



RENAISSANCE PUBLIC SCHOOL ACADEMY

2015-2016 ANNUAL EDUCATION REPORT

Lisa Bergman, Principal

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February 1, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Renaissance Public School Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me for assistance.

The AER is available for you to review electronically by visiting <https://goo.gl/jx6xk4> or you may review a copy in the principal's office at our school. State law requires that we also report additional information for the two most recent schools years and this data can be found in the subsequent pages of this document.

In looking at our AER data we see that in only one tested grade level for each core content area we were above the state average. Although some of the other grade levels are seeing increases, that did not bring us above the state average. To address these issues and continue to increase our achievement we have implemented multi-age classrooms, ability groups within the class based on NWEA data, literature groups and Passion Projects where students have the opportunity to investigate something of interest in order to apply what they are learning to real life situations.

We are committed to helping your child be successful in school, and we thank you for allowing us to partner with you in this endeavor.

Sincerely,

Lisa Bergman
Principal

Accountability

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given a label.

Description of the School

(Include each specialized school if appropriate)

Renaissance Public School Academy serves students in Kindergarten through the eighth grade, in addition to a Great Start Readiness Preschool. Programs provided at the school include Physical Education, Art, Music, Technology, Special Education, and Title 1. Renaissance consistently utilizes key initiatives to accelerate student achievement and close persistent gaps in achievement. Teacher schedules include an hour of collaborative team planning time each day to monitor student progress through the regular examination of formative and summative assessment data. Teachers design units of study to promote student understanding by identifying target outcomes, determining the criteria by which mastery is demonstrated, and developing learning paths starting at the students' current achievement level that will allow students to build the skills necessary for them to succeed. Structured intervention programs are implemented with fidelity to accelerate the growth of the lowest achieving students.

Process for Assigning Pupils to the School

Enrollment at Renaissance Public School Academy is open to all families who reside in Michigan. In the spring of each year we hold a re-enrollment window for all returning students to apply. After re-enrollment closes we have an open enrollment window allowing those not currently enrolled to fill out an application. If more students have applied then spots are available then at the end of the open enrollment period a lottery is held to place students and a wait list is started. Renaissance Public School Academy shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

Status of School Improvement Plan

A copy of the School Improvement Plan is available on the Renaissance Public School Academy school website at http://www.renaissancepsa.com/uploads/1/4/2/6/14261165/sip_2016.pdf. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Goal 1: Improve English Language Arts Achievement			
• Strategy 1: Multi-Tiered Systems of Support		X	
• Strategy 2: Teacher and Administrator Professional Learning		X	
• Strategy 3: Parent Involvement		X	
Goal 2: Improve Mathematics Achievement			
• Strategy 1: Multi-Tiered Systems of Support		X	
• Strategy 2: Parent Involvement		X	
• Strategy 3: Teacher and Administrator Professional Learning		X	
Goal 3: Improve Science Achievement			
• Strategy 1: Multi-Tiered Systems of Support		X	
• Strategy 2: Teacher and Administrator Professional Learning		X	
• Strategy 3: Parental Involvement		X	
Goal 4: Improve Social Studies Achievement			
• Strategy 1: Multi-Tiered Systems of Support		X	
• Strategy 2: Teacher and Administrator Professional Learning		X	
• Strategy 3: Parental Involvement		X	

Core Curriculum Status

A copy of the Core Curriculum is available on the school website at <http://www.renaissancepsa.com/academics.html>.

English Language Arts

The English Language Arts curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. One of the instructional tools Elementary teachers utilize is Houghton Mifflin's *Journeys* verified by research conducted by James F. Baumann, et. al. A professional development workshop specific to this program was provided in August 2012. Teachers also utilize a Guided Reading Library of small group instructional materials based on high-quality, high-interest books published by Scholastic, Inc. A professional development workshop specific to this program was provided in August 2014. The English Language Arts curriculum was last revised in 2012.

Mathematics

The Mathematics curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. One of the instructional tools teachers utilize is Houghton Mifflin Hartcourt's *Math in Focus* verified by research conducted by Dr. Fong Ho Kheong, et. al. The Mathematics curriculum was last revised in 2012. A professional development workshop specific to this program was provided in August 2012.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. One of the instructional tools Elementary teachers utilize is MacMillan's *Science: A Closer Look* verified by research conducted by Dr. Jay K. Hackett, et. al. Middle school level educators utilize Herff Jones' *Project-Based Inquiry Science* verified by research conducted by Dr. Janet L. Koldner, et. al. The Science curriculum was last revised in 2013.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. One of the instructional tools Elementary teachers utilize is MacMillan/McGraw-Hill's *Timelinks* verified by research conducted by Dr. James A. Banks, et. al. Middle School level educators utilize Prentice Hall's *World Studies* verified by research conducted by Dr. Heidi Hayes Jacobs, et. al., and Glencoe's *The American Journey* verified by research conducted by Dr. Joyce Appleby, et. al. The Social Studies curriculum was last revised in 2013.

Local Assessment Data

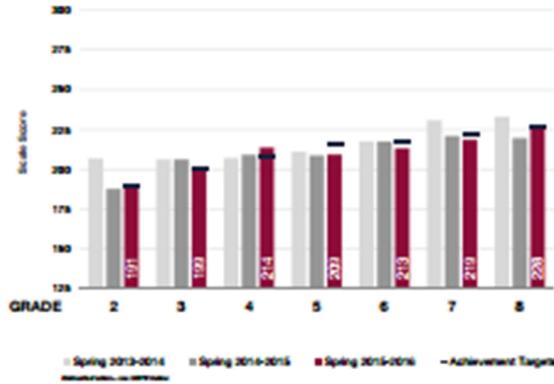
Renaissance Public School Academy administers the NWEA MAP computer-adaptive assessment three times each year to students in the second through eighth grades. Renaissance also administers the Stanford 10 standardized assessment in the fall and spring of each year to students in first through eighth grades.

A detailed description of our local assessments and an analysis of student achievement results are included in our Annual Performance Report. This can be accessed from the school website at http://www.renaissancepsa.com/uploads/1/4/2/6/14261165/2016-2017_apr.pdf

MAP Spring Results

STUDENTS ENROLLED FOR THREE¹ OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS

Reading



Percent of Students Meeting the Target ENROLLED FOR THREE¹ OR MORE YEARS

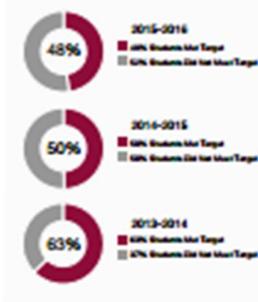
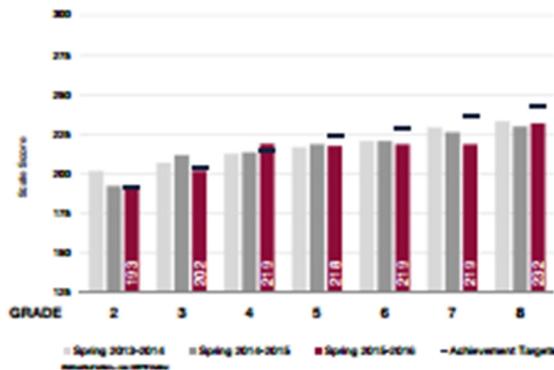


Fig. 11

Math



Percent of Students Meeting the Target ENROLLED FOR THREE¹ OR MORE YEARS

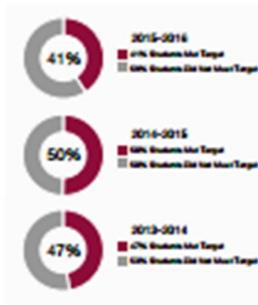


Fig. 12

¹ The subset of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, therefore, the subset of students enrolled for two or more years will be used.
 Florida Education Rights and Privacy Act (FERPA) – Federal law that prohibits school/institutional education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student/institutional data.
 MAP results for schools that made a transition to assessment within the last three years (e.g., from Performance Series to MAP) are considered by the current year's assessment results.

Parent Involvement

Parent Involvement Policy

Renaissance Public School Academy realizes that parents are their children's first teachers. Therefore, Renaissance Public School Academy endorses and encourages active family involvement in the on-going education of their children, and works closely with them as a partner in promoting continuous improvement of student achievement. Parental and familial involvement in education can be both home-based and school-based and we at Renaissance Public School Academy understand that this involvement does not look the same for every family. All involvement is significant and impactful to all stakeholders involved and can result in high levels of student achievement and success. Renaissance Public School Academy and its families will work together to create an environment in which all children can and will succeed.

The following Parental Involvement Policy is consistent with Renaissance Public School Academy Board Policies. The Renaissance Public School Academy School Board approves all policies for the school. Renaissance Public School Academy adheres to and implements all requirements set forth in the No Child Left Behind Act of 2001 (NCLB).

The Parental Involvement Policy to follow establishes the school's expectations for parental involvement, as well as its plan for implementation.

Section 1118 (b) School Parental Involvement Policy: Write a school parental involvement policy jointly developed with, and distributed to, parents with children participating in a Title I program. An existing school parental involvement policy may be amended to include requirements in Section 1118 (b) – (h):

Renaissance Public School Academy's Parental Involvement Policy is based on the combined feedback from parents via perception surveys (on program development, planning and evaluation) and meetings that parents attend such as Renaissance Public School Academy Parent Teacher Organization, board meetings or school improvement meetings. The Parental Involvement Policy is included in the Renaissance Public School Academy Orientation Packet as well as the handbook that all families receive at the start of the school year.

Section 1118 (c)(1) Policy Involvement: Convene an annual Title I meeting at a convenient time, to which all parents of participating [Title I] children shall be invited and encouraged to attend, to inform parents of their school's [Title I] participation under this part and to explain the requirements of this part [Title I], and the right of the parents to be involved:

All parents will be invited to attend an Annual Title I Meeting held in the fall. The meeting will be held as part of the RPSA Open House in September. The purpose of the meeting is to provide detailed information on the purpose and offerings of the program at Renaissance Public School Academy.

Section 1118 (c)(2): Offer flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement:

Renaissance Public School Academy will display flexibility in scheduling meetings. Meetings will be scheduled during the day, as well as in the evening to meet the needs of our families. Transportation and child care will be provided as needed. Multiple means of communicating the meeting such as website, newsletters, email and telephone calls will be used to maximize parental involvement.

Renaissance Public School Academy holds a variety of opportunities for parental involvement throughout the school year such as: Open House, Parent Teacher Conferences, Renaissance Public School Academy Parent Teacher Organization, Family Fun Nights, Assemblies, Sporting Events, Music Concerts etc.

Section 1118 (c)(3): Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part [Title I], including planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under Section 1114(b)(2):

Parents are always invited to participate in the monthly School Improvement Meetings, monthly board meetings and to become involved in the Parent Teacher Organization to plan, offer suggestions or express concerns. In addition, perception surveys are used to increase and facilitate the ease of participation in planning, review and improvement of school programs.

Section 1118 (c)(4)(A): Provide parents of participating [Title I] children timely information:

Renaissance Public School Academy parents will receive timely information regarding student progress via progress reports, report cards, parent teacher conferences or scheduled meetings with their child's teacher(s). Parents are notified regularly of events and programs via student agendas, school newsletters, monthly calendars, classroom newsletters and school website.

Section 1118 (c)(4)(B): Provide parents of participating [Title I] children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet:

Renaissance Public School Academy families are asked to attend a fall Open House/Curriculum Night in September. At this meeting, the school explains in detail: the curriculum, assessment, programs and supplemental assistance available. Parents are given curriculum information, teacher syllabi and are able to meet with the teachers and have any questions answered or concerns addressed.

Section 1118 (c)(4)(C): Provide parents of participating [Title I] children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

Renaissance Public School Academy has a School Improvement Team which is open to parent participation that meets regularly to review data, discuss strategies implemented, evaluate student progress, and provide ongoing review and recommendations for improvement of the School Improvement Plan.

Renaissance Public School Academy will provide the following to support effective parental involvement and to improve student academic achievement and performance:

- 1. Retain an "Open Door" policy that allows and encourages parents to come to the school and meet with administrators and teachers at times convenient for them*
- 2. The Title I staff and school administration will provide technical assistance for parental involvement activities*
- 3. Renaissance Public School Academy may use professional development funds to assist with parental involvement activities and workshops*
- 4. The Title I staff, in collaboration with classroom teachers, will provide parents with workshop opportunities to assist with student academic success*

Section 1118 (c)(5): Ensure that if the school wide program plan under Section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency:

The School Improvement Team and Parent Organization solicit suggestions from parents regarding the schoolwide program plan. In addition, comments that are gathered from perception surveys will be collected and analyzed. Comments that display dissatisfaction will be noted during the submission of the plan.

Section 1118 (d)(1) Shared Responsibilities for High Student Academic Achievement: Jointly develop a compact that outlines how the entire staff, parents and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards"

The Renaissance Public School Academy Student/Parent/Teacher Compact is annually revised by parents, teachers and administrators at School Improvement Meetings or Parent Teacher Organization meetings. The compact outlines the expectations for all stakeholders in the education of the student. The compact is provided at the Fall Open House, and further discussed at fall parent teacher conferences and signed indicating an agreement and understanding between all parties involved. Compacts are visible in each classroom and referred to as needed.

Section 1118 (d)(2)(A): Include a schedule for elementary school parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement:

The Student/Parent/Teacher Compact is discussed at fall parent teacher conferences and signed indicating an agreement and understanding between all parties involved. The parent-teacher conference schedule can be found online as well as the student handbook. Parent-teacher conferences are held twice a year.

Section 1118 (d)(2)(B): Provide frequent reports to parents on their children’s progress:

Report cards are provided quarterly. Teachers keep phone logs of all daily communication efforts towards parents regarding student progress. Parent-teacher conferences are scheduled twice a year.

Section 1118 (d)(2)(C): Afford parents, of children receiving Title I services, reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities:

Renaissance Public School Academy has an “Open Door” policy allowing parents to meet with teachers and administrators during the school day. Parents can make appointments to meet with teachers during prep periods or before and after school hours. With proper arrangement, parents can sit in on classroom instruction as they wish. Parents are encouraged to volunteer during the school day to assist with daily activities in the classroom. In order to volunteer, parents must follow the district policy concerning parent volunteers and be approved by the School Leader.

Section 1118 (e)(1) Building Capacity for Involvement: Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics such as the state’s academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children:

Renaissance Public School Academy provides parents with a full overview of the state content standards a Fall Open House/Curriculum Night at the start of the school year. There, parents are provided a full description of the academic program, including the curriculum. They are invited to meet the staff, and spend some time with their child’s teacher. The teachers will provide individual syllabus outlining course expectations and how they align with the state standards. During this meeting, discussion of the Annual Education Report (AER) will also take place, explaining different assessments and how students at Renaissance have performed.

Section 1118 (e)(2): Shall provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement:

The Title I certified staff will work closely with the staff as well as the parent organization in overseeing and providing workshops and trainings for families. The purpose of these workshops is to provide the families with the tools needed to assist in their child’s academic success. Topics covered could be, but are not limited to: reading strategies, homework help, math instruction, cyber safety etc. These workshops are offered as parents show a need for assistance in a specific area. Parents may also receive materials/training by request as they see individually fit.

Section 1118 (e)(3): Shall, with the assistance of parents, educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents’ contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school:

Renaissance Public School Academy staff is provided with materials, instruction, and suggestions on how to build effective parental involvement throughout the school year. Parent surveys are also distributed, and analyzed by staff, every year to give the parents a voice about the services and programs provided at Renaissance.

Section 1118 (e) (4): Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instructions Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children:

Renaissance Public School Academy provides the services of a school social worker to address parent concerns and to provide parents with community referrals as needed. A homeless student liaison is also available to assist families that find themselves in these challenging situations. Renaissance Public School Academy also works in coordination with Isabella County and surrounding area schools to assist families in need and increase parental involvement in specific areas.

Section 1118 (e)(5): Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand:

Information and communication will be provided to families in a variety of ways. Communication will be provided to families in a format and language that parents can understand.

Section 1118 (e)(14): Shall provide other reasonable support for parental involvement activities under this section as parents may request:

Renaissance Public School Academy has an “Open Door” policy allowing parents to meet and discuss and issues or concerns with staff as they arise. Parents are encouraged to communicate in any way they feel comfortable – calling, writing, in person, or surveys.

Section 1118 (f) Accessibility: Shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy in school division and in the schools:

All information regarding activities will be sent to parents in a format and language that they can easily understand. Any parents with disabilities will have proper accommodations to provide information, student data or records or any other necessary communication delivered to them in a way that meets their individual needs. They will be encouraged to be involved in their child’s education in any way they are able to. Migrant parents will also be accommodated in regards to their individual needs. Any potential movement of parents or students throughout the school year will be evaluated on a case by case basis to best meet the needs of each individual scenario.

Title 1 School-Wide Parent Involvement Plan

Vision

Parents are their children’s first and most important teachers. When the school and parents are involved cooperatively, positive results occur. These include high student achievement, reduced absenteeism, improved behavior, and a feeling of confidence regarding the partnership between home and school.

Part I: Policy Involvement

The RPSA Title 1 School-Wide Parent Involvement Policy was created as a collaborative effort between parents and staff. Parents played a key role in the development of this plan and we will continue to utilize their feedback and suggestions in order to update and improve our School-Wide Title 1 Program: 1118 (b)

Convene an annual meeting: 1118 (c) (1)

RPSA will:

- *Hold an annual school-wide Title 1 Meeting in the fall (September/October).*
- *The purpose of the meeting will be to share the School-Wide Policy, review the School Parent Involvement Plan, and to explain our Title 1 program and how parents can be involved to help their child be successful.*
- *Parents will be notified of the meeting, through U.S. mail, in a flyer, on the school newsletter and in student agenda messages.*

Offer flexible meeting times & varied activities designed to support and encourage the involvement of all parents: 1118 (c) (2)

RPSA will ensure the involvement of all parents by offering the following activities:

- *Individual home visits or classroom visits between classroom teachers and each family prior to the start of the school year*
- *Curriculum Nights/Open House (childcare provided)*
- *Parent Workshops (childcare provided)*
- *Parent Conferences*
- *PTO Activities*
- *Flexible IEP times*

Involve parents in planning, reviewing, and improving the School-Wide Title 1 program, including the School Parent Involvement Policy: 1118 (c) (3)

RPSA will ensure the involvement of parents in planning and reviewing the School-Wide Title 1 program by:

- *Reviewing the School Parent Involvement Plan at the Annual Fall Open House.*
- *Posting the Parent Involvement plan for parents to review during Parent Teacher conferences in a visible location*
- *Placing a suggestion box located under the visible plan for parents to make suggestions during Fall Parent Teacher conferences. Share these suggestions with stakeholders.*
- *Reviewing and distributing Parent Compacts at Annual Fall Open House. Those who do not attend will receive and review their compact at fall conferences.*
- *Conducting a Parent Survey at Fall Parent Teacher conferences for all parents*
- *Reviewing and revising the Parent Involvement Plan to incorporate suggestions based on the Parent Survey results*
- *Placing a suggestion box in a visible location for continued communication between parents and school all year. Reviewing suggestions and comments at monthly PTO meetings. Acting on these suggestions made by stakeholders as appropriate.*
- *Holding a Title 1 meeting mid-year Parent Partnership Meeting (January/February) at flexible times (morning and evening) to review the Title 1 program, parent involvement plan and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent school compact and parent involvement policy.*
- *Expanding all avenues of communication with parents (school newsletter, classroom newsletters, District publications and website) to increase parent involvement in the School-Title 1 program*

Provide timely information about the School-Wide Title 1 Program, the academic curriculum, assessments used to measure progress, and grade level expectations: 1118 (c) (4) (A) (B)

RPSA will provide timely information through:

- *Annual Fall Open House (annual Title 1 meeting)*
- *Fall Curriculum Night/Open House (childcare provided)*
- *Parent conferences (fall and spring/additional conferences upon parent request)*
- *School/Classroom Newsletters*

- *Progress Reports and Report Cards*
- *District Web Site – Policy, Plan and Compact available on website*
- *Tier II Parent Conferences – meet intervention specialists /see intervention programs/discuss students’ progress thus far/provide family learning activities. Parents who cannot attend receive a personal contact from the interventionist to explain the activities and purpose.*
- *Transition to Kindergarten Program– Parent awareness evening and coordination with daycares and preschools to educate all involved about kindergarten expectations (childcare provided)*
- *Parent Workshops (childcare provided)*
- *Home Visits*
- *Student Agendas*
- *Telephone Calls/E-mail correspondence*
- *Parent-Student Handbook*

Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision making process and utilize their suggestions for improvement. Revise the School-Wide Policy to meet student and parent need and share revisions with LEA: 1118 (c) (4) (C) & 1118 (c) (5)

RPSA will provide parents an opportunity to interact with their children’s school by:

- *Parent Suggestion Box located in a visible location where parents can provide suggestions for improvement and comments regarding the School-Wide Title 1 program*
- *Include School-Wide Title 1 as a monthly agenda item at PTO. Go through Parent Suggestion Box at monthly PTO meetings to discuss both suggestions/positive notes. Utilize parent feedback to revise and update our School-Wide Title 1 program to meet the needs of all parents and students. Share suggestions and comments and act on suggestions as appropriate.*
- *Conduct a Parent Survey at Fall Parent Teacher conferences for all parents*
- *Hold a Title 1 Parent Partnership (stakeholder representatives) meeting mid-year at flexible times (morning and evening) to review the Title 1 program, parent involvement plan and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent involvement policy when appropriate.*
- *Parent conferences (fall and spring/additional conferences upon parent request)*
- *Telephone Calls/E-mail correspondence between parents, teachers and school*

Part II: Share Responsibilities for High Student Academic Achievement

Develop jointly with parents and teachers a School/Parent/Student Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

RPSA will develop a School/Parent/Student compact:

- *The Parent/Teacher/Student compact is developed and reviewed annually. Revisions are made based on the Fall Conference Parent Survey results and additional suggestions provided by parents.*
- *The compact is reviewed and given to all parents at the Fall Open House and reviewed at Parent-Teacher Conferences. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.*

Provide frequent reports to parents on their children's progress: 1118 (d) (2) (B)

RPSA will provide various academic reports to parents:

- *Report Cards three times a year.*
- *Progress reports available on an as-needed basis*
- *Student Agendas*
- *Parent Teacher Conferences (Fall, Spring, additional conferences available upon request)*

Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate and observe in their child's classroom: 1118 (d) (2) (C)

RPSA has an open door policy for parents with both administration and staff. In addition, parents are encouraged to participate in the following activities:

- *PTO (Parent Teacher Organization)*
- *Room Parents*
- *Chaperones for field trips and special activities*
- *Room Helpers*
- *Room observations as requested by parents*

Part III: Building Capacity for Involvement

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, RPSA will provide the following:

- *Parent Conferences (Fall and Spring, additional conferences available upon request)*
- *Grade Level Common Core State Standards provided at Curriculum Night/Open House*
- *WIDA results for ELL students sent to parents*
- *Assessment information shared with parents at conferences*
- *Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.*
- *Intervention Specialist available at conferences to provide information and answer questions about assessments*
- *Fall Curriculum Night/Open House: Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential.*

Provide materials and training to parents: 1118 (e) (2)

RPSA offers training and materials to parents through the following events and activities:

- *Fall Curriculum Night/Open House (childcare provided)*
- *Transition to Kindergarten Parent Night (childcare provided)...Part of Title I KINDERGARTEN CAMP*
- *Kindergarten Parent Night/Open House*
- *Parent Workshops (childcare provided)*
- *Provide family learning resources to Tier II students in the areas of math and reading*
- *Family Kindergarten Readiness Resource Bag for incoming Kindergarteners given to parents at Kindergarten Registration*
- *Summer Reading Program*
- *Weekly school newsletters/Classroom newsletters/Academy publications*

Educate teachers, staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- *RPSA values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.*

Coordinate parent involvement activities with other programs: 1118 (e) (4)

RPSA will work to coordinate programs to ensure success for all:

- *Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations*
- *GSRP-Great Start Readiness Program: Preschool program located at RPSA that prepares students for Kindergarten expectations*
- *School wide fun nights*
- *PTO*
- *Head Start*
- *Preschool Visit: Preschoolers and their parents invited to RPSA to tour(April)*

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, RPSA Elementary will provide:

- *Student Agendas*
- *School Newsletter/Classroom Newsletters/Academy Newsletters written in a language parents can understand*
- *Bilingual interpreter, as needed, through GISD for all parent contacts*
- *Utilize CMU Foreign Language Department resources as necessary*
- *Accommodations for parents physical disabilities*

Provide support for parental involvement at their request: 1118 (e) (14)

RPSA will make every effort to support our parents and make sure their needs are met:

- *Make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement*

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language: 1118 (f)

RPSA will provide:

- *Flexible meeting times*
- *Handicapped Accessible Facilities*
- *Home Visits*
- *Phone Conferences (Bilingual interpreter, as needed, through GISD for all parent contacts)*
- *School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand*
- *Accommodations for parents with physical disabilities*
- *Collaboration with community agencies; i.e., Community Mental Health*
- *Transportation Assistance*

Parent Conferences

Parent Teacher Conference Attendance Data

	2014-2015		2015-2016	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	280	93%	315	93%