

## MOSSY HEAD SCHOOL Title I, Part A Parent Family Engagement Plan (PFEP)

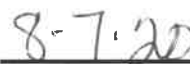
I, Ronita Hinote, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].



Signature of Principal or Designee



Date Signed

### Mission Statement

#### Parental Involvement Mission Statement (Optional)

**Response:** It is the mission of Mossy Head School (MHS) to ensure that the success of our students is supported not only by the faculty and staff, but by the valuable resources we find in our parents. Together, MHS and its parents can work to build on the positive expectations of respect, responsibility, self-control, and compassion, in turn, creating not only successful students, but better citizens. MHS will also work side-by-side with parents to guide the rearing of their children, both intellectually and emotionally.

## Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** Mossy Head School will have activities and procedures for the involvement of parents in all of its Title I, Part A programs. These activities and procedures will be planned and operated with meaningful consultation with parents. MHS will ensure that the required school-level parental involvement policies meet ESEA requirements and will include a teacher/student/parent compact consistent with ESEA. MHS will incorporate a school-wide parental involvement policy (PFEP) into its LEA plan developed under section 1112 of the ESEA. Mossy Head School invites parents to be highly involved in the education of their children by providing opportunities such as:

1. Parent Advisory Committee (PAC) - committee consisting of the principal, Title I Contact, and 6-10 parents who meet at least quarterly. These meetings will be scheduled at convenient time for parents. The major functions of the PAC include: reviewing/revising the PFEP, reviewing/revising the compact, planning parental involvement activities, and determining the best uses of parental involvement funds. PAC minutes will be kept by the Title I contact and any pertinent information will be shared with the School Improvement Team or appropriate party.

2. School Advisory Committee (SAC) - The SAC meets at least quarterly for: training on the school improvement process; evaluating school improvement plans (SIP) from all schools for clarity, completeness and attainability; meeting with school officials to make necessary revisions to the SIP; submitting the SIP to the School Board for approval; receiving updates on progress; and monitoring expenditures to ensure that they are part of the SIP. MHS has 1 administrator, 1 teacher, 1 non-instructional personnel, and 4 parent members on the SAC.

3. School Improvement Team (SIT) - the team meets monthly. Each grade level is represented, 2 parent representatives (SAC members). Team discusses SI goals and activities per subject matter needs. Sign-in-sheets, agendas and minutes are kept for each meeting.

4. Parent Surveys - surveys are sent to parents via backpack three times per year. These surveys request parental input on how the school is operating and meeting the needs of the children. Surveys are analyzed, data is disseminated and shared with faculty, changes are made based on the parental input, and information is also shared with the Parent Advisory Council.

5. Parent Workshops/Training - these are opportunities for parents to be a part of what the students are learning. These workshops/training opportunities provide parents with information as to what their child is learning in the class (Florida Standards) and the end of year expectations. In addition, parents are provided ideas and strategies to help their child(ren) at home. Workshops/trainings are evaluated by the parent and results are discussed.

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## Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Head Start	Information regarding this program will be provided by the school to parents via: Parent Resource Center, flyers, announcements in the newsletter, and postings on the website. This program provides opportunities for pre-school age children to become better prepared for kindergarten. Activities may include: meeting with parents to discuss learning needs of individual students, developing transition plans, and weekly parent communication.
2	VPK & PKD	Kindergarten orientation will be held the week prior to school starting in the Fall. Parents will be provided information regarding Florida Standards and expectations for their school-age child.
3	Individuals with Disabilities Act (IDEA)	MHS will meet annually with parents of Students With Disabilities (SWDs) to develop Individual Education Plans (IEPs) that include learning goals and transition plans, if needed.

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Advertising	Title I Contact	September 2020	Newsletter, flyer, website, marquee, Remind101
2	Agenda	Principal, Title I Contact	November 2020	Sign in sheets, evaluations, PowerPoint presentation
3	Sign-in Sheets	Title 1 Contact	September 2020	Sign-in sheets
4	PowerPoint	Principal, Title I Contact	September 2020	PowerPoint, evaluations

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Response:** MHS believes parental involvement is crucial to student success. In order to involve as many parents as possible, we do use flexible scheduling in regards to meetings. Events may be held in the morning, afternoon, or evening. The Parent Advisory Council will meet at least quarterly with meetings held at different times of the day in order to meet the various needs of the group. Parent workshops/trainings are scheduled during the evenings. Whenever possible, child care is provided for the non-school-age children and food is also provided for the participants. For any parents unable

to attend the workshops, materials/resources that were discussed during the workshops are sent home per parent request. Events are spaced throughout the year and are scheduled around community events, if possible. Training for parents will also be held during the day at various times in our PRC per parent request. In addition, teachers use flexible scheduling when conferencing with parents; some meet before school, during school, after school, and phone calls in the evening.

## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Brochures that provide information to parents regarding Grade Level Expectations and Florida State Standards	District, Title I Contact	By knowing the standards and student expectations, parents will be more informed and better able to help their students at home.	August 2020	Florida Standards Brochures, Title I survey results
2	Information regarding State and Local Assessments	District, Title I Contact, Teachers	Provide assessment timeline to inform parents and help prepare their children	August 2020 – May 2021	Assessment schedule, website, newsletter, Title I parent surveys
3	Academic Nights: Reading/Writing, Math, & Science Curriculum	Principal, Title I Contact, Academic Committee Chairs	To improve student scores through parent education	September 2020-April 2021	Agendas, Workshop evaluations, Title I Surveys, Sign-in sheets
4	Grade Level Parent Resource Center Visits	Title I Contact	By providing grade level specific materials and resources, parents will receive strategies to implement and support their child's learning at home	August 2020- May 2021	Agendas, Sign-in sheets, Title I Surveys, Check-Out Statistics from Destiny

## Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	"Parent Pointers/Involvement" Professional Learning for Staff (including Title 1 strategies guide) Part 2	District and School staff, Title 1 School Contact	Provide training to the faculty and staff providing the strategies/modeling the information, skills, tools, and confidence to support student learning at home while building communication between the school, home, and other parents.	September 2020-May 2021	Training/PL sign-in logs, agendas, evaluations, Title 1 Parent/Teacher Survey Results
2	Effective Parent Teacher Conferences	School Title 1 Contacts/ School Staff	Provide training to the faculty and staff through research-based strategies, that will build an optimistic classroom where students flourish, and teachers can build a relationship with parents. We will hold trainings about how teachers can implement student led conferences and keep a data folder that can be pulled and used anytime during a conference.	September 2020-March 2021	Training/ sign-in logs, agendas, evaluations, and Title 1 Parent/Teacher Survey results

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

**Response:** Mossy Head School has a Resource Center available to all MHS families. The Parent Resource Center (PRC) is located in the school's Media Center and is open during normal school hours. This parent friendly center consists of a variety of resources, many of which were obtained based on parental input.

Inside the PRC is a sign-in sheet for parent contact information and a suggestion box for a need for parent resources. MHS's mission statement, PBS goals, and student expectations are posted. A computer is available to help with parent research, along with a list of helpful sites. Also included in the PRC, is a library of books and curriculum resources/backpacks available to parents for check out through our Media Center. Titles include books to assist students in coping with death, new baby, stress, job loss, disabilities, etc. Each year, the Parent Advisory Council (PAC) will assist in determining needs of the PRC and monitor expenditures for PRC items purchased. Parents are made aware of the PRC through our school's monthly newsletter, flyers, and on the school's website.

During the 2020-2021 school year, the PRC will be open during Academic Nights, family involvement events, and promoted/used by teachers during parent conferences. Flyers will be sent home to parents to showcase the new materials available in the PRC and to encourage visitation. The PRC will be advertised through the school Media Center. The Title I Contact will share Title I information with the parents, as well as information regarding Florida State Standards. Parents will be encouraged to browse the items in the PRC and will be shown how to check out these items through the Media Center.

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## Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- 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 [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

**Response:** Mossy Head School realizes that effective two-way communication with parents is an essential component for student success. Mossy Head School will review all documentation sent home for readability and to make certain any acronyms are identified and explained. Spanish translations will be provided for our ELL families, as needed. Mossy Head School supports the Open-Door policy and makes every effort to ensure that suggestions and comments from parents are submitted to the school and district (LEA). Parents' opinions are often sought and valued in making decisions for school improvement. Parental input is sought through workshop evaluations, Title I surveys, District Climate Survey, the suggestion box in the PRC, and participation in committee meetings (PAC, SIT, SAC, PTO, etc.).

MHS communicates Title I information to parents at the beginning of each school year by sending home Title I Information provided by the district. At the Title I Annual Meeting, a PowerPoint presentation is shared, highlighting important information for parents including: Title I overview, Standards and Testing, Parental Involvement, 3rd Grade Retention Information, and Highly Qualified Staff Information. A summary of the Parent Family Engagement Plan (PFEP) will be created and sent home to all parents. The PFEP and the summary will also be posted on the school website and a hard copy of both will be available in the school office.

MHS keeps parents informed about their child's progress in a variety of ways. Interim progress reports are sent home every mid-nine weeks and report cards are sent home at the end of every 9 weeks. In addition, Parent-Teacher conferences are held twice a year, usually during the first semester and the second semester to review student progress and to communicate successes and concerns. During conferences, teachers discuss our

Student/Parent/Teacher compact and provide an opportunity for each party to sign. Assessment data is also shared and explained in parent friendly terms; this may include: State Assessments, STAR Reading and Math Assessments, FLKRS, and Early Literacy Assessments. Teachers may also conduct informal phone conferences throughout the year, either teacher or parent initiated. Retention letters are sent home mid-year to parents with regards to concerns of possible retention. In addition to conferences, parents are invited to participate in other educational meetings including, but not limited to: English Language Learners (ELL) meetings, Multi-Tiered System of Support (MTSS) meetings, and Individual Education Plan (IEP) meetings.

## Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** In order to involve all parents to the fullest extent possible, MHS realizes that information communicated to families must be in a parent-friendly format, easy to read/understand, and in a language appropriate for our student populations. In carrying out the Title 1, Part A parental involvement requirements to the extent possible, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Information sent home by both the school and district will be provided in a language appropriate for our limited English proficiency students and parents, whenever possible. Mossy Head School will review all documentation sent home for readability and to make certain any acronyms are identified and explained. Spanish translations will be provided for our ELL families. The **Parent Family Engagement Plan** will be summarized in English and Spanish and provided to all parents. It will also be posted on the school website. In addition, the entire school is accessible to persons with disabilities. A bilingual aide is utilized to keep in contact with our ELL families to ensure that they are aware of and understand important information that is sent home. Many of the resources in the PRC are available in Spanish and English.

## Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parent Training Events/Family Academic Nights	Principal, Title I Contact	Provide parents with strategies needed to assist their children at home, thus improving student achievement	September 2020-May 2021
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at	Meetings will be offered at various times: morning, afternoon, and evening	Principal, Title I Contact	By using flexible scheduling we are able to reach more parents and working together	September 2020-May 2021

	a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];			with them to improve student performance	
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Partnerships with community businesses will be developed and will be used when planning and implementing parent involvement activities	Principal, Title I Contact	Community resources will be used, whenever possible, to give students a real-world learning experience, thus increasing student achievement.	August 2020-May 2021

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### Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan: **See SAC meeting document at the end of plan.**

[Uploaded Document](#)

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### Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact. **See document at the end of plan.**

[Uploaded Document](#)

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### Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact. **See SAC meeting document at the end of plan.**

[Uploaded Document](#)

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**Evaluation of the previous year's Parental Involvement Plan or Parent Family Engagement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Brochures that provide information to parents regarding Grade Level Expectations and Florida State Standards	1	436	By knowing the standards and student expectations, parents will be more informed and better able to help their students at home. This went home with all students (K-5).
2	Information regarding State and Local Assessments	4	259	Provide assessment timeline to inform parents and help prepare their children STAR/FLKRS information: 63 students 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade letters: 196 students
3	Academic Nights: Reading/Writing, Math, & Science Curriculum	3	721	Parent academic nights were implemented as an effort to improve student scores through parent education. Meeting one: 139 students were represented; Meeting two: 97 students were represented; Meeting 3: 120 students were represented.
4	Grade Level Parent Resource Center Visits	1	3	By providing grade level specific materials and resources, parents learned tips and strategies to use to support their child's learning at home. Parents were encouraged and invited to visit the PRC during conferences, Family Night Events, and via school newsletters. Flyers and information were placed in the Safe Lobby of the school for parents and visitors to take information as needed.
5	Bring Your Dad To School Day	1	324	Having parents as active participants in their child's education will increase parent awareness of curriculum and content, thus increasing the ability to assist their child at home. 164 Students represented; 160 parents/dads in attendance
6	Education Week Activities	3	459	Education week activities were implemented to provide parents and families opportunities to join their child in the education setting or lunch. These activities were scheduled to promote a home-to-school relationship and allow families to participate in the educational setting for their student. Activity 1 (Donuts with Dad)119 parents; Activity 2(Muffins with Mom): 157 parents; Activity 3(Thanksgiving Lunch): 183 parents.
7	Title 1 Annual Meeting	1	295	During the Title 1 Annual Meeting, parents and stakeholders are given essential information regarding the school, Title 1 Funding/Allocations, and academic programs available. Parents are given an overview of standards, research-based programs, and opportunities to be a part of their child's school experience.

				Students represented: 97      Parents: 198
8	Parent Conferences	19	376	Teachers are to hold parent conferences at least once per semester for each student to share academic progress with parents. The conferences are held at the school or via phone, depending on what works best with parents' schedules. Numbers may be different due to COVID-19.
9	School Advisory Council Meetings	3	27	School Advisory Council meetings are held 4 times per school year. These meetings provide an opportunity for parents to provide feedback regarding programs, purchases, and overall School Improvement Goals/Data at the school level. Meetings were held on August 15, 2019 (8 members); November 19, 2019 (11 members); March 5, 2020 (8 members).
10	School Orientation	1	292	Parents and students are welcomed back to school with an overview of the school programs, orientation in their child's classroom, and given opportunities to collaborate with transportation, PTO, and sign-up for online services (Lunch Account, Remind101, etc.) 287 students were represented with 292 parents/guardians in attendance.
11	Title 1 Surveys	3	527	Surveys are sent home to parents at the end of the 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> 9-week grading period. The surveys are designed to get parent feedback and suggestions regarding their child's academics and the overall progress of the school communication with parents. Suvery A Total: 258 Survey B Total: 269 Survey C: 65 Due to the COVID-19 virus, we sent out surveys via an online link.

## Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	"FYI: Parent Pointers/Involvement" Professional Learning for Staff (Including Title 1 strategies)	7	287	Provide training to the faculty and staff providing the strategies/modeling the information, skills, tools, and confidence to support student learning at home while building communication between the

				school, home, and other parents. 41 faculty members per activity.
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## Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation to events or conferences were a barrier for some of our student population.	Phone conferences will continue to be held as well as utilization of the district parent involvement liaison to overcome this barrier for parent involvement. Teachers also provide information and communication via class DOJO and/or Remind101.
2	Employment and jobs during the time of events or conferences were a barrier for some of our parents.	Events and conferences are scheduled during flexible times to accommodate working families. Efforts are made to host evening events after 5:00 and efforts are also made to provide materials to families that are unable to attend and/or hold a phone conference.

## Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Increasing Parent Participation	MHS held several academic training events for throughout the school year, but saw a greater amount of participation for Math Night with Greg Tang Jr. MHS contracted Greg Tang Jr. for a day of enrichment activities with students, teacher training in the afternoon, and parent/student training at night. Greg Tang Jr. modeled Tang Math strategies and presented games that can be used for fact fluency. The various activities throughout the school year are designed to establish family relationships at MHS.
2	Effective Communication	Remind101 was utilized to send parents emails and/or text messages to keep communication open with school events in addition to the school website, monthly newsletters, and school marquee board. Some classroom teachers also utilize Class DOJO or Remind101 to keep parents informed from the classroom level.
3	Building the Capacity of Schools	Academic Parent Nights and Training to assist families and provide hands-on lessons, materials, and instruction to increase assistance for standards practice/extension within the home.
4	Building Capacity of Parents	Parent Pointers were sent home each month on the school newsletter to increase parent awareness regarding curriculum, study habits, behaviors, and strategies to implement with their child within the home. Home/School Newsletters were also sent home monthly to provide parents and families

		with essential strategies to use with students at home to increase academic achievement.
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Mossy Head School, and parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which Mossy Head School and parents will build and develop a partnership that will help children achieve Florida's high standards. Mossy Head School's Title I Parent Involvement Plan outlines/describes specific activities and services required to fulfill the school's responsibilities.

This compact is a voluntary agreement and a promise of commitment to help \_\_\_\_\_ progress in school, promoting his/her achievement. (Student Name)

Meet or Exceed 3 <sup>rd</sup> Grade Academic Standards	Teacher's Responsibility	Family's Responsibility	Student's Responsibility
<p><b>English Language Arts:</b> LAFSS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Writing</b> LAFS.3W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Mathematics:</b> MAFS.3.OA.3.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>I will:</p> <ol style="list-style-type: none"> <li>Always do my very best teaching students and expect my students to do their very best every day.</li> <li>Provide all families with the information they need to help their student learn at home.</li> <li>Always give my students and families feedback on the progress of their learning and help them set goals they can reach.</li> <li>Create a learning environment that meets the needs of my students.</li> </ol>	<p>We will:</p> <ol style="list-style-type: none"> <li>Attend Academic Nights, Parent Meetings, and 1 parent conference this year.</li> <li>Give our student a special place to study at home.</li> <li>Help our student every day using the activities we are given during the parent meetings.</li> <li>Know our student's strengths and weaknesses by attending meetings and talking to our student's teacher.</li> <li>Have our student in school, and on time, every day.</li> </ol>	<p>I will:</p> <ol style="list-style-type: none"> <li>Come to school every day, on time, and ready to do my very best.</li> <li>Complete all work given to me at school and home, and study every day.</li> <li>Understand that the harder I work, the better I will do in school.</li> <li>Share what I am learning every day with my family.</li> </ol>
<p>Teacher's Name: _____ Phone Number: <u>(850) 892-1290</u></p> <p>E-mail Address: _____ Best time to contact teacher: _____</p> <p>Student Signature: _____ Date: _____</p> <p>Parent Signature: _____ Date: _____</p>			

Mossy Head School will:

- Purchase and provide high-quality curriculum and materials and employ highly-qualified staff that enables students to meet Florida's student academic achievement standards.
- Hold parent-teacher conferences (at least annually) for this compact to be discussed as it relates to the individual student's achievement.
- Provide parents with frequent reports on their children's progress during each nine weeks.
- Provide parents reasonable access to school staff during non-instructional time.
- Provide parents opportunities to volunteer in the school and participate in their child's class.
- Provide an atmosphere devoted to teaching the students how to be responsible, respectful, compassionate, and to use self-control; therefore, becoming better students and better citizens.
- Present a focus on Reading and Math skills to improve academic achievement.

Acronyms that you might see throughout the school year:

- PAC= Parent Advisory Council
- PRC= Parent Resource Center
- SIP= School Improvement Plan
- SIT= School Improvement Team
- IEP= Individualized Education Plan
- PTO= Parent Teacher Organization
- RTI= Response to Intervention
- MTSS= Multi Tiered System of Success
- PLC= Professional Learning Community (teachers)
- AR= Accelerated Reading Program
- SAC= School Advisory Council

## **Minutes – March 5, 2020**

**Members Present: Ronita Hinote, Alicia Cook, Carrie Williams, Gillian Poole, Aften Ogilvie**

**Members Absent: Flor Estrada, Misty Phillips, Allie Blanton, Elizabeth Gaither**

**Visitors Present: Lindsey Lawrence, Brianne Gregor and Leslie Hulion**

**Call to Order by Alicia Cook at 8:00 a.m.**

**1.0 Call to Order by Alicia Cook at 8:00 a.m.**

**2.0 Old Business**

2.1 Minutes from November 19, 2019 meeting will be approved at SAC meeting during the summer.

**3.0 New Business**

3.1 Lindsey Lawrence discussed parent survey totals for Parent Surveys A and B. A handout was given to parents. Lindsey Lawrence also discussed parents leaving comments or concerns about communication in the parent surveys, and how the school can be more effective with communicating. Parents all agreed that were in attendance that the school communicates effectively. Ronita Hinote did suggest that the school is working on a Facebook page to help with another source of communication. The parents also suggested that the newsletters for the month be sent home earlier instead of the first day of every month. Lindsey Lawrence discussed the resources for parent engagement- if they liked the Home/School Newsletters that were sent out. All parents agreed that they liked the subscription and it will continue going home. Lindsey Lawrence discussed the Parent/Teacher/Student Compacts. Parents agreed with everything included in the compacts, and no revisions were needed. Lindsey Lawrence discussed the PFEP Plan and the parents noted that they liked all academic nights, brochures of standards, information regarding state and local assessments and the parent resource center. The parents did suggest having a table set up at orientation to give information out about what the parent resource center is, and also sending home a snip-it of the inventory and how it is used.

3.2 Ronita Hinote discussed the SIT Day being on May 20<sup>th</sup>, and expressed a desire to have parents in attendance at the SIT Day.

3.3 Lindsey Lawrence discussed the DPAC Meeting with parents, and asked for those in attendance to attend on April 21<sup>st</sup> at the WISE Center if available.

3.4 Ronita Hinote discussed PTO and seeing if any parents would be willing to join the committee for next school year.

**4.0 Closing**

4.1 The meeting was adjourned at 8:38 a.m. following a motion by Gillian Poole; seconded by Carrie Williams.

