

Lincoln-West School of Global Studies Student & Family Handbook 2022-2023



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WHAT IS GLOBAL STUDIES?

Lincoln-West Global Studies, located in one of Cleveland's most culturally diverse neighborhoods, opened its doors to incoming 9th 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.



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

Lincoln-West School of GLOBAL					
SY 2022-2023 STUDIES					
LAST NAME	FIRST NAME	CLASS	ROOM		
Alvarado	Yulisa	Science	117		
Casselberry	Timothy	Mathematics	323		
Conner	Anitza	Bilingual Para	116		
Crissman	Stephanie	Mathematics	321		
Cruz	Rosa	Spanish	301		
Dunn	William	Science	328		
Fiorucci	Alison	Science	329		
Fortin	Rie	ELA	111		
Galaszewski	Maggie	Physical Education/Health	Gym		
Gorius	Heidi	Intervention Specialist - MD/AUT	143		
Guile	Cassandra	Intervention Specialist - CD/ED	327		
Gurung	Saraswoti	Bilingual Para	319		
Henry	Patricia	Guidance Counselor	100		
Hilt	Darla	Assistant Principal	100		
Holt	Giselle	Curriculum & Instructional Specialist	300		
Jackson	Christina	Secretary	300		
Jackson	Dora	Instructional Aide - MD/AU	401		
Javier, Dr.	Irene	Principal	408		
Jones	Sabrina	Intervention Specialist - CD/ED Intervention Specialist -	313		
Jones	Samantha	CD/ED Say res to Education	112		
Leahy	Nora	Coordinator	402		

	γ		
Mahone	Vivian	Instructional Aide - MD/AU	143
Morales	Awilda	Spanish	115
Morales	Cynthia	Bilingual Para	321
Mortensen	Karen	Art	105
Narducci	Patricia	ELA	318
Pardo	Guillermo	Technology Support Specialist	134
Pen	Carolynn	Media Specialist	MC
Pen	Dominique	Intervention Specialist - CD	403
Potter	Ronn	Mathematics	325
Pritt	Brittany	Instructional Aide - MD/AU	142
Pritt	Rhonda	Instructional Aide - CD/ED	327
Reagan John Socia		Social Studies	317
Rege	Nora	Intervention Specialist - CC	325
Saidi	Wadesisi	Bilingual Para Intervention Specialist -	317
Smith	Carla	MD/AUT	140
Thompson Shawn		Intervention Specialist - CD	401
Tovanche-Perez	Maria	ESL	312
Tuck-Macalla	Heather	College & Career Campus Coordinator	MC
Valenti	Steven	ELA	315
Vine			118
Wade Teroy Interve		Intervention Specialist - CC	102
Werchiwsky	Jennifer	ELA	136
Wick	Milena	Social Studies	319
STAFF	STAFF	YOU JOGS/ECity	135
Williams	Omar	PCIA	101

Whyte	Sopufaa	YOU JOGS/ECity	114
		Instructional Aides/Testing	116
		Conference Room	404
		CTAG	405
		College NOW	402
		TRIO	MC
	***************************************	Security Office	110
		LWGS Kitchen	
	AND THE PROPERTY OF THE PROPER	Nurse David	
		Custodians	

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:

- • •	3 111 1110	following basic principles.
		dents are encouraged to dress in a manner that is appropriate, comfortable and inducive to an active academic school day.
		nts should be able to wear clothing without fear of or actual unnecessary discipline or ody shaming.
]		udent dress code should serve to support all students to develop a body-positive self- page.
	eq	strict standard dress and appearance policy is gender neutral and applies to all students qually regardless of gender on school campuses and at school-sponsored functions and II be enforced consistently and fairly by all members of the school staff.
	Examp	les 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
		ditionally, site leadership (UCC subcommittee plus one parent) with a survey from rents, 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.
	В.	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 hazards.

- 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

<u>Technology</u>

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.



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.

Lincoln-West School of



Revised Grading Matrix

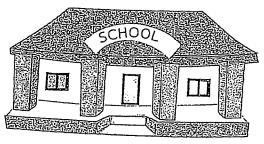
Find Combined Current Grade for Core Courses		Competencies (Academic Skills) Students need to earn of score of 1.0 or higher				
		Exceeding Proficiency (3-2.5)	Proficient (2.4-2.0)	Approaching Proficiency (1.5-1.9)	Basic Proficiency (1.0-1.4)	Not Eneugh. Evidence (0/910.0)
	A (100-90)	A	A	B	С	IC
Content Knowledge Students need to earn a score of 60% or higher	B (89-80)	A	В	C	С	1(C)
	C (79-70)	В	В	C	D	IG
	D (69-60)	В	С	C	D	IIC.
	(C (SQLO)	C	C	D	Ď:	IC. C. P. C.

Lincoln-West School of GLOBAL STUDIES

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

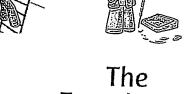
specific course.

Building Codes

(Standards-

Based Grading)

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



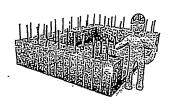
Foundation (Habits of Mind)

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)?

Compotence Para 171	
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...



5,000	_PAGES OF READING	90-100	POUSHIO ESSAY PAGES
12	_Position Papers	<u> </u>	. Presentations
8	_EXAMBIAMONS	75	Text - Basel Discussions
6	LUS REPORTS	21	Problem Sers



What does Competency-Based Education look like?

Competencies

Define the essential skills and knowledge students need in order to graduate from high school ready for college or an entry-level job. Students develop their competencies from grades 9-12, and are expected to perform at higher levels for each competency as they progress through high school.

9th Grade Courses

10th Grade Courses

11th Grade Courses

12th Grade Courses

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?

REPORTING

How is this reported?

ASSESSMENT

How is this assessed?

Transcripts and Report Cards

COMPETENCIES

Cross-curricular and subject area competencies.

Student Portfolios

Report Cards, Progress Reports and Student Dashboard

STANDARDS

5-10 standards describe the required knowledge & skill-sets for mastering each compatency.

Performance Tasks

tudent Feedback

LEARNING OBJECTIVES

Teachers use daily learning objectives for specific skills. concepts, and knowledge sets to create learning progressions that guide students toward achieving the banchmari, sadis,

Lonnative ssessments

Source: Adapted from Great Schools Partnership, 2013

Traditional Course Reporting vs. Competency-Based Reporting

Competency English I Writing argumentative texts Biology I can introduce my claim C÷ I can develop my claims & counterclaims I use academic vocabulary effectively U.S. History l maintain an objective tone Learning I have a strong conclusion Standards Performance Level (defined by rubric)

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

Revised CMSD Competencies

3. Writing Informative Texts 4. Writing Narrative Texts	ELA 1. Reading Literature 2. Reading Informational Texts	Sources and Evidence 4. Analyze Causation and Argumentation	2. Analyze Perspectives 3. Evaluate Historical	1. Evaluate Change, Continuity, and Context	1. Vocabulary and Language
2. Analyze and Interpret Data 3. Develop and Use Models	Science 1. Lead Scientific Investigations	 Modeling Mathematical Connections 	2. Mathematical Arguments and Reasoning	Math Practices 1. Problem Solving	Juage 2. Communication 3
World Language 1. Participate in Interpersonal Communication 2. Interpret Written and Spoken Language 3. Analyze Practices, Products, and Perspectives	ic o and usic	Music 1. Perceiving, Knowing, and Creating Music	Present Visual Art Analyze Visual Art	Visual Art 1. Create Visual Art	Schoolwide 2. Communication 3. Conducting Research 4. Writing Argument
World Language nal Communication bken Language acts, and Perspectives	Outcomes 2. Demonstrate Personal and Social Skills 3. Advance Health and Movement Perform	3. Engage in Healthy Advocacy Phys Ed 1. Analyze Physical Fig.	Apply Knowledge of Health Concepts Analyze Health Promotion and Risk Reduction	Health	Vriting Argument
	trate Personal and Social Skills Health and Movement Performance	/ocacy Ed	lealth Concepts otion and Risk	5. Reading Informational Texts Health	

Revised June 2016

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

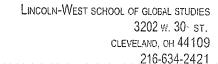
student learning trips that provide context for course content and/or allow students to investigate a community topic or phenomenon that has local, national, and global significance.

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





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 careers.

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 first EOL, along with another EOL in Semester Two, will serve as interim assessments and opportunities for students to practice for a more comprehensive EOL 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

Our students have been working diligently over the past several weeks to prepare for exhibitions of learning and our entire community is looking forward to sharing their achievements with you.

Thank you for joining us for this important work!



LINCOLN-WEST GLOBAL STUDIES EOL PROCESS

The Exhibition of Learning (EOL) is a dynamic means of assessing our students' knowledge of school-wide competencies as a part of our mastery learning model.

WHAT DOES AN EOL LOOK LIKE?

Students in grades 9-12 will complete 6 EOL experiences during their time at LWGS. The EOL experience is carefully scaffolded at each grade level to prepare students for a Capstone experience during their senior year.



9TH GRADE

Format: Roundtable Style
Content: Anchor Performance Tasks &
Service Learning are featured
Frequency: 2x per year

10TH GRADE

Format: Data Chat Content: Student data and associated anchor performance tasks Frequency: 2x per year





11TH GRADE

Format: Professional Presentation
Exposition Style
Content: Field Experience Reflective
Essay & Digital Presentation
Frequency: 1x year at the conclusion
of Field Experience.

12TH GRADE

Format: Global Issue Forum Content: Action Research Paper & Digital Presentation Frequency: 1x year at the



conclusion of Capstone course



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

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

		Grac	le 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	Χ	currently		
Health	1/2					
Mathematics	4	Х	X	currently		
Physical education	1/2					
Science	3	Х	Х	currently		
Social studies	3	Х	Х	currently		
Electives (inc. 2 semesters of fine arts)	5	FA - X	FL - X	Х	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- G	RADU	IATION W	ORKSHEE	T: (this worksh	eet was	revised to	reflect SY	2018 & Beyo	ond)		
School:			Student:				STIE)			
Grade Level	SY	Coh	ort;			□YR	1 D Y	'R2 🔲 Y	R3 🔲	YR4	-
*Note student must	meet the e	quivalent of the core	courses listed below	(higher level or AP	coursew	ork would	meet the r	equirement			
three assessme	nt option		es students to tal	ke and complet	e a mi				, –		
English Language Arts	English Language Arts -4 credits					Yr1 [_	Y	r2	Yr3	Yr-	
Mathematics –4 credits	* must include Alg	ebra li å must sequence to higher h	evel each year			Yr1	Y	12] Yr3 [Yr	4
Science -3 credits * mus physics or other physiscience; adv	l include one unit o biology or other life	d phys sciences, one unit of file scie e science; estronomy, physical geolo	ence and one und of advistudy in on agy of other earth or space science	a or more of the following science	a chemistry,	Yr1	Y	r2] Yr3 [
Social Studies –3 credit will need % unit in world history and	ts *must include): d confizations in the	A lo lieu, V. Ens ynder History and Vo A aa l'aw aa clinu aartt beniupen vie	im Govt. In 3 units required for the d in History and Am Govt.	asses of 2018 and 2019. The da	sa of 2021	Yr1	Yı	r2	Yr3		
Physical Education –0.5	5 credit must co	unplete at least two semesters of pl	hysical education any time in grades	9-12.		Met					
Health - 0.5 credit						Met _					
World Language- 1 cred	fit					Met					
Fine Arts — 1 credit* musi career-lecturical pattiway.	l complete at least	lwo semesters of fine arts taken on	y lime in grades 7-12. Fine arts is no	st a requirement for students folio	ring a	Met					
Seminar5 credit* require	ement may be conv	nacled to specialized area of technic	al studies and completed during 11	or-12 grade		Met _					
Electives - must include one of language arts, mathematics, science	r ony combination o e or social studies	ol business, career-lechaicol educal courses not otherwise required.	lion, family and consumer sciences.	technology, agricultural education	ı or Engüsh	Met					
Other State Requirement American Government course	its- All students n	nust receive instruction in economic	s and financial literacy during grades	s 9-12- typically laught as socond	semoster of	Met			Mel Academ Requiremen		Date
Assessment Red Option 1: O h	-								d caree	rs	
Tested Area	no stat	e iests. eam a	cumulative passing so	core or 16 points, usi		eno-o≀-cou ≥ 1-5 value	Min sub	score ELA(4); N	/lath(4)	Met v	7
English I					-		S/SS(6)				-
English II										ļ	4
Algebra I Geometry							-			1	
Biology *			. /481		1					1	1
US History *			acement (AP) courses m for the * end-of-course								
US Gov't *						/n =				L	_
Option 2: Co	ollege /	Admission Te	St: earn "remediation	n-free" scores in Eng	lish lang	/35 uage arts a	TOTAL So		ionally rec	ognized coll	ege admission
Remediation Free Sco]
	Math	Student Score	Met ✓ Reading	Student Score		Met ✓	English	Student Sc	ore	Met ✓	1
SAT	520		450				430				-
	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 E	arn credenti	ial(s) worth 12 points o	or more	WorkKeys Sco	re (13 c	r higher co	mposite sc	ore)]
Mei Assessment Da Requirements	ate:										J
wednesiteits											

Ohio's High School Graduation Requirements



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	1/2 credit
Mathematics	4 credits
Physical education	1⁄2 credit
Science	3 credits
Social studies	3 credits
Flortives	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!



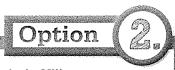
Demonstrate Two Career-Focused Activities:

Foundational

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

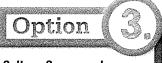
Supporting

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



Enlist in the Military

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



Complete College Coursework

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

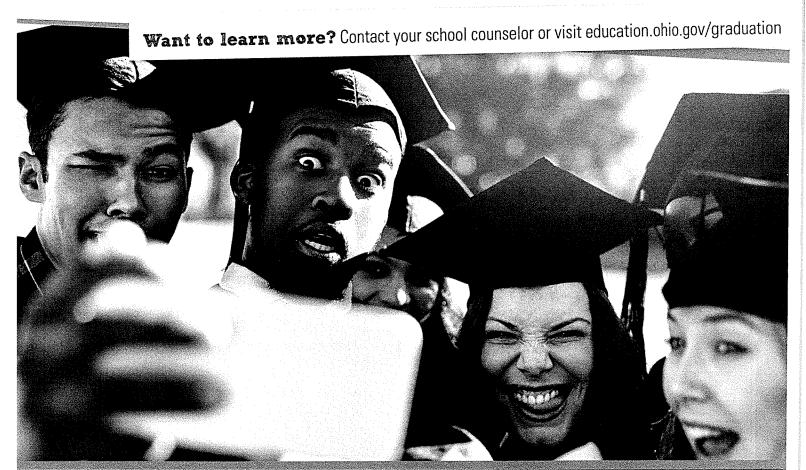
*At least one of the two must be a Foundation

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)



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:

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