



Title I Annual Meeting

*A Collaborative Presentation
Department of Federal and State
Programs and Title I Schools*

JC Mitchell Elementary Media Center

10/8/25 @ 6:00 pm

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 learning, 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



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 learning for our teachers, and activities to strengthen our partnership with families.

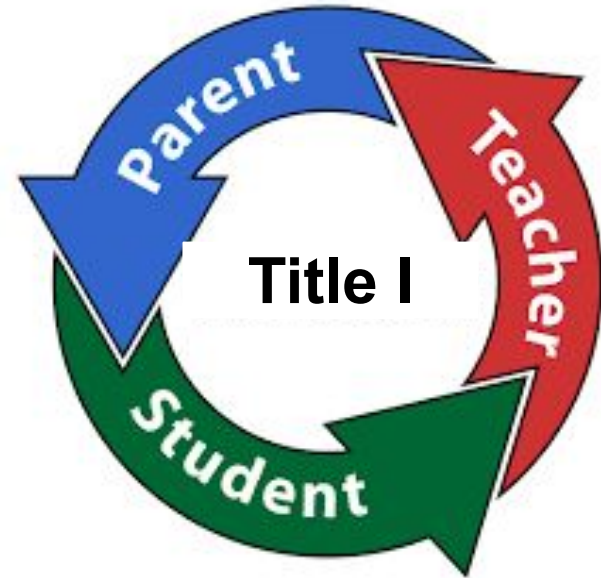


What does it mean for our School?

- 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:** Only 55% of our 3rd grade students were proficient in Reading last year, and we have currently have 9 retentions. Students need to develop stronger phonics skills in ELA, fact fluency for math, and knowledge of the standards for Science. We also have an attendance and tardiness issue that we have been trying to address for several years.
- **Activities to Support Needs:** We have added in phonics instruction where needed for the intermediate grades; we have hired an ESE teacher for math and now have STEAM on the Fine Arts wheel. We have a PLC leader working with 3-5 who ensures that the PLC focus is data and curriculum driven.
- **Parent and Family Engagement Plan (PFEP):** We will be hosting at least two evening events geared toward helping families support their children's learning at home. On October 22, we will be working on how easily incorporate grade level standards into regular activities at home. Staff was just trained on where to locate resources to support family engagement at home, including many in Spanish.



Narrative Components:

Building Students' Non-Academic Skills: Reinforcing GRREAT Matrix, Kindness Blooms Here, No Place for Hate, Student Voice, Trusted Adult, PBIS Model School level: Silver

SBT/MTSS Implementation: Decision Tree, Supplemental, Intensive, SBT (Academics, Behavior, Attendance, Homelessness, Bullying)

Well-Rounded Education: Fine Arts Classes, Music Club, Jump Rope for Heart, PACER test, grade-level presentations from the SS Department, TV studio, Skills for Life and Learning,

Boca Museum of Art, Cox Science Center

Post-Secondary Opportunities and Workforce Readiness: Career Day, Beach Clean Up, Red Ribbon Week, Autism Awareness, Boca Helping Hands, Heroes for Education, AMP, Special Olympics

Transition to Elementary School: Kindergarten Round-Up, Kindergarten Screener, Open House

Professional Learning: PLCs, PDDs, Coaching and Modeling

Recruitment and Retention: Job Fairs; ESP; Hosting Interns, Practicums, and Field Observation Students; PLC room; Team/Morale Building Activities (i.e. You've been Booped)



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)
 - .5 Resource Teacher (STEAM)*
 - .5 Resource Teacher (Interventions)*
 - 1.0 Math Resource Teacher*
 - .5 Professional Developer*
 - Extended learning opportunities
 - Roots and Wings, Core Subjects*
 - Technology and supplies
 - 1:1 with Chromebooks*



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:
 - Understanding What Your Child is Learning: Grade-Level Expectations & State Standards
 - Learning at Home: Simple Strategies That Make a Big Impact



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
- PFEP Summaries sent home for all families



Parent & Family Engagement Plan

- We believe that having a strong partnership between the school and our families is a key element to the success of our students. Through engaging parents in trainings, meetings, and activities, as well as having open and frequent communication, we are confident that we will see a strengthening of student skills, academically, socially, and emotionally. It is our goal to create an environment that is welcoming to parents and guardians, and in which they feel their contributions are valued and that the success of their children is paramount. How we work with parents, families and the community to increase student achievement
- Teacher Trainings: Action Planning for Family Engagement with Academics; Creating a Welcoming School Environment
- How we support parents in helping their student(s) at home: We will be providing ideas, resources, and materials for our parents at the upcoming training. We share information about what the students are learning and have started giving out EOY leveled books at our Literacy Breakfasts, so that parents understand grade level expectations.
- How we share important information: Dojo, Flyers, ParentLink, Email, Phone, In Person

Parent Trainings



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

- Learning at Home: Simple Strategies That Make a Big Impact, Oct. 22 @ 6
- Understanding What Your Child is Learning: Grade-Level Expectations & State Standards, Date TBD
- Boca Museum of Art, Date TBD
- Cox Science Center, Date TBD

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

Title I PFEP Summary JC Mitchell Elementary School (0931)

Mission Statement

We believe that having a strong partnership between the school and our families is a key element to the success of our students. Through engaging parents in trainings, meetings, and activities as well as having open and frequent communication, we are confident that we will see a strengthening of student skills, academically, socially, and emotionally. It is our goal to create an environment that is welcoming to parents and guardians, and in which they feel their contributions are valued and that the success of their children is paramount.

Annual Parent Meeting

October 1, 2025 at 5:00 pm in the school cafeteria.

Parent Trainings

<p>Understanding What Your Child is Learning: Grade-Level Expectations & State Standards Reading Skills</p>	<ul style="list-style-type: none"> -Overview of state standards in reading, math, and science -Easy-to-understand language and examples of what mastery looks like -Home-friendly strategies and everyday learning opportunities -Handouts or links to official state resources <p>September 24, 2025, 6:00-7:00 pm</p>
<p>Learning at Home: Simple Strategies That Make a Big Impact</p>	<ul style="list-style-type: none"> -How to create a productive homework space -Ways to build skills during everyday routines (cooking-math, errands = reading signs, etc.) -Fun literacy and math games using household items -Time management and study habit tips <p>November 2025</p>
<p>Cox Science Center Family Night</p>	<ul style="list-style-type: none"> -Families will engage in activities that will reinforce critical science standards in a fun way <p>January 2026</p>

Communication

Timely information is provided to families via flyers sent home in multiple languages; Class Dojo messages (which can be translated by the program); posts on the school's Marquee; and callouts, texts, and emails through ParentLink. Personalized invitations are sent home for things like tutoring, in both English and Spanish.

Through Curriculum Night, parents will be informed about curricular expectations and levels. Teachers are expected to meet with their parents at least twice a year, and review where their students are and where they need to be. We plan to host several parent events that will communicate with our families not only academic expectations, but also what they can do to help support their children at home. We also print out the progress reports and report cards for parents, as well as providing them log in information for the Parent Gateway. We will demonstrate for the parents how to access important information on SIS this year.

School will send home score reports from major assessments, as well as provide parents with directions on how to access and interpret their students' information through the Parent Gateway. Information is provided to families via flyers sent home in multiple languages; Class Dojo messages (which can be translated by the program); posts on the school's Marquee; and callouts, texts, and emails through ParentLink. Personalized invitations are sent home for things like tutoring in both English and Spanish, as well as through phone calls, when needed.

We are planning to vary the times of our meetings and activities to include mornings and evenings. We will also make virtual options available whenever possible.

Accessibility

Our CLF and bilingual staff members are present at events and activities. They either run small groups in their native languages or interpret from English into the native languages. Whenever possible, district presenters are asked to present in native languages, and flyers are sent home in the school's primary languages, as well as in English. We purchased Translation Headsets that allow the speaker to interpret into Spanish while the audience members listen in on their headsets, saving us from having to repeat information in two languages and/or break out into separate rooms.

All meetings are held on the ground floor in a room with accessibility to an ADA compliant bathroom. Rooms are set up to ensure that they are accessible to parents with disabilities. Audio enhance mentor microphones are used when presenting, and power points are projected onto a large screen to ensure they can be clearly seen by all participants.

We do not have a migratory work population. In the event that we do, we would contact the district's migrant department and refer the family to utilize the available resources. We would also offer flexible times and alternate opportunities for families to come in and get information if they cannot attend trainings.

We try to provide meetings, presentations, and programs at different times. We offer some virtual meetings or phone conferences when needed.

- 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 (PM1, PM2, PM3), 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) 202-0359



McKinney-Vento Program





McKinney-Vento Program

The McKinney-Vento Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school.

McKinney-Vento Homeless Education Act

Federal law that protects the educational rights of children and youth experiencing homelessness.



McKinney-Vento Program

Rights of eligible children and youth:

- Right to immediate school enrollment when records are not present
- Right to remain in the school of origin, if in the student's best interest
- Right to receive transportation to and from the school of origin
- Right to receive supplemental support for academic success

SDPBC [Policy 5.74](#) - Students Experiencing Homelessness



McKinney-Vento Homeless Assistance Act

Defines homeless children and youths as children and youths who lack a fixed, regular, and adequate nighttime residence; includes children and youths who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Are living in emergency or transitional shelters;
- Are abandoned in hospitals;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Are migratory children who qualify as homeless because the children are living in circumstances described above

SDPBC Policy
5.74 Students
Experiencing
Homelessness



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
SAFE SCHOOLS

Student Housing Questionnaire

SIS DATA ENTRY
(Print Clearly)
Date: _____
By: _____

School Personnel: Forward this form to your data processor for SIS coding. Fax or email form to the McKinney-Vento Program. FAX: (561) 432-6351
Email: MVPHomeless@palmbeachschools.org. If you have any questions, contact MVP at (561) 350-0778.

The purpose of this form is to identify students and families who may be eligible for services in the school or local community.

Student ID #	First Name	Last Name	Birth Date	School	Grade

NIGHTTIME RESIDENCE Check Yes or No to statements 1-6 below:

	YES*	NO
1. My family lives in an emergency or transitional shelter (e.g., FEMA Trailer, domestic violence shelter).	<input type="checkbox"/>	<input type="checkbox"/>
2. My family shares the housing of other persons due to loss of housing, economic hardship, or a similar reason; we are doubled up.	<input type="checkbox"/>	<input type="checkbox"/>
3. My family lives in a car, park, temporary trailer park, campground public space, abandoned building, substandard housing, bus or train station, public or private places not designed for or ordinarily used as a regular sleeping accommodation for human beings, or similar settings due to a lack of alternative adequate accommodations.	<input type="checkbox"/>	<input type="checkbox"/>
4. My family lives in a hotel or motel due to a lack of alternative adequate accommodations.	<input type="checkbox"/>	<input type="checkbox"/>
5. A child/youth in my home is under the age of 16 and unaccompanied youth (not in the physical custody of a parent or guardian) or I am an unaccompanied youth under the age of 16.	<input type="checkbox"/>	<input type="checkbox"/>
6. A child/youth in my home is 16 years of age or older and an unaccompanied youth (not in the physical custody of a parent or guardian), or I am an unaccompanied youth 16 years of age or older.	<input type="checkbox"/>	<input type="checkbox"/>

*Complete the rest of this form if you checked "YES" to any statement above. Print clearly, sign, and return the form to the school staff assisting you.

Parent/Guardian Name (First, Last)	Parent Phone	Email Address	Unaccompanied Youth Phone

Current Address (Even if it is not permanent)	Length of Time	City	State	Zip Code

Former Address	Length of Time	City	State	Zip Code

List all your children who live with you from preschool through high school. If needed, use an additional sheet.

Student ID #	First Name	Last Name	Birthdate	School Name	Grade

I would like referral assistance with the following (check if applicable):

Information Packet Counseling School Transportation School Support School Physical School Shots
 Birth Certificate Medical/Dental School Supplies School Uniforms
 Senator Lewis Homeless Resource Center Other: _____

Additional support and educational services may be available for students under the McKinney-Vento Act. For more information about the McKinney-Vento Act and the McKinney-Vento Program (MVP), visit our website at <https://fl50010848.schoolwires.net/Page/882>.

Release of Information for Additional Community Resources
Local homeless resources, including housing assistance, provided by community agencies not governed by the School District of Palm Beach County may be available to qualified families. Check 'yes' and sign below if you allow information to be released to community agencies, including being entered into Palm Beach County's Client Management Information System (CMIS), and allow community agencies to contact you about potential assistance. Information to be released includes student name, address, DOB, race, ethnicity, gender, housing status, grade, and school name as well as parent's name, DOB, race, ethnicity, and gender.

Yes (if "yes" is chosen, complete the following parent information) Date of Birth _____ Race _____ Gender _____
 Ethnicity Yes, Hispanic or Latino No, Not Hispanic or Latino

No

I declare under penalty of perjury under the laws of this state, that the information provided here is true and correct.

Signature of Parent/Guardian or Unaccompanied Youth _____ Date _____

Identification of Eligible Students

Student Housing Questionnaire (PBSD 2479)

- Hard copies distributed by the school to students twice a year and as needed
- Forms can also be [completed online](#)
- Eligible students are enrolled in the McKinney-Vento Program (MVP) and provided services by the MVP Team
- Partnered with community agencies to complete Student Housing Questionnaires with parents

FLDOE Required McKinney-Vento Goals

Each school district will:

- Identify at least 5% of their FRL enrollment as homeless in a school year.
- Achieve at least a 90% school attendance rate for students identified as homeless in a school year.
- Promote at least 90% of students identified as homeless in a school year to the next grade at the end of each year.





Services Provided by the SDPBC McKinney-Vento Program

Enrollment Assistance

- **Facilitating Student Access:** The MVP Team provides enrollment support to ensure that students experiencing homelessness can quickly and efficiently register for school.
- **Transportation Support:** The program offers transportation to the school of origin through district bus services, private transportation, mileage reimbursement, and Palm Tran passes for older students.

Support Services

- **Tutoring Services:** District-certified teachers provide tutoring for students residing in homeless and domestic violence shelters.
- **School-Based Team Meetings:** MVP Case Managers participate in school meetings to advocate for students and connect them to essential resources.
- **Attendance Monitoring:** The MVP Team tracks student attendance monthly to identify and address potential issues.



Services Provided by the SDPBC McKinney-Vento Program

Year-Round Essentials

- **Supplies:** The MVP Team distributes backpacks and school supplies throughout the year to ensure that students have the necessary tools for learning.
- **Uniforms:** Eligible students are provided with uniforms, socks, and shoes to foster a sense of belonging and reduce the stigma associated with clothing disparities.
- **Hygiene Kits:** Toiletry kits are provided to students' basic hygiene needs, contributing to their overall well-being.

Community Outreach and Partnerships

- **Community Engagement:** The MVP Team collaborates with the Welcome Center, churches, The Soup Kitchen, while also attending community events to raise awareness and improve access to services.
- **Workgroup Initiative:** The McKinney-Vento Workgroup fosters collaboration among community organizations to build a network of resources that support families in Palm Beach County.

Services Provided by the SDPBC McKinney-Vento Program

Community Referrals and Assistance

- **Connecting Families with Resources:** The MVP team provides referrals to community agencies offering services such as shelter, rental assistance, and housing to support families experiencing homelessness.
- **Laundry Services:** Through a partnership with Degy Entertainment, the team is working to install washers and dryers at local schools providing students and families with essential laundry services.



Degy Entertainment
Palm Beach Lakes HS



Delivery of Essential
Supplies



Outreach
Community Event



UHY Student
Shoe Donation



MVP Sneaker Closet



McKinney-Vento Program

Contact Information

Contact the McKinney-Vento Homeless Education Program (MVP) if you have questions or to complete a Student Housing Questionnaire

- Aleshia Coleman - Program Planner
 - (561) 753-4057
 - Aleshia.Coleman@palmbeachschools.org
- Department
 - (561) 473-8104
 - MVHomeless@palmbeachschools.org
 - [MVP Website](#)



Conclusion

- Parents' opportunity to ask questions and provide feedback
- Complete [evaluation](#) (English)
- Complete [evaluation](#) (Spanish)

Thank you for your attendance, participation, and feedback.

We look forward to a successful school year!