



**School Name:KIPP Jacksonville School #: 1271**

Principal Name: B. Black,LCoffee, M. Lane

School Website: <https://www.kippjax.org>





OVERVIEW	3	
ASSURANCES	4	
NEEDS ASSESSMENT	5	
Previous Year Financial and Programmatic Outcomes		5
Fiscal Overview from the Previous Fiscal Year		5
Programmatic Overview from the Previous Fiscal Year		5
Barriers		6
COMMUNICATION AND ACCESSIBILITY	8	
FLEXIBLE PARENT AND FAMILY MEETINGS	10	
INVOLVEMENT OF PARENTS and FAMILIES		10
FLEXIBLE FAMILY MEETINGS		11
REQUIRED ANNUAL MEETING		11
Required Developmental Meeting		12
BUILDING CAPACITY	14	
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS		14
PARENT AND FAMILY ENGAGEMENT EVENTS		15
PARENT COMPACT	17	
INSTRUCTIONAL STAFF	18	
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS		19
COLLABORATION OF FUNDS	20	



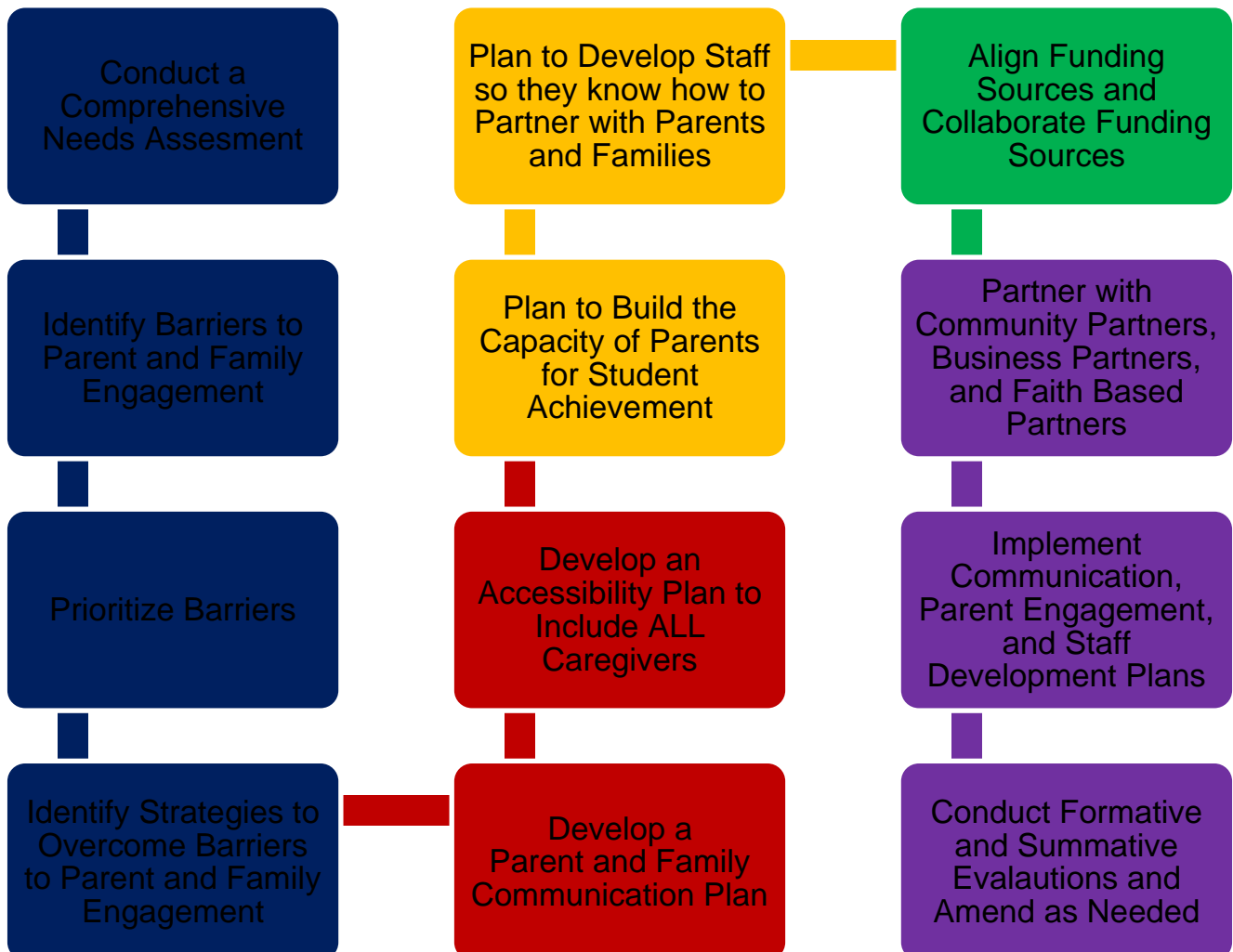


## OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

**Below is an approach that can be used for Parent and Family Engagement.**



*“Treat children like they make a difference and they will.”*





# ASSURANCES

I, [Click or tap here to enter text.](#), do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;   |
| <input checked="" type="checkbox"/> | Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];  |
| <input checked="" type="checkbox"/> | Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];  |
| <input checked="" type="checkbox"/> | Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]; |
| <input checked="" type="checkbox"/> | Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];   |
| <input checked="" type="checkbox"/> | If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];  |
| <input checked="" type="checkbox"/> | Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];   |
| <input checked="" type="checkbox"/> | Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and  |
| <input checked="" type="checkbox"/> | Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].   |

\*click to select each assurance, this page will require an original signature and submission to the District.



\_\_\_\_\_  
Signature of Principal/School Administrator

\_\_\_\_\_  
Date Signed



# NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

### Fiscal Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$	\$	\$
<p><b>If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year</b></p>		
<p>The funds remained at the end of the 19-20 school year due to not physically returning to the school building due to the global pandemic. We had scheduled activities to occur in the spring of 2020 that we were unable to host during pandemic in order to adhere to safety guidelines provided by the state.</p>		

### Programmatic Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
2	0	<p>This is an area of focus for this year. We plan on providing parent information and flyers through monthly newsletters sent home. The parent resource room is located near the main office, unfortunately it has a limited access due to limited parent access in the building.</p>
Summary of Parent Engagement Events from the Previous Year		
Name of Activity (add all activities from the 2018-19 school year)	Number of Participants (this number should equal the number of participants)	Results of Evidence of Effectiveness (how do you know the parents learned what the activity was intended to provide)

	listed on sign in sheets in Digital Compliance)	
Annual Meeting (Beginning of Year)	3	Parent appreciated possip and the ability to give feedback on a weekly bases.
Developmental Meeting (End of Year)	4	Stream line of communication, we moved activities from Wednesday to Tuesday or Thursday
Math and Literacy night	30	Parents feedback from possip was positive- they appreciated the make and take activities
Career Day	7	Parents were able to discuss a variety of career choices with students
FSA night	50	Parents had follow up questions and wanted to submit work to school

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

**Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year (not applicable to new Title I, Part A schools).**

We were able to steam line communication for parents and we moved parent events from Wednesday to a Thursday or Tuesday.

**Barriers**

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Student attrition
2. Teacher attrition
3. Distance/ transportation
4. Families with multiple students at different schools at KIPP

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)  
 (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1 )	Possip	Weekly Wednesday Folders, Weekly feedback from parents
2 )	Office Hours	Set schedule of when teachers are available to parents/ families each quarter
3 )	Enrollment	Kept families together at one school when possible (siblings in same school in multiple grades)

What are the overarching outcomes/goals for the current school year for parent and family engagement?

The goal for parent and family engagement is to ensure that engagement/ involvement within our school and families are happy with their student's educational experience. We want parents to report via possip survey that they are 80-90% satisfied with school experience. We are ensuring to reach out to parents directly about any concerns and providing virtual office hours and progress reports to families using a virtual and/ or hard copy option.



# COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

## Accessibility

**Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?**

Communication both electronically and hard copy, sending presentations on electronically, region wide BBQ, and a one pager of when school is closed for students to encourage parents to make student appointments when students are not in school.

We are providing virtual options for students to attend information sessions as well as newsletters using classdojo, email, and text messages that include information about the resources for their students.

**Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?**

KIPP Jacksonville Schools will create a calendar of monthly parent meetings to get input on how we utilize funds and engage our families.

**What are the different languages spoken by students, parents and families at your school?**

The languages spoken by students, parents and families at our school include English and Spanish.

**COMMUNICATION**

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

- (1) Flyers sent home in student Wednesday folders
- (2) Monthly calendars
- (3) Dojo Messages

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

- (1) Parent nights are held throughout the year where parents engage in curriculum activities that students experience daily.
- (2) Parents are provided with monthly teacher office hour times, where parents can stop in to meet with teachers to discuss and learn more about student assessments and individual assessment progress. We also hold informational sessions about how to help students achieve academically.
- (3) We send home parent handbook that outlines student expected achievement levels that includes promotion criteria.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

- (1) Parent committee
- (2) The school will communicate to parents about opportunities to participate through classdojo, possip, and sending home flyers for meetings.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

**Chief of schools will submit all parent and family comments to the district Title I office if there are parent concerns about implementation of the Title 1 school wide plan that is not satisfactory.**

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families **(technology cannot be the only option).**



Parent rooms  
Front office  
Newsletters and dojo  
Website



# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



## INVOLVEMENT OF PARENTS and FAMILIES

**Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].**

**KIPP Jacksonville Elementary will create a calendar of monthly parent meetings to get input on how we utilize funds and engage our families.**

- Attach to DOJO
- Hispanic week
- Office hours
- Home visits

**How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]**

- Transportation – not providing
- Childcare – All children are welcome to come
- Home Visits -
- Additional Services to remove barriers to encourage event attendance – early communication of dates, snacks or food, carpool list, food pantry

## FLEXIBLE FAMILY MEETINGS

**How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]**

- Developmental meeting- Parents provide input using possip and we had virtual home visits with families at the beginning of the school year.
- 

**What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?**

- Surveys
- 19-20 possip data
- emails sent to parent portal on home website

**How flexible meetings will be offered to accommodate parents? Check all that apply.**

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- AM & PM Sessions (Same content to appeal to more parents)
- Other \_\_\_\_\_

## REQUIRED ANNUAL MEETING

**Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]**

1. Step 1: Invited them
2. Step 2: DOJO
3. Step 3: Flyer and reminder

**Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.**

## Agenda

- Welcome and Introductions
- Every Student Succeeds Act (ESSA) of 2015
  - All About Title I
- Parental & Family Engagement

**Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.**

All areas were included in our annual meeting through power point presentation, handouts, and additional resource websites were provided. School leaders/ principals provided parents with explanation of parent rights, school choice and ESSA of 2015.

**How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?**

Each Wednesday parents are provided paper copies of flyers and newsletters about events at our schools as well as emailing and providing messaging on clasdojo. The front office post school events for parents and information can also be located in our parent rooms.

## Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

**Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.**

Parents will be sent invite notifications through flyers, newsletters, dojo reminders, and re-enrollment notices via phone, email, paper and provided a virtual zoom option.





# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieve the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

**Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?**

When thinking back with what was successful last year in the execution of our family events, we increased families participation when we aligned to student events. We would like it to be due to the timing of the events. This year the school plans to vary the days of the week and times during the day when we have family events.

**How will the school implement activities that will build relationship with the community to improve student achievement?**

Our school counselor has worked to compile a list of community resources and partnerships with the local library and FSCJ to provide information to parents about events sponsored and offered throughout the community. The resources from the community are available in our parent resources room.

**(1)How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.**

- (1) sign in sheet
- (2) Highlighted in newsletter/ used during parent nights/ Computer and printer provide for resources such as registering to vote, completing tax documents, Flyers about the resources located in parent room in front office area
- (3) Teachers are provided with information about what is housed in the parent resource room to encourage parents to borrow materials as they need.



**If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?**

We have included events centered around parents learning from a student perspective. Parents are provided information and resources on how to support students at home during extended breaks. Some of the resources that we will provide are FSA study materials and parent and students sessions that provide parents with information about how best to support students using data.

Parents are invited to attend monthly field based learning events with their students as well as parent nights that include opportunities to provide feedback, collaboration, and support from staff. Monthly newsletters are provided to families that include information about resources provided to improve student learning.

**PARENT AND FAMILY ENGAGEMENT EVENTS**

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness	Itemized Budget (if applicable) <b>EVERY BUDGET LINE MUST BE ON THE BUDGET</b>
<p><i>Example: FASFA and Scholarship Night</i></p>	<p><i>Principal Brad Pitt</i></p>	<p><i>Parents will learn:</i></p> <ol style="list-style-type: none"> <li><i>1. How to complete the FASFA with their child</i></li> <li><i>2. Storytelling techniques so their child will learn how to write a college essay for scholarships</i></li> <li><i>3. How to find scholarships for their child</i></li> </ol>	<p><i>October 2019, February 2020</i></p>	<p><i>Sign-in; Evaluation/ Feedback; Parent involvement increase; Parent screen shot of completed FASFA parent page; Student essay.</i></p>	<p><i>3 hours of childcare (\$9.93), transportation (\$50.00); light refreshments (\$100.00); 10 Scholarship books for parents @ \$50; 10 ACT books for</i></p>

					parent resource room @50; Total: \$1179.79
Title I Annual Meeting (required)	B. Black M. Lane L. Coffee M. Fullmore	Families were provided information and learned more about their rights and purpose of Title I.	Aug. 2020		
Title I Developmental Meeting (required)	B. Black M. Lane L. Coffee M. Fullmore	Families will have the opportunity to provide feedback on how to use Title I funding.	May 2020	Possip	\$100 refreshments
New Parent Welcome Events 2020-21	B. Black M. Lane L. Coffee M. Fullmore	Parents will provide resources and information about how to support students throughout the year. Families will be provided the student and family handbook and commitment to excellence. Parents will receive flashcards for either (reading sight words or math addition/subtraction/multiplication facts) and/ or books.	Sept. 2020	Sign in Sheets, parent survey, completed parent registration paper	\$1,500 (\$300 printing of parent documents of school information, \$260 flash cards, \$200 refreshments, \$300 Date cards, \$500 Books)
Digging into data Night-FSA data	B. Black M. Lane L. Coffee	Parents will learn how to use the parent portal to access their student's information and how to use the information to help their students at home (based on standards).	January, 2021	Sign In sheet, survey	\$900 (\$200 Refreshments, \$700 FSA data books)
Parent Resources Room	J. Brown, C. Langford, J. Harris	Parent Resource Room provides parents information about other district resources. Establish and maintain a Parent Resource Room. Parents will be notified about the center through the automated call	Sept. 2020	Sign In sheet	\$440 Bookshelves, \$200 Books and Parent resources, \$200 Printer

		system and via newsletter. Also, parents will be provided with: take home materials, parent workshops, computer access. Homework assistance.			

*Schools may add or remove rows as needed.*



# PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

**As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?**

We had a meeting with parents to discuss the compact and office hours with parents to review any parent questions and to receive any feedback. We will provide surveys and sign in sheets and the final school -parent compact. Teachers turned in contact logs and provided virtual home visit options to discuss the parent compact.



# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

**As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.**

We provided the right to know letters to all parents and the parents with students effected were notified by receiving the out of field letters.

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

**Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...**

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Items in red are examples

Name of Activity	Person Responsible	<u>Correlation to Student Achievement</u>	Month Activity will take Place	Evidence of Effectiveness
Book Study on Poverty	Ms. Smith	Improved relationships between teachers and students and families	Aug-Dec 2019	Sign-in sheet Completed book review form, teacher discussions, evaluation
Poverty Simulation with the Title I team	Mr. Black	Improved ability for staff to work with parents and families	Dec 2019	Sign-in sheets, evaluation sheets, follow up with teachers
Parent communication 101	Ms. Black	Improved ability for staff to work with families as partners	July 2020	Attendance and survey data from teachers
Building relationships 101 with students, parent, peers	Mrs. Lane	Improved relationships between teachers and students and families	July 2020	Attendance and survey data from teachers







# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	<b>IDEA</b> - The Individuals with Disabilities Education Improvement Act	
<input type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	<b>Title I, Part D</b> – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	<b>Title II, Part A</b> – Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	<b>Title III, Part A</b> – Helping English Language Learners achieve English proficiency	

*Schools may add lines as needed.*