PAUL PUBLIC CHARTER SCHOOL

Academic Expectations Policy Manual
2025 - 2026

"The mission of Paul Public Charter School is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders."

Tracy Wright
Chief Executive Officer

Erin Albright
Board of Trustees, Chair

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Paul Educators are CHAMPs, they demonstrate...

Courage

Paul CHAMP leads with **COURAGE**, persevering in difficulties, reflecting with humility, standing up for that which is right, challenging mediocrity, stretching themselves beyond where they thought they could reach, and advocating for what immediately improves the experiences of our students.

Humanity

A Paul CHAMP acknowledges the **HUMANITY** in themselves, our children, and their colleagues by assuming positive intentions and cultivating strong working relationships. We extend a helping hand to those in need, encourage and uplift one another (even in opportunities of feedback), and creatively support one another to overcome barriers in pursuit of an impactful experience for our students.

Achievement

A Paul CHAMP constantly views our work with a lens of **ACHIEVEMENT**. We celebrate areas where our scholars and our colleagues meet and exceed their standards, where they grow or when they reach for the stars. We elevate achievements constantly and consistently, and we strive to new heights together. As teams, we play to one another's strengths and methodically tackle areas of individual growth.

Models

A Paul CHAMP **MODELS** behavior becoming of a school leader in our language, conduct and attire--inclusive of every action and inaction. We understand that positive behavior, rigorous action, and professionalism begets those traits in those around them. We operate with integrity and transparency not only because it is right to do so, but also so that those around us will further mimic that behavior and learn of its value to their life and our students' lives. As we teach and train others, we reinforce that no leader at Paul is beyond the smallest efforts to serve children.

Planning

A Paul CHAMP is committed to **PLANNING** in all things, believing that attentiveness to detail leads to greater outcomes as well as the ability to pivot to meet the needs of the moment without losing sight of the original aim. We know our work and the work of those around us, so we can collectively move in one direction, strategically course-correct when needed, and monitor the progress and provide careful support of those who count on us.

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Disclaimer: The organization reserves the right to adjust any policies in the instance of unique school or scholar situations.

ROLES AND RESPONSIBILITIES OF INSTRUCTIONAL STAFF

HEAD OF SCHOOLS

The Head of Schools is responsible for oversight, support, and monitoring of Paul MS and Paul International HS Academies. The Head of Schools ensures that all school leaders are appropriately monitoring all strategic work and meeting academic benchmarks, metrics and mandates given by the LEA, DCPCSB, and OSSE. The Head of Schools ensures strong alignment across the campus with both schools and that the needs of scholars, teachers, parents, and external stakeholders are proactively and thoroughly addressed in service of fulfilling our founders mission to develop independent thinkers, responsible citizens, and leaders.

PRINCIPAL

The primary responsibility of the Principal is to promote learning and success of all students within his/her/their respective schools and to develop within our scholars the capacity to become independent thinkers, responsible citizens and leaders. He/she/they focuses on using strategic systems and processes to support staff in ensuring the scholars' learning experiences deepen critical thinking, encourage collaboration, and use data to respond to individual scholars' needs and improve learning. Principals, along with other instructional leaders, facilitate professional development, collaborative meetings, and other school initiatives to ensure academic progress of students and readiness for college and beyond.

ACADEMIC DEAN

The Academic Dean is a member of the instructional team who, with guidance from the principal, provides instructional support for teachers. They support teachers by providing concrete and actionable feedback through email, coaching conversations, grading practices conferences, facilitation of professional development, guidance of grade recovery, and monitoring of learning recovery programs. The Academic Dean is responsible for monitoring adherence to policies in the AEP Manual and monitoring gradebooks, grade entry, and quality of assignments informing scholars' grades. The Academic Dean is responsible for coordination of all testing, scheduling and monitoring of all data (i.e. grade entry, attendance, SST, etc.)

INSTRUCTIONAL SPECIALIST

The Instructional Specialist leads and facilitates improvement in the instructional practices of Paul teachers that results in improved outcomes for all students, increased job satisfaction for teachers and the development of professional learning communities across their assigned school. Some of the ways the Instructional Specialist will support teachers include leading professional development opportunities aligned to school needs, providing guidance to improve instructional practices, and analyzing student data to provide feedback.

GRADE LEVEL TEAM LEAD

The Grade Level Team Lead is a key member of the instructional team and assists schools in the areas of instruction and culture. As a member of the instructional team the Grade Level Team Lead facilitates grade level team meetings that are focused on examining trends in student data. The Grade Level Team Lead will collaborate with team members to recommend grade level specific interventions to school administrators that are connected to student data as a way to improve student achievement. This also includes looking at individual student data to identify students within the grade level team who need additional support.

ACADEMIC PROGRAMING

The Paul instructional philosophy is designed to grow graduates who are college-bound and of a mindset that they belong to interconnected global communities. Therefore, each department (Sciences, Math, Social Sciences, World Languages and the Arts) will make global connections with the goal of: 1) giving students choice, 2) making work authentic, and 3) creating opportunities for exhibition of student learning. Paul offers a balanced curriculum in the humanities and sciences based on clearly articulated academic standards. Mathematics, Science, English, World Language and Social Studies are the backbone of our students' education and enhance the study of other subject areas by providing a broad context in which to better understand them. In addition to the required core subjects, visual and/or performing arts as well as health and physical education, and Global Studies (high school only) courses are offered. Students performing above grade level in Reading are placed in Advanced/Honors English, which challenges students to tackle grade-level standards using above grade level literature and texts. In addition, students performing above grade level in math are placed in Advanced Math, preparing them to take AP courses in high school.

Paul also provides each student with wide-ranging opportunities and challenging experiences to expand his/her world, vast academic and extracurricular activities to increase his/her knowledge, and leadership opportunities that will equip him/her to take an active role in society.

Middle School - Course Catalog

	Sixth Grade	**Seventh Grade**	**Eighth Grade**
Year-Long Courses	Math 6 English Language Arts Geography Earth Science	Math 7 Honor Math 7 English Language Arts ELA U.S. History Life Science Life Science Honors Art	Math 8/Pre-Algebra Algebra 1** English Language Arts Action Civics Physical Science Biology** Spanish I** Spanish for Native Speakers I** Honors Art Honors Art II
Electives/World Languages *These courses are semester long. Scholars will take three courses each semester.*	Dance Physical Education & Health Music Art Reading Workshop* Math Workshop* CHAMPS	Dance Physical Education & Health Music Art Reading Workshop* Math Workshop* CHAMPS	Dance Physical Education & Health World Language Music Art Reading Workshop* Math Workshop* CHAMPS

*** Some scholars may need to remain in Reading or Math Workshop for the entire academic year.**

**** For some courses, scholars will receive HS credit.**

High School - Course Catalog [1]

	9th Grade	10th Grade	11th Grade	12th Grade
English	English 9	English 10	English 11	English 12
	ESL I	ESL II	ESL III	
	English 9	English 10 Honors	AP English Language	AP English Literature
Math	Algebra I	Geometry	Algebra II Algebra II Honors	Pre-Calculus AP Pre-Calculus
	Foundations of Math for ELs	Algebra I	Geometry	Algebra II
	Geometry *(Students earned Alg I in 8th grade)*	Algebra II	Pre-Calculus AP Pre-Calculus	AP Calculus
Science	Biology	Chemistry Chemistry Honors	Anatomy & Physiology	Physics AP Environmental
	Chemistry Chemistry Honors *(Students earned Bio in 8th grade)*	Anatomy & Physiology	Physics AP Environmental Science AP Physics	
Social Studies	World History I	World History II	US History	Government / DC History
		World History II Honors	AP US History	AP Government / DC History
World Language*	2 of the following courses must be taken: Spanish I, Spanish II, Spanish for Native Speakers I & II, AP Spanish Language, AP Spanish Literature *(*Spanish I and Spanish for Native Speakers I earned in MS counts toward reqs)*			
GCS			GCS 11	GCS 12
Art / Music*	.5 credit of Art / .5 credit of Music			
PE / Health*	.5 credit of Health / 1 credit of PE and/or Dance			
Electives*	2.5 credits of electives total Elective offerings include: Workshop/Lab Courses, Reading Intensive, Explorative Writing, Computer Science Explorations, Computer Essentials (PLTW), Career Explorations, Advanced Studio Art, LIfetime Fitness, Psychology, Financial Literacy, Print and Drawing, AP Art, AP Seminar, AP Research, AP African American Studies, Psychology, AP Psychology, dual credit, and Advanced Technical Center (ATC) CTE courses. ***Additional credits earned above the requirement in other subject areas also count towards the electives requirement.***			

*The PE/Health, music, art, and World Language requirements may be satisfied at any time during the scholars' 4 years at Paul.

[1] Credits must be earned in the courses in blue font per the Office of the State Superintendent of Education. Exceptions are made for the equivalent AP course.

AYA MODEL

The AYA Program is a self-contained instructional model designed to support middle school scholars who require intensive academic and behavioral support to access grade-level content. AYA scholars learn in smaller, structured classroom settings with consistent routines, individualized supports, and scaffolded instruction aligned to prioritized grade-level standards. The program integrates social-emotional learning, executive functioning skill development, and learning recovery tools, including iXL, Reflex Math, and READ 180. AYA classrooms emphasize relationship-building, positive behavior systems, and experiential learning opportunities to promote engagement and student growth.

AYA Block Structure

Each AYA block of ELA and Math are a double block allowing for an instructional and interventions component daily for our scholars in AYA.

<table>
<tr><th colspan="2">AYA ELA & Math
Instructional Block
50 - 55 Minutes</th><th colspan="3">AYA ELA & Math
Learning Recovery Block
50 - 55 Minutes</th></tr>
<tr><th>Time (Min)</th><th>Activity</th><th>Time (Min)</th><th colspan="2">Activities</th></tr>
<tr><td>10 min</td><td>Do Now</td><td>5 min</td><td colspan="2">Lesson Framing</td></tr>
<tr><td>15 min</td><td>Guided Instruction</td><td>20 min</td><td>ELA (Read 180/CODE)
Teacher-Led Instruction</td><td>Math
Reflex
iXL</td></tr>
<tr><td>15 - 20 min</td><td>Student Practice</td><td rowspan="2">20 - 25 min</td><td rowspan="2">Student Application
Independent Practice
Individual Check Ins</td><td rowspan="2">Scaffolded Learning
Individual check-ins</td></tr>
<tr><td>10 min</td><td>Exit Ticket</td></tr>
<tr><td>5 min</td><td>Closing/Break</td><td>5 min</td><td>Closing</td><td>Closing</td></tr>
</table>

WORKSHOP MODEL

The workshop model consists of three distinct courses focused on building the decoding or phonics skills of struggling readers and pre-algebra or algebra skills for math students. The CODE, READ 180 and MATH 180 courses provide individualized instruction in a blended learning format. Students who take the courses will continue in their core course and participate in workshop classes as a supplement to core instruction.

CODE is an intensive reading intervention program designed to support older students with foundational reading skills - phonics, phonemic awareness, vocabulary, fluency and reading comprehension. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. The class will be taught using multiple modes of instruction in a smaller class setting: whole group direct instruction, small group direct instruction, individualized computer instruction, independent reading and frequent individualized conferences.

READ 180 is an intensive reading intervention program designed to support older students who have basic skills in decoding, but are functioning at least two grade levels below their peers in reading. Students move through a series of instructional stations in order to develop their grade-level comprehension skills. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. The class will be taught using multiple modes of instruction in a smaller class setting: whole group direct instruction, small group direct instruction, individualized computer instruction, independent reading and frequent individualized conferences.

MATH 180 is an intensive math intervention program designed to support older students who need to build pre-algebra and algebra skills. Course one is designed for students who need to build numerical understanding and reasoning skills. This course focuses on key foundation concepts that enable students to make connections while learning to think algebraically. Course two curriculum transitions students to pre-algebra with an emphasis on building proportional reasoning with rates, ratios and linear relationships, and functions. Visual models bring coherence to instruction, making abstract concepts more concrete. When students master these skills they transition to course one.

WORKSHOP DECISION TREES

The decision tree below highlights the key decision points for deciding placement of students in READ 180, CODE, or MATH 180. If a student is in need of both interventions, in most cases reading will take precedent. Special consideration is also given to a student with specific IEP goals in ELA or Math.

Read 180/Code

All students (5-10) take MAP

Preliminary List for READ 180

- Scholar's MAP Reading RIT Score is two years or more below grade level (utilizing the table below)

AND/OR

- Scholar scored a 1 on ELA DC CAPE

AND/OR

- Teacher recommendation

Grade Level ELA Course:

No Workshop

- Scholar MAP Reading RIT Score is no more than one grade level behind

If the scholar is below the cut-off (right), students will then be placed in the READ 180 level most appropriate for their needs (listed below)

Grade	Fall	Winter	Spring
3	178	185	189
4	188	194	196
5	196	201	203
6	202	205	207
7	206	209	210
8	209	212	213
9	209	211	211
10	212	214	214
11/12	214	215	215

Read 180 Levels		RIT	Lexile
Code	Foundational Skills	184 (Grades 3–5) 195 (Grades 6–12)	400L (Grades 3-5) 600L (Grades 6-12)
Comprehension	1	185–195	400–600L
	2	196–200	601–700L
	3	201–205	701–800L
	4	206–211	801–900L
	5	212–218	901–1050L
	6	219–231+	1051–1300L+

MATH 180

All students (5-10) take MAP

Preliminary List for MATH 180

- Scholar's MAP Math RIT Score is two years or more below grade level (utilizing the table below)

AND/OR

- Scholar scored a 1 on MATH DC CAPE

AND/OR

- Teacher recommendation

Grade Level MATH Course:
No Workshop

- Scholar MAP Math Score is no more than one grade level behind

If the scholar is below the cut-off (right), students will then be placed in the MATH 180 level most appropriate for their needs (listed below)

Grade	Fall	Winter	Spring
5	201	206	210
6	206	211	214
7	211	215	217
8	215	218	220
9/10	217	219	220
11/12	221	222	222

Rostered Grade	Multiplication and Division	Fractions	Decimals and Integers	Rates and Ratios	Proportional Relationships	Linear and Nonlinear Functions
5	<210	210-214	215-223			
6	<209	209-213	214-218	219-227		
7	<203	203-210	211-216	217-222	223-234	
8		<206	206-213	214-219	220-225	226-235
9/10			<206	206-213	214-219	220-225
11/12				<207	207-215	216-223

READ 180

Entry Guidelines: Students are recommended for READ 180 based on Measures of Academic Progress (MAP), as a result of RTI (Response to Intervention) Tier Two Intervention Support, and/or teacher/leader recommendation. Students who score at or below the RIT scores in the table below will be recommended for either READ 180 or Code.

*Note: In some cases, school leaders will make individual decisions with guidance and input from the Network team.

MAP/RIT	6th	7th	8th	9th	10th
Fall	188	196	202	206	209
Spring	203	207	210	213	214

note MAP scores above represent two grade levels below.

Scholars who have Special Education Mandated services, or scholars who are receiving intensive support through the Response to Intervention (RTI) process may be an exception.

Other considerations*: Students with poor attendance may benefit from an intervention different from READ 180.*

Exit guidelines: At the end of semester students will meet with their teachers to review data and determine if exiting R180 is possible, based on the exit criteria below:

Data point 1: Student scaled score is On Level (between 61-80)- See Scaled Score Diagram as determined by the HMH Growth Measure.

Grade Score (1)	HMH Growth Measure Scaled Score			GLE	GLE Increments
	Label	Low	High		
Student Grade	Far Below	1	20	>2 Grade Levels below	0.0
6=600	Below Level	21	45	2 Grade Levels Below	0.2
7=700	Approaching	46	60	1 Grade Level Below	0.6
8=800	On Level	61	80	On Grade Level	0.8
	Above Level	81	99	Above Grade Level	+1.0

Data point 2: Student platform performance level is 6 and shows at least 80% accuracy on Success Zone.

Data point 3: Student MAP reading scores are less than one year below grade level. The table below shows the mid-year minimum RIT score needed.

Data point 4: Student has shown participation in structured engagement routines including: Platform usage, Success Zone Progress, independent reading, RSkill Writing and engagement during small group rotation.

Grade	6th	7th	8th	9th	10th
MAP RIT	205	209	210	212	214

For Middle School scholars enrolled who meet the criteria above, the decision to exit requires approval from the Read 180 teacher and the academic dean.

For High School scholars enrolled in Read 180, in addition to meeting the criteria outlined above, the student must obtain approval from both their R180 teacher and their grade-level academic dean before presenting the request to their counselor or academic dean.

Code

Entry guidelines: The final determination for Code will be based on the same criteria as Read 180. Students with HMH Growth Metric Lexile scores that are in the 195 lexile level will be recommended for Code. The Lexile ranges for each grade level in the at-risk performance band are listed below.

Lexile	6th	7th	8th	9th	10th	11th
RIT	≤ to 195					

If the student scores as a Pre-, Beginning, or Developing Decoder, they should be placed in Code. If a student scores as an Advancing Decoder; they should be placed in READ 180.

Exit guidelines: Student data will be reviewed at the end of semester one to determine if a student is eligible to exit the Code program and proceed to READ 180.

It is recommended that a student complete all series in the Code program before moving into READ 180. Students should score above 190 RIT as an Advancing Decoder. After students exit Code, they should be enrolled in READ 180.

MATH 180

Entry Guidelines: Students are recommended for MATH 180 based on Measures of Academic Progress (MAP), as a result of RTI (Response to Intervention) Tier Two Intervention Support, and/or teacher/leader recommendation. Students who score at or below the RIT scores in the table below will be recommended for MATH 180.

MAP	6th	7th	8th	9th	10th
Fall	192	201	206	211	215
Spring	210	214	217	219	219

note MAP scores above represent two grade levels below.

*Note: These new scores reflect the most current MAP and educational data, which recommend that scholars who struggle with only multiplication and division, should not be automatically moved into intervention workshops. Scholars who have Special Education Mandated services, or scholars who are receiving intensive support through the Response to Intervention (RTI) process may be an exception.

Students with scores within the Quantile range listed below will go into Math 180 Block Placement (based on RIT score)

Block Series Placement

Rostered Grade (Fall)	Addition, Subtraction and Place Value	Multiplication and Division	Fractions	Decimals and Integers	Ratios and Rates	Proportional and Linear Relationships	Linear and Nonlinear Functions
Grade 3	<190	190–201					
Grade 4	<192	192–200	201–213				
Grade 5	<193	193–200	201–210	211–224			
Grade 6	<188	188–197	198–205	206–216	217–230		
Grade 7		<192	192–201	202–210	211–221	222–237	
Grade 8			<194	194–204	205–214	215–226	227–244
Grade 9				<194	194–205	206–215	216–228
Grade 10					<196	196–207	208–217
Grade 11 & 12						<198	198–220

Exit guidelines: At the end of semester students will meet with their teachers to review data and determine if exiting M180 is possible, based on the exit criteria below:

Data point 1: Student scaled score is On Level (between 61-80)- See Scaled Score Diagram as determined by the HMH Growth Measure.

Grade Score (1)	HMH Growth Measure Scaled Score			GLE	GLE Increments
	Label	Low	High		
Student Grade	Far Below	1	20	>2 Grade Levels below	0.0
6=600	Below Level	21	45	2 Grade Levels Below	0.2
7=700	Approaching	46	60	1 Grade Level Below	0.6
8=800	On Level	61	80	On Grade Level	0.8
	Above Level	81	99	Above Grade Level	+1.0

Data point 2: Student platform performance level is 6 and shows at least 80% accuracy on Success Zone.
Data point 3: Student MAP reading scores are less than one year below grade level. The table below shows the mid-year minimum RIT score needed.
Data point 4: Student has shown participation in structured engagement routines including: Platform usage, independent reading, engagement during small group rotation).

MAP	6th	7th	8th	9th	10th
Mid-Year	211	215	218	220	220

In addition to meeting the criteria outlined above, the student must obtain approval from both their M180 teacher and their grade-level academic dean before presenting the request to their counselor.

INTERVENTION MONITORING AND KEY DATES

The READ 180, CODE, and MATH 180 program will be continuously monitored throughout the school year to determine program effectiveness. Some of the data points used to assess the effectiveness of the program will include student growth on Measures of Academic Progress (MAP), READ 180, CODE, and MATH 180. In addition, student progress in on-grade level courses will also be monitored. The key dates for placement included in the table below also represent dates for administering the Measures for Academic Progress (MAP). The Academic Dean (and HS Counselors) play a critical role in meeting the deadlines for scheduling and testing. During the opening two weeks of the school year student schedules may change based on the entry guidelines for READ 180, CORE, and MATH 180. Following each MAP Assessment, placement of students is determined and finalized in conference with the Intervention Teacher, Academic Dean, Director of Academics and Accountability and Head of Schools. Consultation with HMH will support the review of student placements to ensure fidelity to the curricula model.

Semester 1	
Fall MAP	August 25 - August 28
Deadline for Intervention Roster Placement/Movement	September 12
Semester 2	
Winter MAP	December 8 - December 11
Deadline for Intervention Roster Placement/Movement	January 16
Begin Intervention Classes Semester 2	January 26
Spring MAP	May 18 - May 21

MIDDLE SCHOOL LEARNING RECOVERY PROGRAM

Scholars may be enrolled in an additional academic intervention program for math and ELA. These intervention programs will provide additional skill practice aimed at growing scholars' performance on math and ELA standards.

- **iXL ELA:** iXL ELA is a supplemental online program that provides support in major components of reading, including fluency, vocabulary, and comprehension. Used in grades 5-10.
- **iXL Math:** iXL Math is a supplemental online program that helps develop a conceptual understanding of math, while building procedural fluency and using real-world applications. Used in grades 5-10.
- **Reflex/Frax**: Reflex and Frax are adaptive, game-based programs that help to build mastery of math facts and fractions, respectively. Used in grades 5-8.

In Middle School, Learning Recovery occurs in the CHAMPS block. Scholars rostered for CHAMPS Learning Recovery participate daily.

Scholar Engagement Target Metrics - Learning Recovery CHAMPS Block
Scholars are expected to meet the following weekly targets during the Learning Recovery CHAMPS block:

- **Platform: Reflex [Math Only Champs]**
    - **Metric:** Green Lights earned
        - In Reflex Math, green lights represent that a student has achieved the daily fluency goal for that session. A green light indicates the student has practiced enough and demonstrated sufficient fact fluency for the day. Once students get the green light, they've done enough to support fluency development and do not need to continue practicing that day. It helps teachers effectively track which students have completed their daily Reflex session.
    - **Weekly Metric Target:** 1 Green Light

- **Platform: iXL**
    - **Metric:** Proficiency Score of 80% or higher
        - Scholars in Learning Recovery CHAMPS follow their MAP Skills Plan in iXL.
        - In IXL, a SmartScore of 80 represents that a student has reached the level of "proficient" in that specific skill. The student has shown a strong understanding of the skill. They've correctly answered enough questions, including increasingly difficult ones, to demonstrate consistent accuracy. It indicates they are ready to move on or reinforce the skill with enrichment, but not necessarily that they've mastered it completely
    - **Weekly Metric Target:** 2 Skills Proficiency for ELA or Math CHAMPS
        - Note: Scholars who take HS courses will be on an A Day/B Day alternating CHAMPS schedule and will have an adjusted weekly metric target of 1 Skill Proficiency.

CHAMPS teachers receive a weekly data report of their CHAMPS block performance aligned to the above metrics from School Leaders.

Rostering - Learning Recovery CHAMPS Block
Scholars are rostered into Learning Recovery CHAMPS blocks each semester based on the following criteria:

- DC CAPE Scores
- MAP Performance
- Scholars' Unique Identifiers (ie EL designation, SWIEP)
- Scholar specific needs

Scholars will remain in their CHAMPS group through the duration of the semester unless an extenuating circumstance arises requiring the movement of a scholar. Those circumstances will be reviewed and determined by the Academic Dean or Principal.

Block Structure - Learning Recovery CHAMPS Block

CHAMPS teachers are provided an explicit block structure to facilitate Learning Recovery.

MATH		**ELA**
Monday (or 1st day of the week)	**Tuesday - Friday**	**Monday - Friday**
Do Now (5 min) *Fluency worksheet.* **Opening (3-5 min)** *Set expectations, set goals for the week, celebrate data.* **Reflex/Flax Practice (30 min)** *Scholars working to earn their greenlight.* **iXL Practice (if time)** *If scholars finish Reflex early with getting their green light, scholars can begin iXL practice.* *Scholars work on their MAP skills plan in iXL.* **Close Out (5 - 10 min)** *Scholars complete data reflection and exit routine.*	**Do Now (5 min)** *Fluency worksheet.* **Opening (3-5 min)** *Set expectations, set goals and focus for learning, celebrate data.* **iXL Practice (30 min)** *Scholars work on their Math MAP skills plan in iXL.* **Close Out (5 - 10 min)** *Scholars complete data reflection and exit routine.*	**Do Now (5 min)** *Fluency worksheet.* **Opening (3-5 min)** *Set expectations, set goals and focus for learning, celebrate data.* **iXL Practice (30 min)** *Scholars work on their ELA MAP skills plan in iXL.* **Close Out (5 - 10 min)** *Scholars complete data reflection and exit routine.*

To ensure effective classroom management, equitable participation, and focused student engagement during CHAMPS Learning Recovery, the following protocols must be followed:

1. iXL Leader Board & Live Classroom Projection
    - Purpose: The Leader Board or Live Classroom view may be projected during independent or group work to encourage accountability and healthy competition.
    - Guidelines:
        - Only the Leader Board or Live Classroom (red box view) should be projected.
        - Ensure that the content displayed is appropriate and constructive for student viewing.
        - Avoid displaying any sensitive or private information.

2. Use of Hapara
    - Teacher Use Only: Teachers are permitted to use Hapara to monitor student screens for on-task behavior and provide support.
    - Display Protocol:
        - Hapara must be used only on the teacher's computer.

        - When projecting the Leader Board or Live Classroom view, Hapara should not be displayed on the projector or shared screen.

3. Circulating the Room
    - Active Monitoring: Teachers are expected to physically circulate the classroom while students are working.
    - Purpose of Circulation:
        - Monitor student engagement and on-task behavior.
        - Provide in-the-moment academic or behavioral support.
        - Check for understanding and offer feedback.
        - Observe student screens and materials discreetly to ensure appropriate use of technology.

To maximize the impact of targeted academic interventions and support during the CHAMPS Learning Recovery Block, the following expectations apply when working one-on-one or in small groups with scholars:

1. One-on-One Support
    - Side-by-Side Approach: Teachers and support staff should sit side by side with a scholar during one-on-one sessions. This posture reinforces collaboration and reduces pressure, allowing the teacher to:
        - Guide students step-by-step through problems.
        - Model critical thinking strategies.
        - Encourage shared processing of academic tasks.
    - Purpose: One-on-one sessions serve dual purposes:
        - Academic Support: Address misunderstandings, scaffold problem-solving, and provide targeted feedback.
        - Check-Ins: These moments are also opportunities to check in on a scholar's academic confidence, emotional well-being, and engagement.
2. Student Check-Ins
    - Check-ins are intentional interactions focused on building relationships and supporting individual progress.
    - These may happen during or at the start/end of one-on-one sessions and should be brief, student-centered, and connected to learning goals.

3. Small Group Instruction
    - When to Use: Small groups (2–4 students) should be formed when:
        - Multiple scholars are struggling with similar skills or concepts.
        - Targeted reteaching or guided practice is needed.
        - Peer discussion can enhance understanding.
    - How to Lead:
        - Use a designated small group table or a clear meeting space.
        - Keep instructions short, focused, and interactive.
        - Monitor for understanding and provide immediate feedback.
        - Ensure that the remaining students have clear, independent tasks and are being monitored (e.g., via Leader Board or Hapara).

Grading Expectations – CHAMPS Learning Recovery Block

Scholars receive a grade for their CHAMPS Learning Recovery Block. Scholars' grade is compiled of the following components:

<table>
<tr><th>Categories</th><th>Definition</th><th>Qty per Week</th></tr>
<tr><td>Do Nows</td><td>Paper-based prompt or problem scholars complete at the start of each block.</td><td>1-2 per Week</td></tr>
<tr><td>Reflex Green Lights*</td><td>Reflex Greenlights should be graded on the scholar's weekly achievement, using the following scale:
<table>
<tr><th>Reflex Greenlight</th><th>Classwork Grade in Gradebook</th></tr>
<tr><td>1 or more Green Lights</td><td>100%</td></tr>
<tr><td>1 or more Blue Lights</td><td>60%</td></tr>
<tr><td>No Reflex Login</td><td>0%</td></tr>
</table></td><td>1 per Week</td></tr>
<tr><td>iXL SmartScore</td><td>All iXL SmartScores should be graded on the scholar's highest score for the week, using the following scale:
<table>
<tr><th>iXL SmartScore</th><th>Classwork Grade in Gradebook</th></tr>
<tr><td>iXL Proficiency Score 80-100</td><td>100%</td></tr>
<tr><td>iXL Proficiency Score 70 - 79</td><td>80%</td></tr>
<tr><td>iXL Proficiency Score 60 - 69</td><td>70%</td></tr>
<tr><td>iXL Proficiency Score 50 - 59</td><td>60%</td></tr>
<tr><td>iXL Proficiency Score below 50</td><td>55%</td></tr>
<tr><td>No iXL Login</td><td>0%</td></tr>
</table>
<u>Note</u>: Scholars who complete a paper-based assignment in lieu of their weekly iXL assignment — an option permitted only for students without access to a laptop — must have these assignments graded for accuracy. The resulting scores should be entered into the gradebook using the same scale (see the table above) and procedures as those used for assignments completed on the iXL platform.</td><td>2 per Week</td></tr>
<tr><td>Data Reflection</td><td>Students complete a data self-reflection each week to capture their progress and set goals.</td><td>1 per Week</td></tr>
</table>

Technology Access for Learning Recovery
Scholars are expected to bring their Paul-issued Chromebook to class daily. Scholars who fail to bring their Paul-issued device to class must be issued a paper-based work assignment.

Scholars who are without a Paul-issued Chromebook due to a damaged or lost device are expected to be actively working to resolve this issue with the Tech Department. Scholars can actively resolve the issue by ensuring the Tech Department has a record of the device that has been damaged or lost, and has a plan for replacement. A plan for replacement may include the Tech Department being in the process of repairing the device or the family having set up a payment plan for replacing the device. While the scholar is working to resolve the issue, the scholar may be issued a loaner computer during CHAMPS if one is available. If there is no loaner computer available, the scholar must engage in a paper-based work assignment.

Consistent with planning and preparation for lessons, during the CHAMPS Block, teachers are expected to always have a paper-based assignment readily available to scholars to complete in the event of technical challenges.

Coaching Support with Learning Recovery Implementation
Instructional Specialists and School Leaders will conduct regular observations of CHAMPS blocks to ensure fidelity to programming and structure. Teachers will receive consistent feedback to support strong scholar engagement and fidelity to the programming and structure of the CHAMPS Learning Recovery Block. Teachers and Coaches should be reviewing scholar engagement data regularly in coaching meetings to monitor scholar progress and troubleshoot challenges with scholar engagement and/or program fidelity. Aligned to our CHAMP values, teachers are expected to implement learning recovery programming with fidelity and consistency. Failure to adhere to learning recovery programming expectations may result in progressive disciplinary action and impact your Formal Evaluation. Teachers are encouraged to leverage the coaching support and feedback to ensure they have the tools and resources for implementing the learning recovery programming with fidelity and consistency.

Incentives and Celebrations for Learning Recovery
Scholars will regularly be celebrated for their learning recovery engagement and achievements. School Leaders will be providing scholars opportunities to earn school-based incentives throughout the school year based on predetermined and communicated metrics and targets. CHAMPS teachers may choose to provide scholars with classroom-based incentives based on a communicated metric and target. Incentives and celebrations for learning recovery cannot be exemptions from learning recovery.

HIGH SCHOOL LEARNING RECOVERY PROGRAM

For scholars enrolled in 9th or 10th grade ELA and/or Math Courses (Algebra I or Geometry), scholars participate in Learning Recovery during their course block. Scholars in Middle School enrolled in HS Algebra I will engage in Learning Recovery in their Algebra I course block.

- **iXL ELA:** iXL ELA is a supplemental online program that provides support in major components of reading, including fluency, vocabulary, reading comprehension, grammar, and writing mechanics. Used in grades 5-10.
- **iXL Math:** iXL Math is a supplemental online program that helps develop a conceptual understanding of math, while building procedural fluency and using real-world application. Used in grades 5-10.

Scholar Engagement Target Metrics
High School Scholars are expected to meet the following weekly targets for Learning Recovery in the iXL platform.

- **Metric:** Proficiency Score of 80% or higher
    - Scholars practice skills in iXL assigned from their Math and ELA teacher.
    - In IXL, a SmartScore of 80 represents that a student has reached the level of "proficient" in that specific skill. “Proficient” is defined as the student has shown a strong understanding of the skill through correctly answering enough questions, including increasingly difficult ones. A SmartScore of 80 does not indicate “mastery” of the skill; however, it does indicate a scholar is ready to move on or reinforce the skill with enrichment.
- **Weekly Metric Target:** 1 Skills Proficiency for ELA and Math

ELA and Math teachers will receive a weekly data report of their course and block performance aligned to the above metrics from Network and/or School Leaders.

Planning iXL Assignments for Learning Recovery
Teachers are expected to place their plan for Learning Recovery in their weekly lesson plans. Teachers are planning Learning Recovery in at least two lessons each week during either the Do Now/Fluency or Independent Practice portion of the block. Teachers are expected to indicate the skill assignments scholars will be tasked to complete in the iXL platform. During Advisory 1, teachers will receive explicit guidance on what skills are aligned to the Advisory 1 ELA and Math units from the Instructional Specialists. Teachers collaborate with their Instructional Specialists during coaching or course collaborative meetings to review scholar iXL data to inform scholar-assigned skills.

Block Structure with Learning Recovery
As outlined in the Planning iXL Assignments section, iXL Learning Recovery must occur in at least two lessons during either the Do Now/Fluency or independent practice portion of the block.

To ensure effective classroom management, equitable participation, and focused student engagement during Learning Recovery, the following protocols must be followed:

1. iXL Leader Board & Live Classroom Projection
    - Purpose: The Leader Board or Live Classroom view may be projected during independent or group work to encourage accountability, student ownership, and healthy competition.
    - Guidelines:
        - Only the Leader Board or Live Classroom should be projected.
        - Ensure that the content displayed is appropriate and constructive for student viewing.
        - Avoid displaying any sensitive or private information.

2. Use of Hapara

- Teacher Use Only: Teachers are permitted to use Hapara to monitor student screens for on-task behavior and provide support.
- Display Protocol:
    - Hapara must be used only on the teacher's computer.
    - When projecting the Leader Board or Live Classroom view, Hapara should not be displayed on the projector or shared screen.

3. Circulating the Room

- Active Monitoring: Teachers are expected to physically circulate the classroom while students are working.
- Purpose of Circulation:
    - Monitor student engagement and on-task behavior.
    - Provide in-the-moment academic or behavioral support.
    - Check for understanding and offer feedback.
    - Observe student screens and materials discreetly to ensure appropriate use of technology.

To maximize the impact of targeted academic interventions and support during the Learning Recovery portion of the block, the following expectations apply when working one-on-one or in small groups with scholars:

1. One-on-One Support

- Side-by-Side Approach: Teachers and support staff should sit side by side with a scholar during one-on-one sessions. This posture reinforces collaboration and reduces pressure, allowing the teacher to:
    - Guide students step-by-step through problems.
    - Assist students in accessing IXL support resources.
    - Model critical thinking strategies.
    - Encourage shared processing of academic tasks.
- Purpose: One-on-one sessions serve dual purposes:
    - Academic Support: Address misunderstandings, scaffold problem-solving, and provide targeted feedback.
    - Check-Ins: These moments are also opportunities to check in on a scholar's academic confidence, emotional well-being, and engagement.

2. Student Check-Ins

- Check-ins are intentional interactions focused on building relationships and supporting individual progress.
- These may happen during or at the start/end of one-on-one sessions and should be brief, student-centered, and connected to learning goals.

3. Small Group Instruction

- When to Use: Small groups (2–4 students) should be formed when:
    - Multiple scholars are struggling with similar skills or concepts.
    - Targeted reteaching or guided practice is needed.
    - Peer discussion can enhance understanding.
- How to Lead:
    - Use a designated small group table or a clear meeting space.
    - Keep instructions short, focused, and interactive.
    - Monitor for understanding and provide immediate feedback.
    - Ensure remaining students have clear, independent tasks and are being monitored (e.g., via Leader Board or Hapara).

Grading Expectations – Learning Recovery Block
Teachers are required to enter one iXL assignment grade per week in PowerSchool as a classwork grade, recorded out of 100 points. Scholars will receive this weekly classwork grade based on their performance on the designated Learning Recovery assignment in iXL.

All iXL SmartScores should be graded using the scholar's highest score achieved for the week, according to the following scale:

iXL SmartScore	Classwork Grade in Gradebook
iXL Proficiency Score 80-100	80 - 100 points *Students receive the actual score they receive in iXL*
iXL Proficiency Score 70 - 79	80 points
iXL Proficiency Score 60 - 69	70 points
iXL Proficiency Score 50 - 59	60 points
iXL Proficiency Score below 50	55 points
No iXL Login	0 points

Scholars may receive an additional 5 points of extra credit for additional iXL practice per week. The extra credit should be added to the scholar's grade for the week.

Scholars who complete a paper-based assignment in lieu of their weekly iXL assignment — an option permitted only for students without access to a laptop — must have these assignments graded for accuracy. The resulting scores should be entered into the gradebook using the same scale (see the table above) and procedures as those used for assignments completed on the iXL platform.

Technology Access for Learning Recovery
Scholars are expected to bring their Paul-issued Chromebook to class daily. Scholars who fail to bring their Paul-issued device to class must be issued a paper-based work assignment.

Scholars who are without a Paul-issued Chromebook due to a damaged or lost device are expected to be actively working to resolve this issue with the Tech Department. Scholars can actively resolve the issue by ensuring the Tech Department has a record of the device that has been damaged or lost, and has a plan for replacement. A plan for replacement may include the Tech Department being in the process of repairing the device or the family having set up a payment plan for replacing the device. While the scholar is working to resolve the issue, the scholar may be issued a loaner computer during the Learning Recovery if one is available. If there is no loaner computer available, the scholar must engage in a paper-based work assignment.

Consistent with planning and preparation for lessons, during the learning recovery portion of the ELA or Math block, teachers are expected to always have a paper-based assignment readily available to scholars to complete in the event of technical challenges. For HS ELA and Math, the paper based assignments are created through a standards aligned resource provided by the Instructional Specialist.

Coaching Support with Learning Recovery Implementation

Instructional Specialists and School Leaders will conduct regular observations of the Learning Recovery portion of the block to ensure fidelity to programming and structure. Teachers will receive consistent feedback to support strong scholar engagement and fidelity to the programming and structure of the Learning Recovery portion of the block. Teachers and coaches should review scholar engagement data regularly in coaching meetings to monitor scholar progress and troubleshoot challenges related to scholar engagement and/or program fidelity. Aligned to our CHAMP values, teachers are expected to implement learning recovery programming with fidelity and consistency. Failure to adhere to learning recovery programming expectations may result in progressive disciplinary action and impact your Formal Evaluation. Teachers are encouraged to leverage the coaching support and feedback to ensure they have the tools and resources for implementing the learning recovery programming with fidelity and consistency.

Incentives and Celebrations for Learning Recovery

Scholars will regularly be celebrated for their learning recovery engagement and achievements. School Leaders will be providing scholars opportunities to earn school-based incentives throughout the school year based on predetermined and communicated metrics and targets. ELA and Math teachers may choose to provide scholars with classroom-based incentives based on a communicated metric and target. Incentives and celebrations for learning recovery cannot be exemptions from learning recovery.

ACADEMIC FIELD TRIP CRITERIA

All academic field trips must meet the minimum criteria established below to be considered for approval.

- Trips must align to content-specific standards. Note: Exceptions for incentive field trips will be approved by a school administrator and Head of Schools.
- Teachers must follow the Paul approval process and timeline outlined in ***the Paul PCS Employee Handbook and Paul PCS Operations Handbook.***
- ***Planning should never begin for any field trip until all required signatures have been obtained on the Field Trip Request Form. A copy of all field trip request forms will be kept by the school administration. Out-of-state field trips must be approved by the Head of Schools, and international field trips must be approved by the Head of Schools and CEO (or designated Executive director)***

TRANSCRIPT REQUEST PROCESS AND POLICY

Transcripts may be requested by the student, parent/guardian, and receiving school. Official transcripts will be **signed and sealed** by the Registrar. Additionally, the counselor provides official transcripts for college and scholarship applications. In the event that the Registrar is unavailable, the Strategic Data and Compliance Manager can sign and seal transcripts.

GRADING POLICIES AND PROCEDURES

Policy Statement: All students will be graded based upon the categories listed in the "Grading Weights" section. All students are expected to meet the given deadlines for homework submission, projects, and presentations.

Overview:

High School - Students will earn a grade in every credit-bearing course in which they are enrolled. The grade a student earns reflects the level of effort and level of mastery of the content and skills. All students must take the final exam in the course, regardless of their course grade prior to the exam (**NOTE: Upon administrator approval, students who have earned a 90 or above over the course of the year may be exempt from the final exam.)*

Middle School - Students will earn a grade in every course in which they are enrolled. The grade a student earns reflects the level of effort and level of mastery of the content and skills. All students are required to take final exams in all courses. Final exam grades will be included in the second advisory (for semester courses) or the fourth advisory (for year-long courses) calculation. 8th grade students do have the potential to earn credit for Algebra 1, Biology, and Spanish 1.

Policy Guidance:

A. **Homework Policy -** Homework is an important aspect of school work at Paul Public Charter School. It helps students prepare for class and extends concepts learned in class. For this reason, no late homework will be accepted unless the student has a documented excused absence. If homework is not submitted the day it is due scholars will earn a 0 in the gradebook for that assignment. Students with an excused absence have two days to turn in homework assignments. Students with excused, long-term absences can make alternative arrangements with their grade level administrator. It is the student's responsibility to speak with his or her teacher about late homework assignments the day s/he returns to school. Parents are asked to monitor homework nightly.

B. **Late-Work Policy -** The purpose of all major assignments/projects is to give students an opportunity to practice concepts they have learned or to extend concepts learned. It is expected that scholars submit all work on time. In the event that a scholar does not meet a deadline, the final grade on the assignment may be reduced by one letter grade each day the assignment is late. If the assignment is not submitted within four days, the student will earn an F on the assignment. This policy applies to all in class assignments, projects, essays and all other long-term homework assignments (those that are not due the next class period). Teachers must communicate with parent or guardians for major assignments submitted 2 - 4 days late to communicate the receipt of the project and penalty on the scholars' grade. The communication must be documented in Powerschool.

C. **Make-Up Work Policy -** We want students to learn and take responsibility for their school work. Scholars with excused absences must pick up their work the day they return to school. It is the scholar's responsibility to request his or her work from his or her teacher. Students have **three days** to complete their assignments for each excused day that they were absent. This includes class notes, handouts, and any other academic work that was missed. ***Students exceeding five excused absences in a row must see their teachers to create make-up work plans***. The Academic Dean or School Principal, with the support of the Counselor will support the scholar and teacher in creating the make-up work plan. No credit will be given if the plan is not followed correctly by the student. Adjustments to the plan may be made at the teacher's discretion. Requests for work should be made directly to that subject area teacher.

D. **Assignments During Breaks -** During the extended breaks, students may have homework or projects that complement and reinforce what they are learning in class. This work is designed to assist students in improving their grades and expanding their learning experiences. Parents are asked to supervise these activities and join in the fun of learning. All assignments given prior to the break must be completed and submitted to the appropriate teacher by the teacher assigned due date.

E. Special Populations Make-Up Policy

We are committed to ensuring that all students have the opportunity to succeed. Students with the accommodation of extended time will have five days to complete their make-up work instead of the customary three days. Students should request their assignments from their teachers when they return to school. Teachers will also follow up with absent students to ensure students get makeup work. Teachers will provide all necessary materials, including class notes and handouts. Students exceeding five consecutive excused absences must meet with their teachers to create a make-up work plan. No credit will be given if the plan is not followed correctly, though adjustments may be made at the teacher's discretion. Work requests should be made directly to the subject area teacher.

F. Home & Hospital Care

Any Paul Public Charter School student who has been or is anticipated to be absent from school, on a continuous, partial, or intermittent basis, for **10 or more consecutive or cumulative school days** during a school year due to a health condition may be eligible for home or hospital instruction. A Home or Hospital Instruction program is designed to provide academic instruction in core subjects to the greatest extent possible as well as the provision of special education and related services as appropriate. Please see the Paul Family Handbook for further guidelines.

G. Student Technology Use for Instruction

Paul provides all scholars access to its computer networks and the Internet for educational purposes only. The use of a Paul assigned account and school-owned equipment must be in support of the educational goals of Paul Charter. Scholars are personally responsible for this provision at all times when using the electronic information services. Please see the Paul Family Handbook for further guidelines on technology use.

ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT

At Paul Public Charter School, we are committed to fostering a community grounded in honesty, trust, fairness, respect, and responsibility. Academic integrity is essential to maintaining a learning environment where all students can thrive and succeed based on their own merit and effort.

Expectations of Academic Integrity
All students are expected to uphold the highest standards of integrity in their academic work. This includes:

- Submitting their own work for all assignments, quizzes, tests, and projects.
- Acknowledging all sources of information, including digital and AI tools, and avoiding plagiarism.
- Refraining from cheating or assisting others in acts of academic dishonesty.
- Respecting intellectual property, including copyrighted materials, digital content, and the original work of others.
- Reporting suspected violations of academic integrity to a teacher or administrator.

Use of Artificial Intelligence (AI) Tools
Paul Public Charter School recognizes that AI tools (such as ChatGPT, Grammarly, or other generative platforms) can support learning and writing when used responsibly and ethically. However, improper or unauthorized use of AI technology can violate academic integrity policies.
Acceptable Use of AI:

- Using AI tools for grammar and spelling assistance, idea brainstorming, or learning support, as approved by the teacher and/or as indicated in a scholar's IEP or 504.
- Citing AI-generated content when it directly contributes to an assignment (e.g., "Assistance provided by ChatGPT").

Unacceptable Use of AI:

- Submitting AI-generated responses as your own original work without teacher approval.
- Using AI tools to bypass the learning process, such as for essays, problem sets, or tests meant to reflect personal understanding.
- Failing to acknowledge or cite AI when it has influenced the final product.

Teachers must explicitly set specific rules about whether and how AI tools can be used on particular assignments. Students are expected to follow these instructions carefully.

Forms of Academic Misconduct
The following behaviors are considered violations of this policy:

- **Plagiarism**: Copying or closely imitating the work or ideas of others (including AI tools) without proper citation.
- **Cheating**: Using unauthorized materials, copying another student's work, or receiving assistance during an assessment without permission.
- **Fabrication**: Inventing or altering information, data, or citations in academic work.
- **Collusion**: Working with others on an assignment meant to be completed individually.
- **Impersonation**: Pretending to be someone else or having someone else complete work on your behalf.

Consequences of Violating Academic Integrity
Paul Public Charter School provides students with the support and guidance needed to understand and practice academic honesty. Through instruction, collaboration, and reinforcement, we aim to develop responsible, ethical scholars prepared for success in college, careers, and life.

Violations of the Academic Integrity Policy will result in the following consequences:

- The scholar receives a zero on the assignment or assessment.
    - First Time Violations of Academic Integrity: If this is the scholar's first violation documented, the scholar will receive an opportunity to resubmit/retake the assignment within 5 days.
- The scholar receives a disciplinary referral submitted to the Dean of Culture.
    - The teacher must conference with the scholar to discuss the explicit actions that violate academic integrity. The teacher must notify the scholar's parent or guardian in compliance with our Paul Way expectations for disciplinary referrals. Documentation of the conference with the scholar and communication with the family must be documented in Powerschool.

ASSESSMENT PROTOCOLS AND ADMINISTRATION AT PAUL

Teachers and other Paul Staff assist with test security and test proctor protocols. During testing administration, proctors must fully comply with testing expectations by:

- Fully following the Testing Scripts and Protocols to ensure all scholars experience a consistent testing environment
- Circulate and actively monitor scholars throughout the testing session to support scholars with remaining on tasks and giving their full effort.
- Establishing a calm and focused testing environment that allows scholars to perform at their best.
- Fully provide scholars with testing accommodations in alignment with their IEP, 504, or EL Scholar test accommodations. It is a violation of a student's rights and test integrity for a student to not receive their appropriate testing accommodations or to receive an accommodation to which they are not entitled.

Failure to comply with test administration expectations may result in progressive disciplinary action and impact your Formal Evaluation.

For State or Standardized Tests, major testing violations may be reported to external agencies or governing agencies (i.e., OSSE), which will result in progressive disciplinary action and impact your Formal Evaluation.

ASSESSMENT ACCOMMODATIONS

Scholars with IEPs, 504s and EL Scholars must receive testing accommodations aligned to their IEP, 504 and/or EL accommodations for all assessments. Testing accommodations sometimes include, but are not limited to:

- Extended Time
- Read Aloud
- Calculators
- Large Print
- Frequent Breaks

All teachers are responsible for knowing and providing testing accommodations for identified scholars. Specific scholar testing accommodations can be found in the scholar's IEP Snapshot, 504 Plan and in the EL Dashboard.

To ensure equitable and appropriate access to grade-level content, all decisions regarding the translation of assessments for EL scholars must be reviewed and approved by the Manager of EL Instruction prior to implementation. The appropriateness of translation depends on multiple factors, including:

- the student's English language proficiency level
- literacy in the student's home language
- the purpose and content of the assessment

If teachers need support with testing accommodations, they are responsible for seeking support from their Instructional Specialist/Coach, Manager of EL Instruction or the Student Support Coordinator (SSC).

Note: Classroom Aides and Services (e.g., Graphic Organizers, Guided Notes, Checks for Understanding, and Chunking) are not required as testing supports for scholars with IEPs and EL Scholars.

FORMATIVE ASSESSMENTS EXPECTATIONS

As referenced in the "Grading Weights and Final Grade Calculation" section, each advisory has a minimum frequency of Formative Assessments that are required to be administered in Pear Assessment and entered into PowerSchool. Pear Assessment Formative Assessments are teacher-created assessments, with oversight and guidance from the Instructional Specialist, that are used to assess students' mastery of the taught standards/skills to inform instruction as students progress through a unit or advisory of learning. Instructional Specialists will review and provide feedback to the Pear Assessment Formative Assessments to ensure they are standards-aligned. Formative Assessments are short in the number of questions and the length of time to complete. **Formative Assessments should not take an entire class period to complete. Testing accommodations for scholars with IEPs, 504s, and EL Scholars must be provided for all formative assessments as outlined in the scholar's IEP, 504 plan, or in the English Learner Caseload Dashboard.**

The minimum frequency of the Formative Assessments in an advisory must be documented in the course Stage 3 Unit Calendar generated during the Course Unit Digestion/Course Collaborative Planning Meetings before the launch of each unit.

The scheduling of these formative assessments must fall in line with the given formative assessment windows for each advisory (see below).

Formative Assessment Windows:

Advisory 1		Advisory 2		Advisory 3		Advisory 4	
FA #1	9/8 - 9/19	FA #1	10/27 - 11/13	FA #1	1/26 - 2/12	FA #1	3/30 - 4/30
FA #2	9/20 - 10/10	FA #2	11/17 - 12/11	FA #2	2/17 - 3/12		

Communication via email must be sent to the respective school leader and instructional specialist for a request to make any shifts beyond three school days of the scheduled administration of the formative assessments outlined in the Stage 3 Unit Calendar. Teachers must wait for written approval from the school leader before making the shift.

Creating & Sharing Formative Assessments in Pear Assessment

All Formative Assessments in Pear Assessment must have questions tagged to the standards. Formative Assessments in Pear Assessment must follow the normed Naming Convention [Year_Course_Assessment_Date, example: SY22-23_ELA6_FA_090122].

Grading Formative Assessments in Pear Assessment

Teachers must score and grade Formative Assessments in Pear Assessment within 72 hours of the Formative Assessment being administered to scholars.

Formative Assessment scores in the gradebook must adhere to the Formative and Summative Curve Scale:

Advanced (86 - 95%): 95%

Note: If a scholar performs above a 95%, they should receive the actual score.

Proficient (70 - 85%): 85%

Approaching Proficiency (60 - 69%): 70%

Below Proficiency (41 - 59%): 60%

Far Below Proficiency (0 - 40%): 55%

Scholars who do not complete their Formative Assessment receive a 0%. The teacher must communicate with the parent or guardian and document the communication in PowerSchool.

- Note: At least 95% of scholars should complete their formative assessments. Teachers must have a plan to ensure at least 95% of scholars complete their exam. Teachers can collaborate with their School Leader and/or Instructional Specialist to develop a plan for make up.

SUMMATIVE ASSESSMENTS EXPECTATIONS

Summative Assessments are end of unit exams used to assess students' mastery of the taught standards/skills to inform instruction as students progress through a unit or advisory of learning. Summative Assessments are required to be administered in Pear Assessment and entered into PowerSchool. Summative Assessments are provided by the Instructional Specialist for core contents. Summative Exams should be outlined in the course Stage 3 Unit Calendar generated during the Course Unit Digestion/Course Collaborative Planning Meetings before the launch of each unit. Teachers are responsible to raise questions or feedback to the summative assessment prior to the start of the unit. Edits and updates to the Summative Assessment are infrequent and require an approval process. Communication via email must be sent to the Instructional Specialists for a request to make any shifts to the schedule of the Summative Assessment in the Stage 3 Unit Calendar. Teachers must wait for written approval from the school leader before making the shift.

Testing accommodations for scholars with IEPs, 504s, and EL Scholars must be provided for all summative assessments as outlined in the scholar's IEP, 504 plan, or in the English Learner Caseload Dashboard.

Creating & Sharing Summative Assessments in Pear Assessment
All Summative Assessments in Pear Assessment must have questions tagged to the standards. Summative Assessments in Pear Assessment must follow the normed Naming Convention [Year_Course_Assessment_Date, example: SY22-23_ELA6_Summative_090122].

- Note: Math and ELA Summative exams are created and entered in Pear Assessment by Instructional Specialists. Math and ELA Summative exams are administered whole school on the Interim dates.

Grading Summative Assessments in Pear Assessment
Teachers must score and grade Summative Assessments in Pear Assessment within 72 hours of the Summative Assessment being administered to scholars.

Summative Assessment scores in the gradebook must adhere to the Formative and Summative Curve Scale:

Advanced (86 - 95%): 95%
Note: If a scholar performs above a 95%, they should receive the actual score.
Proficient (70 - 85%): 85%
Approaching Proficiency (60 - 69%): 70%
Below Proficiency (41 - 59%): 60%
Far Below Proficiency (0 - 40%): 55%

Scholars who do not complete their Summative Assessment receive a 0%. The teacher must communicate with the parent or guardian and document the communication in PowerSchool.

- Note: At least 95% of scholars should complete their summative assessments. Teachers must have a plan to ensure at least 95% of scholars complete their exam. Teachers can collaborate with their School Leader and/or Instructional Specialist to develop a plan for make up.
- Note: Math and ELA Summative exams are administered throughout the school on the Interim dates. Academic Deans, in collaboration with ELA and Math teachers, support the completion of scholar interim assessments through the Interim Test Make Up Plan.

GRADING SCALE

Grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

Letter Grade	Numerical Grade	Grade Point Value
A	100-90	4.00
B	89-80	3.00
C	79-70	2.00
F	69 to 0	0.00

Note: As a school, Paul does not believe a passing grade should be given for below-average work. Therefore, since the letter grade D is typically defined as below average work and does not denote proficiency, Paul International High School and Paul Middle School do not use the letter grade D. Thus, the lowest passing grade we honor for students who take courses at Paul is a C, which connotes that the scholar has demonstrated mastery of the basic standards.

Note: Paul Public Charter School will only honor D's for scholars who were awarded a credit on their transcript for a D from another LEA.

"55 POLICY"

For the following assignments, a grade can be no lower than a 55% unless the student did not submit any work, in which case they should receive a zero.

Note: Teachers are responsible for communicating with a scholar's parent or guardian if the scholar fails to complete a project and receives a zero for that assignment. The communication must be documented in Powerschool.

The "55 Policy" is applicable only to the categories below:

1. **"Projects/Essays/Labs"**
2. **"Homework"**
3. **"Classwork"**

The "55" policy is only applicable to individual assignments (i.e., the following categories: classwork, homework, and projects). **This does not apply to any changes to the advisory, semester, or year-end grade.** This policy should not be used for advisory, semester, or year end grades.

Note: Grades/zeros cannot be used to penalize scholars for poor behavior choices. If a scholar is consistently demonstrating behavior challenges that impede the completion of classwork, the teacher should immediately escalate to the grade-level lead, counselor, student support specialist and/or student support administrator.

ASSESSMENT GRADING SCALE

All Formative Assessments and Summative Assessments should be graded on a curve, using the following scale.

Advanced (86 - 95%): 95%

Note: If a scholar performs above a 95%, they should receive the actual score.

Proficient (70 - 85%): 85%

Approaching Proficiency (60 - 69%): 70%

Below Proficiency (41 - 59%): 60%

Far Below Proficiency (0 - 40%): 55%

Note: Scholars may re-take or correct a Formative Assessment and Summative Assessment for a higher grade to be entered in the gradebook. If a scholar is given this option, the score in Pear Assessment remains as the original score, and the teacher must note the updated grade in the gradebook as a comment. Students will be allowed to retake the interim assessment under the following conditions: they receive below a 60% or they do not spend an adequate amount of time taking the assessment.

ADVANCED PLACEMENT COURSES

Grade point averages for AP courses will increase by 1.00 point in recognition of the increased rigor of such courses. Students who earn a failing grade in their AP course will not receive the 1.00 point increase.

Letter Grade	Numerical Grade	Grade Point Value
A	100-90	5.00
B	89-80	4.00
C	79-70	3.00
F	69 to 0	0.00

GRADING WEIGHTS AND FINAL GRADE CALCULATION

Categories	Definition	Weighting
Projects/Essays/Labs *[Frequency: At least two per Advisory]*	This includes, but is not limited to essays, presentations, portfolios, projects, debates, research papers, lab reports, or performance tasks that extend over a series of class periods. *Note: All assignments in this category must have a rubric for grading that includes assessment of mastery of standards.*	25%
Summative or Interim Assessments (Quarterly Interim Assessments, Unit Tests, Finals/Midterms) **Note**: The Advisory Two Interim Assessment will be used as the "mid-term" for Math and ELA courses.	These include network and teacher created assessments intended to provide summative data for progress of students with priority DC CAPE Standards, NGSS Standards, and Science/Social Studies Literacy and Content Standards	25%
Formative Assessments (PearAssessment Formatives and Exit Tickets) *[Frequency: At least two per Advisory 1 - 3, At least 1 for Advisory 4]* ***Note:*** *At least 2 Formative Assessments per Advisory* (see Formative Assessment Windows below) must be administered in Pear Assessment.	These are teacher-created assessments that require students to demonstrate their mastery of the grade-level standards taught and to provide feedback on how students are meeting academic standards. **Note**: Formative Assessments are not required to be administered during weeks in which Interims, Unit Tests, Finals, MAP, or DC CAPE are administered. See Appendix for sample formative assessments.	25%
Homework *[Frequency: minimum of 2-3 Per Week]* **Note***: Teachers will be expected to enter at least 1-2 weekly into PowerTeacherPro*	Student activities or assignments completed outside the classroom that seek to strengthen and reinforce student learning or prepare students for the next day's instruction. At least two to three homework assignments per week.	5%
Classwork *[Frequency 3 - 5 Per Week]* **Note***: Teachers will be expected to enter at least 2 weekly into PowerTeacherPro*	Classwork is an opportunity for students to practice skills taught aligned to the lesson objective and criteria for success. This includes, but is not limited to do-nows, independent practice and exit tickets any other class assignments not associated with any other grading category. ***Note:*** *Classwork does not have to be graded for mastery; however, all Exit tickets must be reviewed and/or graded for mastery to inform instructional planning.*	20%

READ 180 AND MATH 180 WORKSHOP GRADING WEIGHTS

Categories	Definition	Weighting
Summative Assessments *[Frequency: minimum of 1 per advisory]*	This includes Rskills tests, reading counts quizzes, Mskills tests, writing assignments, and performance tasks.	15%
Classwork *[Frequency: minimum of 5-10 per week]*	This includes independent reading logs, do nows, exit tickets, whole group or small group assignments.This includes average daily software time. Computer Time-on-Task: 15 minutes a day according to the Time-on-Task Report or an average of 75 minutes in a 5-day week)	40%
Formative Assessments *[Frequency: minimum of 1 per week]*	This includes reading counts quizzes, brain arcade, and software performance.	45%

Guidelines for Assigning Grades for Rskills, Mskills, Performance Tasks, and Writing Assignments

Test Scores	Gradebook
Below 65%	60%
60-65%	70%
65-70%	75%
70-75%	80%
75-80	85%
80-85%	90%
85-90%	95%
90-100%	100%

Guidelines for Software Usage Grades

Avg. Daily Software Time	Grade
15 or more minutes	100%
12-14 minutes	85%
10-11 minutes	70%
Less than 10 minutes	55%

FINAL GRADES

High School - The final grades for year long courses (**English Language Arts (ELA)**, **Math, Social Studies, Science, AP Courses, CTE Courses, and World Language)** are an average of all four advisories and must be greater than or equal to 70% to pass the course for the year.

The final grades for semester-long courses **(Electives)** are an average of the two advisories within the semester and must be greater than or equal to 70% to pass the course for the year.

Final Cumulative Course Grade is calculated with the following weights:

Advisory 1 - 25%	Advisory 2 - 25%	Advisory 3 - 25%	Advisory 4 - 25%

Paul Middle School - The final grades for year long courses (English Language Arts (ELA), Math, Social Studies, Science, World Language) are an average of all four advisories and must be greater than or equal to 70% to pass the course for the year.

The final grades for semester-long courses (Electives) are an average of the two advisories within the semester and must be greater than or equal to 70% to pass the course for the year.

INSTRUCTIONAL STAFF GRADING EXPECTATIONS

Teachers are expected to enter all grades for the week **by close of business Monday of the following week.** Weekly and monthly grade entry should include a variety of assignments such as homework, projects, assessments, performance tasks and classwork. Progress reports will be generated and distributed to students and families on the dates indicated in the table below. Final grades are required in the Powerteacher gradebook ***no later than 6pm on the following business day of each grading window***. School leadership teams will provide guidance and monitor the range of grades to be entered for each category. All instructional staff are expected to meet the expectations for entering grades weekly as listed below.

CONCRETE EVIDENCE TO SUPPORT GRADES

School Leadership Teams will provide guidance on minimal work products and artifacts that must be maintained and stored in the classroom or in computer files for the main grading components (i.e. "Projects/Essays/Labs", "Assessments", and "Mid-Term/Final") to be used for evidence of learning in conferences as well as evidence to support grades entered into Powerteacher gradebook).

Grading Window	Progress Report or Report Card Distribution
Advisory 1: August 18 - October 23 PR Grades Due: September 22 Advisory Grades Due: October 28	Progress Report: September 29 Report Card: November 4
Advisory 2: October 27 - January 22 PR Grades Due: December 2 Advisory Grades Due: January 27	Progress Report: December 6 Report Card: February 3
Advisory 3: January 26 - March 26 PR Grades Due: February 18 Advisory Grades Due: March 31	Progress Report: February 24 Report Card: April 7
Advisory 4: March 31-June 12* PR Grades Due: April 28 Advisory Grades Due (Seniors): May 15 / May 20 Advisory Grades Due (8th Grade): June 3 Advisory Grades Due (Grades 5-11): June 16	Progress Report: May 4 Report Card: June 24 (Seniors: June 1) (8th Grade: June 9)

**Last day for seniors and 8th grade will be earlier. Two dates for senior reflect pre- and post- Senior Recovery week.*

GRADE SUBMISSION

There are always times when a student's grade may need to be changed after report cards are issued. Because grades are a matter of record and are monitored closely by various stakeholders, including students and parents as well as for internal data use and for accountability purposes with the DC Public Charter School Board and the Office of the State Superintendent for Education (OSSE), it is important that we implement some clear guidelines regarding how grade changes are done to ensure that information is accurate and effectively tracked.

Teachers can not make any changes in PowerTeacherPro **after grades are stored**. **If this is done, it will not be counted and/or reflected in the final advisory, semester, or year-end grade**. See the "Grading Window" section on pg. 19 for clarity on when all grades must be finalized. For example, Advisory One grades must be finalized in PowerTeacherPro by October 31st. No changes by teachers to Advisory One Grades can be made after that point.[2]

[2] Gradebooks will be locked. Any requests to change grades after the deadline must be approved by the Principal.

PROCESS FOR ADVISORY GRADE RECOVERY (AFTER GRADING WINDOW ENDS)

Paul has a policy for both grade recovery and credit recovery.

- Grade recovery is when students need to recover an advisory grade. The policy for both school based and individual cases are below.
- Credit recovery is when a student has failed a course for the term length (i.e Semester or year) and needs to recover the credit in order to fulfill graduation requirements. The credit recovery policy is published in the course catalog (link here)

Process for School Based Recovery

- Students must earn a 55% in order to be eligible for school based grade recovery. Students will only be eligible for a maximum of 15% increase in their advisory grade, up to a 70%. *Example, a student who earned 62% will only receive an 8% increase.* *Special circumstances (ie, graduating senior) will be made for students below 55% be eligible for grade recovery but will only be eligible for 15% increase.
- Teachers must submit proposed grade recovery assignments and assessments to the Principal/Academy Director, or designee and the Head of Schools two weeks prior to the beginning of grade recovery for approval.
- Upon successful completion (i.e, student earns an average of 70% on all assignments, assessments or projects) the teacher submits **Grade Change form(s)** to Principal/Academy Director and approval no later than the deadline:
    - Forms must include date and teacher signature
    - Forms must clearly state reason for grade change
    - Forms must be accompanied by a hard copy of graded student work (including rubrics for all projects)
    - *Note: The "55% policy" does not apply to grade recovery assignments*
    - ***Note: Grade Change Forms will not be accepted without the above-mentioned criteria.***
- Principal/Academy Director reviews and either approves or denies the changes. If approved by the principal, the forms will be submitted to the Head of Schools for final review and approval.
    - Approved Changes (with documentation) are submitted to the Instructional Data Fidelity Manager for Historical Grade Correction.
    - Denied Changes are returned to the school designee with explanation and can be resubmitted if appropriate adjustments are made.

Process for Incomplete

An Incomplete "I" is a temporary grade which may be given at the Principal and Head of Schools approval to a student under the following circumstances that prevent completion of course requirements by the end of the academic term:

- *Severe documented illness*
- *Death of an immediate family member (i.e., parent, sibling, or caregiver)*
- *Birth of student's child*
- *Extended incarceration (> 2 weeks)*
- *Emergency situation at home that results in temporary relocation (i.e., house fire)*
- *In the instance of distance learning, unresolved technical issues that have been documented by the Executive Director of Operations and/or technology team*
- *Other reasons beyond the control of the student, as approved by the Executive Director of Schools*

An incomplete grade should be resolved within one month of the end of the advisory in which it was awarded, unless the circumstances are extended past that time period. Upon completion of the incomplete work, a grade change form must be submitted in compliance with the grade change policy.

Incomplete grades are only to be entered by the Data and Compliance Team to ensure that they are being effectively tracked.

Process for Individual Cases

- If a teacher needs to make adjustments to a student's grade after the grading period has ended they should first seek approval from the Principal prior to providing work to the student. When applicable, the Principal, or designee, will notify the Instructional Data Fidelity Manager to unlock gradebook access to make necessary changes.
- Teacher submits **Grade Change form(s)** to Principal or designee for signature and approval no later than the deadline:
    - Forms must include date and teacher signature
    - Forms must clearly state reason for grade change
    - Forms must be accompanied by a hard copy of graded student work (including rubrics for all projects)
    - ***Note: Grade Change Forms will not be accepted without the above-mentioned criteria.***
- Principal reviews and either approves or denies the changes. If approved by the principal, the forms will be submitted to the Head of Schools for review and approval.
    - Approved Changes (with documentation) are submitted to the Instructional Data Fidelity Manager for Historical Grade Correction.
    - Denied Changes are returned to the school designee with explanation and can be resubmitted if appropriate adjustments are made.

SUMMER SCHOOL CRITERIA

Summer school courses will be offered for scholars that need credit recovery as well. Scholars will be permitted to take a **maximum of 3 courses per summer**. Scholars will complete coursework on the power standards covered in the school year. Scholars who successfully complete summer school will earn a credit for the course that they have completed. Note: Upon the approval of the Principal and Head of Schools, a scholar may be allowed to take a 4th course or complete an independent study project for summer credit recovery based upon unique circumstances.

In order to participate in summer school, a scholar cannot receive a grade lower than a 50% in a course.

Paul PCS wants to emphasize that Attendance Matters and impacts a student's academic performance. Scholars that are truant, 25 unexcused absences, or chronically absent will not be eligible for summer school. A scholar that has more than 25 unexcused absences in a course will not be allowed to attend summer school if he/she/they fail the specific class. Therefore, the scholar will be required to take the class in the upcoming academic year. . This policy ensures that all students are meeting the necessary seat requirements for high school graduation. Furthermore, Scholars whose grades are impacted by excessive tardiness will not be eligible to take the courses again during summer school.

SPECIAL CASES

For classes with long term substitutes, the Academic Dean, or designated school team member, will ensure all assignments issued are graded and ensure grades are entered into Powerschool. The Instructional Specialist or designated school/network team member will be responsible for the creation of lesson plans. Classwork and homework will be graded for completion by the designated school team member. Assessments will be graded by the designated school team member or instructional specialist.

The Instructional Data Fidelity Manager, or designee, will provide the grades for students who transfer into Paul in the historical grades in Powerschool. If a student comes to Paul midway through an advisory, the transfer grade will be provided to the necessary teachers by the grade level counselor.

OFFICE HOURS

Paul Public Charter School believes in office hours for students because they are a vital part of our commitment to academic excellence, equity, and student success. At Paul PCS, office hours are more than just extra help—they are a structured opportunity for scholars to take ownership of their learning, receive individualized support, and deepen their understanding of the material.

We believe:

1. **Every student deserves access to support** – Office hours ensure all students, regardless of their starting point, have the opportunity to get the help they need to succeed.

2. **Academic growth happens beyond the classroom** – Learning doesn't stop when class ends. Office hours provide time to reinforce concepts, practice skills, and close learning gaps.

3. **Relationships fuel success** – During office hours, students can build meaningful relationships with their teachers, which boosts confidence, motivation, and engagement.

4. **College and career readiness requires self-advocacy** – Encouraging students to attend office hours teaches them how to seek support, ask questions, and manage their academic responsibilities—critical skills for future success.

In short, Paul PCS sees office hours as an essential way to uphold our values and support the whole child—academically, socially, and emotionally.

All teachers are expected to hold **at least 60 minutes of office hours each week** to ensure students have regular access to academic support and guidance. These office hours can be structured in one of two ways:

- **Two 30-minute sessions** (e.g., on different days or during different times to maximize accessibility), or
- **One 60-minute session** per week.

This expectation reflects our commitment to providing consistent, equitable support to all scholars, reinforcing our belief that learning extends beyond the classroom. Office hours are a key tool to help students stay on track, build confidence, and achieve at high levels.

During PDI, school leaders will review the teacher expectations for office hours. Teachers are responsible for 60 minutes of office hours a week. Teachers can determine if they will have two sessions per week or one 60 minute section.

Teachers must complete office hour form by Thursday, August 21, 2025 COB. School leaders will confirm teacher office hours by Monday, August 25, 2025 COB. These will be office hours for semester 1. Teachers will have the opportunity to update office hours for semester 2 at a later date.

LEARNING ENVIRONMENT

A learning environment, including the physical, psychological and instructional setting, should meet the criteria outlined in the learning environment checklist found in the Appendix.

PAUL CURRICULUM & PLANNING

At Paul we have adopted the Illustrative Math - Kendall Hunt, ENgageNY,, MathMedic, and Houghton-Mifflin-Harcourt curricula as the foundational programs for supporting instruction in Math, English, Science, and Social Studies. In addition, we apply the Understanding by Design (UbD) framework as the guiding framework for planning. Applying the Ubd framework teachers engage in purposeful and ongoing curriculum planning during each of the three stages:

Stage 1: Desired Results-Involves understanding and unpacking the priority standards, objectives; scope and sequence

Stage 2: Evidence-Involves the use of a range of assessments to collect evidence of student understanding

Stage 3: Planning-Involves planning daily lessons and activities

Course pacing and the scope and sequence of the adopted curricula unit plans for ELA, Math, Science and Social Studies courses are developed and managed by Instructional Specialists. Teacher and leader feedback on the curricula plan and implementation is regularly reviewed to inform recommendation decisions for revisions that will enhance the course curricula experience for scholars. Recommendations and considerations for major updates to course curricula must follow a review and feedback process from key stakeholders with oversight and approval from senior Paul Leaders.

Note: "Major Curriculum Updates" are categorized as curriculum changes that may require major changes to unit content, such as, the adoption of a new curriculum; or the adoption of a new anchor text/textbook; or the adoption of new standards. "Major Curriculum Update" recommendations made by a member of the Paul staff requires a detailed recommendation and an extensive process of vetting and feedback with Paul leaders, including Executive, Senior, Network and School leaders. When "Major Curriculum Update" recommendations are under review/consideration, several drivers are taken into consideration. These drivers include, but are not limited to:

- State Standards Alignment (rigor)
- Vertical Alignment
- Organizational Priorities
- Organizational Strategic Plans
- External Accountability Measures
- Historic Scholar Data
- Usability and Access to Materials
- Other (ie: *budget, human resources/capacity, time constraints)*

Upon extensive review of the recommendation, the final decision is provided by Executive or Senior Paul Leaders.

CURRICULUM EXPECTATIONS

The list of curriculum expectations reflect what is necessary to make curriculum come alive in classrooms. Curriculum helps support classroom instruction that prepares students to be college and career ready. This includes an intentional focus on identifying and creating a sound curriculum that is directly tied to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Without regard for content area, the expectation is that all instructional staff meet or exceed the expectations listed below.

- Maintain the pacing of all curriculum as outlined in Atlas and Consider campus and network dates that impact instruction. Teachers should seek guidance from school and network instructional leaders as needed.
- Include in lesson plans strategies for meeting the needs of diverse learners

- Create formative assessments aligned to standards and curriculum objectives
- Administer summative assessments
- Come prepared to data and content team meetings with assessments graded, assessment reports, samples of student work, or other pieces of relevant data
- Participate in curriculum planning meetings and produce products directly aligned to objectives and standards

INSTRUCTIONAL EXPECTATIONS

The purpose of instructional expectations is to provide clear guidance regarding teaching and learning in order to establish an environment that is conducive to learning for all students. The following contains daily and weekly expectations for all instructional staff.

- Lesson plans are **due on Friday** for the following week (see "Weekly Lesson Plans and Emergency Lesson Plans" section for further guidance)
    - **Note:** Select teachers will be required to submit lesson plans before Friday based upon need. School Leaders and Instructional Specialists will identify teachers in this category and the duration of this expectation.
- Activators ("Do Now") should be evident at the beginning of each lesson
- Exit tickets or another formative assessment should be included in each lesson
- **The minimum amount of Formative Assessments must be uploaded and shared into Pear Assessment.**
- Designated DC CAPE/AP-aligned rubric should be used to assess writing
- All interventions outlined in 504, IEP, or EL plan should be implemented with fidelity
- All teachers are expected to provide students and families with a course syllabus.
- **All teachers are expected to provide a week of emergency sub plans by the third week of Advisory 1** (see "Weekly Lesson Plans and Emergency Lesson Plans" section for further guidance). Teachers are expected to update emergency sub plans as needed per the request of the school leader. Each advisory, teachers are expected to update their sub plans based on the content being taught.

CRITERIA FOR ASSESSMENTS AND PROJECTS

The teacher-created assessment will consist of one of the following assessment types: Pear Assessment, Performance Task, DBQ, Project, Research Task, Essay, or Presentation. Each assessment must address the standards identified in the advisory unit plan. The expectation is that instruction will occur during project days (e.g. reteaching relevant content or instruction on the application of content in the context of the project).

Summative Assessments should meet the following criteria as appropriate for the given assessment type:

1. Aligned to grade level standards covered during the advisory
2. Includes a rubric to assess student work for open ended or essay response question types
3. Uploaded into Pear Assessment (traditional assessments)

Projects should meet the following criteria as appropriate for the given assessment type:

1. Aligned to course standards
2. Includes a problem statement that is aligned to a real world problem or situation
3. Clearly describes the project's task with any relevant components (e.g. Role, Audience, Format, Task, Background, Prompt, Specifications for the Final Product, Directions, Sample Topics).
4. Includes a calendar/timeline for deliverables (critical deadlines for project components and final due date), and number of instructional days for the project or duration of final exam (e.g. 90 minutes).
5. Includes a rubric to assess student work.
6. Includes student facing documents such as an exemplar to share with students.

7. Offer appropriate accommodations and modifications to SPED and EL students.

Note: See Paul Project Look Fors HERE for further details.

WEEKLY LESSON PLANS & EMERGENCY LESSON PLANS

Lessons are due to the designated administrator and instructional specialist (if applicable) **on Friday** for the following week**.**

- **Note:** Select teachers will be required to submit lesson plans before Friday based upon need. School Leaders and Instructional Specialists will identify teachers in this category and the duration of this expectation.

Emergency Sub Plans are due by **the third week of each advisory** for all teachers. Upon return, the teacher is expected to replenish the lesson plans **within one week of their return**. High school and Middle School teachers should provide the plans to the Academic Dean or designee. School leaders will provide details regarding expectations for Emergency Plans. Teachers should update sub plans for each advisory based on the standards they are covering for the advisory.

INSTRUCTIONAL MONITORING PLAN

Part of the approach to instruction includes creating a culture of continuous feedback and reflection with the direct support of instructional leaders. Throughout the year administrators, peers, and instructional specialists will observe classrooms for the purpose of improving instruction and learning experiences for all students. The instructional monitoring plan will include weekly informal observations, coaching, formal observations (short and long), and learning walks.

Note: Frequency of instructional monitoring structures may vary based upon progress and performance of the teacher.

Note: Observations may be recorded for the purposes of coaching and professional development.

INSTRUCTIONAL COACHING MODEL

Instructional Specialists will work with teachers to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices (Casey, 2008). The instructional coaching model recognizes the needs of each individual teacher. In this way effective collaboration can result in the ultimate goal of improved student performance. “Instructional coaching is fundamentally about teachers, teacher leaders, school administrators and central office leaders examining practice in reflective ways with a strong focus on student learning and results as the ultimate barometer of improvement” (Annenberg Institute for School Reform).

Instructional coaching is part of the network strategy to become a Tier I school and meet PMF goals in English language arts and mathematics. The coaching model is an iterative process that involves goal setting, learning experiences, data collection, and time for reflection. Coaches include the Instructional Specialist, Special Education Coordinators, and school administrators. The foundational work will be done within the first month of school. The focus of this time will be to create a common vocabulary among staff through a common experience and knowledge base, as well as set individual growth goals that will guide coaching.

INSTRUCTIONAL TECHNOLOGY

Paul requires the use of instructional technology to support learning in the classroom. We have several instructional platforms that are available to all teachers and instructional leaders. When setting up student accounts, teachers should use students' Paul email or the convention studentfirstname.lastname Example: earl.reed

Powerschool

Website: https://paulpcs.powerschool.com/teachers
See email for username and password information

Teachboost-Formal and Informal Observations

Website: https://teachboost.com/login
Login Credentials: Paul Google Sign In

NWEA-MAP Growth Testing

Website: https://teach.mapnwea.org
Username: Paul Email
Password: See email from NWEA

Pear Assessment

Website: https://assessment.peardeck.com/login
Login Credentials: Paul Google
Naming Assessments: Year_Course_Assessment
Example:

- SY22-23_Pre-Calculus_IA4
- SY22-23_AYA American History_Unit 1
- SY22-23_ Sheltered US History_Unit 3
- SY22-23_US History_Unit 3
- SY22-23_ELA 6_FA_090122

Atlas

Website: https://paulcharter.rubiconatlas.org
Username: email address
Password: See email from Rubicon Atlas

HMH (Code/READ 180/MATH 180/Social Studies/Science)

Website for Access: https://h100006078.education.scholastic.com/slms/educatoraccess
Username: See email from HMH
Password: See email from HMH

Nearpod

Website: www.nearpod.com
Login Credentials: Paul Google

Zoom

Zoom Application
Website: www.zoom.com
Login Credentials: Paul Google

COLLABORATIVE PLANNING

PREPARATION FOR MEETINGS

In preparation for meetings, attendees should review the pre-work included in the agenda. The pre-work may include, but not limited to, downloading and reviewing data reports, reading an article, bringing graded student artifacts, etc. All pre-work for planning conferences, content team meetings, grade-level team meetings, curriculum planning sessions, and gradebook deep dives must be completed prior to the start of the meeting/session.

COLLABORATIVE PLANNING MEETING

The Collaborative Planning Meeting is a dedicated time for course and/or co-teachers to collaborate on planning lessons for the upcoming week by reviewing data, designing lesson plans and creating/modifying lesson materials. The schedule for these meetings are created by administrators to coordinate teacher common planning blocks. Collaborative Planning Meetings may be facilitated by Instructional Specialists or School Leaders. During Course Collaborative Meetings, all course teachers are expected actively participate by:

- Contributing to lesson planning
- Reviewing student work
- Contributing to the development and updating of student facing materials and tasks

CONTENT TEAM MEETING

The Content Team Meeting is a dedicated time for content team members to collaborate and receive guidance specifically related to their content area and instruction. Meetings will be facilitated or co-facilitated by a Content Team Lead and Instructional Specialist during the common planning block. An essential function of this team is to look at student academic data and instructional practices to address the needs of individual students. **These meetings will take place bi-weekly.**

GRADE LEVEL TEAM MEETING

The Grade Level Team Meeting is a dedicated time for grade level team members to collaborate, identify, and address specific grade level needs related to behavior and academics grounded in grade level data. A main focus of these meetings will include “identifying” or “recognizing”trends in student academic and behavior data in order to make recommendations for students to school leadership. The GLT works collectively to address scholars of greatest concern and work through the RTI process to address scholar needs. In addition, Grade Level Team activities may include other duties as assigned by the Principal or their designee.

EARLY RELEASE DAYS

Early release days occur every Friday afternoon and approximately one additional day per month unless otherwise noted in the school year calendar. Upon the release of students for the day, staff will participate in professional development that may include school wide meetings, content meetings, or other activities.

UNIT DIGESTION FRAMEWORK

An opportunity for teaching teams to internalize and collaborate on the full scope/progression of student learning across a unit and collaborate on opportunities for differentiation. Before each unit begins, course teachers (Gen Ed,pEd and EL) will meet for a Unit Digestion to ensure a strong conceptual understanding of the unit in order to prepare for launching a unit and planning for daily lessons. Unit Digestions are facilitated by the Instructional Specialists.

ASSESSMENT CALENDAR

August 2025

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NO SCHOOL FOR STUDENTS/STAFF

September 2025

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

PD DAY FOR STAFF

October 2025

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

END OF ADVISORY

November 2025

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

NO SCHOOL FOR STUDENTS/STAFF

December 2025

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

PD DAY FOR STAFF

January 2026

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

END OF ADVISORY

Advisory 1

Advisory	Start Date	End Date	Assessment
Advisory 1 8/18 - 10/23	8/25	8/26	MS Fall MAP Test (Grades 5 - 8)
	8/27	8/28	HS Fall MAP Test (Grades 9 & 10)
	9/2	9/4	*Make Up Fall MAP Testing Window*
	8/27	8/28	Mock SAT **Make ups on 8/30*
	9/8	9/19	A1 Formative #1
	9/20	10/10	A1 Formative #2
	10/1	10/1	PSAT (11th Grade)
	10/1	10/1	SAT (12th Grade)
	10/3	10/3	Make Up PSAT & SAT (11th & 12th Grade)
	10/15	10/16	HS Interim 1
	10/20	10/21	MS Interim 1
	10/20	10/23	*Make Up Interim 1 Testing Window*

Advisory 2

Advisory	Start Date	End Date	Assessment
Advisory 2 10/27 - 1/23	10/27	11/13	A2 Formative #1
	11/17	12/11	A2 Formative #2
	12/8	12/9	HS Winter MAP Test (Grades 9 & 10)
	12/10	12/11	MS Winter MAP Test (Grades 5 - 8)
	12/15	12/18	*Make Up Winter MAP Testing Window*
	1/12	1/13	HS Interim 2
	1/14	1/15	MS Interim 2
	1/20	1/22	*Make Up Interim 2 Testing Window*

February 2026

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

NO SCHOOL FOR STUDENTS/STAFF

March 2026

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

PD DAY FOR STAFF

April 2026

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

END OF ADVISORY

May 2026

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NO SCHOOL FOR STUDENTS/STAFF

June 2026

M	T	W	Th	F
1	2	3	4	5
7	8	9	10	11
15	16	17	18	19
22	23	24	25	26
29	30			

PD DAY FOR STAFF

END OF ADVISORY

Advisory 3

Advisory	Start Date	End Date	Assessment
Avisory 3 1/26 - 3/26	1/26	2/12	A3 Formative #1
	Tentatively 1/26 - 3/20		*NAEP Testing Window*
	2/9	3/20	ACCESS Testing Window
	2/17	3/12	A3 Formative #2
	2/20, 2/27, 3/6, 3/20		AP Mock Exams [In Person on Virtual Fridays]
	3/4	3/4	PSAT (10th Grade)
	3/4	3/4	SAT (11th Grade)
	3/6	3/6	Make Up SAT & PSAT
	Tentatively 3/9	*Tentatively 4/24*	*MSAA & DLM Testing Window*
	3/16	3/17	MS Interim 3
	3/18	3/19	HS Interim 3
	3/23	3/26	*Make Up Interim 2 Testing Window*

Note: Testing windows in turquoise are tentative until OSSE finalizes windows in September 2025.

Advisory 4

Advisory	Start Date	End Date	Assessment
Advisory 4 3/30 - 6/12	3/30	4/30	A4 Formative Assessment
	Tentatively 3/30 or 4/6	*Tentatively 5/15 or 5/22*	*MS DC CAPE Science (Grades 5 & 8)*
			HS DC CAPE Biology
			HS DC CAPE Math & ELA (Grades 9 & 10)
			MS DC CAPE Math & ELA
	5/4	5/15	AP Exams
	Tentatively 5/19	*Tentatively 5/22*	*Senior Finals*
	5/18	5/19	HS Spring MAP (Grades 9 & 10)
	5/20	5/21	MS Spring MAP Test (Grades 5 - 8)
	5/26	6/4	*Make Up Spring MAP Testing Window*

Note: Testing windows in turquoise are tentative until OSSE finalizes windows in September 2025.

INTERIM ASSESSMENTS/UNIT ASSESSMENTS/MOCK ASSESSMENTS

The purpose of these assessments is to evaluate where students are in their learning progress and make predictions regarding their performance on future assessments, such as DC CAPE and AP. Students will be allowed to retake the interim assessment under the following conditions: they receive below a 60% or they do not spend an adequate amount of time taking the assessment.

Note: Scholars who take the Alternative Assessment are exempt from taking Interim ELA and Math assessments.

ACCESS FOR ELLs

ACCESS for ELLs 2.0 is an English language proficiency assessment administered that identified as English learners (ELs) in grades 5 - 12 will complete. The assessment is given annually to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Note: During this testing window, scholars may receive exemptions for class assignments and other exams as communicated by the Manager of EL Instruction.

MEASURES OF ACADEMIC PROGRESS (MAP) - GRADES 5 - 10

The Measures of Academic Progress (MAP) assessment is a computer adaptive assessment that measures the performance of students in reading and mathematics. In addition, it is a normative test that allows for the comparison of the performance of our scholars and network relative to national achievement and growth norms. The data provided from the MAP assessment also allows us to make adjustments to instruction, interventions, and make predictions about students ability to access grade level content. Paul students will take the MAP assessment in the fall, winter, and spring.

Note: Some students outside of grades 5 - 10 may be required to take MAP. Students who receive an invalid score due to rapid guessing will be required to retake the exam. Students who receive a significantly lower score may be able to retake the exam.

DC COMPREHENSIVE ASSESSMENTS OF PROGRESS IN EDUCATION (DC CAPE)

The DC CAPE assessment offers students the opportunity to show what they know in reading, writing, and math. The results will give deep insight into whether or not your child is on-track for success in college and career. The DC CAPE test will be taken on the computer in both middle and high school. The assessment will challenge students to think critically and provide written and interactive responses, such as composing an essay or solving a multiple-step math problem. In preparation for DC CAPE, all staff are required to attend test security training and training regarding the administration of the assessment.

DC SCIENCE - GRADES 5, 8 and 9

Upon adopting the Next Generation Science Standards (NGSS), the DC Science was created as the District of Columbia's annual assessment of science (OSSE). The assessment addresses the focus of the standards in three dimensions: disciplinary core ideas (DCI), cross cutting concepts (CCC), and science and engineering practices (SEP). Paul students in grade 8 and students enrolled in high school biology will complete the DC Science assessment online during the spring.

NAEP

The National Assessment of Educational Progress (NAEP) is the national representative assessment of what students know and can do in core subject areas such as reading, writing, and history (National Center for Educational Statistics, 2017). NAEP is considered a common metric because all schools use the same sets of test booklets. In addition, there is little variance in the assessment from year to year and so this permits schools to get a clear picture of student academic progress over time.

PSAT – GRADES 9, 10, AND 11

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides first hand practice for the SAT in critical reading, math and writing. Note: Students will take the PSAT that corresponds to their grade level (PSAT 8/9, PSAT10, PSAT/NMSQT - 11)

SAT – GRADES 11 AND 12

The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test for college admissions in the United States. This test evaluates a student's knowledge in Evidence-Based Reading and Writing (EBRW) and Mathematics. Student performance on this test is often used when colleges and organizations award scholarships and grants.

ACT – GRADES 11 AND 12

The ACT (originally an abbreviation for American College Testing) is a standardized test for college admissions in the United States. Similar to the SAT, a student's performance on the ACT is often used when colleges and organizations award scholarships and grants. The ACT is different from the SAT because it assess student knowledge on Reading, Mathematics, Social Studies and Natural Sciences.

HEALTH ASSESSMENT

"The District of Columbia is the only state in the nation that conducts a standardized test for health and physical education. Beginning in 2012, District students are tested annually in 5th and 8th grades, and high school (during the year that a health class is taken) on their health and physical education knowledge as it pertains to OSSE's Health Education Standards and Physical Education Standards" (OSSE, 2016). Paul 8th grade students and high school students who are enrolled in health will complete the assessment in late spring.

APPENDIX

LESSON PLAN TEMPLATE

- Plans are **due on Friday COB** for the following week and will be checked/reviewed by the Instructional Specialist, Manager of EL Compliance and Instruction or Administrator designee
    - **Note:** Select teachers will be required to submit lesson plans before Friday based upon need. School Leaders and Instructional Specialists will identify teachers in this category and the duration of this expectation.
- Differentiated lesson plan template options will be offered to teachers based on lesson plan submission quality and rate.
    - Paul Weekly Lesson Plan Template
    - Paul Monthly Lesson Plan Template
    - Paul Slide Deck Lesson Plan Template

- An alternative lesson plan template will be offered for intervention plans.

COURSE SYLLABUS TEMPLATE [HERE]

FORMATIVE ASSESSMENT EXAMPLES [HERE]

CLASSROOM LAYOUT

Our physical space, including both classrooms and offices, must be clean, safe, and conducive to our work for and with students. The checklist below outlines specific components that are expected to be in each classroom.

- Paul PCS Classroom Expectations Layout Checklist