



# SIXTH 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 Sixth 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 Sixth Grade teachers are:**

Mr. Alikor, ELA & Social Studies  
Dr. Hill, Science  
Mr. Roswell, Math  
Mrs. Townsend, Spanish Enrichment

### **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](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:**

[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).



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

### Sixth Grade English/Language Arts TEKS

In sixth grade, language arts students read a variety of texts that includes fiction, nonfiction, and other informational sources. They understand rich vocabulary and the role of literary devices such as simile, metaphor, theme, and foreshadowing in the books they read. They use multiple sources to prepare research reports. Sixth grade students use strategies to learn and recall important information. Using the writing process, students write regularly and apply grammar, mechanics, and usage skills to produce error-free compositions for a variety of purposes and audiences. They listen to gain information, take notes, and summarize. Sixth grade students learn how language is used to create meaning in media presentations, and evaluate their purposes and effects on audiences.

In sixth grade English/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 provable fact
- listen to models of oral reading
- identify how language reflects regions and culture
- listen in order to learn, take notes, and organize and summarize ideas
- listen in order to connect personal experiences
- communicate effectively in a variety of settings such as interviewing, reporting, and requesting and providing information

#### **READING**

Students:

- read fluently, regularly and independently a variety of texts and purposes with clear understanding
- build an extensive vocabulary through reading and word study
- offer observations, make connections, react, speculate, interpret, and raise questions in response to text
- use study strategies, including outlines, timelines, graphics, summaries, and paraphrases, to recall important ideas from text
- read to increase knowledge of their own culture, the culture of others, and the common elements of all cultures
- recognize how authors use form and literary techniques to complement the ideas of the text

#### **WRITING**

Students:

- follow the writing process both independently and with others to revise and refine selected drafts
- publish for general and specific audiences for a variety of purposes, including persuasion, information, and entertainment
- apply the rules of capitalization, punctuation, grammar, and correct spelling to create error-free compositions
- evaluate his or her own writing and the writing of others using criteria that is appropriate for each purpose

#### **VIEWING AND REPRESENTING**

Students:

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

# Sixth Grade Language Arts TEKS



*Direction Determines Destination*

## TIPS FOR PARENTS

- Read books, newspapers and magazines with your child and discuss your family's everyday life.
- Have family discussions about what your child is learning in school on a daily basis; perhaps during dinnertime!
- Ask your child questions about his or her writing assignments. Have them read some of their journal entries aloud to you. Offer praise and helpful comments rather than criticism.
- Check daily to see that your child has written down his/her assignments in student agendas, notebooks, calendars, or other assignment books.
- Encourage your child to read books they are interested in and help them locate reading materials on their reading level. (Check with your child's teacher or a librarian for suggestions.)
- Visit the library or bookstores regularly so that your child becomes comfortable searching for materials that interest them.
- Make use of library, retail video resources, and TV networks to view with your child new topics, scientific research, historical accounts and documentaries.
- Seek out good sources for recommended reading. For example, the Houston Public Library releases a list for summer reading by grade level.

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

### Sixth Grade Mathematics TEKS

In sixth grade mathematics, students focus on using ratios to describe proportional relationships with number, geometry, measurement, and probability. Students also focus on adding and subtracting decimals and fractions. Students use a variety of mathematical processes and tools to develop conceptual understanding and solve problems as they do mathematics.

In sixth grade mathematics, your child will learn:

#### **NUMBER, OPERATION, AND QUANTITATIVE REASONING**

Students:

- compare and order positive fractions, decimals, and whole numbers
- generate equivalent forms of whole numbers, fractions, and decimals
- use integers to describe real-life situations
- write the prime factorization of numbers using exponents
- identify factors and multiples, including common factors and multiples
- model addition and subtraction situations involving fractions with objects, pictures, words, and numbers
- add and subtract to solve problems using decimals and fractions
- multiply and divide whole numbers to solve problems, including situations involving equivalent ratios and rates
- estimate and round to produce reasonable results where exact answers are not required in problem situations

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

Students:

- use ratios to describe proportional situations and make predictions in proportional situations
- represent ratios and percents with physical models, fractions, and decimals
- use tables and symbols to describe and represent proportional and other relationships (measurement conversions, sequences, perimeter, area, etc.)

- use patterns found in a table of data to develop formulas to represent relationships involving perimeter, area, and volume
- use letters to represent unknowns in forming equations from a problem situation

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

Students:

- use angle measurements to classify angles as acute, obtuse, or right
- identify relationships using angles in triangles and quadrilaterals (patterns of angle-sum measurements)
- describe the relationship between radius, diameter, and circumference of a circle
- locate and identify points on a coordinate graph using ordered pairs of positive fractions, decimals, and whole numbers

#### **MEASUREMENT**

Students:

- estimate measurements and evaluate reasonableness of results
- select and use appropriate units, tools, or formulas to measure and to solve problems involving length, perimeter, circumference, area, time, temperature, capacity, weight, and angles
- convert measures within the same measurement system (customary or metric)

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

### Sixth Grade Mathematics TEKS (continued)

In sixth grade mathematics, students focus on using ratios to describe proportional relationships with number, geometry, measurement, and probability. Students also focus on adding and subtracting decimals and fractions. Students use a variety of mathematical processes and tools to develop conceptual understanding and solve problems as they do mathematics.

In sixth grade mathematics, your child will learn:

#### PROBABILITY AND STATISTICS

Students:

- find all possible outcomes using lists, tree diagrams, and combinations
- find probabilities of a simple event occurring and not occurring (complement)
- draw and compare different graphical representations of the same data (circle graphs, bar graphs, line graphs, etc.).
- use median, mode, and range to describe a set of data
- solve problems by collecting, organizing, displaying, and interpreting data
- communicate mathematical ideas using language, efficient tools, appropriate units of measure, and models (graphical, numerical, physical, and algebraic)
- evaluate the effectiveness of different representations to communicate ideas
- make conjectures from patterns or sets of examples and non-examples
- validate conclusions using mathematical properties and relationships

#### UNDERLYING PROCESSES AND MATHEMATICAL TOOLS

Students:

- identify and apply mathematics to everyday experiences in and outside of school
- use a problem-solving model that includes understanding the problem, making a plan, carrying out the plan, and checking the solution for reasonableness
- select or develop problem-solving strategies such as drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve problems
- select tools such as real objects, manipulatives, paper/pencil, and technology to solve problems
- use techniques such as mental math, estimation, and number sense to solve problems

# Sixth Grade Mathematics TEKS



*Direction Determines Destination*

## TIPS FOR PARENTS

- When dealing with price reductions, have your child estimate the value of sale items after discounts ( $\frac{1}{3}$  off, 20% off, etc.).
- When eating out, ask your child to calculate and/or estimate the total bill, the cost per person, the tip, and the change.
- Ask your child to describe any fractional amounts found in their everyday setting: “What part of the pizza did you eat?” or “What part of distance have we covered?” ( $\frac{1}{3}$  of the total amount). “Can you describe that part in another way?” (about 33% or  $\frac{2}{6}$ , etc.)
- When grocery shopping, have your child estimate the total cost of the bill.
- Review and practice multiplication and division facts with your child when driving, during commercials, or other down times.
- Be a strong role model by valuing mathematics. The world of mathematics has expanded to encompass not only computation but also a need for deeper, more powerful thinking and reasoning abilities for all students to navigate through future problem-solving situations. Instill in your child the confidence to trust their problem-solving abilities.

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

### Sixth Grade Science TEKS

In students, science provides an integrated approach to life, earth-space, and physical sciences. All students participate in inquiry-based field and laboratory investigations. Science concepts and processes include: energy and matter; physical and chemical properties of matter; cells and their genetic material; systems and cycles (solar, living ecosystems, atmospheric and earth); and, a unit on Making Healthy Choices.

In sixth grade science, your child will learn:

#### PROCESS SKILLS

Students:

- demonstrate safe practices and environmentally appropriate field and laboratory investigations
- learn to use, conserve, dispose, and recycle resources and materials
- plan and implement investigations, including: asking well-defined questions; collecting information; making observations; formulating testable hypotheses; and, using equipment and technology
- collect (observe and measure), analyze and interpret information to construct explanations from direct and indirect evidence to communicate valid conclusions
- construct graphs, tables, maps, and charts to organize, examine and evaluate information
- analyze, review, and critique scientific explanations, hypotheses and theories as to strengths and weaknesses
- evaluate research on scientific thought, society and environment
- connect science concepts with history of science and contributions of scientists
- collect, analyze, and record information using scientific tools
- identify patterns in collected information using percent, average, range, and frequency

#### CONTENT LEARNING

Students:

- investigate three strands which include systems; properties, patterns, and models; and constancy and change

- the content is viewed from different perspectives in each strand

#### SYSTEMS; COMBINATION OF SYSTEMS

*(Strands: Systems; Patterns, Properties, and Models)*

Students:

- identify and describe systems resulting from combinations of two or more systems
- describe properties of systems that differ from properties of its parts

#### FORCE AND MOTION

*(Strands: Systems; Patterns, Properties, and Models; Constancy and Change)*

Students:

- identify and describe changes in position, direction, and speed of objects
- measure and graph changes in motion
- identify forces that shape Earth

#### PHYSICAL AND CHEMICAL PROPERTIES OF MATTER

*(Strands: Patterns, Properties, and Models)*

Students:

- demonstrate new substances can be made combining two or more substances, and compare properties of new substance to originals
- classify substances by physical and chemical properties

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

### Sixth Grade Science TEKS (continued)

In sixth grade, science provides an integrated approach to life, earth-space, and physical sciences. All students participate in inquiry-based field and laboratory investigations. Science concepts and processes include: energy and matter; physical and chemical properties of matter; cells and their genetic material; systems and cycles (solar, living ecosystems, atmospheric and earth); and, a unit on Making Healthy Choices.

In sixth grade science, your child will learn:

#### **LIVING SYSTEMS: STRUCTURES AND FUNCTIONS**

*(Strands: Systems; Constancy and Change)*

Students:

- differentiate between structure and function
- identify how structures complement functions
- determine that organisms are comprised of cells that carry on functions to sustain life

#### **MATTER & ENERGY: INTERACTIONS**

*(Strands: Systems; Constancy and Change)*

Students:

- define matter and energy
- explain and illustrate interactions between matter and energy in the water cycle and decay of biomass

#### **ENERGY AND THE ENVIRONMENT**

*(Strands: Systems; Constancy and Change)*

Students:

- identify energy transformations during production of energy
- compare methods for transforming energy in devices
- research and describe energy types from sources and determine if it is renewable, non-renewable, or inexhaustible

#### **SPECIES CHANGE THROUGH GENERATIONS**

*(Strands Systems; Constancy and Change)*

Students:

- identify changes in traits over several generations
- identify cells as structures containing genetic material
- interpret the role of genes in inheritance

#### **INTERNAL AND EXTERNAL STIMULI: ORGANISM RESPONSE**

*(Strands: Systems, Constancy and Change)*

Students:

- identify responses to internal stimuli and external stimuli
- identify components of ecosystems to which organisms may respond

#### **COMPONENTS OF OUR SOLAR SYSTEM**

*(Strands: Systems; Patterns, Properties, and Models; Constancy and Change)*

Students:

- identify characteristics of sun, planets, meteorites, comets, asteroids, and moons
- describe equipment and transportation needs for space travel

#### **EARTH SYSTEMS: STRUCTURES AND FUNCTIONS**

*(Strands: Systems; Constancy and Change)*

Students:

- summarize the rock cycle
- identify relationships between groundwater and surface water in a watershed
- describe components of the atmosphere and identify the role of atmospheric movement

# Sixth Grade Science TEKS



*Direction Determines Destination*

## TIPS FOR PARENTS

- Let your child know that you enjoy and value science, and that it can be fun.
- Let your child know that you believe he or she can succeed in science.
- Encourage your child to read and investigate fields of science and explore scientific careers.
- Encourage your child to locate scientific information using a variety of sources, including the Internet, television, newspapers, magazines, and reference materials.
- Look for science in the news and keep informed about upcoming science events.
- Connect “real life” situations as they occur to science.
- Relate what your child is learning to everyday life.
- Encourage your child to gather examples of scientific information to share with his/her class.
- Encourage your child to teach and explain to you what he/she has learned in science.
- Encourage your child to visit science-related websites on the Internet.
- Explore careers related to science and technology with your child.












# 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

 CHANCE	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".				SHORT LINE  PAY \$200
CHESS  PAY \$300					LUXURY TAX  PAY \$75
LUXURY TAX  PAY \$75					JACKS  PAY \$100
COMMUNITY CHEST FOLLOW INSTRUCTIONS ON CARD 					CHANCE 
NORTH CAROLINA AVENUE PAY \$300					BOARDWALK PAY \$400
GO TO JAIL 					PARK PLACE PAY \$350

**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

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## **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.

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<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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