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?

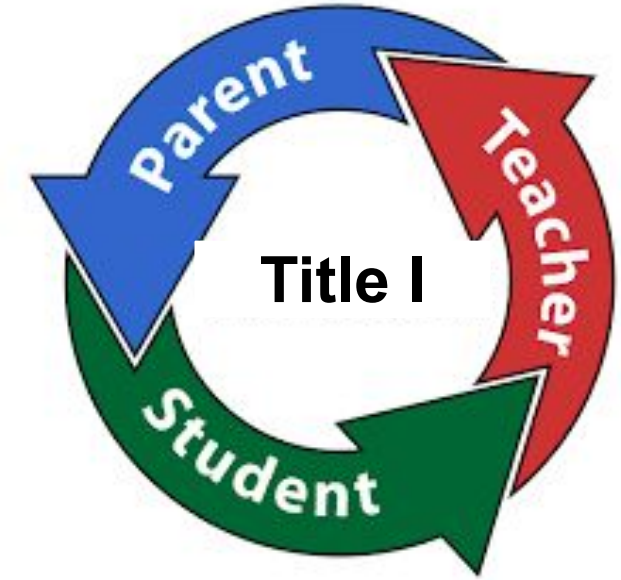
- Additional funds to support students, teachers, and families!
  - These funds are over and above what the District provides.
  - Funds concentrated in instruction for students, professional learning for our teachers, and activities to strengthen our partnership with families.

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)

The SWP includes:

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

Our Schoolwide Plan (SWP)

Comprehensive Needs Assessment (CNA) and Expected Outcomes

- *ELA*
  - *Based on Progress Monitoring 2, 33.4% of Kindergarteners, 37.5% of 1st graders, and 35.4% of 2nd graders are showing mastery as defined by students being Level 3 and above. Based on the Progress Monitoring 2 scores in Grades 3, 4, and 5 The Conservatory School is at 55% mastery as defined by students being Level 3 and above. Specifically 69% of 3rd graders, 55% of 4th graders, and 61% of 5th grade students are projected to not be proficient in the area of reading by the end of the FY26 school year with significant weaknesses in the area of phonics and foundational reading skills. Based on data analysis the following are areas of need.*
    - *Foundational reading skills including but not limited to phonological awareness, high frequency words and vocabulary acquisition for K-2 students and intermediate grade students*
    - *Developing student vocabulary in order to access grade level text in the K-8 classroom and on state assessments.*
    - *Building fluency for readers in all grade levels in order to access all grade level texts given.*
    - *Argumentative and explanatory writing skills need development at the intermediate and middle school levels to allow students to express themselves in an age appropriate manner.*

Our Schoolwide Plan (SWP)

Comprehensive Needs Assessment (CNA) and Expected Outcomes

- *Math*
  - *Based on Progress Monitoring 2, 42.2% of Kindergarteners, 37.1% of 1st graders, and 42.5% of 2nd graders are showing mastery in Math as defined by students being Level 3 and above. Based on the Progress Monitoring 2 scores in Grades 3 through 8 The Conservatory School is at 44% mastery as defined by students being Level 3 and above. Specifically 76% of 3rd grade, 67% of 4th grade, 66.1% of 5th grade, 46% of 6th grade, and 65% of 7th students are projected to not be proficient in the area of math by the end of the FY26 school year with significant weaknesses in the area of number sense and foundational mathematics skills. Based on data analysis the following are areas of need.*
    - *Develop test taking strategies so that students are more familiar with solving mathematics problems in a standardized testing environment.*
    - *Build foundational math skills such as number sense, fluency with operations, and measurement for K-2 students and intermediate grade students with emphasis placed on place value, algebraic expressions, fractions, integers/numbers, and geometry/nets.*
    - *Developing student mathematics vocabulary in order to access grade level problems in the classroom and on state assessments.*
    - *Building mathematics fluency and stamina for students in all grade levels in order to access all grade level problems.*

Our Schoolwide Plan (SWP)

Comprehensive Needs Assessment (CNA) and Expected Outcomes

- *Science*
  - *Based on Progress Monitoring 2, The Conservatory School is at 51% mastery as defined by students being Level 3 and above. Specifically 52% of 5th grade and 43% of 8th students are projected to not be proficient in the area of science by the end of the FY26 school year. Based on data analysis the following are areas of need.*
    - *Develop test taking strategies so that students are more familiar with solving science problems in a standardized testing environment.*
    - *Build foundational science knowledge for K-2 students and intermediate grade students with emphasis placed on test spec items that are fair game standards.*
    - *Developing student science vocabulary in order to access grade level problems in the classroom and on state assessments.*
    - *Building science fluency and stamina for students in all grade levels in order to access all grade level problems.*

Our Schoolwide Plan (SWP)

Narrative Components - How TCS works to provide the following:

Building Non-Academic Skills

- *At the Conservatory School, we strive to recognize the whole child and work to build students' skills outside of academic subject areas. Students participate in morning meetings geared towards addressing their needs to build skills for learning and life.*
- *In K-2, we have members of our Wellness Team conduct a Fine Art rotation that focuses on building coping skills, teaching resilience and persistence, promoting healthy habits, and promoting positive behavior. In a similar vein, our middle school students participate in CREW with members of the Wellness Team which expands on what is being done at the elementary level by adding emphasis on fostering a growth mindset and building strong study habits through developing organizational skills.*
- *Character development is also a major focus with the new points system for elementary students and the House System for middle school students. Students earn points for various positive behaviors that help their class or house win a prize at the end of a specified period of time. In addition, each elementary class selects two students as the "Dolphin of the Month" who display either exemplary Triple Crown behavior or have shown tremendous growth in their Triple Crown behavior.*
- *Finally, a major component of our Triple Crown is Service. In this, students work to develop a sense of service for others and contribute to the community both within and outside the walls of The Conservatory School. Middle School students are expected to participate in twelve community service hours per school year and receive an honor cord at middle school graduation in recognition of their community service. Safety Patrols also work to service the school community in a variety of ways.*

Our Schoolwide Plan (SWP)

Narrative Components - How TCS works to provide the following:

SBT Implementation

- *Students are identified for tiered support through teachers collecting classroom data and using the state standards to identify which students are making adequate progress and to identify those in need of remediation. Once a teacher has identified that a student is not making adequate progress towards the state standards, they reach out to the School Based Team (SBT) leader to set up a meeting in order to discuss the students' needs. The SBT leader then gives out a referral packet that needs to be filled out. If a teacher notices that a child is struggling with behavior and has attempted classroom based interventions without noticeable improvement towards the targeted behavior, then they can refer the student to the MTSS team in order to identify interventions to address the concerns seen in the classroom.*
- *To determine the supports needed, the teacher meets with the MTSS team and brings both data and anecdotal notes to show the areas of need for the student. Based on this information, the team discusses and identifies the foundational skills that are the root causes of the deficiencies or areas of concern in order to select the appropriate interventions and progress monitoring tools to track student progress through the SBT process.*
- *All students are provided with a 30 minute block of iii, this is Tier 2 intervention which can be provided by the classroom teacher on a daily basis. Support staff supports the SBT process by providing an additional 15 minutes of Tier 3 support for those needing the additional time based on their progress monitoring data. In some cases support staff can provide both the 30 and the additional 15 minute SBT support to students as needed.*
- *Student progress is collected by the interventionist on a weekly or biweekly basis. A progress monitoring tool is assigned to each student based on the area of concern and a correlating progress monitoring tool is assigned to track student progress throughout the SBT process. Tier 2 intervention data is collected for a consecutive 8 weeks based on student progress the team decides if the level of support needs to increase. If so, an additional 8 weeks of data collection is completed by the interventionist to track student progress.*

Our Schoolwide Plan (SWP)

Narrative Components - How TCS works to provide the following:

Provision of a Well-Rounded Education

- *The Conservatory School utilizes data in a variety of ways in order to determine core instructional needs. The administration works to analyze data from sources that include but are not limited to FSQs, USAs, PBPAs, Progress Monitoring assessments, iReady, Dreambox, and Reading Plus to determine student strengths and areas of improvement to help drive the instructional focus in core classes. This data is further disaggregated by the teachers in their bi-weekly grade level Professional Learning Community meetings where they look at data to drive the instruction within their classrooms.*
- *The Conservatory School ensures that instruction is aligned with the standards by conducting formal and informal walkthroughs throughout the year. We also utilize the district-created look fors documents to help us see if a teacher is aligning their content to the rigor of the standards, and provide feedback when things are not fully aligned.*
- *In middle school, students have the opportunity to experience a number of electives that are not considered core-content. These electives include non-traditional offerings based on the interests and passions of their teachers. Examples include Entrepreneurship and Product Design, Game Design, Everything Nature, and Exploring World Cultures. Students have ample opportunities to participate in arts education through their music classes and arts-based electives such as dance and art. Elementary students also have exposure to non academic courses through their fine arts time.*
- *All students K-8 engage in Project Based Learning (PBL) that helps them connect classroom learning to real world applications. The students work on PBL projects based on a universal theme that then allows them to study real world issues and apply their learning towards identifying possible solutions. Students then present their findings in an exhibition to peers, staff, parents, and other community members. These presentation skills that the students develop help them throughout their academic and future professional careers.*
- *The students also have the opportunity to engage in extracurricular activities to enrich their education. The Conservatory School offers all sports at the middle school level to allow students the opportunity to participate in interscholastic athletic competition without prior experience. We also offer enrichment for students with STEM related extracurricular activities. Students also have enrichment opportunities through the aftercare programs of Encore and Finale.*

Our Schoolwide Plan (SWP)

Narrative Components - How TCS works to provide the following:

Professional Development

- *At the Conservatory School we believe in building the capacity for all of our staff members to improve the delivery of instruction. This is done primarily through the work of our Professional Learning Communities (PLCs). In this setting, the grade chair helps the team to analyze their student data and they formulate a plan to improve student instruction. We also empower our grade chairs to mentor teachers formally and informally. One example of this is through our Teacher Tuesday peer observation program where new teachers have the opportunity to visit the classroom of a veteran teacher (usually the grade chair) to gather ideas on how to improve specific elements of their classroom whether it is instructional design or behavior management. We are also provided support by district curriculum specialists who work with smaller groups of teachers on improving the delivery of instruction and accessing district created resources.*

Our Schoolwide Plan (SWP)

Narrative Components - How TCS works to provide the following:

Recruitment and Retention

- *At The Conservatory School we believe that the success of our students depends largely on our ability to recruit, develop, and retain effective educators. To this end, there are a number of methods we utilize to recruit teachers. First we believe in utilizing word of mouth recruitment from our current teachers to help us identify candidates for open positions. This is because our current teachers have a strong understanding of our culture and values and are better able to see if a candidate is a good fit for what we are trying to accomplish. Next we collaborate with HR and the North Region Office in attending job fairs aimed at attracting candidates. This allows us to reach a wider variety of applicants than word of mouth. We have also looked at hiring interim teachers and long term substitute teachers.*
- *With regards to retention, we work to orient new teachers to the unique aspects of TCS culture and provide them with a mentor through the Educator Support Program. This is one example of the professional development we provide the new staff on our campus. We also have them engage with collaborative planning with their team leaders and department chairs. Through the work in the Professional Learning Communities, new teachers get the support they need to become more effective in their craft. Administrators and other teacher leaders also work to support new staff through coaching. Administrators also keep an open door policy to allow new staff to feel welcomed and supported. Finally, we work with the PTA in order to host staff appreciation events in order to maintain school and employee morale.*

Title I Focus

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

- **Classroom Instruction**
  - Four Teaching positions to impact student learning
    - *K-2 ELA - Ms. Molzer*
    - *K-2 Math - Ms. McIntyre*
    - *3-8 Math - Ms. Brink*
    - *K-8 Math and Technology Resource Teacher - Ms. DeLaTorre*
  - Technology and supplies

Title I Focus

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

- **Professional Learning**
  - Provide teachers with professional development opportunities and support, facilitate PLC's, model lessons for teachers, and prepare activities teachers can utilize in classrooms to increase achievement
- **Parent-Family Engagement**
  - "Fun with STEM Night" Program
  - Parent Conferences and Data Chats following PM2 to discuss academic progress.

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:
  - The families and staff of The Conservatory School will work hand-in-hand to promote parent involvement and engagement through active volunteering and participation in school events. Parents, staff, community partners, and other stakeholders will collaborate to make decisions that will empower our students with the skills, courage, optimism, and integrity to pursue their dreams.
- 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:

- Middle School Survival Guide (September)
- TCS Fun with STEM Night (October)
- Ready to Shine - Understanding State Testing and What to Do With the Results (January)

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
- 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:

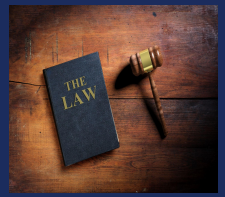
  Jorge Echegaray
  Manager, Migrant Education Program
  Multicultural Education Department
  Jorge.Echegaray@palmbeachschools.org
  (561) 202-0359



McKinney-Vento Program

McKinney-Vento Program

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



THE SCHOOL DISTRICT OF PALM BEACH COUNTY

SAFE SCHOOLS

Student Housing Questionnaire

Identification of Eligible Students

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

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palmbeachschools.org/mvp

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MVP Program
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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!