

# 5th-Grade Contact Success at Roxboro Middle School

When assigned the task of writing a success story on a particular student on my caseload at Roxboro Middle School, I could not help but recognize the progress and hard work that all the 5th graders in the Contact program are demonstrating. As a result, this story is recognizing and appreciating the 5th-grade students as a whole for their efforts in setting goals, engaging and participating in social skill lessons, and meeting academic and behavioral expectations.

A short three months into the school year, the 5th-grade students have worked hard to set individualized academic and behavioral goals. Some examples of goals are to improve math multiplication and division skills, increase motivation and engagement in reading, learn and practice strategies to manage frustration, express feelings appropriately, recognize and respond to positive and negative peer pressure. Below and to the side are just a handful of cards created and used for daily reminders of academic goals and behavioral expectations!

**Maria Molina**  
My goals:




- 1) To improve math multiplication and division skills
- 2) To Learn, practice and demonstrate skills to use self-control
- 3) To recognize and respond to positive and negative peer pressure

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**JAMES PIERSON**  
My goals:



- 1) To improve math multiplication and division skills
- 2) To learn, practice and demonstrate skills to manage frustration
- 3) To build positive peer connections

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**Juliette Marsala**  
My goals:




- 1) To improve math multiplication and division skills
- 2) To learn, practice and demonstrate skills to manage frustration
- 3) To recognize and respond to positive and negative peer pressure

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**TRISTAN SURGUE**  
My goals:



- 1) To use self-control in class
- 2) To increase organization
- 3) To obtain positive peer connections

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**Isaac Moses**  
My goals:



- 1) To learn, practice & obtain strategies to reduce anger
- 2) To improve writing skills
- 3) To comply with adult directions

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**COLE NICKEL**  
My goals:



- 1) To learn, practice and demonstrate the skill of using self-control
- 2) To improve writing skills
- 3) To demonstrate appropriate anger reducing strategies

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**VICTORIA AUSLANDER**  
My goals:



- 1) To learn strategies to manage problem situations with my peers
- 2) To improve math skills
- 3) To learn strategies to cope with emotions and express feelings appropriately

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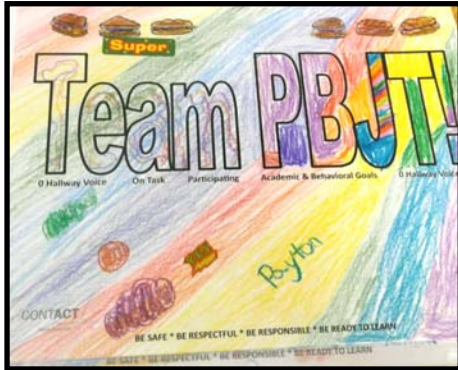
**BRAEDYN BAITSELL**  
My goals:



- 1) To improve math multiplication and division skills
- 2) To follow directions the 1st time asked
- 3) To learn, practice and demonstrate the skill of self-control and self-regulation

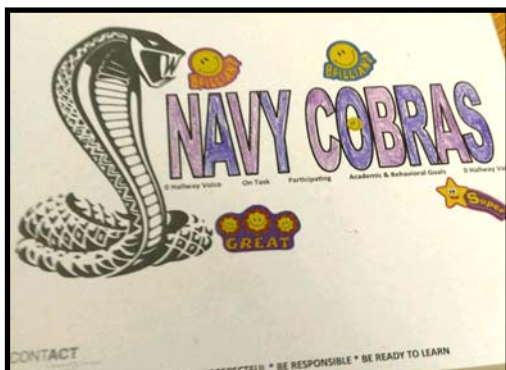
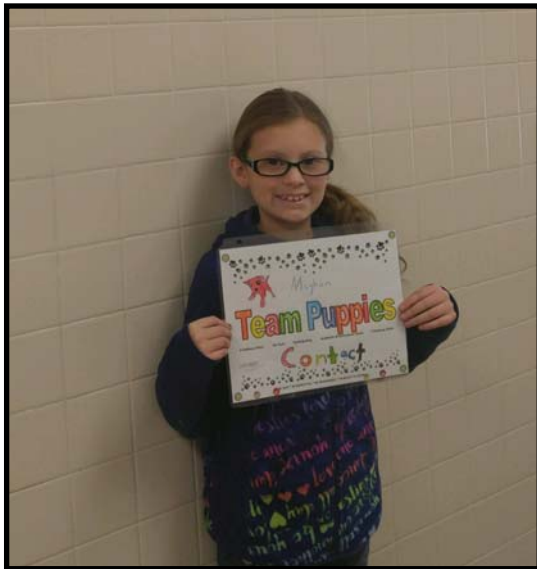
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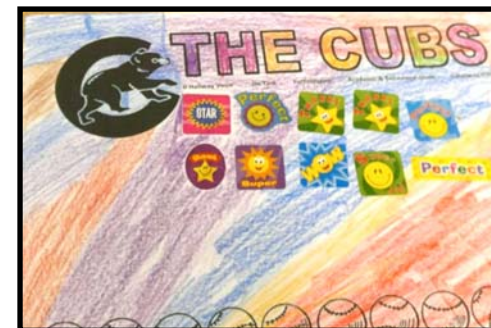


### Classroom Dojo Teams!

The 5th-graders are on a mission to work together in teams to stay focused and meet expectations — academically and behaviorally! By using the classroom dojo management tool in the Contact classroom, students are building positive peer connections, encouraging positive behavior and creating a safe environment for academic and social-emotional support. The 5th-grade students have been exceeding expectations in the following categories:



1. Zero voice, single-file hallway behavior to and from the Contact classroom.
2. Reviewing academic and behavioral goals-developing strategies to improve skills and behavior.
3. On-task — completing academic work and participating in social skill and life skills lessons.



## THE TOOLS TO SUCCESS...

Success takes hard work. The 5th-graders are taking the Contact program seriously by taking advantage of tools and strategies that they can use at home and in the classroom to stay on track and get one step closer to meeting their academic and personal goals.



Raymond Hollenbeck, a 5th-grade student in Ms. Schirtz' classroom, is assigned extra reading assignments to increase motivation and engagement in reading.



Judy Langley, a 5th-grade student in Ms. Straub's classroom, uses self-monitored "Ignore Distraction" cards to help her stay focused.



Payton DePasquale, a 5th-grade student in Mr. Thompson's classroom, is working on his organization and being prepared for class. Together, we created a daily AM and PM check chart to remind him of what he needs to be prepared at home and in school.



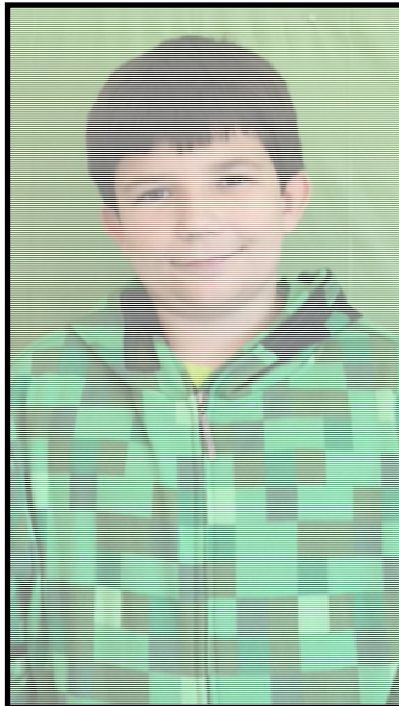
Alexia Dana, a 5th-grade student in Ms. O'Brien's classroom, created personalized flashcards to practice her multiplication facts.



Erika Bigness, a 5th-grade student in Ms. Weichman's classroom, uses a stress ball to help manage her frustration.



Victoria Auslander, a 5th-grade student in Ms. Sulesky's classroom, has a feelings journal to help her to express her emotions appropriately.



*Kate Filippone*

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Advocate. Counsel. Teach.