



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.



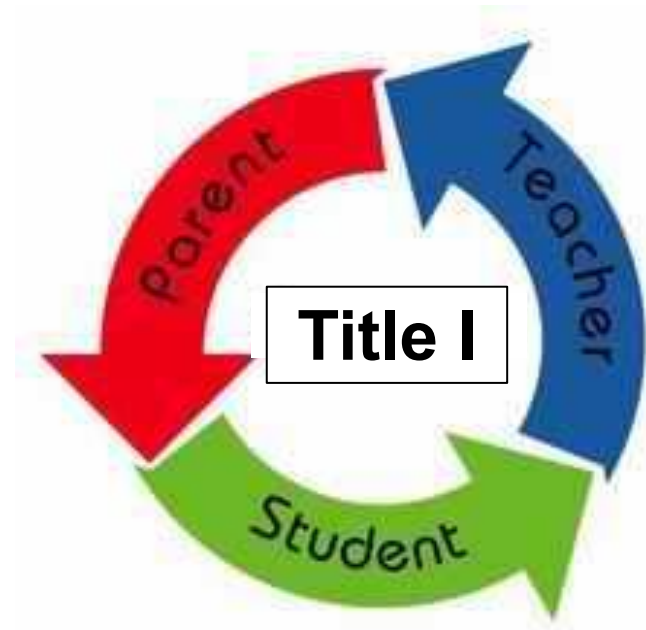
What does it mean for our School?

- 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





How Do We Develop Our Schoolwide Plan (SWP)?



WIG- Wildly Important Goal

By May 2025, 65% of our students will demonstrate a learning gain in Reading & Math, as measured by the end of the year Progress Monitoring (PM3).

Prioritized Needs Statements	Root Causes	Possible Solutions
<ul style="list-style-type: none"> ● According to FAST PM2, 28% of our 3rd-5th grade students are on or above grade level in reading. ● According to FAST PM2, 12% our 3rd-5th graders are on grade level in math. ● According to STAR Early Literacy,PM2, 33% of our K-1 students are on grade level for reading. ● According to STAR Reading, 44% of our 2nd graders are on grade level. ● According to STAR Math PM2, 54% of our K-2 students are on grade level for math. ● According to the Winter district diagnostic Science assessment, 24% of our 5th graders were on or above grade level. 	<ul style="list-style-type: none"> ● New Benchmark Curriculum is structured for a focus on whole group instruction which impacts the amount of time allotted for small group instruction. ● Students performing below or significantly below grade level receive multiple small group lessons each day ● Students performing at or above grade level are seen during 90 minute reading block ● The new B.E.S.T standards have been introduced this year to Teachers in grades 3-5. ● Students are attempting to do more mental Math than using scratch paper ● Students are not fluent in basic math facts ● 5th grade students lack proficiency of Science standards covered in grades K-4 that are tested on the end of year NGSSS assessment ● Students have limited academic/content vocabulary 	<ul style="list-style-type: none"> ● Curriculum Supports: <ul style="list-style-type: none"> * JJ Bootcamp * TopScore * iReady Toolkit * Reflex Math * SPIRE * LLI ● Tutoring ● Personnel: <ul style="list-style-type: none"> *STEM Resource Teacher (2-5 Hands on Instruction) * SSCC (Coaching, PD, Coordinates various Literacy initiatives) *Additional SAI Teacher (K-5 small group literacy instruction) ● Professional Development ● Strengthening Parent Involvement <ul style="list-style-type: none"> *Parent Trainings *Kindergarten Round Up ● Instructional Materials: <ul style="list-style-type: none"> *Scratch paper *Chart paper *Flash cards *Conversation Cards *Markers *Journals *Paper *SPIRE/Reading Recovery/TopScore/Scholastic student



Title I Focus

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

- **Personnel**

- SSCC-Provides K-5 teachers with Literacy Coaching, facilitates all literacy initiatives, serves as the parent engagement lead
- STEM/Math Support Teacher- Provides direct instruction to students in need of additional support, remediation, and and intervention for students in grades 2-5.
- After School Tutorial
- Technology/Supplies- Reflex, I Ready Toolbox, Classroom Magazines



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

- **Professional Development**

- Staff and Administration attend professional development focused on best practices for academics, climate and culture, and increasing student achievement



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
- **Posted on our school website**



Parent & Family Engagement Plan

Our Parent Engagement Mission Statement

Lantana Elementary endeavors to encourage parents/guardians to be actively involved in their child's education on a continuous basis. We will strive to provide consistent and pertinent school information, academic, and culturally responsive parent training and assistance through family/parent trainings, activities, and referral services.



Parent Trainings

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

- August 26- Engaging Families With the House System
- October 28- At Home With Science
- January 27- Math Strategies for the Home





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

Teachers agree:

- To prepare quality lessons that address Florida standards at the appropriate rigor and complexity outlined within the standards
- To create a climate in the classroom conducive for learning by following the school wide positive behavior plan (ROARS)
- To conduct Curriculum Night with Pre K – 5th grade parents to share curriculum, assessments, classroom procedures and expectations
- Provide ongoing opportunities for parents to meet and share experiences and decisions relating to the education of their child(ren)
- Share and interpret curriculum, assessments, and performance results in relation to the student's level and end of year expectations
- Strengthen the school-home connection by utilizing the student agendas for information
- Implement the House System to foster a sense of community and belonging

Parents agree:

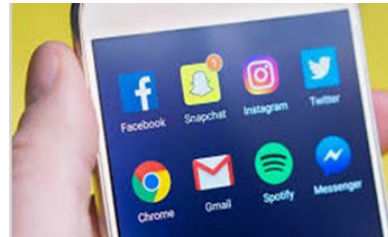
- To attend parent trainings and/or school events
- To visit the school website, view important Title 1 information, and stay informed about school news
- To monitor the completion of class and homework assignments
- Strengthen the school-home connection by utilizing the student agendas for information
- To ensure that my child attends school on time every day, is dressed in uniform, and is prepared for learning
- To ensure my child follows the school wide positive behavior plan (ROARS)
- To ensure my child gets a full night of sleep and has a healthy breakfast at home or at school
- To notify the school of any changes of phone number and/or address
- To share positive thoughts in the morning and talk to my child daily about his/her day



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 STAR (K-2) and FAST (3rd-5th)



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](#)



Conclusion

Questions?

- Please complete the evaluation before you leave

Thank you for your attendance, participation, and feedback.

- Please contact Celena Rossello with any questions:

561-202-0300

Celena.Rossello@palmbeachschools.org

We look forward to a successful school year!