Palm Beach Gardens Elementary

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 learning, and
- support school and family partnerships.

How does a school become Title I?





- **Eligibility for 2026-2027 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?

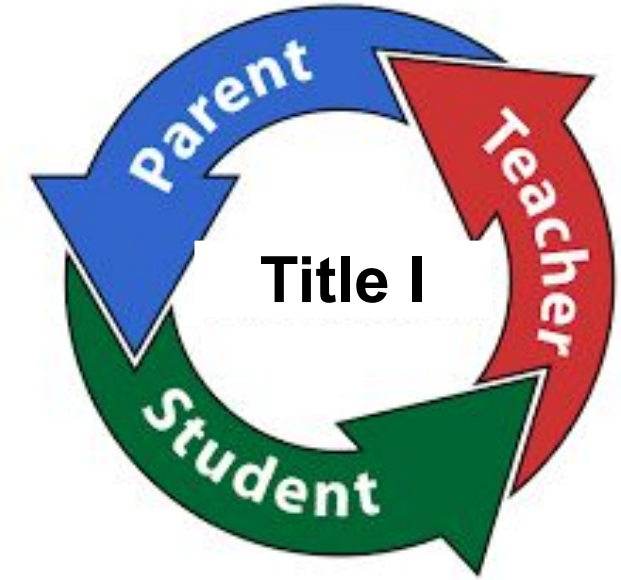
- Additional funds to support students, teachers, and families!
  - These funds are over and above what the District provides.
  - Funds concentrated in instruction for students, professional learning for our teachers, and activities to strengthen our partnership with families.

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)

SCHOOL IMPROVEMENT PLAN OVERVIEW

Lowest Performance & Root Cause

Lowest Performance Groups:

ELA L25% | ELA K–2 | ELA ELL (LY)

Root Cause Analysis:

Deficits in literacy foundational skills in K–2 and a lack of systematic reading interventions in grades 3–5.

SIP Focus Areas

ESSA Subgroup: ELL / LY active language learners

Learning Environment: Student Attendance & Engagement

Key Strategic Priorities

ELA LG L25% Growth

Targeted small group instruction and Tiered reading interventions.

Primary Deficiencies

Target deficiencies in K–2 through push-in and pull-out academic support.

Student Attendance

Reduce chronic absenteeism in grades 1–3 through proactive monitoring.

Identified Academic Priorities & Focus Areas

- **Reading & Literacy Needs:** Strengthening foundational phonics in K–2 and expanding vocabulary and comprehension in grades 3–5.
- **Math Fluency Deficits:** Boosting fact fluency and multi-step problem-solving skills across all elementary grade levels.
- **Science Proficiency Gaps:** Elevating science understanding through hands-on lab experiments and inquiry-based learning.
- **School Climate & Attendance:** Reducing chronic absenteeism and fostering positive daily student engagement habits.



PBGE Family Engagement Strategies & Events

Academic Workshops for Families

Interactive Family Literacy Nights, Math Game Nights, and STEAM night equip parents with practical learning toolkits to use at home.

Transparent Progress Communication

Regular parent-teacher conferences, translated monthly newsletters, and direct portal updates keep families informed of progress.

School Advisory Council (SAC)

All parents are encouraged to participate in SAC meetings to provide input on Title I budget decisions and SWP reviews.

PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

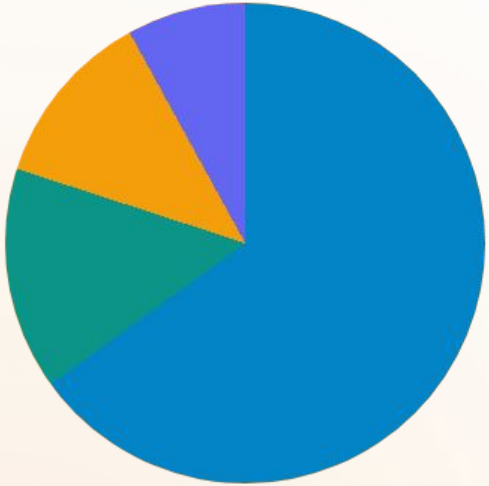
School–Parent Compact Commitments

Stakeholder	Shared Commitments for Student Achievement
Our School	Provide high-quality standards-aligned instruction, a safe learning environment, regular progress reports, and open home communication.
Our Families	Ensure daily on-time attendance, monitor homework and reading agendas, and attend parent workshops and conferences.
Our Students	Arrive ready to learn each day, ask for help when needed, complete assignments, and follow dolphin PRIDE expectations.

Join Us at the Next SAC Meeting to Share Your Thoughts!

NARRATIVE COMPONENTS

Title I Budget & Resource Allocation



- Instructional Personnel (65%)— Reading & Math Intervention Specialists
- Academic Materials & Tech (15%)— Digital Learning Licenses & Manipulatives
- Extended Learning / Tutoring (12%)— After-School Tutorial Sessions
- Parent & Family Engagement (8%)— Workshops, Home Supplies & Translations

Title I funds strictly supplement state/local funding to serve all students through our Schoolwide Plan model.

BUDGET COMPONENTS EXPLANATION

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

Instructional Personnel — 65% Allocation

- **Certified Teachers:** Buckelew, Yohn, Reed, & Haylett- Dedicated interventionists to provide direct instruction.
- **Push-In & Pull-Out Models:** Small-group foundational support directly in classrooms for K–2 and grades 3-5 Tier 2/3 students as needed.
- **Targeted Subgroups:** Intensive support for ELA Lowest 25% (L25) and active English Language Learners (ELL/LY).

Parent-Family Engagement & Trainings — 8% Allocation

- **Home-School Communication:** Streamlined School-Home connection tools, translated updates, and progress reports.
- **Family Engagement Events:** Interactive Literacy Nights, STEAM Nights, and All Pro Dads events.
- **Academic Trainings:** Hands-on parent workshops providing home learning strategies, FAST assessment guides, and literacy toolkits.

Academic Materials & Software — 15% Allocation

- **Curriculum Resources:** Hands-on science & math manipulatives.
- **Adaptive Tech Licenses:** Literacy Pro- A Supplemental digital learning platform for individualized skill practice at school and home.

Extended Learning & Tutoring — 12% Allocation

- **Targeted Tutoring:** Before/after-school tutoring sessions for struggling learners.
- **Extended Learning Time:** Additional practice time targeting core standards prior to state benchmarks.

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

- Our parent engagement mission statement

  Palm Beach Gardens Elementary will strive to build RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day

- We have a shared Decision-Making model to work with parents, families and the community to increase student achievement

  Families will be invited to many meetings throughout the year to receive academic information, reports, and provide input on ways the school, families and students can share responsibility for student success. We hope you will join us for SAC meetings, parent conferences, Title I meetings, and parent trainings.

Parent & Family Engagement Plan

How we train teachers to work with families

- Faculty meetings and Professional Development Days

How we support parents in helping their student(s) at home

- Parent & Family Engagement Trainings

How we share important information

- Mail, email, website, weekly newsletters, and texts

Parent Trainings



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

1. *Literacy Night- September 24th*
2. *Steam Night- October 16th*
3. *All Pro Dad's- Monthly Throughout the Year*

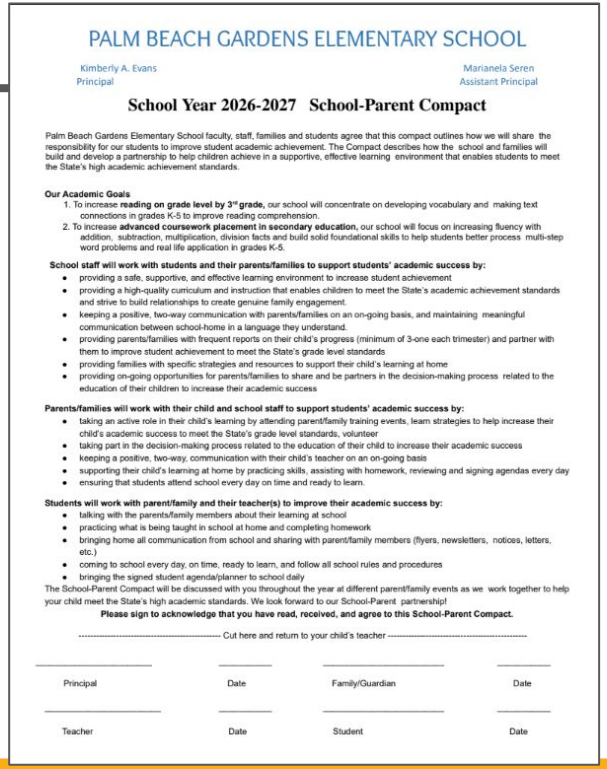
School-Parent Compact



- 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 FY27 School-Parent Compact [FY27 PBGE Academically Focused School-Parent Compact.pdf]
- Suggestions for next year's Compact
- Questions



PALM BEACH GARDENS ELEMENTARY SCHOOL

Kimberly A. Evans
Principal

Marianela Seren
Assistant Principal

School Year 2026-2027 School-Parent Compact

Palm Beach Gardens Elementary School faculty, staff, families and students agree that this compact outlines how we will share the responsibility for our students to improve student academic achievement. 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.

Our Academic Goals

1. To increase **reading on grade level by 3rd grade,** our school will concentrate on developing vocabulary and making text connections in grades K-5 to improve reading comprehension.
2. To increase **advanced coursework placement in secondary education,** our school will focus on increasing fluency with addition, subtraction, multiplication, division facts and build solid foundational skills to help students better process multi-step word problems and real life application in grades K-5.

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

- providing a safe, supportive, and effective learning environment to increase student achievement
- providing a high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and strive to build relationships to create genuine family engagement.
- keeping a positive, two-way communication with parents/families on an on-going basis, and maintaining meaningful communication between school-home in a language they understand.
- providing parents/families with frequent reports on their child's progress (minimum of 3-one each trimester) and partner with them to improve student achievement to meet the State's grade level standards
- providing families with specific strategies and resources to support their child's learning at home
- providing on-going opportunities for parents/families to share and be partners in the decision-making process related to the education of their children to increase their academic success

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

- taking an active role in their child's learning by attending parent/family training events, learn strategies to help increase their child's academic success to meet the State's grade level standards, volunteer
- taking part in the decision-making process related to the education of their child to increase their academic success
- keeping a positive, two-way, communication with their child's teacher on an on-going basis
- supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas every day
- ensuring that students attend school every day on time and ready to learn.

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

- talking with the parents/family members about their learning at school
- practicing what is being taught in school at home and completing homework
- bringing home all communication from school and sharing with parent/family members (flyers, newsletters, notices, letters, etc.)
- coming to school every day, on time, ready to learn, and follow all school rules and procedures
- bringing the signed student agenda/planner to school daily

The School-Parent Compact will be discussed with you throughout the year at different parent/family events as we work together to help your child meet the State's high academic standards. We look forward to our School-Parent partnership!

Please sign to acknowledge that you have read, received, and agree to this School-Parent Compact.

---------- Cut here and return to your child's teacher ----------

Principal	Date	Family/Guardian	Date
Teacher	Date	Student	Date

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:

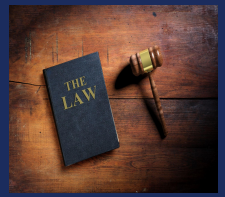
  Jorge Echegaray
  Manager, Migrant Education Program
  Multicultural Education Department
  Jorge.Echegaray@palmbeachschools.org
  (561) 202-0356



McKinney-Vento Program

McKinney-Vento Program

SDPBC Policy 5.74 - Students Experiencing Homelessness



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.

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

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

Identification of Eligible Students



THE SCHOOL DISTRICT OF PALM BEACH COUNTY

SAFE SCHOOLS

Student Housing Questionnaire

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

School Personnel: Forward this form to your data processor for SIS coding. Fax or email form to the McKinney-Vento Program. FAX: (561) 432-6381

Email: MVPhomeless@palmbeachschools.org If you have any questions, contact MVP at (561) 881-3740.

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

Student ID #	First Name	M.I.	Last Name	Birthdate	School Name	Grade

NIGHTTIME RESIDENCE Check all that apply to statements 1-6 below regarding the cause of your temporary living situation:

1. Living in emergency or transitional shelters.
2. Sharing housing with friends or relatives due to loss of housing, economic hardship, or a similar reason.
3. Living in cars, parks, campgrounds, public spaces, bus or train stations, etc.
4. Living in hotel or motel due to lack of adequate accommodations.
5. A child or youth in my home is under the age of 18 and is not living with a parent or guardian. (Unaccompanied Youth)
6. I am over the age of 18 and not living with a parent or guardian. (Unaccompanied Youth)

***Complete the rest of this form if you checked any of the statements above.**

Check only one box that applies to the cause of your living situation:

☐ Earthquake ☐ Flooding ☐ Hurricane ☐ Pandemic (Major) ☐ Man-made Disaster (Major)
☐ Tornado ☐ Wildfire ☐ Tropical Storm ☐ Mortgage Foreclosure ☐ Unknown
☐ Other homeless causes (includes lack of affordable housing, unemployment, domestic violence, eviction, etc.)

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

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

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

☐ Information Packet ☐ Counseling ☐ School Transportation ☐ School Support ☐ School Physical ☐ Immunizations
☐ 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://www.palmbeachschools.org/mvp

Indicate the role of the person completing this form:

☐ Parent/Guardian ☐ Unaccompanied Youth ☐ Local Agency on behalf of family

(Name of Agency): _____

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

_____ _____ _____

(Printed Name of Person Completing this form) (Signature of Person Completing this form) (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 Office of Admission and Family Experience, 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 two local schools providing students and families with essential laundry services. (Lake Shore Middle and Palm Beach Lakes)



Degy Entertainment



Delivery of Essential Supplies



Outreach Community Event



UHY Student Shoe Donation



MVP Sneaker Closet

McKinney-Vento Program Contact Information

(561) 681-3746
palmbeachschools.org/mvp

Aleshia Coleman, Program Planner
Cell: (561) 414-1173

Orlando Ovalles, Instructional Specialist
MVP Program
Cell: (561) 308-9634

Amy Mazzocco, Manager

Melissa Patterson, Director
Safe Schools Department

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!