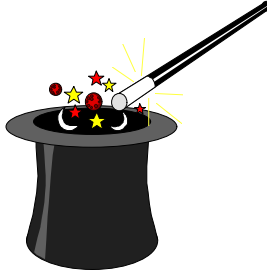


Hollis F. Price Early Middle College High School



NCLB Informational Booklet 2006-2007

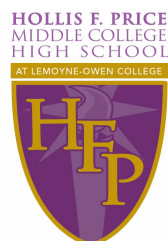


Ms. Daphne P. Beasley, Principal

Ms. Sandra L. Barnes, Facilitator

807 Walker Ave.
Memphis, TN 38126
(901) 435-1765 – main office
(901) 435-1779 – fax

<http://www.mcsk12.net/schools/hollisprice.hs/site/index.shtml>



October 3, 2006

Dear Parent/Guardian:

We have been notified that our school qualifies to receive federal funds under the No Child Left Behind Act of 2001, Title I, Part A, for the 2006-2007 school year.

Title I requires that schools create a positive and supportive learning environment that results in high levels of achievement for all students. Funds are available for academic programs and strategies, additional teachers and other personnel, staff development materials and supplies, technology, and parent training.

We look forward to your involvement in school activities and your child's education. You will receive notices and information throughout the school year to keep you informed about the progress of your child and the status of the school in making progress toward helping all children meet high academic standards. We also look forward to your attendance at school meetings when we will discuss the development, revision, and implementation of our Schoolwide Program Plan.

You are an important partner in our effort to provide the best education possible for your child. Please call the school if you have any questions or would like additional information.

Sincerely,

Sandra L. Barnes
Title I Instructional Facilitator

Daphne P. Beasley, Principal



October 3, 2006

Dear Hollis F. Price Middle College Community:

As you know, our school and district are dedicated to ensuring that our students succeed. While we have always held high expectations for our students, the federal No Child Left Behind Act of 2001 (NCLB) has set new standards for students to meet.

This summer, our state released a report on the progress our schools are making toward achieving proficiency for 100 percent of our students under NCLB. This report identifies whether schools have made “Adequate Yearly Progress” (AYP) – a simple yes or no grade based on a complex set of measurements. To make AYP, each district school must achieve targets: areas of test participation and performance across subgroups of students (grouped by such categories as race, language proficiency, and disability). In addition, schools must meet graduation rate and attendance targets. If just one subgroup misses just one target, an entire school does not make AYP. ***Hollis F. Price Middle College met the target.***

Please know that many good schools have not made AYP. That doesn't mean they're not successful. AYP is an all-or-nothing proposition, but student achievement is not. Academic success is measured in many ways, including classroom test, teacher observations, report cards, homework, and standardized tests. But AYP focuses only on state tests. Entire schools can miss the target if too many students are absent on a test day or if students who aren't yet fluent in English miss the reading and writing goals.

I am firmly committed to achieving our goal of success for every child and I recognize that we must continually improve. Our school is filled with outstanding teachers, principals, and support staff, who regularly update their skills and participate in training to help them meet the needs of all students. I invite you to arrange a visit to any classroom in the school to see for yourself.

I urge you to examine the results and look closely at the progress our school is making. Most important, I encourage you to join me in addressing our challenges and applauding the great work students and staff are doing in classrooms throughout the district. As always, I welcome your comments, suggestions, and involvement in our schools and in the challenges our students face.

Yours truly,

Ms. Daphne Beasley
Principal



Office: 901.435.1765

*807 Walker Avenue
Memphis, Tennessee 38126*

Fax: 901.435.1779

October 3, 2006

Dear Parent/Guardian:

Your participation in your child's education is important to us. Because of this, we have developed a Family Engagement Plan for our school. This policy explains how we plan to work with parents to review and improve parent programs and describes how you can

participate in planning these programs. We value your involvement and urge you to take the time to read this policy.

Federal law requires us to distribute our parental involvement policy to parents to ensure their involvement in their children's educational process.

Please sign the form below and return to your child's Academic Counseling/AVID teacher so that we can be sure you received this important information.

If you have any questions, feel free to call me at (901) 435-1769.

Sincerely,

Sandra L. Barnes, Facilitator

Acknowledgement

I have received the parental involvement policy described in this letter.

Parent's Signature _____ Date _____

Print Parent's Name _____

Student's Name _____

Academic Counseling/AVID Teacher _____



Hollis F. Price Middle College High School

Parental Engagement Plan

2006-2007

Revised January 27, 2006

The purpose of Hollis Price Middle College High School's Engagement Plan is to develop a strong partnership between home, school, and community that encourages academic achievement.

TITLE I SCHOOLWIDE PROGRAM

The faculty, staff, and administration at Hollis Price Middle College High School will provide collaboration between home and school. This will result in our parents becoming knowledgeable and participating in the development and implementation of the school's program, we are committing to do the following:

1. Convene an annual meeting to explain the school's participation in the Title I Program along with rights.
2. Develop jointly with parents a school-parent compact to outline how parents, school staff, and students share responsibility.
3. Offer flexible times for parent meetings.
4. Provide students with a variety of assessments to measure progress and to attain proficiency levels students are expected to meet.
5. Involve parents in the planning of Title I Program improvements.
6. Encourage parents to regularly visit and take an active role in school planning.
7. Implement an organized parent group.
8. Involve parents in the planning of students' five year academic plan.

According to Title I, the following guidelines are being set forth which include, but are not limited to the following:

1. Make parents aware of Title I and our participation.
2. Conduct parent surveys to determine parent needs, interests, talents, and hobbies.
3. Communicate information through monthly calendars, newsletters, and websites.
4. Organize meetings to inform parents of the requirements for promotion, academic achievement, and attendance.
5. Encourage parent volunteers to serve as tutors, assist with projects, chaperone field trips, and serve as host/hostesses at school functions.
6. Inform parents of students' progress.
7. Conduct Gateway Assessment workshops to assist parents in helping students prepare for test taking and interpreting test results.
8. Parental input in the development and implementation of the School Improvement Plan and Title I Action Plan.

Total involvement of parents is encouraged at Hollis F. Price Middle College High School. Parents' responsibilities include the following:

1. Attend scheduled parent-teacher conferences, parent meetings, and school programs.
2. Parents have been invited to an Annual Title I Meeting to inform them of Title I requirements, the school's participation in Title I and the rights of parents to be involved in the school. A flexible number of meetings were convened to allow for parents' schedules.
3. Serve on Leadership Council and become active members of an organized parent group.
4. Participate in Family Nights (Literacy, Mathematics, and Science)
5. Serve as tutors, volunteers as mentors, and chaperone school functions.
6. Use their talent/resources to enhance the instructional programs.
7. Respond to memos, surveys, and questionnaires expressing ideas and concerns.



Hollis F. Price Middle College High School

Family Engagement Compact

2006-2007

Revised January 27, 2006

The mission of Hollis F. Price Middle College High School is to aid students in reaching their maximum potential through effective teaching that promotes ideas that are meaningful, engaging and connected to world experiences, students' lives, and their communities. The following compact was jointly developed between parents, students, staff, and the school which outlines how parents/school/staff, and students will share responsibility for improving student achievement.

(Our signatures below will indicate our support of Hollis F. Price Middle College mission statement).

PARENT/GUARIDAN AGREEMENT

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- ❖ See that my child is punctual and attends school regularly.
- ❖ Establish a time for homework and review it regularly.
- ❖ Provide a quite well lighted place for study.
- ❖ Encourage and support my child's academic and extra-curricular efforts that teach social skills to promote positive interactions with all.
- ❖ Ensure my child has a library card, read with my child, and let my child see me read.
- ❖ Support Hollis F. Price Middle College High School's efforts to maintain discipline by adhering to the Memphis City School's Blue Ribbon Plan.

Signature _____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- ❖ Attend school regularly and arrive on time.
- ❖ Come to school with all necessary materials and tools for learning.
- ❖ Observe regular study hours.
- ❖ Complete and return all class work and homework assignments in a timely manner.
- ❖ Conform to the student code of conduct as outlined in The Memphis City School's and Hollis F. Price Blue Ribbon Plan.
- ❖ Contribute to the learning environment in a positive manner.
- ❖ Take advantage of oportunites available to help me be successful.

Signature _____



Hollis F. Price Middle College High School

Family Engagement Compact

2006-2007

Revised January 27, 2006

TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

- ❖ Provide meaningful homework assignments for all students.
- ❖ Participate in on-going communication with parents, including frequent progress reports.
- ❖ Provide necessary assistance to parents so that they can help with assignments.
- ❖ Encourage students and parents by providing information about students' progress.
- ❖ Encourage parents to visit and/or observe their child's classroom on a regular basis.
- ❖ Use special activities in the classroom to make learning enjoyable and meet the need of individual students.
- ❖ Actively participate in professional development activities that will ensure student achievement.
- ❖ Hold parent/teacher conferences at various times.

Signature _____

1st period Signature _____ Date _____

2nd period Signature _____ Date _____

3rd period Signature _____ Date _____

4th period Signature _____ Date _____

6th period Signature _____ Date _____

7th period Signature _____ Date _____

8th period Signature _____ Date _____

PRINCIPAL AGREEMENT

I support this form of parental involvement. Therefore, I shall strive to do the following:

- ❖ Provide a safe environment that allows for positive communication between the teacher, parent, and student.
- ❖ Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.
- ❖ Hold parent meetings and conferences at various times.
- ❖ Provide opportunities for parents to attend professional development activities.
- ❖ Encourage parents to volunteer, participate, and observe at Hollis F. Price Middle College.
- ❖ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the State's student academic achievement standards.
- ❖ Encourage teachers and students to strive toward high expectations academically, socially, and physically.
- ❖ Encourage discussion of school-parent compact in relationship to individual child's achievement.

Signature _____

Memphis City Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex, or age.



Parents' Right to Know

- Whether your child's school is meeting NCLB standards.
- Whether your child's teacher is qualified.
- What is being done to improve your child's school.
- Whether your child's school is safe.
- That you have additional options for your child's education, if your child's school is not in "good standing" under NCLB.
- That if your child attends a school that is not in "good standing" under NCLB, then your child may be entitled to supplemental educational services, like free tutoring services.
- That you should have reasonable access to the school's staff and your child's classroom.
- That you should be informed by the school of changes in the school's academic standing.
- What academic services are available at your child's school.
- That YOU can help by becoming involved in your child's school.

The **No Child Left Behind Act of 2001** requires schools to release your child's name, address and telephone number to military recruiters unless you request in writing to not provide this information for your child. If you would like for your child's name to be omitted from this list, please complete the information in the document below and return it to your child's principal. Students eighteen or older may complete the form on their own.

Memphis City Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex, or age



Parent-Teacher Conference Guide

Conferences are a valuable tool to help you and your child's teacher(s) work together for your child's school success. Parent-teacher conferences are valuable and effective because you and the teacher(s) can communicate face-to-face. These conferences provide an opportunity for you to discuss your child's problems and progress directly with the teacher(s). Most important of all, they are a chance for you and your child's teachers to work together to ensure your child's academic achievement.

Well-conducted parent-teacher conferences can accomplish several goals:

- You and the teacher(s) get to know each other.
- You can find out for yourself what is being taught and how your child is progressing academically, socially and emotionally.
- You and the teacher(s) can share what each of you sees as the child's strengths and areas for growth.
- You and the teacher can discuss information about your child's home learning environment.
- You and the teacher(s) can agree on a plan to ensure your child's success in school.

TALK WITH YOUR CHILD FIRST

Spend a few minutes talking with your child before the conference. Tell him or her that you need help preparing for the conference. Some questions you might ask are:

1. Is there anything special that you would like for me to talk about with the teacher(s)?
2. What do you really like or dislike about the class(es)?
3. In what classes are you experiencing the most success?
4. Are you having problems in any areas?

Memphis City Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex, or age

Your Checklist for Conferencing with Your Child's Teacher

Elementary and secondary conferences will be successful if both you and the teacher(s) prepare for them. Here is a checklist to help you before, during, and after your conference with your child's teacher(s).

Before the Conference

<input type="checkbox"/>	Find out how your child's school schedules parent-teacher conferences.
<input type="checkbox"/>	Use any materials given to you to prepare for the conference.
<input type="checkbox"/>	Talk with your child about his/her school (discuss successes, achievements, favorite subjects, problem areas, etc.)
<input type="checkbox"/>	Review work which your child has brought home.
<input type="checkbox"/>	Think about your child's level of achievement and your expectations for your child. Are they the same?
<input type="checkbox"/>	Write down your concerns and questions about your child's work, classroom or school program.

Some information you may want to share with your child's teacher(s) might include:

1. Favorite subjects
2. Outside interests and hobbies
3. Any medical or health needs
4. Things happening at home that may affect school work (divorce, death, moving, etc.)

At the Conference

<input type="checkbox"/>	Find out how much time has been allotted and decide what is most important to discuss in the time available.
<input type="checkbox"/>	Ask for a translator, if necessary.
<input type="checkbox"/>	Arrive on time!
<input type="checkbox"/>	Say something positive to the teacher to help you both feel more comfortable.
<input type="checkbox"/>	Decide with the teacher what is most important to talk about.
<input type="checkbox"/>	Refer to your notes and questions so you will not forget any important issues.
<input type="checkbox"/>	Ask to see your child's work.
<input type="checkbox"/>	Take notes during the conference.
<input type="checkbox"/>	Ask questions and make sure that you understand all that the teacher is saying.
<input type="checkbox"/>	Summarize what has been said.
<input type="checkbox"/>	Write down a plan of action that says what you and the teacher will do.
<input type="checkbox"/>	Let the teacher know how best to reach you and decide how you will communicate with the teacher (call, notes, future conferences).
<input type="checkbox"/>	Thank the teacher for his/her time and concern.

After the Conference

<input type="checkbox"/>	Share with your child what was discussed at the conference.
<input type="checkbox"/>	Do what you said you would do.
<input type="checkbox"/>	Through a note or a phone call, let the teacher know how things are going, if necessary.

Parent Questions for Teachers

You probably will not have time to ask all of these questions. So select the ones that are most important for you and your child.

Classroom Behavior

1. How well does my child get along with you?
2. How well does my child get along with other students?
3. When my child gets angry, how does he/she express it?
4. How does my child resolve conflicts with others? With you?
5. Does my child bother other children or disturb the class?
6. In what ways does my child contribute positively to the class?
7. What ways do you reward good behavior in class?
8. What are the consequences for misbehavior?

Work Habits

9. How does my child behave when working with a group?
10. How does my child behave when he/she is stuck or can't do his/her work?
11. How well does my child pay attention in class?
12. Do any activities seem to frustrate my child?
13. How well does my child stick to a difficult task?
14. What activities does my child seem to enjoy most in school?

Memphis City Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex, or age

Academic Progress

15. What does my child do really well in?
16. In terms of grade level, how is my child doing in:
____ Reading ____ Writing ____ Math ____ Social Studies ____ Other
17. What do you take into account in deciding grades?
18. What does my child need to work on most? How can I help?
19. In what ways is my child working up to your expectations?
20. In what ways is my child NOT working up to your expectations?

Homework

21. What kind of homework help do you expect us to provide?
22. How much time should my child be spending on homework?
23. How often do you assign homework?
24. Does my child complete homework assignments on time?
25. What are the consequences for incomplete or late homework?
26. Is homework graded? Are those grades used and reported?

Memphis City Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex, or age