

Allamanda Elementary School

Wednesday, October 15, 2025

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 2025-2026 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
- Allamanda has been Title I since 2023.

What does it mean for our School?

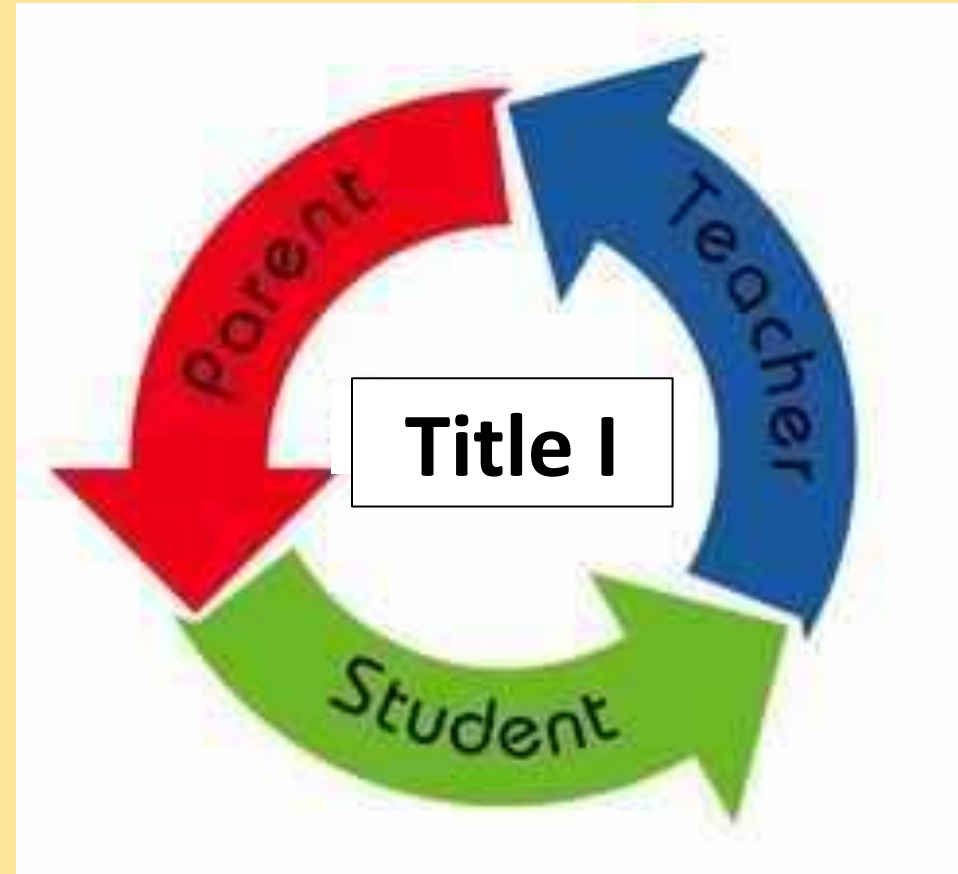
- Additional funds to support students, teachers, and families!
 - These funds are over and above what the District provides.
 - Funds concentrated in instruction for students, professional development for our teachers, and activities to strengthen our partnership with families.
 - Two additional instructional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

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



Allamanda School-Wide Plan (SWP)

Part 1: Comprehensive Needs Assessment (CNA)

- ***In grades 3-5, we currently have a projected proficiency / on track status for 62% of students in ELA. Continue to work with the 38% not meeting proficiency.***
- ***In grades 3-5, we currently have a projected proficiency / on track status for 42% of all ESE students in ELA. Continue to work with the 58% not meeting proficiency.***
 - Lack of rigorous small group instruction
 - Resource / Support teachers are pulled too often to cover vacancies.
 - Lack of time and personnel to provide additional interventions for students
 - Additional standards based planning is needed.
 - Deficiency in foundational skills which further perpetuates the constant struggle to catch up and achieve proficiency.
 - Student lack of knowledge and skills required to successfully utilize technology that is required for testing.
 - Lack of parent capacity and knowledge of how to support learning at home

Allamanda School-Wide Plan (SWP)

- ***In grades 3-5 we currently have a projected proficiency / on track status for 63% of students in Math. Continue to work on 37% not meeting proficiency.***
- ***In grades 3-5 we currently have a projected proficiency / on track status for 47% of all ESE students in Math. Continue to work on 53% not meeting proficiency.***
 - Lack of strategies and implementation of successful small group instruction and intervention.
 - Not enough time spent on securing development skills and math fluency.
 - Parents feel inadequate to help sometimes in the area of Math because of the way they were taught versus how students are being taught today.
 - Lack of consistent standards based planning.
 - Lack of modeling opportunities built into the curriculum.
 - Lack of parent capacity and knowledge of how to support learning at home
 - Lack of hands-on math resources.
 - Lack of resources at home / lack of technology.
 - Test stamina.

Allamanda School-Wide Plan (SWP)

- **Science -**
- ***In grade 5, we currently have a projected proficiency / on-track status for 51% of all students in the subject of Science. Continue to work with the 49% not meeting proficiency.***

- ***In grade 5, we currently have a projected proficiency / on track status for 33.3% of all ESE students in the subject of Science. Continue to work with the 67% not meeting proficiency.***
 - Lack of foundational skills / comprehension (Fair Game standards)
 - Lack of hands-on learning opportunities.
 - Lack of rigorous small group instruction.
 - Limited tutorial opportunities for Science.
 - Limited Science resources.
 - Not enough time consistently spent on Science instruction.

Parent - Family Engagement Plan - Part Two

- **Mission Statement** - *Allamanda Elementary School strives to create a safe environment that is conducive to learning and the success of every student. At Allamanda we are committed to empowering parents and families to support their children's academic and social-emotional development by strengthening the school-family partnerships.*
- Involvement of Stakeholders
 - Annual Parent Meeting
 - Staff Trainings
 - Parent Trainings
- **Coordination & Integration** - *Homeless Program, Multicultural Department, FAU Center for Autism & Related Disabilities*
- **Communication** - *Parents will be provided with information about meetings and other opportunities through print and digital invitations, social media sites, school website, parent-link messages, school marquee, correspondence from teachers, and Dojo messages.*
- **Accessibility** - *Non English speaking families, families with disabilities, Migratory families.*

Narrative Components - Part Three

1. ***Building Students Non-Academic Skills*** - Education of the whole child.
2. ***SBT / MTSS Implementation*** - Continuum of services, intervention & support.
3. ***Well-Rounded Education*** - How we ensure students are provided with a well-rounded education, including intervention.
4. ***Post-Secondary Opportunities & Workforce Readiness*** - Accelerated Math Program
5. ***Transition from Early Childhood to Elementary School*** - Strategies used to support pre-school programs.
6. ***Professional Development*** - Opportunities provided to teachers & staff.
7. ***Recruitment & Retention of Effective Educators*** - How do we recruit & retain quality staff for high-needs positions.

Title I Focus

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

- **Classroom Instruction**
 - Teaching positions:
 1. ELA Resource
 2. Math Resource
 - Extended learning opportunities:
 - Tutorials
 - 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**
 - Parent-Family Trainings:
 - How will the school increase home-school communication?*
 - What are the different academic trainings parents and families could attend?*
- **Professional Development**
 - Collaboration PD

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 Trainings

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

- Training #1 - Family Literacy Night
- October 27th
- Training #2 - Math Fluency Night in
December (TBA)



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

The Compact describes how the school and families will build and develop a partnership to help children achieve in a supportive, effective learning environment that enables students to meet the State's high academic achievement standards. This compact provides value-added actions that, when practiced in conjunction with typical school expectations, are aimed at increasing student academic success.

Our Academic Goals

1. To increase **reading proficiency in grades 3-5**, our school will concentrate on developing phonics, phonemic awareness, vocabulary, and reading comprehension skills for fiction and non-fiction texts.
2. To increase **reading and mathematics proficiency** for all students with exceptionalities (ESE) through individualized instruction and appropriate scaffolding.

School - Parent Compact

School staff will work with students and their parents/families to support students' academic success by:

- Providing a safe learning environment conducive to learning that demonstrates respect and promotes parent engagement.
- Helping each child reach his/her highest potential every day through high quality lessons, access to quality core instruction with targeted interventions, and opportunities for enrichment.
- Providing communication to families through monthly newsletters, weekly call-outs, and/or other means of communication to keep parents informed of school events, meetings, their child's progress, and opportunities to engage in trainings that provide families specific strategies and resources to support their child's learning
- Providing personalized instruction opportunities through strong core instruction, differentiated small group instruction, iReady, and intentional intervention groups.

School - Parent Compact

Parents/families will work with their child and school staff to support students' academic success by:

- Ensuring my child attends school daily and arrives on time (in class by 8:00 a.m.) and ready to learn.
- Supporting student learning at home by providing a quiet, structured location to complete home learning and reading nightly with my child.
- Communicating with my child's teacher(s) on a regular basis maintaining awareness of how my child is progressing academically and socially. Attending at least two parent conferences annually and staying informed of school initiatives, events, parent training, SAC, PTO, and Annual Title I Meeting.
- Monitoring my child's technology usage including but not limited to TV, computer, mobile devices, and access to social media.

School - Parent Compact

Students will work with parent/family and their teacher(s) to improve their academic success by:

- Arriving on time (in class by 8:00 a.m.) and ready to learn.
- Engaging in classroom instruction and activities, completing all assignments, and asking questions when I don't understand information..
- Following the school-wide rules and expectations and respecting myself, my classmates, my teacher(s) and school staff. I will refrain from bullying or using words that don't show kindness towards others.
- Using technology and equipment safely, responsibly, and in accordance with the student code of conduct.

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.



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
- Complete evaluation

Thank you for your attendance, participation, and feedback.

We look forward to a successful school year!