


	communicate their reasoning. Students will use the TI-84 Plus graphing calculator in class to enhance these topics.
<i>Course Connections to PPS Reimagined Vision</i>	Please see Section 3, PPS Graduate Portrait
Section 3: Student Learning	
<i>Prioritized Standards</i>	The following standards will be explored in the course: PPS adopted priority CCSS standards for Advanced Algebra 1-2 will be followed.
<i>PPS Graduate Portrait Connections</i> 	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Inclusive and Collaborative Problem Solvers Inquisitive Critical Thinkers with Deep Core Knowledge Positive, Confident, and Connected Sense of Self
<i>Differentiation/ accessibility strategies and supports:</i>	I will provide the following supports specifically for students in the following programs: Leveled, standards-based assessments with leveled work. Multiple attempts to retake and/or revise assessments. Every class, I will explain the agenda, daily learning target(s) and content vocabulary. We will be using an Investigative, problem-based curricular model focused on CCSS Mathematical Practices. Explicit instruction using guided notes and teacher-provided notes. I will also be available on tutorial B days or by appointment. I will make all necessary IEP and 504 accommodations and provide enrichment opportunities.
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay



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8/27 Work

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	
Shared Agreements	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender in the following way(s):</p> <p>We will create classroom norms focused on respect and compassion while honoring cultural identity and gender equality during the first two weeks of school. I will use the theme “I am human” and the compass as a way to check-in on a regular basis.</p>
	<p>I will display our norms in the following locations:</p> <p>I will post them in the classroom.</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <p>Revisit the classroom norms throughout the year during daily instruction I will check my systems for equity regularly with colleagues.</p>
Student’s Perspective & Needs	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>Using community building activities. Initiating informal one-on-one conversations with students about their interests and passions.</p>
	<p>Families can communicate what they know of their student’s needs with me in the following ways:</p> <p>The best way to communicate with me is through email: sestassi@pps.net</p>



<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways: Acknowledging their success on written work and verbally.</p>
	<p>I will solicit student feedback on my pedagogy, policies and practices by: Informal check-in throughout the year. End-of-year survey.</p>
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: I will start by checking in with the student, seeing if they need any support. I will be sure they are aware of and understand our shared agreements. I will document the student behavior and contact home if behavior continues. I will reach out to school partners such as Step-Up, SUN, counselors, coaches, other teachers and support staff.</p>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by: Allowing students to display their work on a shared wall.</p>

Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	<p>Please wear a quality mask at all times. Please keep 3 feet distance whenever possible.</p>
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Ask for permission. Sign out and in. Use a pass. Don't linger in the hallways.</p>
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way: A basket labeled by period in the front of the classroom.</p>
	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p>



	I will discuss with the student what support they need to complete the assignment and we will come up with a plan for completion including a new timeline.
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: Within one week.</i> <i>What to look for on your returned work: Comments and marks.</i> <i>Revision Opportunities: Following an assessment, students will have the opportunity to make revisions.</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Providing resources, including tutorials, to learn any material that was missed. I can pair them with a student who can help them.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: TI-84 calculators (in class), rulers, markers
<i>Materials Needed</i>	Please have the following materials for this course: <ul style="list-style-type: none"> ● Composition notebook (grid or graph ruled) for use exclusively in their math class ● 3 ring binder <i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: https://www.khanacademy.org/math/algebra2
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: https://www.khanacademy.org/math/algebra2

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Regular feedback on formative and summative assessments such as daily openers (self-check), quizzes and tests.
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<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <i>learned</i> abilities: Unit tests, group or individual
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: I will provide accommodations as necessary..
Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Synergy Student Vue or Parent Vue
	I will update student grades at the following frequency: After each assessment
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <ul style="list-style-type: none"> ● Mark: D/F-Level Meaning of the mark: Needs revision or recompletion ● Mark: C-Level Meaning of the mark: basic understanding ● Mark: B/A Meaning of the mark: Enhanced understanding
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: <ul style="list-style-type: none"> ● Synergy ● Assessments (90%) and daily quizzes/homework (10%)
	I use this system for the following reasons/each of these grade marks mean the following: <ul style="list-style-type: none"> ● Overall grade should reflect individual student ability, which will primarily be assessed during summative assessments; formative assessments will often have the choice of being completed collaboratively.
Other Needed info (if applicable)	

