

# Lorenzo Walker Technical High School

“Creating a Culture of **Relationships**  
Leading to Rigor, Relevance, and Results”



Name: \_\_\_\_\_

## Data Chats – QB 2

### 1. Marzano's Instructional Model

- a. CTEM report
  - i. Based on the data, are there any supports needed with specific elements or design questions?
  
- b. Deliberate practice progression – describe your process for professional growth this school year
  
- c. PLT feedback

### 2. Data analysis

- a. Student progression & Grades - Periods/Blocks by standard by student
  - i. Is there a correlation between student grades and QBA 2/Final results?**
    1. Are the assignments in Gradebook standards-aligned? Do the assignments align with the curriculum map?
    2. Are your formative assessment results aligned with QBA 2/Final results? How are you creating formative assessments to align with the standards?
  
  - ii. During the 2<sup>nd</sup> semester, we will be focusing on formative assessments and standards-based grading. What does this mean to you? How does your planning align to this?**

Data Analysis by Period / Block	Key Adjustments, Improvement Strategies, and Supports
•	•

- b. Compare your student’s level growth from EOY 2017 to QBA1 to QBA 2/Final performance trend. List outlying data points which have influenced your students most critical achievement, intervention, and extension needs for students in the following categories: LOW25, LEARNING GAINS (FOR ALL), SUSTAIN AND INCREASE STUDENTS IN FSA LEVELS 4-5.

**Supports for Low 25%**

<b>Data Analysis</b>	<b>Key Adjustments, Improvement Strategies, and Supports</b>
•	•

**Increase the Percentage of Students Scoring Levels 4 & 5**

<b>Data Analysis</b>	<b>Key Adjustments, Improvement Strategies, and Supports</b>
•	•

**3. Instructional adjustments / plans before state assessment**

- a. What key adjustments, improvement strategies, and supports are being implemented to improve the quality and consistency of rigorous, standards-based instruction and differentiation in your classroom?
- b. As you evaluate grade level and classroom level data, what comes to mind in terms of professional development / needed support(s)?

QBA2 ELA Summary

1. For each class, list the 5 standards on which your students performed BEST against the district.

A. Class Period \_\_\_\_\_ Standards:

- 1.
- 2.
- 3.
- 4.
- 5.

B. Class Period \_\_\_\_\_ Standards:

- 1.
- 2.
- 3.
- 4.
- 5.

C. Class Period \_\_\_\_\_ Standards:

- 1.
- 2.
- 3.
- 4.
- 5.

2. For each class, list the 5 standards on which your students performed POOREST against the district.

A. Class Period \_\_\_\_\_ Standards:

- 1.
- 2.
- 3.
- 4.
- 5.

B. Class Period \_\_\_\_\_ Standards:

- 1.
- 2.
- 3.
- 4.
- 5.

D. Class Period \_\_\_\_\_ Standards:

- 1.
- 2.
- 3.
- 4.
- 5.

3. Looking at the lowest quartile, which standards were they the least successful on?

1.

2.

3.

4.

5.

4. Was this consistent with the overall performance of your class?

5. Were there any standards that were consistent over all your classes?

6. What is your plan for improving your students' performance on the needed standards?

## GEOMETRY SCALE

### Learning Goal 4:

Students will be able to prove & apply theorems about angle pairs where parallel lines are cut by a transversal

### CU 2:

Parallel & Perpendicular Lines

### TARGETS

M D B	1	Define each: <input type="checkbox"/> <b>intersecting lines</b> <input type="checkbox"/> <b>interior angles</b> <input type="checkbox"/> <b>alternate exterior angles</b> <input type="checkbox"/> <b>parallel lines</b> <input type="checkbox"/> <b>Exterior angles</b> <input type="checkbox"/> <b>corresponding angles</b> <input type="checkbox"/> <b>skew lines</b> <input type="checkbox"/> <b>consecutive interior angles</b> <input type="checkbox"/> <b>transversal</b> <input type="checkbox"/> <b>alternate interior angles</b>
M D B	2	Identify <b>intersecting lines</b> , <b>parallel lines</b> , and <b>skew lines</b> in a given diagram
M D B	3	Understand that parallel lines are indicated using arrows & by the symbol: $\parallel$
M D B	4	Identify a <b>transversal</b> and the angles formed when two parallel lines are cut by a transversal: <ul style="list-style-type: none"> <li>• <b>interior angles</b>      • <b>exterior angles</b>      • <b>consecutive interior angles</b></li> <li>• <b>alternate interior angles</b>      • <b>alternate exterior angles</b>      • <b>corresponding angles</b></li> </ul> Given one angle measure where parallel lines are cut by a <b>transversal</b> , find the measure of all other angles
M D B	5	➤ State and Apply the <b>Corresponding Angles Postulate</b> <i>(If 2 parallel lines are cut by a transversal, then corresponding angles are _____)</i>
M D B	6	➤ State and Apply the <b>Alternate Interior Angles Theorem</b> <i>(If 2 parallel lines are cut by a transversal, then each pair of alternate interior angles are _____)</i>
M D B	7	➤ State and Apply the <b>Consecutive Interior Angles Theorem</b> <i>(If 2 parallel lines are cut by a transversal, then each pair of consecutive interior angles are _____)</i>
M D B	8	➤ State and Apply the <b>Alternate Exterior Angles Theorem</b> <i>(If 2 parallel lines are cut by a transversal, then each pair of alternate exterior angles are _____)</i>
M D B	9	➤ State and Apply the <b>Perpendicular Transversal Theorem</b> <i>(In a plane, if a line is perpendicular to one of two parallel lines, then it is _____ to the other.)</i>
M D B	10	Use algebra to solve for the measure of angles by applying the above postulates and theorems
M D B ★	11	<u>Prove</u> the <b>Corresponding Angles Postulate</b>
M D B ★	12	<u>Prove</u> the <b>Alternate Interior Angles Theorem</b>
M D B	13	State and Apply the <b>Parallel Postulate</b> <i>(Given any straight line and a point not on it, there exists one and only one straight line which passes through that point and never _____ the first line, no matter how far they are extended)</i>
M D B	14	<b>Formal Construction:</b> A line parallel to a given line through a point not on the line
M D B	15	State and Apply the postulate and theorems used to prove lines parallel: <ul style="list-style-type: none"> <li>• <b>Converse of the Corresponding Angles Postulate</b>      • <b>Alternate Exterior Angles Converse Theorem</b></li> <li>• <b>Alternate Interior Angles Converse Theorem</b>      • <b>Perpendicular Transversal Converse Theorem</b></li> <li>• <b>Consecutive Interior Angles Converse Theorem</b></li> </ul>

M = Mastered, D = Developing, B = Beginning

★ Level 3

▣ Level 4

## GEOMETRY SCALE

### Learning Goal 5:

Students will be able to use slope of parallel and perpendicular lines to write equations and solve geometric problems.

### CU 2:

Parallel & Perpendicular Lines

### TARGETS

M D B	1	<b>State and Apply the Slopes of Parallel Lines Postulate</b> (Two nonvertical lines have _____ slope if and only if they are _____ ; All vertical lines are _____)
M D B	2	<b>State and Apply the Slopes of Perpendicular Lines Postulate</b> (Two nonvertical lines are perpendicular if and only if the product of their slopes is _____ ; Vertical and Horizontal lines are _____)
M D B ★	3	<b>Prove the slope criteria for parallel and perpendicular lines</b>
M D B	4	<b>Graph lines</b> that are <b>parallel</b> or <b>perpendicular</b> to a given line through a given point
M D B	5	Determine whether a set of lines are <b>parallel</b> , <b>perpendicular</b> , or neither, given lines on a graph or a set of points
M D B	6	Write the equation of a line in slope-intercept form, $y = mx + b$ , that is <b>parallel</b> or <b>perpendicular</b> to a given line, through a given point
M D B	7	Identify lines on a <b>coordinate plane</b> as being <b>parallel</b> or <b>perpendicular</b> to a line, given the equation of a line not on the graph
M D B	8	Determine whether a set of lines given in equation form are <b>parallel</b> , <b>perpendicular</b> , or neither
M D B	9	<i>Formal Construction:</i> Construct a segment <b>perpendicular</b> to a given line through a given point
M D B	10	Find the distance between a <b>point</b> and a <b>line</b> on a coordinate plane
M D B	11	Find the distance between <b>two parallel lines</b> on a coordinate plane
M D B	12	Make a conjecture using postulates and theorems about parallel lines in reference to a non-Euclidean figure, such as a sphere.

**M** = Mastered, **D** = Developing, **B** = Beginning

★ Level 3

Level 4

<b>Grade 9 – 10 Band</b>	
<p><b>Standard: LAFS.910.RL.2.5</b>            Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><b>Reporting Category:</b>            Craft and Structure</p>
<p><b>4.0</b></p>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard</b>  <b>The student will:</b></p> <ul style="list-style-type: none"> <li>critique an author’s use of text structure to create effect and recommend alternatives.</li> <li>compose or revise an original text using text structure to create an effect.</li> </ul>
<p><b>3.0</b> </p>	<p><b>The student will be able to analyze:</b></p> <ul style="list-style-type: none"> <li>the author’s choices on how to structure a text (order of events, manipulation of time).</li> <li>the effects (e.g., mystery surprise, tension) of text structure on the reader.</li> </ul>
<p><b>2.0</b></p>	<p><b>The student recognizes and describes specific terminology such as:</b></p> <ul style="list-style-type: none"> <li>analyze, effect, text structure, manipulate</li> </ul> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>identify structural effects (e.g., tension, mystery, surprise).</li> <li>identify text structures (e.g., parallel plots, flashbacks, pacing).</li> </ul> <p><b>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes</b></p>
<p><b>1.0</b></p>	<p><b>With help, partial success at level 2.0 content and level 3.0 content</b></p>
<p><b>0.0</b></p>	<p><b>Even with help, no success</b></p>

Grade 9 – 10 Band		<a href="#">Additional Resources</a>
<b>Standard: LAFS.910.RL.2.5</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		<b>Reporting Category:</b> Craft and Structure
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard</b>  <b>The student will:</b> <ul style="list-style-type: none"> <li>critique an author’s use of text structure to create effect and recommend alternatives.</li> <li>compose or revise an original text using text structure to create an effect.</li> </ul>	<b>Instructional Considerations:</b> <ul style="list-style-type: none"> <li>Select several separate paragraphs from the texts that include structural effect. Have students discuss how the author’s choice in including these specific structural effects play a role in developing mystery, tension, or surprise.</li> <li>Which component – a sentence, paragraph, section, stanza, etc. – contributes most to the development of mystery, tension, or surprise? In a collaborative group, have students discuss and critique the author’s use of text structure to create these effects.</li> <li>Have students revise the original text to create a new effect (e.g., mystery, tension, or surprise) by altering the structure of the text, the order of events, or manipulating time.</li> </ul>
<b>3.0</b>  	<b>The student will be able to analyze:</b> <ul style="list-style-type: none"> <li>the author’s choices on how to structure a text (order of events, manipulation of time).</li> <li>the effects (e.g., mystery surprise, tension) of text structure on the reader.</li> </ul>	<b>Instructional Considerations:</b> <ul style="list-style-type: none"> <li>Use the Think-Aloud Strategy to provide a model for active thinking during the reading process. Choose a mentor text. Using the gradual release model, think aloud while annotating the beginning of the mentor text. Display your annotations on a projector while demonstrating learned strategies and skills needed to analyze how an author’s choices of text structure create an effect. Then, have students continue reading the text while making their own annotations regarding text structure and how it creates such effects as mystery, tension, or surprise.</li> <li>Use Grammar Close Reads (Location: Curriculum Maps/SharePoint) to model how you determine the structure of a complex text, and how use that information to better understand and analyze the text.</li> <li>Using a graphic organizer, have students locate all structural elements—transitions, subheadings, parallel plots, shifts in time—and analyze how they affect the reader’s response and text’s meaning.</li> <li>Ask students to analyze how the author’s choice of text design creates a specific mood or contributes to a literary effect.</li> <li>After students have identified an organizational pattern, ask them to examine what additional choices the author makes about tone, style, the use of images, narrative, and examples to complement the organizational pattern in creating a sense of surprise, tension or mystery.</li> </ul>
<b>2.0</b>	<b>The student will recognize or recall specific vocabulary, including:</b> <ul style="list-style-type: none"> <li>analyze, effect, text structure, manipulate</li> </ul> <b>The student will:</b> <ul style="list-style-type: none"> <li>identify structural effects (e.g., tension, mystery, surprise).</li> <li>identify text structures (e.g., parallel plots, flashbacks, pacing).</li> </ul> <b>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.</b>	<b>Instructional Considerations:</b> <ul style="list-style-type: none"> <li>Expose students to specific vocabulary both written and orally for a deeper understanding of the critical content.</li> <li>Have students identify what words or phrases help create mystery, tension, or surprise in a text.</li> <li>Have students determine the author’s purpose, audience, and occasion in a text using the “SOAPStone” handout in the Additional Resources link</li> <li>Have students identify all structural elements of the text—transitions, subheading, parallel plots, shifts in time.</li> <li>Have students identify the organizational pattern in a text—compare-contrast, problem-solution, cause-effect, chronological order, etc.</li> <li>Ask students to explain differences in structure among fictional texts, including drama, poetry, novels, short stories, etc.</li> </ul> <b>ELL:</b> Use Grammar Close Reads (Location: Curriculum Maps/SharePoint) on a projector to analyze an author’s structural effects by highlighting transitions or key sentences within a paragraph.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>	
<b>0.0</b>	<b>Even with help, no success</b>	

**SC.912.L.17.4 (M)** – Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

Learning targets:

- Explain how short term disturbances might impact an ecosystem.
- Explain how seasonal variations might impact an ecosystem.
- Explain how long-term changes might impact and ecosystem.
- Differentiate between primary and secondary succession.
- Explain the role of pioneer species in each type of succession.
- Explain why different ecosystems have different climax communities.
- Explain the succession process and time frame involved in different types of ecosystems.

1.0	With help, partial success at level 2.0 and level 3.0
2.0	<p>Students will <b>recognize</b> or <b>recall</b> specific vocabulary and/or concepts, including:</p> <p>2.1 ecosystem, primary succession, secondary succession, pioneer species, climate, climax community</p> <p>Students will be able to:</p> <p>2.2 <b>Distinguish</b> between primary and secondary succession. Including time frame, types of primary producer and initial conditions.</p> <p>2.3 <b>Identify</b> how seasonal variations can result in changes to an ecosystem.</p>
3.0	<p>Students will be able to:</p> <p>3.1 <b>Classify</b> the development of an ecosystem as either primary or secondary succession</p> <p>3.2 <b>Describe</b> the progressive development of an ecosystem during primary and secondary succession.</p> <p>3.3 <b>Investigate and draw conclusions on</b> the effects of climate change on ecosystem stability</p>
4.0	<p>Based on known details, students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Create</b> a visual or model of primary and/or secondary succession with given details about the progressive changes that take place.</li> <li>• <b>Predict</b> how climate change might impact an ecosystem over time.</li> <li>• <b>Apply</b> how variations in seasons may change an ecosystem throughout the year.</li> </ul>

**SC.912.L.14.4 (M)** – Compare and contrast structure and function of **various** types of microscopes.

**Learning Targets:**

1. Identify the similarities and differences between the structure and function of compound, dissecting, scanning electron and transmission electron microscopes.
2. Identify the parts and describe the functions of a light microscope
3. Select the appropriate microscope for a given scenario and explain this selection

0.0	This is where we all began before we knew something new.
1.0	With help, I am partially success at level 2.0 content and level 3.0 content.
2.0	I <b>recognize</b> or <b>recall</b> specific vocabulary and/or concepts, including: compound light, dissecting (stereoscope), scanning electron, transmission electron microscope, magnification, resolution, field of view, diaphragm, ocular lens, objective I am able to: <ul style="list-style-type: none"><li>• <b>Identify</b> the various parts of a compound and dissecting microscope and describe their functions.</li><li>• <b>Distinguish</b> between how a light microscope generates an image and how an electron microscope generates an image.</li></ul>
3.0	I am able to: <ul style="list-style-type: none"><li>• <b>Evaluate</b> when to use a certain microscope given a specific scenario and explain why. I would use a _____ to view a _____ because...</li><li>• <b>Identify</b> the similarities and differences between the structure and function of compound, dissecting, scanning electron and transmission electron microscopes.</li></ul>
4.0	Based on known details, I am able to: <ul style="list-style-type: none"><li>• <b>Calculate</b> the size of an object using the field of view of a light microscope.</li></ul>



Name: \_\_\_\_\_ Class Color: \_\_\_\_\_

## Language Arts SMART Goal Setting

We set SMART goals by setting a detailed goal and creating a plan to achieve it because a goal without a plan is just a wish!

<p style="text-align: center;"><b>S</b> Specific</p>	<p>What exactly do you want to accomplish? Why is that important to you?</p>
<p style="text-align: center;"><b>M</b> Measureable</p>	<p>How will you know when you have met your goal?</p>
<p style="text-align: center;"><b>A</b> Action Plan</p>	<p>What exact steps will you take to make sure you reach your goal?</p>
<p style="text-align: center;"><b>R</b> Realistic</p>	<p>How do you know you can accomplish this goal?</p>
<p style="text-align: center;"><b>T</b> Timely</p>	<p>When will you accomplish this goal?</p>

When I achieve my goal, I will celebrate by \_\_\_\_\_



Today we are going to look at your data one more time. We are going to add in QBA3 data, as well as discuss your PSAT scores. We are going to analyze and reflect on the data and determine a plan of action.

Test	Level	Scale Score	Raw Score (% correct)	Subskill 1 Score	Subskill 2 Score	Subskill 3 Score	Subskill 4 Score	Subskill 5 Score
FSA								
QBA1			%	%	%	%	%	
QBA2			%	%	%	%	%	
QBA3			%	%	%	%	%	

Let's first take a look at trends from QBA1, QBA2, and QBA3.

1. Do you see any similarities in the subskills between QBA1, QBA2, and QBA3?
  
2. Overall, what is your lowest subskill area? Why do you think this is the lowest area, and what do you think you can do about it?
  
3. What is your second lowest subskill area? Why do you think this is a lower area, and what do you think you can do about it?



Data Analysis – PSAT and SAT Scores

<b>PSAT</b>		Date:
<b>EBRW (Evidence Based Reading and Writing) Score:</b>		
<b>Reading Score:</b>		<b>Writing Score:</b>
Cross Test Scores		
Analysis in Science:		Analysis in Social Studies:
Subscores		
Command of Evidence:		Words in Context:
Expression of Ideas:		Standard English Conventions:
<b>Math Score:</b>		
Subscores		
Heart of Algebra:	Problem Solving and Data Analysis:	Passport to Advanced Math:

<b>SAT</b>		Date:
<b>EBRW (Evidence Based Reading and Writing) Score:</b>		
<b>Reading Score:</b>		<b>Writing Score:</b>
Cross Test Scores		
Analysis in Science:		Analysis in Social Studies:
Subscores		
Command of Evidence:		Words in Context:
Expression of Ideas:		Standard English Conventions:
<b>Math Score:</b>		
Subscores		
Heart of Algebra:	Problem Solving and Data Analysis:	Passport to Advanced Math:

After looking at your scores, what the scores mean, and the differences between the ACT and SAT, it is time to reflect. How do you feel about your scores? What do you think you can improve upon? What test do you think you might try next?

---



---



---



---



---



---

January 23, 2018

As we move into the 2<sup>nd</sup> semester, it is a good time to pause and review your performance so far this year. Below are listed your test results from the 1<sup>st</sup> Quarter Benchmark and the Midterm exam. Your score is a Percentile. You interpret your score as a comparison to 100 students. If your score is 84%, you scored better than 84 other students. The number in the parenthesis is called a Quartile, 1 being the lowest and 4 being the highest. As you progress through the Geometry course, we expect that your midterm grade should be higher or the same as your 1<sup>st</sup> Quarter Benchmark score.

1<sup>st</sup> Quarter Benchmark **90 (4)**      Midterm **65 (3)**      Progress from QB1 to Midterm **-25**

The next score is a comparison of your midterm grade to your last Florida State Assessment which would typically be the Algebra 1 EOC. This should be an indication on your progress this school year.

FSA Score: **54 (3)**      Progress from last FSA to Midterm **11**

Take a minute now to reflect on your preparation and performance so far this year.

I feel good about my skills in the following areas \_\_\_\_\_

\_\_\_\_\_

I need more practice and instruction in the following areas \_\_\_\_\_

\_\_\_\_\_

Our goal is to prepare you to do your best on the Geometry EOC. This exam will be your final grade and will be worth 30% of your course grade in your GPA. In addition to your normal classroom lessons, you can take part in the Geometry Club on Wednesday afternoon. During the month of April, we will be offering Geometry Academy on Saturday mornings. We will let you know when those dates have been set.

Together we can be successful and make great gains!

Sincerely,

Mrs. Sullivan  
Geometry Teacher, LWHS

"Family" Signature: \_\_\_\_\_

**Plan of Success: Student Name**  
2018-2019

**STEP 1: Review ACADEMIC STANDING** (Data chat with student)

**STEP 2: Review PAST PERFORMANCE** (Student and Teacher to complete)

<p><b>PROBLEMS:</b> What happened—last semester or in the past?</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>SOLUTIONS:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
---	--

**STEP 3: Top 3 STRATEGIES for Success (Student/Teacher-) I will commit to each of the following):**

- Attend class each day, on time and prepared
- Establish a daily study schedule to ensure I keep on top of my assignments, projects, industry certifications and homework
- Use Focus to track assignments, tests, due dates, reminders etc.

**I will take timely and full advantage of monitoring, learning assistance, supplemental instruction, by doing the following:**

- Meet with Specialized Student Services Advisor, Ms. Crete, on a weekly basis to review grades and check-in.
- Attend Homework Club, Saturday Academy or receive assistance from an instructor during lunch time if during checks my grades are below a “C” or I’m missing any assignments. At least one of these options is required

**OTHER SUGGESTIONS FOR IMPROVEMENT**

- More time spent in the auto collision class/not pulled out as often.

**STEP 4: Tracking Grades**

I will have grades in all academic areas at “C” or better and technical areas at “C” or better during each grading period/semester and will maintain a minimum GPA of 2.0 to continue enrollment in my technical area of **Auto Collision**.

Course	Interim Grades	Quarter 1/Mid Semester Grades	Interim Grades	Quarter 2 Grades	Semester 1 Grades
<b>Auto Collision</b>					
<b>Marine Science</b>					
<b>Math for College Readiness</b>					
<b>Attendance</b>					

Course	Interim Grades	Quarter 3 Grades	Interim Grades	Quarter 4 Grades	Semester 2 Grades

**STEP 5: ACKNOWLEDGE Responsibility**

By signing this Success Plan I acknowledge that I am responsible for my own success. I admit to past behaviors that impeded my success and am able to overcome them by A) not repeating them and B) taking specific steps towards my own success.

I will be an active participant in my academic success and will not be afraid to seek assistance, if necessary. **I will implement course and time management strategies and make academic planning a priority.** I promise to meet with my advisor to discuss my progress at least once weekly. I also understand that if I do not meet the terms of my success plan, my continued enrollment in the technical area of **Auto Collision** will be in jeopardy. This plan will be reviewed during the interim and at the end of each grading quarter/semester.

I also understand that it is my responsibility to be aware of policies, procedures, and deadlines at all times.

---

*Post-Secondary Adult and Community  
Education Administrative Director's  
Signature/Date*

---

*Specialized Student Services Advisor's Signature/Date*

---

*Auto Collision Instructor's  
Signature/Date*

---

*Student's Signature*



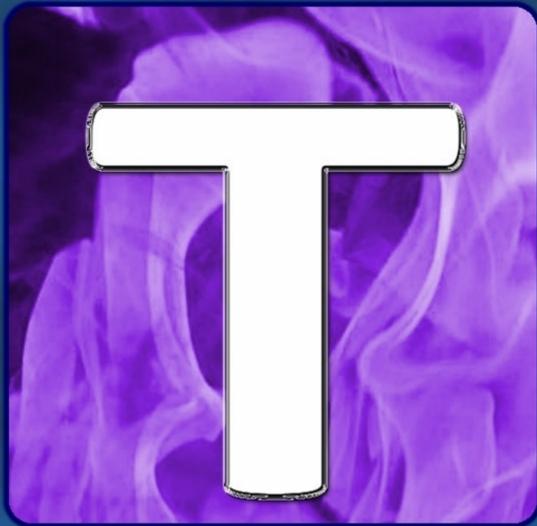
## Learn Actively

- Make work a priority.
- Strive for Excellence.



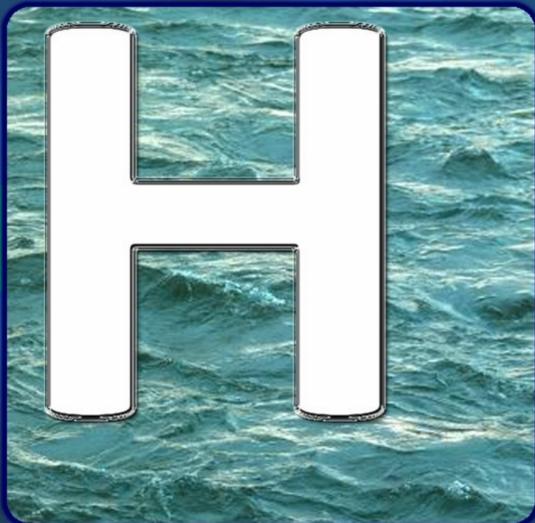
## Welcome Responsibility

- Always be prepared.
- Follow through on what you say.



## Treat Others with Consideration

- Respect for school, persons, and personal property.



## Have a Positive Attitude

- Look for positive positive solutions to negative situations.



## Stay Strong and Persevere

- Keep going.
- Give it your all.

# **11<sup>TH</sup> & 12<sup>TH</sup> GRADE QUARTERLY *MEET THE GOAL, EARN THE REWARD!***

<b>QUARTER 1</b> <b>8/15/18-10/5/18</b>	<ul style="list-style-type: none"> <li>✓ Maintain all A's, B's &amp; C's</li> <li>✓ No unvalidated absences</li> <li>✓ Students have all required permission slips signed and returned. (by 8/29/18)</li> </ul>
<b>QUARTER 2</b> <b>10/16/18-12/6/18</b>	<ul style="list-style-type: none"> <li>✓ Maintain all A's, B's &amp; C's <i>(midterms included)</i></li> <li>✓ No unvalidated absences</li> <li>✓ No missing work</li> </ul>
<b>QUARTER 3</b> <b>1/3/19-2/22/19</b>	<ul style="list-style-type: none"> <li>✓ Maintain all A's, B's &amp; C's</li> <li>✓ No unvalidated absences</li> <li>✓ No missing work</li> <li>✓ No referrals OR infractions</li> <li>✓ Students have all required permission slips signed and returned. (by 1/17/19)</li> </ul>
<b>QUARTER 4</b> <b>3/18/19-5/10/19</b>	<ul style="list-style-type: none"> <li>✓ Maintain all A's, B's &amp; C's</li> <li>✓ No unvalidated absences</li> <li>✓ No missing work</li> <li>✓ No referrals OR infractions</li> <li>✓ No tardies</li> </ul>