

WELCOME TO
THE 2023-2024
ANNUAL
PARENT
MEETING
ABOUT THE
BENEFITS OF
THE TITLE I
SCHOOLWIDE
PROGRAM

ROYAL GREEN ELEMENTARY

August 30, 2023

6:00 pm

Cafeteria

Carlos A. Diaz



WHAT TOPICS WILL YOU LEARN ABOUT TODAY?

AGENDA

- Meet Your School Team
- All About Title I
- Coordination with Other Federal Programs
- Title I Schoolwide Funds
- Title I District-level Parent and Family Engagement Plan (PFEP)
- Title I School-level PFEP
- Title I School-Parent Compact
- Parents, Families, and Schools Working Together



WHAT TOPICS WILL YOU LEARN ABOUT TODAY? (CONT'D.)

AGENDA

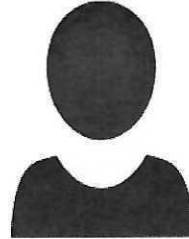
- School Improvement Process (SIP)
- School Achievement and Performance Data
- Curriculum, Instruction & Assessment
- Parent's Right-to-Know
- School-level Parent and Family Engagement Survey
- Consultation and Complaint Procedures
- School Contact Information



MEET YOUR SCHOOL TEAM

Carlos A. Diaz

Principal



Martha Ortega
Assistant Principal



Caridad Rodriguez (CIS)
CIS/CLS

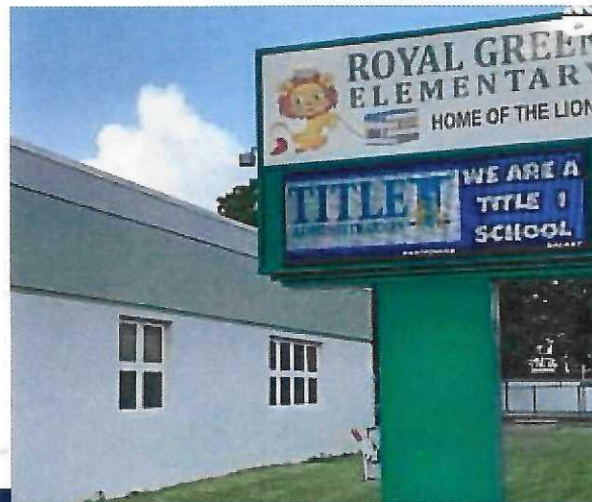


WHAT IS THE PURPOSE OF THIS MEETING?

All About Title I

Federal guidelines require Title I schools to hold an Annual Parent Meeting About the Benefits of the Title I Schoolwide Program to explain and discuss the Title I Schoolwide Program requirements.

Royal Green Elementary is a Title I School.



WHAT IS THE PURPOSE OF THIS MEETING?

(CONT'D.)

All About Title I

Title I is the largest federally funded education program under the Every Student Succeeds Act (ESSA)

- It is designed to provide students with additional help in Reading, Language Arts, Mathematics, Science and Social Studies.
- Its main objective is to support schools and districts in order to ensure that high quality education is equitable for all students.
- The Title I Schoolwide Program is committed to helping schools close the achievement gap between disadvantaged and minority students and their peers.
- To learn more, please visit <http://title1.dadeschools.net>. This website is designed to supply visitors with information relevant to Title I and to provide a clear understanding of the overall program.



HOW DOES THE EVERY STUDENT SUCCEEDS ACT (ESSA) AND THE TITLE I PARENT AND FAMILY ENGAGEMENT REQUIREMENTS HELP PARENTS AND FAMILIES?

All About Title I

- The school district and all Title I schools must allocate a portion of their Title I budget towards programs, activities, and procedures for parent and family engagement.
- The school district and all Title I schools must develop with, and distribute to parents and family members a written Title I Parent and Family Engagement Plan (PFEP).
- All Title I schools are required to collaborate with parents and families in the development of the School Improvement Process (SIP) and School-Parent Compact.

• <https://royalgreenelementary.net/title-i/>



WHAT OTHER FEDERAL PROGRAMS ARE OFFERED AT OUR SCHOOL?

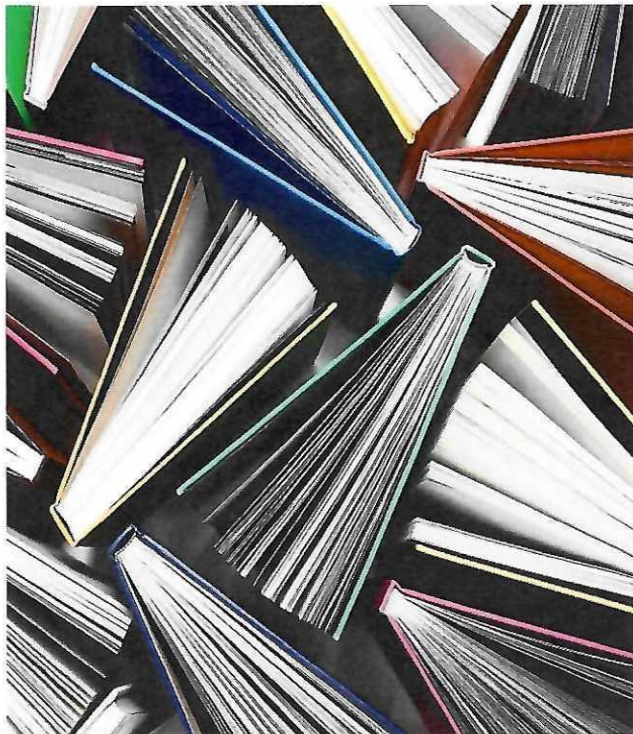
Coordination With Other Federal Programs


VPK


Project
UP-START

WHERE CAN YOU ACCESS TITLE I COMPLIANCE DOCUMENTS?

All About Title I



 **Miami-Dade County Public Schools (M-DCPS)**
Department of Title I Administration
Title I Notification Flyer
2023-2024



Thank you **parents**
for your active role in your child's school planning and implementation of the
Title I Schoolwide Program!

Now Available at your child's school:

- Title I District-level Parent and Family Engagement Plan (PFEP)
- Title I School-level Parent and Family Engagement Plan (PFEP)
- School Improvement Process (SIP)
- School-Parent Compact

Where can I obtain copies?

- ✓ The school's Parent Resource Center or Parent Area
- ✓ The school's main office
- ✓ The school's website

The M-DCPS District Title I PFEP can be accessed via the
Department of Title I Administration website at:
<http://title1.dadeschools.net>

Information as required by Section 1118 of the Every Student Succeeds Act (ESSA):

Ki Kote ou jwen Rapò a?

- ✓ Sant Resous Paran nan Lekol la ou Kiwen Paran yo
- ✓ Gran Buro Lekol la
- ✓ Sit Entènèt Lekol la

Nou ka jwen aksè sou enfòmasyon "Title I" "PFEP" (Plan Angajman Paran ak Fami) nan sit Entènèt
"Title I" Distri M-DCPS nan:
<http://title1.dadeschools.net>


Jan yo mande enfòmasyon an nan seksyon 1118 "Every Student Succeeds Act (ESSA)" (Ako Chak Edey Reyo)

¿Dónde puede obtener copias?

- ✓ Centro de Recursos para Padres o Área de Información para los Padres en la escuela
- ✓ Oficina principal de la escuela
- ✓ El sitio web de la escuela

Puede obtener información acerca del Plan de Participación de Padres y Familia del Título I (Parent and Family Engagement Plan, PFEP) en el sitio web del Título I del Distrito de las Escuelas Públicas del Condado Miami-Dade (M-DCPS):
<http://title1.dadeschools.net>

Información requerida por la Sección 1118 de la Ley Cada Estudiante Triunfa (Every Student Succeeds Act, ESSA)



Revised 9.4.23

HOW IS TITLE I FUNDING PROVIDED FOR YOUR CHILD'S SCHOOL?

Title I Schoolwide Funds

A portion of the Title I Schoolwide Funds are used to fulfill the parent and family engagement requirements in the ESSA law and provide supplemental materials and resources. The Educational Excellence School Advisory Council (EESAC) is the official forum to discuss the details of Title I funding.

■ **Schoolwide Funds**

Amount of funds available for this school year:

\$ 123,637

■ **Title I Parent and Family Engagement Funds**

Amount of funds available for this school year:

\$ 13,000



WHAT IS THE TITLE I DISTRICT-LEVEL PFEP?

Title I District-Level PFEP

- The Title I District-level PFEP is a blueprint of how the District Local Educational Agency (LEA) and Title I schools will work together with parents and family members to establish expectations for family engagement and strengthen student academic achievement.
- The Title I District-level PFEP describes how the District will:
 - ✓ provide the coordination, technical assistance, and other support actions to assist schools in planning and implementing effective parent and family engagement activities; and
 - ✓ conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement plan towards improving the academic quality of all schools served under Title I, Part A.

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WHAT IS OUR TITLE I SCHOOL-LEVEL PFEP?

Title I School-level PFEP

The Title I School-level PFEP is a blueprint of how **Royal Green Elementary** will work together with parents, family members, and the community to establish expectations for family engagement and strengthen student academic achievement.



WHAT IS OUR TITLE I SCHOOL-LEVEL PFEP? (CONT'D.)

Title I School-level PFEP

Our Title I School-level PFEP describes how our school will:

- Convene an annual meeting to inform parents and family members of their rights to be involved in the Title I program.
- Offer meetings at flexible times to maximize participation;
- Provide parents and family members with timely information about Title I programs; this will be done through flyers sent home with the students, through the school's website, Class Dojo and Instagram.



WHAT IS OUR TITLE I SCHOOL-LEVEL PFEP? (CONTD.)

Title I School-level PFEP

Our Title I School-level PFEP describes how our school will:

- Involve parents, in an organized, ongoing, and timely manner, in the planning, reviewing, and improvement of schoolwide activities;
- involve parents and families in the planning, reviewing, and improvement of documents required by the Title I Program such as: the Title I School-level PFEP, the School-Parent Compact, and the joint development of the Title I schoolwide Program Plan (School Improvement Process [SIP]), parents can take part in EESAC meetings too.



WHAT IS OUR TITLE I SCHOOL-LEVEL PFEP? (CONT'D.)

Title I School-level PFEP

Our Title I School-level PFEP describes how our school will:

- Assist parents and families in understanding academic content standards, assessments, and how to monitor and improve the academic achievement of their children; by providing parent informational meetings to discuss important academic areas and how can they access to the parent portal.
- Provide training to assist parents and families of students enrolled in schools implementing the Title I Schoolwide Program to improve their child's academic achievement through Habla con Humphrey and other parent informational sessions.

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WHAT IS THE SCHOOL-PARENT COMPACT?

The School-Parent Compact

- Each Title I school must have a School-Parent Compact that is developed jointly by parents and school personnel.
- The compact sets out the responsibilities of the students, parents, and school staff in striving to raise student academic achievement.
- At the elementary grades (K- 5 only), the Compact will be discussed and amended during parent-teacher conferences and documented in a teacher communication log.
- The School-Parent Compact is also available in our Parent Resource Center, in our main office and in on our website at:

<https://royalgreenelementary.net/title-i/>.



WHAT DOES SCHOOL AND PARENT COLLABORATION LOOK LIKE?

Parents, Families, and Schools Working Together

- Our school offers workshops, training sessions, and parent/teacher conferences at flexible meeting time and a Parent Resource Center/Area: Parent Workshop (October 18, 2023, at 9:00 AM)
- School and parent partnerships are built within advisory councils such as the Educational Excellence School Advisory Council (EESAC), the Title I District Advisory Council (DAC), and the South Region Parent Advisory Council (PAC); and
- Title I DAC and Region PAC members are representatives of parents who consult with the District Title I DAC on the planning and implementation of the Title I Schoolwide Program.





WHAT DOES SCHOOL AND PARENT COLLABORATION LOOK LIKE?

Parents, Families, and Schools Working Together

The school conducts elections
for Title I DAC/PAC
Representatives.

Café Form Appendix K

MUST BE FILLED OUT COMPLETELY

 TITLE I DAC/PAC REPRESENTATIVES 													
School year: 20 ____ - 20 ____													
School Name: _____ Location #: _____													
<p>ROLE</p> <p>The roles of the DAC/PAC representatives are as follows:</p> <ul style="list-style-type: none">• To consult with the Title I DAC in the planning and implementation of the Title I Program;• To promote awareness of the Title I Program between parents in the school and the community; and• To serve as a liaison between the DAC and PAC, the Educational Excellence School Advisory Council (EESAC), and the school.	<p>DAC/PAC Representative #1</p> <p>Parent's Name: _____</p> <p>Address: _____</p> <p>City: _____ Zip Code: _____</p> <p>Telephone: _____</p> <p>Child's Name: _____ Grade: _____</p>												
<p>RESPONSIBILITIES</p> <p>The responsibilities of the DAC/PAC representatives are as follows:</p> <ul style="list-style-type: none">• To attend all DAC meetings;• To attend all PAC general meetings;• To serve on DAC/PAC committees;• To assist in planning workshops/professional development activities for DAC/PAC members and other parents at the local school implementing a Title I Schoolwide Program; and• To participate in leadership training, parent/partnership training, parent conference training, etc. <p>Parents perform a vital role in the Title I Schoolwide Program. We invite your participation and involvement. The DAC and PAC meeting calendars are available through your child's school Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS), the PAC Chairperson(s), and are posted online http://TitleI.dade.k12.fl.us/TitleI.asp</p> <p>For more information, you may contact the Department of Title I Administration at 305 995-1202.</p>	<p>DAC/PAC Representative #2</p> <p>Parent's Name: _____</p> <p>Address: _____</p> <p>City: _____ Zip Code: _____</p> <p>Telephone: _____</p> <p>Child's Name: _____ Grade: _____</p>												
<p>CIS/CLS Name(s) and Contact Information:</p> <table border="1"><thead><tr><th>Name</th><th>Telephone #</th><th>Position (Circle One)</th></tr></thead><tbody><tr><td>_____</td><td>_____</td><td>Hourly/PT</td></tr><tr><td>_____</td><td>_____</td><td>Hourly/FT</td></tr><tr><td>_____</td><td>_____</td><td>Hourly/FT</td></tr></tbody></table> <p>The school's Parent Outreach contact person is: _____</p> <p>Telephone Number: _____</p>	Name	Telephone #	Position (Circle One)	_____	_____	Hourly/PT	_____	_____	Hourly/FT	_____	_____	Hourly/FT	<p>DAC/PAC Representative #3</p> <p>Parent's Name: _____</p> <p>Address: _____</p> <p>City: _____ Zip Code: _____</p> <p>Telephone: _____</p> <p>Child's Name: _____ Grade: _____</p>
Name	Telephone #	Position (Circle One)											
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FM-6996 Rev. (7-22)

WHAT IS OUR SCHOOL IMPROVEMENT PROCESS (SIP)?

The School Improvement Process

Our School's Mission Statement

Royal Green Elementary will strive to promote emotional growth and academic improvement in a safe learning environment with involvement and commitment from parents, students, staff and community



WHAT IS OUR SCHOOL IMPROVEMENT PROCESS (SIP)? [CONT'D.]

The School Improvement Process

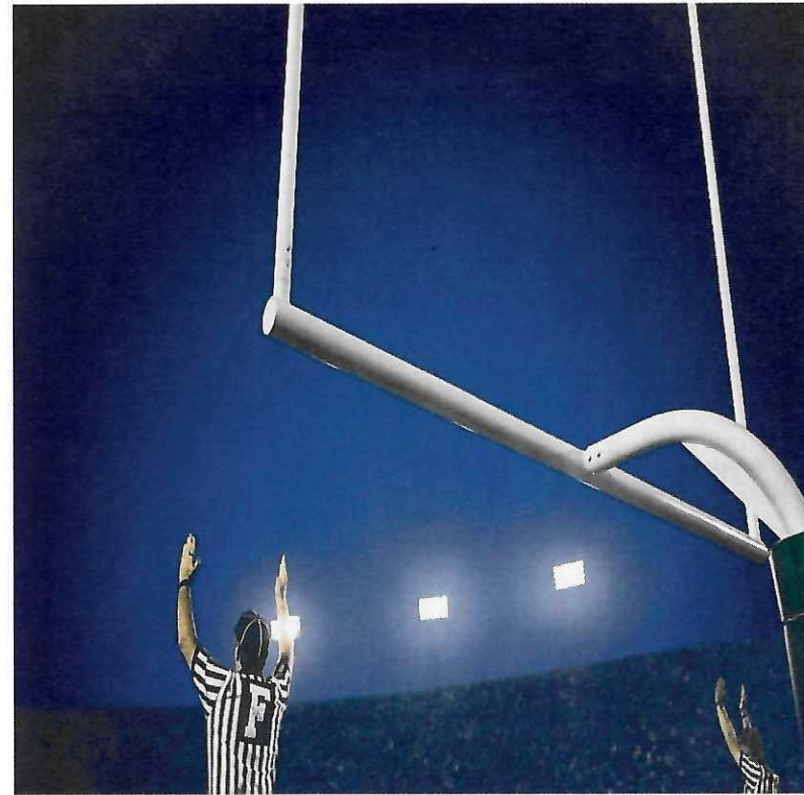
Our School's Goal for 2023-2024

SIP Goals

ELA: Increase the percent of students meeting ELA proficiency by 5 percentage points

Math: Increase the percent of students meeting math proficiency by 5 percentage points

Science: Increase the percent of students meeting math proficiency by 5 percentage points



HOW DO WE USE OUR SCHOOL ACHIEVEMENT DATA?

School Achievement and Performance Data

Data used to develop the goals and strategies in the School Improvement Process (SIP)].

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 51% of 3rd grade students were proficient in Math as compared to the state average of 59% and district average of 63%. In addition, 58% of 4th grade students were proficient in Math as compared to the state average of 61% and district average of 64%. Based on the data and the identified contributing factors of: high numbers of ELL students with DEUS date less than a year, lack of differentiation of instruction in math and student readiness levels in Math, we will implement the Targeted Element of Math and the evidence-based intervention Data- Driven Instruction.

HOW DO WE USE OUR SCHOOL ACHIEVEMENT DATA?

School Achievement and Performance Data

Data used to develop the goals and strategies in the School Improvement Process (SIP)].

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 Statewide Science Assessment data, 59% of 5th grade students were proficient in Science as compared to the state average of 51% and district average of 50%. When comparing the percent of students meeting proficiency on the 2022 Statewide Science Assessment compared to the 2023 Statewide Science Assessment, there was an increase of 24 percentage points. Based on the data and the identified contributing factors that led to the increase of the percent of students meeting proficiency in Science, we will implement the Targeted Element of Science and evidence-based strategy Hands on Learning.



HOW DO WE USE OUR SCHOOL ACHIEVEMENT DATA?

School Achievement and Performance Data

Data used to develop the goals and strategies in the School Improvement Process (SIP)].

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 56% of 3rd grade students were proficient in Reading as compared to the state average of 50% and district average of 63% ; 67% of 4th grade students were proficient in Reading as compared to the state average of 58% and district average of 58%. In addition, 64% of 5th grade students were proficient in Reading as compared to the state average of 54% and district average of 56%. Based on the data and the identified contributing factors of: high numbers Level 1 and 2 ESOL students and student readiness levels limit abilities to master grade level tasks, we will implement the Targeted Element of Differentiation.

HOW DO WE USE OUR SCHOOL ACHIEVEMENT DATA? (CONT'D.)

School Achievement and Performance Data

- Our school uses data to align the curriculum to State and District academic standards.
- Our instructional practices are adjusted based on the findings of the assessment data.
- For further details about our school achievement data, we invite you to attend the EESAC meetings throughout the school year.



WHAT IS THE PARENT'S RIGHT-TO-KNOW?

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, by a teacher who does not meet state certification requirements for the grade level or subject area for four (4) or more consecutive weeks.
- Parents should be provided information regarding the level of academic achievement of their child on State required academic assessments.
- To the extent that it is feasible, information must be in a language that parents can understand.



WHAT ARE THE CONSULTATION AND COMPLAINT PROCEDURES?

Consultation and Complaint Procedures

<https://api.dadeschools.net/>

Consultation and Complaint Procedures for Parents TITLE I PROGRAM

CONSULTATION

Miami-Dade County Public Schools Title I Administration seeks to provide high quality services to the students, parents and communities of all eligible public schools participating in the Title I Program. Additionally, this mission extends to neglected and delinquent centers as well as eligible non-public schools. The goal is to serve the needs of children and deliver services with the highest integrity and professionalism, providing them with a fair, equal, and significant opportunity to obtain a high-quality education. In implementing the components, services, and activities of the Title I Program, Title I Administration strives to comply with all provisions of applicable federal and state laws, in particular the *NCLB Act*, and non-regulatory guidance that set the parameters and standards for the implementation of the program. To this end, the following procedures for providing input, comments, suggestions or filing a complaint, are available to parties who, in good faith, believe that services are not being delivered in compliance with federal and state laws and regulatory guidance relative to Title I.

Parent Advisory Councils/District Advisory Council

The District provides several forums for parents to provide feedback and input regarding the Title I Program implementation. In addition to the annual and ongoing parent meetings at each participating Title I school, Parent Advisory Councils (PAC) have been established representing each of the three Region Centers that comprise the District. Parents in each individual school elect, at the annual meeting at the beginning of school, a representative for the school to serve on the PAC. A District Advisory Council (DAC), comprised of representatives of each PAC, has also been established to consult with the District in the planning and implementation of the Title I Program. The DAC promotes awareness of the program with parents and communities of Title I schools within the District and holds meetings during the school year. Individuals seeking to provide input, comments or suggestions can utilize the PAC as a vehicle. The DAC leadership holds regular meetings with Title I Administration staff to discuss program implementation issues that are brought up by its constituents.

Other Opportunities for Input

The District also facilitates other opportunities for parents to voice concerns through yearly school climate surveys administered by the District and parental involvement surveys conducted by the Office of Program Evaluation, and funded through Title I Administration. Data gathered from these sources assist the District in developing a LEA Plan that addresses the needs and concerns of parents and provides opportunities for parents to formulate suggestions and to participate in the decision-making process relative to the education of their children.

COMPLAINT PROCEDURES

A student, parent or employee, who in good faith, believes that the District has violated federal law and state regulatory guidance pertaining to the delivery of Title I services and programs, and the allegations cannot be resolved with the schoolsite administrators and Region administrators, may file a formal complaint, as follows:



HOW CAN PARENTS AND FAMILIES PROVIDE INPUT?

School-level Parent and Family Engagement Survey

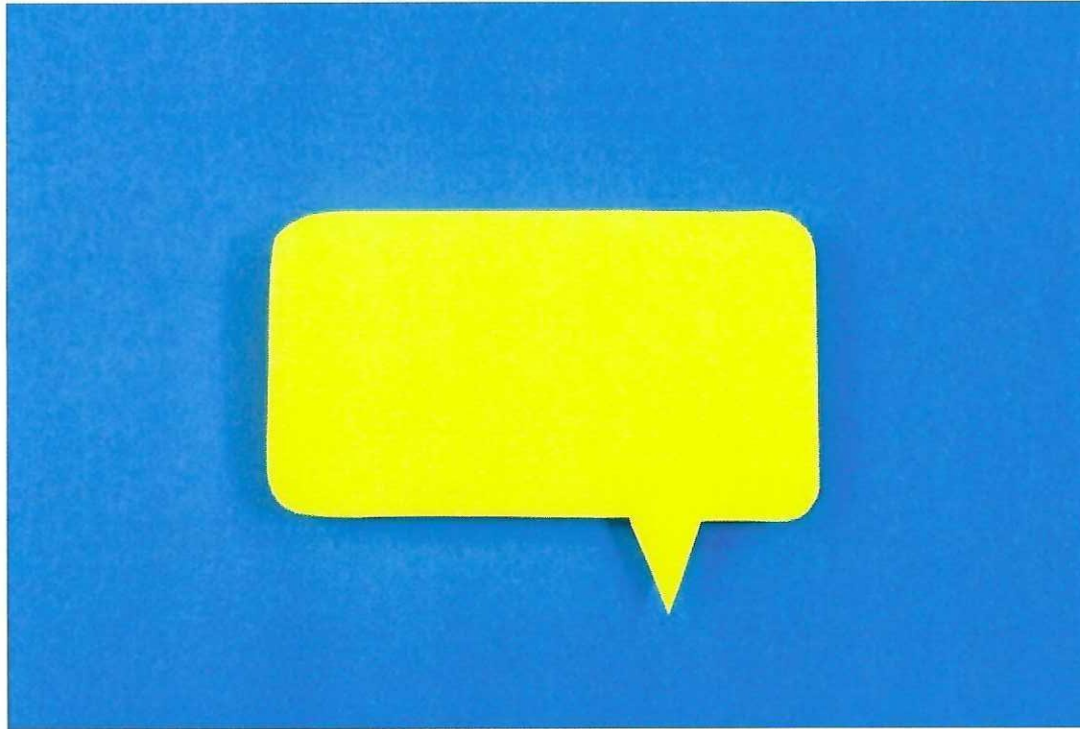
- Please complete the 2023-2024 Title I School-level Parent and Family Engagement Survey located at <https://api.dadeschools.net/wmsfiles/61/pdfs/7246.pdf> in order to assist with the implementation of a Title I Schoolwide Program that meets the needs of your family.
- The results of this survey will be utilized to help in the development of the School-level Title I Parent and Family Engagement Plan (PFEP), and to plan future parent and family engagement activities, events, and workshops at Royal Green Elementary.



WHAT QUESTIONS DO YOU HAVE?



COMMENTS/FEEDBACK



STAY CONNECTED

- Please do not forget to check School Dojo for information regarding Title I.
- Also, visit our Instagram account and Website.

<https://royalgreenelementary.net/>



royalgreenES

THANK YOU FOR BEING A MEMBER OF OUR
TITLE I FAMILY

**THANK
YOU!**

