**Freshman Academy**

**2015-2016**



*Success is the only option!*

**VISION**

Every student is known, valued, challenged, inspired and motivated to achieve academic success.

**PRIORITIES**

* **Academic Success**- Each student will experience academic success.
* **Relationships**- Each student will be connected to a teacher-mentor through ECCAPP.
* **Data Driven**-Data will be monitored and used to make adjustments that maximize student success.
* **Instructional Strategies**- Each teacher will incorporate effective, engaging instructional practices.

**EXPECTATIONS**

Each student will…

* master all content
* come to school prepared and ready to learn all day, every day
* take pride in themselves, their classrooms and their school
* be an active participant in academics
* make every assignment count: no zeros
* treat others as you would like to be treated
* develop academic and behavioral responsibility
* “be the three”: respectful, reliable and responsible---choose your actions

**ACADEMY STRUCTURE**

* Each team will include 125-150 students with common English, science and history teachers
* The core teachers in each team will have a common planning period
* All freshmen will be connected to a team via ECCAPP
* Every class will have 1-to-1 technology
* Freshmen will all have a freshmen only lunch
* Modified block bell schedule
* Students will have tutorial help scheduled into their week during ECCAPP
* Data is used to determine student placement for teams, honors courses and interventions
* Data is used to develop student profiles that trigger specific interventions and concept recovery efforts
* Pyramid of defined interventions
* Consistency in grading and behavioral policies

**GOALS**

1. **By May of 2016, Freshman Academy will improve academic achievement as indicated by the following measurements:**
   1. The percentage of failing grades will not exceed 15% of the overall grades
   2. 85% of freshmen will be promoted as sophomores for the 2016-2017 school year following summer school opportunities
2. **By May of 2016, the Freshman Academy will achieve a 95% attendance rate as reported by ADE and as monitored by monthly district reports**
3. **By May of 2016, the Freshman Academy will support safe and orderly conditions as indicated by the following measurements:**
4. The total number of behavioral referrals for freshmen will decrease by 5% as compared to 2013-2014
5. The number of days that freshmen are placed on in school or out of school suspension will be reduced by 5% compared to 2013-2014

**HOMEWORK POLICY\***

Students will be expected to hand in all homework assignments: non-negotiable.

Assignments handed in late will receive a maximum of 70% credit.

***Due to the transitional nature of the freshman year, late work will be accepted as follows: first quarter-one month following the due date, second quarter-three weeks following the due date, third quarter-two weeks following the due date, and quarter four-one week after the due date. It is vital that students come to understand how important due dates and timelines are to their future success.***

Late work received after the timelines specified above will not receive credit.

\*Honors Courses:

Late work in honors classes must be turned in within 24 hours of the due date to receive 70% credit.

Honors late work turned in more than 24 hours after the due date will not receive any credit.

**Students are required to record daily objectives and assignments in their digital planners. All missing assignments will be documented in Power School by the teacher. Parents are strongly advised to check student planners on a daily basis to ensure that students are staying current with their assignments. If an assignment is not turned in when it is due, a mandatory tutorial will be assigned during ECCAPP, afterschool or on a Saturday. Parents will be notified via email/phone call/text/note in digital planner if a student fails to report for a mandatory tutorial. A student who repeatedly fails to turn in work and not show up for mandatory tutorials will be called in for a student conference, followed by a parent/guardian phone call home. A parent conference will be required if academic problems persist.**

**GRADING POLICY**

In the Freshman Academy, students will receive grades in four key categories:

**Class Work**, **Homework**, **Assessments** and **Projects**

**Science:**

-20 to 50 per assignment for **class work** -10 points per assignment for **homework**

-\*10 to 60 per quiz/test for **assessments** -100 to 150 points for **projects *(labs)***

**Mathematics:**

-10 points for **class work** -5 points for **homework**

-\*100 points for **assessments** -10 to 20 points for **projects** *(constructed responses)*

**World History:**

-10 to 25 points per assignment for **class work** -10 to 25 points per assignment for **homework**

-\*25-100 points per quiz/test for **assessments** -25 to 50 points for **projects *(essays)***

**English:**

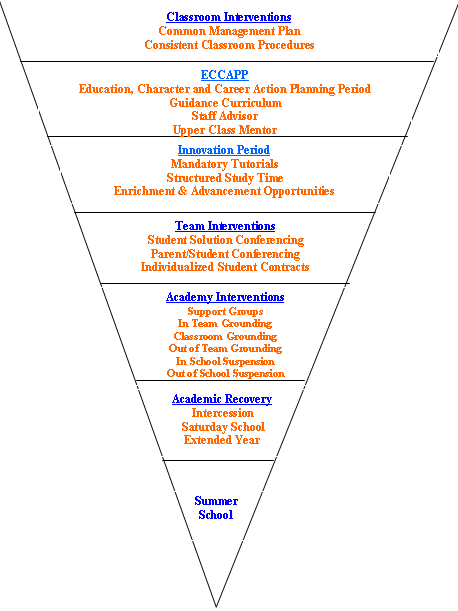
- 25 to 50 points per assignment for **class work** -25 to 50 points per assignment for **homework**

- \*100 quiz to 200 assessment for **assessments** -300 to 500 points for **projects *(essays)***

***(\*midterm/final exams have a higher value)***

**INTERVENTION PYRAMID**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**INTERVENTION PYRAMID GLOSSARY**

**Common Management Plan-**

Teachers will have a common set of classroom rules and expectations

**Classroom Procedures-**

Classroom norms, such as procedures for filling out student agendas, will be consistent amongst the teams

**Mandatory Tutorials-**

Teacher monitored working session designed to help students master content and/or complete schoolwork

**ECCAPP (Education, Character and Career Action Planning Period)-**

Course created to provide students with individualized support regarding attendance, academic progress, study skills, healthy choices and college/career planning while focusing on building strong student-teacher relationship

**Student Solution Conference-**

Core team staff members will meet with students on an as needed basis to review student progress and create a plan to keep students on a positive academic path resulting in an individual student plan for success

**Parent/Student Conference-**

Core team staff members will meet with students and their parents/guardians to review student progress and create a plan to keep students on a positive academic path resulting in an academic iContract

**Support Groups-**

Counseling groups developed by the counseling and prevention staff to provide additional support for students in need

**In Team Grounding-**

An intervention in which a student will stay within the team rather than moving from class to class, only attending the three core classes for a predetermined amount of time

**Classroom Grounding-**

An intervention in which a student will stay with one core team teacher for a predetermined amount of time

**Out of Team Grounding-**

An intervention in which a student will attend the core classes on another team for a predetermined amount of time

**In-School Suspension (ISS)-**

An intervention in which a student will stay in the in-school suspension room, away from the academy, all day for a predetermined amount of time

**Out of School Suspension (OSS)-**

The student will be required to stay out of school for a predetermined amount of time

**Quarterly Intersession-**

Students will have the opportunity to raise failing grades by mastering standards they completed unsuccessfully the first time they were taught

**Saturday School-**

Saturday school was developed to serve as an additional learning opportunity outside of the typical school schedule to help students more individualized attention to raise failing grades by mastering standards they completed unsuccessfully the first time they were taught

**Extended Year-**

Learning opportunities that do not fall within the days calendared for the school year to help students master standards they completed unsuccessfully so they do not lose credit for the course

**Summer School-**

School provided during the summer for students to make up credit for courses they failed

**INTERVENTION TIER: HOW IT WORKS**

**-ALL Assignments Count -Master All Content**

**Parents are encouraged to review student agendas every day.**

1. Student does not turn in an assignment when it is due…
   1. Teacher will put an NHI in PowerSchool indicating that the assignment was not turned-in
   2. Student has that evening to complete the missing assignment to hand in the following day (homework policy will apply)
   3. If the assignment is not completed, the student is required to attend a **mandatory tutorial** on a prearranged date during ECCAPP or after school to complete work that they have not completed
      1. In the **mandatory tutorial** the student will have the opportunity to complete the missing work with the support of a teacher present (homework policy will apply)
2. Student chooses not to attend or utilize time wisely in the **mandatory tutorials** OR has been assigned several times and the behavior continues…
   1. A parent contact will be made
   2. If the behavior continues, a student will be called out of class to attend a **student solution conference** followed by a parent/guardian phone call
      1. In the **student solution conference** the student will work with team staff to create an individual plan to keep academics on track
3. Student does not adhere to the individual plan created in the **student conference…**
   1. A **parent/student/team conference** will be held and an **iContract** will be issued
      1. The **iContract** will provide the student with the opportunity to make up missing assignments to show that content has been mastered
4. Student is failing a class at the quarter…
   1. Student may be assigned to attend **quarterly intercession or a targeted intervention,** if available
      1. During the intervention, students will be required to attend every day, either before school or after school, until all failing standards have been made up to reach mastery
5. Student is failing at the end of the semester….
   1. Student may be assigned to attend the **extended year**, if available
      1. During the extended year, students will be required to attend school while other students have left for break until all failing standards have been made up to reach mastery
6. Student fails a course…
   1. Student will have to attend **summer school** make up the class to earn

**PLANNING PERIOD BY TEAMS**

Common planning time is crucial to the success of the Freshman Academy. It is the time when important student and curriculum discussions occur amongst team members and the team counselor, students and/or parents are contacted and/or invited in, student data is looked at on a whole group and an individual basis in order to plan interventions to help every student succeed.

* One planning period per week will be dedicated to reviewing student data such as attendance, academic performance, behavior, etc. Reteach and interventions will be planned/conducted at this time.
* One collaboration session per week will be dedicated to team cross curricular coordination.
* One collaboration session per week will be dedicated to content specific curriculum and instruction.

**FRESHMAN ACADEMY TEACHER INFORMATION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Counselor: Quezada* | **Room #** | **Phone #** |  | *Counselor: Quezada* | **Room #** | **Phone #** |
| ***Team 1*** |  |  |  | ***Team 3*** |  |  |
| Alden: English | 902 | 5510 |  | Eckert: English | 914 | 5530 |
| Lutrell: History | 909 | 5525 |  | Zamora: History | 907 | 5523 |
| Papenfus: Math | 911 | 5527 |  | Montiel: Math | 903 | 5509 |
| Kotter: Science | 910 | 5526 |  | Wiggins: Science | 905 | 5519 |
|  |  |  |  |  |  |  |
| *Counselor: Arnold* | **Room #** | **Phone #** |  | *Counselor: Carrasco* | **Room #** | **Phone #** |
| ***Team 2*** |  |  |  | ***Team 4*** |  |  |
| Daniels: English | 913 | 5529 |  | Callahan: English | 908 | 5524 |
| Ferguson: History | 614 | 5429 |  | Rodriquez: History | 906 | 5522 |
| Burleson: Math | 916 | 5532 |  | Wolfe: Math | 917 | 5533 |
| Schubel: Science | 904 | 5518 |  | Coates: Science | 912 | 5528 |
|  |  |  |  |  |  |  |
|  | **Room #** | **Phone #** |  |  | **Room #** | **Phone #** |
| ***Other*** |  |  |  | ***Other*** |  |  |
| Alecia: Healthy Living | Port 4B | 5466 |  | De La Ossa: Reading | Tech 2 | 5485 |
| Millette: History/Math | Tech 1 | 5468 |  | Harris: Healthy Living | Port 4A | 5467 |
| Schroeder: Eng/Science | 915 | 5531 |  | Munoz: Spanish | 612 | 5427 |
| O’Brien: Healthy Living | Port 5 | 5348 |  | Salmeron: Art | 304 | 5376 |
|  |  |  |  | Smart: Healthy Living | Port 6 | 5491 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Principal** |  | **Counselors** |  |
| Alissa Welch 545-5501 alissaw@susd12.org | | Stephanie Arnold 545-5504 stephaniear@susd12.org | |
|  |  | Karina Quezada 545-5506 karinaq@susd12.org | |
| **Prevention Specialist** |  |  |  |
| Rob Harrison 545-5508 robha1@susd12.org |  | **Freshman Attendance Clerk** | |
|  |  | Lisa Larkin 545-5304 lisal@susd12.org |  |
| **Parent Involvement Assistant:**  Ana Armstrong Garcia  545-5500 anagar@susd12.org | | **Administrative Assistant** |  |
|  | | Debra Dewoody 545-5501 |  |

debrad@susd12.org