



Glade View Elementary

Title I Annual Meeting

A Collaborative Presentation

*Department of Federal and State Programs
and Title I Schools*



Purpose of Meeting



- The Every Student Succeeds Act (a federal law) requires Title I schools to hold an Annual Meeting to explain and discuss the school's Title I programs, parents' rights, and other school requirements.



- Families are encouraged to ask questions and make suggestions to help improve the school's Title I program.



What is Title I?

Title I is part of a federal law that grants money to select schools to:

- help meet students' educational needs and goals,
- provide staff with professional development, and
- support school and family partnerships.





How does a school become Title I?



- **Eligibility for 2024-2025 School Year**
 - District analyzes income data (Free and Reduced Priced Lunch (FRPL), Direct Certification)
 - District sets eligibility thresholds based on federal and State laws:
 - 70% for elementary, middle and combination schools
 - 67% for high schools



What does it mean for our School?

- Additional funds to support students, teachers, and families!
 - These funds are over and above what the District provides.
 - Funds concentrated in instruction for students, professional development for our teachers, and activities to strengthen our partnership with families.



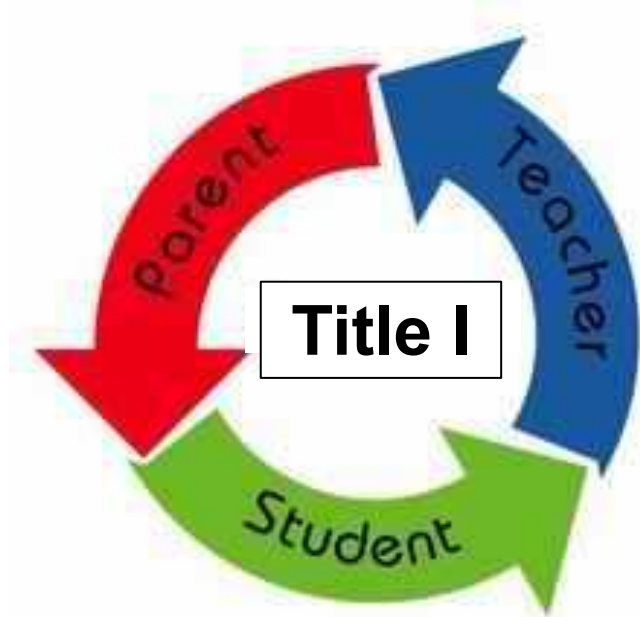
What does it mean for our School?

- Rights for Parents and Families to be informed and involved
 - Title I Annual Meeting
 - Decision-making Committees (Stakeholder Input Meeting)
 - Parents' Right to be Involved
 - Parent and Family Engagement Plan*
 - School-Parent Compact*
 - Parents' Right to Know Notifications*
 - Surveys



Schoolwide Title I Programs

- All students benefit
- All teachers benefit
- All families benefit





Our Schoolwide Plan (SWP)

[Glade View ES FY25 SWP Summary](#)

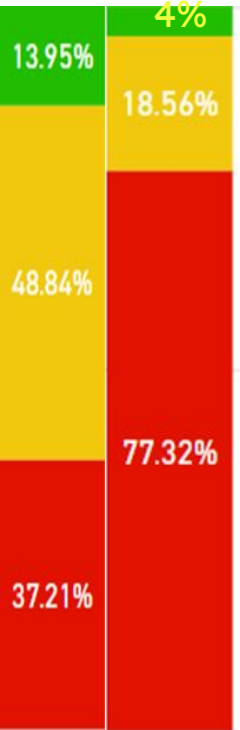
Summarize the school's SWP

- *Comprehensive Needs Assessment*
- *Activities to Support Needs*
- *Parent and Family Engagement Plan (PFEP)*
- *Narrative Components*

Standards by category fy 23 pm 3 compared to fy 24 pm 1 Kindergarten

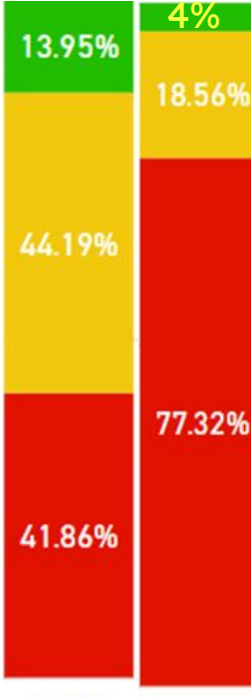
Phonics & Word Analysis

Phonological Awareness



| Phonics and Word Analysis | | | | |
|---------------------------|---|--|--------|--------|
| Use knowl- edge of | Demonstrate knowledge of the most | Demonstrate knowledge of the short and | Decode | Encode |

| Phonological Awareness | | | | | | |
|---|--|---|--|---|---|---------------------------------------|
| Demonstrate phonological awareness. | Blend and seg- ment syllables in | Identify and produce alliterative | Blend and seg- ment onset and rimes of | Identify the initial, medial, and final | Add or delete phonemes at the beginning | Segment and blend pho- nemes in |

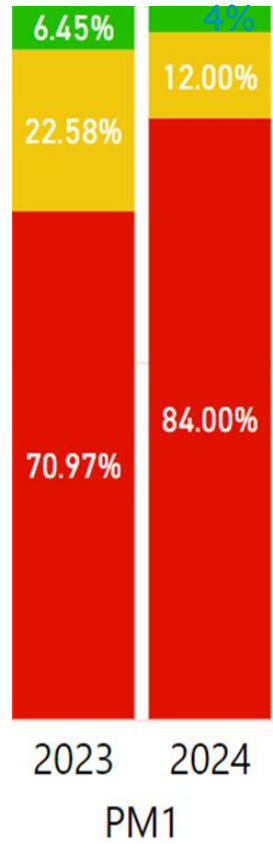


PM3 PM1

PM3 PM1

Standards by category fy 23 pm 3 compared to fy 24 pm 1 1ST & 2nd grade

Reading Across Genres & Vocabulary



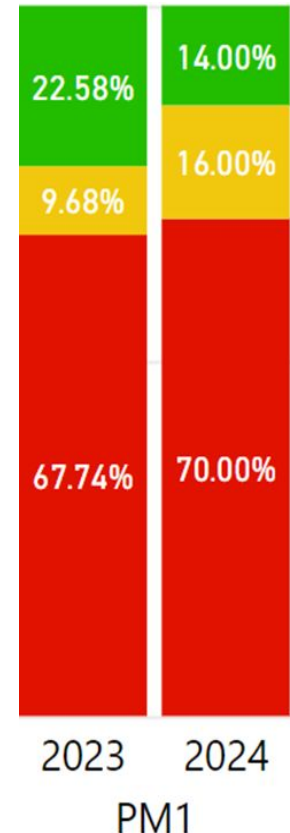
| Phonics and Word Analysis | | | | | | |
|---------------------------|---|--|-----------------------------------|--------------------------------------|---|---|
| Use knowl- edge of | Decode words using knowl- edge of | Decode simple words with r- controlled | Decode and encode regularly | Decode words with inflectional | Decode two- syllable words with regular | Decode words that use final - e and vowel |

| Reading Across Genres | | | | |
|--|--|----------------------------------|--|---|
| Identify and explain descriptive | Retell a text in oral or written form to | Use main story elements at | Use topic and important de- tails for an | Compare and contrast two texts on the |

| Phonics and Word Analysis | | | | | |
|---------------------------|--|-------------------------------|---|---|---------------------------------------|
| Use knowl- edge of | Decode words with variable vowel teams | Decode regu- larly spelled | Decode words with open (e.g., hi, baby, | Decode words with common prefixes and | Decode words with silent letter |

| Reading Across Genres | | | | |
|-------------------------------------|-----------------------------|------------------------------------|---|--------------------------------------|
| Identify and explain similes, | Retell a text to enhance | Use main story elements in a | Use the cen- tral idea and relevant | Compare and contrast important |

Phonics & Word Analysis

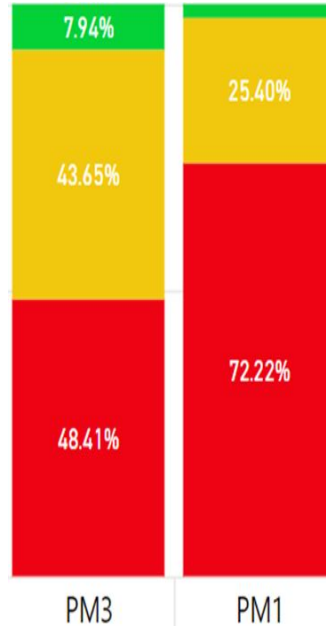


Standards by category fy 23 pm 3 compared to fy 24 pm 1

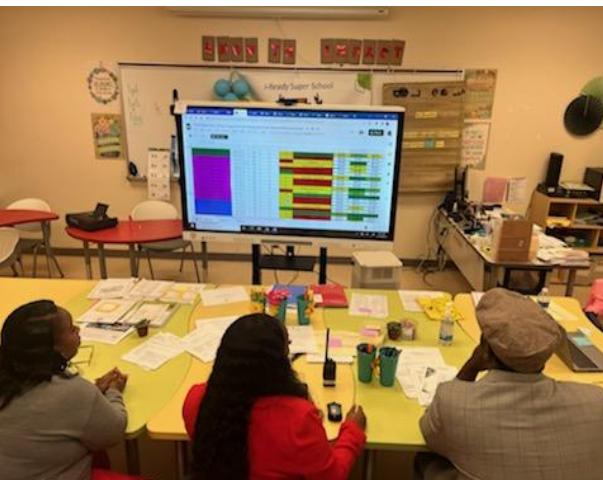
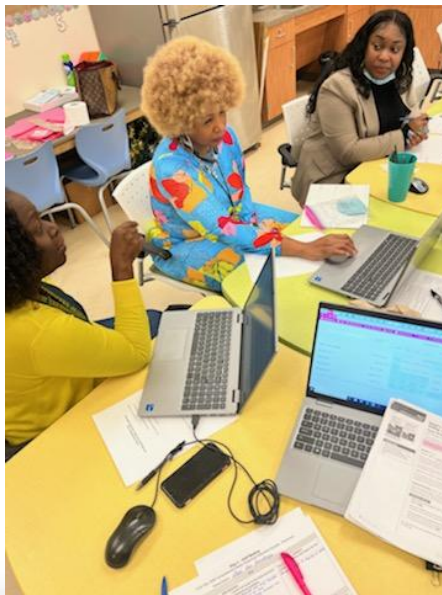
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Reading Across Genres & Vocabulary

| | | | | |
|---------------------------------------|---|--|------------------------------|--------------------------|
| Comparative Reading i | Context and Connotation i | Interpreting Figurative Language i | Morphology i | Paraphrase and Summarize |
|---------------------------------------|---|--|------------------------------|--------------------------|



CNA Planning, Plcs, Open house





Data Chats & Parent Trainings

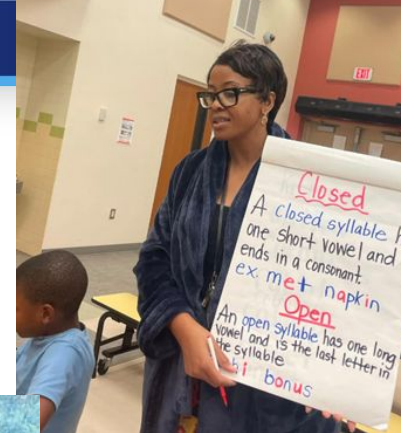
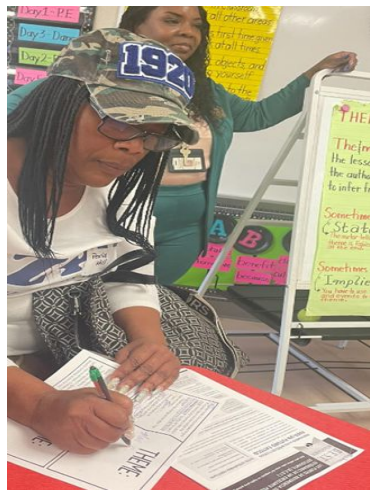
Jamie Evans
Sep 14, 2023 · 🌐

A special thank you to the awesome Glade View Eagle parents that came out to the parent training/ open house, the WHOLE CITY came out yesterday, and we love it. We love to see our parents engaged in academics# learning and growing together 💪💪 🦋🦋🦋🦋🦋🦋 # 🗣️ shout to the SAC team that helped get parents to come out !!





Data Chats & Parent Trainings





Title I Focus

To meet our expected outcomes, we are using this year's Title I funds for the following:

- **Classroom Instruction**

- Teaching position(s)

Discuss the work he/she/they do to impact student achievement

- Extended learning opportunities

Discuss the tutorial procedure and schedule

- Technology and supplies

Why and what is the impact to student achievement?



Title I Focus

To meet our expected outcomes, we are using this year's Title I funds for the following:

- **Parent-Family Engagement**

- Parent-Family Trainings:

How will the school increase home-school communication?

What are the different academic trainings parents and families could attend?

- **Professional Development**

- SSCC, Parent liaison, and Academic Tutor



Parent & Family Engagement

Research shows that when parents and family members are involved, students are more likely to:

- earn better grades
- do better on tests
- attend school
- adapt to change
- have better social skills
- be promoted to the next grade
- graduate
- continue their education after high school



Parent & Family Engagement Plan

- Referred to as PFEP
- Describes how we involve families in students' education
- Written with the input of our school's families and staff during the Stakeholder Input Meeting
- Shared during SAC to review and revise as needed
- PFEP Summaries sent home for all families



Parent & Family Engagement Plan

[FY24 PFEP Summary English](#)

- Our parent engagement mission statement
- How we work with parents, families and the community to increase student achievement
- How we train teachers to work with families
- How we support parents in helping their student(s) at home
- How we share important information



Parent Trainings

In alignment with the Parent and Family Engagement Plan, we would like to invite you to attend our upcoming trainings:

- Training #1 Parent Report Card Training-October 23, 2024
- Training #2 Math Training- November 20, 2024
- Training # 3 Parent Reading Training February 19, 2025





School-Parent Compact

- Each Title I school must have a School-Parent Compact that is written by parents, family members and school personnel.
- The School-Parent Compact sets out the responsibilities of the students, parents, family members, and school staff in striving to raise student achievement.





School-Parent Compact

[FY25 Compact.docx](#)

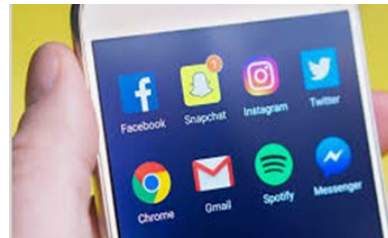
- Review of FY25 School-Parent Compact
- Suggestions for next year's Compact
- Questions



Parents' Right to Know

Families have the right to ask:

- about the professional qualifications of their child's teachers; and
- if non-teacher personnel are providing instruction to their child and, if so, their professional qualifications.





Parents' Right to Know

Families must be informed:

- if their child is taught for four or more weeks by a teacher who does not meet the certification requirements for the grade level or subject being taught; and
- how their child performed on state tests like SSA.





Migrant Education Program (MEP)

The **GOAL** of the MEP is to assist all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship, further learning, and productive employment.





Migrant Education Program



Ensure the needs of migrant students are met to help them overcome:

- interruption in schooling
- cultural and language barriers
- social isolation
- lack to health resources
- transition to college or work after high school

To improve educational opportunities of migrant students by helping them:

- Supplemental academic/social services to students and their families
- Transition to new school(s)
- meet the challenging state/district academic content
- graduate from high school



First step is to find all migrant students

- Interviews are done in person by a training MEP Recruiter using Federal & State eligibility requirements
- Program Contact Information:
Jorge Echegaray
Manager, Migrant Education Program
Multicultural Education Department
Jorge.Echegaray@palmbeachschools.org
(561) 202-0356





Students Experiencing Homelessness

Every Student Has the Right to an Education

The McKinney-Vento Homeless Education Program (MVP) Team can help students and families who live:

- in a shelter, motel, vehicle, or campground;
- on the street;
- in abandoned buildings or substandard housing;
- in motels/hotels; or
- doubled-up temporarily with relatives or friends due to a hardship



Students Experiencing Homelessness

Every school has a McKinney-Vento Contact Person & assigned McKinney-Vento Program (MVP) Case Manager who works with families to:

- provide school supplies, uniforms, supplemental services and free school meals;
- set up transportation to and from the school of origin;
- find community support and resources;
- decide which school would be best for the child (the school of origin, or the zone school);
- communicate with the school;
- and so much more.



Students Experiencing Homelessness

MVP Contact Information

- Contact the McKinney-Vento Homeless Education Program (MVP) if you have questions or to complete a Student Housing Questionnaire
 - (561) 350-0778
 - MVHomeless@palmbeachschools.org
 - [MVP Website](#)