

Pine Grove Elementary Title I Annual Meeting

A Collaborative Presentation

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

9/17/24



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.



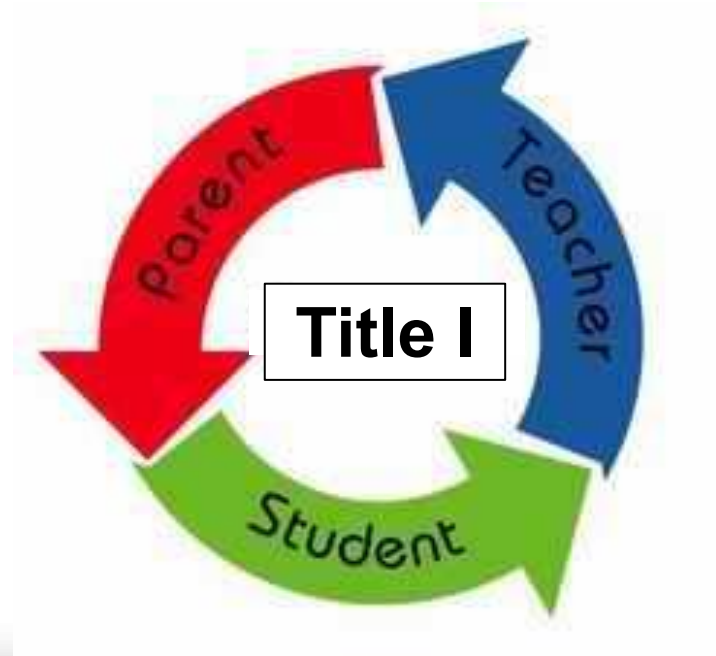
What does it mean for our School?

- 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)

- *Comprehensive Needs Assessment showed that we need to continue improving our reading proficiency and science proficiency.*
- *Continue to support our parents through parent conferences, communication, and curriculum nights.*
- *Parent and Family Engagement Plan (PFEP)*
- *Staff Trainings*
 - Interpreting Grades and Understanding SIS Gateway



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)

We have a Single School Culture Coordinator (Ms. Compere) supporting reading and Math Coach (Ms. Cooper) supporting math to help teachers and students.

- Extended learning opportunities

Our tutorial program which will begin in October 2024



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: *Focus will be reading, Math, Writing, and Science
3-5- 10/24/24
K-2-11/12/24
- **Professional Development**
 - Teachers will have various opportunities for professional development throughout the year.



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

- 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

Sent home week of 8/26/24

- Includes 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



School-Parent Compact

- 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

Sent home week of 8/26/24

- Review of FY24 School-Parent Compact
- Suggestions for next year's Compact
- Questions





PINE GROVE ELEMENTARY SCHOOL
TITLE I COMPACT
2024-2025

This compact recognizes the shared responsibility of the school, home, and student for high student academic achievement.

The teachers agree:

- To show respect for each child and his/her family.
- To provide a safe environment conducive to learning
- To help each child meet his/her potential.
- To maintain open lines of communication with students and his/her parents/guardians.
- To promote a family-friendly atmosphere where parents are encouraged to be involved in school activities.
- To encourage each child to attend school regularly and be on time.

Teacher's signature _____ Date _____

The Parent/Guardian agrees:

- To provide a home environment that encourages my child to learn and monitor "home learning" assignments.
- To communicate with the child's teacher regularly and attend at least one parent conference during the year.
- To show respect and support for my child, the teacher, and the school.
- To have my child attend school regularly, be on time, be prepared, and be dressed appropriately.
- To read with my child regularly and monitor TV/computer/video use.

Parent's Signature _____ Date _____

The student agrees:

- I agree to respect myself, my parents, the teachers, the school staff, and other students.
- To obey the rules of the school-wide discipline plan as well as individual classrooms, cafeteria, bus, and hallways.
- To attend school regularly, be on time, be prepared, and be dressed appropriately.
- To do my best to complete all assignments and to ask for help when needed.

Student's Signature _____ Date _____

Please read and sign



Lekòl Pine Grove
TIT I KONPAK
2024-2025

Konpak sa a rekonèt responsabilite lekòl, lakay, ak etidyan yo pran nan bon jan konsantman, kòm patnè pou etidyan yo ka briye.

Konsantman pwofèsè:

- Pou yo respekte epi bay tout timoun yo ak fanmi yo genyen anpil vale.
- Pou bay edikasyon nan yon anviwonman ki sen.
- Pou ede chak timoun satisfè potansyèl li.
- Pou yo kominike souvan ak etidyan yo epi ak fanmi/ gadyen yo.
- Pou yo kreye yon bon jan anyanman senpatik, epitou ankouraje yo pran angajman aktif nan levasyon timoun yo.
- Pou ankouraje timoun yo vin n lekòl alè.

Siyati Pwofèsè _____ Dat _____

Konsantman Paran/ Gadyen:

- Kontwòle tout ekstra le pitit ou genyen andeyo le lekòl la pou wè si li itilize yo byen.
- Vizite lekòl la, kominike ak lekòl la souvan epi pa janm manke dat reyinyon yo ak pwofèsè yo chak ane.
- Pou yo montre respè epi sipòte timoun yo, pwofèsè a ak lekòl la.
- Pou timoun yo vini lekòl chak jou alè, byen prepare, epitou abiye korek pou lekòl.
- Fè lekti pou pitit ou regilyeman epi kontwòle kanal televizyon lap gade lakay.

Siyati Paran _____ Dat _____

Konsantman Etidyan:

- Mwen dakò pou mwen respekte tèt mwen, paran mwen, pwofèsè yo, anplwaye nan lekòl la, ak lòt elèv yo.
- Pou m obeyi regleman lekòl la epi pou m respekte tout moun.
- Pou m vini lekòl alè chak jou, byen prepare epi abiye jan ki apwopriye pou lekòl.
- Pou m fè sam kapab pou m konplè tout dewwa mwen epi mande ed le mwen bezwen.

Siyati Etidyan _____ Dat _____

Silvouple li epi siyen



ESCUELA PRIMARIA PINE GROVE
PACTO DEL TÍTULO I
2024-2025

Este pacto reconoce la responsabilidad compartida de la escuela, el hogar y el estudiante por el alto rendimiento académico del estudiante.

Los maestros acuerdan:

- Mostrar respeto por cada niño y su familia.
- Proporcionar un entorno seguro que favorezca el aprendizaje.
- Ayudar a cada niño a alcanzar su potencial.
- Mantener líneas abiertas de comunicación con los estudiantes y sus padres/tutores.
- Promover un ambiente familiar donde se aliente a los padres a participar en las actividades escolares.
- Alentar a cada niño a asistir a la escuela regularmente y ser puntual.

Firma del maestro _____ Fecha _____

El padre/tutor acuerda:

- Proporcionar un entorno hogareño que aliente a mi hijo a aprender y supervisar las tareas de "aprendizaje en casa".
- Comunicarse con el maestro del niño de manera regular y asistir al menos a una conferencia de padres durante el año.
- Mostrar respeto y apoyo a mi hijo, al maestro y a la escuela.
- Que mi hijo asista a la escuela regularmente, sea puntual, esté preparado y esté vestido apropiadamente.
- Leer con mi hijo regularmente y supervisar el uso de la televisión, la computadora y los videos.

Firma del padre _____ Fecha _____

El estudiante acepta:

- Acepto respetarme a mí mismo, a mis padres, a los maestros, al personal de la escuela y a los demás estudiantes.
- Obedecer las reglas del plan de disciplina de toda la escuela, así como las de las aulas individuales, la cafetería, el autobús y los pasillos.
- Asistir a la escuela regularmente, ser puntual, estar preparado y estar vestido apropiadamente.
- Hacer todo lo posible para completar todas las tareas y pedir ayuda cuando sea necesario.

Firma del estudiante _____ Fecha _____

Lea y firme



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.
- how their child performed on state tests like FAST, EOCs, and SSA.



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 FAST, EOCs, and 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
 - MVPHomeless@palmbeachschools.org
 - [MVP Website](#)



Conclusion

- Parents' opportunity to ask questions and provide feedback

Thank you for your attendance, participation, and feedback.

We look forward to a successful school year!

