

The Conservatory School 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.



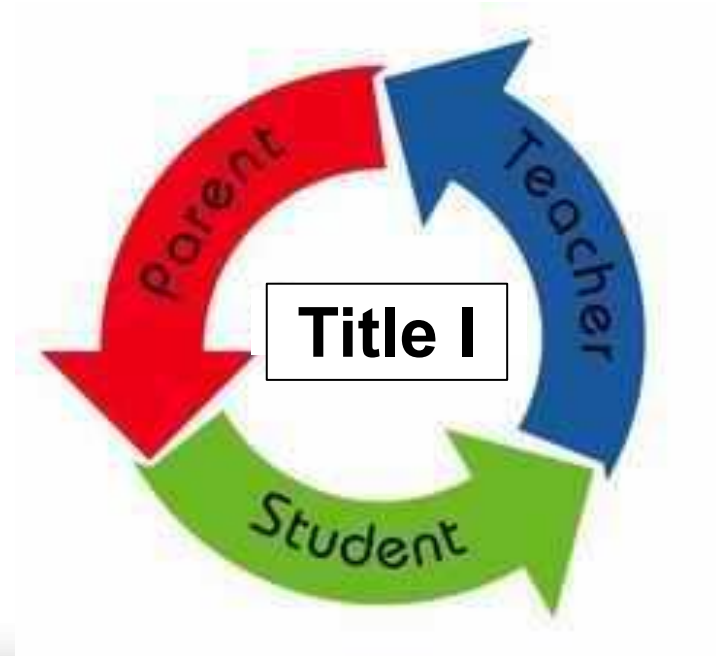
What does it mean for our School?

- 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)

The SWP includes:

- *Comprehensive Needs Assessment and Expected Outcomes*
- *Actions Steps and activities to Support Needs*
- *Parent and Family Engagement Plan (PFEP) with School-Parent Compact*
- *Narrative Components*



Our Schoolwide Plan (SWP)

Comprehensive Needs Assessment (CNA) and Expected Outcomes

- ELA

- *Based on data analysis of Progress Monitoring (PM) 2 scores, 39% of Kindergarteners, 52% of 1st graders, and 44% of 2nd graders are shown as needing intervention in ELA. Based on the Progress Monitoring 2 scores in Grades 3, 4, and 5 The Conservatory School is at 33% mastery as defined by students being Level 3 and above. Specifically 78% of 3rd graders, 64% of 4th graders, 61% of 5th grade students are projected to not be proficient in the area of reading by the end of the FY24 school year. In our middle school, 23% of our students are deemed not showing mastery as defined by getting a level 1 or 2 on PM 2. Specifically 28% of 6th graders, 27% of 7th graders, and 18% of 8th grade students are projected to not be proficient in the area of reading by the end of the FY24 school year. These K-8 students show significant weaknesses in the area of phonics and foundational reading skills. We identified the following are areas of need and their expected outcomes.*
 - *Foundational reading skills including but not limited to phonics skills for K-2 students and intermediate grade students*
 - *Developing student vocabulary in order to access grade level text in the K-8 classroom and on state assessments.*
 - *Building fluency for readers in all grade levels in order to access all grade level texts given.*
 - *Argumentative and explanatory writing skills need development at the intermediate and middle school levels to allow students to express themselves in an age appropriate manner.*



Our Schoolwide Plan (SWP)

Comprehensive Needs Assessment (CNA) and Expected Outcomes

- **Math**

- *Based on data analysis of the Progress Monitoring (PM) 2 scores 44% of Kindergarteners, 24% of 1st graders, and 38% of 2nd graders are shown as needing intervention in math. Based on the PM 2 scores in Grades 3 through 8 The Conservatory School is at 29% mastery as defined by students being Level 3 and above. Specifically 81% of 3rd grade, 95% of 4th grade, 96% of 5th grade, 55% of 6th grade, and 74% of 7th students are projected to not be proficient in the area of math by the end of the FY24 school year with significant weaknesses in the area of number sense and foundational mathematics skills. Based on data analysis the following are areas of need and their expected outcomes.*
 - *Develop test taking strategies so that students are more familiar with solving mathematics problems in a standardized testing environment.*
 - *Build foundational math skills for K-2 students and intermediate grade students with emphasis placed on algebraic expressions, fractions, integers/numbers, and geometry/nets.*
 - *Developing student mathematics vocabulary in order to access grade level problems in the classroom and on state assessments.*
 - *Building mathematics fluency and stamina for students in all grade levels in order to access all grade level problems.*



Our Schoolwide Plan (SWP)

Activities to Support Needs

- ELA
 - *Based on the areas of need, the following are activities we will engage in to support learning.*
 - *Provide additional instructional support within the content area of reading to support the teacher, classrooms, and students to build fluent readers with strong decoding/phonics skills in order to access grade level and advanced texts.*
 - *Provide professional development and support for explicit lesson planning for differentiated instruction within the ELA classroom so students can build strong foundational reading skills. Orton Gillingham training for K-4 and ESE support teachers. Professional development with district ELA department, in-house PD by master ELA teachers/coaches during 3-8 meetings, and outside experts (in person and virtual) in phonics, fluency, and comprehension by grade levels bands. Teacher modeling/ classroom visits and collaborative planning lead by master teachers/coaches for new and struggling teachers (Teacher Tuesday). Emphasis on how the Florida ELA Standards spiral and build on one another for vertical alignment.*
 - *Continue to make adjustments to the instructional and support schedule as needed and dictated by data findings from PM and USA tests and provide extended learning/tutoring opportunities for students to receive additional support to improve their reading skills.*
 - *Stress the importance of reading at home by encouraging parents to read to their children and provide training and strategies so that they increase their capacity to help their children at home.*



Our Schoolwide Plan (SWP)

Activities to Support Needs

- *Math*

- *Based on the areas of need, the following are activities we will engage in to support learning.*
 - *Provide students with opportunities to practice mathematics processes in an environment that is similar to a testing environment.*
 - *Additional instructional support within the content area of math and science to support teachers, classrooms, and students. Professional development with district math department and outside experts (in person and virtual) in algebraic expressions, fractions, number sense, and geometry by grade level bands. In-house professional development by master math teachers/coaches during monthly 3-8 math meetings. Teacher modeling/ classroom visits and collaborative planning lead by master teachers/coaches for new and struggling teachers (Teacher Tuesday). Emphasis on how the Florida mathematics Standards spiral and build on one another for vertical alignment.*
 - *Continue small group instructional methods with additional support teachers in the classroom to provide more specialized instruction outside of a shorter direction instruction period. Provide extended learning/tutoring opportunities for students to receive additional support in building math skills.*
 - *Purchase math educational software for students such as iXL in order to build fluency in mathematical processes that is aligned to the district and state. These online resources will support student learning and access to technology, hands on activities, and experiences.*



Our Schoolwide Plan (SWP)

Narrative Components - How TCS works to provide the following:

- *Building Non-Academic Skills*
- *SBT Implementation*
- *Provision of a Well-Rounded Education*
- *Professional Development*
- *Recruitment and Retention of Effective Educators*



Title I Focus

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

- Classroom Instruction
 - Four Teaching positions to impact student learning
 - *K-2 ELA - Ms. Molzer*
 - *K-2 Math - Ms. McIntyre*
 - *3-8 Math - Ms. Brink*
 - *K-8 Math and Technology Resource Teacher - Ms. DeLaTorre*
 - Technology and Supplies



Title I Focus

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

- **Parent-Family Engagement**
 - Cox “Fun with STEM Night” Program
 - Parent Conferences and Data Chats during the months of Nov. and March.
 - Kindergarten Conference Days to discuss academic progress.
- **Professional Development**
 - Provide teachers with professional development opportunities and support, facilitate PLC's, model lessons for teachers, and prepare activities teachers can utilize in classrooms to increase 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

- Shortened to 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

- Our parent engagement mission statement:
 - The families and staff of The Conservatory School will work hand-in-hand to promote parent involvement and engagement through active volunteering and participation in school events. Parents, staff, community partners, and other stakeholders will collaborate to make decisions that will empower our students with the skills, courage, optimism, and integrity to pursue their dreams.
- 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:

- Middle School Survival Guide (September)
- TCS Fun with STEM Night (October)
- TCS STEM Night 2.0 (March)



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

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



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 FSA, 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

- Any questions or feedback?
- Please complete the Title I Annual Meeting evaluation

Thank you for your attendance, participation, and feedback.

We look forward to a successful school year!

