

High-performing A-rated District



Riviera Beach Preparatory & Achievement Academy

# Title I Annual Meeting

*A Collaborative Presentation*

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



EDUCATE • AFFIRM • INSPIRE



## 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.



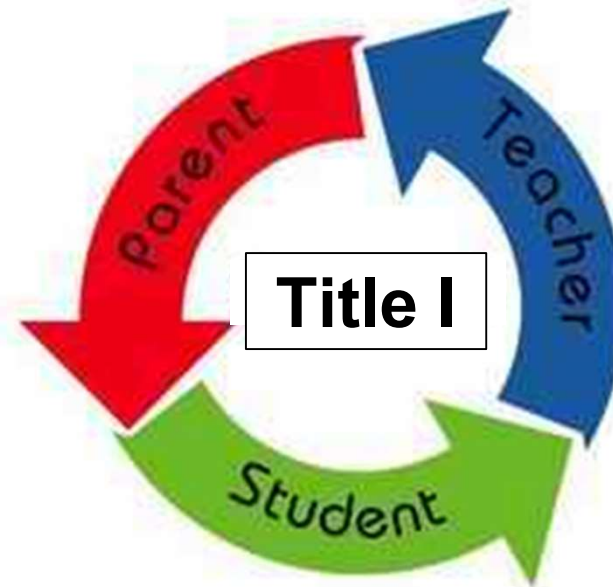
## What does it mean for our School?

- 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



# SY24 “The Prep” School Improvement Rating

| LEARNING GAINS SUBJECT | PERCENT OF POINTS EARNED | TOTAL POSSIBLE POINTS AVAILABLE |
|------------------------|--------------------------|---------------------------------|
| English Language Arts  | 50                       | 100                             |
| Mathematics            | 53                       | 100                             |
| <b>TOTAL</b>           | <b>103</b>               | <b>200</b>                      |
| Percentage             | 51.5%                    |                                 |
| Rating                 | <b>Commendable</b>       |                                 |

Schools will receive an improvement rating on the components for which they have at least 10 students.



| Rating                | Percentage  |
|-----------------------|-------------|
| <b>Commendable</b>    | 50% higher  |
| <b>Maintaining</b>    | 49% - 26%   |
| <b>Unsatisfactory</b> | 25% or less |





# Title I Focus

For this school year, our expected outcomes are to increase student achievement in the following areas:

## FSA ELA

Maintain **50** or do not drop below **50**

## FSA Math

Maintain **53** or do not drop below **50**

| Rating         | Percentage  |
|----------------|-------------|
| Commendable    | 50% higher  |
| Maintaining    | 49% - 26%   |
| Unsatisfactory | 25% or less |



## Our Schoolwide Plan (SWP)

- ❖ Demonstrate achievement growth in ELA and Math through rigorous, differentiated, and standards based instruction; access to relevant academic and/or technology based resources; offer enrichment opportunities and post-high school resources.
- ❖ Utilize the gradual release model to improve teaching and learning, boost student excitement levels and engagement with lessons, inspire creativity, collaboration, and critical thinking.



## Our Schoolwide Plan (SWP)

- ❖ Empower parents and families to support their children's academic, cognitive and social-emotional development through communication, resource support, and trainings.
- ❖ Provide on-going professional development addressing Standards Based Instruction (SBI), data driven and differentiated lessons, share instructional best practices, Social Emotional Learning (SEL) strategies, effective communication, and meet the needs of all students (academically, socially, and culturally).



## Title I Focus

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

- **Classroom Instruction**
  - Technology and supplies
  - Academic Tutoring
  - Academic Coach
  - Tutorial-SAT/ACT Boot Camps



## 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 Development



# 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
- 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:



## Communication-Parent Gateway -Training #1

- Parents will understand and use the available resources to monitor their child's academic progress. **October 30<sup>th</sup>**

## Graduation Requirements - Training #2

- Parents will understand the state assessments administered yearly to demonstrate growth and practice resources available for parents and guardians. **January 22<sup>nd</sup>**



# 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

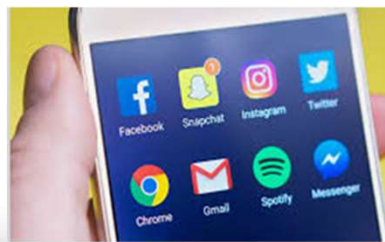
- Review of FY25 School-Parent Compact
- Suggestions for next year's Compact
- Questions



# Parents' Right to Know

Families have the right to ask:

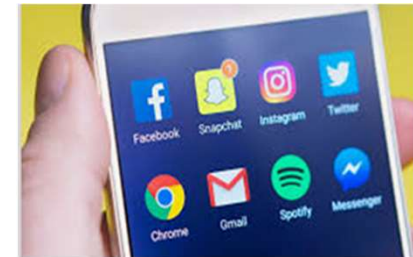
- about the professional qualifications of their child's teachers; and
- if non-teacher personnel are providing instruction to their child and, if so, their professional qualifications.



# 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 FAST and EOCs.



# 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](mailto: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 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 Homeless Education 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;
- communicate with the school;
- and so much more.



# Students Experiencing Homelessness

## MVP Contact Information

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



## Conclusion

- Parents' opportunity to ask questions and provide feedback
- Complete evaluation

Thank you for your attendance, participation, and feedback.

We look forward to a successful school year!

