson Southern and Wilson West. This change means the eighth graders of 2010 will be part of the high school sooner than they expected. Most are excited, but some are also very nervous. "It will take a bit of time to get used to the new schools [meaning the Lower House and the High School]," says eighth grade student, Alex Mussemann, "but we will get more opportunities and get to meet more people."

This is very true. The new ninth graders will be able to use the high school's resources earlier than if they remained in junior high. Also, the new ninth graders will be housed in a building where they can mingle with people that are more age appropriate. "Moving to a middle school concept benefits all students because it puts them in an age-appropriate setting. That way, they can grow academically, emotionally, and socially," says eighth grade Reading/Writing Workshop teacher, Miss Sarnes.

But, students are also having a rude awakening because they are beginning to realize that moving to the new system means that the current eighth graders will be held to higher standards. "I am most scared for the new honors courses that I'll be taking," says eighth grade student, William L'evan. "The classes will be harder and more work will be required." On the positive side, the more work the students do, the more experience and skills they will learn for college. The new system will enable all students to reach a high level of learning.

Wilson changing is for the better. This change will lead Wilson on the right path to the future - destination...SUCCESS!

Wilson Southern is changing to a middle school, so two thirds of Southern students will be making their way to Wilson High School. It's going to be hard to leave, especially since both the 8th and 9th graders have to go. We interviewed some 8th and 9th grade students to see what their thoughts were about leaving Southern. Keep reading to find out what our soon-to-depart students had to say! **What were your most memorable moments at Southern?**
- "Being in class with friends"
- "Field Day in 8th grade"

Continued on Page 2...

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Example #5 - Peer Mediation and Peer Listening

Peer Mediation



We're here for you when you've got problems with your friends. Or maybe you're having some trouble in school with grades. Perhaps there's something going bad at home. Whatever the problem may be, we're here for you!

Please fill out this form and turn it into a teacher or into the office.

Name: _____
Grade: _____
Home/room: _____
Peer Mediators: _____
Contact: _____

9th Grade Peer Mediators

Laura Huchel Kelly Kern
PhNeey Lisa Amanda Miller
Tanner McIntosh Kyle Shovalter

8th Grade Peer Mediators

Andrew Chapin Rachel Foley Deanna Hurlinger
Julia Hummel Andrew Wedlack Brittan Zangari
Leigha Harrington Emiline Ortiz



Are things puzzling you. Do you feel like no one understands. Well

STOP

Fill out this form and a Peer Listener will listen to you and try to help you with whatever is bothering you.

Name of person requesting Peer Listening: _____ Grade _____

Reason for peer listening service. This will remain confidential.

Peer Listeners:

Circle the person you would like to talk to.

Ninth Graders:

Nick Foley
Chris Hostler
Megan Kern
Kays Logan
Kaite Miller
Brenn Ott
Jennifer Richards
Tyler Rutt

Eighth Graders:

Dilayna Baillita
Josh Calan
Kirsten Holt
Katelyn Lentheman
Victoria Mianer
Tavis Schmidt
Valerie Trump
Amanda Trusty

Please return this sheet to Mr. Burnham's mailbox

* All the information is confidential. The Peer Listeners must be Mr. Burnham or Mrs. Burnham know the person in case of an emergency.



Principle #9

Example #1 - Youth Leadership Conference



ROTARY CLUB OF WEST READING-WYOMISSING

P.O. Box 8321, Reading, PA 19603-8321 ♦ (610) 376-7351

BERKS COUNTY ROTARY CLUBS
NEW GENERATIONS YOUTH LEADERSHIP CONFERENCE COMMITTEE

Via E-Mail: BurSte@Wilsonrd.org

Stephen V. Burnham, Ed.D.
Assistant Principal-Southern Jr. High
2601 Grandview Boulevard
West Lawn, Pennsylvania 19609

Re: 13th Annual Rotary New Generations Youth Leadership Conference
March 10, 2010 - Penn State Berks

Dear Dr. Burnham:

I just wanted to take a moment to thank you very much for your assistance in coordinating the participation of Wilson Southern Junior High School in the New Generations Youth Leadership Conference. From the feedback we received, it appears to have been very successful and we look forward to your school's participation in the future.

Thanks again.

Sincerely,

J. Kitridge Fegley

J. KITRIDGE FEGLEY
New Generations Youth Leadership Conference and High
School Conference on Leadership and Ethics Committee
c/o Brumbach, Mancuso & Fegley, P.C.
50 North Fifth Street, P.O. Box 8321
Reading, Pennsylvania 19603-8321
Telephone: (610) 376-7351
Facsimile: (610) 376-9409
E-mail: jkf@bmfmlaw.com

JKF:jaf

cc: Rudy Ruth, Ed.D.
New Generations Youth Conference Committee

Example #2 - Character Education Speaker

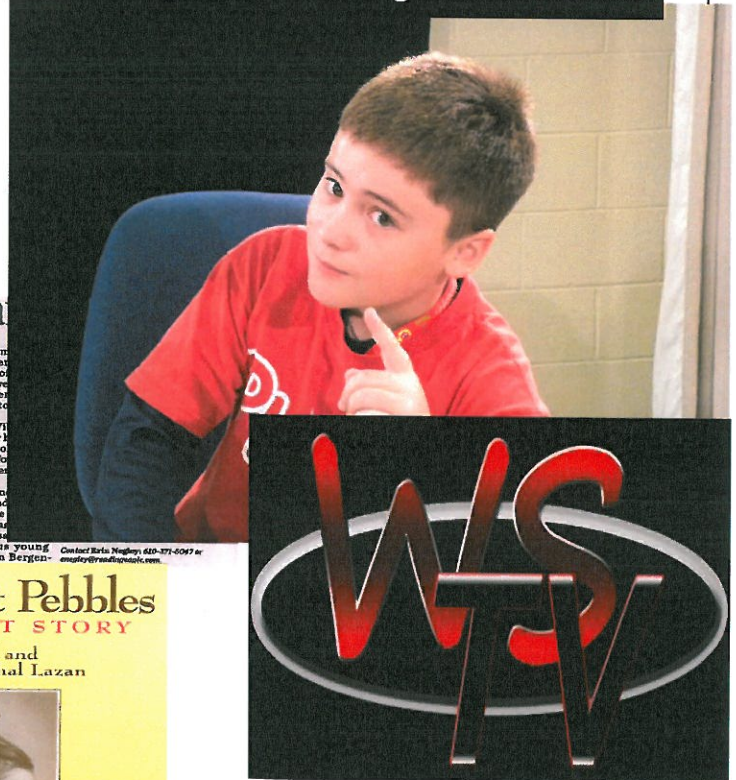


Jon Pritikin

Jon is a "Guinness Book of World Records" holder. He is one of the world's strongest men. Jon is the founder of "Feel the Power," a program addressing

bullying and peer pressure issues. Students will be captivated by Jon's own personal story of overcoming a speech problem and the hardships of being bullied as a child. This assembly program will bring together Jon's incredible story and amazing feats of strength, leaving students with the belief that everyone is important. **Appropriate content grades K-12.**

Example #3 - Morning Announcements



Example #4 - Holocaust Speaker

Holocaust survivor tells of concentration camp

Students at Wilson learn about Nazi persecution of Jews

By ERIN NEAGLEY
READING EAGLE

Growing up in concentration camp, Marion Blumenthal Lazan had a spotty education and was surrounded by death.

In Bergen-Belsen, Marion made up games such as the pebble game. If she found four identical pebbles, maybe, just maybe, she hoped, her family of four would survive.

Lazan told her story to students and teachers in Wilson Southern Middle School on Thursday.

Sixth-graders there recently read "Number the Stars," a historical fiction about the Holocaust and wanted to learn more about the period, sixth-grade reading specialist Jennifer Sarnes said.

A teacher found out about Lazan, who travels the world to talk about her experiences. Southern JTO agreed to pay for a visit by Lazan, who also spoke to about 600 people Wednesday night in Wilson High School.

Lazan grew up in Germany in the 1930s. Her family was Jewish and decided to leave as the persecution of Jews grew under Nazi rule. They were given permission to immigrate to America, but she, her parents and older brother were stranded in Holland after it was occupied by German troops.

They spent four years in the Netherlands' Westerbork internment and transit camp.



Holocaust survivor Marion Blumenthal Lazan on Thursday in Wilson Southern Middle School.

Marion Blumenthal Lazan
Family: Resides with husband, Nathaniel, on Long Island. They have three children and nine grandchildren.

Books: Wrote "Four Perfect Pebbles: A Holocaust Story," with Lisa Perl.

Film: Featured in a documentary about her life, "Marion's Triumph: Surviving History's Nightmare."

Quote: "None is the very last generation that will hear these stories firsthand. And I want to ask you to please share my story or any other Holocaust story that you read, share with your friends, share with your relatives, someday you'll share them with your children and yes, even with your grandchildren. When we're not here any longer, it's you, it is you who will have to bear witness. As difficult as it is, the Holocaust must be taught, must be studied. Only then can we guard it from ever happening again."

Source: Lazan and www.fourperfectpebbles.com.

Then when Lazan was 9, the family was moved to Bergen-Belsen concentration camp, where they endured horrible living conditions for more than two years.

Once a month, they were marched to the showers. "We had heard about exterminations and gas chambers," Lazan said. "We were never sure when the faucets were

turned on as to what would come out: water or gas."

One day, Lazan's mother smuggled potatoes and salt from the kitchen to make soup in the bunkhouse. She was interrupted by guards conducting a surprise inspection and boiling soup spilled on Lazan's leg. She knew not to cry out.

Several weeks later as the war was ending, her family was put on a train to the Eastern Front. En route, they went two weeks without food and came under attack from the Allies. Lazan's burned leg was badly infected.

Hundreds on the train died before the Russians freed

them. Lazan's family survived but her father, Blumenthal, died of shock shortly after they were freed.

A few years later, Lazan came to the U.S. to start a new life.

She asked the White House to remember her and to practice for peace and respect for all.

Lazan also answered questions.

She did have friends, she said, and got to see her home after the war. She was

whether she ever saw Frank, the famous young

diarist who died in Bergen-

Contact Erin Neagley, 610-377-6067 or erine@readingeagle.com.

Four Perfect Pebbles A HOLOCAUST STORY

By Lila Perl and
Marion Blumenthal Lazan



Principle #10

Example #1 - BOSS Breakfast

Breakfast for Outstanding Southern Students

Students and their parents are invited to join the Principal and staff members for breakfast to honor students who have excelled in academics, participation in school activities and displayed the seven character traits endorsed by Wilson School District (caring, courage, honesty, perseverance, resourcefulness and responsibility). Staff members vote on the candidates every quarter.

First Quarter Winners

Second Quarter Winners

Third Quarter Winners

Fourth Quarter Winners

First Quarter Winners



Congratulations

Second Quarter Winners

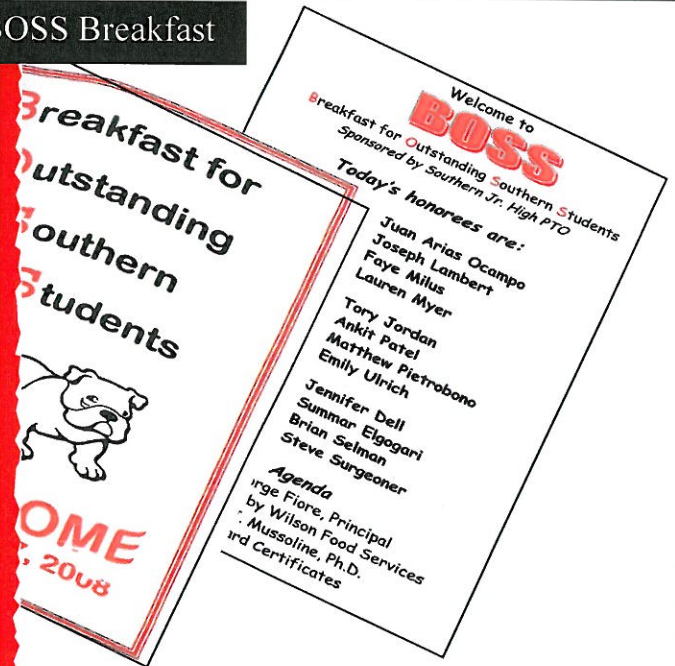


Congratulations

Third Quarter Winners



Fourth Quarter Winners



Example #2 - Singing in the Community



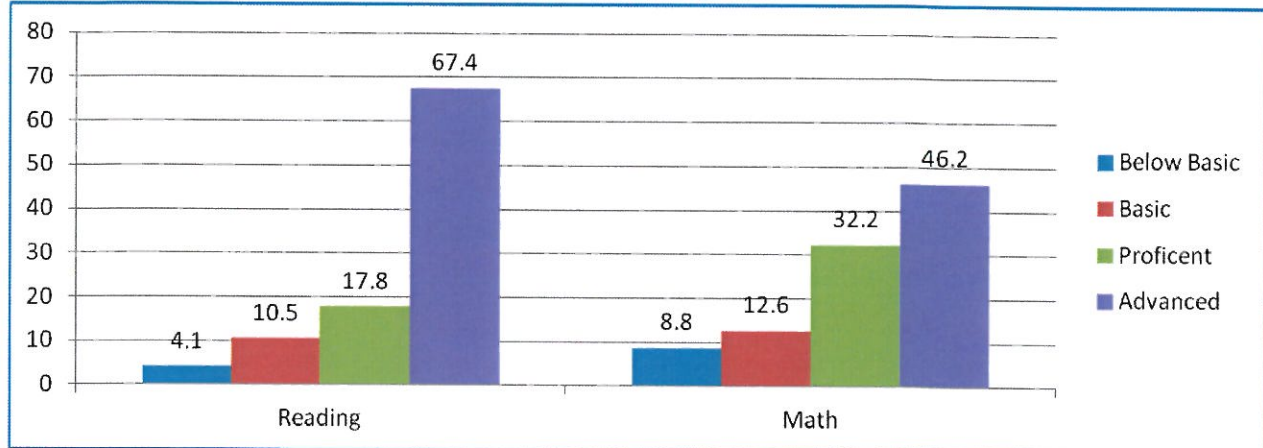
Example #3 - Fire Fighter Recognition

Last year, the Multimedia Kids created some great projects and represented Wilson Southern well in the community.



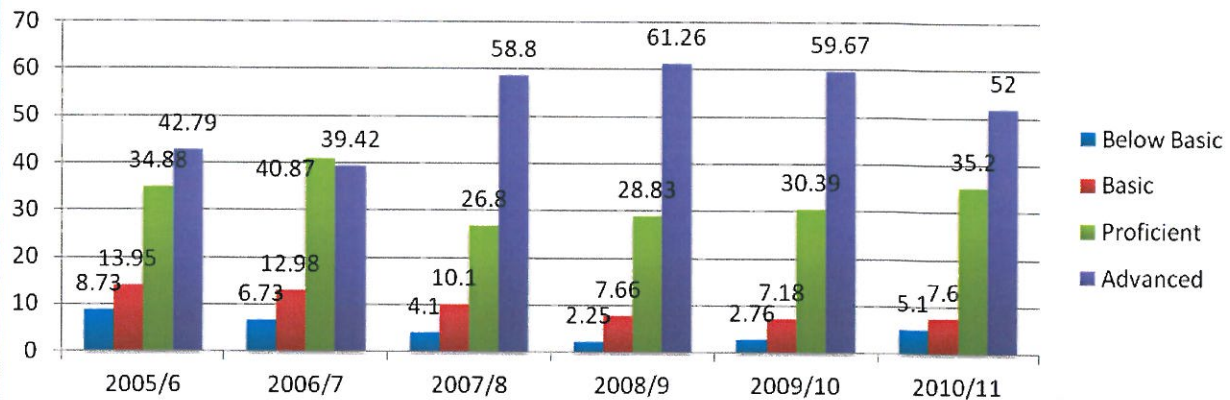
Principle #11

Grade 6 Reading and Math PSSA Results 2010-11



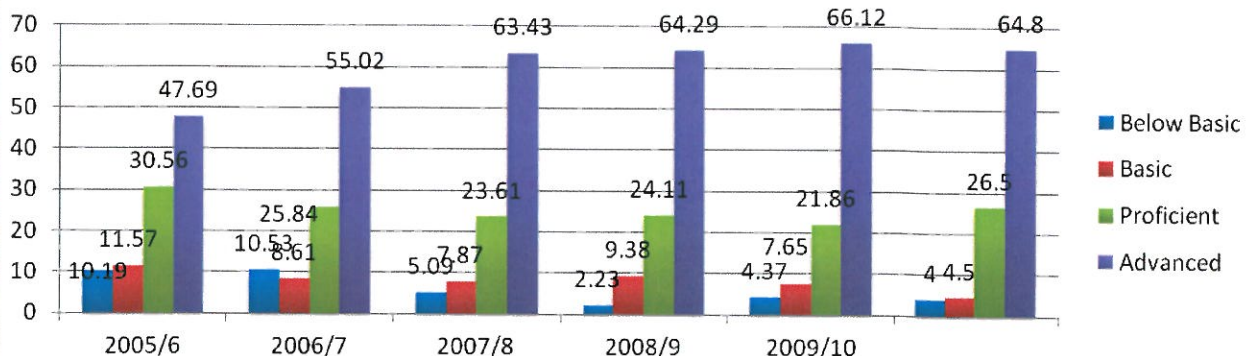
Grade 7 Reading PSSA Results

Reading PSSA Results: 2005/6-2010/11



Grade 7 Math Results

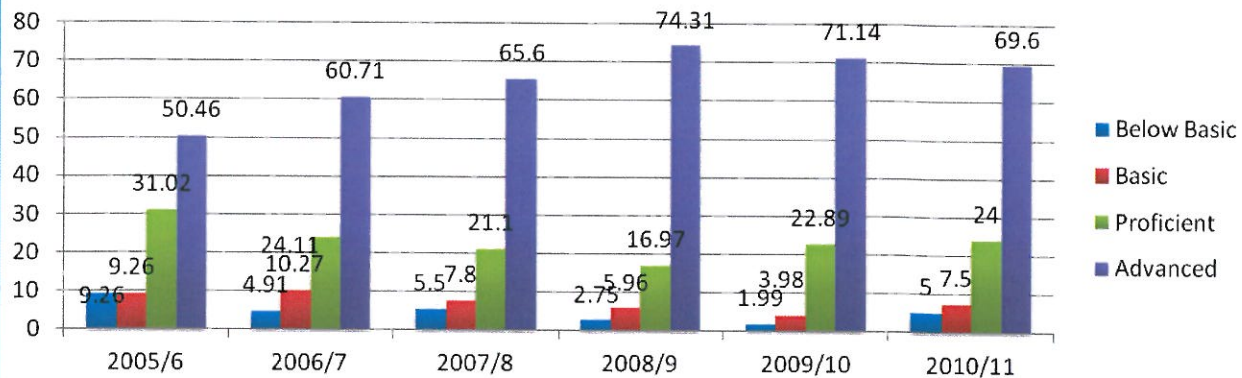
Math PSSA Results: 2005/6-2010/11



Principle #11

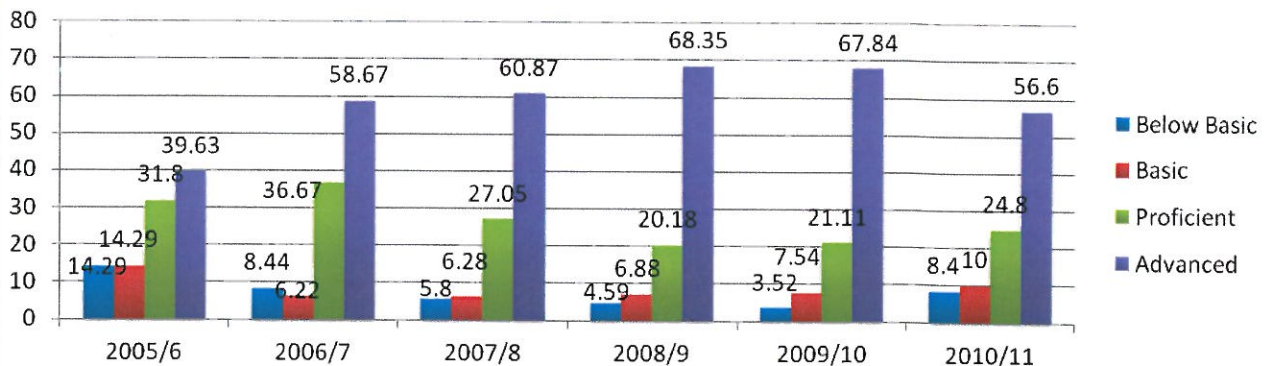
Grade 8 Reading PSSA Results

Reading PSSA Results: 2005/6-2010/11



Grade 8 Math Results

Math PSSA Results: 2005/6-2010/11



School Climate 2011-2012 (Nov)

Respondents: 592 displayed, 592 total

Status: Active

Launched Date: 11/16/2011

Closed Date: N/A

Display: Display all pages and questions

Manage Filters

0 active filters

Report Sharing

Disabled

1. What grade are you currently in?

6th grade

7th grade

8th grade

Response Total	Response Percent
205	35%
202	34%
185	31%
Total Respondents 592	

Principle #11

2. What gender are you?

		Response Total	Response Percent
Boy		324	55%
Girl		268	45%
Total Respondents		592	

3. I think Southern Middle School promotes character education (being respectful, responsible, prepared, etc).

		Response Total	Response Percent
Strongly Agree		162	27%
Agree		300	51%
Neutral (meaning - I don't have feelings either way)		105	18%
Disagree		17	3%
Strongly Disagree		8	1%
Total Respondents		592	

4. I feel safe at Southern Middle School.

		Response Total	Response Percent
Strongly Agree		200	34%
Agree		248	42%
Neutral (meaning - I don't have feelings either way)		101	17%
Disagree		27	5%
Strongly Disagree		16	3%
Total Respondents		592	

5. I feel like I belong (fit in) at Southern Middle School.

		Response Total	Response Percent
Strongly Agree		232	39%
Agree		230	39%
Neutral (meaning - I don't have feelings either way)		87	15%
Disagree		29	5%
Strongly Disagree		14	2%
Total Respondents		592	

6. Students at Southern Middle School respect other students who are different.

		Response Total	Response Percent
Strongly Agree		59	10%
Agree		198	33%
Neutral (meaning - I don't have feelings either way)		168	28%
Disagree		113	19%
Strongly Disagree		54	9%
Total Respondents		592	

7. Students are friendly and welcoming to others at Southern Middle School.

		Response Total	Response Percent
Strongly Agree		106	18%
Agree		244	41%
Neutral (meaning - I don't have feelings either way)		155	26%
Disagree		60	10%
Strongly Disagree		25	4%
Total Respondents		592	

8. The work at Southern Middle School is challenging.

		Response Total	Response Percent
Strongly Agree		89	15%
Agree		167	28%
Neutral (meaning - I don't have feelings either way)		207	35%
Disagree		92	16%
Strongly Disagree		37	6%
Total Respondents		592	

9. I understand how to apply what I learn at school to real-life situations.

		Response Total	Response Percent
Strongly Agree		163	28%
Agree		310	52%
Neutral (meaning - I don't have feelings either way)		96	16%
Disagree		18	3%
Strongly Disagree		5	1%
Total Respondents		592	

10. I am doing my best in school.

		Response Total	Response Percent
Strongly Agree		320	54%
Agree		202	34%
Neutral (meaning - I don't have feelings either way)		51	9%
Disagree		13	2%
Strongly Disagree		6	1%
Total Respondents		592	

Principle #11

11. I feel successful at school.

Strongly Agree
Agree
Neutral (meaning - I don't have feelings either way)
Disagree
Strongly Disagree



Response	Response
Total	Percent
237	40%
244	41%
76	13%
29	5%
6	1%
Total Respondents 592	

12. Students at this school have opportunities to learn from each other.

Strongly Agree
Agree
Neutral (meaning - I don't have feelings either way)
Disagree
Strongly Disagree



Response	Response
Total	Percent
175	30%
262	44%
121	20%
19	3%
15	3%
Total Respondents 592	

13. My teachers expect me to do my best.

Strongly Agree
Agree
Neutral (meaning - I don't have feelings either way)
Disagree
Strongly Disagree



Response	Response
Total	Percent
404	68%
141	24%
31	5%
9	2%
7	1%
Total Respondents 592	

14. My teachers help me to gain confidence in my ability to learn.

Strongly Agree
Agree
Neutral (meaning - I don't have feelings either way)
Disagree
Strongly Disagree



Response	Response
Total	Percent
234	40%
217	37%
100	17%
25	4%
16	3%
Total Respondents 592	

15. My teachers give me individual attention when I need it.

Strongly Agree
Agree
Neutral (meaning - I don't have feelings either way)
Disagree
Strongly Disagree



Response	Response
Total	Percent
177	30%
238	40%
127	21%
32	5%
18	3%
Total Respondents 592	

16. I am treated with respect by teachers.

Strongly Agree
Agree
Neutral (meaning - I don't have feelings either way)
Disagree
Strongly Disagree



Response	Response
Total	Percent
242	41%
216	36%
95	16%
24	4%
15	3%
Total Respondents 592	

17. I am treated with respect by my school administrators (Principal - Mr. Edelman and Assistant Principal - Dr. Burnham).

Strongly Agree
Agree
Neutral (meaning - I don't have feelings either way)
Disagree
Strongly Disagree



Response	Response
Total	Percent
362	61%
139	23%
61	10%
9	2%
21	4%
Total Respondents 592	

18. When I make a mistake, I feel the consequences are fair.

Strongly Agree
Agree
Neutral (meaning - I don't have feelings either way)
Disagree
Strongly Disagree



Response	Response
Total	Percent
123	21%
244	41%
129	22%
50	8%
46	8%
Total Respondents 592	

Eleven Principles Scoring Guide

To complete a self-assessment, assemble a representative group of stakeholders (teachers and other staff, administrators, parents, students, community members). Group members can collaborate to create one group score or complete the assessment independently before coming to consensus on the group score.

Score each item according to the following scale using whole numbers. Calculate the average of the items in each row to get a score for each principle. Find the average of all 11 scores in the final column to obtain an overall score. Note that the key indicators listed under each item represent the expected observable outcomes of exemplary implementation. For a score of "4" on any item, the school or district should be able to demonstrate evidence of the full list of practices. Sometimes it may be necessary to determine whether the school or district is closer to one score than another on an individual item. Always considering quality, quantity, and frequency, the reviewer should look at the item holistically and choose the number closest to the level of implementation.

School/District Name: Southern Middle School/Wilson School District

Evaluator: Ms. Barshinger, Dr. Burnham, Mrs. Diamond, Ms. Hoebee, Ms. Taylor, and Ms. Rogers

	Item 1	Item 2	Item 3	Item 4	Average
Principle #1	3.9	3.4	3.9		3.73
Principle #2	3.8	3.9	2.9		3.53
Principle #3	3.1	3.8	3.7	3.7	3.58
Principle #4	3.5	3.8	3.9	3	3.55
Principle #5	3.4	3.9	3		3.43
Principle #6	3.6	3.4	3.7		3.57
Principle #7	2.8	3.8			3.30
Principle #8	3.6	3.6	2.9		3.37
Principle #9	3.3	3.5	3.6		3.47
Principle #10	2.9	3.8	1.8		2.83
Principle #11	3.9	3	3.5		3.47
Total (average of each line divided by 11)					3.4

Strengths: Our strengths are in Principles 1, 5, and 6

Areas of Growth: Our weakness are in Principles 10, and 7