

Report Card Comments

I am so glad to have _____ in my class. She is a very sweet girl. _____ has a very difficult time staying focused and staying on task. Her grades reflect her effort in class and with homework. Please encourage _____ to always try her best in school and while doing her homework, including studying for spelling tests. I look forward to see _____ work hard and succeed this year.

I am so glad to have _____ in my class. She has a big heart is always concerned about others. . . I worry about the difficulty _____ has staying focused and on task. We are working on staying organized and giving 100% effort. Thank you for your support and I look forward to working together with you in order to help _____ succeed.

I am so glad to have _____ in my class. She is very bright and has so much potential. We are working on keeping _____ more organized and self confident. Congratulations on achieving 'A/B' honor roll! Keep up the great work!

I am so glad to have _____ in my class. She is becoming an active participant in her own learning and really starting to give 100%. _____ has excessive absences this grading period. It is important for _____ to be in class as much as possible so she doesn't miss any instruction. Please continue to help _____ study her multiplication/division facts. Thanks for your continued support.

I feel so blessed to have _____ in my class this year. He is doing very well and I appreciate his efforts. He has made a lot of new friends and is all around a great kid! Congratulations on achieving 'A/B' honor roll! Keep up the great work!

I am so lucky to have _____ in my class. He is doing well and I already see him growing academically. _____ is struggling a bit with reading comprehension. Please make sure he is reading daily at home and talking about what he is reading. It would be a great help if you can guide him with his reading log as well. I can always count on _____ to follow classroom rules. I am proud of the fine example that he sets for others. Thank you for all your support!

I am so glad to have _____ in my class. She is doing well but I know she can do even better. I would like to see _____ start to become more responsible and a more active participant in her own learning. _____ grades reflect her effort and I would like to see _____ always give 110%, including homework. I love _____ creativity and free spirit. I look forward to watch her grow as fourth grade continues to become more rigorous and move at a faster pace. Thanks for your support.

I really enjoy having _____ in my class. She is such a delight. _____ grades although satisfactory, are not a true indication of her capabilities. As we discussed, she has some trouble staying focused and staying on task but we are working on that. Please encourage _____ to always give 100% effort in class and with homework. I look forward to seeing _____ be very successful this year.

I am very happy to have _____ in my class this year. She is eager to please and wants to do well in class. She continues to struggle with math but she is making good effort to improve. Please continue to have her practice her multiplication/division facts daily at home. I look forward to seeing _____ become more confident in her math abilities and show great progress. Thank you for your support.

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Math Trailblazers 2E G2 Teacher Implementation Guide Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago, 2004 **Mathematics Curriculum Topic Study** Page Keeley, Cheryl M. Rose, 2006-04-06 The Curriculum Topic Study CTS process provides a professional development strategy that links mathematics standards and research to curriculum instruction and assessment *Mathematics Formative Assessment, Volume 2* Page Keeley, Cheryl Rose Tobey, 2016-12-08 This one of a kind resource helps you build a bridge between your students initial ideas and correct mathematical thinking Includes an annotated reference guide **Equitable School Scheduling** Cheryl Hibbeln, Lori Rhodes, 2024-11-05 To understand a school's values and priorities look at its schedule When schedules do not meet the instructional needs of students the result is a pipeline from PreK through grade 12 that leaks students an outcome disproportionately experienced by students of color and other marginalized student groups This practical and thoughtful guide demonstrates how school and district scheduling teams can become Architects of Equity highly effective teams who design schedules that reflect their commitment to student achievement and social emotional wellbeing Including strategies to shift collective mindsets around scheduling organize and support teaching teams and ensure fiscal responsibility in scheduling Equitable School Scheduling is a vital resource for secondary school leaders committed to dismantling systemic inequities inherent in school structures Readers will learn how to Self assess site and or district data through a deep examination of the course of study site schedule's transcripts and graduation cohort outcomes Design and implement an Equitable Core a guaranteed set of courses that all students experience as a part of a meaningful graduation Prioritize underestimated and historically underserved students in the planning of the schedule Equitable School Scheduling helps school and district administrators use scheduling as a tool to transform the leaky pipeline to graduation into a meaningful path to post secondary success for all students *The Reflective Educator's Guide to Classroom Research* Nancy Fichtman Dana, Diane Yendol-Hoppey, 2014-04-28 Harness the power of classroom data with the bestselling updated guide to professional learning through inquiry and analysis In this third edition of the renowned approach to teacher inquiry and data analysis the authors add forward thinking substance to their methods of formulating action research questions collecting and analyzing data and creating lasting solutions In addition to illustrative real life examples and practical exercises new features include An expanded data analysis chapter that introduces formative data analysis and its role in teacher research Techniques for using inquiry to effectively implement Common Core State Standards A brand new chapter on ethical issues in teacher research Using Microsoft Office to Enhance Student Learning Allan F. Livers, 2008 Provides clear directions for beginner to advanced projects by grade level in math science language arts and social studies plus a CD ROM with templates and sample finished projects **Stanton** Grace Brown Galvin, Tiffany Galvin Green, Ronald E. Galvin, 2009 Since 1868 Floridas oldest continually operating high school has been destroyed rebuilt moved and refocused

existing under several names Old Stanton High School New Stanton High School Stanton Vocational High School and now Stanton College Preparatory School Campus History Series Stanton gives a pictorial history of the buildings faculty student life and traditions that have left an indelible mark on African American life in Jacksonville through the years reflecting also its evolution into a nationally recognized diverse student body of the highest academic caliber Stanton's story accomplishments and pride are showcased through photographs obtained from a variety of school records and from generous contributions by alumni previous staff and faculty and their families

Investigations in Mathematics Education ,1976 **Project-Based Learning Tasks for Common Core State Standards , Grades 6 - 8** Schyrlet Cameron,Carolyn Craig,2014-01-15 Project Based Learning Tasks for Common Core State Standards is designed to help middle school students use research skills teamwork communication and critical thinking to solve real life problems Includes a Common Core State Standards matrix

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The Power of Surprise Michael Rousell, PhD,2021-09-15 Rousell examines the rich and complex nuances of the science of surprise and shows us how we can use it strategically to enrich lives Random events transform us After studying formative events moments that define us for over three decades Michael Rousell discovered that most of them took place during a spark of surprise This breakthrough launched a fascinating journey from neuroscience to stand up comedy Rousell draws on research from a wide variety of brain science disciplines cognition motivation neuroscience psychology artificial intelligence persuasion evolution and learning then examines those who already use surprise strategically comedians film directors entertainers magicians and novelists This examination illustrates the hidden yet critical features inherent in surprise while demystifying the complexities Surprise evolved as a mechanism to instantly change our beliefs Rousell shows how surprising events produce invisible influence because they open a window to spontaneous belief change with no warning or conscious awareness You ll see how seemingly minor features of surprise create profound differences and can be used to strategically enrich lives create positive mindsets and maximize influence

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