

THE CARTER G. WOODSON ELEMENTARY SCHOOL

VISION: CARTER G. WOODSON ENVISIONS THAT ALL STUDENTS, THROUGH ACADEMIC RIGOR AND INDIVIDUALIZED INSTRUCTION WILL BECOME CRITICAL REFLECTIVE THINKERS IN A GLOBAL SOCIETY. WOODSON SCHOOL PROMOTES A CLIMATE OF CONTINUOUS LEARNING FOR OUR SCHOOL COMMUNITY, OUR STUDENTS, AND OUR STAFF. ALL STUDENTS WILL TAKE OWNERSHIP OF THEIR LEARNING AND BE ABLE TO INTEGRATE LANGUAGE, MATHEMATICS, SCIENCE AND TECHNOLOGY INTO THEIR DAILY PRACTICE. ALL STUDENTS AT C. G. WOODSON SCHOOL WILL BE WORLD LANGUAGE LEARNERS.

MISSION: ALL STUDENTS AT WOODSON ELEMENTARY SCHOOL WILL RECEIVE INDIVIDUALIZED INSTRUCTION THAT IS DATA DRIVEN TO ENSURE THAT STUDENTS WILL BECOME; CRITICAL REFLECTIVE THINKERS. STUDENT WILL USE TECHNOLOGY ACROSS THE CURRICULUM. THROUGH OUR RIGOROUS INSTRUCTION WE WILL DEVELOP STUDENTS WHO HAVE PRIDE IN SELF, ARE SELF DISCIPLINED AND TAKE RESPONSIBILITY FOR THEIR LEARNING. OUR STUDENTS WILL BE EXPOSED TO A VARIETY OF LEARNING OPPORTUNITIES TO ENSURE THEIR ABILITY TO BE COMPETITIVE IN A GLOBAL SOCIETY.

MASCOT: WOODSON COUGARS

ACADEMIC NOTICES FOR STUDENTS

PROGRESS REPORTS/FAILURE NOTICES/REMEDICATION PLANS

Carter G. Woodson Elementary will distribute **Student Progress Reports** after the **5th week of each marking period** to the parents along with a **remediation plan***. Send two copies to the home so that one signed copy can be returned. Please make a copy for the principal and retain a copy for yourself. If the parent does not return a signed copy, please call. If that is unsuccessful, please document. If you worry that the child did not deliver the notice, please send by mail.

Notification must be sent no later than	5 th week	15 th week	25 th week	35 th week
DUE DATE	9/14/2011	12/7/2011	3/7/2012	5/23/2012
Notification must be sent no later than	After the 20 th week Send Failures Certified Mail		After the 30 th week If report cards are not picked-up, send Failures Certified Mail	
DUE DATE	1/27/2012		4/13/2012	
ADMINISTRATION <u>MUST APPROVE</u> PROGRESS REPORTS BEFORE THEY ARE SENT HOME. MAKE SURE TO MAKE TWO COPIES – ONE FOR THE PARENT AND ONE FOR TEACHER'S RECORD				

Children who are failing Reading or Mathematics must receive a **failure notice** by certified mail after the 20th week – **January 27, 2012**.

If a parent of a child who is failing Reading or Mathematics does not attend Report Card pick up, notification must be sent by certified mail by **April 13, 2012**.

Please read the attached page from the “Guidelines for Promotion in the Chicago Public Schools.”

Additional academic needs notices will be at the level office.

Each teacher should fill one out for the student. It will be more powerful if there is a piece of paper from individual teachers that instructs the students. You can better monitor the return form from the parent.

*Note that the parents are an integral part of the remediation plan. Be sure that a plan is signed and kept on file at school. Two copies are sent home. One is signed and returned to the school then other is kept by the parent. The third copy is kept

on file in the main office. The teacher must keep a master copy of this document on file.

There will be 5 scheduled assemblies for the school year. Those assemblies are the winter, African American history, 1st and 3rd semester awards assembly, and end of the year awards assembly. Teachers will sign up for those assemblies in the beginning of the school year.

Awards Assemblies are held three times a year. The assemblies will be held in the 1st and 3rd quarters, and the end of the year. There are four awards presented during this assembly:

Honor Roll - students earning A's and B's for grades. No more than two checks are acceptable.

Perfect Attendance - students who have no absences and no more than two tardies.

Outstanding Citizenship - Two students per homeroom, who are role models for others, take on leadership roles, have no check marks in behavior or character education and have no detentions or suspensions.

Most Improved Academically - students who have made outstanding growth academically.

ASSESSMENTS

Assessment is a crucial component of the teaching and learning process. Teachers are required to assess students in all content areas using a variety of assessment tools. It is important to closely monitor student performance to ensure correct implementation strategies, appropriate pacing, and ... Teachers will use the assessment results for their weekly data dialogue meetings. Analysis is critical to supporting student academic success. Please have appropriate documentation of assessment readily available in your teacher grade book and/or student portfolio.

Samples of Assessments:

- Oral reports
- Writing samples
- Performances
- Demonstrations
- Quizzes
- Publisher tests
- Teacher made tests
- Homework
- Competitions
- CIF

Samples of Informative Assessments not to be used for grading

- DIBELS/TRC

- NWEA
- ISAT

CELL PHONE USAGE

STUDENT USE/CONSEQUENCES

CELL PHONES

*CELL PHONES ARE NOT ALLOWED AT CARTER G. WOODSON UNLESS THERE IS A SIGNED REQUEST FORM FROM A PARENT. **PRINCIPAL MUST APPROVE ALL REQUESTS FOR A CHILD TO POSSESS A CELL PHONE.***

Cell phones that are heard, used or visible while the student is in the building will be confiscated.

First time Parent will be called and cell phone returned at the end of the day.

Misconduct, SCC 2-12

Second time Parent notified and required to pick up phone. Cell phones can be picked up **Monday, Wednesday, Thursday, and Friday from 8:30-9:00 A.M**

Phone will no longer be allowed in school. Misconduct, SCC 3-11

Third time **Enforcement of Misconduct, Student Code of Conduct 3-11, second violation.**

ENTRY PROCEDURES

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Carter G. Woodson is a Break Max school. All students will have the option to pick up a bag breakfast to eat in the classroom. Breakfast entry begins promptly at 8:45

K-4/5 will line up in the back of the building on their room numbers. Students will proceed in the building by grade level

5-8 will enter through the gym

Inclement weather: means it is raining, snowing, or below 40 degrees

PLANNING YOUR FIELD TRIP

Field trips for your classroom should be planned as early in the year as possible. Field trip requests require completion of an Application for Student Travel Form (see sample form). Field trips must be approved in advance by an administrator. Then the application for student travel must be completed in its entirety in Oracle. The principal needs to be notified that an online application for student travel has been submitted for her approval.

After obtaining principal approval, your request will be forwarded to the Brighton Park Network for final approval by the Chief of Elementary Schools. Requests for approval should be well in advance of your trip date to allow enough time to obtain all the necessary signatures and to arrange for transportation and money collection. *The network requires minimally 10 days for approval.*

To request transportation, complete the Field Trip/Charter Bus Request Form and provide a copy to Ms. Preacely or Robinson in the main office. Also, fax a copy of the completed form to the appropriate bus company.

On the day of your trip, one teacher from each bus must be assigned to receive an invoice from their bus (*an invoice is necessary from every bus*). These teachers must sign the invoices and submit them to Mrs. Preacely or Mrs. Robinson in the main office so that payment can be made to the bus company.

When planning field trips, please keep in mind that most of our buses will not be available to leave on charter before **9:15a.m.** All field trip buses are required to return to school by **1:30p.m.** to ensure an orderly and timely dismissal procedure.

Please Note:

Trips *may not* be taken without final approval from the Network or without the adequate number of chaperones.

Every trip must have 1 adult chaperone over the age of 21 per 10 students. **THIS DOES NOT INCLUDE THE TEACHER. IF YOU DO NOT HAVE ENOUGH CHAPERONES YOUR CLASS MAY NOT ATTEND. THIS APPLIES FOR THE DAY OF THE TRIP ALSO. MAKE SURE YOU HAVE ENOUGH CHAPERONES IN CASE ONE PARENT HAS TO CANCEL**

**THE CARTER G. WOODSON ELEMENTARY
SCHOOL**

4414 S. EVANS CHICAGO, ILLINOIS 60653

PARENT PERMISSION FOR SPECIAL ACTIVITY

I give permission for my son/daughter, _____,

Pod _____ to participate in the special activity listed below:

- Activity:
- Transportation:
- Location:
- Day:
- Time:
- Cost:
- Volunteer cost:

/ ___/ I will volunteer if needed

Teachers:

1 copy sent home and one copy for main office

EMERGENCY INFORMATION

Name of student _____

Address _____ Telephone # _____

Parent's Names _____

Address _____ Telephone # _____

Place of Employment _____

Employer's Telephone # _____

Emergency Name (in the event parent cannot be reached): _____

Address _____ Telephone # _____

Relationship _____

Parent or guardian signature

**** This entire form must be filled out and returned, if your child is to attend this trip.***

GRADE BOOKS

It is imperative that all teachers keep grade books. Dates and assignments should be recorded so that when speaking to a parent, specific information may be given. There must be at least 10 grade entries for every 10-week period for each subject area: Reading/Language Arts, Mathematics, Science and Social Studies. These must be dated and recorded in the grade books. Homework should also be graded and recorded.

Auxiliary staff and special education teachers should have at least five grade entries for every 10-week period.

GRADING POLICY

Teachers are expected to follow the grading scale below:

100 - 98	A+	79 - 78	C+
97 - 93	A	77 - 73	C
92 - 90	A-	72 - 70	C-
89 - 88	B+	69 - 68	D+
87 - 83	B	67 - 63	D
82 - 80	B-	62 - 60	D-
		59 - Below	F

SCHOOL WIDE GRADING SCALE

TESTS- 30%

QUIZES 20%

CLASS ASSIGNMENTS 20%

PROJECTS 15%

HOMEWORK 10%

PARTICIPATION 5%

The grading scale should be explained to the parents and students in the first quarter parent communication letter. More than one type of assessment should be used when determining grades. Report card grades should reflect classroom work, participation, homework and varied assessments (reports, tests, presentations, etc.)

Notify parents immediately if a child is failing or making unsatisfactory progress. Two poor grades or missing assignments should wave a "Red Flag". Don't wait until the end of quarter to notify parents. **Academic Warning and Remediation Plans should be sent to parents after the 5th, 15th, 20th, 25th and 30th weeks.**

HONOR ROLL – Students must earn a **PERFORMANCE GRADE** of B's and A's in order to be placed on the quarterly honor roll.

GRADING GUIDELINES IN THE CHICAGO PUBLIC SCHOOLS 6

NOTIFICATION AND DOCUMENTATION

- Parents of children who are receiving a failing grade in Reading or Mathematics must be notified in writing at the end of the 5th week of each of the first three grading periods. The method of delivery of those notifications will be established by the school.
- Parents of children who are receiving a failing grade in Reading and Mathematics must be notified by certified mail at the end of the 20th week of school.
- If the parent of a child who is failing Reading and Mathematics does not attend Report Card Pick-up at the end of the 30th week, notification must be sent by certified mail.
- Within 10 days of the receipt of the ISAT results, parents must be notified in writing if their child will be required to attend summer school.
- When students have accumulated 10 days of unexcused absence, or 10 days of out-of-school suspension, parents must be notified by certified mail that summer school may be required. A second notice must be sent after 15 days of unexcused absence. When a student has accumulated more than 20 days of unexcused absence, and has scores below the national average in Reading or Mathematics, the parent must be notified that summer school is mandatory.

INTERVENTION AND REMEDIATION

- Students who are in danger of failing to meet the promotion criteria should be provided a remediation plan at the earliest possible moment. Interventions should be developed using a number of alternative instructional strategies to meet the students' needs and should be evaluated every five weeks.
- Parents must be involved in the development and implementation of the remediation plan. Once strategies have been mutually agreed upon, the intervention or remediation plan must be signed by the parent and kept on file in the school.
- Interventions and remediation plans should include these essential factors: instructional skills and concepts to be reinforced, specific strategies, a timeline, the name of the individual responsible for each step, monitoring procedures, and plans for ongoing evaluation and modification as necessary.

HOMEWORK POLICY (CPS)

Homework should be assigned regularly, be reasonable and meaningful, and reflect the objectives of the instructional program of the Chicago Public Schools. Assignments for homework should be based on classroom instructional activities, be clearly understood by the students, and serve as motivation for further learning. Assignments should be well planned and challenging to effectively utilize out-of-class time and to promote an interest in learning. The specific amount and frequency of assigned homework should be based on student needs, interests, and abilities. Students may also be involved in long term assignments, projects and research from time to time.

The following are suggested minimum time allocations.*

Kindergarten	Periodic assignments of about 20 minutes
Grades 1, 2, 3	30 minutes per day
Grades 4, 5, 6	45 minutes per day
Grades 7, 8	90 minutes per day

*Allocations include all subjects

PARENT NOTIFICATION

PROMOTION

At the first indication that a student is not likely to be promoted, the parent must be notified in writing, a conference arranged, and a remediation plan outlined. This procedure should be initiated at the end of the first quarter, if it is known at the time, but not later than the end of the second quarter. Parents must be notified in writing of the promotion in writing on a quarterly basis if their child is in danger of receiving a failing grade in reading, mathematics or 8th grade writing. Such quarterly notices shall be in addition to the regular progress reports issued for students in all grades. Thereafter, as often as is necessary, but minimally at the times of regular reporting, the parent must be informed in writing and conferences must be arranged.

GRADUATION

At the first indication that a student is not likely to graduate, the parent must be notified in writing, a conference arranged, and a remediation plan outlined. This procedure should be initiated at the end of the first quarter, if it is known at that time, but no later than the end of the second quarter. Parents must be notified in writing of the promotion in writing on a quarterly basis if their child is in danger of receiving a failing grade in reading, mathematics or 8th grade writing. Such quarterly notices shall be in addition to the regular progress reports issued for students in all grades. Thereafter, as often as is necessary, but minimally at the times of regular reporting, the parent must be informed in writing and conferences must be arranged.

-- from Elementary School Promotion Policy: (Adopted
October 29, 2009)

READING INITIATIVE

Reading is a crucial element of every day; we want to insure that our students get the very best use of time and learn all the skills necessary for success. Woodson Elementary uses the Lead 21 for K-5 and Pearson for 6-8 to teach reading skills. Teachers are allowed to introduce one novel in class per quarter but the majority of the reading must be completed for homework. There is no limit to how many novels teachers can assign for homework. The CPS policy recommends students are reading 25 books independently per year. Woodson Elementary will be devoting a two hour period exclusively to reading activities that address the four areas of the CPS Reading Initiative: Word Knowledge, Fluency, Comprehension and Writing.

GRADE LEVEL	READING ALLOCATION OF TIME
Primary Grades (K – 3)	2 Plus Hours integrated with Language Arts
Intermediate Grades (4,5)	2 Hours integrated with Language Arts
Upper Grades (6, 7, 8)	40 Minute Reading Period & 120 minutes in Reading in the Content Areas

READING INITIATIVE FRAMEWORK COMPONENTS

WORD KNOWLEDGE - is the understanding of word recognition and meaning.

Word knowledge includes:

- Sight Vocabulary - words that can be read instantaneously, accurately, and easily.
- Phonemic Awareness and Phonics - sound/symbol relationships and decoding.
- Structural Analysis - prefix, suffix, and word origins.
- Spelling and Word Meaning.

FLUENCY - is a combination of:

- Reading Speed - words per minute.
- Oral Reading Accuracy - number of words identified correctly.
- Phrasing - grouping of words and attention to punctuation.
- Expression

COMPREHENSION - is construction of meaning by making connections between what known and new information encountered. It includes:

- Text Structure - heading, subheading, graphics and the organization of print.
- Inquiry and Study - strategies applied and adapted to make sense of text and get the most out of what is read.

WRITING - is the composing of original text, which involves detailed understanding of reading skills and strategies. It includes:

- Purpose - writers identify why they are creating a particular piece of communication.
- Audience - specific language used and style depends on whom the writer is trying to reach.
- Process - writing requires specific strategies before, during and after the crafting of a piece of communication.

STUDENT ATTENDANCE (CPS)

The Chicago Board of Education's Attendance Policy states:

"A Valid Cause for Absence" shall mean:

- (i) illness;
- (ii) observance of a religious holiday;
- (iii) death in the immediate family (provide appropriate documentation);
- (iv) family emergency (provide appropriate documentation);
- (v) circumstance which cause reasonable concern to the parent legal guardian for safety or health of the student (the reasonableness of the parent or legal guardian's concern is subject to evaluation by the principal, principal's designee or other Board officials on a case by case basis)

"An Excused Absence" shall mean an absence for which there is a valid cause:

- (i) known to the principal or principal designee, including suspensions issued pursuant to the Uniform Discipline Code;
- (ii) attested by a letter (or note) signed by the parents or legal guardian setting forth such cause and approved by the principal or the principal's designee either before or after the date of absence.

STUDENT TARDINESS

According to the State Law, if a student arrives to school **after 10:45 a.m.**, it constitutes a **HALF-DAY ABSENCE**. If a child arrives **after 12:00**, it constitutes a **FULL DAY ABSENCE**.

Only students who attend the afterschool program will not be penalized.

The school clerk will be responsible for changing tardies in IMPACT to an unexcused absence (Half Day or Full Day) when students arrive after 10:45 a.m. or 12:00 p.m.

Teachers provide copies of tardy slips to the floor clerk to be placed in the student attendance file. Teachers are required to contact parents if the child is consistently late or have a pattern of tardiness