

Parent and Family Engagement, TITLE I, PART A Annual Meeting and Program Overview

**Jacksonville Classical Academy East
Fort Caroline**



Purpose of Meeting



Federal guidelines require Title I schools to hold an Annual Meeting to explain and discuss Title I programs and requirements

Agenda



What is Title I

Parent and Family Engagement

Parent-School Compact

Right to Know

Academic Assessments

Curriculum

Achievement

Student Transitions

Additional Programs

Conclusion

WHAT IS TITLE 1? TITLE 1 IS A FEDERAL GRANT THAT:

Provides supplemental funds to approved schools to meet educational goals

Supports the professional development of teachers

Supports parent engagement programs

TITLE I SCHOOLWIDE PROGRAMS



Tutoring Opportunities
Field Experiences



Equipment
Materials
Training



School Support
Personnel
Coaches
Interventionists
Deans
Paraprofessionals



Parent Family
Engagement Activities



PARENT AND FAMILY ENGAGEMENT PLAN

- Referred to as the PFEP
- Describes how the school will carry out the parental engagement requirements
- Developed jointly with parents
- Written summary of the PFEP is distributed to the parents

PARENT AND FAMILY ENGAGEMENT PLAN

Title I schools must:

Provide information on how the schools work with parents, community, volunteers, and business partnerships to increase student achievement

Provide trainings to staff on effective strategies to engage parents in their children's education

Provide academic parent trainings designed to increase student achievement

Explain the curriculum, assessment, and the minimum standards that students are required to meet

Build capacity in parents

Provide the PFEP in a parent's first language

SCHOOL-PARENT COMPACT

Each Title I school must have a School-Parent Compact that is written jointly by parents and faculty. The compact should be reviewed by stakeholders yearly.

The compact outlines how parents, the school, and students will share the responsibility for improved student academic achievement.

The compact outlines ways in helping students to meet the rigors of the state standards.

The School-Parent Compact is signed by the parents, teacher, and students. The compact should be shared during parent-teacher conferences for all grades.

Teachers agree to:	Parents agree to:	Students agree to:
Base on Student Performance Data:		
• Provide cross curricular instruction in reading with a focus on comprehension. • Provide cross curricular instruction in writing	• Ask my child questions related to information learned in school	• Participate in class discussions • Follow the rules set by Duval County School Board and outlined in the Student Code of Conduct
• Provide opportunities to assist parents in helping their child succeed • Take the needs and concerns of parents and students into consideration when making assignments	• Participate in school events • Monitor my child's out of school activities • Ensure that my child attends school each day on time prepared and ready to work	• Come to school prepared and ready to work each day • Complete my assignments to the best of my ability
Signed:	Signed:	Signed:
Date:	Date:	Date:

PARENT'S RIGHT TO KNOW

Parents have the right to request and receive timely information regarding the professional qualifications of their child's teachers and paraprofessionals.

Parents must be notified if their child is assigned to or taught for four or more consecutive weeks by a teacher considered "not state certified".

Parent's Right to Know

Parents should be provided information regarding the level of achievement of their child on state required academic assessments.

To the extent that it is feasible, information must be in a language the parents can understand.



Academic Assessments

- Florida Assessment of Student Thinking (FAST)
- I-Ready



Curriculum

- Literacy Essentials
- Singapore Math
- Core Knowledge Sequence
- Lively Latin
- Writing Revolution
- Well Ordered Language





Achievement Data

Grades 3-5 Reading Proficiency FAST PM3 SY24-25	46.6%
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Grades 3-5 Math Proficiency FAST PM3 SY24-25	37.3%
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FAMILIES EXPERIENCING A TIME OF TRANSITION

The McKinney Vento Act: Who is eligible for services?

- Families who, due to a loss of housing, live:
 - In a shelter, motel, vehicle, or campground
 - On the street
 - In abandoned buildings
 - Are doubled-up with relatives or friends
- Eligible children in transition have rights and privileges under the McKinney-Vento Act.



Students Experiencing a Time of Transition



Every school district has a transition Education Liaison who helps to:

- Decide which school would be best for the child
- Communicate with the school
- Provide school supplies, uniforms, supplemental services and free school meals
- Set up transportation to and from the school of origin
- Find community support

NEGLECTED, DELINQUENT OR AT-RISK

- Additional funds support programs that:
- Improve educational services for children and youth who are neglected, or delinquent children
- Provide youth with services to successfully transition to further schooling or employment
- Prevent youth who are at risk from dropping out of school through assorted drop-out prevention programs
- Provide youth who drop out and youth returning from correctional facilities with a support system to ensure their continued education and the involvement of their families and communities.



Exceptional Needs



Title I, Part A also supports students with exceptional needs through:

- Providing schools with additional resources such as technology
- Providing additional support staff such as paraprofessionals
- Providing parents with access to resources and materials
- Building parents capacity to work with their children through parent engagement events

English Language Learners

Title I, Part
A also
supports
students
identified
as ELL
through:

Providing schools with
translators and interpreters

Providing additional support
staff such as paraprofessionals

Providing parents with access to
translated materials



Migrant



Title I, Part A also supports students identified as migrant through:

Works with additional funding to provide extra resources to ensure local services are available for these students

Providing additional staff such as coaches, teachers, and interventionists to provide additional resources

Providing parents with access to translated materials

Providing additional support staff such as paraprofessionals

Additional Federal Funding Sources



Title I, Part A also supports students with through working with additional Federal Funds such as:

- Title II, Part A – Provides professional development opportunities to staff that directly benefit students through improved instruction
- Title IV, Part A – Provides additional support programs that work to improve student achievement such as early return for teachers
- CARES, ESSER II, and ARP – Addresses learning loss due to COVID by providing access to additional staff, programs, resources, supplies, and so on

PARTNERSHIP

- Schools and parents need to work together to make decisions that affect a child's education.
- Parent input is vital to improving student achievement. Be on the lookout for your opportunities to be a decision maker at your child's school.
- School provides opportunities for parents to volunteer time and talents.
- The District and schools offer parent workshops, trainings, and Family Resource Centers.

Parents are our greatest partners
and advocates in their child's
education!



Thank You



**PARENT'S
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!**