

PARAGON CHARTER ACADEMY

2008-2009 ANNUAL EDUCATION REPORT

3750 McCain Road
Jackson, MI 49201

MISSION STATEMENT:

As a team, we will inspire all students to be exemplary citizens by challenging each student with high academic and moral standards.

Telephone:

517-750-9500

Fax:

517-750-9501

Principal:

Kathy Watson

Assistant Principal:

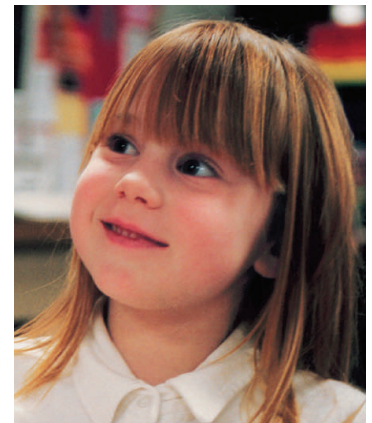
Sally Clark

VISION:

To better educate more children.

Board Members:

- **Joan Boldrey**
Treasurer
- **Bradley Funkhouser**
Vice President
- **Tony Jackson**
Director
- **Roger LaMothe**
President
- **Kevin Sykes**
Secretary



DESCRIPTION OF THE SCHOOL

Paragon Charter Academy was founded in 1998 and opened its doors to 338 students in grades Kindergarten through 5th grade. Paragon is authorized by Grand Valley State University and managed by National Heritage Academies in accordance with the school's five member Board of Directors. Being a public school academy (PSA), Paragon is its own district and operates independent of the local Intermediate School District. Paragon maintains an effective working relationship with the Jackson Intermediate School District, providing the Jackson ISD with Michigan Department of Education reporting information and utilizing various available resources.

With a strong focus on individualized instruction, Paragon teachers utilize differentiated instruction practices, learning style information, and backwards planning to develop lessons to challenge and meet the needs of the individual learners in each classroom. The school can be found at 3750 McCain Road approximately 5 miles from downtown Jackson, Michigan. Paragon, like all National Heritage Academies' schools, is committed to challenging children to achieve. This is accomplished through a solid back to basics curriculum, a strong moral focus, significant parent involvement, and a climate of high expectations.

At Paragon Charter Academy we believe in a structured academic environment that incorporates a traditional curriculum with inventive approaches to learning. Our faculty is committed not only to the educational development of the child, but in creating youngsters with character and a drive to contribute to their community. Through an active partnership with our parents, we are equipping students of Paragon for success in high school, college and beyond.



We held a school-wide Relay for Life with all grade levels participating in a walk event. In addition, a Survivor Walk was held and a cancer survivor addressed the student population.

ENROLLMENT PROCESS

Paragon Charter Academy is a state-funded, public charter school. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.

By law, Paragon Charter Academy cannot restrict enrollment based on selection criteria. Paragon Charter Academy can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random lottery will determine who attends the Academy.

Paragon Charter Academy's open enrollment period begins on the first day of the new school year and ends on the last business day of February. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If the number of applications is greater than the Academy's capacity, a lottery system will determine admissions.

As stated above, a lottery selection process is used when the applications in any grade exceeds the number of openings. Names are randomly drawn and students are admitted based on the order of selection. The lottery continues until all the names are drawn. Students not accepted for enrollment will be placed on a waiting list in the order their names are drawn.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the academy will be drawn first for available seats. In addition, if one child is selected during a lottery, that child's sibling will be offered the first available seat in his/her respective grade. Though siblings are afforded preference for available seats, they cannot be given preference over a child previously accepted.

Should seats remain available after the close of open enrollment; students will be accepted on a first-come, first-served basis until seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after classes are filled and will be placed on a waiting list in the order received.

Students who have been accepted must turn in two documents to receive a "registered" status: The Official Release of Records form, and the Admissions Form. If those documents are not received by the school within four weeks of the notice of acceptance, the student will be dropped and given a not attending status.

All students must be present on the first day of school or have an excused absence or he or she will lose his or her seat.

All students who are currently enrolled in the school are guaranteed a seat for the following year if they complete a "re-enrollment form" indicating that they want to enroll for the subsequent year. If they indicate on the form that they will not return next year, a seat will not be reserved for them. If the family changes their minds prior to the next school year, that student would have to re-apply.

MEAP ASSESSMENT DATA BY GRADE

Grade Level	SCHOOL YEAR	SCHOOL % OF STUDENTS PROFICIENT & ADVANCED	% (NOT TESTED IN SCHOOL)	PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for ELA				PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for Math			
				AD-VANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4	AD-VANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4
3rd Grade	2007-08	95.0%	0.8%	25.0%	66.7%	6.7%	1.7%	54.1%	44.3%	1.6%	0.0%
	2008-09	93.3%	0.0%	12.0%	80.0%	8.0%	0.0%	78.7%	16.0%	5.3%	0.0%
4th Grade	2007-08	89.8%	0.0%	21.9%	60.9%	15.6%	1.6%	39.1%	57.8%	3.1%	0.0%
	2008-09	85.8%	0.0%	9.5%	68.9%	20.3%	1.4%	29.7%	63.5%	6.8%	0.0%
5th Grade	2007-08	89.6%	2.1%	16.7%	66.7%	12.5%	4.2%	39.6%	56.3%	4.2%	0.0%
	2008-09	81.5%	0.0%	16.0%	63.0%	18.5%	2.5%	38.3%	45.7%	16.0%	0.0%
6th Grade	2007-08	82.1%	0.0%	15.4%	66.7%	17.9%	0.0%	48.7%	33.3%	15.4%	2.6%
	2008-09	85.2%	0.0%	16.7%	66.7%	16.7%	0.0%	50.0%	37.0%	13.0%	0.0%
7th Grade	2007-08	88.8%	0.0%	10.0%	75.0%	12.5%	2.5%	55.0%	37.5%	7.5%	0.0%
	2008-09	78.1%	0.0%	9.6%	69.2%	19.2%	1.9%	43.4%	34.0%	20.8%	1.9%
8th Grade	2007-08	81.1%	0.0%	8.1%	75.7%	13.5%	2.7%	51.4%	27.0%	16.2%	5.4%
	2008-09	85.2%	0.0%	13.6%	75.0%	11.4%	0.0%	50.0%	31.8%	15.9%	2.3%

Grade Level	SCHOOL YEAR	SCHOOL % OF STUDENTS PROFICIENT & ADVANCED	% (NOT TESTED IN SCHOOL)	PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for Science				PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for Social Studies			
				AD-VANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4	AD-VANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4
5th Grade	2007-08	91.8%	0.0%	51.0%	40.8%	2.0%	6.1%				
	2008-09	86.4%	0.0%	32.1%	54.3%	9.9%	3.7%				
6th Grade	2007-08	89.7%	0.0%					53.8%	35.9%	7.7%	2.6%
	2008-09	68.5%	0.0%					38.9%	29.6%	20.4%	11.1%
8th Grade	2007-08	94.6%	0.0%	43.2%	51.4%	5.4%	0.0%				
	2008-09	93.2%	0.0%	36.4%	56.8%	6.8%	0.0%				

MEAP data presented above represents the results for students enrolled for the full academic year.

MEAP DISAGGREGATED ASSESSMENT DATA

STUDENT GROUP	SCHOOL YEAR	SCHOOL % OF STUDENTS PROFICIENT & ADVANCED	STATE % OF STUDENTS PROFICIENT & ADVANCED	% TESTED IN SCHOOL	PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for ELA				PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for Math			
					AD-VANCED LEVEL 1	PROFI-CIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4	AD-VANCED LEVEL 1	PROFI-CIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4
ALL STUDENTS	2007-08	88.6%	77.5%	>95%	17.4%	67.7%	12.8%	2.1%	47.4%	44.6%	6.9%	1.0%
	2008-09	85.2%	77.2%	>95%	12.9%	70.3%	15.8%	1.1%	48.3%	38.8%	12.3%	0.5%
AFRICAN AMERICAN	2007-08	80.7%	56.7%	>95%	4.5%	72.7%	20.5%	2.3%	43.2%	40.9%	11.4%	4.5%
	2008-09	67.3%	58.7%	>95%	5.3%	61.3%	29.3%	4.0%	29.3%	38.7%	30.7%	1.3%
AMERICAN INDIAN / NATIVE ALASKAN	2007-08	100.0%	74.1%	>95%	33.3%	66.7%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
	2008-09	50.0%	74.2%	>95%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
ASIAN / PACIFIC ISLANDER	2007-08	100.0%	89.4%	>95%	42.9%	57.1%	0.0%	0.0%	85.7%	14.3%	0.0%	0.0%
	2008-09	88.5%	88.3%	>95%	15.4%	69.2%	15.4%	0.0%	61.5%	30.8%	7.7%	0.0%
WHITE	2007-08	89.8%	83.7%	>95%	18.2%	68.4%	11.1%	2.2%	47.8%	45.1%	6.6%	0.4%
	2008-09	90.0%	82.6%	>95%	14.8%	73.0%	12.2%	0.0%	52.8%	39.5%	7.4%	0.4%
HISPANIC	2007-08	83.3%	67.0%	>95%	33.3%	33.3%	33.3%	0.0%	33.3%	66.7%	0.0%	0.0%
	2008-09	83.3%	66.8%	>95%	16.7%	61.1%	16.7%	5.6%	50.0%	38.9%	11.1%	0.0%
STUDENTS WITH DISABILITIES	2007-08	67.2%	43.9%	>95%	6.7%	46.7%	36.7%	10.0%	32.3%	48.4%	19.4%	0.0%
	2008-09	63.9%	44.3%	>95%	0.0%	55.6%	33.3%	11.1%	38.9%	33.3%	27.8%	0.0%
LIMITED ENGLISH PROFICIENT	2007-08		56.8%									
	2008-09		55.5%									
ECONOMICALLY DISADVANTAGED	2007-08	84.6%	65.2%	>95%	12.2%	66.9%	18.0%	2.9%	47.9%	42.1%	7.9%	2.1%
	2008-09	79.3%	65.7%	>95%	9.4%	66.4%	23.4%	0.8%	40.6%	42.2%	17.2%	0.0%
MIGRANT	2007-08											
	2008-09											
MALE	2007-08	85.8%	75.5%	>95%	17.7%	64.6%	15.0%	2.7%	48.0%	41.2%	9.5%	1.4%
	2008-09	83.4%	74.7%	>95%	13.8%	66.7%	18.0%	1.6%	51.6%	34.7%	13.2%	0.5%
FEMALE	2007-08	91.5%	79.6%	>95%	17.0%	70.9%	10.6%	1.4%	46.8%	48.2%	4.3%	0.7%
	2008-09	86.9%	79.8%	>95%	12.0%	73.8%	13.6%	0.5%	45.0%	42.9%	11.5%	0.5%

MEAP data presented above represents the results for students enrolled for the full academic year.

ADEQUATE YEARLY PROGRESS (AYP)

STUDENT GROUP	ENGLISH LANGUAGE ARTS				MATHEMATICS				ADDITIONAL ACADEMIC INDICATORS	
	% TESTED		% PROFICIENT & ADVANCED GOAL: 60%		% TESTED		% PROFICIENT & ADVANCED GOAL: 60%		ATTENDANCE RATE GOAL: 92%	STATE 2008-09
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL STUDENTS	>95%	>95%	83%	79%	>95%	>95%	87%	82%	91%	94%
AFRICAN AMERICAN	>95%	>95%	67%	61%	>95%	>95%	68%	64%		
AMERICAN INDIAN / NATIVE ALASKAN	>95%	>95%	100%	76%	>95%	>95%	0%	80%		
ASIAN / PACIFIC ISLANDER	>95%	>95%	85%	89%	>95%	>95%	92%	93%		
HISPANIC	>95%	>95%	78%	68%	>95%	>95%	89%	75%		
WHITE	>95%	>95%	88%	84%	>95%	>95%	92%	87%		
STUDENTS WITH DISABILITIES	>95%	>95%	56%	43%	>95%	>95%	72%	54%		
LIMITED ENGLISH PROFICIENT		>95%		55%		>95%		69%		
ECONOMICALLY DISADVANTAGED	>95%	>95%	76%	67%	>95%	>95%	83%	72%		
MALE	>95%	>95%	80%	76%	>95%	>95%	86%	82%		
FEMALE	>95%	>95%	86%	82%	>95%	>95%	88%	82%		
MIGRANT										

MEAP data presented above represents the results for students enrolled for the full academic year.

NWEA ASSESSMENT DATA-PERCENT OF STUDENTS MEETING GROWTH TARGET (FALL TO SPRING)

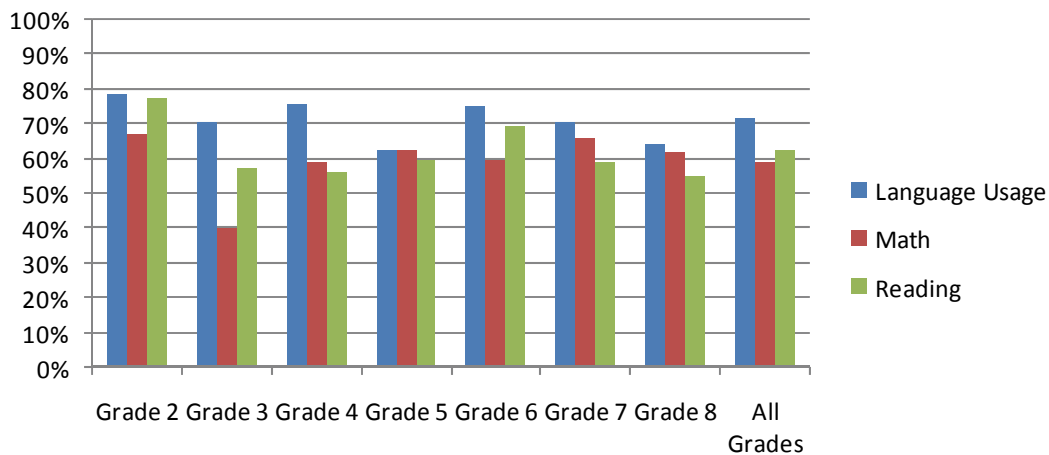
Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) is administered three times per year: in the fall, winter, and spring. This assessment serves many purposes; however, one purpose of the NWEA MAP assessment is to measure the academic growth of each student over the course of the school year, as well as over multiple years.

At the beginning of the school year, each student takes the NWEA MAP assessment. The student is then given an individual growth target based on the student's score on the fall assessment. The individual growth target is determined based on the "normal" growth of other students over the course of one school year who begin at the same level on the fall assessment.

We believe this assessment is extremely useful as it allows us to measure growth of students. By measuring growth we are able to continue challenging students who are already proficient, as well as measure growth of students who may not be proficient and determine specific areas to address.

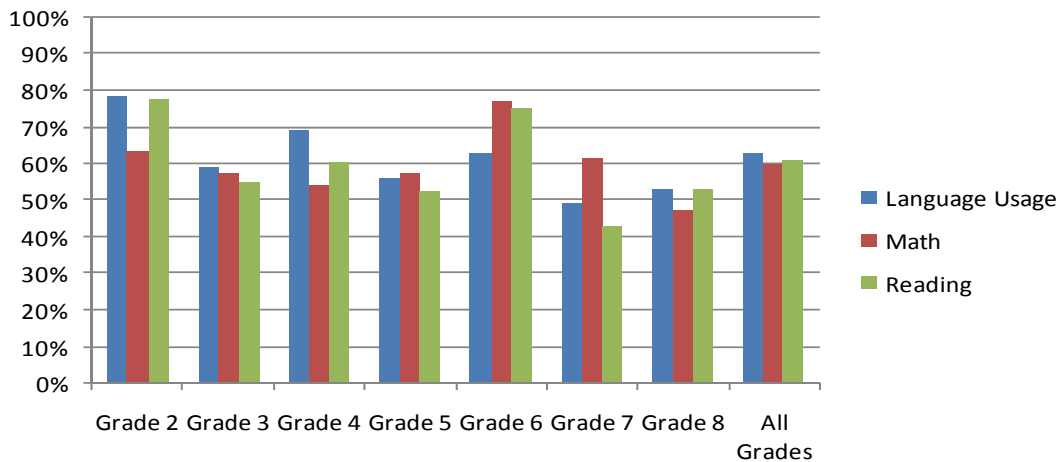
Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2008 to spring 2009.

2008-09 SCHOOL YEAR



Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2007 to spring 2008.

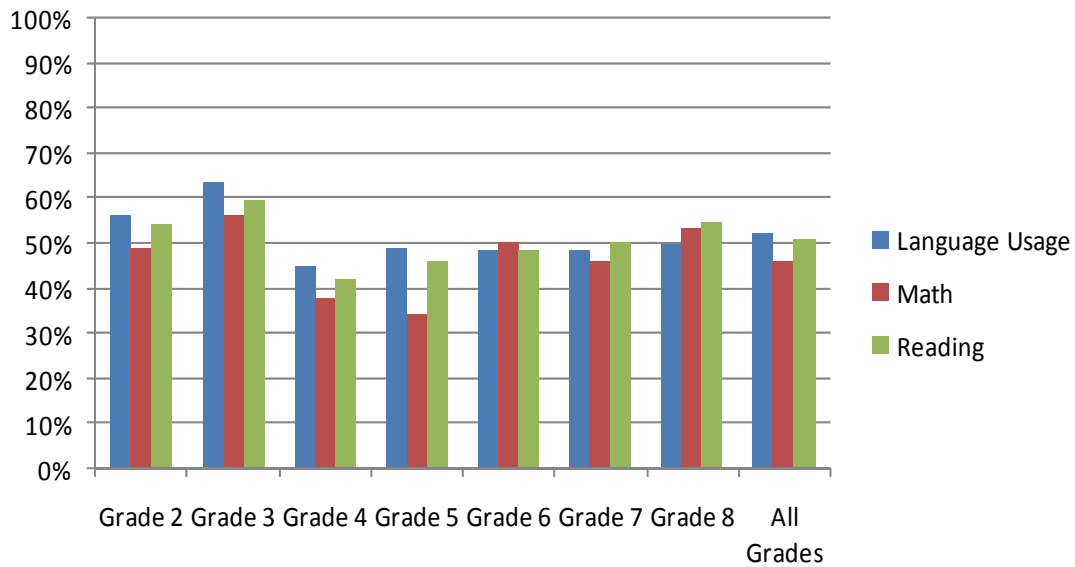
2007-08 SCHOOL YEAR



NWEA ASSESSMENT DATA-PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE (GRADE LEVEL) AT SPRING ADMINISTRATION

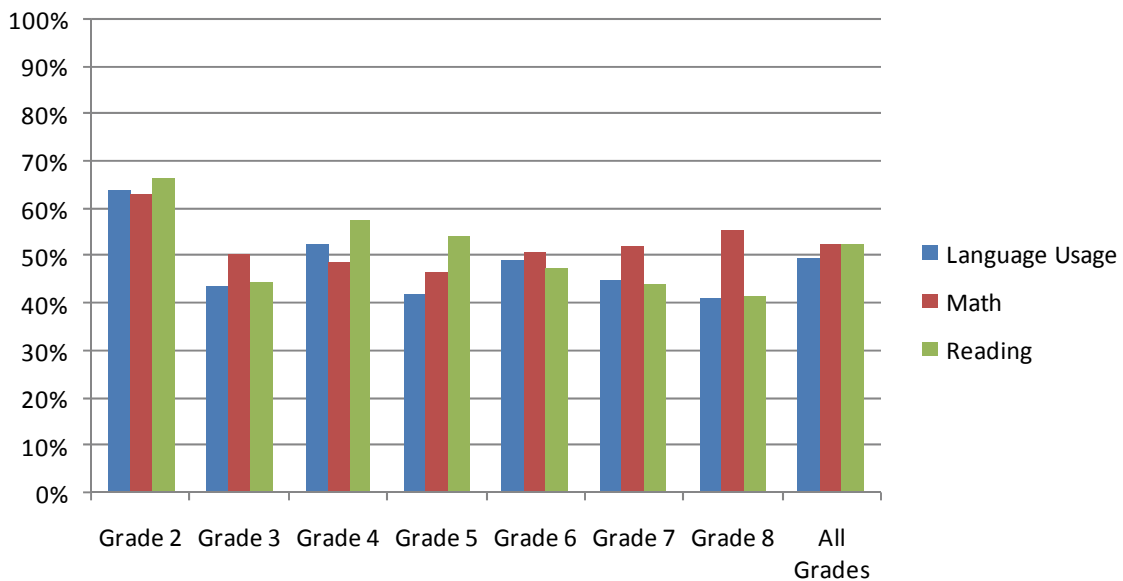
Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) also measures levels of proficiency. Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2009 administration of the NWEA MAP assessment.

2008-09 SCHOOL YEAR



Detailed below is a graph depicting the percentages of students performing at or above the 50th percentile on the spring 2008 administration of the NWEA MAP assessment.

2007-08 SCHOOL YEAR



SCHOOL PROGRAMS

Accreditation Status:

Michigan Public Act 25 requires, in part, that schools report on state accreditation status. Grades for state accreditation under Education Yes! Range from A to D. These grades are based on academic achievement, which is measured by averaging a school's MEAP scores for two to three years. Paragon received a "B" and met AYP on Michigan's Department of Education "Education YES!" Report Card for the 2007-08 and 2008-09 school years.

District Pupil Retention Rate:

Retention Rate is defined as the proportion of pupils who have not dropped out of school in the immediately preceding school year and is equal to one minus the quotient of the number of pupils unaccounted for in the immediately preceding school year, as determined by the District Pupil Retention Report, divided by the pupils of the immediately preceding school year.

- Paragon Charter Academy had a retention rate of 67% in 2007-08. For the 2008-09 school year, the retention rate was 82% (as of 8.17.09).

STATUS OF CORE CURRICULUM

Our goal of preparing students for college success has required us to take a unique view in the development process of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach.

We began developing our curriculum by examining the Michigan Curriculum Framework. The Grade Level Content Expectations (GLCE) were extracted, and we determined where the GLCE appeared in the various instructional programs utilized. We developed lesson plans, identified gaps in the instructional programs, and determined resources needed to fill the gaps.

Teachers created their daily lesson plans to reflect appropriate GLCE in order to maximize learning time and ensure alignment of instruction to MI framework. All students were expected to reach the GLCE goal; however, modifications/accommodations were sometimes necessary to ensure learning for all students. This support came through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school time opportunities—all of which were designed to accelerate student growth trajectory.

The only variance in our curriculum to the MI curriculum framework is that we have a Moral Focus component. We believe great schools develop both a student's heart and mind, so we created a Moral Focus program designed to support parents' efforts to teach character at home by reinforcing and modeling universal human virtues, such as compassion, respect, and integrity. A different virtue is featured each month of the school year. Additionally, teachers model behavior that exemplifies the virtue and recognize and praise students when they do the same.



On a quarterly basis over 500 students in the 2nd – 8th grades participated in our Making Waves in Education academic recognition program and received special prizes.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

A. Describe how data led your School Improvement Team to select your school's improvement objectives in the core academic curriculum.

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In Spring 2009, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress, criterion-referenced assessments (MEAP), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information

As a result of the School Improvement Team's review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year.

B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area:

The School Improvement Plan is a very flexible and responsive system. Utilizing both MAP and MEAP results, teacher teams adjust instruction and curricular focus on a semester basis. Disaggregated data suggest that a more focused intervention process to support both failed learners and intentional non-learners is needed. In addition, an emphasis in continued support for the newly adopted math programs is needed.

C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion

Changes in instructional practices: As a result of our analysis of disaggregated data, a very clear formative assessment process was begun with a direct focus on those students not making adequate growth. The resulting NWEA scores show that all grade levels demonstrated an increase in the percent of students demonstrating proficiency in reading and most grades showed an increase in language usage. Given two new math programs, math results were mixed.

Changes in the academic curriculum: As a result of our analysis of disaggregated data, additional time was allocated for number and operation concepts in math, reading fluency, and developing the writing process. A continued implementation of Higher Order Thinking Skills (HOTS) was maintained.

Professional Development Approach: Professional development was and will continue to be a responsive and reflective process, with a focus on improving instruction in core content areas needing improvement as shown through the data.

The School Improvement Team formally reviewed progress against its 2008-09 SIP goals and objectives in Spring 2009, as part of its preparation for the 2009-10 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year

See responses for A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process—revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science and social studies.

E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year. Likewise, grade level goals were again identified in support of the school's identified overall English language arts and mathematics goals, for the purpose of ensuring school-wide collaboration and awareness in terms of its improvement efforts.

STAFF

Professional Qualifications of Teachers		
	B.A.	M.A.
Professional Qualifications of all Public Elementary and Secondary School Teachers in the School	100%	13%
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Provisional Certification	0%	
Percentage of Core Academic Subject Elementary and Secondary Classes not Taught by Highly Qualified Teachers	0%	



PARENTS

Parent-teacher conferences are held twice per year: fall and spring. These conferences provide a wonderful opportunity for parents to review their child’s progress and work cooperatively with the teacher to develop strategies to strengthen the learning process. The figures below indicate the percentage of students whose parents participated in conferences:

Parent-Teacher Conferences		
	Grades	Percent Participated
Fall 2008	K-8	96.1%
Spring 2009	K-8	94.5%

As part of our Moral Focus program, all students were involved in our partnership with Ganton’s Retirement Community. Students contributed to the lives of the seniors monthly.

PARENT INVOLVEMENT POLICY

Parental Partnership: Title I Parent Involvement Policy

The school has adopted a policy addressing the importance of parent involvement. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1118 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110).

Parents of students are vital contributors in the education of their children. Accordingly, they are encouraged to participate in the development and structure of Title I activities and to be kept informed about programs in which their children belong. Moreover, they are encouraged to be kept informed of the academic progress their children make as a result of participation in these programs, for it is through mutual understanding and close cooperation between the school and home that a student's academic success improves. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community that will improve student academic achievement, the school shall:

- Provide to students' parents assistance in understanding such topics as the state's academic content standards and student academic achievement standards, state and local academic assessments, the requirements of this part, and the monitoring of students' progress and work with educators
- Educate teachers, student services personnel, principals, and other staff, with the assistance of parents, in the value and utility of parental contribution; in ways to reach out to, communicate with, and work with parents as equal partners; in ways to implement and coordinate parent programs; and in ways to build ties between parents and the school
- Coordinate and integrate, to a feasible and appropriate extent, parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs; and to conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children

The Title I Parent Involvement Policy is fulfilled as follows:

- Parents are notified in writing regarding their child's participation in Title I programs. The written materials include a copy of the Parent Involvement Policy, the Commitment to Excellence contract, and a summary overview of Title I programs that are offered during the school year.
- The Commitment to Excellence contract is given to all parents prior to school opening. This contract describes how the parents, school staff, and students share the responsibility for improving student achievement.
- Early in the school year, parents are invited to meet the staff, learn more about available Title I programs, ask questions, and give suggestions. They learn how progress is measured and how they receive feedback about their child's progress. Parents are also invited to attend fall parent-teacher conferences.
- Efforts are made to assist parents in understanding federal and state academic expectations, state content standards, student performance standards, the school curriculum, and school expectations and assessment results. This is accomplished by scheduling regular parent meetings throughout the school year.
- Parents are encouraged to visit the school for volunteer training and information, visit their child's classes, actively volunteer in the life of the school, and attend other meetings and events. In addition, the school encourages parents to offer their ideas and suggestions to the school staff.
- The school seeks ideas and suggestions from community-based organizations and coordinates parent involvement opportunities with such programs.
- A parent newsletter or similar communication is sent to all families. This communication provides for home reinforcement of skills and concepts taught at school.
- Efforts are made to accommodate parents with disabilities and parents with varying work schedules. Efforts are also made to provide information to parents in the language used at home.
- Through a parent evaluation survey each year, parents can share concerns and offer suggestions for the continued improvement of the school's Title I program. Parents of students participating in the Title I program are encouraged to help organize, plan, and review the Title I programs in subsequent years.

PARENT INVOLVEMENT POLICY (CONTINUED)

Parent involvement activities are fully integrated into the School Improvement Plan process for academic accountability. It is through the School-wide Improvement Plan that parents become involved in the joint development of the Title I policy and plan. At least one parent representative participates on the School-wide Improvement Planning Committee (Committee) and is included in the school's comprehensive needs assessment and annual Title I program planning. Also, it is through this Committee that the school plans the coordination and integration of Title I parent involvement strategies with other programs (e.g., Even Start, Headstart, Reading First, etc). Elements of this plan include:

Regular Communication with Parents: In order to build consistent and effective communication between the home and the school, communication includes:

- The Parent and Student Handbook
- Regular classroom newsletters
- The annual school calendar
- Special event and reminder notices
- Semester report cards
- Biannual parent-teacher conferences
- Parent Nights
- School ceremonies (parents invited)
- The Commitment to Excellence Contract
- The principal's newsletter
- The school site calendar

Parent Trainings: These are opportunities to help parents develop and use at home skills that support their children's academic efforts and social development. Parents are given techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. A Parent Needs Assessment survey is conducted at the first Parent Night. Some of these activities may include:

- Math games
- Reading skills games
- Kindergarten orientation
- Writing skills
- District standards and assessment
- Community resources
- Helping with homework

Ongoing Assessment and Evaluation of Parent Involvement Initiatives: At least annually, the school and parents convene to evaluate the Parent Involvement Policy. This assessment includes metrics, so the school can evaluate the effectiveness of parent involvement initiatives and the level of responsiveness to parents' concerns. This assessment initiative helps the school identify barriers to greater parent participation. The school uses the findings of this assessment initiative to design strategies for more effective parent involvement and to revise, if necessary, the parental involvement policy. Further, these metrics may be used as a measure in the performance evaluations of the school principals and staff.

Examples of metrics that would be appropriate include are (but are not limited to):

- The responses to and the results of the annual parent survey
- An increase or decrease in the number of parents involved in school activities
- The percent of signed Commitment to Excellence contracts
- The attendance at parent-teacher conferences
- The workshops and learning experiences offered for parents
- The professional development for staff regarding how to work with parents and how to develop parent involvement strategies

The school, its Board of Directors, and staff provide leadership in the development of clear avenues of parental involvement. Full realization of the partnership will be achieved through the on-going commitment and active participation by both home and school.

PARENTS RIGHT TO KNOW PROVISIONS

PARENTAL PARTNERSHIP: NOTIFICATION OF RIGHT TO KNOW UNDER THE NO CHILD LEFT BEHIND ACT OF 2001

Parents of students have the right to know the professional qualifications of the school's classroom teachers. The No Child Left Behind Act of 2001 governs elementary and secondary education, allows parents to ask for certain information about their child's classroom teachers, and requires the school to give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications