

# **Oakridge School District**

## Identifying and Overcoming the Obstacles to Implementing Proficiency Based Education

Dr. Donald L. Kordosky, Superintendent

[dkordosky@oakridge.k12.or.us](mailto:dkordosky@oakridge.k12.or.us)

Mr. Greg Chapman, Principal, OJSH

[gchapman@oakridge.k12.or.us](mailto:gchapman@oakridge.k12.or.us)

March 4, 2016

## Short Overview

Two Schools: OJSH (250 students), OES (300); Four Day School Week

Seven years on the PBE journey – going to present the adversity and adjustments



Adversity in three main categories:  
Grading; Communication; Reporting

GRADING

REPORTING

COMMUNICATION

Mistake number one:

Teacher movement at OJSH in 2009

Should have started at elementary level

No movement at Elementary until 2013-14

# BOARD SUPPORT

GRADING

REPORTING

COMMUNICATION

Got it right #1:

Moved at one building; Board support came later.

## STANDARDS IDENTIFICATION



GRADING



REPORTING



COMMUNICATION

Standards based scope and sequence began in 2005 at OHS

2009 placed ODE standards; later CCSS

Some classes did not have CCSS or Oregon standards:

Looked for national standards; in some cases, teacher developed with principal approval

Communicate through syllabus and on-line grade book w/ parents and students

Posted in every classroom at OJSH; Developmentally appropriate at OES

Limit to less than 20 per term; Rephrased CCSS/Oregon standards to limit

Standards transferred to Excel, stored, and updated to current grade book

Standards change: Review annually and make changes/add new classes

OES NGSS and Science Kits this year; Social Studies next year

**PHYSICAL EDUCATION STANDARDS GRADES K-120**

**1. Expressive and Efficient Moving**

- a. Demonstrate various forms of basic locomotor patterns: run, gallop, skip, horizontal jump, hop, leap and step, sliding and stepping on overhead and in-contact
- b. Demonstrate various elements in manipulative skills: throw, catch, kick, and strike
- c. Demonstrate balance, demonstrating elementary skills and body control in a variety of positions
- d. Demonstrate patterns and combinations of movements in repetitive sequences
- e. Understand rules and strategies for a variety of physical activities

**2. Fitness for Lifelong**

- a. Identify changes in body's body during moderate to vigorous exertion
- b. Demonstrate basic understanding of physical fitness and how personal fitness can be improved

**3. Self-Management and Social Behavior**

- a. Identify rules, procedures, and strategies in a specified physical activity
- b. Identify positive ways to resolve conflict



**2. Expressive and Efficient Moving**

- a. Demonstrate various forms of basic locomotor patterns: run, gallop, skip, horizontal jump, hop, leap and step, sliding and stepping on overhead and in-contact
- b. Demonstrate various elements in manipulative skills: throw, catch, kick, and strike
- c. Demonstrate balance, demonstrating elementary skills and body control in a variety of positions
- d. Demonstrate patterns and combinations of movements in repetitive sequences
- e. Understand rules and strategies for a variety of physical activities

**2. Fitness for Lifelong**

- a. Identify changes in body's body during moderate to vigorous exertion
- b. Demonstrate basic understanding of physical fitness and how personal fitness can be improved

**3. Self-Management and Social Behavior**

- a. Identify rules, procedures, and strategies in a specified physical activity
- b. Identify positive ways to resolve conflict

## PHYSICAL EDUCATION STANDARDS GRADES K- 2ND

### 1. Expressive and Efficient Moving

- a. Demonstrate mature form of basic loco motor patterns:  
Run, gallop, slide, horizontal jump, hop, leap and skip, starting and stopping on command and in control
- b. Demonstrate critical elements in manipulative skills:  
Throw, catch, kick, and strike
- c. Demonstrate balance, demonstrating momentary stillness and body control in a variety of positions
- d. Demonstrate patterns and combinations of movements in repeatable sequences
- e. Understand rules and strategies for a variety of physical activities

### 2. Fitness for Lifetime

- a. Identify changes in his/her body during moderate to vigorous exercise
- b. Demonstrate basic understanding of physical fitness and how personal fitness can be improved

### 3. Self-Management and Social Behavior

- a. Identify rules, procedures, and etiquette in a specified physical activity
- b. Identify positive ways to resolve conflict

...be pursued through year-long simulation.  
 ...to make sound financial decisions to meet long & short-term needs.  
 ...investments, portfolio management, investment  
 ability & the impact of decisions on personal & national economies.

...for "living within one's means"  
 ...to real-world scenarios.

...to  
 ...to  
 ...to check, debit, credit, statements,  
 ...of different payment methods  
 ...to use.

...ing for the Future.

...ment, stocks, bonds, CDs, mutual funds, 401k, IRAs, Social Security,  
 ...to long-term investment,  
 ...to select data & portfolio management.

...ment  
 ...to investment,  
 ...to the national investment, decision-making,  
 ...to select data & portfolio management.

...page of credit.

...are available & how to obtain them, including student loans.  
 ...to list different types of credit, identify "good debt" versus "bad debt".

...city choices:  
 ...to credit ratios & the advantages it can provide,  
 ...to avoid balance, compare simple & compound interest  
 ...to use.

...reem training, experience & earning potential.  
 ...to use minimum wage pay,  
 ...to minimum wage pay, skills,  
 ...to determine  
 ...to employment,  
 ...to minimum requirements of a range of career options,  
 ...to explain to achieve a specific desired job,  
 ...to use job interview.

US History - A: Core Standards

- Unit 1: Civil War and Reconstruction (1850-1877)
  - Standard 1: Causes of the Civil War. Understand how increasing sectionalism, escalating strife over US expansion and the birth of the Republican Party led to the US.
  - Standard 2: Course & character of the Civil War & its lasting effects on the US. Compare Union and Confederate resources, military tactics and leadership, understand enduring significance of emancipation, Reconstruction, Gettysburg and Appomattox.
  - Standard 3: How various Reconstruction plans succeeded or failed. Understand the political controversy over Reconstruction and its social / economic aftermath.
- Unit 2: Development of the Industrial US, (1870-1900)
  - Standard 4: Rise of corporations, heavy industry, & mechanization transform the American people. Understand the connections between industrialization, the advent of the modern corporation, and material well-being across social classes.
  - Standard 5: Massive immigration & migration after 1865 create new social patterns, conflicts, and ideas of national unity amid growing cultural diversity. Understand the origins and experiences of new immigrants as well as the consequences of migration on Native and African American populations.
  - Standard 6: Rise of the American labor movement & how political issues reflected social & economic changes. Describe effects of the "2nd industrial revolution" and the extent to which it changed the nature and conditions of work.
- Unit 3: Emergence of Modern America (1890-1930)
  - Standard 7: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption. Understand the origin of the Progressives and the asserted conditions they formed to deal with issues at the local and state levels.
  - Standard 8: Imperialism & the changing role of the US in world affairs through WW I. Understand how American identity and the US role in the world evolved through the early 20th century.
  - Standard 9: Growth & change in US economy, society & trade through World War I. Understand causes and effects of WWI, why the US intervened and the origins and effects of the Treaty of Versailles.

8th US History - A: Core Standards

- Unit 1: Worlds 1 and Worlds 2
- Unit 2: Colonial
- Unit 3: Revoluti

PERSONAL FINANCE

- 1. Rent
- 2. Food
- 3. Phone
- 4.

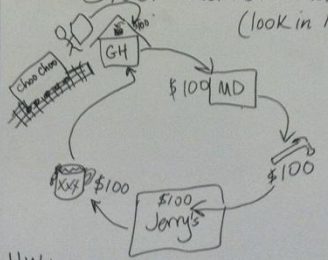
1. Book!
2. March spending!
3. Complete an estimated car budget in pencil.
  - Complete car shopping
  - Complete purchase
4. Two handouts about cars!

HW: ⊕

10th US HISTORY

Standard 9

1. Book, please.
2. What economic issues led to the stock market crash? (look in 12.3...)



HW: Finish Walter Questions

8th GRA

Continue Revolutionary

HW: Do you need Road to Rev





**The Number System**

8. Understand that rational numbers form a system that is closed under addition, subtraction, multiplication, and division (with the exception of division by zero). Recognize that there are numbers that are not rational, for example,  $\sqrt{2}$ .

**Rational Numbers**

1. Understand addition, subtraction, multiplication, and division of rational numbers. Understand that the sum/difference/product/quotient of two rational numbers is a rational number. Understand that the quotient of two nonzero rational numbers is a rational number.

**Operations and Equations**

1. Understand the properties of operations involving addition, subtraction, multiplication, and division of rational numbers. Understand that the sum/difference/product/quotient of two rational numbers is a rational number. Understand that the quotient of two nonzero rational numbers is a rational number.

**Functions**

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs representing the function. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs representing the function.

FONT TOO SMALL

**Geometry**

1. Understand congruence and similarity using informal proofs. Understand that two triangles are congruent if and only if two corresponding sides and the included angle are congruent, or two corresponding angles and one corresponding side are congruent, or three corresponding sides are congruent, or two corresponding angles and one corresponding side are congruent, or two corresponding sides and one corresponding angle are congruent, or two corresponding angles and one corresponding side are congruent.

**Statistics and Probability**

1. Understand that statistics can be used to describe a set of data. Understand that the mean, median, and mode are measures of central tendency. Understand that the range, interquartile range, and standard deviation are measures of spread.

**Functions**

1. Understand the concept of a function and use function notation. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs representing the function.

**Building Functions**

1. Understand the concept of a function and use function notation. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs representing the function.

**Linear, Exponential, and Logarithmic Models**

1. Understand the concept of a function and use function notation. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs representing the function.

**Trigonometric Functions**

1. Understand the concept of a function and use function notation. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs representing the function.

# COMMUNICATION PLAN

GRADING

REPORTING

COMMUNICATION

Major mistake number 2: Did not originally have a communication plan

Developed over years to include:

Yearly communication plan for parents and students and staff

Start of the year staff/community welcome back; student presentations; summer newspaper; meetings for parents (conferences; proficiency night; Project Night; 7<sup>th</sup> grade transition); presentation to students (assemblies; postings of rubrics)

Board Goal: Last two years (Full implementation, K-12 PBE; Behavior Rubric emphasis; presentations at most Board meetings and Board Work Sessions on progress)

# GRADING



GRADING



REPORTING



COMMUNICATION

Grading: Products and Practice

**Products**: Show what a student know or can do (Tests; Quizzes; Presentations; etc.)

**Practice**: Preparing for products (Homework; guided in-class practice; unguided practice

80:20 – First three years (80% Products; 20% Practice) for academic grades

90:10 – Next 2 years (90% Products; 20% Practice) for academic grades

100:0 – Last two years (100% Products; 0% Practice) for academic grades

## JumpRope Rubric Score to Letter Grade Conversion

<u>Rubric Grade</u>	<u>Proficiency Grade</u>	<u>Percentage Grade</u>	<u>Letter Grade</u>
Shows on JumpRope on-line gradebook and all printed reports	Colors are used in JumpRope (words "Mastered," "Exceeds" and "Proficient" are for reference only and not used on JumpRope Grade Book or Reports)	Only shows on final printed report card	Shown on transcripts.
4	Mastered	100%	A
3.9	Mastered	98.5%	A
3.8	Mastered	97.0%	A
3.7	Mastered	95.5%	A
3.6	Mastered	94.0%	A
3.5	Mastered	92.5%	A
3.4	Mastered	91.0%	A
3.3	Exceeds	89.5%	B
3.2	Exceeds	88.0%	B
3.1	Exceeds	86.5%	B
3.0	Exceeds	85%	B
2.9	Exceeds	83.5%	B
2.8	Exceeds	82.0%	B
2.7	Exceeds	80.5%	B
2.6	Proficient	79.0%	C
2.5	Proficient	77.5%	C
2.4	Proficient	76.0%	C
2.3	Proficient	74.5%	C
2.2	Proficient	73.0%	C
2.1	Proficient	71.5%	C
2.0	Proficient	70%	C
Lower than 2.0	Not Proficient	Lower than 70%	F or "I" at teacher's discretion

# BEHAVIOR RUBRIC



GRADING



REPORTING



COMMUNICATION

Major adversity: How do you get students to practice academics if it is not part of their academic grade?

# Oakridge School District 76

## Behavior Proficiency Levels

1 (I)n Progress: Needs Frequent Reminders	2 (P)roficient: Sometimes Needs Reminders	3 (E)xceeds: Seldom Needs Reminders	4 (M)astery: Almost Never Needs Reminders
---	---	---	---

Behavior Proficiency Rubric	Travel	Resources	Others and Self
<b>Safe</b>	<ul style="list-style-type: none"> <li>Move between locations safely</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment, furniture, materials, and facilities safely</li> </ul>	<ul style="list-style-type: none"> <li>Safe with others</li> <li>Keep hands and feet to self</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>Move between locations quietly and calmly</li> <li>On time for class</li> </ul>	<ul style="list-style-type: none"> <li>Use and put away equipment, furniture and materials</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions the first time</li> <li>Treat others with respect</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Where they are supposed to be</li> <li>Ask permission to leave</li> </ul>	<ul style="list-style-type: none"> <li>Have necessary materials as needed</li> </ul>	<ul style="list-style-type: none"> <li>Actively participate</li> <li>Do your best</li> <li>Turn work in on time</li> </ul>

# BEHAVIOR RUBRIC



GRADING



REPORTING



COMMUNICATION

Homework is not important: Resistance from staff, students and parents

Make it relevant to all stakeholders in Grades K -12

## Positive Consequences:

Weekly awards for OJH

Certificates

Parent Conferences: Behavior First

Ski Trip

Rooter Bus

7 and 8 Grade Trip

## Negative Consequences:

Lunch Time Study Hall

Friday School

No Off Campus @ Lunch, 11<sup>th</sup> and 12<sup>th</sup>

No Ski Trip

No Rooter Bus Trip

No 7 and 8 Grade Trip

Athletic tie in? Eligibility is a huge issue for parents and students.

Had for 13 years tied eligibility to weekly academic grade checks: Does not necessarily correlate with the Popcorn Theory

Behavior Rubric “too subjective” for staff and Board



# REPORTING

GRADING

REPORTING

COMMUNICATION

Many different grade books over the past ten years. eSchool; Jupiter; JumpRope

None are perfect (some are, frankly, quite bad) – major problem throughout implementation of PBE

Report cards were too lengthy – up to seven pages when individual standards for each class are listed.

Report cards now only have final behavior and academic grade. Parents/students go online to check proficiency on individual specific standards

Problem: No GPA on Report Cards for use (car insurance, for example)

Every Product linked to an academic standard (sometimes multiple) and to Behavior Rubric (Responsible: Turns Work In on Time)

8/16/2014

## Report Card

OAKRIDGE JUNIOR HIGH  
7648 ROSIE ST  
OAKRIDGE, OH 43083Principal: DON KOROSKY  
Phone: (614) 662-2131

Student Name	Teacher	World Hist	Social Studies	Math	Science	Language Arts	Art	Music	Physical Education	Health	Other	Overall
Student ID		School Year	2014									
Section		Reporting Periods	04, T2									
Resource	Bever, JM	QTR1	QTR2	QTR3	QTR4	QTR5	QTR6	QTR7	QTR8	QTR9	QTR10	QTR11
<b>Reflective Learners</b>												
Get Yourself Challenges												
Plan Do-Review												
Invite Feedback												
Share Learning												
<b>Self-Managers</b>												
Be Organized												
Go For It - Finish It												
Manage Emotions												
Manage Risks												
Be Functional												
Workshop Year	AGOST, TAMARA											
Place	JANE	C	B	C	C			1	0	0	0	0E
<b>Reflective Learners</b>												
Get Yourself Challenges												
Plan-Do-Review												
Invite Feedback												
Share Learning												
<b>Self-Managers</b>												
Be Organized												
Go For It - Finish It												
Manage Emotions												
Manage Risks												
Be Functional												
Students will acquire the knowledge and practice to work safely in the wood shop												
Students will pass a written test on general safety and individual equipment safety												
Students will demonstrate safety procedures												
Students will identify tools and power equipment												
Students will demonstrate how to use tools												
Students will adjust and name tool parts												
Students will know the safety procedures for tools and power equipment												
Students will build a project from start to finish												
Students will select and identify woods for projects												
Students will calculate and measure materials for finished project												
Social Studies	SKOLOWEK, C	A	A	F	B			1	0	0	0	0E

**Unit 1: Europe in Medieval Times (Semester 1)**

- U1 S1: Understand the foundations of a new civilization in Europe following the breakup of the Western Roman Empire.
- U1 S2: Understand the merging of political and social order in Medieval Europe.

Copyright Sanford Public School

Resource	Teacher	QTR1	QTR2	QTR3	QTR4	QTR5	QTR6	QTR7	QTR8	QTR9	QTR10	QTR11	QTR12	Overall
----------	---------	------	------	------	------	------	------	------	------	------	-------	-------	-------	---------

**Unit 2: Islam in Medieval Times (Semester 1)**

- U2 S1: Understand the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.
- U2 S2: Understand the significance of the Abbasid Caliphate as a center of cultural innovation and international trade.

**Unit 3: Early Societies and Kingdoms in Africa (Semester 2)**

- U3 S1: Understand early-building in Northeast and Western Africa and the southward migration of Bantu-speaking peoples.
- U3 S2: Understand the growth of imperial states in West Africa and Ethiopia.

**Unit 4: Imperial China (Semester 2)**

- U4 S1: Understand the geographic, political, economic, religious, and social structures of the civilizations in China in the Middle Ages.
- U4 S2: Understand the historic influence of China's technological advances during the Middle Ages.
- U4 S3: Understand the effects of the reopening of the Silk Road between Europe and China.

**Unit 5: Japan in Medieval Times (Semester 2)**

- U5 S1: Describe the significance of Japan's proximity to China and Korea and the intellectual, religious, and political influence of these countries on Japan.
- U5 S2: Understand why life was like for people during Japan's Golden Age.
- U5 S3: Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

**Unit 6: Civilizations of the Americas (Semester 2)****U6 S1: Understand the major accomplishments of the Aztec Empire and its rise to power.**

- U6 S2: Student understands aspects of Aztec society including class structure, family life, warfare, religious beliefs and practices, and slavery.
- U6 S3: Understand how the Aztecs managed their large and remote empire.

**Unit 7: Europe's Renaissance and Reformation (Semester 2)**

- U7 S1: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- U7 S2: Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities.
- U7 S3: Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and physiology.

**Unit 8: Europe Enters the Modern Age (Semester 2)**

- U8 S1: Understand how the Age of Exploration changed the way Europeans viewed the world.
- U8 S2: Understand the roots of the Scientific Revolution and the significance of new scientific theories and methods.
- U8 S3: Explain how the ideas of the Enlightenment set the stage for the Renaissance, Reformation, Scientific Revolution and the Greeks, Romans, and Christ entry.
- U8 S4: Describe how democratic thought and institutions were

Copyright Sanford Public School

Influenced by Enlightenment thinkers.

**Historical Thinking (Semester 2)**

Identify social, political, technological, cultural, and economic characteristics of societies.

Use, interpret, & evaluate the validity of a variety of sources, including maps, charts, photographs, and historical documents.

Identify how people, issues, and events influence the course of history.

View and explain events, issues, and decisions from variety of viewpoints.

Compare and contrast different regions and eras, identify relationships and change over time.

Identify and analyze the physical and human geography of the regions studied.

Compare, contrast, and evaluate different economic systems in the regions studied.

Compare and contrast different forms of government and citizen rights in regions studied.

**Reflective Learners**

Set Yourself Challenges	E	M
Plan Do Review	M	M
Invite Feedback	M	M
Share Learning	M	M

**Self-Managers**

Be Organized	M	M
Go For It - Finish It	M	M
Manage Emotions	M	M
Manage Risks	E	M
Be Punctual	M	M

**Reflective Learners**

Set Yourself Challenges	C	M
Plan Do Review	-	M
Invite Feedback	-	M
Share Learning	-	M

**Self-Managers**

Be Organized	P	M
Go For It - Finish It	E	M
Manage Emotions	M	M
Manage Risks	-	M
Be Punctual	M	M

**Reading Literature**

RL.1. Cite textual evidence to support what the text says explicitly and inferentially.	-	-
RL.7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	-	-
RI.10. Read and comprehend literature, including stories, dramas, and poems, at the higher end of the 5-8 range.	P	M
W.1. Write arguments using valid reasoning and relevant and sufficient evidence.	-	-
W.9. Write texts to examine and convey complex ideas clearly and precisely through use of effective content.	P	M
W.10. Write narratives using effective techniques, well-chosen details, and well-structured event sequences.	-	-

W.4. Produce clear writing in which the development, organization, and style are appropriate to the purpose and audience.

W.5. Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

W.10. Write routinely over extended and shorter time frames for a range of tasks, purposes and audiences.

LC.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LCC.a Spell Correctly

LO4. Determine or clarify the meaning of unknown words and phrases, choosing flexibly from a range of strategies.

**Reflective Learners**

Set Yourself Challenges	E	M
Plan Do Review	M	M
Invite Feedback	M	M
Share Learning	M	M

**Self-Managers**

Be Organized	P	M
Go For It - Finish It	M	M
Manage Emotions	M	M
Manage Risks	M	M
Be Punctual	M	M
SL.NL.E.01 Use memorized words and phrases in everyday situations.	M	M
SL.NL.L.01 Demonstrate understanding of some words, phrases, everyday expressions, and simple statements on a limited range of familiar topics in everyday situations.	P	M
SL.NL.R.01 Identify some common words, symbols, phrases, and cognates.	P	M
S.W.PW.01 Write symbols, basic high-frequency words and memorized phrases.	P	M
SL.NL.PS.01 Identify common objects and people using memorized words, lists and phrases, other relying on visual aids.	P	M

**Reflective Learners**

Set Yourself Challenges	M	M
Plan Do Review	M	M
Invite Feedback	M	M
Share Learning	M	M

**Self-Managers**

Be Organized	M	M
Go For It - Finish It	M	M
Manage Emotions	M	M
Manage Risks	M	M
Be Punctual	M	M

**Reflective Learners**

Set Yourself Challenges	P	-
Plan Do Review	P	-
Invite Feedback	P	-
Share Learning	P	-

Knowledge	Teacher	UT1	UT2	EXAM	SEM	LIBR/	STR	GEN	GEN	CA	DA	T	Cred
-----------	---------	-----	-----	------	-----	-------	-----	-----	-----	----	----	---	------

**Unit 2: Islam in Medieval Times (Semester 1)**

- U2 S1: Understand the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.
- U2 S2: Understand the significance of the Silk Road as a center of cultural innovation and international trade.

**Unit 3: Early Societies and Kingdoms in Africa (Semester 2)**

- U3 S1: Understand early-building in Northeast and Western Africa and the southward migration of Bantu-speaking peoples.
- U3 S2: Understand the growth of imperial states in West Africa and Ethiopia.

**Unit 4: Imperial China (Semester 2)**

- U4 S1: Understand the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- U4 S2: Understand the historic influence of China's technological advances during the Middle Ages.
- U4 S3: Understand the effects of the reopening of the Silk Road between Europe and China.

**Unit 5: Japan in Medieval Times (Semester 2)**

- U5 S1: Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and political influence of these countries on Japan.
- U5 S2: Understand what life was like for people during Japan's Golden Age.
- U5 S3: Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

**Unit 6: Civilizations of the Americas (Semester 2)**

**U6 S1: Understand the major accomplishments of the Aztec Empire and its rise to power.**

- U6 S2: Student understands aspects of Aztec society including class structure, family life, warfare, religious beliefs and practices, and slavery.
- U6 S3: Understand how the Incas managed their large and remote empire.

**Unit 7: Europe's Renaissance and Reformation (Semester 2)**

- U7 S1: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- U7 S2: Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities.
- U7 S3: Recall advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and geography.

**Unit 8: Europe Enters the Modern Age (Semester 2)**

- U8 S1: Understand how the Age of Exploration changed the way Europeans viewed the world.
- U8 S2: Understand the roots of the Scientific Revolution and the significance of new scientific theories and methods.
- U8 S3: Explain how the ideas of the Enlightenment are linked to the Renaissance, Reformation, Scientific Revolution and the Greek, Roman, and Christian.
- U8 S4: Describe how democratic thought and institutions were

Knowledge	Teacher	UT1	UT2	EXAM	SEM	LIBR/	STR	GEN	GEN	CA	DA	T	Cred
-----------	---------	-----	-----	------	-----	-------	-----	-----	-----	----	----	---	------

**Self-Managers**

- 64 Ongoing
- 66 For It - Finish It
- Manage Emotions
- Manage Risks
- Be 7 India

Max Score of Credit	3.00
Score in Class	?

	Score	Grade
Semester	2,250	2,900
Cumulative	4,000	5,200

**Proficiency**

- Mark
- M
- E
- P
- =
- I

001 - EXCELLENCE - MEETS AND EXCEEDS  
 002 - GOOD HABITS AND ATTITUDE  
 003 - PLEASURE TO HAVE IN CLASS

## Progress Report for

<b>11 ENGLISH - Bridgett De Boer</b>		<b>2.1 (72.0)</b>
Overall Academic Mastery (100% of total)		2.1
Overall Behavior Mastery		2.1
<b>ALGEBRA II - Mr. Sokolowski</b>		<b>2.0 (69.0)</b>
Overall Academic Mastery (100% of total)		2.0
Overall Behavior Mastery		3.1
<b>AP WRLD HISTORY - Cailey Sokolowski</b>		<b>2.2 (73.0)</b>
Overall Academic Mastery (100% of total)		2.2
Overall Behavior Mastery		2.5
<b>HEALTH II - Dan Fischer</b>		<b>1.8 (67.0)</b>
Overall Academic Mastery (100% of total)		1.8
Overall Behavior Mastery		3.2
<b>RESOURCE - Mr. Vanscoy</b>		<b>3.6 (94.0)</b>
Overall Behavior Mastery		3.6
<b>Robotics - Mr. Sokolowski</b>		<b>4.0 (100.0)</b>
Overall Academic Mastery (100% of total)		4.0
Overall Behavior Mastery		3.9
<b>TA-VANSCOY - Mr. Vanscoy</b>		<b>3.8 (97.0)</b>
Overall Behavior Mastery		3.8
<b>WEIGHTS - Jordan Holmes</b>		<b>3.6 (94.0)</b>
Overall Academic Mastery (100% of total)		3.6
Overall Behavior Mastery		3.7

## Progress Report for

<b>7th Math - Nick McNutt</b>		<b>1.4 (55.0)</b>
Overall Behavior Mastery		1.4
<b>8th English - Traci Porter</b>		<b>1.7 (66.0)</b>
Overall Academic Mastery (100% of total)		1.7
Overall Behavior Mastery		1.8
<b>8th History - Ms Lockhart</b>		<b>1.0 (55.0)</b>
Overall Academic Mastery (100% of total)		1.0
Overall Behavior Mastery		2.0
<b>Choir - Michael Wilson</b>		<b>0.0 (55.0)</b>
Overall Academic Mastery (100% of total)		U
Overall Behavior Mastery		0.0
<b>JH Health - Jordan Holmes</b>		<b>3.3 (90.0)</b>
Overall Academic Mastery (100% of total)		3.3
Overall Behavior Mastery		2.4
<b>PE - Mr. Vanscoy</b>		<b>0.3 (55.0)</b>
Overall Academic Mastery (100% of total)		0.3
Overall Behavior Mastery		0.3

# INTERVENTIONS



GRADING



REPORTING



COMMUNICATION

Four Day School Week: Friday School available

PSG Schedule: Students get to choose which teacher; then teachers choose

After School Academic Overtime

Feed and Transport Kids to non-instructional hour interventions

Jr. High to Sr. High Promotion Policy

Friday School for Credit Recovery for failed or incompletes

Summer School for Credit Recovery for failed or incomplete classes: Rigor for Credit Rec.

# Requirements for Promotion

## **Outcome:**

8<sup>th</sup> Grade Promotion to High School

## **Requirements:**

11.5 credits, including:

- 2 - Math
- 2 - Language Arts
- 2 - Science
- 2 - Social Studies

## **Outcome:**

Oakridge Oregon High School Diploma

## **Requirements:**

◆ 25 Credits, including:

- |                   |                      |
|-------------------|----------------------|
| 4 – Language Arts | 1 – US History       |
| 1 – Careers       | 1 – Personal Finance |
| 3 – Science       | 1 – PE               |
| 3 – Math*         | 1 – Fine Arts        |
| 1 – US Government | 1 – Health           |

◆ Successfully demonstrate “Essential Skills” in Reading, Writing and Mathematics

\*Three math credits must be at the Algebra level or higher (Algebra; Geometry; Algebra II)

## MAKEUPS OF PRODUCTS



GRADING



REPORTING



COMMUNICATION

Some latitude by teacher

Only allow make ups before school/after school or at Friday School

All related practices must be completed prior to any makeup

Lack of effort on first attempt



## Other odds and ends



GRADING



REPORTING



COMMUNICATION

Board member: "Our kids are at a disadvantage as compared to other schools for scholarship and college entry."

Increased cheating on writing assignments and products

Transfer Students: Not ready for PBE. Video introduction attempted this year. Failed.

Late work

# Questions: Conversation