

# Annual Title I Parent Meeting



Mt. Pisgah Middle School September 28,  
2023

[Click here to join the meeting](#)

9:00 am (Virtual Teams) & 5:30 pm

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# Meeting Agenda Items

Welcome & Opening	Mrs. Danielle Berry-Leach, Principal
<ul style="list-style-type: none"><li>• Meeting Purpose</li><li>• 23-24 Instructional Vision/School status</li><li>• Eagle Expectations &amp; Support</li><li>• Eagles Data SIP Purpose/FEP/SHC/Parent right to know</li><li>• 23-24 Eagles Expectation &amp; Support</li><li>• Survey</li></ul>	Mr. Brian Walker, PLC Coach  Mrs. Sherry McKinney, Assistant Principal  Mr. Gene Traynom, Assistant Principal
Thanks & Closing	Dr. Newman Robertson, Vice Principal

**MT. PISGAH MIDDLE SCHOOL**

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# Meeting Purpose

Each school served under Title I, Part A must convene an annual meeting, at a time convenient for families, **to inform them of their school's participation in Title I programs and to explain the Title I requirements and the right of families to be involved in those programs.** Schools must invite and encourage all families of children participating in Title I, Part A programs to attend the annual meeting.

[P.L. 114-95, Section 1116(c)(1) and (2)]

# Instructional Vision

The **instructional vision** of Mt. Pisgah School is to cultivate an educational environment to focus on all students' academic and social-emotional needs to build their efficacy and prepare them for success in a wide range of high-quality post-secondary opportunities.

We will work with **urgency** to:

- Create a culturally responsive school environment in which all students are welcome, and their cultures acknowledged and respected.
- Incorporate a variety of research-based practices to provide all students access to high-quality instruction in every class and encourage self-directed learners.
- Continuously utilize various sources of data to determine the effectiveness of instruction and drive support.
- Establish a culture of reflection and collaboration to ensure we are mindful of and responsive to all staff members' emotional and professional needs.
- Engage in a continuous improvement cycle to evaluate our pedagogy, challenge our knowledge, increase our understanding, and improve our practices.
- **Encourage parent and family engagement by assessing the needs of our school community and responding to those needs with the appropriate resources and tools for school and home.**

# District & School Status

**#TRENDING UP**

Memphis-Shelby County Schools is an  
**ADVANCING DISTRICT!**

*According to the 2022 Tennessee Accountability Report*



2.7



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# District & School Status

## TCAP Data

Content	21-22 SY	22-23 SY	Difference
ELA	18.8%	15.5%	-3.3%
Math	13.3%	7.5%	-5.8%
Science	26.3%	22.5%	-3.8%
Social Studies	32.5%	17.7%	-14.8%

Level  
5

Level  
1

# Eagle Expectations & Support

## Schoolwide Initiatives:

- Classroom Culture & Climate
- District-provided Curriculum Resources
- District-wide Instructional Practices
- Literacy in the Content Areas
- Strategic (Aggressive) Monitoring
- Blended Learning
- Academic Advisory
- RT12 - A (GenEd and SpEd)
- Inclusion/Co-teaching (ELA and Math)

<b>MSCS Revised Grading Protocol</b>
<b>100-90 - A</b>
<b>89-80 - B</b>
<b>79-70 - C</b>
<b>69-60 - D</b>
<b>Below 60 - F</b>



## Schoolwide Interventions & Supports:

- Data chats
- Tutoring
- Academic Support Plans

<b>Content Curriculum</b>	
My Perspective iReady	I Ready /SAAV AS
Houghton Mifflin Harcourt (HMH)	McGraw Hill



# Mt. Pisgah ( Single AMO's & Double AMO's)

Content Area	2022-23 AMO% Goals	2022-23 # of Stud's to meet AMO	2022-23 Doub. AMO% Goals	Single AMO % Met (Y/N)	Double AMO% Met (Y/N)	TNReady Met plus Exceeded
ELA 6-8	23.9%	127	29.0%	N	N	15.5%
Math 6-8	18.4%	96	24.1%	N	N	7.5%
Science 6-8	31%	165	35.5%	N	N	22.5%
Social Studies 6-8	36%	191	40.1%	N	N	17.7%

# 23-24 School Improvement Plan Purpose

# Family Engagement Plan

Administration	Parents	School
<ol style="list-style-type: none"> <li>1. Make parents aware of Mt. Pisgah’s Title I status. †</li> <li>2. Ensure parents have timely and updated information regarding their child’s academic and behavior progress to maintain a supportive learning environment.</li> <li>3. Encourage parents to volunteer and participate in academic, extracurricular, and other schoolwide programs.</li> <li>4. Allow parents to visit classrooms to observe high-quality instruction.*</li> <li>5. Share data with and solicit feedback and suggestions from parents concerning decisions relating to the education of their child.</li> <li>6. Provide parents with a copy of the Family Engagement Plan for revision and approval.</li> <li>7. Ensure parents have access to their child’s teachers, the Administrative Team and the current year’s school Improvement Plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend annual Title I meetings to learn about Mt. Pisgah’s Title I status and requirements.</li> <li>2. Provide input to develop and revise the Family Engagement Plan and the School Home Compact. †</li> <li>3. Attend and participate in conferences, workshops, events and instructional activities to learn about the objectives concerning your child’s education and your parental rights. d</li> <li>4. Serve on the school’s improvement planning team to analyze data and to express your ideas and concerns.</li> <li>5. Serve on the Parent Advisory Committee acting as an advisor to the school leadership and as an advocate for the school.</li> <li>6. Support teachers with academic and behavior expectations.</li> <li>7. Regularly review your child’s assignments, grades and conduct in Power School.</li> <li>8. Review your child’s quarterly report cards and progress reports.</li> <li>9. Respond to reminders, memos, surveys, and questionnaires.</li> </ol>	<ol style="list-style-type: none"> <li>1. Invite all parents to attend annual meetings to explain the components and requirements of Title I and the importance of communication.</li> <li>2. Provide flexible times during the day, throughout the school year for parents to attend meetings.</li> <li>3. Develop jointly with parents, a school home compact showing how parents, students and the school, share responsibilities. Disseminate the compact to all students/parents.</li> <li>4. Offer on-going, diverse parental trainings and workshops.</li> <li>5. Involve parents in planning and developing school improvement projects.</li> <li>6. Provide access to staff to allow parents to volunteer and participate in their child’s education.</li> <li>7. Provide parents with a curriculum overview and academic expectations; inform parents of their child’s academic assessment and proficiency levels according to the formative assessments, teacher made tests, TCAP data, etc.</li> <li>8. Provide parents with timely information about programs under parent involvement by means of flyers, parent link, school website, and school social media pages, etc.</li> </ol>

# School Home Compact

Administration	Teachers	Parents	Students
<ul style="list-style-type: none"> <li>✓ Maintain a school climate that communicates high expectations for all stakeholders.</li> <li>✓ Promote and model respect for all individuals.</li> <li>✓ Ensure that teaching and learning meet high standards and the needs of all students.</li> <li>✓ Acknowledge that it is the school's responsibility to provide high quality curriculum and instruction.</li> <li>✓ Remain available to all stakeholders to discuss the school's goals, progress, and needs.</li> </ul>	<ul style="list-style-type: none"> <li>U ✓ Plan carefully for challenging instruction, activities and assessments.</li> <li>✓ Address individual needs; use varied teaching strategies and a variety of learning tasks.</li> <li>✓ Maintain a safe and positive classroom environment that promotes learning.</li> <li>✓ Communicate student progress to parents/guardians regularly and timely.</li> <li>✓ Provide opportunities for parents/guardians to share their expertise and/or time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ See that my child is present and on time for school each day and prepared to learn.</li> <li>✓ Promote well-disciplined, safe behavior as well as respect for self and others.</li> <li>✓ Establish procedures to complete homework and review assignments.</li> <li>✓ Maintain open lines of communication between school and home.</li> <li>✓ Check the school's messaging systems regularly and comply with any next steps.</li> <li>✓ Review PowerSchool at least once/week to stay aware of teacher assignments as well as my child's progress.</li> <li>✓ Inform the school of any changes within 10 days, including my contact information, that may impact my child's progress at school or the school's ability to keep me informed.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attend school punctually each day dressed properly with the necessary materials for learning.</li> <li>✓ Abide by the rules for student behavior and safety.</li> <li>✓ Complete and submit my homework and class assignments on time.</li> <li>✓ Take ownership of my own learning by being an active participant in class and in school-wide activities.</li> <li>✓ Strive to demonstrate high personal standards in all daily work and interactions with others.</li> </ul>



# Required Parent Notifications

## Every Student Succeeds Act (ESSA) Parents' Right-To-Know

### All parents have the right to request the following:

- A teacher's professional qualifications, which includes: state qualifications, licensure, grade/s certification, waivers
- A teacher's baccalaureate and /or graduate degree, fields of endorsement, previous teaching experience
- A paraprofessional's qualifications
- An assurance that their child's name, address, and telephone listing not be released to military recruiters

### All parents will receive information on the following:

- Their child's level of achievement in each of the state academic assessments
- Their option to request a transfer to another school within the district if their child is the victim of a violent crime at school
- Their right to timely notification that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified

# Communication Methods

Blackboard (calls, texts, emails)

Social Media (Facebook, Twitter, Snap Chat, school website)

Weekly teacher newsletters & updates (Class Dojo, email, personal websites)

Student Progress (Power School, calls, emails, conferences)

### Twenty-Day Attendance Periods

20-Day Period	Begins	Ends
1	Monday August 7	Friday September 1
2	Tuesday September 5	Monday October 2
3	Tuesday October 3	Monday November 6
4	Tuesday November 7	Tuesday December 12
5	Wednesday December 13	Wednesday January 24
6	Thursday January 25	Thursday February 22
7	Friday February 23	Thursday March 28
8	Monday April 1	Friday April 26
9	Monday April 29	Friday May 24

### Report Card and Progress Report Periods

Report Card Period	Report Card Period Begins	Progress Report Period Ends	Progress Reports Distributed & Available via Parent Portal	Report Card Period Ends	Report Cards Distributed & Available after 3 PM via Parent Portal	Days in Period
1 <sup>st</sup> 9 Weeks	August 7 Monday	September 6 Wednesday	September 6 Wednesday	October 6 Friday	October 25 Wednesday	
2 <sup>nd</sup> 9 Weeks	October 16 Monday	November 15 Wednesday	November 15 Wednesday	December 20 Wednesday	January 17 Wednesday	
<b>Semester</b>						89
3 <sup>rd</sup> 9 Weeks	January 4 Thursday	January 31 Wednesday	January 31 Wednesday	March 8 Friday	March 27 Wednesday	
4 <sup>th</sup> 9 Weeks	March 18 Monday	April 17 Wednesday	April 17 Wednesday	May 24 Friday	May 30 Thursday	
<b>Semester</b>						91
<b>Year</b>						180

### MSCS Assessment Calendar 2023-2024

District or State Mandated Assessment	Test Administration Window	Assessment	Participants/Brief Description	Parents/Students Informed of Results
Not Required	August - December 2023	ASVAB	Reading, math, and science are assessed in 11th graders.	Schools will receive the scores 2-3 weeks after testing and will share with students.
State Mandated (RTI <sup>2</sup> ): Universal Screener*	Aug. 14 - Sept. 1, 2023	i-Ready Characteristics of Dyslexia Written Expression	Grades K-5 will participate in skills-based reading, writing, and math assessments. Students in grades 6-8 will complete the reading and math i-Ready Diagnostics.	Results will be available immediately after the assessment is completed and can be shared with parents. Results are also included on student report cards for grades K-2.
District	Aug. 21 - Sept. 1, 2023	Imagine	Students in grades 9-12 receiving Tier II/III interventions will participate in the Imagine reading and math diagnostic assessments.	Results will be available immediately after the assessment is completed and can be shared with parents by teachers.
District	Sep. 18 - Oct. 6, 2023	MasteryConnect	Grades K-8 and HS students enrolled in EOC-tested courses will take standards-based assessments in ELA, math, and science.	Teachers can share results with parents at any point after the test is completed, and results will be included on student report cards.
Not Required	Oct. 2 - Oct. 31, 2023; Oct 14 is the one weekend date available	PSAT 11th Grade	11th grade students may participate in this assessment. Pre-registration is necessary. <b>PSAT is online this year.</b>	Students should receive scores via mail in December.
State Mandated	Oct 3-5 & 10-12 OR Oct 17-19 & 24-26 OR Oct 31-Nov 2 & Nov 7-9	ACT- Grade 12	Seniors will take the ACT at their high school during the regular school day. <b>ACT tests will be online this year.</b>	Students receive ACT results 3-8 weeks after testing at MyACT.org.
District	Oct 23-27	PSAT 8th and 9th Grade	All 8th and 9th grade students will participate in the PSAT 8/9. <b>PSAT is online this year.</b>	PSAT 8/9 scores will be available about two months after testing.
State Mandated (High School Block Schedule Only)	Nov. 27 - Dec. 14, 2023	TCAP End of Course: <u>Fall Block Only</u>	Only students scheduled to complete English I or II, Algebra I or II, Geometry, Biology, or U.S. History in December will take these assessments. <b>EOC tests will be online.</b>	Individual Student Reports are expected to be available in February.
District	Nov. 27 - Dec. 15, 2023	MasteryConnect	Grades K-8 and HS students enrolled in EOC-tested courses will take standards-based assessments in ELA, math, and science.	Teachers can share results with parents at any point after the test is completed, and results will be included on student report cards.

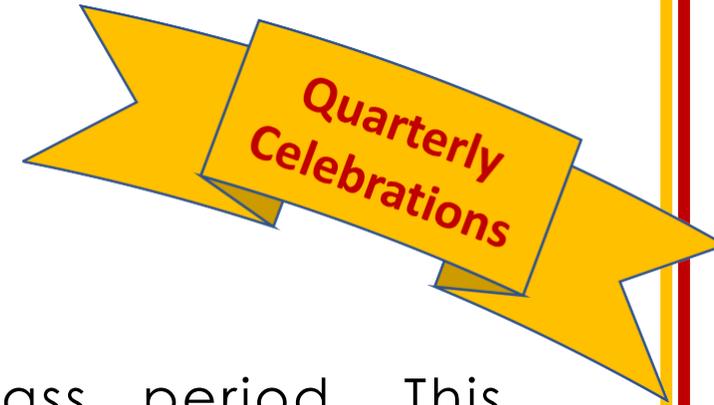
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# Eagle Expectations & Support

Chronic Absenteeism Rate	
<u>2022-2023</u>	<u>2023-2024</u>
17.3%	No Data Available

Chronic absenteeism is defined as a student missing 10% or more of the days the student is enrolled **for any reason**, including excused absences and out-of-school suspensions.



- ✓ **Teachers:** Teachers record attendance for **EVERY** class period. This information is available in PowerSchool immediately, **which means parents can see attendance in PowerSchool the second the teacher submits.**
- ✓ **District :** When a student has accumulated three unexcused absences, the District sends parents a warning notice.
- ✓ **Counselors:** When a student has **missed 5 days**, the Guidance Counselor will conduct a SART meeting to develop an attendance support plan.

Student Handbook: Policies 6010, 6011, 6012, 6014, 6016

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# Eagle Expectations & Support

## Out-of-School Suspension

20-21	21-22	22-23
0.3% (2)	16.6% (87)	9.6% (56)

Through our RTI2-B plan, we strive to promote and support appropriate behavior in students by implementing prevention and progressive intervention strategies, services, and supports within the school. Our RTI2-B plan is consistent with district policies and applicable laws. **The Pisgah RTI2-B plan can be reviewed on our school's website.**

- ✓ **Teachers:** Received the RTI2-B expectations during in-service and taught students the RTI2-B expectations during the 1<sup>st</sup> week of school. Behavior expectations are posted throughout the school.
- ✓ **Teachers:** Use preventive measures with their students to reduce misbehavior. If students do not respond appropriately to preventive measures, teachers begin progressive interventions. Conduct: E: 0-1 infractions (student reminder of expectations), S: 2-4 (student conference and parent contact), N: 5-7 (parent contact/conference and guidance referral), and U: 8+ (parent conference and office referral). Students are afforded an opportunity to restore their conduct mark.
- ✓ **Counselors & Behavior Specialist:** Conference with students, develop a plan.
- ✓ **Administration:** Issues the ~~Expulsion~~ **Expulsion** ~~Without~~ **Without** consequences.



# Meeting Resources

- **Flyer (Class Dojo, Website, Social Media)**
- **Agenda**
- **23-24 Annual Title I Parent Meeting (Website)**
- **Parent's Right to Know**
- **Teacher Qualification Letters (Email, if applicable)**
- **22-23 Continuous Improvement Plan (Website)**
- **RTI2-B Plan (Website)**
- **Grading Protocol (Website)**
- **School Home Compact (Website)**
- **Family Engagement Plan**
- **22-23 Family Engagement Calendar (Website)**
- **Academic & Curriculum Overview (Open House)**
- **22-23 Student Calendar**
- **22-23 Reporting Periods**
- **22-23 Assessment Calendar – DRAFT**
- **Meeting & Event Feedback Form**

# Parent & Student Needs Survey



It is always our desire to provide our parents and students with the resources and supports they need to achieve academic and social success in order to thrive in our school community. Please use this form to let us know how we can support you.



# Student/Parent Compact Survey



**Please complete form to let us know how we can better serve your scholar.**



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# Parent Engagement & Involvement Opportunities

- Moms on the Move
- Fathers in Action
- PTO
- Volunteer Opportunities
- See Mt. Pisgah Website
- <http://www.scsk12.org/face2/?pn=volunteers&sm=3>



**WE WANT YOU!**