



# FIFTH GRADE 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 Fifth Grade!



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 Fifth Grade teachers are:**

Mr. Alikor, ELA & Social Studies

Dr. Hill, Science

Mr. Roswell, Math

### **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

## 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](mailto: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 6<sup>th</sup> 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 3<sup>rd</sup> absence, the school will contact the parent by phone or with an email notification.
- After the 6<sup>th</sup> 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:
  - 1<sup>st</sup>- 3<sup>rd</sup> tardy- the teacher can send home a reminder notice.
  - 4<sup>th</sup> tardy- parent notification will be sent from the main office.
  - 5<sup>th</sup> 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, the parent will need to pick it up from the teacher.
- 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 reads independently
- 20 books every 9 weeks is required beginning the 2<sup>nd</sup> 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](http://www.arrowacademy.org)
- The School Website [www.la.arrowacademy.org](http://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:**

[donna.cook@arrowacademy.org](mailto:donna.cook@arrowacademy.org)

[joseph.roswell@arrowacademy.org](mailto:joseph.roswell@arrowacademy.org)

[omeke.alikor@arrowacademy.org](mailto:omeke.alikor@arrowacademy.org)

[sylvia.hill@arrowacademy.org](mailto:sylvia.hill@arrowacademy.org)

### **3-6 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 follow the Social Contract:

1. Five Questions to redirect behavior
  - a. What are you doing?
  - b. What are you supposed to be doing?
  - c. Were you doing it?
  - d. What are you going to do about it?
  - e. 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).



## Fifth Grade Texas Essential Knowledge and Skills (TEKS)

### Fifth Grade English Language Arts & Reading TEKS

In fifth grade language arts, your child will learn:

#### LISTENING/SPEAKING

Students:

- analyze a speaker's message for content, persuasive technique, and tone
- distinguish between a speaker's opinion and verifiable fact
- listen to proficient models of oral reading of classic and contemporary works
- identify how language, such as labels and sayings, reflects regions and cultures

#### READING

Students:

- read and comprehend a variety of fifth-grade-level texts
- draw inferences from text and support these conclusions and generalizations with evidence from the text
- offer observations, make connections, react, speculate, interpret, and raise questions in response to text
- generate relevant research using multiple sources of information
- demonstrate characteristics of fluent and effective reading
- use a thesaurus, synonym finder, dictionary, and software to clarify meanings and usage
- support responses to readings by referring to relevant aspects of the text and their own experiences

#### WRITING

Students:

- compose original texts applying the conventions of capitalization, punctuation, grammar, and correct spelling
- compose, organize, and revise letters, essays, records, and research papers
- use suspense, dialogue, and figurative language in original compositions
- write to persuade, argue, and request
- engage in the writing process and refine selected drafts to publish for general and specific audiences

#### VIEWING/REPRESENTING

Students:

- describe, interpret, and use visual media to compare ideas and points of view
- analyze, critique, and contrast the messages found in visual media
- produce class newspapers, multimedia reports, and/or short films

**Before entering fifth grade, students should be able to:**

- Follow complex directions.
- Read silently for at least 30 minutes a day.
- Read and comprehend material written on grade level.
- Write legibly with correct grammar, punctuation, and capitalization.
- Use many reference tools.
- Write a well-constructed, well-developed piece of writing that has multiple paragraphs that feature varying sentence types and correct English usage that is tied to the entire composition.
- Write to inform, persuade, and entertain.
- Identify and explain the persuasive techniques used in messages found in a variety of media (television, radio, and magazines).
- Make oral presentations with suitable visual-aid materials.

# Fifth Grade Language Arts TEKS



Direction Determines Destination

## TIPS FOR PARENTS

- Read to your child and listen to your child read to you daily.
- Have conversations with your children.
- Show the value and enjoyment of reading.
- Give books, magazines and writing materials as gifts.
- Visit the public library or bookstore regularly to encourage reading a variety of materials.
- Read the newspaper to find spelling words, read picture captions, and check the weather.
- Schedule a “drop everything and read” (DEAR) time for the family.
- Watch family TV shows together and discuss them and write a critique.
- Provide time, place and materials to do homework.

## Fifth Grade Texas Essential Knowledge and Skills (TEKS)

### Fifth Grade Mathematics TEKS

In fifth grade mathematics, your child will learn:

#### **NUMBERS, OPERATIONS, AND QUANTITATIVE REASONING.**

Students:

- read, write, compare, and order whole numbers through billions
- read, write, compare, and order decimals through thousandths
- generate equivalent fractions
- compare fractions in a variety of ways
- relate decimals to fractions using models to the thousandths
- add, subtract, multiply, and divide whole numbers
- add and subtract decimals
- identify prime and common factors
- model adding and subtracting fractions like denominators
- round whole numbers and decimals to tenths
- estimate to solve problems

#### **PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING**

Students:

- determine all possible combinations
- use patterns to make generalizations
- identify prime and composite numbers
- select and use diagrams and number sentences

#### **GEOMETRY AND SPATIAL REASONING**

Students:

- identify critical attributes of geometric figures or solids
- use critical attributes to define shapes and solids sketch translations, rotations, and reflections
- describe transformations that relate congruent figures
- graph ordered pairs of whole numbers

#### **MEASUREMENT**

Students:

- measure volume using concrete models
- estimate volume in cubic units
- measure length, perimeter, weight, capacity, time, temperature, and area to solve problems and describe equivalent measures

#### **PROBABILITY AND STATISTICS**

Students:

- construct line graphs
- describe characteristics of a set of data
- graph data using the appropriate representation
- use fractions to describe results of an experiment
- use results to make predictions

#### **PROBLEM SOLVING**

Students:

- identify the mathematics in everyday situations
- use a problem-solving model that incorporates understanding the problem, making and carrying out the plan, and evaluating the solution for reasonableness
- select or develop an appropriate problem-solving strategy
- explain and record observations
- relate informal language to mathematical language and symbols
- make generalizations from patterns
- justify why an answer is reasonable and explain the solution process

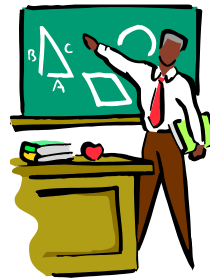
# Fifth Grade Math TEKS



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 use a variety of problem solving strategies.*
- *When shopping, use as an opportunity to count the value of coins. How much is needed? How much change will you receive?*
- *Attend Family Math Night at the school.*
- *Talk with your child's teacher about the math program used at school.*
- *Quiz your child on basic multiplication and division facts. It's time to learn those facts!*
- *Point out math in everyday life, such as games, sports, music, gas mileage, check books and bank accounts, time schedules, and shopping.*



## Fifth Grade Texas Essential Knowledge and Skills (TEKS)

### Fifth Grade Social Studies TEKS

In fifth grade social studies, your child will learn:

#### HISTORY

Students:

- explain causes and effects of European colonization
- summarize how conflict between the American colonies and Great Britain led to American independence
- describe events that led to the creation of the U.S. Constitution
- identify important social changes of the 19th century, including the Industrial Revolution, westward expansion, and the Civil War
- describe important issues, events, and individuals of the 20th century

#### GEOGRAPHY

Students:

- use geographic tools to collect, analyze, and interpret data
- describe political, economic, and physical regions in the United States
- explain the location and patterns of settlement and the geographic factors that influence where people live in the United States
- describe how people in the United States adapt to and modify their environment

#### ECONOMICS

Students:

- explain basic economic patterns of early societies in the United States
- identify economic motivations for exploration and colonization
- describe the characteristics and benefits of the free enterprise system in the United States
- explain patterns of work and economic activities in Texas

#### GOVERNMENT

Students:

- identify examples of representative government in the American colonies
- identify important ideas in the Declaration of Independence and the U.S. Constitution
- describe the framework of government created by the U.S. Constitution

#### CITIZENSHIP

Students:

- explain important customs, symbols, and celebrations that represent American beliefs
- explain the importance of individual participation in the democratic process
- identify leaders of the national government
- summarize fundamental rights of American citizens

#### CULTURE

Students:

- explain the relationship between the arts and the times during which they were created
- identify the contributions of people of various racial, ethnic, and religious groups to the United States

#### SCIENCE, TECHNOLOGY, AND SOCIETY

Students:

describe the impact of science and technology on life in the United States

#### SOCIAL STUDIES SKILLS

Students:

apply critical-thinking skills, communicate effectively, and use problem-solving and decision-making processes

## Fifth Grade Texas Essential Knowledge and Skills (TEKS)

### Fifth Grade Science TEKS

In fifth grade science, your child will learn:

#### FIELD AND LABORATORY INVESTIGATIONS

Students:

- demonstrate safe, environmentally appropriate, and ethical practices
- learn to use and conserve, dispose and recycle resources

#### SCIENTIFIC INQUIRY

Students:

- plan and implement investigations, ask well-defined questions, formulate hypotheses, select and use equipment, collect, analyze and interpret information, observe and measure, and communicate valid conclusions
- construct graphs, maps, charts to organize and evaluate information

#### CRITICAL THINKING, PROBLEM SOLVING, AND DECISION-MAKING SKILLS

Students:

- analyze scientific explanations as to strengths and weaknesses
- draw inferences on promotional materials
- represent the natural world using models
- evaluate research on scientific thought, society, and the environment
- connect concepts with history of science and contributions of scientists

#### TOOLS AND MODELS

Students:

- use scientific methods and tools, including sound recorders, computers, hand lenses, thermometers, compasses, balances, magnets, meter sticks, collecting nets, and safety goggles to collect information
- show that repeated investigations may increase reliability of results

#### SYSTEMS, CYCLES, AND CHANGE

Students:

- describe cycles, structures, interactions,

and processes found in systems and life cycles

- identify events and describe changes that occur on a regular basis and the significance of water, carbon, and nitrogen cycles

#### MATTER AND ENERGY

Students:

- investigate physical states of matter
- describe light, sound, heat, and electricity as forms of energy
- demonstrate how some mixtures and solutions maintain physical properties of their ingredients
- differentiate forms of energy including light, heat, electrical, and solar

#### ADAPTATION

Students:

- explore and predict adaptations
- describe an organism's niche within an ecosystem
- examine traits that are inherited by offspring from their parents
- study examples of learned characteristics

#### PAST AND FUTURE EVENTS

Students:

see that growth, erosion, and dissolving are examples of past events that have affected present events

#### PROCESSES OF THE NATURAL WORLD—EARTH MATERIALS AND OBJECTS IN THE SKY

Students:

- interpret how landforms develop
- describe processes responsible for coal, gas, and minerals
- compare physical characteristics of the Earth and Moon
- identify gravity as a force that keeps planets and the Moon in orbits








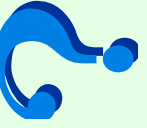

# GAMES

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.

### 1<sup>st</sup> 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

### 2<sup>nd</sup> 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

### 3<sup>rd</sup> 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

### 4<sup>th</sup> 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

### 5<sup>th</sup> 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

### 6<sup>th</sup> 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.

<b>Elements of Reporting Process</b>	<b>Formal Opportunities for Communication</b>	<b>State and District assessments</b>
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!*

<b>Kindergarten – 6 Grade Reading A-Z Assessment Benchmark Chart</b>				
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 1<sup>st</sup> - 6<sup>th</sup> Grade**

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

**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.

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