

## OSCEOLA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Tina Waldrop, 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 8101 of 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;
- 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;
- 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 school-wide program plan
- 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;
- If the plan for Title I, Part A, developed under [ESEA Section 1116], 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;
- Provide to each parent an individualized student report about the performance of their child(ren) on the state assessments [ESEA Section 1116];
- 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 out of field; 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.

  
Signature of Principal or Designee

  
Date Signed

### Mission Statement

Parental Involvement Mission Statement (Optional)

**Response:** Osceola Elementary School believes in involving parents in all aspects of its Title I programs so that we can help all students be successful.

### 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 [ESEA Section 1116].

**Response:** Osceola Elementary School believes in involving parents in all aspects of its Title I programs. Osceola Elementary invites all parents to join our SAC (School Advisory Council). At least 51% (non-employee) parent representation is required for a quorum to vote on agenda items. In addition, all parents were given surveys during the school year seeking their input on activities, training, and materials they needed to help their child. Then an end of year survey is given to evaluate how we met their needs. Results of parent surveys are reviewed by SAC to determine needed changes. During monthly SAC meetings, the Osceola School-wide Program, SIP, and the Osceola Parental Involvement Policy (PIP) are presented to parents giving parents opportunities for input into the decisions regarding the implementation of the school-wide plan, SIP, and the PIP. At monthly SAC meetings, parents will be given opportunities to help in the decision making as to how the Parental Involvement funds will be spent.

### 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 [ESEA 1116].

Account	Program	Coordination
1	Title I	Reading nights/math nights to coordinate and integrate parent involvement programs, understanding of the FSA testing, overview of the core curriculum.
2	Title II	Parents are encouraged to participate in district level parent trainings that focus on how parents can help their children.
3	IDEA (Individuals with Disabilities Education Act (IDEA	Parents will be invited to attend training on how to work with children with special behavioral needs.
4	Head Start	Head Start Pre-kindergarten teachers will conduct at least two home-visits to discuss students' academic and behavioral progress and to offer support to the parents and families.
5	VPK	Parents, VPK teachers and Kindergarten teachers will work together to help students transition to the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and the Kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.
6	Pre-K Monday Fun Day	Through collaboration with Title I, Head Start and VPK, every Monday night, engaging family literacy activities are planned for pre-k students and their parents. At each Monday Fun Day event, there is always an instructional component to help parents learn to teach readiness skills to their child. A school psychologist is available for consultation with parents at Monday Fun Days.

### 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 (school-wide 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.

Account	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain Documentation	Principal and Title I Personnel	September	Title I documentation box housed in Admin. rooms. Documentation will be shared with LEA for monitoring

2	Develop sign-in sheets	Title I Personnel	September	Sign-in sheets for classrooms
3	Advertise/publicize event	Title I Personnel	September	Posting on school Web site, Publish invitation in School Newsletter, advertise on marquee, School Messenger message sent to parents
4	Develop and disseminate invitations	Title I Personnel	September	Flyer with date of dissemination, publication in School Newsletter, posting on School Website, School Messenger message sent to parents
5	Develop agenda, PPT, Title 1 handouts, and presentation materials that address components	Principal/ Title 1 Personnel	September	Copies of agendas, DVD presentation and handouts, Sign-in sheet for classrooms
6	Conduct Title 1 Annual Meeting	Title 1 Personnel	September	Sign-in sheets, agenda

### 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 parent and family engagement [ESEA Section 1116].

**Response:** The leadership of Osceola Elementary has a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered in the evenings. We will schedule them on multiple nights/times involving different grade levels so parents of multiple school aged children may attend all meetings. Feedback from parents details that this time works best for the families of our students. Most of our parents work during the day and we have a good turn out during evening events. Our attendance is strong for our Curriculum Nights/Open House. We will offer before, during, and after school conferences. This is to accommodate our parents who work during the day and at night. We will also offer Read and Feed Nights during different times and different days of the week during the school year. We will offer some parental involvement activities during and before the school day, such as our Holiday luncheons and parent breakfasts. In addition, we will offer parental involvement activities during the evening, such as our Art Walk, 3rd, 4th, & 5th Grade FSA trainings, AVID nights, various Parent Informational Workshops, etc. These will also be held on different days of the week. Child care will be provided through creative events including teacher-led Read and Feeds as well as reaching out to our local colleges for education students who want some hours and experience working with children. We will use our school newsletter to address these barriers for some of our school parental involvement activities. We will also make home visits as necessary.

### Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family 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. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Florida Standards;	Title I Staff	Parents will be provided with the Osceola Web Site address ( <a href="http://www-oes.stjohns.k12.fl.us">www-oes.stjohns.k12.fl.us</a> )	September	website address will be printed in the Newsletter,

	Online links to the information		where there is a link to the Florida Standards. These standards will be summarized during curriculum night and parents will be given strategies on how to help their child.		Calendar, and PIP Brochure indicating where the Florida Standards can be found
2	Parent Conferences	Classroom Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the school year.	Throughout the school year	Conference logs
3	3rd, 4th, and 5th grade FSA nights	Administration and 3rd, 4th and 5th Grade Teachers	Parents will gain knowledge about the specific content of the FSA and will be provided with strategies to work with their child and help their child be successful.	January and February	Sign-in sheets, Agendas, handouts
4	Read and Feed Nights	Administration, Media Specialist, Teachers	Parents will be provided with instruction on strategies to use when reading with their child. They will also be given an opportunity to practice these strategies and spend time listening to their child read.	Quarterly throughout the year	Sign-in sheets, handouts
5	Writer's Showcase	Media Specialist, ILC, Administration	Parents will be given an opportunity to come spend time with their child in our library. Parents will listen as students read what they have written and then discuss their child's writing.	February	Sign-in Sheets
6	Book Character Parade	Administration, Classroom Teachers	Parents are encouraged to help their child choose a book and then the student will dress as a character in the book. Parents will be invited to see the students parading around dressed as book characters.	October	Student Participation
7	Volunteer Breakfast	Volunteer Coordinator, Title I, Administration	Parents will be invited to a breakfast in their honor to thank them for volunteering and encouraging them to continue. Administration will express their value to the school.	April	Sign-in Sheets
8	SAC/PTO Meetings	Administration, parents, teachers	Admin, teachers, and parents will work together to raise funds for learning materials and plan and host activities to promote parental involvement. Parents will encourage other parents to be involved in their child's education which will impact student achievement.	Monthly throughout the year	Sign-in Sheets, Agendas, minutes
9	Family Fun Nights	PTO, Administration, Teachers	Parents will be invited to join their children and have a night of fun with Osceola Staff at school or at another location while staff discusses ways parents can assist their child.	Throughout the year	Attendance
10	Art Walk/Ice Cream Social	Art Teacher, Administration	Parents will be invited to view their child's art work which will be	May	Attendance

			on display around the school and enjoy ice cream as a family which will give both parent and child an appreciation for art and allow a discussion to take place.		
11	Music Performances	Music Teacher, Administration	Parents will be invited to choral/drama performances. They will see their child performing in the arts as a family. These performances usually have a Social Studies based lesson imbedded.	December and May	Attendance
12	Dad's Breakfast	Volunteer Coordinator, Administration	Fathers or father figures will be invited to eat breakfast with their children. They will spend time together at school and hear a motivational speaker related to character building. Parents can discuss with their child the importance of having good character and how it affects their achievement in school.	March	Sign-in Sheets, Handouts
13	Kindergarten Welcome Walk	Kindergarten Teachers, Administration	Parents of kindergarten students will be invited to get information about what will be expected of parents/students in first grade and how those expectations will affect student achievement.	May	Sign-in Sheets, Agenda, Handouts
14	Prep for Middle School	SAC Team	Parents and 5th grade students will be given information on the transition to middle school and how parents can play a role in helping to make the transition as easy as possible so that students have a better chance of doing well academically.	May	Sign-in Sheets, Agenda
15	K-2 and 3-5 AVID Nights	AVID Team	Parents will gain knowledge about the specific content of AVID and will be provided with strategies to work with their child and help their child be successful.	September	Sign-in Sheets, Agenda
16	Grandparents Breakfast	PTO, Administration, Teachers	Grandparents will be acknowledged at our annual breakfast.	November	Sign-in Sheets
17	Drama Performance	PTO, Administration, Teachers	Students will showcase their talents in a teacher directed drama performance.	December	Sign-in Sheets

## Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners. Include implementation and coordinating of parent/family programs and in details of building ties between parents/families and the school. [ESEA Section 1116]

Account	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	A component of principal updates will be distributed to teachers that includes information on the value of parental involvement	Administration	Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement.	Throughout the school year	Copies of principal updates
2	Communicating and working with parents; Train the Trainer	Volunteer Coordinator	Volunteer Coordinator will train staff to work effectively with parents.	September/October	Sign-in sheets, handouts, agendas, and presentation materials, the parents understand what the students are required to do during the school day

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children [ESEA Section 1116].

**Response:** Osceola Elementary will strive to provide opportunities for parents to become involved at home and at school. Our Volunteer Coordinator will obtain needs assessments from teachers and then be the liaison between teachers and parent volunteers to send things home so parents can help from home. Parents will also complete a needs assessment to determine what resources are needed by them.

During parent conferences and RTI meetings, teachers and staff provide suggestions/materials for parents to assist their child. Trainings such as "Redirecting Children's Behavior" are also offered within our district.

## Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- 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 obtain;

- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- If the school-wide program plan is not satisfactory to the parents of participating children, how the parents will submit the parent/family comments [ESEA 1116].

**Response:** At the Annual Meeting of parents in September, Osceola will hold classroom meetings where information will be presented about the curriculum and academic assessments. This information will be presented by classroom teachers and by watching a presentation made by the principal. Parents will learn about the school-wide program, learn how to schedule parent-teacher conferences, and will be provided with opportunities for participation and decisions related to the education of their child. Parents will be given a copy of the parent handbook and a copy of the Parental Involvement Policy Brochure. Teachers will also provide additional information on the subjects they teach, assessment plans, and on how parents can help at home. The same information will be provided in an informational packet distributed the following day for all parents who could not attend. Teachers will obtain sign-in sheets. They will provide a copy to Title I who will also maintain documentation on the dissemination of information distribution method and timelines. Parents will be given the Osceola website address which gives them access to the Florida Standards and the entire Parental Involvement Policy.

## Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement 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/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

**Response:** American Sign Language translation services will be available upon request at Osceola Elementary School. Parents may request an interpreter for conferences/meetings.

A translator may be requested to be in attendance for meetings and conferences with a translator for Non-English speaking parents as feasible. Upon request, materials will be translated to ensure that parents are able to fully understand written communication. These services will be advertised in Osceola's School Newsletter.

Teachers will provide flexible options for school conferences.

Administration will use the School Messenger program to communicate via text, email and phone calls.

## Discretionary Activities (optional)

Discretionary School Level Parental Involvement Policy Components: **include any activities that are not required, but will be paid for through Title I, Part A funding (for example home visits, transportation for meeting, activities related to parent/family engagement, etc.**

**\*Description of Implementation Strategy no longer required, but Evidence of Effectiveness should now be included.**

Account	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline

1	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Provide information and face to face training sessions with parents on the SAC team to assist them in becoming effective parent leaders to enhance the involvement of other parents.	Administration, Title I Teachers	Improve the ability of parents to participate in decision making activities which will impact their child's academic achievement.	Quarterly at SAC meetings
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at 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)];	Conducting activities, conferences, and meetings at a variety of times and days of the week. We will also make home visits when we are unable to get parents to come into the school for necessary meetings/conferences	Administration, Guidance Counselor, Intervention Coordinator	Provide parents with necessary information regarding their child's academic performance, behavior, or attendance issues in order for parents to better help their child perform well academically.	Throughout the year as needed

Attach Evidence of Input from Parents

Attach Parent-School Compact

Attach Evidence of Parent Involvement in Development of Parent-School Compact



**Evaluation of the previous year's Parental Involvement 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. Include participation data on the Title I annual meeting.

<b>Account</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Assessments discussed during individual conferences	2	500	Teachers conducted individual conferences to discuss each child's assessment results, expectations, and goals for the school year.
2	3rd, 4th, and 5th grade FSA nights	1	40	Parents were informed about the specific content of the FSA/Science FCAT (5th grade only) and will be provided with strategies to work with their child and help their child be successful.
3	Read and Feed Nights	9	50	Students were given an opportunity to read books with their peers and other adults in a relaxed enjoyable atmosphere. Snacks were provided.
4	Book Character/Vocabulary Word Parade	1	600	Parents helped their child choose a book (grades Pre-K-2) or a vocabulary word (grades 3-5) and then the students created a costume and dressed as a character in the book or as the word. Parents attended the school parade.
5	Volunteer Breakfast	1	30	Volunteers were served breakfast by our staff to show appreciation for their efforts.
6	SAC/PTO Meetings	9	20	Admin, teachers, and parents worked together to raise funds for learning materials and planned and hosted activities to promote parental involvement.
7	Night of the Arts/Ice Cream Social	1	400	Parents were invited to view their child's art work which was on display around the school and also listen to their students in a musical performance and then enjoyed ice cream as a family.
8	Music Performances	2	300	Parents attended choral/instrumental performances. They saw their child performing in the arts as a family. These performances usually have a Social Studies based lesson embedded.

## 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 paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

Account	Barrier	Steps the School will Take to Overcome
1	Lack of Parental Participation	Sending home invitations to events, advertising events in the school newsletter and on website, listing events in marquee in front of school, offering food to encourage more participation. As is feasible, we will continue to offer interpreters for parents who are disabled or who are limited English speaking and provide translated documents.
2	Poor attendance of some students	Incentive programs for tardy free and perfect attendance
3	Parent attendance at academic meetings	Make school a more comfortable place by tying social activities to academic conferences.

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**Osceola Elementary School Title I  
Parent Compact  
2017-2018**

**Compact: Shared Responsibilities for High Student Academic Achievement 1118(d)**

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and in life.

**Osceola Elementary School** will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Florida's student academic achievement standards as follows:
  - communicate high expectations for every student;
  - motivate our students to learn;
  - teach and involve students in classes that are interesting and challenging;
  - participate in professional development opportunities that improve teaching and learning;
  - support the formation of partnerships with families and the community; and
  - enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's academic achievement by:
  - communicating regularly with families about their child's progress in school;
  - conferencing at least annually;
  - providing assistance to families on what they can do to support their child's learning;
  - participating in shared decision making with other school staff and families for the benefit of students; and
  - respecting the school, staff, students, and families.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - all grade levels send home (daily/weekly) behavior reports and in-school work completion information;
  - grade levels 1<sup>st</sup> – 5<sup>th</sup> send home Interim Report Cards; and
  - all grade levels send home Quarterly Report Cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - parents may make a request to meet with the staff via a telephone call, note from home, email, or in-person at the school. Each teacher is responsible for setting up individual parent-teacher conferences as requested or needed.
  - school administration, faculty, and staff are accessible by telephone and email. The staff's email addresses are provided through the school web page.
5. Provide parents opportunities to volunteer in their children's school and to participate in their children's class and observe classroom activities, as follows:
  - the school has a Volunteer Coordinator. He/She is available most school days. Parents who wish to volunteer in the school, classrooms, or at school functions complete the needed paperwork on-line at the St. Johns County School District web page. Once completed, the Volunteer Coordinator will process the request and have the individual's name added to the approved volunteer list.

## Parents Pledge

We will support our child's learning by:

- ensuring my child attends school on time every day and gets plenty of sleep;
- supporting the school's discipline code;
- providing a quiet time and place for homework;
- making sure that my child's homework is completed and turned in on time;
- monitoring the amount of television my child watches and making sure my child reads every day;
- participating in school, home, and community sponsored activities;
- monitoring my child's progress in school;
- staying informed about children's education and communicating with the school by promptly reading all notices from the school or the school district, either received by children or by mail, and responding as appropriate;
- serving, to the extent possible, on policy advisory groups, such as; serving on the Title I, Part A Parent Involvement Team and Policy Advisory Committee, the District Wide Policy Advisory Council, the School Advisory Committee, the School Improvement Team;
- participating in shared decision making with school staff and other families for the benefit of the students;
- attending school events such as parent-teacher conferences, Open House, Family Fun Night, Holiday Luncheon, PTO Meetings, Informational Parent Workshops and other Parental Involvement Activities;
- talking to my child about the value of education and learning;
- promoting positive use of my child's extracurricular time; and
- respecting the school, staff, students, and families.

## Students Pledge

I will share the responsibility to improve my academic achievement and achieve Florida's high standards by:

- coming to school on time, ready to learn and work hard;
- believing that I can learn and will learn;
- setting aside time every day to complete my homework assignments;
- returning my completed assignments and homework on time;
- knowing and following the school and classroom rules;
- communicating with my parents and teachers about school so that they can help me to be successful;
- doing my homework every day and asking for help as needed;
- reading five days a week for at least 20 minutes;
- making sure my parents or guardian receives all notices and information received by me from my school every day; and
- respecting the school, classmates, staff, and families.

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Student

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Teacher

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Parent/Guardian

## SAC Minutes

January 10, 2017

SAC balance is 4,658.23

**Members in attendance:** Kathleen Hunting, Molly Jackson, Jennifer Twine, Janet Whelan, Sheila Veatch, Amber Noseworthy, Linda Villadoniga, Rebecca Keffer, Stephanie Evans, Carlyn Williams, Kellie Blanco, Jennifer Huges, Shelly Erb, Janice Jones, Joy Reichenberg, Sue Grasso, Dr. Dingfelder, Melissa Lanzer, Ceasar Diaz,

**Meeting called to order:** 5:31 meeting called to order by Kathleen Hunting, 2<sup>nd</sup> Molly Jackson

**Approval of November minutes:** 1<sup>st</sup> Linda Villadonigna, 2<sup>nd</sup> Amber Noseworthy

**Needs Assessment Survey:** The Needs Assessment Survey has to open beginning of February. The SAC Committee previewed the 13 district questions for the Faculty and Staff Survey and the Parent Survey. The SAC committee discussed changing question 15 and 18 on the Parent Survey. Also discussed including QAR code in Alert Now. Discussed using IPAD cart during Sweetheart Social to have parents do the survey.

**Book Adventure Presentation:** Mrs. Blanco discussed why the school went with Book Adventures and how to login. Book Adventures has a wide range of tests and if there is not a test you are able to email Book Adventures and a test will be created. Book Adventures will send prizes to students.

**AVID Community Night:** Mrs. Huges discussed a possible community night at Target. Our students would go through Target and answer three to five math questions related to their grade level. Mrs. Huges is still waiting on more information. Another thought is to have AVID Community Night at Publix.

**iReady Presentation:** Mrs. Evans discussed iReady. Students take a diagnostic and the test prepares lessons to help students learn skills the test identifies as needed. The reports give more information than Discovery Education. It is recommended to do 45 minutes a week on ELA and Math and if done students should make a year's worth of growth.

**Five Star School Award Project Implementation:** Mrs. Villadonigna had no new information to add.

**Title One/AVID update:** Dr. Reichenberg discussed that 3<sup>rd</sup> -5<sup>th</sup> using AVID strategies to help students learn organization and taking notes. K-2 is focusing on levels of questioning.

**Principal comments:** Teacher of the year Banquet is Jan. 23<sup>rd</sup>, there are several upcoming events happening with PTO.

**Meeting called to close:** 6:34 meeting called to a close 1<sup>st</sup> Amber Noseworthy, 2<sup>nd</sup> Linda Villadonigna

Next meeting date: February 7, 2017

## SAC Minutes

May 2, 2017

SAC balance is 4,658.23

**Members in attendance:** Molly Jackson, Kathleen Hunting, Janet Whelan, Carlyn Williams, Gina Howard, Kirby Quam, Sheila Veatch, Shelly Erb, Linda Villadoniga, Sue Grasso, Matt Mittlestadt, Amy Mittlestadt, Jose Carride, Melissa Kurdyla, Sarah Belvins, Sheila Lawshe, Tina Waldrop, Dr. Joy Reichenberg, Rebecca Keffer

**Meeting called to order:** Meeting called to order at 5:31. 1<sup>st</sup> Sue Grasso, Jose Carride 2<sup>nd</sup>

**Approval of April minutes:** 1<sup>st</sup> Jose Carride, 2<sup>nd</sup> Sheila Lawshe

**Title 1 School Parent Compact:** The Title 1 compact and brochure were looked over. On the brochure we need to change FSA assessments.org from FSA assessments.com, semi colon on brochure is underlined, we should add who to contact in order to be involved, take out AR form Read and Feed, add Sweetheart Social, add Spring Fling Social, follow up on parent resources to add more information, and take off Muffins for mom. On the compact we need to put quotations around "Meet the Teacher Open House," take off periods after bullets, and check font on bullet respecting the school, staff, students, and families. Pending edits, a motion was made to approve the Title 1 brochure and compact. 1<sup>st</sup> Sheila Lawshe, 2<sup>nd</sup> Jose Carride.

**Approve SAC Chair and Co-Chair:** A motion was made to accept Sarah Belvins as Co-Chair, 1<sup>st</sup> Jose Carride, 2<sup>nd</sup> Sheila Lawshe. A vote was held and Sarah was approved. A motion was made to accept Molly Jackson as SCA Chair, 1<sup>st</sup> Jose Carride, 2<sup>nd</sup> Sue Grasso. A vote was held and Molly was approved.

**Title One update:** Title 1 documentation is being uploaded into the district OneNote.

**AVID update:** The summer institute is in July. Teachers have been sending AVID work examples.

**Principal comments:** Volunteer breakfast went well, make a difference day was good, Anchor Faith came out to help, they plan to come out again in May to do the volleyball court on the playground. Timberland Creek Elementary School donated \$700 dollars to us that the students raised by selling pancakes at Applebee's.

**Meeting called to close:** Meeting called to a close at 6:00, 1<sup>st</sup> Jose Carride, 2<sup>nd</sup> Shelly Erb

Next meeting date: TBA