

Mount Vernon High School Home of the Majors

"Majors achieve and thrive together with purpose and pride."



#ProudMajors

Admin and Counselors

(Shift to the Alpha Model)

| Admin <i>Administrador</i> | Alpha <i>Asignación por Apellido</i> |
|-------------------------------|-----------------------------------------|
| Karen Boyd | A-Der |
| John Shaffer | Des-Lay |
| Lashonda Reed | Laz-Ram |
| Gina Brooks | Ran-Z |
| Adrian Williams | CSS & STEP |

| New Alpha <i>Nueva Alfa</i> | School Counselor <i>Consejero/a Escolar</i> |
|--------------------------------|------------------------------------------------|
| A-B | Bryce Green |
| C - Ev | Niasharee Frater |
| Ew-Hop | Ericka Jeter |
| Hoq-Mc | Mary McAlevy |
| Md-Pie | Camille Moore |
| Pif-Sli | Melissa Mentzel |
| Slj-Z | Paul Guillion |
| CSS & STEP | Karen Mazzocoli |
| ESOL Level 1 and 2 | Catherine Samper |

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| P.R.I.D.E. | IB Learner Profile | WITHIN OUR SCHOOL |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Preparation | <ul style="list-style-type: none"> • Communicators • Inquirers • Knowledgeable • Reflective • Thinkers | <ul style="list-style-type: none"> • Majors walk with a purpose and; with the goal of arriving to class on-time. • Majors aim to • Majors are available to engage in all aspects of the learning process. • Majors advocate appropriately when they need assistance (academic, behavior, social/emotional). • Majors communicate with teachers and plan in advance for when they are not in class and to follow up on lessons missed. |
| Respect | <ul style="list-style-type: none"> • Balanced • Caring • Communicators • Principled • Reflective | <ul style="list-style-type: none"> • Majors use appropriate tone of voice, word choice/language and body language. • Majors are mindful of their environments and conversations. • Majors respect the boundaries and personal space of others. • Majors greet each other and return greetings to others. • Majors follow the expectations set forth by teachers in their classrooms & the SR&R. |
| Integrity | <ul style="list-style-type: none"> • Balanced • Communicators • Open mindedness • Principled | <ul style="list-style-type: none"> • Majors are truthful and courageous enough to communicate with staff/peers. • Majors are responsible and accountable for their actions and success. • Majors are mindful of others and respect diverse perspectives. • Majors are aware of their behaviors and how their behaviors can impact others. |
| Determination | <ul style="list-style-type: none"> • Communicators • Inquirers • Knowledgeable • Risk-Takers | <ul style="list-style-type: none"> • Majors are committed and present in the moment. • Majors follow through with assigned tasks. • Majors complete tasks to the best of their abilities. • Majors persevere through difficult situations, tasks, conflicts and roadblocks and promptly communicate with teachers/staff for assistance. |
| Excellence | <ul style="list-style-type: none"> • Balanced • Inquirers • Communicators • Knowledgeable • Reflective • Risk-Takers | <ul style="list-style-type: none"> • Majors show maximum effort in all that they do. • Majors strive to create balance between school and home and minimize distractions. • Majors self-reflect as they grow and develop into life-long learners. • Majors are able to self-regulate their actions in order to accomplish goals. • Majors are team players and are always willing to lend a hand. |



Hi, I am Ms. Hamblin

A little about me. This is my 6th year at MVHS and I love this school! This year, I am co-teaching Geometry and Co- Special Education Department Chair.

I'm passionate about students and seeing them grow. Over to the left, you'll see a picture of my kids, one of which also attends MVHS.



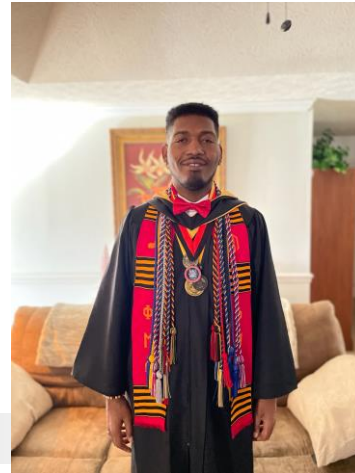
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Hello! I am Mr. Dunn

I am a Alabama native and taught Mathematics in Lee county, AL prior to transitioning to MVHS. I have a extreme passion for Mathematics and its many applications in our surrounding world. I will be teaching Geometry to your scholar and look forward to helping them develop their own curiosity and intuitiveness for Mathematics.



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Geometry overview, units that will be covered

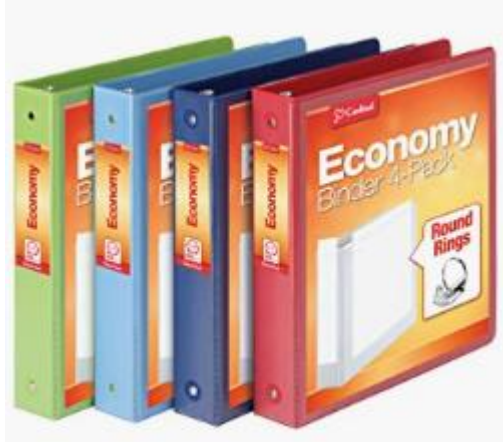
| First Quarter | Second Quarter | Third Quarter | Fourth Quarter |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------|
| Geometry Basics and Principles Logic and Reasoning Parallel and Perpendicular Lines | Properties of Triangles Triangles and Triangle Congruence Similar Triangles | Right Triangles Polygons Circles | Solids Transformations Constructions |

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Supplies for Class



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Procedures and Routines for the Classroom

MVHS Engagement Model

Fostering Community
(10 minutes)

Mini Lesson/
Whole Group Direct
Instruction
(10-15 minutes)

Opening Message
(5 minutes)

Work Time
(30-40 minutes)

Debrief & Reflection
(10-15 minutes)

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Grading and Assessments

| Learning | Definition | Grade | 4.0 scale | Percentage |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|--------------|
| Mastery | Designates the status of a student who consistently demonstrates accurate and complete knowledge of content and skills specified in the FCPS Program of Studies (POS) and applies that knowledge to solve problems in a variety of settings. | A | 3.8-4.0 | 93-100% |
| | | A- | 3.4-3.7 | 90-92% |
| Approaching Mastery | Designates the status of a student who demonstrates knowledge of content and skills specified in the FCPS POS, with some improvement needed in accuracy and/or consistency in performance, applying that knowledge to solve problems in a variety of settings. | B+ | 3.1-3.3 | 87-89% |
| | | B | 2.8-3.0 | 83-86% |
| | | B- | 2.4-2.7 | 80-82% |
| Proficient | Designates the status of a student who demonstrates knowledge of basic content and skills specified in the FCPS POS, but requires additional practice and instructional experiences to acquire skills necessary to solve problems. | C+ | 2.1-2.3 | 77-79% |
| | | C | 1.8-2.0 | 73-76% |
| | | C- | 1.4-1.7 | 70-72% |
| Approaching Proficiency | Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the FCPS POS necessary to solve problems. As a final mark, it is not necessarily sufficient to meet the prerequisite requirements | D+ | 1.1-1.3 | 67-69% |
| | | D | 0.8-1.0 | 64-66% |
| Not Proficient | Designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified in the | F | 0-0.7 | 63% or lower |

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Attendance

Attendance will be taken and first 10 mins of class.

Attendance will be reviewed the last 10 mins of class

Student out of the classroom for longer than 20 mins will be a class cut



Reason Types

Unverified: 0 

Tardy: 0 

Excused: 0 

Unexcused: 0 

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