



KINDERGARTEN 2017-2018 HANDBOOK



*Parents, this is the Grade Level Handbook.
The Arrow Academy Student/Parent Operational Handbook is available online
and can be printed at the parent's request.

Welcome to Kindergarten!



We are so happy that you could be a part of this special group. We have many great learning experiences planned for you. It is our pleasure to have you join us for an exciting year.

The Kindergarten teachers are:

Mrs. Alva
Ms. Dumas

Other Arrow Liberation Staff:

Dr. Sanders, Principal
Ms. De Jear, Instructional Coach
Mrs. West, Learning Academy
Mrs. Giles, Fine Arts
Mrs. Townsend, P.E.
Ms. Long, Intervention Aide
Ms. Rhone, Intervention Aide
Ms. Prevost, Intervention Teacher
Ms. Citizen, Administrative Assistant
Mrs. Trujillo, Administrative Assistant
Mr. Addison, Nutrition Aide

Parent Information

Arrival Procedures:

- Each day parents can walk or send their scholar to the cafeteria to eat breakfast from 7:30 AM – 7:45 AM. Free breakfast is served daily to all students from 7:30 AM until 7:55 AM.
- Teachers pick students up from the cafeteria at 7:45 AM and walk students to the classroom for students to start their warm-up activities.
- Morning Engagement, our Character Education program begins promptly at 8:00 AM daily in the gym or in the classroom via our ALA Radio Station.
- **When a student arrives after 8:00 AM parents should walk the student in and sign in on the Tardy Log.**
- **Students are tardy at 8:01 AM There should be NO parents in the instructional areas after 8:00 AM.**
- When visiting the school, parents should check-in at the Main Office.

Dismissal Procedures:

- School is dismissed at 3:30 PM. Car riders should be picked up in the car pool lane. Car tag (issued by the school) MUST be visible for pick-up in the car pool lane.
- If the car tag is NOT visible, the adult must park, come into building with an ID and sign the student out.
- If a family needs two car tags, the parent/guardian should go to the Main Office for assistance.
- If a student walks or rides a bike home, students will not be allowed to leave the school until 3:50 PM to ensure the safety of the students as they leave going through the parking lot.
- If you need to pick up your child before 3:30 PM, please come to the Main Office to complete a form to check the student out.
- No student will be called to the Main Office after 3:00 PM to leave early. No exceptions.
- **Parents must pick up students by 4:00 PM. There will be a \$25 late fee for every late pick-up.**

Report Cards:

- Report Cards are mailed home every 9 weeks: October 27, 2017, January 12, 2018, March 23, 2018, June 1, 2018
- Notify Ms. Citizen via email if your mailing address changes: alecia.citizen@arrowacademy.org

Curriculum Quick Facts:

- **Reading:** “Go Phonics” is a comprehensive reading program with an emphasis on letter and sound recognition and the utilization of simultaneous multisensory techniques for greater retention. A variety of age appropriate literature is used and discussed including multicultural books. We will have Take-Home Books and Word lists from Raz- Kids- an online Reading Program.
- **ELA: Journeys** is the textbook series used to support the reading and writing program. This is an additional supplement to the “Go Phonics” reading program. Whole group, small group, and individual instruction are used to reinforce skills. The Balanced Literacy framework will be integrated into the curriculum to help students develop their writing skills as well.
- **Math: Go Math** is the math program with textbook support that is used for Kindergarten through 6th Grade. The Go Math program consists of place value & number concepts, estimation & reasonableness, fact families & number lines, measurement of time, temperature & money, geometry & congruency, addition, and subtraction; graphing and interpreting graphs; math vocabulary, and algebra with an emphasis on number patterns.
- **Social Studies:** Each student will have a subscription to **Social Studies Weekly**. This will cover all of the TEKS throughout the year with engaging lessons, online activities and projects. The History Fair will be our culminating activity.
- **Science:** Consists of scientific investigations, inquiry and critical thinking, properties, patterns, and systems, living organisms, and nonliving objects and processes of the natural world. Classroom activities will be used to foster higher order thinking skills. All students will participate in The Annual Science Fair. It is mandatory for students in grades 3-6.
- **Ancillary:** This includes Art, Music integrated in our Fine Arts program and P.E. Fine Arts and P.E. will be offered in an A day B day rotation. Students will participate in school-wide productions throughout the year; as well as, the NFL sponsored program, the Fuel Up to Play 60 Program for P.E. ***For safety reasons, please have your child wear tennis shoes for P.E.***

Attendance:

- Please send a written note to school when your child has been absent.
- After the 3rd absence, the school will contact the parent by phone or with an email notification.
- After the 6th absence, a letter will be mailed home and further truancy action may be taken.

Tardy:

- Morning Engagement begins at 8:00 AM. Please have your child to school on time so they are able to participate in this Character Education program that helps build motivation and social skills for success.
- School Tardy Policy:
 - 1st- 3rd tardy- the teacher can send home a reminder notice.
 - 4th tardy- parent notification will be sent from the main office.
 - 5th tardy and beyond – parent will be notified to come in for a conference.

Parents make sure your scholar attends school from 8:00 AM until 3:30 PM daily. The instructional day concludes at 3:30 PM; if you pick your scholar up early, they are missing valuable instruction time that can impact the student's learning adversely. Students who miss more than 30 minutes of instruction in class will be counted absent and will not qualify for attendance recognition awards.

Routines:

- **ANY CHANGES IN HOW YOUR CHILD GETS HOME MUST BE IN WRITING! In an emergency, call the Arrow Liberation Academy Main Office before 3:00 PM if your transportation needs change.**
- Special events at school and weekly updates will be communicated on Thursdays in the Weekly Newsletter.
- **PLEASE CHECK STUDENT AGENDA DAILY.**
- If you have any notes or need to let the teacher know something, please put the notification in the Thursday Folder pocket, not just in the backpack. Teachers will look daily in student folders. The Daily Conduct Chart will let you know how your child is behaving. If there is an ongoing problem, the teacher will notify parent(s) for a parent conference.
- Teachers and parents are partners in students' learning. Please keep all communication positive for the best interest of the student. Parents and teachers should work together for a positive resolution.

Birthdays:

- The school day is for instruction. Please do NOT plan to have a classroom birthday party to celebrate your child's birthday. You may drop off birthday treats at the Main Office (there should be enough treats for the entire class). The treat must be a "self-serve" snack like cookies, individually wrapped snacks and/or drinks, etc. to be eaten sometime during lunch or recess at the teacher's discretion. Please do not send or bring cake, ice cream, cupcakes, soda, decorations, supplies, balloons, flowers etc. Do not expect to bring siblings or go into the classrooms for a birthday celebration. All treats should arrive no later than 11:00 AM.
- If any invitations are brought to school to be passed out, there must be one for each child in the homeroom class. Or, one invitation for all the girls or all the boys. We don't want to hurt anyone's feelings; therefore, there will be no personal invitations passed out during school hours.

Field Trips:

- Field trips will be announced as scheduled.
- Students who are habitually disruptive (consistently on red, blue or purple) in the classroom will NOT be allowed to attend any field trips.
- Students with a conduct grade less than Satisfactory will NOT be allowed to attend any field trips.

Toy Policy:

- No toys are to be brought to school! This includes hanging on outside of backpacks.
- If your teacher has Show and Tell or sends a note, then a toy may be brought at the request of the teacher.
- If a toy is taken by the teacher, there is a possibility that it may go into the Treasure Box at the end of the week.
- This also includes lip gloss, slap bracelets, stretch bands, toy jewelry, and other items that will be a distraction in the classroom.
- Electronic devices and other distracting items brought from home will be taken up and given back to parents, or the student may pick them up at the end of the school year.

Read to ME Program:

- Keep a log of books that your scholar has read to you or another adult.
- 20 books every 9 weeks is required beginning the 2nd 9 weeks.
- Any child that has turned in a reading log of 20 books every 9 weeks will receive an award at the end of the year.

Reminders:

- *Check Student Planners daily and return to school the next day*
- *Review math facts daily*
- *Read daily and record on the Reading Log*
- *Complete all homework Monday-Thursday*
- *Bring a water bottle and a healthy snack daily*

Teacher and School Communication:

- The school phone number is 346-754-5867.
- The District Website www.arrowacademy.org
- The School Website www.la.arrowacademy.org
- Parents will be contacted via email, text message, and phone call when there is inclement weather, important notifications, and school reminders. It is the parent's responsibility to keep contact information up to date and to opt in to receive text messages.
- Parents should opt into Remind classroom messages for important classroom updates.
- Teachers are available via phone during their conference time.
- You may schedule a parent conference with the teacher during their conference time.

Teachers' Email:

angela.alva@arrowacademy.org

chanel.dumas@arrowacademy.org

Kindergarten Discipline Plan

In order to guarantee your child, and all of the students in our classroom, the excellent learning climate they deserve, we are utilizing the following discipline plan:

Arrow Liberation Academy Philosophy:

We believe that all of our students can and MUST behave appropriately in the classroom. We will work with students to teach the appropriate social skills. The Social Contract is an agreement for behavior at school.

Consequences:

Students who make good choices by following the Social Contract can be rewarded in the following ways: verbal praise, lunch with the teacher, special privileges, stickers, and the GREEN Party.

The following consequences will be used when students choose to NOT to follow the Social Contract:

1. Five Questions to redirect behavior
 - i. What are you doing?
 - ii. What are you supposed to be doing?
 - iii. Were you doing it?
 - iv. What are you going to do about it?
 - v. What will happen if you choose to continue to not follow the Social Contract?
2. Warning
3. Change of color
4. Time-out or loss of privilege and change of color
5. Time-out in another room and change of color
6. Parent contact with an email and change of color
7. Parent conference mandatory for students that have habitually disruptive behavior.
8. Office Referral to Principal (will become a part of the student record).

Kindergarten–Texas Essential Knowledge and Skills (TEKS)

Kindergarten English Language Arts & Reading TEKS

In Kindergarten language arts, your child will learn:

LISTENING/SPEAKING

Students:

- listen to information, rhymes, songs, conversations, and stories
- listen and talk about experiences, customs, and cultures
- make announcements, give directions, and make introductions
- act out plays, poems, and stories clearly request, retell, and/or describe stories and experiences
- listen responsively to contemporary and classic stories and other texts read aloud

READING

Students:

- recognize that print represents spoken language and conveys meaning, such as their own name, and signs such as Exit and Danger
- recognize upper and lower case letters in print and understand that print represents language
- manipulate sounds in spoken words (phonemic awareness)
- decode simple words using letter-sound knowledge
- identify words that name persons, places or things, and words that name actions
- learn new vocabulary words through selections read aloud
- retell or act out important events in a story
- gather important information and ask relevant questions

WRITING

Students:

- write their own name and each letter of the alphabet
- write messages using their knowledge of letters and sounds
- record or dictate questions, ideas, stories
- write labels, notes, and captions for illustrations, possessions, charts, and centers

Before entering kindergarten, students should be able to:

- Speak and share ideas in complete sentences.
- Listen to and talk about stories that were read to them.
- Play with rhyme, rhythm, and repetition in poems, songs and stories (examples: Dr. Seuss books, Mother Goose rhymes, etc.)
- Think about their experiences with letters and recognize some letters of the alphabet (examples: letters in names, street signs, store names, singing the alphabet, etc.)
- Recognize their first names in print.
- Make marks and pictures that look like writing.

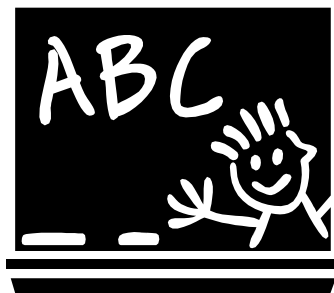
Kindergarten Language Arts TEKS



Direction Determines Destination

TIPS FOR PARENTS

- *Read to your child.*
- *Have conversations with your children.*
- *Model enjoyment of reading by reading in front of your child.*
- *Give books and magazines as gifts.*
- *Visit the public library regularly.*
- *Read the newspaper.*
- *Schedule a “drop everything and read” (DEAR) time for the family.*
- *Watch family TV shows together and discuss them.*



Kindergarten–Texas Essential Knowledge and Skills (TEKS)

Kindergarten Mathematics TEKS

In Kindergarten mathematics, your child will learn:

NUMBER, OPERATION, AND QUANTITATIVE REASONING

Students:

- use words and numbers to describe relative sizes of objects
- describe position in a sequence of events
- name ordinal positions (first, second, etc.)
- separate a whole into equal parts
- explain half of a whole
- model addition and subtraction

PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING

Students:

- identify, extend, and create patterns
- use patterns to predict what comes next
- count to 100 by ones

GEOMETRY AND SPATIAL REASONING

Students:

- describe one object in relation to another using informal language
- place objects in a given position
- describe and identify objects
- compare and sort objects
- describe and compare solids
- recognize shapes
- describe, identify, and compare shapes

MEASUREMENT

Students:

- compare and order objects by length, capacity, or weight
- identify objects greater than, less than or equal to a given object
- compare temperatures
- compare times
- sequence events
- read a calendar using days, weeks, and months

PROBABILITY AND STATISTICS

Students:

- construct real and picture graphs
- use graphs to answer questions

PROBLEM SOLVING

Students:

- identify mathematics in everyday situations
- use a problem-solving model with guidance
- select or develop an appropriate problem-solving strategy

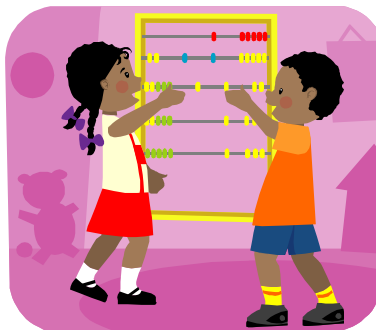
Kindergarten Math TEKS



Direction Determines Destination

TIPS FOR PARENTS

- *Let your child know that you value mathematics and that you believe that s/he can succeed.*
- *Encourage your child to count objects in the home or in books.*
- *Ask your child to identify shapes and patterns in the environment.*
- *Attend Family Math Night at the school.*
- *Encourage your child to compare quantities of objects in terms of more than, less than, or the same.*
- *Talk with your child's teacher about the math program used at school.*
- *Visit your child's classroom during math time to observe the curriculum in action.*



Kindergarten–Texas Essential Knowledge and Skills (TEKS)

Kindergarten Social Studies TEKS

In Kindergarten social studies, your child will learn:

HISTORY

Students:

- learn about patriotic holidays
- identify contributions of people, such as George Washington
- place events in chronological order

GEOGRAPHY

Students:

- locate and describe the relative location of places
- identify physical and human characteristics of places

ECONOMICS

Students:

- identify basic human needs and explain how they can be met
- identify jobs and why people have them

GOVERNMENT

Students:

- identify rules and reasons for having them
- identify authority figures

CITIZENSHIP

Students:

- identify U.S. and Texas flags
- recite the Pledge of Allegiance

CULTURE

Students:

- identify similarities and differences among people
- identify family and community customs

SCIENCE, TECHNOLOGY, AND

SOCIETY Students:

identify examples of technology and describe how they meet people's needs

SOCIAL STUDIES SKILLS

Students:

- obtain information from a variety of oral and visual sources
- sequence and categorize information identify main ideas
- express ideas orally and visually
- use problem-solving and decision-making processes

Kindergarten–Texas Essential Knowledge and Skills (TEKS)

Kindergarten Science TEKS

In Kindergarten science, your child will learn:

SAFETY

Students:

- demonstrate safe science practices in the classroom and field
- use and conserve resources

SCIENTIFIC INQUIRY AND CRITICAL THINKING

Students:

- use their senses and common tools such as hand lenses, balances,
- cups, and bowls to make observations and collect information by
- asking questions, gathering information, communicating findings,
- and making informed decisions
- use computers and information technology tools to support their investigations

PATTERNS, SYSTEMS, AND CYCLES

Students:

- describe patterns including seasons, growth, day and night, and
- predict what happens next, using charts and graphs
- learn how systems have basic properties that can be described in
- terms of parts, such as those in toys, vehicles, and construction sets
- understand structures, interactions, and processes found in systems that, when put together can do things they cannot do by themselves

CHANGE

Students:

- observe, describe, and record changes in systems, cycles, and models
- record changes in size, mass, color, position, quantity, time,
- temperature, sound, and movement by observing weather changes and life cycles of organisms in their natural environment

LIVING ORGANISMS AND NON-LIVING OBJECTS

Students:

- identify organisms and objects and their parts
- explore the basic needs of living organisms and give examples of their dependence on each other
- identify how the Earth provides resources for life

UNDERSTANDING THE NATURAL WORLD

Students:

observe and describe properties of rocks, soil, and water










GAMES

Family games are a wonderful way to stimulate your student's thinking and a positive way to spend your extracurricular time as a family. Many of these fun games will help build skills in reading and math.

The following games are suggestions for the whole family! What is your family's favorite game? If you don't have one, try a game at your next "family night in".

Marbles
 Trouble
 Tic Tac Toe/SOS
 Dominoes
 Candy Land
 Crossword Puzzles
 Card Games (UNO, Speed, Go Fish, etc.)
 Sorry
 Bingo
 Chess

Puzzles
 Connect Four
 Coloring Books
 Backgammon
 Hop Scotch
 Simon Says
 Monopoly
 Scrabble
 Life
 Checkers
 Word Finds

 <p>CHANCE</p>	<p>The following games are suggestions for the whole family! What is your family's favorite game? If you don't have one, try a game at your next "family night in".</p> <p>Marbles Trouble Tic Tac Toe/SOS Dominoes Candy Land Crossword Puzzles Card Games (UNO, Speed, Go Fish, etc.) Sorry Bingo Chess</p> <p>Puzzles Connect Four Coloring Books Backgammon Hop Scotch Simon Says Monopoly Scrabble Life Checkers Word Finds</p>				<p>SHORT LINE</p>  <p>PAY \$200</p>
<p>CHESS</p>  <p>PAY \$300</p>					<p>LUXURY TAX</p>  <p>PAY \$75</p>
<p>LUXURY TAX</p>  <p>PAY \$75</p>					<p>JACKS</p>  <p>PAY \$100</p>
<p>COMMUNITY CHEST</p> <p>FOLLOW INSTRUCTIONS ON CARD</p> 					<p>CHANCE</p> 
<p>NORTH CAROLINA AVENUE</p> <p>PAY \$300</p>					<p>BOARDWALK</p> <p>PAY \$400</p>
<p>GO TO JAIL</p> 					<p>PARK PLACE</p> <p>PAY \$350</p>

ARROW LIBERATION ACADEMY
TITLE I, PART A PARENTAL INVOLVEMENT POLICY
2017-2-018

Statement of Purpose

Arrow Liberation Academy is committed to ensuring the highest quality K-6 education for all students. Arrow Liberation Academy recognizes that parents are valued partners in the educational process, serving as the child's first teacher in the early years of child development. As a result, parents play an extremely important role as children's first teachers. Partnerships with parents and the community are vital. It is a winning combination when school and home work together to promote high student academic achievement. Parents' support for their children and for the school is critical for students' success throughout their K-12 educational experience.

The Arrow Blended Instructional Model is more than advanced technology and web-based instructional tools. It means adopting a new learning environment that works better for students and their families as well as teachers. This model integrates technology driven lessons for a portion of the instructional day. Students have an opportunity for more individualized instruction and more control over pace, path and time. This instructional flexibility extends from the school to the home connection when students have internet access at home or in their community. The goal is a home-school partnership that will empower parents and students for future academic success.

Parental Involvement in Developing the Policy

The Community Advisory Board (CAB) and the Parent Eagles Nest (PEN) consisting of parents, members with the partnership, administrators, members of the community and other staff will meet to update the Liberation Academy's Parental Involvement Policy. All parental comments and feedback are welcomed. The goal is to have parents play a vital role in decision making regarding the Title I program and other school improvement initiatives.

Capacity Building and Coordination

Capacity building activities will be provided to increase student achievement through school activities and programs. Liberation Academy will coordinate these efforts and strategies with other federal and state programs in a variety of ways.

School-Parent Compact

Each school must share responsibility with parents for high student academic performance by developing a school-parent-student compact jointly with the parents. This compact will include how parents, staff, and students will share responsibility for improved student academic achievement. Parents will be involved in designing these compacts. The compact will be shared with all parents at the Annual Registration Drive and at the Annual Parent Meeting as needed. Parents will receive the compact from their child's school with a list of responsibilities that teachers, parents, and students will each have for helping students achieve their goals. Student responsibilities may vary by grade level. The School-Parent Compact will be discussed throughout the year to ensure a scholarly school climate as well as improved student academic achievement.

Types of Parental Involvement

There are many ways in which parents can become involved with their children's education. Arrow Liberation Academy values both the at-home contributions and those, which take place at school and in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership to ensure that all children succeed.

Matching Programs to the Needs of the Community

Each year, Arrow Liberation Academy will determine the needs of parents and children in the community through a variety of measures. This includes an annual consultation with parents to ensure that the Title I, Part A program will be tailored to meeting those needs. Parent meetings and other programs will be available for parents and the school to help form partnerships which will improve the involvement of families in order to increase student academic achievement. Parents will be notified about these opportunities through Thursday Communication Day. Parents may call the school office at any time to express an interest in a particular type of workshop or to make other suggestions. Parents are always welcome to volunteer. Please come to the Main Office for a volunteer opportunity.

Staff-Parent Communication

Communication with parents will include a weekly newsletter distributed throughout the year. There will also be notices and activity packets sent home with children. Phone calls and parent/teacher conferences will be scheduled as needed. Parents are encouraged to take the initiative in calling their child's teacher to monitor their child's progress as well as when they are concerned about a problem. They may also call the school office and ask for a translator for conferences. As much as possible, notices will be sent home in a language parents understand.

Annual Meeting for Title I, Part A (Will be held with Open House)

At the annual meeting for parents, information about Title I, Part A guidelines will be distributed. Parents will be given copies of the current Parental Involvement Policy and offered a chance to become involved in revising that policy as needed. Volunteers may serve on the CAB, the Community Advisory Board that meets quarterly or the PEN, Parents Eagles Nest that meets every other month. Translation (when needed) will be provided so that all parents may participate.

Evaluation

The CAB or the PEN will be involved in the process of school review and improvement. Parents will participate in this group. The goal is to evaluate the school by collecting information in a variety of ways, including parent surveys, program evaluations and the school's report card.

The survey evaluation will include an assessment of how much parental involvement is increasing and what the barriers are to effective parental participation. Arrow Liberation Academy will revise its Parental Involvement Policy as needed on the basis of this annual review.

Conclusion

Arrow Liberation Academy is committed to ensuring that parents are partners in the school. Arrow Liberation Academy is dedicated to building relationships with students and their families based on mutual respect and self-management of behavior. Through the relationships that are built with students and their families at Arrow Liberation Academy, the school culture is a caring and motivating environment where critical thinking and learning are evident in our small class sizes.

Direction Determines Destination!

ARROW ACADEMY GRADE LEVEL PROMOTION STANDARDS

Kindergarten:

Generally students in Kindergarten are not retained unless a parent request retention, teacher recommendation and there is academic data that the student would benefit from an additional year in Kindergarten.

1st Grade Level - for students to promote to the next grade, the student must:

- Reading on J or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Pass the High Frequency Word Test
- Teacher Recommendation

2nd Grade Level - for students to promote to the next grade, the student must:

- Reading on P or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Pass the High Frequency Word Test
- Teacher Recommendation

3rd Grade Level - for students to promote to the next grade, the student must:

- Reading on T or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Satisfactory performance on STAAR tests (2)
- Teacher Recommendation

4th Grade Level - for students to promote to the next grade, the student must:

- Reading on W or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Satisfactory performance on STAAR tests (3)
- Teacher Recommendation

5th Grade Level - for students to promote to the next grade, the student must:

- Reading on Z or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Satisfactory performance on STAAR tests (3)
- Teacher Recommendation

6th Grade Level - for students to promote to the next grade, the student must:

- Reading beyond the Z level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Satisfactory performance on STAAR tests (2)
- Teacher Recommendation

Direction Determines Destination!

Arrow Academy Elementary Report Card: A Parent's Guide to Understanding Student Progress

This parent guide will provide information about where to locate information on the report card about your child's progress.

Communication Progress to Parents

Student progress is reported to parents in a variety of ways throughout the year. The purpose is to communicate effectively how each student is developing, both individually and according to district expectations. The report card is just one component of the reporting process. The combined process will help parents and students understand how the skills and content work together to determine performance.

Elements of Reporting Process	Formal Opportunities for Communication	State and District assessments
Report Cards	August / September – Meet & Greet, Open House, Annual Title I Parent Meeting	MAP Assessments
Progress Reports for all students with a grade 74 and below	October – Report card	Reading Level Assessments
Written and verbal communication from the teacher	January – Report card	ASTROS district content based Benchmark assessments
Conferences including Telephone Conferences	March – Report card	STAAR Reading (Grades 3-6)
Newsletters	June – Final report card	STAAR Math (Grades 3-6)
Samples of student work	Parent Meetings hosted throughout the year	STAAR Writing (Grade 4)
State and district assessments	Monthly Updates from the Principal	STAAR Science (Grade 5)

- The MAP test is administered 3 times per year to measure growth in specific content areas / objectives. This score is independent of the age or grade of the student but reflects the instructional level at which the student is currently performing.
- The Reading A-Z Reading Assessment is used to determine progress in reading and monitoring growth. Students are assessed multiple times per year. The benchmark indicator is the **expected level** for the specific grade at the time of the report card. **The current level** is the **instructional reading** level for the student at the time of the report card. Classroom teachers are always able to share specific information about the Reading Level descriptions. The chart below lists the benchmarks for K-6 grade levels per grading period in Arrow Academy School District.

Direction Determines Destination!

Kindergarten – 6 Grade Reading A-Z Assessment Benchmark Chart				
Grade	GP 1 Benchmark	GP 2 Benchmark	GP 3 Benchmark	GP 4 Benchmark
K	AA/A	B	B	C/D
1	E	F/G	H/I	J
2	K	L/M	N/O	P
3	Q	R	S	T
4	U	V	V	W
5	X	Y	Y	Z
6	Z	Z	Z	Z

Level of Academic Performance for 1st - 6th Grade

Grading Scale	
A	90%-100%
B	80%-89%
C	70%-79%
Incomplete/Failing	Below 70%

Level of Performance for Fine Arts & P.E

The evaluation codes defined below are guidelines for grading academic content and work habits in Fine Arts and Physical Education for grades Kinder through 6th.

E – Excellent: The student demonstrates mastery/understanding above that which is normally expected and has an exemplary attitude, is always cooperative, and always observes school expectations and works diligently on assigned tasks.

S – Satisfactory: The student demonstrates mastery/understanding that is normally expected and has a good attitude, is cooperative, and generally observes school expectations and works on assigned tasks.

N – Needs Improvement: The student does not yet demonstrates mastery/understanding and the student's attitude needs to improve. Infractions of school and classroom expectations exist and the student does not complete assigned tasks.

Direction Determines Destination!

Level of Academic Performance for Kindergarten

1 – Meets grade level expectations for this marking period

- Demonstrates solid and consistent understanding of skills.
- Applies knowledge and skills that lead to quality work that meets grade level expectation.
- Requires no support or minimal support to complete work.

2 – Progresses toward grade level with support and intervention for this grading period

- Demonstrates partial and / or inconsistent understanding of skills.
- Requires additional reinforcement and practice of skills to produce work that is near grade level expectations.
- Requires regular support to complete work.

3 – Requires continued support and intervention for this grading period

- Demonstrates minimal understanding of skills.
- Requires additional instruction and practice of skills; work produced is below grade level expectations.
- Requires additional time and significant support to complete work.

Direction Determines Destination!