Weekly SFP Newsletter

LPS Science Focus Program

@ the Lincoln Children's Zoo

1222 S 27th Street, Lincoln, NE 68502

Website: science.lps.org Phone: 402.436.1780

Upcoming Events at SFP:

Halloween Dance on November 1

The annual SFP Halloween Dance is TONIGHT. The night begins at 6:00 pm, and ends at 9:30pm. Tickets are $5 and include pizza, soda, and snacks. Students may enter at any point during the dance but need to plan to stay until 9:30pm once they are here. Costumes are encouraged, Dancing is required. if you want to help us have a great night, we would love donations of chips, candy, soda, or pizza.

Sample ACT at SFP

Reminder for ACT sample test takers should arrive between 7:40 and 7:55 Saturday. Bring your ticket, ID, test materials, a snack and water. We will enter through the multipurpose room. Don't be late!

No School at SFP on November 7 due to PreACT

The PreACT assessment will be administered to 10th graders on Thursday, November 7 at their **home high schools**. All sophomores are expected to take the PreACT. The PreACT will give students the opportunity to take a practice version of the ACT that all students will take in April of their 11th grade year. There is no school for 9th, 11th & 12th graders on this day. There will be no classes at SFP on November 7.

NWU Test Prep Workshops

NWU's 2019-20 ACT Test Prep Workshops are free to High School students **enrolled in AP Literature and Composition.** NWU will be offering this class on following dates from 10-12:00 PM.

Saturday, December 7, 2019
Saturday, February 1, 2020
Saturday, March 28, 2020
Saturday, June 6, 2020 Saturday
July 11, 2020

To reserve your spot or for additional details please contact Carrie Holloway at chollowa@nebrwesleyan.edu or call 402-465-22

Science Focus Program
LINCOLN PUBLIC SCHOOLS

Upcoming Events

November 1
SFP Dance 6-9:30pm

November 2
Sample ACT 8am – 12pm

November 4
SFP Parent Booster Club meeting @ 5:30 in the Multipurpose Room

November 7
PreACT for 10th graders at home high schools, **No School** for 9th, 11th, & 12th graders

November 25
SFP Annual Soup Lunch

November 26
Annual Bowling Field Trip

November 27
No School for LPS students November 27, 28 & 29 - Happy Thanksgiving!
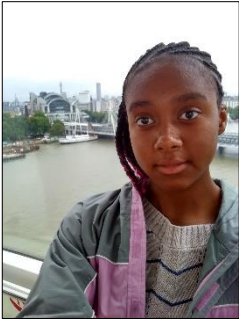
Women in STEAM Tampon Drive

The Women in STEAM club is hosting a Tampon drive to benefit the People's City Mission. The club is collecting various women's hygiene products. Bring donations to SFP beginning November 4. More information to follow.

SFP Parent Booster Club

The SFP Booster Club's next meeting is Tuesday, November 4 @ 5:30pm in the Multipurpose Room

Humans of SFP: Alexi Caines

By Aysha Alexander

Alexi Caines, a senior at SFP, approaches every aspect of her life with a bit of creativity. Alexi attended George Stone through 8th grade. So, when she first came to SFP, she said, she wasn't nervous but just unsure. She likes SFP because it has allowed her to develop her independence in learning - finally, her senior year, she has achieved using planner every day.

When Alexi is not at school, she enjoys figure skating, for fun, not for competition. She likes figure skating and not competing because she works at her own pace and still make friends.

She likes that community is a priority at SFP, and she would give incoming 9th graders the advice to "talk and get to know everyone."

As a freshman, she was striving to study in biology, but as high school progressed, she is leaning towards going into a field that was more creative. Now she is looking into being an architect so that she is able to be creative. At SFP, she also loves the outside learning activities and connecting with nature; therefore, she hopes that she can create an architectural project that not only looks cool but uses only minimal resources.

Humans of SFP: Christian Cook

By Aubrie Cruz

"When I decided to go to SFP, I thought it would be a fun program, and it looked like the curriculum here would be a lot better than what I was getting back at my old school even though I would have to commute an hour to get her" said Christan Cook, who, after struggling to get the education he needed at his old school, is now a senior at SFP. "I was in Beatrice public schools at one point and SFP was definitely faster paced. I would be learning more, and I knew this would make me more prepared for whatever's next."

Since deciding to go to SFP, SFP and Zoo Crew seem to have become very vital in helping Christan grow as a person. The curriculum for him is "more free flowing than most," giving him the opportunity to breathe and learn to manage time better, as he and most of the students have found out with the portfolios. "Portfolios are huge time consuming projects you have to do. If you don't focus well when you first get them, you tend to procrastinate on them till last minute which personally really stresses me out" he jokes. Along with SFP helping him better manage time, Christan, who considered himself to be fairly reserved, has also found that both SFP and Zoo Crew have taught him to be more comfortable with public speaking. "A lot of my public speaking fears had been dealt with early on, especially with Zoo Crew because we give small programs on the animals. We have on counters so we have to be able to talk to everyone, and we have to know facts on everything we take care of." He feels this will immensely help him with his aspirations to be a zoo keeper.

Christian has truly been able to break through his shell in his time at SFP and learned the values and skills it takes to work hard. Christan said that going to SFP will "forever hold a special place in my heart".

Humans of SFP: Bella Salem

By Olivia Cunningham

"It's more important to be yourself than it is to be a version of yourself that people want you to be. Just be you, baby," said senior at Lincoln High and Science Focus Program. Bella Salem is not only an active member of her community who has been volunteering at Planned Parenthood for a number of years, but is co-founder of our very own SFP's Women in STEAM, which she is most proud of.

Bella is the proud daughter and sister of a mother who works in the district office and a father who works for LPS's student services. Her brother, Judd, also attended SFP for the full 4 years. Bella looks up to her mom because she is a respectable, hard worker and has always made time for her brother and her.

Her favorite class would be Senior Research because she wants to professionally work in a research field as a full-time job. She wants to go to college and has already applied to UNL and her dream school, Knox College, where she wants to minor in gender and women's studies. She admits to having to work on time management with balancing school work and extracurricular activities. She says that time management is something that she has struggled with for a while now, but the SFP teachers have been able to help her with that.

She wants to be remembered as an impactful and influential person in a positive way. She says the best thing about high school would have to be the connections between SFP students and the students' connections with teachers. Bella knows the relationships between students and teachers are important, and has allowed her to be herself.

Humans of SFP: Maya Sample

By Aubrey Letts

Stories are very important to Maya Sample. She spends much of her free time reading books or playing story-based video games. This year she has read over 20 books and is currently reading *All Out* by Saundra Mitchell. She takes part in stories by playing role playing games such as Dungeons and Dragons.

Maya also spends time volunteering at OpeN Shelf at UNL. OpeN Shelf is a campus pantry to support the students at UNL with items that they may need. They provide basic necessities, such as non-perishable food items and hygiene products to help "lessen barriers for UNL students."

Maya believes that "Family is what you make it." Her pets are important to her, too. She has two pets: a cat and a dog that doesn't act like a dog.

Maya shared some advice that has helped her to succeed. "Learn to respect adults," "go to therapy," and most importantly "be yourself."

LPS Best Practices for Communicating Grades for Students and Parents

In LPS, our goal is to effectively and consistently communicate academic progress with students and parents/guardians. In order to meet this goal, LPS developed these guidelines for calculating, entering, and communicating grades. These guidelines are meant to help students and parents/guardians interpret student grades in useful ways.

Teachers, school administrators, and district curriculum specialists work together to determine how to grade and communicate students' learning. This document describes grading practices that are common (standardized) across instruction in secondary schools. Curriculum specialists and others may provide more specific advice for teachers in other documents (i.e., curriculum specialists provide grading templates for teachers in each curriculum area via Synergy gradebook). Ultimately, teachers design classroom assessment systems to do two things:

- Emphasize the importance of practice and using feedback (formative assessment processes), and
- Provide grades that clearly communicate student achievement on LPS content/skill standards (summative assessment processes). Teachers work to ensure that grades clearly communicate academic achievement and minimize the impact of other factors, such as student behavior/compliance.

The goal of this document is to describe grading practices that are consistent across all classrooms. More detailed information about grading practices can be found on individual teacher's Class Websites (LMS Pages) in ParentVue.

Summative and Formative Assessments

- Summative assessments and assignments (calculated as 80% of the overall grade)
  - Summative assessments are used to evaluate student learning (assessments OF learning), skill acquisition, and academic achievement at the conclusion of a defined instructional period.
  - Typical examples of summative assessment processes are unit tests/exams, projects, papers, and other examples of student work showing the current level of knowledge/skills.
- Formative assessments and assignments (calculated as 20% of the overall grade)
  - Formative assessments provide ongoing and timely feedback that instructors can use to modify their teaching and students can use to improve their learning (assessments FOR learning). Typically, teachers use student responses on these practice opportunities to determine what needs to be clarified or re-taught and/or students use feedback from the practice opportunity to try again (student practice).
  - Typical examples of formative assessment processes are entry/exit tickets, discussions, individual practice, drafts of papers, additional practice items done at home or in class, short quizzes, and other processes that help students show their learning in anticipation of summative assessment events.

Grading Scale

Synergy Gradebook uses the following scale to assign letter grades based on calculated averages:

90% = A	85% = B+	80% = B	75% = C+	70% = C	65% = D+	60% = D

Synergy Gradebook Codes

Synergy Code	Code Description	What It Means
EX	Excused	Used to indicate an assignment is excused and does not need to be completed. It has no effect on the grade.
M	Missing	Used to indicate an assignment is missing. It calculates as a zero until the assignment is turned in and graded.
INC	Incomplete	Used to indicate an assignment is not complete enough to score. It does not affect the grade unless the teacher enters the INC with a score. The code should be removed once the assignment is revised, and then a new grade should be entered.
Grade [space] L	Late Assignment	Used to communicate timeliness/work habits. The grade is included in the overall average.
R	Retaught	Used to indicate that an assignment was regraded after re-teaching or re-assessing.
Blank	Not Yet Graded	Used to indicate that an assignment/assessment still needs to be graded.
AB	Absent	Used to indicate that a student was absent while this work was completed. It calculates as a zero, but it can still be turned in for credit. It is included in missing marks/ reports.
0 (*zero*)	No credit	Used to indicate that the student received a grade of zero/no credit. Teachers use this code carefully (and infrequently) because a grade of zero can significantly lower an overall average and misrepresent student achievement. Instead of a zero, teachers more often use the "M" code for work that hasn't been turned in or " INC" for work that isn't ready to be scored yet. Teachers may have to change a grade to a zero if student work is so late that it is no longer practical or useful for students to submit it for credit.