

Coney Island Prep High School: Academic Handbook (2018-2019)

Academic Vision & Overview: The CIPHS academic handbook for the 2018-2019 school year reflects the key principles and priorities of the high school through an academic lens. This handbook outlines the key components of successful instructional practice in all classrooms, and is organized primarily to reflect the importance and priority of backwards planning in the context of both effective lesson planning and execution. With the knowledge that “planning with the end in mind” guides our instructional practice, academic teachers and leaders can effectively plan and anticipate obstacles, challenges, and student misconceptions, all the while planning curriculum that is designed for mastery on end-of-course summative assessments such as the Regents or Advanced Placement (AP) examinations. Teaching at the high school is designed to be rigorous (appropriately challenging for *all* students, given their levels of access), urgent (one that recognizes and prioritizes the limited time available), and reflects strong preparation (as the former two conditions aren’t possible in a classroom that has not been effectively planned for those things to happen). At the high school, we recognize the incredible potential impact that teaching and learning has on students, and the potential for trajectory-altering teaching can have on the success of students’ abilities to succeed in both the college and career of their choice.

Interim Assessments

Overview

- The purpose of our Interim Assessment program is to evaluate how our scholars are progressing towards the year end assessment in each course, and will effectively allow teachers to diagnose appropriate strengths and weaknesses, on the class, group, and individual level.
- The purpose of our ongoing assessment (e.g. weekly, unit, and/or end-of-module assessments) program is to evaluate how our scholars are progressing in between interim assessments.

IA Overview

Exam	Content Area	Length	Date
IA 1	History	2 hours (1st block)	November 1st
	Science	1 hour	November 2nd

	Language/Electives	1 hour	November 1st
	English	2 hours (1st block)	November 2rd
	Math	1 hour	November 1st
IA 2	English	2 hours (1st Block)	January 31st
	Math	1 hour (2nd Block)	February 1st
	Language/Electives	1 hour (3rd Block)	January 31st
	History	2 hours (1st Block)	February 1st
	Science	1 hour (2nd Block)	January 31st
IA 3 (Regents Dress Rehearsal)	ELA	3 Hours (Full Mock)	April 8th
	History	2 Hours	April 9th
	Math	2 Hours	April 11th
	Science	2 Hours	April 10th
	World language	1-2 Hours	April 10th
Final Examinations	*Any course that does not end with a Regents in June will be giving a Final Course Exam in June as their Final		

Assessment Purpose

	Course Category	Purpose
IA 1	Regents	Cumulative exam of all content covered
	AP	Cumulative exam of all content covered

	Non Regents/Non AP Core Classes*	Cumulative exam of all content covered through November 2nd
IA 2	Regents	Cumulative exam of all content covered through January 31st
	AP	Cumulative exam of all content covered through January 31st
	Non Regents/Non AP Core Classes*	Cumulative exam of all content covered through January 31st
IA 3 (Regents Dress Rehearsal) Week of April 8th-11th	Regents AP Classes Non Regents/Non AP Core Classes*	Full length mock regents AP Practice exam(s) 3 hour cumulative examinations covered through April 8th
Final Exams June 18th-June 26th	Non Regents/Non AP Core Classes*	Final Exams (3 hour exams <i>Can leave after 2 hours</i>)

Grading Implications

- IAs will count for the following amount of the quarter grade:
 - 9th Grade- 15%
 - 10th Grade- 20%
 - 11th Grade- 25%
 - 12th Grade- 30%

- Decisions about curving grades and what those grade curves will be made by department chairs.

Absent Work Policy

Vision: Scholars are responsible for following up with teachers to request missed work and to communicate with teachers when they submit missed work. This is all for typical 1-2 day absences. For any circumstance that is outside of a 1-2 day absence, procedures are decided on a personal basis.

The following policy applies to any situation in which a scholar misses work due to any of the following reasons:

- Absences (planned or unplanned)
- Dean Referrals

Grade	Policy
12th Grade	<ul style="list-style-type: none"> ● If a scholar is absent from a teacher's class, the scholar has until the end of the day following his or her return to class in order to contact the teacher regarding the missing work. The student MUST email the teacher in order to determine what was missed and what must be made up. If the student does not email his/her teacher or if the email is more than two days after his/her return to class, the teacher has the option not to accommodate the student's request. <p>Note: In the case that a student is allotted extended time on their IEP, they must be given extra time to complete work.</p>
10th/11th Grade	<ul style="list-style-type: none"> ● If a scholar knows he or she will be absent in advance, he or she is encouraged to independently reach out to a teacher prior to the absence. ● If a scholar misses class, he or she has 48 hours to independently collect and complete any missed work for full credit. After 48 hours it is up to the teacher's discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted. <ul style="list-style-type: none"> ○ Note: In the case that a student is allotted extended time on their IEP or they are an ELL, they must be given extra time to complete work.
9th Grade	<ul style="list-style-type: none"> ● If a scholar knows he or she will be absent in advance, he or she is encouraged to independently reach out to a teacher prior to the absence. ● If a scholar misses class, he or she has 72 hours to independently collect and complete any missed work for full credit. After 72 hours it is up to the teacher's discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted.

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| | <ul style="list-style-type: none">○ Note: In the case that a student is allotted extended time on their IEP or they are an ELL, they must be given extra time to complete work. |
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System for Submitting Late/Absent Work: All scholars will turn in any late/absent work into the blue folder located in the red hanging pocket chart. Students *may not* turn work into the blue folder without communicating with their teacher first.



Operations team installs any components of the missing work system including:

- Red hanging pocket chart with a blue folder where students submit missed work
- Label the red hanging pocket chart by course if there are multiple courses taught in that room
- Print out policy above and laminate and staple next to pockets
- Blue folder for absent work is in bottom pocket

Late Work Policy

Vision: In order to prepare scholars for the late work policies in college, the late work policy outlined below is scaffolded for 9th - 12th grades. Scholars are responsible for requesting and completing late work within the time frames listed. It is essential that scholars communicate with their teacher proactively when they cannot meet a deadline.

Grade	Policy
12th Grade	<ul style="list-style-type: none"> ● Barring extenuating circumstances, late work should not be accepted. <ul style="list-style-type: none"> ○ Note: Teachers may use discretion in accepting late work for 12th grade students. However, they should stick to this policy as much as possible. ● In the case that extenuating circumstances arise preventing a scholar from meeting a deadline, the scholar is responsible for communicating with his/her teacher <u>in advance</u> to request a reasonable extension with rationale and a plan for how to meet the newly stated deadline. <ul style="list-style-type: none"> ○ Note: In the case that a student is allotted extended time on their IEP or they are an ELL, they must be given extra time to complete work.
11th Grade	<ul style="list-style-type: none"> ● In the case that extenuating circumstances arise preventing a scholar from meeting a deadline, the scholar is responsible for communicating with his/her teacher in advance to request a reasonable extension with rationale and a plan for how to meet the newly stated deadline. ● Barring extenuating circumstances, scholars have three days to make up any late work for 50% credit of the graded score. After 3 days it is up to the teacher's discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted. <ul style="list-style-type: none"> ○ Note: In the case that a student is allotted extended time on their IEP or they are an ELL, they must be given extra time to complete work.
10th Grade	<ul style="list-style-type: none"> ● In the case that extenuating circumstances arise preventing a scholar from meeting a deadline, the scholar is responsible for communicating with his/her teacher in advance to request a reasonable extension with rationale and a plan for how to meet the newly stated deadline.

	<ul style="list-style-type: none"> ● Barring extenuating circumstances, scholars have three days to make up any late work for 65% credit of the graded score. After 3 days it is up to the teacher’s discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted. <ul style="list-style-type: none"> ○ Note: In the case that a student is allotted extended time on their IEP or they are an ELL, they must be given extra time to complete work.
9th Grade	<ul style="list-style-type: none"> ● If a scholar knows they are going to miss a due date, they may ask the teacher for an extension for full credit. It is up to the teacher, however, whether or not they will grant the extension for full credit. ● Barring extenuating circumstances, scholars have three days to make up any late work for 75% credit of the graded score. After 3 days it is up to the teacher’s discretion whether or not they will accept the work; however, in almost all cases the work should not be accepted. <ul style="list-style-type: none"> ○ Note: In the case that a student is allotted extended time on their IEP or they are an ELL, they must be given extra time to complete work.

Grading Expectations

Vision: Grading at CIPHS meets two objectives. First, grades reflect scholars’ mastery of course level content with some appreciation for scholars’ efforts. Second, grading should be appropriately scaffolded for the grade level scholars are in.

Grading Policy

Assignments	9th	10th	11th	12th
Major Assignments (assessments, papers, portfolios, long-term projects)	30%	35%	35%	40%
Classwork	30%	25%	20%	15%
Homework	25%	20%	20%	15%
Interim Assessments	15%	20%	25%	30%

Grading Expectations/Progress Reports

- Each week, scholars will earn a minimum of **1 HW, 1 CW, and 1 assessment** scores for each course. Teachers are responsible for updating these weekly grades by **EOD the following Monday**.
- If a scholar fails a course with a grade below a 50 for the quarter, a student's grade, in adherence with the CIPHS “grade floor,” will be transferred to a grade no higher than a **50**

Note: Extra Credit

By and large, CIP does not provide major extra credit opportunities to students for the following reasons:

- We believe for grades to have integrity, they must reflect the work of all students on the same assignments.
- We also believe it’s important that students understand the significance of the original assignments passed out by the teacher
- We believe that students to be successful in college and life, they need to build up the necessary habits like studying and seeking teachers out for extra tutoring

- Expecting extra credit opportunities can build the wrong habits in students, and create a dependence, or false safety net, on these opportunities that students won't have in the future.
- Providing extra credit can lead to grade inflation, hurting the school's and scholars' reputations and resumes as they apply to colleges

Major Extra Credit Opportunities Like These **Are Not Allowed:**

- A large packet worth a test or quiz grade (not okay; grade inflation purposes)
- Several small extra credit opportunities at the end of a quarter (not okay; grade inflation purposes)

Minor Extra Credit Opportunities that Meet the Following Criteria May Work:

- Curriculum/Content-aligned
- Rigorous and Academic with evidence of student thinking/analysis
- Appropriate (minimal) impact on grades, like a CW or HW

*Test Corrections are also a valid assignment as long as the impact on the grade does not result in grade inflation

Tutoring

Vision:

CIPHS scholars receive regular tutoring from teachers each week. Based on their status in class, teacher will offer 45 minutes of tutoring at least once per week, but more as needed. Tutoring may happen before school or after school, and of course tutoring can happen throughout the day.

Operations-Related Information

Attendance

Goal: On average, the HS will have 95% of students present each day this year.

How we will maintain or improve:

- We will identify the top 10 absent students in each grade
- Anytime one of these high-flyers is absent, they will receive a phone call from the appropriate Grade Level Dean

Tardies

Goal: On average, 94% of our students will arrive on time each day this year.

How we will maintain or improve:

- Those who have posts in the neighborhood will push scholars to arrive on time starting at 7:50
- A Grade Level Dean will go on a block “sweep” from 7:55-8:15 each morning to get students to school on time