Educational Plan A1 Educational Philosophy

Mission

Phoenix Collegiate Academy Elementary will prepare students in kindergarten through fourth grade to succeed in rigorous college preparatory programs and be leaders in our community.

Philosophical Approach

The Phoenix Collegiate Academy philosophical approach to improving pupil achievement in South Phoenix is rooted in three foundational beliefs:

1. Demographics do not determine destiny and all children can achieve at high levels.
2. College preparation starts in kindergarten.
3. Character and leadership development can and must be taught.

1. Demographics do not determine destiny and all children can achieve at high levels.

We believe that all students can be prepared to enter and succeed in college, and that every child should have access to a high quality public education with a focus on college preparation beginning in kindergarten. Yet many urban schools often struggle with the challenges students bring with them that can ultimately cause students to quickly fall behind. However, there are schools that exist, serving economically and socially disadvantaged students, which prove all students can achieve at the levels required for college and life success. Like these college preparatory schools, we believe that through a rigorous curriculum and a culture of urgency, accountability, and high expectations, the achievement gap can be closed. It is upon this model of success that Phoenix Collegiate Academy Elementary is designed. Students will meet whatever academic bar is set for them if provided with the structure and support to get there. It is our responsibility to ensure we set the highest of expectations and support nothing less than our students meeting that bar. It is this steadfast belief in the ability of our students that will set the stage for outstanding student academic performance that directly supports the purpose of the Arizona Charter School law which is to "improve pupil achievement" as outlined in A.R.S. § 15-181.

2. College preparation starts in kindergarten.

Only 1 in 10 students from low-income communities will graduate from college.[1] We believe that all children deserve the opportunity to be prepared to succeed academically in college. This success should not be predicated on receiving a private school education, nor should it be limited to public schools within affluent neighborhoods. All public schools, especially those serving the most disadvantaged students, must prepare students to compete academically in a world in which college completion is an increasing necessity. The reality is that far too often disadvantaged children are left out of the college education picture, even as early as the elementary grades. Attempts to remediate deficits and inspire aspirations occur much later, in middle and high school programs, when it becomes far more difficult to convince students that college is possible and to close the achievement gap, which is what makes that reality attainable. A recent report from Arizona State University states that "Arizona hasn't made much progress in closing the educational-achievement gap for Latinos in the past decade."[1] It predicts dire consequences to the state's economy if nothing changes. " [I]n the past 10 years the percentage of Latinos ages 25 to 34 who had a bachelor's degree or higher increased only 1 percentage point to a total of 9 percent, compared

[1] Mortenson, Tom. "Family Income and Higher Education Opportunity," *Postsecondary Education Opportunity*, 2005.

with 32 percent for Whites."[2] All students at Phoenix Collegiate Academy Elementary will have a clear and convincing understanding that they are college-bound. This expectation will be infused in the school's culture and teacher-student interactions and teacher-family interactions. Visual aids will support this culture such as college banners and bulletin boards displaying pictures of college campuses. Through the use of chants and common language students will also reinforce this expectation within themselves. Listed below are additional ways through which the expectation that our students will attend college will be set:

- All students and parents will know and understand our college preparatory mission.
- All staff will reinforce and link college expectations to lessons and student interactions.
- School chants and expressions will reflect college matriculation and graduation expectations.
- Rooms will bear the names of colleges and universities.
- Students will attend trips to colleges and universities.
- Parents will be strongly encouraged to begin investing early for their child's college education, even if minimally, and will receive information on steps they can take.

Building on the college preparatory structure for young students, PCA also proposes a slow growth model, which we have already successfully implemented in our target community. The slow growth model allows us to grow strategically, increasing complexity and size only after firmly establishing our demanding culture of academic achievement. Formalizing and growing the amount of students and number of classrooms in each grade level allows us to address the specific needs of our students and families. We will open the school with a cohort of 25 first grade students, 50 second grade students, 50 third grade students and 60 4th grade students and continue to add to each level each successive year. By year two, we will serve kindergarten through grade four with 260 students, 75 more than the previous year. At full capacity we will be able to serve up to 535 students in kindergarten through 4th grade. We recognize we are proposing a model that digresses from the traditional charter school growth plan, but through research of effective models and our community's needs, the combination of utilizing a K-4 grade span with a slow growth model allows for the strongest implementation of our academic program.

We believe that college preparation must start on a child's first day of primary education. Elementary school-aged children should be able to readily identify the link between strong academic outcomes now and success facilitated with a college education in the future. The concept is clear for more advantaged students, and one we must instill in all students as early as possible. With a mindset and goal of college, it is our responsibility as a school to ensure that students are prepared to execute on this promise.

3. Character and leadership development can and must be taught.

For a school to maintain a long-term track record of academic excellence, it must build a positive school culture around character and leadership development as well as behavioral expectations and performance. Within a small, safe and structured environment, we will establish clear behavioral expectations, develop and reinforce strong character traits, and always sweat the details.

[2] Ryman, Ann. "Report Sounds Warning on Latino Education Gap." Arizona Republic. 27 April 2012.

We believe that a rigorous academic program must be executed in a manner that maximizes student enthusiasm and engagement. At PCA, we will explicitly teach and model clear behavioral expectations to create a positive, enthusiastic learning environment with no distractions. Within this structured framework, our students will develop character and leadership through our PRIDE values:

***P**erseverance*: Don't give up in face of difficult challenges
***R**espect*: Be kind to yourself and others
***I**ntegrity*: Be true to your personal code
***D**iscipline*: Stay in control to maximize your potential
***E**xcellence*: Be your best in all you take on

Inspired by the work of excellent charter schools that catalyzed our work at PCA's middle school campus, one of the highest performing middle schools in South Phoenix, we believe that in addition to teaching academics, public schools must also teach their students the values they will need to succeed in life. We will teach and model these values within the framework of the academic curriculum, daily school-wide PCA Cheer, as well as through a weekly character and leadership development class. Our values will be broken down into sub-values so that we can focus on specific, detailed values and messages each month. Each sub-value will be taught in several ways over a four-week period. For example, in week one we will focus on what the value means; in week two, what it looks like; in week three, how to demonstrate it; and in week four, we would bring in an outside speaker to discuss what that particular value means to them. We believe that all public schools should place an explicit focus on preparing students to become leaders in their community. As students advance to third grade, there is a greater focus on civic initiatives, community engagement, and, particularly by fourth grade, speech and debate. Through leadership and character development classes and practical application, students acquire the knowledge, skills, and attitude to impact their classroom, school, and community.

Phoenix Collegiate Academy Elementary uses internally developed procedures and software to record student behavior data so that we can use quantitative progress measurements to properly inform our decision-making with respect to character development.

Principles Fundamental to Program of Instruction Including Research and Rationale
Phoenix Collegiate Academy Elementary proposes a high quality, college preparatory elementary school designed specifically to address the learning needs of an underserved and underperforming student population. Through an intensive focus on literacy and the implementation of strategic academic support structures we ensure mastery of essential skills and content knowledge, accelerate student achievement, support student success in middle and high school, and build the critical early foundation for every child to excel in and graduate from college.

With a strong commitment to upholding the highest academic expectations for all students, PCA proposes an elementary school model built on research and best practices of high performing, no excuses charter schools nationwide. These schools have demonstrated that demographics do not determine destiny and that students from low-income communities can be successful in school. Phoenix Collegiate Academy Elementary prepares all K-4 students with the foundation necessary for success at PCA middle school level, a rigorous college preparatory curriculum that sets students up for competitive high school level curriculum and graduation from competitive and demanding colleges. Future school success is dependent upon the strength of the elementary foundation. At

Phoenix Collegiate Academy Elementary, the core educational philosophy is built upon seven central tenets:

Literacy is Everything: Literacy proficiency is vital to accessing an excellent education. "Three out of every four 4th graders in Arizona cannot read proficiently"[3] and "75% of students who are poor readers in third grade will remain poor readers in high school."[4] Students from low-income families hear two-thirds fewer words than students from more affluent backgrounds. This means that by the time these students enter school in kindergarten, the student from a low-income family has been exposed to approximately 30 million fewer spoken words than a more affluent student.[5] This gap in language exposure of students from low-income backgrounds creates a large achievement gap, even before starting the early grades of formal education. Learning from these data points, high performing schools that educate predominantly low-income students have a clear, strong, and overwhelming focus on literacy. Phoenix Collegiate Academy Elementary leaders have deep access to some of the best trained and highest performing charter schools and leadership in the country, who are proving that a focus on literacy can impact student achievement.

According to the National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."[6] In order to address the need for a focus on literacy, Phoenix Collegiate Academy Elementary will devote a significant amount of the school day to different forms of literacy instruction.

- During a typical school day, PCA will have more than 215 minutes (43% of the school day) of daily literacy instruction in kindergarten through grade two and more than 135 minutes (27% of the school day) of daily literacy in grades three and four.
- Research-based practices for literacy instruction with a focus on phonics in the early grades and comprehension and critical thinking in the upper elementary grades.
- Small group literacy instruction in kindergarten through grade two, with a 25 to 1 student teacher ratio, to provide more personal instruction and a deeper understanding of individual students' needs.[7]
- Increased focus on vocabulary development during all aspects of the literacy block, but specifically during the read-aloud and supported in reading comprehension every day.
- Students read grade-level books independently during the academic year and over the summer break. Independent reading is assigned as homework each night and a summer book list and corresponding expectation sheet is provided over the summer.

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[3] Children's Action Alliance: http://azchildren.org/display.asp?pageId=66&parentId=12

[4] U.S. Department of Education, America Reads Challenge. (July 1999). Start Early, Finish Strong: How to Help Every Child Become a Reader.

[5] Hart, Betty, and Todd R. Risely, "The Early Catastrophe: The 30 Million Word Gap by Age 3," *American Educator*, (Spring 2003).

[6] National Research Council, 1998 (http://www.ed.gov/inits/americareads/ReadDiff/ accessed on 10/29/11). In addition, in his review of high performing, high poverty schools, Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years was a central commonality among high-performing elementary schools (p. 21).

[7] Boss, Susie, "Tapping the Benefits of Smaller Classes," *The Northwestern Education Magazine,* (Winter, 2000).

- Drop Everything And Read (DEAR) program instituted starting in grade 3 (students will read independently during the guided reading block in grades K-2).[8] DEAR books are carried by students at all times and students are taught and supported to read from these books whenever there is space in the day (for example, when students finish an in-class assignment early or arrive to school before the official day begins).

Exceptional Teachers are Critical: The quality of Phoenix Collegiate Academy Elementary's teachers drives the academic success of our students; therefore, high quality teaching is already PCA's hallmark. Research shows that teacher quality is the most significant indicator of a student's academic performance.[9] We will recruit the brightest, most committed, most capable teachers, attracting them with the promise of an environment that welcomes their contributions and seeks their input in refining and perpetuating the school, as well as with tools to empower them in their work (classroom supplies and professional development). In the hiring process, we will set clear expectations for the high level of professionalism and commitment that we expect of our teachers.

In addition to instructional excellence, Phoenix Collegiate Academy Elementary is looking for teachers with the willingness to have frequent and honest discussions about which children are learning, which are not, and what can be done about it. Then, the final stage is execution—we are looking for teachers with the ability to take action consistent with the insights that the process yields. Believing that all students can learn, our teachers are relentlessly and productively self-critical when students are not reaching mastery. Through exhaustive and highly selective recruitment efforts, extensive summer training, weekly professional development, and regular observations with feedback, Phoenix Collegiate Academy Elementary teachers are part of a professional learning environment that facilitates growth.

- Our staff recruitment efforts will be national, exhaustive, and selective. All PCA will be supported by a CMO recruitment team including a Director of Talent that will be skilled in hiring instructional staff to meet district needs. In year one, we expect a staff of 15.33 and we will recruit the most committed and most capable teachers, offer competitive salaries, a mission-oriented and achievement-focused team environment, and provide comprehensive professional development. With existing ties to Valley leaders, Teach For America, and educational leaders nationwide we will use the PCA extended network to ensure we are able to attract the highest caliber of educators.
- To ensure our instructional leaders are prepared and ready to deliver rigorous standards-based instruction on a daily basis, we have 15 days of staff development during the summer. This includes intensive curriculum planning, culture building and norming, and understanding every system from how students enter the building to how they sharpen pencils.
- As a staff we will travel to at least one high-performing school serving low-income populations. This will serve as a model for the entire staff and orient our own discussions around excellence; this trip may take place during summer professional development if another school is in session, but most likely will take place during the first few months of

[8] D.E.A.R. programs have been successfully implemented by the highest performing schools visited through the Building Excellent Schools Fellowship, including Excel Academy and Roxbury Prep in Boston, on which inspired PCA middle school's own DEAR practices.
[9] Saunders, William L. and June C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement,* University of Tennessee Value-Added Research and Assessment Center, 1996, p. 6.

the school year. These visits are sponsored by the Charter Management Organization (CMO) for teachers district-wide.

- Teachers participate in weekly professional development. For 3 hours per week, teachers and the leadership team plan and discuss curriculum, analyze student data to modify or adjust lesson planning and continuously seek ways to improve the quality of instruction we deliver to students. We provide six dedicated professional development days during the year. These days are devoted to data evaluation following our six-week assessments where teachers and instructional leaders evaluate students' small group levels, determine lesson modifications and evaluate whether any skills or concepts need to be retaught.
- Ensuring each teacher's professional and instructional growth throughout the year is a critical component of Phoenix Collegiate Academy Elementary's model. Existing CMO staff has training and experience in teacher development and proposed Principal Amanda King has received extensive training on supporting teacher growth and development as part of the Building Excellent Schools LENS program, the AZ Charter Schools Association ALF program, and her full two year residency program at PCA. In addition, she has participated in leadership residencies at no-excuses charter elementary schools, where she focused on teacher evaluation and development. The Principal has a set schedule of observation where every teacher is receiving feedback at least once per week and twice per week for brand new teachers. By continually providing opportunities to demonstrate leadership, observe best practices, and participate in customized training sessions, teachers become part of a school culture where they are challenged and valued.

More Time = More Learning: To accomplish our mission, our extended school day and school year provide increased opportunities for teachers to individualize student instruction, ensure that all students meet rigorous learning standards, and overcome the chronic achievement gap that exists between our target population and their more affluent peers. All of the high performing schools upon which Phoenix Collegiate Academy Elementary is designed have an extended day: increased learning time is essential to enabling students who enter school with skills and knowledge deficiencies, those with disabilities, and those with limited English language proficiency to achieve at the highest levels.

- Phoenix Collegiate Academy offers an extended school day (7:30 am to 3:55 pm). This schedule provides 135 more instructional hours annually than the average South Phoenix district school, and amounts to almost 6 additional weeks of school each year.[10] As summarized in Figure A1.A, during the course of a student's K-4 education at Phoenix Collegiate Academy Elementary, s/he receives a total of 5,175 hours of instructional time, almost an entire extra school year over an entire K-4 experience at Phoenix Collegiate Academy Elementary compared to traditional elementary public schools.
- Teachers are able to use this extended time for individualized student instruction during the remediation block as well as during all literacy and math instructional periods.

[10] These numbers are based on local schools starting at 7:30 am and ending at 2:30 pm (seven-hour school day).

Figure A1.a: Increased Instructional Time[11]

Increased Instructional Time: Extended School Day			
Grades	Standard Public School Annual Instructional Hours	PCA Elementary Annual Instructional Hours	Additional Annual Hours at PCA Elementary
K-4	990	1,096	106
Total over 5 years (K-4)	4975	5,175	530

Strategic Use of Data Increases Impact: With an uncompromising attention to data-driven instruction, Phoenix Collegiate Academy Elementary uses a sophisticated system to collect a variety of data on a daily basis. Utilizing progress monitoring, data is quickly analyzed for targeted intervention. Our data collection and analysis allow for individualized instruction and drives highly effective teaching.

- Phoenix Collegiate Academy Elementary will use a program such as Mastery Connect (academic) and an integrated internally developed software (behavior) to allow teachers and leadership staff the ability to monitor each student's academic and behavioral progress on a daily basis. The system is designed so that teachers can input everything from homework assignments, discipline issues, and daily/weekly tests and quizzes. The system also allows for easy analysis of long-term student growth as demonstrated through our six-week assessments.
- Quick input and analysis of data allows teachers to provide remediation to individual students in need of support and the ability to modify instruction when larger numbers of students evidence the lack of mastery.
- Monitoring progress through assessments is critical to monitoring the progress of each individual student, and take place every six weeks. While teachers review the results of these assessments with students and use them to drive instruction, teachers also meet with supervisory staff to review these assessments, as the school leadership uses them to drive professional development. Students, teachers, and administrators all benefit from the transparency and excellence of strategic data-driven instruction.
- Phoenix Collegiate Academy Elementary will purchase an assessment such as NWEA's Measures of Academic Progress (MAP) assessment to test and analyze student reading performance. The program is used at countless high performing schools across the country. The structure of the assessment allows for quick analysis of individual student proficiency as well as trends across classes and grades.
- We also carefully monitor student attendance through Synergy, a system already used by other PCA campuses. This system will also allow us to track any additional state and/or federal reporting requirements.

[11] We have taken into account our half-day schedule on Fridays (where we dismiss students at 1:00 pm) and assume local district schools have approximately 26 half-days in their schedule (where they dismiss at 12:30 pm). We also assume an average of 73 minutes for lunch and recess each full day and 60 minutes for lunch and recess each half day.

Leadership Development Ensures a Sustainable Future: PCA believes that it is our job as educators to enforce the ideals of the community and teach our students how to behave, make good decisions and act as leaders in classrooms and community. We recognize that "[c]hildren first develop values, attitudes, and skills as a result of their experience in the families that raised them. But those values, attitudes, and skills continue to be shaped by children's interaction with their peers, teachers, neighbors, and other aspects of their environment."[12] Therefore, we prepare students for academic success in middle, high school and college and also teach our students to be leaders in their classrooms, school, local community and the world. By building academic scholars and community leaders, we build a brighter future for them and for us.

- In order to fulfill our long-term goal of having students become leaders in their community, PCA dedicates 80 minutes per week to leadership and character development using a proven model for curriculum and specific lessons developed by master teachers working as independent contractors (budget line item provided for on startup and 3 year budget documents) similar the curriculums at PCA and observed at other high-performing charter schools. The skills and knowledge gained during this period are reinforced throughout the day by teachers and staff and reinforced in literature choices for grade-wide book selections, as seen in other schools.
- Students in grades K-4 have 20 minutes of Morning Meeting, 20 minutes of daily recess, 50 minutes of Enrichment and 20 minutes of Community Circle, all four days per week during which they are able to utilize the skills they have learned during character development classes as they engage in more informal interactions with their peers. This allows for practical application of the character building skills taught in character development.

Structured and Supportive School Culture are the Backbone: Dr. Lorraine Monroe writes in *Nothing's Impossible* that order and stability facilitate learning by reducing the amount of teaching time misplaced to non-academic matters.[13] At Phoenix Collegiate Academy Elementary, we work hard to ensure that we are creating a highly structured and joyful school environment through consistency, "sweating the small stuff," and enthusiasm. Research on high-performing urban schools shows that (a) an incredibly high bar for behavior and academic work and (b) clearly communicated expectations directed at producing the best effort and work from students are essential for mastery of academic material.[14] PCA's high standards for behavior will be consistently enforced, creating a structured environment that maximizes learning time. Coupled with high structure is an enthusiastic and supportive school culture. Our PRIDE values of Perseverance, Respect, Integrity, Discipline, and Excellence guide students and teachers in all aspects of school life. Beginning with Morning Meeting and weekly character education in grades K-4, our core values are reinforced throughout our highly structured and joyful school day.

Additionally, every class ends the day with a community circle where teachers lead the class (and as students reach higher grades, they become more and more involved in leading the circle) in an analysis of the day (or week), what went well, what can they improve, and have both teachers and

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[12] Thernstrom, Abigail, and Stephan Thernstrom. *No Excuses: Closing the Racial Gap in Learning*. New York: Simon and Schuster, 2003.
[13] Monroe, Lorraine, *Nothing's Impossible*, New York: Public Affairs, 1997.
[14] See Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000); U.S. Department of Education, *Successful Charter Schools* (2004); and Abigail and Stephen Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

students offer shout outs for great behavior aligned with our PRIDE core values. When provided with a highly structured, disciplined and supportive learning environment, with quality, targeted instruction, all students will achieve to the highest academic standards.

- Students wear a common school uniform. This policy ensures that no instructional time is lost to discussion over student attire. A clear and appropriate dress code is an important component of the Phoenix Collegiate Academy Elementary school culture. Central to this dress code is the school uniform, consisting of a neat collared shirt tucked in to a pair of slacks or shorts (or skirt for girls) with a belt.
- Building on the philosophy of successful charter schools, including PCA's middle school campus, we approach behavior just as we do academics: it must be taught and modeled by faculty, learned and practiced by students, and consistently and rigorously expected and reinforced throughout the school. We are obsessive about high standards for student behavior, and with an unrelenting focus on details, our entire school staff always "sweats the small stuff" by not allowing smaller infractions to grow into larger ones. This philosophy, embraced by many high performing urban charter schools, is inspired by Wilson and Kelling's "Broken Windows" theory[15]: "[I]f the first broken window in a building is not repaired, then people who like breaking windows will assume that no one cares about the building and more windows will be broken. Soon the building will have no windows."[16] Staff addresses the slightest infractions to make certain that they do not transform into much larger problems.
- We also believe that a rigorous academic program developmentally appropriate for elementary students and a highly structured school environment must be executed in a manner that maximizes student enthusiasm and engagement while setting clear expectations for behavior and values. At Phoenix Collegiate Academy Elementary, we explicitly teach and model clear behavioral expectations to create a positive, enthusiastic learning environment imbued with respect and burdened with no distractions. Within this structured framework, our students develop leadership and character traits through our core PRIDE values. The goal is for Phoenix Collegiate Academy Elementary students to not merely do "well," but also to do "good." Our school culture makes it "cool" to do well – and to help others. Through clear rules, our system of consequences, incentives, and constant positive reinforcement, all PCA students learn to take responsibility for themselves, their school, and their community.

Family Engagement Creates Powerful Partnerships: PCA works closely with families as their children begin the path to college in elementary school. If parents and teachers have high expectations for the student's academic performance, then the student generally exceeds expectations.[17] Our partnership and constant communication with families is critical especially in the early grades. Phoenix Collegiate Academy Elementary's internally developed software allows for accountability and assurance that every family receives constant and informed communication

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[15] The "broken window" theory is a prominent community policing theory stating that the prevention of larger crimes begins with stopping small ones. James Wilson and George Kelling, "Broken Windows," *The Atlantic Monthly*, March 1982.
[16] Wilson, James Q. and George E. Kelling, "Broken Windows: The Police and Neighborhood Safety," *Atlantic Monthly*, March 1982.
[17] Benner, A. & R. Mistry. (2007). "Congruence of mother and teacher educational expectations and low-income youth's academic competence." *Journal of Educational Psychology*. Volume 99, No. 1.

from the school. While we do not believe that students without this support are unable to achieve, we do recognize the incredible value that a family has in the education of children.[18] Beginning with home visits for each and every child and a mandatory annual family orientation, Phoenix Collegiate Academy Elementary offers extensive support to families as they, in turn, work to support the academic achievement of their children.

- At the start of each school year, Phoenix Collegiate Academy Elementary staff visits the homes of every new student.
- We hold two mandatory annual family orientations (one in April after student acceptance and the other in July immediately before school starts) for both parents and students.
- Requires a Contract of Excellence annually which lets families know what they can count on from the school and clarifies the school's expectations of students and families
- Provides a parent and student handbook annually
- Sends home a weekly newsletter of classroom and school-wide news and information
- Meets with families for at least three mandatory formal conferences each year to discuss their child's progress (more conferences are held for students we identify as needing additional assistance either in the morning intervention block or during the school day)
- Sends home behavioral updates weekly.
- Has dedicated staff working to build strong relationships with families regularly
- Sends parents six-week progress reports three times per year (and additionally sends home a weekly report on student academic and behavioral growth and three quarterly report cards)
- Provides evening or weekend workshops designed to help families hone the skills they need to be effective teachers for their children periodically
- Sends home annual parental surveys to ensure we are meeting all family expectations
- Creates events in which families are invited into the school to celebrate student achievement regularly

[18] Fan, Xitao and Michael Chen, *Parental Involvement and Student's Academic Achievement: A Meta-Analysis*, National Science Foundation (1999). Another study found that benefits of increased parental involvement include higher test scores and grades, higher graduation rates, and higher enrollment rates in post-secondary education. See A. Henderson, *A New Generation of Evidence: The Family is Crucial to Student Achievement*, The National Committee for Citizens in Education, (1994).