



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.
- ask questions and make suggestions





What is Title I?

Title I is part of a federal law that grants money to select schools to:

- 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 - DDE K-8 is a combo school
 - 67% for high schools

DDE K-8 Currently = 84%



What does it mean for our School?

- Additional funds to support students, teachers, and families!
 - over and above what the District provides.
 - concentrated in instruction for students, professional development for our teachers, and activities to strengthen our partnership with families.



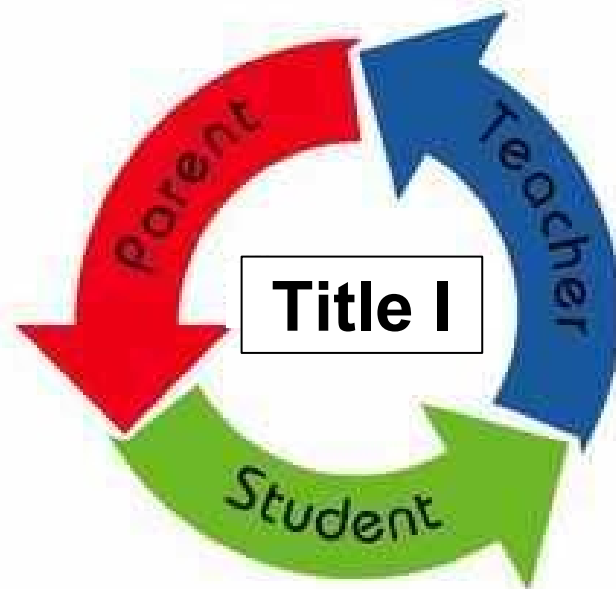
What does it mean for our School?

- 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)

Summarize the school's SWP

- *Comprehensive Needs Assessment*
- *Activities to Support Needs*
- *Parent and Family Engagement Plan (PFEP)*
- *Narrative Components*



Comprehensive Needs Assessment (FY25 PM2)

Grade	ELA	Math	Science	Civics
K	50%	60%		
1	46%	40%		
2	35%	42%		
3	43%	57%		
4	51%	42%		
5	49%	64%	42%	
6	63%	38%		
7	68%	52%		67%



Needs Assessment

- foundational reading skills
 - Phonics
 - Volume and stamina in reading
- Students with Disabilities
- English Language Learners
- foundational math skills - gaps coming into grade level
- stamina for solving complex (multi-step) problems
- motivation (lack stamina with volume of testing)
- acknowledgements/celebrations
- school family uniting activities
- controlling emotions that impact learning for self and others
- Increase RCA implementation school-wide



Our Schoolwide Plan (SWP)

- Student intervention
- online and print instructional tools
- professional development
- Engage parents



Title I Focus

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

Classroom Instruction

Position(s)

Resource Teacher - provides small-group intervention and small-group differentiation in Reading and Writing for Grades K-5.

Single School Culture Coordinator - support MTSS, PLC's, progress monitoring, provides modeling, and supports small group instruction in K-8 in Reading, Math, and Science

Technology and supplies

Generation Genius – engaging science based videos, hands-on experiments, and content for students in K-5

iXL - personalized lessons for K-8 to increase their fluency and automaticity in math foundational skills

Tutoring

Certified Teachers - Reading, Math, Science, Civics



Title I Focus - continued

Professional Development

Leadership Team Collaboration - Data analysis, plan school resources and PD

Ron Clark Academy (RCA)- House System Conference Registration - 4 teachers

- implementing the House System
- sense of belonging for students and families
- igniting a passion for learning
- cultivating a positive climate and culture
- expected to bring information back and share it with colleagues and parents



Title I Focus - continued

Parent-Family Engagement

Communication - 2-way

- FREE Agenda Books for ALL K-8 students
- FREE Take Home Folders for ALL PreK-8 students
- RCA App

Parent/Family Training

- ALL Pro Dad (Parent-child connection)
- Breakfast & Books (Literacy)
- Fun with STEM Night (Math & Science)
- House Events



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/posted on website for all families

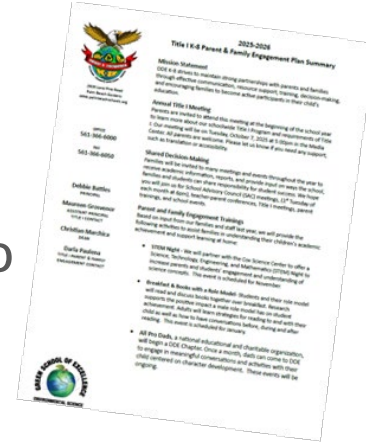




Parent & Family Engagement Plan

DDE K-8 PFEP

- 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:

- STEM Night Cox Science Center ~ November
- All Pro Dads ~ Ongoing
- Breakfast & Books w/ Role Model ~ January/February





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 FY26 Compact
- Questions



Debbie Battles
Principal
Maureen Grosvenor
Assistant Principal
Darla Paulena
Parent & Family Engagement Contact

2025 – 2026 Title I School – Parent Compact

Dwight D. Eisenhower K-8 faculty, staff, parents, and students agree that this compact outlines how we will share the responsibility for improving student academic achievement. The Compact describes how the school and parents will build and develop a partnership to help all students achieve the state's high academic achievement standards.

Please review this School-Parent Compact with your child, sign, and return the bottom portion to school by August 15, 2025 (end of first week for students new to school).

As a school, we will:

- provide a high-quality, effective learning environment that promotes safety, connection, and problem-solving for ALL students so they can meet the State's academic achievement standards;
- provide academic instruction based on student data and state requirements;
- provide an electronic device for each student's instructional learning and assessment needs;
- provide regular communication, such as parent-teacher-student conferences, reports, and student agenda books;
- provide opportunities for parents to volunteer and participate in their child's class/school events;
- provide ideas and resources for parents to help their child at home
- provide a mutually respectful relationship with students, parents, teachers, volunteers, community; and
- invite parents to ongoing collaborative decision-making opportunities (e.g., conferences, SAC meetings, PTO meetings).

As a parent, I will:

- ensure my child is at school on time daily knowing instruction **begins** at 8:00am (7:30 for breakfast) and communicating with my child's teacher when my child is absent due to illness;
- support my child's learning by encouraging my child to read daily and providing routine time, space, and help with homework completion;
- ensure my child has the materials needed and is prepared for learning daily, including proper care of the school's electronic device when used at home;
- set a positive tone for learning with my child and have positive conversations with my child about his/her progress and goals;
- participate in decisions relating to the education of my child through a mutually respectful relationship with school staff;
- support my child's education by volunteering and communicating with my child's teacher(s) regularly, and attending school events, meetings, workshops, and conferences whenever possible; and
- ensure my child is "dressed for success" daily by following the SAC-approved dress code.

As a student, I will:

- use the skills & strategies I have been taught to help keep myself safe, connected, and ready to learn while following the District's Code of Conduct, School-wide Behavior Matrices, and my teachers' rules;
- complete my homework assignments;
- ask questions when I am not sure about a lesson or an assignment;
- make helpful choices like paying attention in class, staying on task, doing my best, and working hard at my schoolwork;
- be respectful of school spaces and take care of materials, including my electronic device; and
- "Dress for Success" daily.

Please return the below signed portion to your child's teacher by **August 15, 2025 (new students: end of first week of school)**.

.....
I have reviewed the 2025-2026 School-Parent Compact for D.D. Eisenhower K-8 with my child.



Parents' Right to Know

Families have the right to ask:

- 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 Florida Assessment of Student Thinking (FAST) and End of Course (EOC's).





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 trained 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





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 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



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://fl0010848.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

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
 - 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!