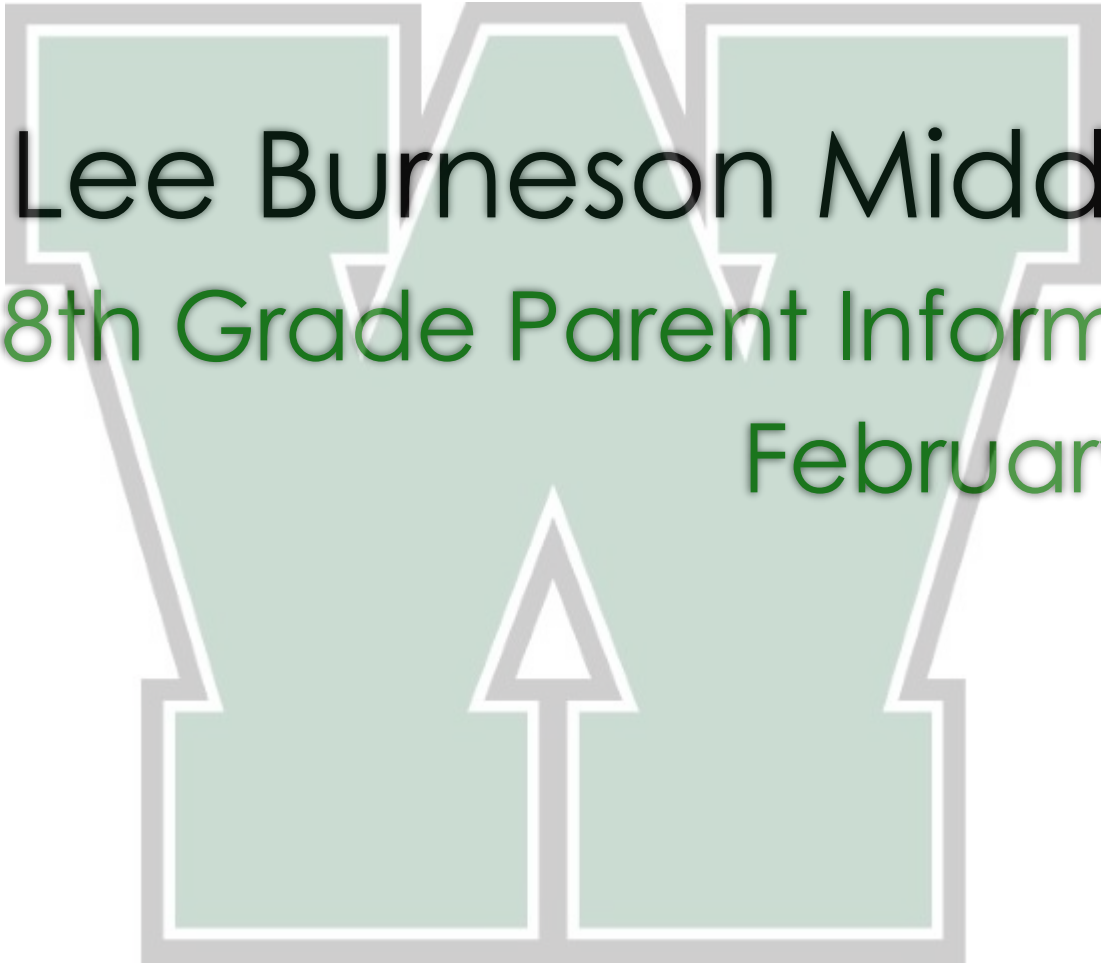




We Educate for Excellence

A large, stylized logo for WLake is positioned in the background. The letters 'W' and 'L' are light green with a thick grey outline, and the 'ake' is a smaller, lighter green font. The logo is partially obscured by the text.

Lee Burneson Middle School

8th Grade Parent Information Night

February 28th, 2024

Goals For Tonight's Meeting



2024/2025 Schedule

Curriculum Options

2024/2025 Scheduling Procedure

Advanced Course Placement

Course Acceleration Process

Transition to 8th grade

WESTLAKE CITY SCHOOLS

Portrait of a Lifelong Learner

INTEGRITY

- Develops empathy and social awareness to understand how behaviors and actions impact others.
- Exhibits character development and demonstrates the ability to take action for the greater good.
- Listens to understand others' perspectives and contemplates problems through a variety of lenses, locally and globally.

GLOBALLY-MINDED

- Explores differences and diversity in the world with sensitivity.
- Collaborates and works with others to reach a united goal.
- Contemplates how our actions impact the world and the people around us.

RESILIENT

- Perseveres and adapts during times of adversity or stress - such as family or relationship problems, health problems and uncertainty.
- Exhibits courage and strength in the face of fear.
- Shows tenacity in the pursuit of goals despite obstacles and challenges that they may face.

EMOTIONALLY INTELLIGENT

- Possesses self-awareness and is able to manage thoughts and feelings with maturity.
- Applies social skills and remains in tune with the feelings of others around them.
- Practices empathy for an understanding of others' perspectives.



INNOVATIVE

- Engages in problem solving and remains resourceful while thinking critically.
- Promotes intellectual curiosity.
- Uncovers new ideas and forms solutions to contribute meaningful and impactful changes for themselves and others.

BALANCED

- Expresses a connection between physical well-being and conscious decisions that lead to a healthy lifestyle.
- Establishes and maintains positive relationships by being mindful of others.
- Retains the ability to organize and self-regulate the demands of daily life.

COMMUNICATOR

- Listens actively and responds to show understanding.
- Utilizes a variety of methods to effectively convey ideas.
- Formulates a well-crafted response that is rooted in well-researched ideas.

PURPOSE

- Commits to future goals and pursues them vigorously.
- Displays determination in all aspects of life.
- Makes decisions that help to achieve self-fulfillment.

2024-25 Bell Schedule Highlights

LBMS school day is 7:45 am to 2:35 pm

Three teams per grade (Red, White, Blue):

All three teams are heterogeneous, a mix of general education, collaborative classes, small group classes, and advanced courses with a mix of student abilities within core and exploratory classes.

Core classes: English Language Arts, Math, Science, US Studies

Exploratory/Health/PE classes: 2 periods per day

Team Advisory and Lunch are 30 minutes each

Exploratory Periods:

Every student will have 2 exploratory periods per day:

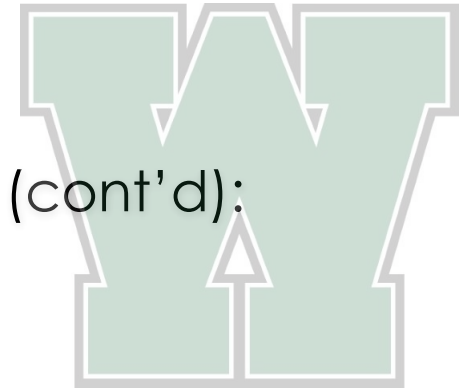
- One semester of World Language* - continued from grade 7, paired with one semester of study hall.

**Students placed into Level I World Language will take it for a full year and will not have Study Hall.*

AND

- Quarterly rotation of: Art, Career Connections, Physical Education, and Health





Exploratory Periods (cont'd):

Optional Music Courses:

Choice of **Choir, Orchestra, or Band**

- If student takes one music class: they will have 3 days of music per week for the entire year, and 2 days per week of their quarterly exploratory class rotation (Art/Career Connections/Physical Education/Health)
- If student takes two music classes: they will have a 3 day/2 day split between their two music classes, and they will not take Career Connections, Art, or Study Hall. They will instead take their semester of world language, and one quarter each of Health and Physical Education during their other exploratory period.

Important Note: Students in two music classes and Level I World Language will also not take Physical Education and Health

Exploratory Periods (cont'd):



A Google form will be emailed through School Messenger this Friday afternoon for you to indicate your child's music class choice and whether you would like your child considered for high school Level I world language for next year - **Due by Friday, March 15**

It is imperative that **ALL families** complete this form. Failure to submit this form will result in your child automatically being enrolled in their previous (7th grade) music option and grade 8 world language.

Exploratory Pathways

8th Grade World Language

Music Options

One Music Class:

- 3 days week/music
- 2 days/week of quarterly rotation through Art, Career Connections, Physical Education & Health
- One semester of French 8 or Spanish 8
- One semester of Study Hall

Two Music Classes:

- 3 day/2 day split between the 2 music classes
- One semester of French 8 or Spanish 8
- One quarter each of Physical Education & Health
- Student will not take Art or Career Connections

No Music Option

- One semester of French 8 or Spanish 8
- One semester of Study Hall
- One quarter each of Physical Education & Health, Art & Career Connections

High School Level I World Language *based on teacher recommendation*

Music Options

One Music Class:

- 3 days week/music
- 2 days/week of quarterly rotation through Art, Career Connections, Physical Education & Health
- One full year of French I or Spanish I

Two Music Classes:

- 3 day/2 day split between the 2 music classes
- One full year of French I or Spanish I
- Student will not take Physical Education, Health, Art, & Career Connections

No Music Option

- One full year of French I or Spanish I
- One quarter each of Physical Education & Health, Art & Career Connections

8th Grade Advanced and Accelerated Courses

Advanced English Language Arts 8

Advanced Science 8

Advanced U.S. Studies

Algebra I**

Honors Geometry** (must have completed Alg I)

Honors Algebra II** (must have completed Geometry)



**Algebra I + Honors Geometry + Algebra II are high school-level classes that will count toward the student's high school GPA.

Placement into Advanced Courses

- All students currently placed in advanced ELA, SS, Science will remain in that placement for 8th grade.
- Any change in placement will be based on teacher + parent input and holistic data
 - Norm-referenced tests - ITBS, MAP, AIR
 - Work/study habits
 - Progress through the standards
 - Social/emotional readiness
- Final course placement letters will be mailed on **Friday, April 12**

Placement into Algebra I

- All 7th grade students took the IAAT (Iowa Algebra Aptitude Test)
- If you want your child considered for Algebra I, you must submit an application. The Algebra I application can be found in the Google Form Mr.Shaw will send out this Friday afternoon (March 1)
- **Deadline** to submit the Algebra I application is **Friday, March 15.**
(same as the deadline for submitting music and world language preferences)
- Algebra I is a course acceleration. This means students are skipping Math 8. There will be a required summer work packet
- Please keep in mind that Algebra I is a high school credit class and grades will remain on a student's high school transcript and count toward their GPA.

Placement into Advanced Courses (cont'd)

- **March 15:** Deadline for submitting music preferences (all students) and Algebra I application for those parents who want their child to be considered for it.
- **April 12:** Course Placement letters (all core classes) mailed
- **May 10:** Due date for parent appeals on math course placement decisions (via email to Mr. Shaw). There are no appeals for other subjects.
- **June 21:** Final placement letters mailed. No appeals permitted.

New to district students will be tested throughout the summer and placed prior to the first day of school. Academic Services or counselors will assist.

www.wlake.org

Questions to Ask Yourself Regarding Advanced Course Placement

Is my student developmentally and academically ready?

Does my student plan to follow the Honors track in HS?

Can my student commit to the time needed for success?

Will these courses cause undue stress?

Can my student become well-rounded and enjoy all aspects of LBMS
(academics, activities, co-curriculars)?

Transition to 8th Grade



New teachers, new teams, opportunities to make new friends

- Students remain with their current school counselor through 8th grade, Mrs. Romeo
- Transition meetings between intervention specialists and ESL teachers to ensure smooth and supported transitions; early outreach from intervention specialists to address questions and concerns; special attention paid to scheduling
- Open House in August with opportunities before school starts for picking up schedule, setting up lockers, and seeing friends after the summer!
- Team building activities early on!
- New teams can bring some sadness and worry about not being with old friends; 8th grade is an opportunity to make new friends and expand and diversify social circles. Great preparation for high school and the non-teamed environment there

Raised expectations with more homework and responsibilities

- Scaffolded instruction from teachers early in the year; preparation for high school as year progresses
- Support from school counselor as needed in small group and/or individually

Trying out new activities and getting involved in sports and/or clubs provides opportunities to make new friends, feel a sense of belonging, and learn new things

Transition to 8th Grade



Academic and Social-Emotional Support

- Study Tables twice a week after school for teacher-supported homework assistance; assigned by teachers or at parent request
- Daily 30 minute Team Advisory when students may ask for and/or receive targeted support from their core academic teachers
- Large group, small group, and individual instruction and support for academic, career, and social-emotional skills, knowledge building, and support of needs.
- Weekly team-based meetings to discuss academic or social-emotional concerns and develop plans for interventions and outreach as needed.

Special Education and English Language Learners

- Intervention Specialists at both grade levels
- School psychologist
- Two ESL teachers

Clubs and Extracurricular Opportunities

LBMS Clubs

Academic Challenge	Jazz Ensemble
Aevidum	Math Club
Art Club	Science Olympiad
Brigade	Student Council
Book Club	Ski and Snowboard
Builders Club	Yearbook
Demon Strings	
Drama Club	
Environmental Club	

LBMS Athletics

Boys/Girls Basketball
Boys/Girls Cross Country
Boys/Girls Track
Cheer
Football
Softball
Volleyball
Wrestling

Questions?

[LBMS Web page](#)

Mrs. Romeo, grade 8 School Counselor

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