

The ACCelerated Learning Center

7701 Scott Hamilton Drive

Little Rock, AR 72209

2016-2017

Parent Involvement Plan and Parent Information Booklet

B. Broadnax-Thrasher, Parent Involvement Facilitator

The ACCelerated Learning Center
2016-2017 Parent Involvement Plan

The **mission** of the Accelerated Learning Center is to provide an effective education to students identified as needing a flexible, non-traditional learning environment with alternative ways to acquire a high school diploma. This is accomplished by delivering personalized, multi-faceted, computer-based instruction, as well as career-technical preparation, in a nurturing, stimulating, student-centered environment to empower all students with the academic skills, quality life skills, and technical competency to become productive, responsible adults.

Brenda Allen, Principal
Beverly Broadnax Thrasher, Parent Involvement Facilitator
School Improvement Status: Alert
Grade Levels: 9-12
Non-Title I
75.99% Free and Reduced Lunch

Parent Involvement Committee Members

Brenda Allen, Principal
Angela Smith, Guidance Counselor
Gail Ahne, Patron
Victor Gonzalez,, Parent
Mary Carmen Diaz, Parent
Suzanne Cox, PTA President
Beverly Thrasher, Parent Facilitator
Edward Barrett, Patron
David Ahne, PTA Treasurer

1. The Accelerated Learning Center communicates with parents in the following ways to increase parent involvement and to support classroom instruction:

- The school distributes an annual family kit booklet to parents that is developed with participation of the parent-school organization, principal, staff, and parent volunteers. It includes school news, a calendar of school activities, parents' and teachers' Rights, tips about how parents can become involved in the school culture, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.
- The school provides extended parental-conference day hours, from 7:30 a.m. to 9:00 p.m., to accommodate the needs of working parents.
- The school offers a school-wide Web site to house classroom Web sites for each teacher.
- Teachers routinely contact parents on an individual basis via e-mails and phone calls to communicate about their child's progress.
- The principal contacts parents regularly via the parent link messaging system.
- The school sends parents each semester parent-friendly letters notifying them of upcoming student, school, and community events that impact their child's educational and social growth.

- The school periodically sends home to parents informational brochures and flyers that address special student-centered concerns and events to the home with students.
- The school offers to parents specialized parent-centered workshops during the noon hours as well as after-school hours to accommodate parents' work schedules.

Contact Person:

Beverly Thrasher, Parent Facilitator, Beverly.Thrasher@lrsd.org, 501-447-1215

2. The Accelerated Learning Center plans the following meetings to increase parent involvement as well as to build staff and parent capacity on its campus:

Contact Person:

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August 1-2	Check-In
August 15	First Day of School for Students
September 5	Labor Day Weekend- Schools Closed
September 7	Labor Day – No School
September 30	Blood Drive
October 13-14	Parent Conference Days; Parent Involvement Committee Meeting
November 21-25	Thanksgiving Holiday
December 2	Blood Drive
December 19	End of Second Quarter
Dec.21-Jan.2	Winter Vacation
January 16	MLK Holiday- Schools Closed
February 20-21	Parent Conference Day (Students out); Parent Involvement Committee Meeting
March 10	Blood Drive
March 17	End of 3 rd Quarter
March 20-24	Spring Break/Schools Closed
Nov. 5 & 6	Professional Development/AEA
November 23– 27	Thanksgiving Holiday
May 26	Last Day for Students
May 29	Memorial Holiday
May 30	Last Day for Teachers
May 30-June 5	Inclement Weather Make-up Days

3. The Accelerated Learning Center provides information to parents about volunteer opportunities:

- The school posts in the main office and the Parent Center and sends parent link messages noting opportunities for parents and community members to support the instructional program in the roles of tutors, mentors, office assistants, event leaders, speakers, and classroom helpers.
- The school solicits ideas for other types of volunteer efforts during the parental orientation sessions. The school VIP representative, Ms. Faye Parker and the teachers explain the

requirements to parents and encourage them to become involved in the school. Brief training sessions provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.

- The Literacy Coach (Beverly Thrasher), the special needs facilitator (Alicia Finch), the counselor (Angela Smith), and the teachers provide instructions to parents regarding how to incorporate developmentally appropriate learning activities in the home environment.
- The parent involvement facilitator (Beverly Thrasher) conducts state-mandated parental involvement workshops at the beginning of each school year for the faculty and staff: two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies.

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4. The Accelerated Learning Center provides parents with opportunities to understand and exercise their parental rights and roles:

- The school's parent involvement facilitator has designed a parent family kit tailored to meet the needs of the school's parents, teachers, and students. This kit is provided to all parents upon their initial visit to the school office as well as upon their visit to the school's Parental Involvement Center, located in the school's main office.
- The Accelerated Learning Center Family Kit offers parents a plethora of helpful information to help them navigate the school culture. Inclusive in this kit is detailed information regarding students' rights, parents' rights, and teacher's rights; the roles of all stakeholders (parents, teachers, students, and partners-in-education); the protocol for addressing disciplinary and academic concerns; the venue of two-way parent to teacher communication; ways for parents to accelerate their students' academic progress; and the establishment of parent-student-teacher administrative staff partnerships.

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5. The Accelerated Learning Center fosters opportunities for parents to be involved in the development, implementation, and evaluation of the school-wide school improvement plan to engage them in the decision-making processes regarding the school policies:

- The School Improvement Committee constantly solicits, via verbal, written, and the (Blackboard) ParentLink messaging system, the input and active participation of parents in the decision-making policies of the school. The school involves parents on school improvement planning committees.
- To support this process, the school offers both school staff and parents training on how to contribute to this process in a meaningful way.
- The school asks parents to serve on curricular and instructional review committees. To support this process, the school offers both school staff and parents training on how to contribute to this process in a meaningful way.
- To take advantage of community resources, the school recruits alumni to serve on the Alumni Advisory Committee to provide advice and guidance for school improvement.
- The school solicits parents to actively serve on and to give input to the Campus Leadership Team as well as the Awards and Graduation Committees. The Campus Leadership

Committee solicits parents' input about curricular and instructional matters. To support this process, the school offers parents training on how to contribute to this process in a meaningful way.

- The school encourages all parents to not only join, but also become active participants in the Accelerated Learning Center's Parent Teacher Association. The school recruits parents to serve as officers of the organization and to be actively involved in PTA school-wide events to further foster parental and community involvement within the school.

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6. The Accelerated Learning Center provides parents with a plethora of valuable resources that will assist them in not only reinforcing and accelerating their students' skills, but also their personal parental skills.

- The school offers parents access to the school's Parent Center, located in its main office area, from 7:30 a.m. to 9:00 p.m. every school day.
- Parents may check out materials, use the computer to check grades, and visit educational Web sites on the computers in the Parent Center.
- Parents are encouraged to view a hard copy of the school's ASCIP plan in the school's Parent Center or the its electronic version on the school's Web page and to provide their concerns regarding the plan to the school administrative team.
- The school annually distributes the Accelerated Learning Center Family Kit booklets which include a copy of the school's parental involvement plan; a survey for volunteer interests; recommended roles for parents/ teachers/students and school; suggestions of ways parents can become involved in their child's education; parental involvement activities planned for the current school year; the district calendar, a parental involvement survey; and, the various ways communication between parents and teachers can take place (notes, phone calls, e-mail...).
- To promote and support responsible parenting, the schools, as funds are available, purchases parenting books, magazines, and other informative materials regarding responsible parenting through the Parent Center. The school also provides free parental involvement literature originating from the LRSD Parent Involvement Office and numerous parental involvement educational websites. A catalog of the resource holdings is posted in the Parent Center. Parents are given the opportunity to borrow the materials for review and receive free parental booklets.
- Included in the school's Family Kit are the district's and the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. Contact information for the school's administrative staff is also listed.

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7. The Accelerated Learning Center actively engages parents in the evaluation of the school's parental involvement efforts:

- The school engages parents in an annual evaluation of its parental involvement efforts via a comprehensive Needs Assessment completed by teachers, parents, and the school staff.
- The school's Parental Involvement Committee, which consists of teachers, parents and school staff, determines the effectiveness of the parental involvement plan and makes changes, if warranted.

- While the survey targets parents' feedback about the effectiveness of the parental involvement program, it further polls specific information regarding the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific parental involvement strategies; and (4) the impact of parental involvement engagement in activities to support student academic growth.
- The school sponsors seminars such as College Night and Career Night to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

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8. The Accelerated Learning Center uses the parent interest surveys to select, plan, and implement parental involvement activities offered throughout the year:

- The school solicits parents to complete its annual parent interest survey at registration or at the beginning of each school year to gather information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically.
- The school uses the results of its parent interest survey to plan the parental involvement activities for the year.
- The school evaluates the activities suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation.
- The school sponsors seminars such as Career Night and workshops such as "How to Get Someone Else to Finance Your Child's Post-Secondary Education," offered by guest speakers, district counselors, and post-secondary financial aid representatives, to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

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9. The Accelerated Learning Center is not a Title I school; thus, it does not hold annual Title I required meetings.

Accelerated Learning Center (ACC) Directory 2015-2016

STAFF	POSITION	EXT.	ROOM
Threatt, Dionne	Principal Secretary	447-1350	212
Smith, Angela	Counselor	447-1354	2118
Parker, Faye	At-Risk Coordinator	447-1385	211a
Barrett Jr., Edward	Para-Professional	447-1210	202
Fowler, Debra	Para-Professional	447-1210	202
Ahne, David	Science/Health	447-1375	106
Newberry, Rebecca	Science	447-1375	106
Burton, Marty	Social Studies	447-1379	207
Wilmoth, Tharles	Social Studies	447-1352	103A
Brandon, Eric	English 3,4	447-1381	104
Lacy, Melanie	English 3,4	447-1387	213
Pickett, Alexa	English 1,2,Drama, Communications	447-1387	213
Cox, Suzette	Math	447-1226	208
Wu, Pauline	Math	447-1374	205
Nodine, Laura	Cte/Business	447-1372	202
Nichols, Shalon	Special Education	447-1371	103b
James, Brenda	Math Instructional Facilitator	447-1370	210
Broadnax-Thrasher, Beverly	English Instructional Facilitator	447-1215	101

ACCelerated Learning Center

SCHOOL-PARENT COMPACT

School Responsibilities

The ACCelerated Learning Center will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards .
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

Steps to Take When Things Go Wrong

1. Go to the teacher.
2. Seek help from the Counselor.
3. Go to the Assistant Principal.
4. Go to the Principal.
5. Contact Student hearing Officer- 501-447-3500.
6. Call Appropriate Associate Superintendent- Secondary- 501-4471136.
7. Call the Superintendent of Schools.
8. Present your case to the Board of Education.
9. Go outside of the school system.

The procedure for referring a matter to the Board is to address a letter to the Board in care of the Superintendent of Schools. The following actions may be taken through the appeal process as outlined beginning with the step indicated:

1. Student/Teacher Problem
Start at Step 1 and proceed through 6, if necessary.
2. Parent/School Problem
Start at Step 4 and proceed through 6, if necessary.
2. School Suspension Appeal
Start at Step 4 and proceed through 5, if necessary

A PARENT'S CHECKLIST

Are you using effective parenting skills? Answer these questions to see how you are doing. Do you follow these guidelines always, sometimes, or never?

Attendance

I expect my child to go to school every day, be on time and stay for the entire day.

I call the school's attendance line to report my child's absence.

Communication

I attend scheduled conferences.

I ask for a conference with the teacher if I have a concern.

I inform the teacher of anything that may have an effect on my child's performance or behavior.

I read and act on information sent home about my child's achievement.

I talk with my child and know what he or she is doing with whom.

I talk with my child and help him or her set goals.

Health

I schedule visits to the doctor and dentist.

I set a bedtime that lets my child get nine hours of sleep.

I provide healthy meals and snacks.

I talk with my child about the dangers of abusing alcohol and drugs.

Interest

I set aside time each day for my child to share with me what he or she has done in school.

I review my child's report card and help him or her set goals for doing better.

I read with my child every day.

I talk with my child and help him or her set goals.

Expectations

I set high expectations for my child's behavior and achievement at school.

I expect my child to ask for help when he or she needs it.

I expect my child to finish all class and homework assignments.

I expect my child to respect others.

I expect my child to get a high school diploma and seek additional education.

Volunteerism

I set a good example for my child by helping at my child's school and in the community.

Encouragement

I praise my child for his or her good behavior and effort.

I display my child's schoolwork on the wall, refrigerator or bulletin board.



Parent-Teacher Conferences

Five Must-Ask Questions

1. What skills and knowledge will my child be expected to master this year?

- What will my child learn this year in key subjects like math, science, history, and English?
- Are there challenging academic standards in place at this school, and how do they compare with those at other school districts? May I see them?
- How do you inform students about the academic standards they're expected to meet? What kind of projects and assignments have you planned that will help my child meet higher academic standards?

2. How will my child be evaluated?

- What kind of information do you use to evaluate students? How do you know if they're academically ready to move on to the next grade?
- How are they determined in your classroom?

3. What can I do to stay more involved in my child's academic progress?

- What can I do at home to complement what is happening in the classroom?
- How can I know on a daily basis what homework has been assigned?
- How can I support teachers' efforts in implementing higher academic standards?

4. How do you accommodate differences in learning?

- What if my child is a slow learner and falls behind, or is a fast learner and is bored?
- Are summer school, tutoring, or other programs available for students who need more help?

5. How are older students prepared for further learning after high school?

- Are children encouraged to think about a wide variety of career interests?
- Are all students encouraged to take algebra by the end of eighth grade?

Questions for teacher



Most teachers advise parents to write down the questions they want to ask at the conference. The following list covers most of the basics you will need to know about your child's development.

- 1 Is my child performing at grade level?
- 2 Does she/he pay attention in class?
- 3 What part of the curriculum does my child like most? Least?
- 4 Does my child participate in class discussions?
- 5 Does she/he attend to task? ("Attend to task" means to work on class assignments steadily without getting distracted or giving up.)
- 6 Have you noticed any special behavior problems?
- 7 How does my child get along with the other children in class?
- 8 Does my child express herself artistically? Does she enjoy drawing, painting, dance, or music?
- 9 Is there anything I can do to help my child do better?

Six Types of Involvement: Keys to Successful Partnerships

	<p><u>Parenting</u> Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.</p>
	<p><u>Communicating</u> Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.</p>
	<p><u>Volunteering</u> Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.</p>
	<p><u>Learning at Home</u> Involve families with their children on homework and other curriculum-related activities and decisions.</p>
	<p><u>Decision Making</u> Include families as participants in school decisions, and develop parent leaders and representatives.</p>
	<p><u>Collaborating with the Community</u> Coordinate resources and services from the community for families, students, and the school, and provide services to the community.</p>

Epstein, et. al. 2002. *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press, Inc.



Volunteers *in* Public Schools Volunteer Information Form

School: _____

I can volunteer!

Our school is creating a resource database of volunteer information. Completing this form does not obligate you but it will enable the school to communicate appropriate opportunities to you - for your consideration – which are in keeping with your interests. Your involvement is important to your child's education.

Name: _____ Relation to student: _____

Student name: _____ Teacher / grade: _____

Student name: _____ Teacher / grade: _____

Mailing Address: _____

Zip code: _____ E-mail address: _____

Daytime phone number: _____ Other phone number: _____

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There are many ways to get involved! Check the opportunities that interest you:

- Tutor Homeroom parent PTA committees Take home projects Health
- Phone committee Campus beautification Newsletter Hospitality
- Field trip chaperone Office / Clerical Support Fundraisers Mentor
- Classroom speaker Reading Buddy Other: _____
- Other: _____ Other: _____

Times available: From _____ to _____ on _____
 From _____ to _____ on _____
 From _____ to _____ on _____



Call me when you need me. I will be happy to check my schedule.

*Thank you for your willingness to help.
We will be contacting you soon.*