

Lincoln-West School of

**GLOBAL  
STUDIES**



**Lincoln-West School of Global Studies  
Student & Family Handbook  
2024-2025**

Lincoln-West School of

# GLOBAL STUDIES

Student Handbook

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Lincoln-West School of

# GLOBAL STUDIES

## **WHAT IS GLOBAL STUDIES?**

Lincoln-West Global Studies, located in one of Cleveland's most culturally diverse neighborhoods, opened its doors to incoming 9<sup>th</sup> graders in the Fall of 2016.

With a campus population comprised of over 41 nationalities and 27 spoken languages, Global Studies is well situated to be the highlight of multicultural and multilingual secondary education throughout Cleveland.

Global Studies will prepare students for success in post-secondary education and careers through an intellectually demanding culture of innovative teaching and learning in partnership with local, state, national, and international organizations focused on global citizenry.

## **OUR MISSION**

The Lincoln-West School of Global Studies serves a diverse population through a personalized and competency-based approach. Our mission is to prepare adolescents to become knowledgeable, empathetic, and principled adults who think critically and act creatively on issues of local and global significance to build a just, sustainable, and peaceful world. We prepare students academically and emotionally to master rigorous academic standards, take ownership of their learning, collaborate, and communicate with diverse audiences, while developing skills that will prepare them for college and career.

## **OUR VISION**

Students at Lincoln-West School of Global Studies will master key academic competencies through personalized pathways that develop critical thinking skills, language proficiency, and ownership of their learning. Through innovative instructional program including blended-learning, small group instruction, community-based projects, and strategic partnerships locally and globally, students will develop the knowledge and skills necessary to grow and succeed in a diverse and evolving global society.

Lincoln-West School of



## Learning at LW School of Global Studies

### What is mastery and competency-based learning?

A competency-based education is based on an outcomes approach. This means that students will show **mastery** of a comprehensive set of **competencies** and content knowledge before advancing to the next set of topics and/or content.

This approach ensures that students will have the strongest foundation of knowledge possible to prepare them for colleges and careers.

The goal of competency-based education at LW School of Global Studies is that every student will graduate prepared for college, career, and civic life.

### What does this mean in terms of how my student will be graded?

Each student will be given the multiple opportunities to demonstrate mastery of each set of competencies and content knowledge. Students can work at their own pace, with the help of the teachers, to guide them in becoming proficient in their knowledge base in each content area (reading, math, social studies, science, languages, arts, etc).

Because of the unique way LW School of Global Studies approaches teaching and learning, each student's progress report and report card might look different from a traditional grade card.

You will see each set of competencies that your student learning and learning standards that go along with that competency listed on the grade card. Your student will earn a performance level rating that will take into account their multiple attempts to master content and standards. Performance level ratings will be averaged so that you can see a traditional grade (A, B, C, etc.)

The advantage of using a more detailed grade reporting system is that you will know exactly how well your student is performing in every aspect of the content area. For example, instead of seeing a B- in English, you'll see the same grade, but understand how your student performed on each learning standard in the class. This can help you assist your student in skills that need further enhancement and celebrate successes in multiple areas.



**Revised Grading Matrix**

Find Combined Current Grade for Core Courses		Competencies (Academic Skills) Students need to earn of score of 1.0 or higher				
		Exceeding Proficiency (3-2.5)	Proficient (2.4-2.0)	Approaching Proficiency (1.5-1.9)	Basic Proficiency (1.0-1.4)	Not Enough Evidence (0.9-0.0)
Content Knowledge Students need to earn a score of 60% or higher	A (100-90)	A	A	B	C	C
	B (89-80)	A	B	C	C	C
	C (79-70)	B	B	C	D	C
	D (69-60)	B	C	C	D	C
	C (69-60)	C	C	D	D	C

## **Policies/Guidelines for Students**

### **Dress Code**

#### **Cleveland Metropolitan School District Educationally Appropriate Dress and Appearance/Dress Expectations**

The responsibility for the dress and appearance of a student rests primarily with the student and their parents or guardians. In the interest of maintaining a safe and healthy learning environment, the district believes in the following basic principles:

- All students are encouraged to dress in a manner that is appropriate, comfortable and conducive to an active academic school day.
- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self-image.
- The district standard dress and appearance policy is gender neutral and applies to all students equally regardless of gender on school campuses and at school-sponsored functions and will be enforced consistently and fairly by all members of the school staff.

Examples of inappropriate clothing include:

- clothing where the buttocks or torso is exposed, i.e., tube tops, half shirts, halters
- clothing that is see-through. (clothing must be opaque)
- clothing or accessories that show profanity, obscene words or pictures, sexually suggestive statements, violence, or incitement to violence
- clothing representing gang-related activities
- clothing where the entire thigh is exposed, such as micro minis or short shorts.
- bathing suits or cut-offs
- the wearing and carrying of tobacco promotional items, or items promoting controlled substances (drugs) and/or alcohol
- clothing where undergarments are exposed

- clothing that has text or visual images that is libelous, bullying, constitutes harassment or discrimination
- footwear must be worn at school and all functions
- no backless or open toe footwear

Additionally, site leadership (UCC subcommittee plus one parent) with a survey from parents, may establish a site-specific dress code addendum in the following circumstances:

- A. Times when students are engaged in extracurricular or other special school activities and where the standard dress and appearance policy would not be appropriate for the activity.
- B. Times when students are engaged in specific courses where modification is needed to ensure the safety of the students engaged in the class. Examples include lab sciences, physical education, CTE classes or other classes that contain potential hazard

- C. Schools may set their own site-specific addendum relating to hats, caps and other head coverings. There shall be no restriction on student head coverings worn for bona fide religious purposes.
- D. Each school site, in accordance with the District Dress Code Review Process (as directed by Dress Code Committee, which meets once a semester) may develop additional guidelines stricter than the district's minimum standard dress and appearance policy; however, these site-specific dress code addendums may not contradict the district's dress and appearance policy outlined in this document. Schools are responsible for following the identified district policies on notification of students and parents for their site-specific addendums.

### **Consequences of Dress and Appearance Code Violations**

Dress and appearance code violations will have consequences that are applied consistently and equitably. Except under exigent circumstances, suspension or expulsion will not be used as a consequence for the violation of a dress code.

Site Staff shall provide students opportunity to remedy the violation. Opportunities to remediate may include, but are not limited to, parental contact, offer of exchange of clothing, referral to the Student Support Team (SST), or to the Say Yes Coordinator. Any discipline that shall arise out of dress code violations shall have minimal loss of instructional time as its goal.

**First Violation:** Administrator, or designee (not a CTU member), can make a parent/guardian call. Student will be offered the opportunity to remedy the situation, which could include an exchange of clothing, if available, turning a shirt inside out, or other potential remedy. Verbal warning given.

**Second Violation:** Administrator, or designee (not a CTU member), will make a parent/guardian call. Student will be offered the opportunity to remedy the situation, which could include an exchange of clothing, if available, turning a shirt inside out, or other potential remedy. Written warning given.

**Subsequent Violation(s):** Administrator, or designee (not a CTU member), will make a parent/guardian call. Student will be offered the opportunity to remedy the situation, which could include an exchange of clothing, if available, turning a shirt inside out, or other potential remedy. Parent conference will be scheduled. Detention can be considered as a consequence.

If a parent/guardian or student disagrees with the site administrator's decision on a standard violation, the parent/guardian or student shall attempt to resolve the problem by requesting a personal conference with the site administrator. If the problem cannot be resolved informally to the parent/guardian's or student's satisfaction, the site administrator's decision may be appealed to the CEO's designee, whose decision shall be final.

**Dangerous or Disruptive Violations:** Dress or appearance violations that cause actual disruption of the educational environment, result in actual violation of law or other school rules, including hate-crime laws, or cause actual injury may result, at the discretion of the district Administration, in more serious disciplinary action, up to and including expulsion without regard to the policy set forth above for standard violations. The process for appeal of these dangerous or disruptive violations shall be consistent with standard district disciplinary procedures.

### **Exception to Regulations**

Generally, these neutral dress rules will be applied to all students without regard to personal circumstances. However, religious beliefs, medical requirements or other reasons may be grounds for an exception to a specific portion of the district Standard Dress & Appearance policy with specific advance approval from the district. A petition for an exemption from enforcement of a specified portion of



district Standard Dress & Appearance policy may be submitted to the principal. Under no circumstances will the principal allow an exception for dress that displays gang symbols, uses profanity, displays products or slogans that promote tobacco, alcohol, drugs or sex, materially interferes with school work, materially disrupts the school environment, substantially disrupts the school environment or creates a risk of safety.

### **Gang-Related Apparel**

Gang-related apparel is not acceptable. If individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Principals will collaborate with Law Enforcement Agencies to update changes in gang-related apparel at the beginning of each semester or as often as needed. Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

### **Uniforms**

In schools where a schoolwide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform, and uniform combinations to be worn.

The principal or designee shall give parents/guardians at least two weeks' notice before a school uniform policy is implemented.

Parents/guardians shall be informed of their right to have their child exempted from a school uniform policy. A student exempted from participation in a school uniform policy by his/her parents/guardians must comply with this regulation and any supplemental site-specific dress code adopted at the site level.

The CEO or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The CEO or designee shall establish a method for recycling or exchanging uniforms as students outgrow them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

*The Cleveland Metropolitan School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.*

## School Supplies

All LW Global Studies students will be issued the following school supplies:

School Supply Box

Laptop

Lock & Locker

## Technology

### *Laptops*

**The school is committed to providing each student with a laptop. The students will be accessing their learning through Google Classroom.**

Using technology is an important part of student life at LW School of Global Studies and our school has a 1 to 1 technology model. This means that every student will be issued a laptop (per class period) to use for academic purposes. Every student will discuss with their teachers the responsible use of laptops and will sign a **Technology Contract** that ensures understanding of how to responsibly use the laptops as a tool to further enhance learning.

## Portrait of a Graduate

### STUDENTS WILL BE:

- Confident, self-advocates who take ownership of learning and have a vision for their future
- Highly effective and creative collaborators, critical-thinkers, problem-solvers, and communicators using civil discourse
- Community-minded, culturally-competent leaders who champion diversity
- Innovators with compassion for self, others, and the global environment

### STUDENTS OF LINCOLN-WEST SCHOOL OF GLOBAL STUDIES WILL:

- Identify, examine and take action on issues of local and global significance to improve human conditions
- Investigate and engage in rigorous and relevant academic work linked to real and current world issues
- Foster and maintain a student-driven community characterized by high levels of engagement, motivation, service, collaboration, and respect for self and others
- Acquire the knowledge, skills, and disposition necessary to matriculate successfully to college and career
- Gain social-emotional skills and attributes needed to successfully transition from adolescence to adulthood
- Understand the potential of technology and become savvy users and contributors to a technologically-rich world
- Extensive study and practice of languages, culture, and commerce of other countries

### STUDENTS FROM LINCOLN-WEST SCHOOL OF GLOBAL STUDIES WILL EXPERIENCE:

- Interaction, exploration, and internships with government entities, public officials, organizations, and businesses, with a global emphasis
- Local, regional, national or international travel
- Service projects and expeditionary learning opportunities that draw together personal experience and intellectual growth to promote self-discovery and efficacy
- Showcasing mastery in a body of knowledge and skills within each academic discipline
- School community life through clubs, athletics, service organizations, and school governance

SY 2024 - 2025

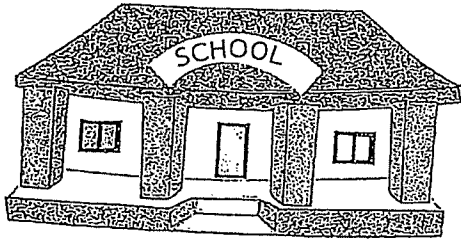
LAST NAME	FIRST NAME	CONTENT	ROOM
<b>Alvarado</b>	Yulisa	Science	117
<b>Casselberry</b>	Timothy	Mathematics	323
<b>Chase</b>	Alison	Science	329
<b>Conner</b>	Anitza	Bilingual Para	403
<b>Cruz</b>	Rosa	Spanish	301
<b>Dunn</b>	William	Science	328
<b>Floyd</b>	Jason	Intervention Specialist - CD/ED	401
<b>Fortin</b>	Rie	ELA	111
<b>Galaszewski</b>	Maggie	Physical Education/Health	Gym/118
<b>Gorius</b>	Heidi	Intervention Specialist - MD/AUT	143
<b>Granda</b>	Kelly	Art	105
<b>Guile</b>	Cassandra	Intervention Specialist - CD/ED	327
<b>Gurung</b>	Saraswoti	Bilingual Para	319
<b>Hilt</b>	Darla	Assistant Principal	100
<b>Jackson</b>	Christina	Secretary	300
<b>Javier, Dr.</b>	Irene	Principal	408
<b>Jones</b>	Samantha	Intervention Specialist - CD/ED	112
<b>Leahy</b>	Nora	Say Yes to Education Coordinator	402
<b>Mahone</b>	Vivian	Instructional Aide - MF	142
<b>Memaj</b>	Donika	Mathematics	321
<b>Moore</b>	James	Intervention Specialist - MF	142

<b>Morales</b>	Awilda	Spanish	115
<b>Morales</b>	Cynthia	Bilingual Para	327
<b>Pardo</b>	Guillermo	Technology Support Specialist	134
<b>Pelsnik</b>	Shannon	Guidance Counselor	100
<b>Pen</b>	Carolynn	Media Specialist	MC
<b>Potter</b>	Ronn	Mathematics	325
<b>Pritt</b>	Brittany	Instructional Aide - MD/AU	142
<b>Pritt</b>	Rhonda	Instructional Aide - CD/ED	401
<b>Reagan</b>	John	Social Studies	317
<b>Rege</b>	Nora	Intervention Specialist - CC	320
<b>Saidi</b>	Wadesisi	Bilingual Para	317
<b>Simcox</b>	Celeste	YOU JOGS/ECity	135
<b>Smith</b>	Carla	Intervention Specialist - MD/AUT	140
<b>Tuck-Macalla</b>	Heather	College & Career Campus Coordinator	MC
<b>Tuck-Macalla</b>	Ryleigh	Instructional Aide - MD/AUT	143
<b>Valenti</b>	Steven	ELA	315
<b>Wade</b>	Teroy	Intervention Specialist - CC	101
<b>Werchiwsky</b>	Jennifer	ELA	114
<b>Wick</b>	Milena	Social Studies	319
<b>Williams</b>	Omar	PCIA	102
		<b>Conference Room</b>	<b>404</b>
		<b>College NOW</b>	<b>402</b>
		<b>Security Office</b>	<b>110</b>

# Building a Competency-Based School

## What is Competency-Based Education?

An outcomes-based approach to education that in which students show mastery of a comprehensive set of competencies and content knowledge at one performance level before they advance to the next level.



## The Finished School (Achieving Mastery)

A student has demonstrated proficiency multiple times and in multiple contexts at a particular performance level.

## The Skills Needed to Build the School The Competencies

The learning targets that define the essential skills and knowledge students need in order to graduate from high school ready for college or career.



## The Bricks (Content Knowledge)

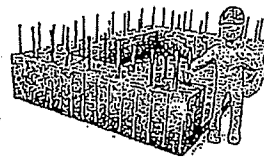
The content topics a student must learn in a specific course.

## Building Codes (Standards-Based Grading)

The grading system that is used to monitor student progress in competencies and content.

## The Foundation (Habits of Mind)

The life skills students will develop to support their academic success.



# Introduction to Competency-Based Education and Mastery Learning

## What is Competency-Based Education (CBE)?

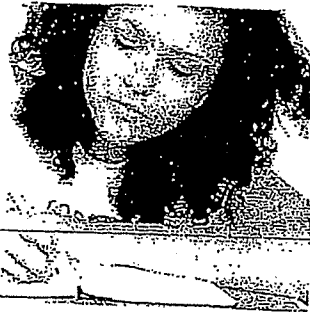
Competency-Based Education	Traditional Education
Students graduate after demonstrating mastery of a comprehensive list of competencies (broken down into learning standards and outcomes)	Student graduate upon completion of a mandated number of hours in a required set of courses.
Courses are designed around a set of competencies and learning standards that are aligned with state standards and the National Common Core Standards.	Courses are designed to align with state standards and the National Common Core Standards.
Course "credit" is received by mastering the competencies associated with the course.	Course credit is received by meeting seat-time requirements.
Each competency is assessed on a rating scale (such as "Exceed", "Meets" or "Doesn't Yet Meet" the expectation for the standard. Where effort or work habits are reported, they are maintained as a separate grade.	Course completion is assessed with a final grade composed of weighted averages of completed assignments, "effort", and timeliness.
Students progress at their own pace, allowing for acceleration or extra time based on the student's needs.	Students complete coursework together.
Assessments are aligned with competencies, and may be taken when a student is ready to demonstrate mastery.	Assessments are aligned with course calendars, and are taken when units of study are complete.

Source: Adapted from REAL Institute materials, Boston Day and Evening Academy, 2011

This approach insures that students have a strong foundation to build on as they continue through high school.

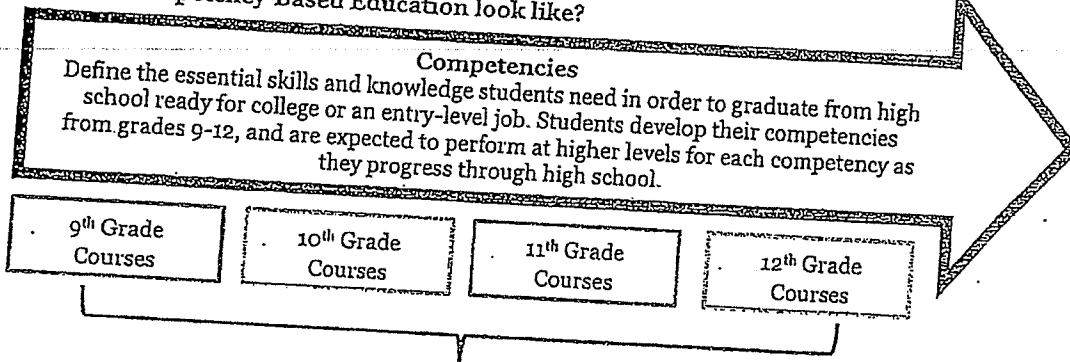
The goal of a competency-based education is that every student graduates from high school prepared for college, career, and civic life.

In my first year of college, I will be expected to complete...



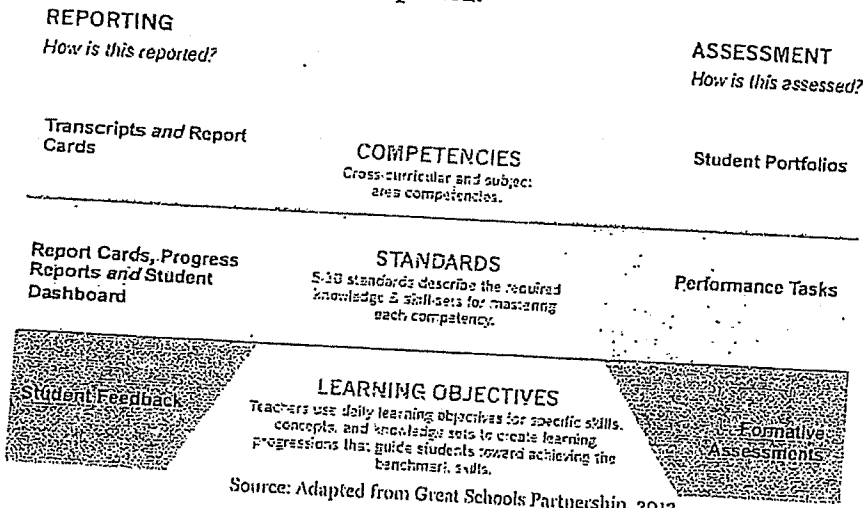
<u>5,000</u> PAGES OF READING	<u>90-100</u> POLISHED ESSAY PAGES
<u>12</u> POSITION PAPERS	<u>6</u> PRESENTATIONS
<u>8</u> EXAMINATIONS	<u>75</u> TEXT - BASED DISCUSSIONS
<u>6</u> LAB REPORTS	<u>21</u> PROBLEM SETS

## What does Competency-Based Education look like?



Each course has a defined set of competencies and content learning standards that a student must demonstrate mastery of to earn credit for that course and advance to the next course.

## How is Competency-Based Education reported?



## Traditional Course Reporting vs. Competency-Based Reporting

Course	Grade	Competency	Performance Level (defined by rubric)
English I	B	Writing argumentative texts	93% A
Biology	C+	<ul style="list-style-type: none"> <li>• I can introduce my claim 9</li> <li>• I can develop my claims &amp; counterclaims 8.5</li> <li>• I use academic vocabulary effectively 9</li> <li>• I maintain an objective tone 9</li> <li>• I have a strong conclusion 10</li> </ul>	
U.S. History	A-		

*Learning Standards* (points to the rubric)

*Competency* (points to the competency name)

*Performance Level (defined by rubric)* (points to the score)

Source: Adapted from Introduction to Competency-Based Education, Office of ONSM, School District of Philadelphia, 2014



# Revised CMSD Competencies

1. Vocabulary and Language 2. Communication 3. Conducting Research 4. Writing Arguments 5. Reading Informational Texts

Schoolwide

<p><b>History</b></p> <ol style="list-style-type: none"> <li>1. Evaluate Change, Continuity, and Context</li> <li>2. Analyze Perspectives</li> <li>3. Evaluate Historical Sources and Evidence</li> <li>4. Analyze Causation and Argumentation</li> </ol>	<p><b>Math Practices</b></p> <ol style="list-style-type: none"> <li>1. Problem Solving</li> <li>2. Mathematical Arguments and Reasoning</li> <li>3. Modeling</li> <li>4. Mathematical Connections</li> </ol>	<p><b>Visual Art</b></p> <ol style="list-style-type: none"> <li>1. Create Visual Art</li> <li>2. Present Visual Art</li> <li>3. Analyze Visual Art</li> </ol>	<p><b>Health</b></p> <ol style="list-style-type: none"> <li>1. Apply Knowledge of Health Concepts</li> <li>2. Analyze Health Promotion and Risk Reduction</li> <li>3. Engage in Healthy Advocacy</li> </ol>
<p><b>ELA</b></p> <ol style="list-style-type: none"> <li>1. Reading Literature</li> <li>2. Reading Informational Texts</li> <li>3. Writing Informative Texts</li> <li>4. Writing Narrative Texts</li> </ol>	<p><b>Science</b></p> <ol style="list-style-type: none"> <li>1. Lead Scientific Investigations</li> <li>2. Analyze and Interpret Data</li> <li>3. Develop and Use Models</li> </ol>	<p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Perceiving, Knowing, and Creating Music</li> <li>2. Producing and Performing Music</li> <li>3. Responding to and Reflecting on Music</li> </ol>	<p><b>Phys Ed</b></p> <ol style="list-style-type: none"> <li>1. Analyze Physical Fitness Activities and Outcomes</li> <li>2. Demonstrate Personal and Social Skills</li> <li>3. Advance Health and Movement Performance</li> </ol>
<p><b>World Language</b></p> <ol style="list-style-type: none"> <li>1. Participate in Interpersonal Communication</li> <li>2. Interpret Written and Spoken Language</li> <li>3. Analyze Practices, Products, and Perspectives</li> </ol>			

Revised June 2016

# Five Forms of Experiential Learning

## 1. Anchor Performance Tasks

tangible learning products and/or performance that serves as evidence of learning and that typically take several days to weeks to complete. Designed to give students experience with the skills they will need to be successful in college and a variety of workplaces

## 2. Service Learning Projects

opportunities for students to put the competencies they are developing and the content knowledge they are acquiring to use by identifying and solving problems of local, national, and global significance

## 3. Expeditions

student learning trips that provide context for course content and/or allow students to investigate a community topic or phenomenon that has local, national, and global significance.

## 4. College & Career Connections

expeditions and experiences designed specifically to expose students to college and workplace environments and the ways that adults perform in these places

## 5. Exhibitions of Learning

dynamic and performance-based means of assessing students' knowledge and skill with the School of Global Studies schoolwide competencies

## Habits of Success Competencies Map

Code	Descriptor	Statement
HOS.1	Growth Mindset	I can demonstrate a growth mindset in my approach to challenges, learning, and new opportunities.
HOS.1.1	Approach challenges with confidence	I strategically and independently seek academic challenge and takes risks to pursue learning.
HOS.1.2	Deal with obstacles effectively	I can independently persevere through significant academic and non-academic setbacks on a consistent basis.
HOS.1.3	Develop a love for learning	I am motivated to work hard because I know that serious effort and practice will help me improve my skills and my performance.
HOS.1.4	Accept criticism and feedback	I actively and regularly seek out feedback from people I trust and respect, and I can use it to improve my work, expand my understanding, or consider another point of view.
HOS.1.5	Get support from others	I actively seek out help and support from others when I need it.
HOS.2	Decision making	I can demonstrate effective decision-making skills to help me achieve my academic and personal goals.
HOS.2.1	Approach decisions with purpose and clarity	I can clearly articulate the specific problem I am trying to solve and determine the scope of the problem.
HOS.2.2	Choose and use decision-making strategies	I can choose the most appropriate decision making strategy in any situation or context, and I can ask for advice from people I trust before I make the decision and consider the strengths and weaknesses of their perspectives.
HOS.2.3	Consider consequences and personal responsibility	I can communicate my decisions effectively to others.
HOS.2.4	Communicate decisions to others	I can predict the consequences of decisions and take personal responsibility for the outcomes.
HOS.2.5	Relied on decisions made	I can communicate my decisions effectively to others.
HOS.3	Work and Time Management	I can demonstrate effective work and time management skills to help me achieve my academic and personal goals.
HOS.3.1	Set and prioritize goals	I can set and prioritize my personal and academic goals.
HOS.3.2	Manage schedules and meet deadlines	I can manage my schedule effectively and meet deadlines.
HOS.3.3	Stay focused on tasks	I can stay focused on my tasks.
HOS.3.4	Prepare for upcoming activities and events	I can purposefully prepare for upcoming activities and events.
HOS.3.5	Stay organized and take care of belongings	I can stay organized and take care of my belongings.
HOS.4	Self-Regulation	I can develop a healthy self-concept while demonstrating the skills necessary for self-directed learning and personal growth.
HOS.4.1	Build and maintain a healthy self-concept	I can build a healthy self-concept and actively work to develop it.
HOS.4.2	Physical and emotional self-control	I can show emotional and physical self-control in a range of situations and environments.
HOS.4.3	Monitor and manage learning progress	I can monitor and manage my own learning progress independently.
HOS.4.4	Make improvements to work	I can use feedback and the continua to improve my work.
HOS.5	Social Skills and Awareness	I can demonstrate the ability to communicate and work well with others, show empathy, and manage conflict.
HOS.5.1	Recognize the feelings and perspectives of others	I can use listening skills and observation skills to recognize the feelings and perspectives of others.
HOS.5.2	Interact effectively with others	I can cooperate with others, build positive relationships, and show respect for others' belongings, feelings, perspectives, and personal space.
HOS.5.3	Manage and resolve conflicts	I can independently use strategies to manage or resolve a conflict in a way that ensures the interests or needs of all parties are valued and considered in the outcome.

## OUR MISSION

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### Exhibition of Learning (EOL)

Our EOL is a dynamic means of assessing our students' knowledge of school-wide competencies as a part of our mastery learning model. These competencies address the students' abilities to develop critical thinking skills, hone their language proficiency, and take ownership of their learning. The EOL serves as an interim assessment and opportunity for students to practice for a more comprehensive senior Capstone that is required for graduation. Oral presentations give students the opportunity to:

- Demonstrate their understanding of content through the language modalities of speaking and listening
- Improve their public speaking skills
- Improve their preparation and organizational skills
- Practice professionalism
- Experience receiving feedback and using it to improve their future performance

The EOL is a progressive assessment process that will eventually lead to a culminating capstone event in each student's senior year. For current students, the EOL process is the following:

	Grade 9	Grade 10	Grade 11
<i>Content</i>	Anchor Performance Tasks & Habits of Success	Solving a School Issue & Habits of Success	Solving a Civic Issue & Habits of Success

# Sample Personal Learning Plan

Lincoln-West School of



## STUDENT INFORMATION

Name	Global, Joe	ID No.	12345
DOB		Date Enrolled at LWGS	
Advisor		Anticipated Graduation Date	

## CAREER INTERESTS

At this stage in my life, I think I might want to become a(n)...

Profession 1	Profession 2	Profession 3
Medical field, particularly nursing, because I know people in the field and it seems like something I would like.	Social work, but I worry about finding the money to attend a four year school.	I have interest in being a barger, and this was my number one, but I have concern about being able to make a living in this field.

## COLLEGE INTERESTS

At this stage in my life, I think I might want to attend these colleges...

College 1	College 2	College 3
Cuyahoga Community College because it is an affordable path to start college.	Unsure, but maybe Cleveland State for location and majors.	Not yet identified.

## PREPARATION FOR MY FUTURE

The information below summarizes the progress that I am making toward my career and college interests.

### EXHIBITIONS OF LEARNING

Y1 Winter	Complete	Y1 Spring	Complete	Y2 Winter	1.6	Y2 Spring	2.1
Y3				Y4 Capstone			

### FORMATIVE ASSESSMENT DATA - NWEA

Grade 9					
Reading Fall	207	Reading Winter	228	Reading Spring	221
Math Fall	165	Math Winter	227	Math Spring	220

Grade 10					
Reading Fall	214	Reading Winter	230	Reading Spring	238
Math Fall	225	Math Winter	233	Math Spring	221

## COURSE CREDITS

Subject Areas	Minimum Credits Req'd	1	2	3	4	5
English language arts	4	X	X	currently		
Health	½					
Mathematics	4	X	X	currently		
Physical education	½					
Science	3	X	X	currently		
Social studies	3	X	X	currently		
Electives (inc. 2 semesters of fine arts)	5	FA - X	FL - X	X	X	X
Economics and Financial literacy	1?	currently				

## OHIO STATE AND COLLEGE BOARD TEST SCORES

English I	2 (686)/3(711)	English II	3 (700)
Algebra I	3 (701)	Geometry	1 (663)
American History	3 (701)	American Government	
Biology	2 (694)	AP Test: AP BIO	1
AP Test:		AP Test:	
AP Test:		Total Graduation Points	14/18-15/18

## APTITUDE TEST SCORES

PSAT Gr 9	740	PSAT Gr 10	760
SAT		ACT	

## EXTRA-CURRICULAR PERSONAL SUCCESSES

This is a record of successes that I have had as a student at the School of Global Studies. I may be able to include these accomplishments on my college applications and job résumés.

Athletics	Club Participation	Leadership Roles	Service Learning	Work
N/A			Costa Rica Earth University	Employed at Five Guys

## CMSD - GRADUATION WORKSHEET: (this worksheet was revised to reflect SY2018 & Beyond)

School: \_\_\_\_\_ Student: \_\_\_\_\_ STID \_\_\_\_\_

Grade Level SY \_\_\_\_\_ Cohort: \_\_\_\_\_  YR1  YR2  YR3  YR4

\*Note student must meet the equivalent of the core courses listed below (higher level or AP coursework would meet the requirement)

**Credit Requirements:** CMSD requires students to take and complete a minimum of 22 required credits and complete one of the three assessment options below.

English Language Arts -4 credits

Yr1   Yr2   Yr3   Yr4

Mathematics -4 credits\* must include Algebra I & must require to Higher level each year

Yr1   Yr2   Yr3   Yr4

Science -3 credits\* must include one unit of phys sciences, one unit of life science and one unit of earth study in one or more of the following sciences: chemistry, physics or other phys science, earth biology or other life sciences, astronomy, physical geology or other earth or space science

Yr1   Yr2   Yr3

Social Studies -3 credits\* must include 1/2 unit of Am History and 1/2 unit of Am Govt. In 2 units required for the classes of 2018 and 2019. The class of 2021 will need 1/2 unit in world history and civilizations in their required three units as well as Am History and Am Govt.

Yr1   Yr2   Yr3

Physical Education -0.5 credit must complete at least two semesters of physical education any time in grades 9-12

Met

Health - 0.5 credit

Met

World Language- 1 credit

Met

Fine Arts - 1 credit\* must complete at least two semesters of fine arts taken any time in grades 7-12. Fine arts is not a requirement for students following a career/technical pathway.

Met

Seminar - .5 credit\* requirement may be connected to specialized area of technical studies and completed during 11 or-12 grade

Met

Electives - must include one or any combination of business, career/technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

Met

Other State Requirements- All students must receive instruction in economics and financial literacy during grades 9-12- typically taught as second semester of American Government course

Met

Met Academic Requirements	Date
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**Assessment Requirements:** student must meet one of the 3 options to show readiness for college and careers

**Option 1: Ohio State Tests:** earn a cumulative passing score of 18 points, using seven end-of-course state tests.

Tested Area	Score 1-5 value	Min sub score ELA(4); Math(4) 5/55(6)	Met ✓
English I			
English II			
Algebra I			
Geometry			
Biology*			
US History*			
US Gov't*			
<b>/35</b>		<b>TOTAL Score</b>	

\* Students studying Advanced Placement (AP) courses may substitute AP test scores or College Credit+ scores for the \* end-of-course state exams

**Option 2: College Admission Test:** earn "remediation-free" scores in English language arts and mathematics on a nationally recognized college admission exam.

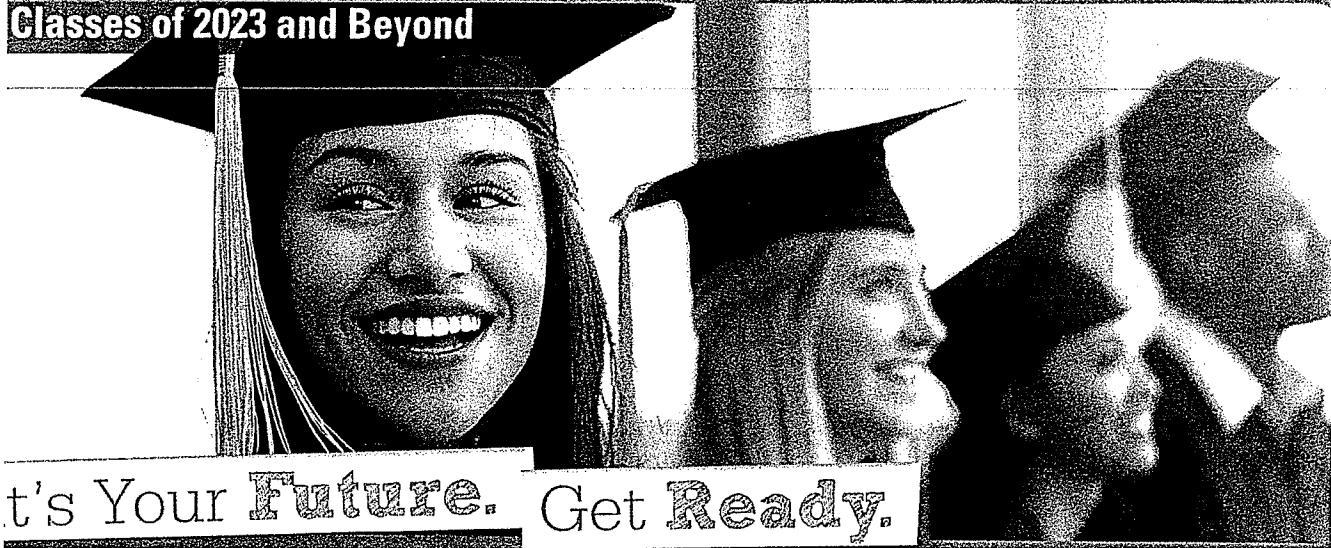
Remediation Free Scores (ACT or SAT)									
	Math	Student Score	Met ✓	Reading	Student Score	Met ✓	English	Student Score	Met ✓
SAT	520			450			430		
	22			22			18		

**Option 3: Industry credential and workforce readiness:** Students earn 12 points through an approved, industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment.

Industry Credential Earn credential(s) worth 12 points or more	WorkKeys Score (13 or higher composite score)
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Met Assessment Requirements	Date:
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# Ohio's High School Graduation Requirements Classes of 2023 and Beyond



It's Your **Future.** Get **Ready.**

**Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.**

As a student entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

## First, cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

### Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

## Second, show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

**Is testing not your strength?** After you have taken your tests, there are three additional ways to show competency!

### Option 1

#### Demonstrate Two Career-Focused Activities<sup>1</sup>:

##### Foundational

- Proficient scores on WebXams
- A 12-point industry credential
- A pre-apprenticeship or acceptance into an approved apprenticeship program

##### Supporting

- Work-based learning
- Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

### Option 2

#### Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

### Option 3

#### Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

<sup>1</sup> At least one of the two must be a Foundational skill.



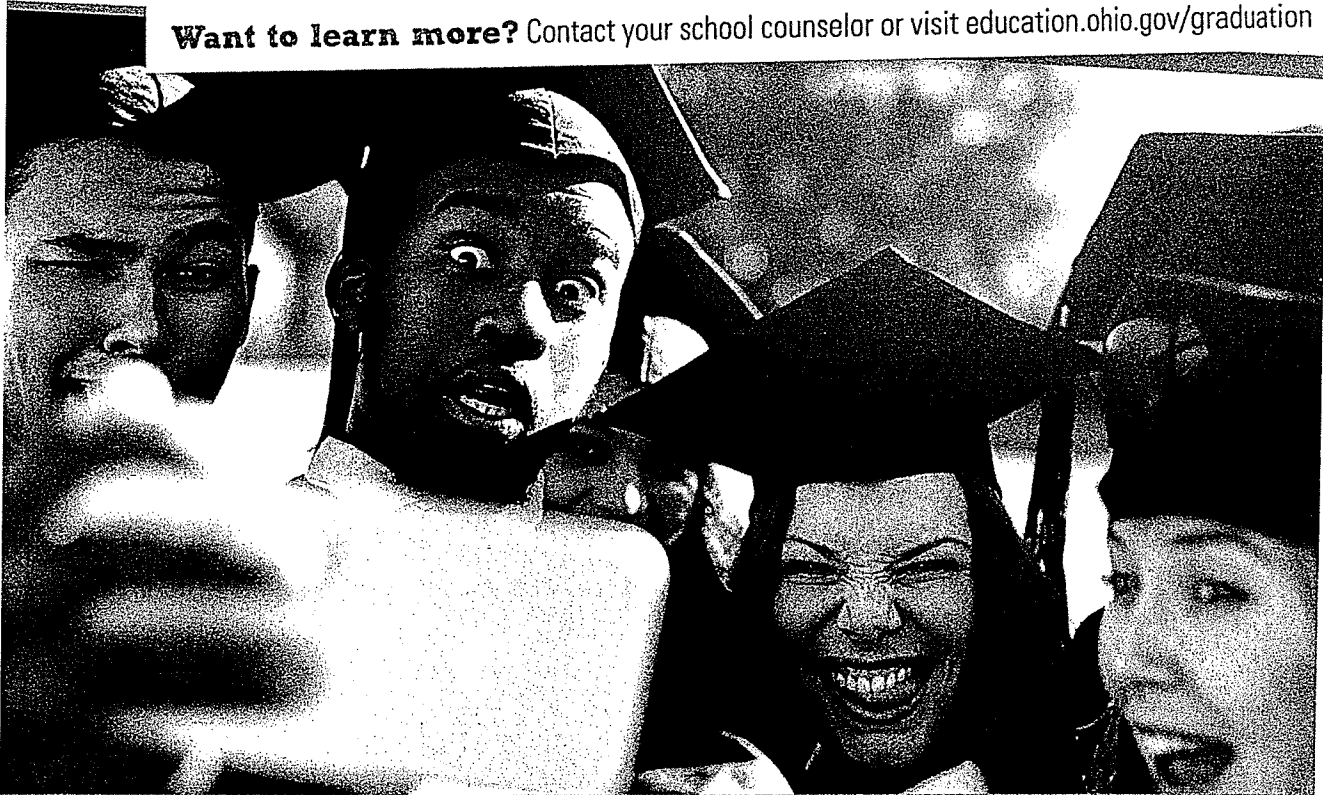
## **Third, show readiness**

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

### **At least one of the two must be Ohio-designed:**

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

**Want to learn more?** Contact your school counselor or visit [education.ohio.gov/graduation](http://education.ohio.gov/graduation)



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Lincoln-West School of  
**GLOBAL  
STUDIES**

For the most up-to-date information and events about LW School of Global Studies, please find us via social media in the following ways:

Website: [www.clevelandmetroschools.org/globalstudies](http://www.clevelandmetroschools.org/globalstudies)

Facebook: Lincoln-West School of Global Studies

Twitter: LWGlobalStudies

Instagram: LWGlobalStudies

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