

Winterfield Elementary School Parent and Student Handbook



2023-2024

Winterfield Elementary School

(980) 343-6400

Website: <https://schools.cms.k12.nc.us/winterfieldES/Pages/Default.aspx>

Facebook: <https://www.facebook.com/WinterfieldElementary/?ref=bookmarks>

Instagram: https://www.instagram.com/winterfield_elementary/

| | | |
|---------------------|-----------------------|----------------------|
| Hastie Hovey | Kimberly Scott | Tiffany Burks |
| Principal | Assistant Principal | Dean of Students |

This Handbook Belongs To:

Name: _____

Grade: _____

Homeroom/Teacher: _____

| Program/Application | Username | Password |
|---------------------|----------|----------|
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Welcome to Winterfield Elementary School! We are excited about our school and are glad that you are going to be a part of our community. You can benefit from elementary school by having a positive attitude, taking part in school activities, and actively participating in your classes. Teachers, administrators, and other staff members are here to help you achieve your educational goals as you proceed through elementary school. This handbook will help you understand school information and rules.

You are responsible for knowing the contents of this handbook.



Our Values: *How We Do School*

At Winterfield Elementary School our community demonstrate five values:

| | | | | |
|----------------------|-----------------------|--------------------|----------------------------|-------------------------|
| Be Respectful | Be Cooperative | Be Prepared | Be Self-Disciplined | Be A Hard Worker |
|----------------------|-----------------------|--------------------|----------------------------|-------------------------|

Be Respectful: We respect one another at all times. We listen, use calm tones of voice to communicate feelings, and we do not embarrass one another. Respect includes taking other people's feelings, needs, thoughts, ideas, and wishes into consideration. It is important to be respectful to all people regardless of how they treat you. It doesn't take much energy to be polite. It doesn't cost anything to smile at someone. You won't use a lot of energy by taking the time to listen to what someone says. Saying please and thank you is free. Some people mistakenly believe that you only show respect to people who respect you. Nothing could be further from the truth. If you want people to respect you, first show them respect.

Scholars who are RESPECTFUL know:

- It's not ok to roll eyes or suck teeth in response to an adult comment.
- It's never ok to walk away when someone is speaking to you.
- Honesty is important - avoid even the smallest of lies at all costs.
- We always assume people have positive intentions!
- We demonstrate self-control and avoid public arguments and disagreements

Be Cooperative: We cooperate when we work together to achieve common goals, help others, and solve problems peacefully. A large part of success in the 21st Century and at Winterfield Elementary School is determined by the ability to cooperate with others. Each member of WES is part of an inseparable whole: We need each other to be successful. We are a community of learners working to ensure the success of every scholar.

Scholars who COOPERATE know:

- If you want to get ahead in life, you have to show you can work with all types of people
- When we combine ideas with others, we can come up with creative solutions to common problems
- How important it is to help our classmates be successful. We are each other's keeper!

Be Prepared: Scholars are prepared when they come to school every day ready to learn. Bear Scholars understand that the purpose of school is for scholars to learn and prepare for their futures. Being prepared is more than just having school supplies and a uniform; it's also about your mindset. Is your brain focused? Are you putting in the energy and effort needed to learn new things? Are you ready to do all that is necessary to learn and grow?

Scholars who are PREPARED always:

- Wear their Bear Scholar Attire.
- Have necessary materials for academic success.
- Complete all assignments on time.
- Put in 100% effort!

Be Self-Disciplined: We have the power to control our reactions, our behavior, and our emotions. We know that we can't always do the things we want to do. We can't always have the things we want to have. People who have self-discipline are not swallowed whole by anger or any other toxic emotion; they remain calm in a sea of trouble. To be self-disciplined means we operate within the boundaries that have been established for us. Exercising self-control in class means we follow the teacher's directions and control how we respond to classmates and adults.

Scholars who are SELF-DISCIPLINED know:

- We have to follow the rules and/or procedures.
- How to work with others to change rules or procedures that seem unfair.
- Teachers and administrators are here to enforce the boundaries of school.
- You need to exercise self-discipline to show good character.
- Healthy and confident people exercise self-discipline.

Be A Hard Worker: Successful people give their best effort and work hard to achieve their goals. How hard are you working? Do you put in the time to study? Do you do your assignments? Hard workers go above and beyond, give and get help, reflect to get better, and solve problems with creative solutions. Hard workers do not take shortcuts and they do not make excuses. Bear Scholars always give 100%. There is never a time when they stop trying to learn. By using all of their energy and

constantly trying to get smarter, Bear Scholars don't take a break until the learning is done.

Scholars who are HARD WORKERS know:

- There are NO SHORTCUTS and NO EXCUSES.

Community Expectations

| School Value | Community Actions |
|---|--|
| <p>Be Respectful: <i>We treat every person and every thing as we want to be treated</i></p> | <ul style="list-style-type: none"> ● Use words and a tone of voice that communicate dignity and positive regard for everyone. ● Assume others have positive intentions towards you and tell the truth at all times. ● Do not embarrass, humiliate, or insult members of our community under any circumstance. ● Follow school and classroom expectations at all times. ● Help keep our school building clean |
| <p>Be Cooperative: <i>We work with others to achieve common goals and solve problems peacefully.</i></p> | <ul style="list-style-type: none"> ● Take turns, share, and be kind. ● Include everyone, especially those who are left out ● Build relationships with your classmates |
| <p>Be Prepared: <i>We put in the energy and effort to learn and grow.</i></p> | <ul style="list-style-type: none"> ● Wear Bear Scholar Attire every day ● Have necessary materials for class every day ● Complete all assignments and turn in your work on time ● Be on time for school and class. ● Keep cell phones turned off and in your backpack. |
| <p>Be Self-Disciplined: <i>We exercise control over ourselves and our decisions. We learn from our mistakes.</i></p> | <ul style="list-style-type: none"> ● Adhere to school and classroom behavioral expectations ● Use regulation strategies to monitor and manage your emotions and behavior. ● Self-correct when you're off-task. ● Have a growth mindset when you make a mistake. |
| <p>Be A Hard Worker: <i>We do not take shortcuts, make excuses, and we go above and beyond.</i></p> | <ul style="list-style-type: none"> ● Do your best school work at all times. ● Set big goals and work to meet them. ● Be on task, focused, and engaged. ● Ask for, accept, and offer help when needed. |

Winterfield HERO



Winterfield uses HERO K-12 as our behavior management system to reinforce positive behavior in our school.

At Winterfield Elementary School, our goal is to applaud students whose behaviors are positive while redirecting the behaviors of students involved in unacceptable conduct.

HERO benefits all stakeholders at WES. Students can access their HERO information via the internet and or smartphones and they can keep account of their HERO Points, track tardies, and or consequences from their own conduct.

Students can earn points for doing the right thing and use points to shop in the HERO Store!

| Earn Points | Lose Points |
|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Showing school values<input type="checkbox"/> Classroom recognition<input type="checkbox"/> Wearing the Uniform | <ul style="list-style-type: none"><input type="checkbox"/> Out of Uniform |

Clubs at Winterfield

Every Friday is Club Day at Winterfield. Each quarter students will be able to sign up for a special club that meets each Friday morning. Clubs could include: drawing, Legos, Board Games, Dancing, Anime, etc.

The Winterfield Way

Winterfield Bear Scholar Pledge

We are Winterfield Bear Scholars

I am somebody.

I was somebody when I came in.

I'll be a better somebody when I leave.

As scholars we are dedicated, committed, and focused to succeed.

We cooperate with our classmates, teachers, and community.

We are exceptional, not because we say it, but because we work hard.

No excuses.

We dream big, believe, and achieve.

We will graduate from high school and become career ready.

We are the Bear scholars.

We do our Best,

Act our Best,

We are the very Best!

Bus Behavior

Students are expected to follow bus rules at all times. Violations of bus rules will result in applicable consequences, including bus suspensions and/or out of school suspensions. Bus referrals and/or suspensions may impact a student's ability to access CMS transportation for school-sponsored field trips/athletic events.

Student safety is the primary concern of our school system. Misbehavior on school buses poses a threat to the safety of everyone on the roadway. Laws and regulations have been established to ensure the safety of students and drivers on district owned/operated, contracted, or authorized vehicles.

Expected Behavior on the School Bus or at the Bus Stop:

- Refrain from conduct or behavior that interferes with the orderly, safe and expeditious transportation of bus riders.
- Obey the bus driver at all times.
- Act appropriately while waiting for the bus.
- Give your proper name when requested by the bus driver or monitor.
- Be at the bus stop at least ten minutes prior to a scheduled stop time.
- Ride only on the assigned bus.
- Board and depart only at the assigned bus stop.
- Remain seated at all times when the bus is moving.
- Refrain from eating or drinking while aboard the bus.
- Refrain from using cellular telephones and other electronic devices while on the bus.

Violations of these standards, the Code of Student Conduct, or any behavior which substantially distracts the bus driver and causes, or has the potential to cause, a safety hazard on a moving bus, may be the basis for suspension from the bus and/or school or revocation of bus-riding privileges.

Cell Phones

Students may not use cell phones during school hours or allow other students to use their cell phones. Students with cell phones must store them in their backpack and the cell phone must be turned off. Cell phones may be taken by Winterfield staff if used in violation of this policy and kept in the office until picked up by a parent. Students are prohibited from texting on their watches as well.

Toys, Electronics, and Items from Home

Students are not allowed to bring computer games, Game Boys, toys, virtual pets, trading cards, etc. to school. Our goal is to keep students focused on learning. Please note that WES faculty is not liable or responsible for any lost or stolen cell phones, electronics, or other non-academic related items; thus we ask children to leave them at home.

Bear Scholar Attire (Uniforms)

Uniforms are required for all scholars enrolled at Winterfield Elementary School. School uniforms help us create the safest possible environment for our scholars. All scholars are required to wear the school uniform every day.

The school uniform consists of:

- **Bottoms:** Dark blue or khaki bottoms (pants, shorts, skirts, jumpers, skorts, etc.). Shorts and skirts should fall slightly above the knee line. Scholars should not wear blue jeans of any kind. *We host one uniform free day per month (see calendar below).
- **Tops:** White, Blue (Light, Dark, Royal), Gray, or Yellow tops (long or short sleeved shirts, blouses, turtlenecks, etc.) All tops must have a collar or must be a dress shirt. (No T-shirts.) Shirts/blouses must be tucked into pants at all times. Winterfield Spirit T-Shirts and/or college T-shirts can be part of the uniform daily.
- **Dresses:** Dark blue or khaki. Dresses should fall slightly above the knee line.
- **Socks:** Scholars should wear dark blue or white socks with their uniforms.
- **Shoes:** Scholars will be expected to wear shoes that have a closed toe and heel. Scholars can wear tennis shoes or any type of other casual or dress shoes. Open-toe and open-heel shoes such as sandals and flip-flops are not permitted for safety reasons.
- **Belts:** Scholars will be expected to wear a dark-colored belt with their uniforms. Shirts/blouses must be tucked into pants at all times.
- **Hats:** Scholars will not be allowed to wear hats, caps, hoods, or scarves inside school buildings.

Please note the following guidelines:

- Scholars are to be in uniform every day, except on scheduled non-uniform days (see below) or when special permission is granted by administration for Spirit Days.
- Parents will receive advance notice of Spirit Days. On those days your child can wear the theme of the day or their WES uniform. Spirit Days are not non-uniform days.
- Scholars may be excluded from incentives and rewards if they are not wearing the required uniform on the day of the incentive or reward.

| Winterfield Elementary School Uniform Free Days | |
|--|-------------|
| September 29 | February 29 |
| October 31 | March 28 |
| November 30 | April 30 |
| December 19 | May 31 |
| January 31 | June 7 |

Out of Uniform Consequences

| | Kindergarten and 1st Grade | 2nd-5th Grade |
|----------|---------------------------------|---|
| 1st Time | Uniform Warning text to Parents | |
| 2nd Time | Uniform Warning text to Parents | Parents/guardians will be contacted and asked to bring a uniform to school. <u>If not resolved, 2nd-5th students will serve a lunch</u> |

| | | |
|------------------|--|--|
| | | <u>detention.</u> |
| 3rd Time | 5 point Bear Buck deduction | Students will serve a lunch detention |
| 4th Time | Administration will schedule a parent conference | Students will serve a lunch detention and a 5 point Bear Buck deduction. |
| 5th Time or more | Administration will schedule a parent conference | Administrative consequence |

WES Anti-Bullying Policy

At Charlotte Mecklenburg Schools and Winterfield Elementary School, we take bullying seriously and students will receive strong consequences if they are involved in this behavior.

Key Points:

- Childhood bullying is a significant problem nationwide. It contributes to absenteeism, mental and physical stress, poor school performance, poor self-esteem, and, in some cases, school violence.
- Statistics show that 160,000 children in the United States miss school each day as a result of being bullied.
- Bullying happens when someone continues hurting, frightening, threatening or leaving someone out on purpose.

Bullying behaviors include, but are not limited to, the following:

- Hurting someone physically by hitting, kicking, tripping or pushing.
- Using technology to spread rumors or say hurtful things about others.
- Stealing or damaging another person's things.
- Ganging up on someone.
- Teasing someone in a hurtful way.
- Spreading rumors or untruths about someone.
- Using put-downs, i.e., insulting someone's race, making fun of someone for being a boy or girl, etc.
- Leaving someone out on purpose or trying to get other students not to play with someone.
- Touching or showing private body parts and other forms of [sexual harassment](#).

Students at WES will do the following to prevent bullying:

| | |
|---------------------------------|---|
| Treat each other respectfully | Refuse to watch, laugh or join in when someone is being bullied. |
| Refuse to bully others | Try to include everyone in play, especially those who are left out. |
| Refuse to let others be bullied | Report bullying to an adult |

In addition, as with other disciplinary violations, any manner of bullying that occurs off campus may violate the Student Code of Conduct if it has a direct and immediate impact to the orderly and efficient operation of the school or the safety of individuals in the school environment..

What to do if you are being bullied at school:

- If you're comfortable, tell the bully to stop
- Walk away
- Always notify an adult at school immediately: teacher, counselor, administrator, etc.

Attendance

Bear Scholars Have Good Attendance

Arriving to school on time every day is the first step to ensure that you will be successful in school. Students who consistently come to school do better academically than those who miss a lot of days. Furthermore, punctuality is an important life skill that requires discipline and organization: two skills that are essential in college. It is much easier to develop good habits around punctuality when you are young, than to reverse bad habits when you are already in college or the workforce.

The school day for students begins at 8am and ends at 3pm. The doors open at 7:30 a.m. If a student arrives after 8am, the responsible adult must come to the office and sign in the student. Breakfast is not served after 8am. All students are expected to attend school regularly. If a student is absent from school, a note explaining the absence must be sent with the student when s/he returns. The excuse must be from the parent, guardian, or doctor. Excused absences shall be given in case of illness, death in the family, or special religious holidays. Unexcused absences are given for any other reason. In all cases, excessive absences will be turned over to the School Social Worker.

Morning Carpool: Please drive all the way around the entry circle to allow as many cars as possible to unload, even if the entry circle is clear. Students should have all materials ready prior to stopping in order to enter the building as early as possible. If you arrive at 8am, please walk your child in to get a tardy slip.

Early Dismissal: We have 420 minutes per day to provide a high quality instruction to your child(ren). Every minute counts. We have noticed that many parents are checking their students out of school for early dismissal on a regular basis. Please note repeated early dismissal decreases student learning time. We need them here. Students must be picked up by 3:15pm. for early dismissal, no exceptions. **Identification must be shown to pick up a student.** We will not make changes to student dismissal after 2pm.

Transportation Changes: Winterfield is always dedicated to the security and safety of all students. Therefore, phone calls will not be accepted for a transportation change. Parents must send a note to their child's teacher stating details of the transportation change. Students will not be permitted to change afternoon transportation without a note from a parent/guardian. **Note: Students can only ride their assigned bus home from school. District policy prevents students from riding home a different bus.** Transportation change notes must include the following information:

- Student name
- Date
- Transportation change (car rider or walker only)
- Parent signature

Afternoon Car Riders: Carpool begins at 2:55 p.m. and ends at 3:15 p.m. Please support our staff by making every effort to be on time. All students must be picked up by 3:15 p.m. every day.

My Attendance Tracker

| <p>August</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td>1</td> </tr> <tr><td colspan="5"> </td></tr> <tr><td colspan="5"> </td></tr> <tr><td colspan="5"> </td></tr> </tbody> </table> | M | T | W | Th | F | 28 | 29 | 30 | 31 | 1 | | | | | | | | | | | | | | | | <p>September</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="background-color: black;"></td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td style="background-color: black;">25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr><td colspan="5"> </td></tr> </tbody> </table> | M | T | W | Th | F | | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | | | | | | <p>October</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | M | T | W | Th | F | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | | | | | | | | |
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| <p>November</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr style="background-color: black;"> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr style="background-color: black;"> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td></td> </tr> </tbody> </table> | M | T | W | Th | F | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | | <p>December</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr style="background-color: black;"> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr><td colspan="5"> </td></tr> </tbody> </table> | M | T | W | Th | F | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | | | | | | <p>January</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr style="background-color: black;"> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr style="background-color: black;"> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>24</td> <td>23</td> <td>24</td> <td style="background-color: black;">25</td> <td>26</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> </tr> </tbody> </table> | M | T | W | Th | F | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 24 | 23 | 24 | 25 | 26 | 29 | 30 | 31 | | |
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| 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 8 | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>February</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr style="background-color: black;"> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td></td> </tr> </tbody> </table> | M | T | W | Th | F | | | | 1 | 2 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | | <p>March</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr style="background-color: black;"> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> </tbody> </table> | M | T | W | Th | F | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | <p>April</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr style="background-color: black;"> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>29</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | M | T | W | Th | F | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | | | |
| M | T | W | Th | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>May</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> </tbody> </table> | M | T | W | Th | F | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | <p>June</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr><td colspan="5"> </td></tr> <tr><td colspan="5"> </td></tr> <tr><td colspan="5"> </td></tr> </tbody> </table> | M | T | W | Th | F | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | <p> </p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 27 | 28 | 29 | 30 | 31 | | |
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Academics

Purpose of Grading: At Winterfield we use grades to share what students have mastered and what they still need to learn. Grades help you understand: what you are doing well, where you can grow, the quality of the work you submit, and you contribute to our world. You will receive an academic grade and a character grade.

| CMS Grading Scale (Grades K-2nd) | CMS Grading Scale (Grades 3rd-12th) |
|--|--|
| <ul style="list-style-type: none"> • Expands Grade Level Standards 4 • Meets Grade Level Standards 3 • Progressing Toward Grade Level Standards 2 • Not Meeting Grade Level Standards 1 • Not Assessed at This Time N/A | <ul style="list-style-type: none"> • Well Above Standard A = 90 - 100 • Above Standard B = 80 - 89 • Meets Standard C = 70 - 79 • Below Standard D = 60 - 69 • Well Below Standard F = 59 and below |

Progress Reports & Report Cards Schedule

| Progress Report Schedule: | | Report Card Schedule: | |
|---------------------------|--|-----------------------|--|
| 1st Quarter | | 1st Quarter | |
| 2nd Quarter | | 2nd Quarter | |
| 3rd Quarter | | 3rd Quarter | |
| 4th Quarter | | 4th Quarter | |

Culture Awards

| Character Awards | Description | # of Awards |
|------------------|--|--------------------|
| Citizenship | Awarded each quarter to scholars who have consistently demonstrated outstanding character during the quarter. <ul style="list-style-type: none"> <input type="checkbox"/> Meets Bear expectations <input type="checkbox"/> Exemplary attendance <input type="checkbox"/> No referrals for the quarter | Multiple |
| School Values | Awarded each quarter to a scholar who exemplifies one of the core values of Winterfield Elementary each quarter. Students in each classroom will select the | 1 per Morning CREW |

| | | |
|------------|---|--------------------|
| | winner for their HR CREW. | |
| CREW Award | Awarded each quarter to a scholar by their Morning CREW to celebrate their... | 1 Per Morning CREW |
| Attendance | Awarded each quarter to scholars with no more than 1 absence for the quarter. | Multiple |
| HERO | Awarded each quarter to scholars with the highest amount of HERO points in their HR | 1 per HR |

Academic Awards

| Academic Awards | Description | # of Awards |
|-------------------|--|-------------|
| Reading | Awarded each quarter to scholars who demonstrate growth, achievement and enthusiasm for reading. <ul style="list-style-type: none"> <input type="checkbox"/> Outstanding academic performance in reading ability (performing at/above benchmark on STEP) <input type="checkbox"/> Completes all assigned class work and homework for reading | Multiple |
| Math | Awarded each quarter to scholars who demonstrate on-going achievement and interest in learning math. <ul style="list-style-type: none"> <input type="checkbox"/> Outstanding academic performance in math. <input type="checkbox"/> Completes all assigned class work and homework for math | Multiple |
| Science | Awarded each quarter to scholars who demonstrate excellence in scientific knowledge, science projects, and academic excellence in the area of science. <ul style="list-style-type: none"> <input type="checkbox"/> Shows enthusiasm for science and willing to assist others in science Excellence in completing homework assignments for science | Multiple |
| B.U.G. Award | Awarded each quarter to scholars who improve their grades in reading AND math. <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates perseverance and resilience in academic pursuits | Multiple |
| Honor Roll | Awarded each quarter to scholars who show academic excellence by receiving all A's or B's on their report card. | Multiple |
| Principal's Award | Awarded each quarter to scholars who receive straight A's on their quarterly report card. | Multiple |

Cheating/Plagiarism

Cheating is a serious offense. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating. Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas and thoughts of another author (or person) and then passing them off as the student's own original work. Cheating and plagiarism will result in a serious consequence.

Chromebooks

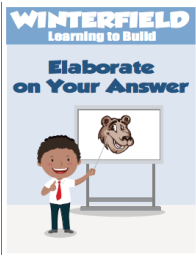
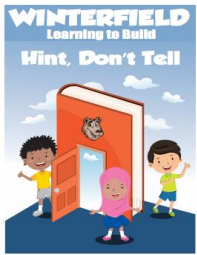
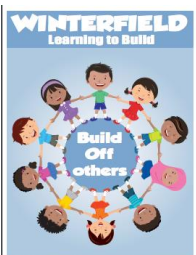
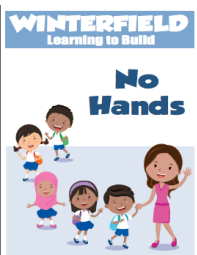
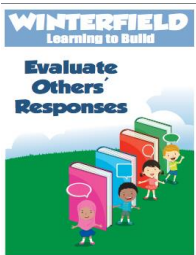
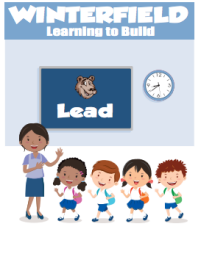
Winterfield Elementary School is a 1:1 technology school. iPads (K-2) and chromebooks (3-5) will only be issued to students if the User Agreement Form is signed by the student and parent/guardian. Technology will be used during each class to enhance instruction and learning. Technology must be used for instructional purposes only, and students are financially responsible for the iPad or chromebook issued to them. Students are expected to follow school expectations for technology use.

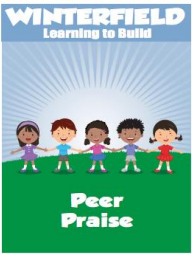


| Study Tips | Tips for Success in School |
|------------------------------------|---|
| 1. Read the information in chunks. | 1. Students need between 10 and 12 hours of sleep. This means going to bed between 8:00 and 8:30 every night. |

2. Look back at what you have read to review vocabulary and definitions.
3. Review notes that you have taken.
4. Say the information out loud.
5. Write the main facts or vocabulary and definitions. (Make note cards)
6. Have someone quiz you after studying the information.
7. Study a little each night rather than trying to remember it all the night before a test.
8. Practice by writing all of the steps to solving problems.

2. Be prepared every day by doing your homework right after school.
3. Charge your device EVERY night.
4. Save time by getting your backpack, homework, and uniform or clothes ready for the next day before you go to bed each night.
5. Ask a responsible friend for their phone number in case you have questions about homework or school events.
6. Read before bed each night. Using technology will keep you awake.

Habits of Discussion (2nd-5th Grade)

| Learning to Build | | | |
|---|--|--|---|
| Core Habit of Discussion | Ideal Student Actions | Core Habit of Discussion | Ideal Student Actions |
| Elaborate on your answer  | <ul style="list-style-type: none"> Teacher prompts students to give a more developed answer Students prompt students | Hint, Don't Tell  | <ul style="list-style-type: none"> Give a hint to another student to find the answer or support for the answer without telling them. |
| Build Off Others  | <ul style="list-style-type: none"> Responses build off what the previous student said; comments not in isolation. | No Hands  | <ul style="list-style-type: none"> Understand wait time, and know when to prompt a peer in the conversation. |
| Evaluate others responses  | <ul style="list-style-type: none"> Thumbs up/side/down Students saying: "I agree with what ____ said because..." | Lead  | <ul style="list-style-type: none"> Stay focused on the core question. Identify when the sharing strays and redirect conversation. |
| Peer Praise | <ul style="list-style-type: none"> Praise each other's work or thinking. | Come Prepared in Writing | <ul style="list-style-type: none"> Use written responses done during independent reading |

| | | | |
|---|--|---|---------------------------------|
|  <p>WINTERFIELD Learning to Build</p> <p>Peer Praise</p> | |  <p>WINTERFIELD Learning to Build</p> <p>Come Prepared in Writing</p> | <p>to guide the discussion.</p> |
| <p>Universal Prompts</p>  <p>WINTERFIELD Learning to Build</p> <p>Prompt Peers with Universal Prompts</p> | <ul style="list-style-type: none"> • “Tell me more” • “What in the story makes you think that” • “Why is that important” • “Why do you think that” • “Repeat the original question” | | |

Winterfield Elementary School
Effort & Academic Rubric

Success is almost totally dependent upon drive and persistence. The extra energy required to make another effort or try another approach is the secret of winning.-- Denis Waitley

| Rating | Effort Criteria | Academic Results |
|-------------------------------|--|--|
| Excellent 4 | <ul style="list-style-type: none"> <input type="checkbox"/> I worked hard on the task until it was completed. <input type="checkbox"/> I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. <input type="checkbox"/> I viewed difficulties that arose as opportunities to strengthen my understanding. | <ul style="list-style-type: none"> <input type="checkbox"/> I exceeded the objectives of the task or lesson. |
| Good 3 | <ul style="list-style-type: none"> <input type="checkbox"/> I worked on the task until it was completed. <input type="checkbox"/> I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. | <ul style="list-style-type: none"> <input type="checkbox"/> I met the objectives of the tasks or lesson. |
| Needs Improvement 2 | <ul style="list-style-type: none"> <input type="checkbox"/> I put some effort into the task, but I stopped working when difficulties arose. | <ul style="list-style-type: none"> <input type="checkbox"/> I met a few of the objectives of the task or lesson, but did not meet others. |
| Unacceptable 1 | <ul style="list-style-type: none"> <input type="checkbox"/> I put very little effort into the task. | <ul style="list-style-type: none"> <input type="checkbox"/> I did not meet the objectives of the task or less. |

My Goals

1st Quarter Goals

My goal is (circle one)

Academic

Social

Personal

My goal

| |
|--|
| |
|--|

Start Date:

End Date:

| Steps | Date step completed |
|-------|---------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Three things I can do to help me reach my goal are...

(Hint: What can I do myself and who can I ask for help?)

| |
|----|
| 1. |
| 2. |
| 3. |

I will know I have reached my goal because

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|--|--|

1st Quarter Reflection

| | |
|-------------------|------|
| READING & WRITING | MATH |
|-------------------|------|

| | |
|---|---|
| My grade in READING & WRITING for 1st quarter: A B C D F (Reading) A B C D F (Writing) | My grade in MATH for 1st quarter: A B C D F |
|---|---|

| | | | |
|---|--|---|--|
| The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda | The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda |
|---|--|---|--|

| | |
|---------|----------------|
| SCIENCE | SOCIAL STUDIES |
|---------|----------------|

| | |
|--|---|
| My grade in SCIENCE for 1st quarter: A B C D F | My grade in Social Studies for 1st quarter: A B C D F |
|--|---|

| | | | |
|--|--|--|--|
| The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate | The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate |
|--|--|--|--|

| | | | |
|---|--|---|--|
| <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda | <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda |
|---|--|---|--|

My Goals

2nd Quarter Goals

My goal is (circle one)

Academic

Social

Personal

My goal

| | |
|-------------|-----------|
| | |
| Start Date: | End Date: |

| Steps | Date step completed |
|-------|---------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Three things I can do to help me reach my goal are...

(Hint: What can I do myself and who can I ask for help?)

| |
|----|
| 1. |
| 2. |
| 3. |

I will know I have reached my goal because

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2nd Quarter Reflection

| READING & WRITING | | MATH | |
|---|--|---|--|
| My grade in READING & WRITING for 2nd quarter: A B C D F (Reading) A B C D F (Writing) | | My grade in MATH for 2nd quarter: A B C D F | |
| The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda | The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda |
| SCIENCE | | SOCIAL STUDIES | |
| My grade in SCIENCE for 2nd quarter: A B C D F | | My grade in Social Studies for 2nd quarter: A B C D F | |
| The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate | The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate |

| | | | |
|---|--|---|--|
| <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda | <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda |
|---|--|---|--|

My Goals

3rd Quarter Goals

My goal is (circle one)

Academic

Social

Personal

My goal

| |
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| |
|--|

Start Date:

End Date:

| Steps | Date step completed |
|-------|---------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

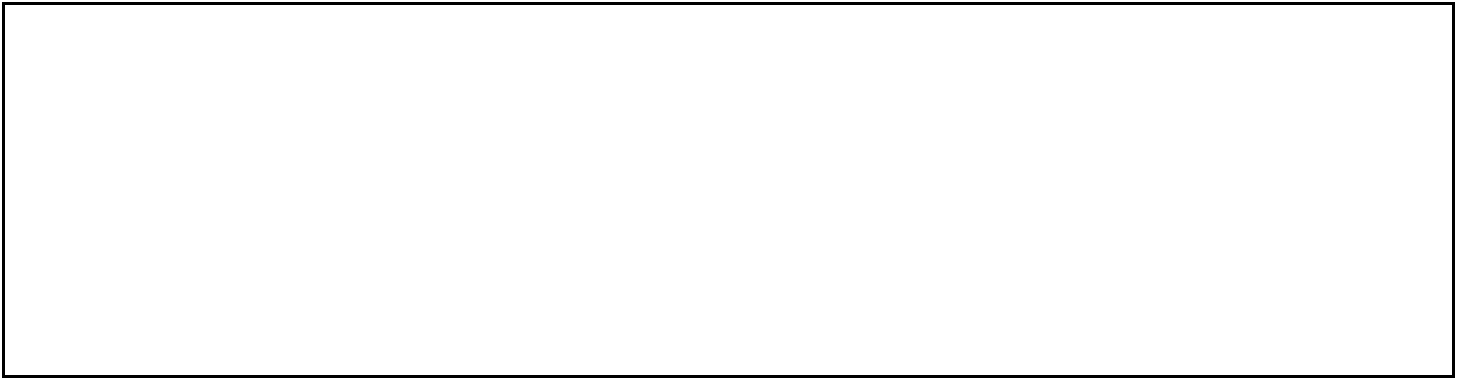
Three things I can do to help me reach my goal are...

(Hint: What can I do myself and who can I ask for help?)

| |
|----|
| 1. |
| 2. |
| 3. |

I will know I have reached my goal because

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| |
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3rd Quarter Reflection

| 3rd Quarter Reflection | | | |
|---|--|---|--|
| READING & WRITING | | MATH | |
| My grade in READING & WRITING for 3rd quarter: A B C D F (Reading) A B C D F (Writing) | | My grade in MATH for 3rd quarter: A B C D F | |
| The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda | The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda |
| SCIENCE | | SOCIAL STUDIES | |
| My grade in SCIENCE for 3rd quarter: A B C D F | | My grade in Social Studies for 3rd quarter: A B C D F | |
| The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda | The things I did well: <input type="checkbox"/> Good behavior <input type="checkbox"/> Followed class rules <input type="checkbox"/> Retested for a better grade <input type="checkbox"/> Participated in class <input type="checkbox"/> Studied for tests <input type="checkbox"/> Good attendance <input type="checkbox"/> On task <input type="checkbox"/> Motivated myself <input type="checkbox"/> Participated in tutoring <input type="checkbox"/> Came to school prepared <input type="checkbox"/> Used my agenda | Challenges I faced: <input type="checkbox"/> Poor behavior <input type="checkbox"/> Talked in class too much <input type="checkbox"/> Did not do retests <input type="checkbox"/> Did not participate <input type="checkbox"/> Did not study for tests <input type="checkbox"/> Absent too often <input type="checkbox"/> Off task <input type="checkbox"/> Did not motivate myself <input type="checkbox"/> Did not come to tutoring <input type="checkbox"/> Came to school unprepared <input type="checkbox"/> Did not use agenda |

My Goals

4th Quarter Goals

My goal is (circle one)

Academic

Social

Personal

My goal

| |
|--|
| |
|--|

Start Date:

End Date:

| Steps | Date step completed |
|-------|---------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

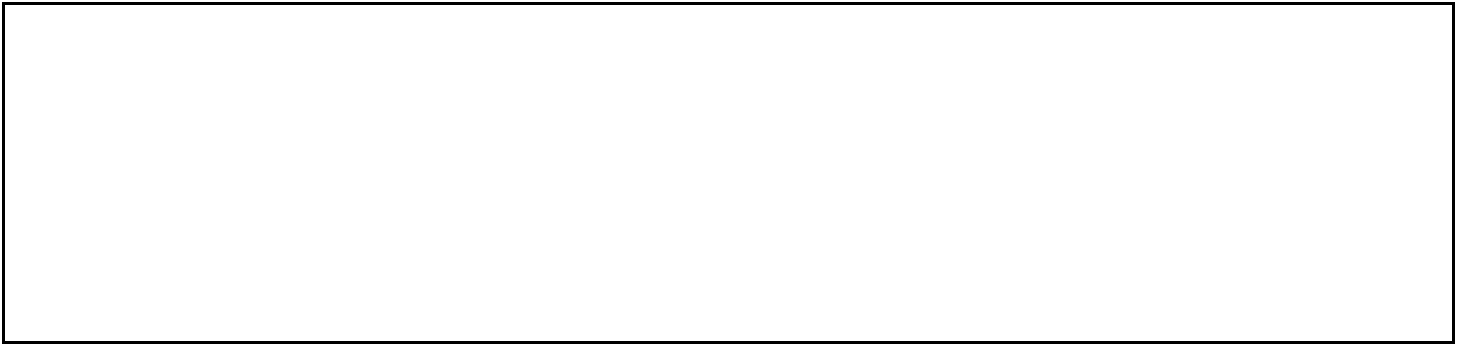
Three things I can do to help me reach my goal are...

(Hint: What can I do myself and who can I ask for help?)

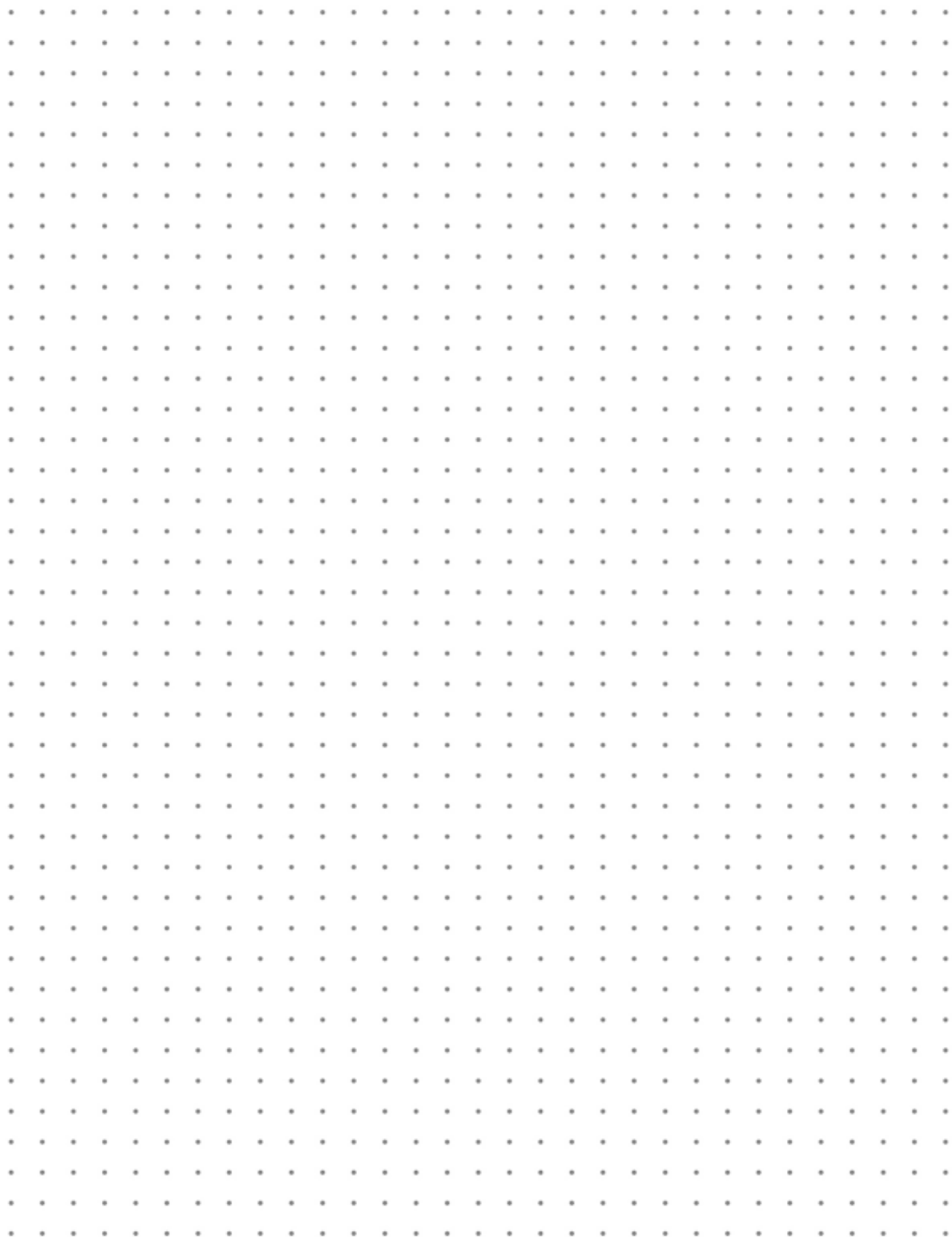
| |
|----|
| 1. |
| 2. |
| 3. |

I will know I have reached my goal because

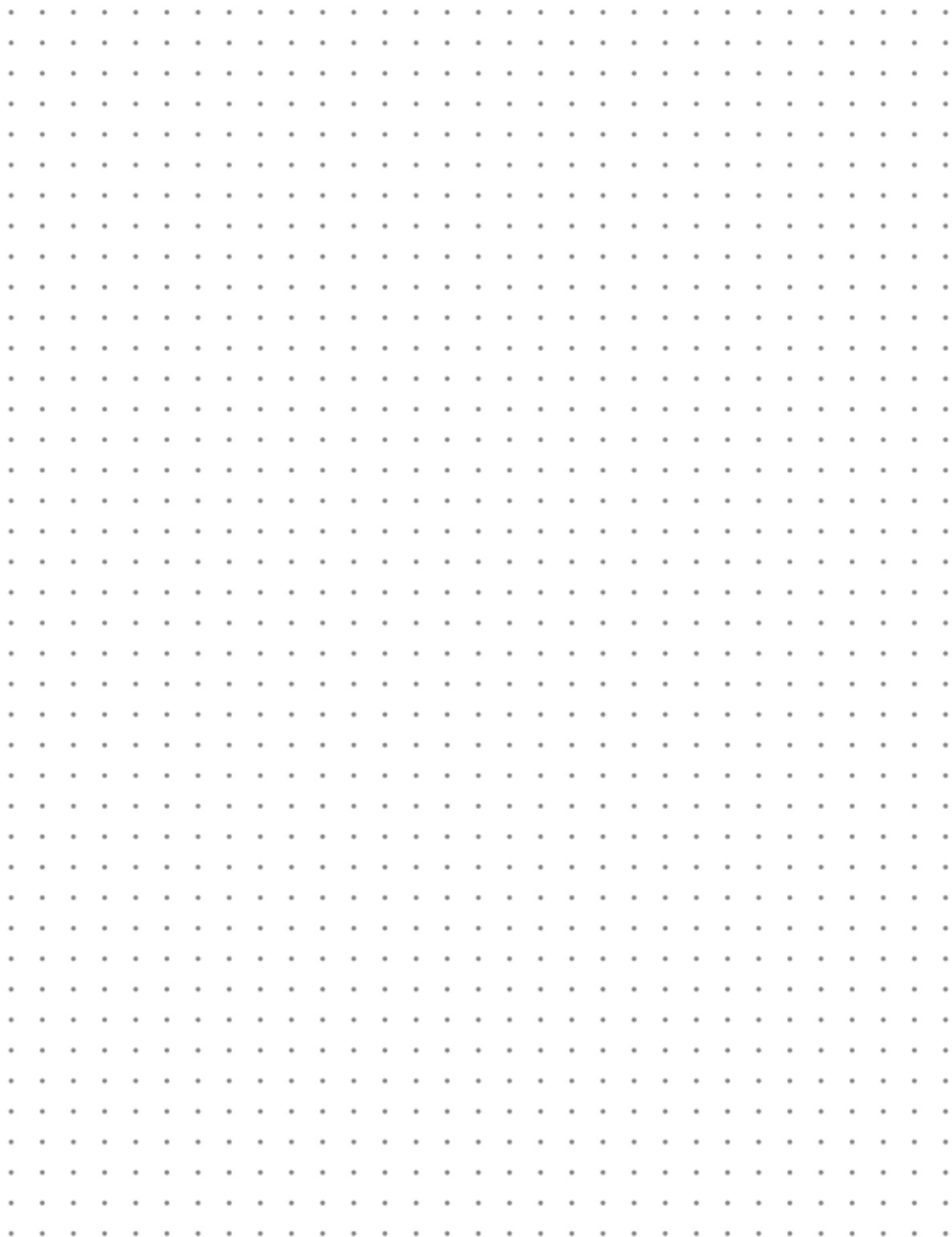
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Notes



Notes



Notes

