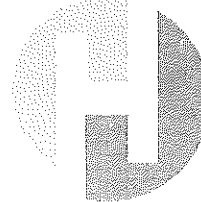
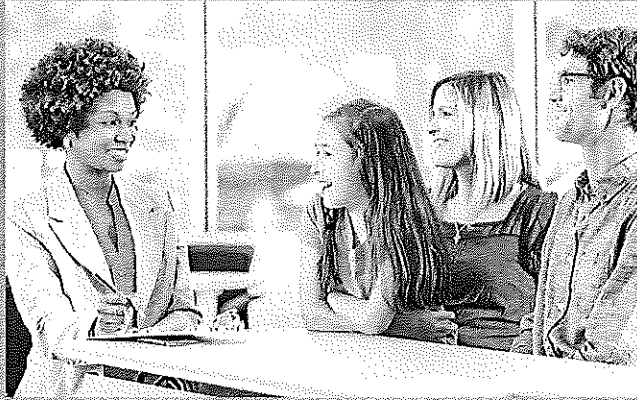


2020-21

Title I, Part A **School**
Parent and Family
Engagement Plan



HERNANDO
SCHOOL DISTRICT

HERNANDO COUNTY, FLORIDA

Learn it. Love it. Live it.

School Name: Spring Hill Elementary School #: 0211

Principal Name: Kristen Tormey

School Website: <https://www.hernandoschools.org/shes>

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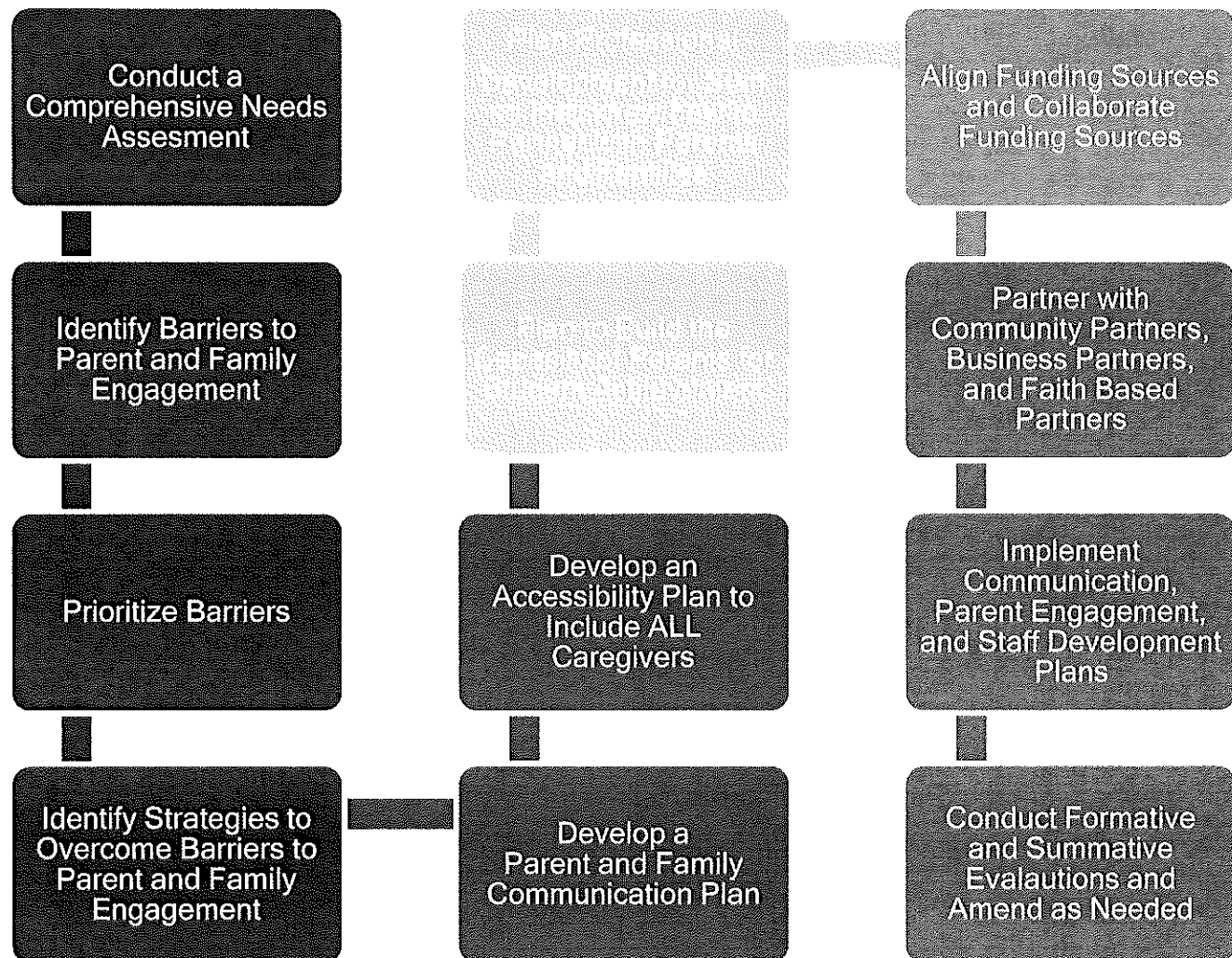
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OVERVIEW

The Hernando County 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.



“Preparation is the key to success.” - Alexander Graham Bell

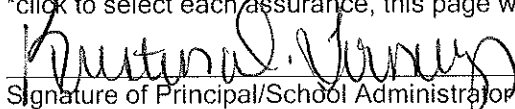


ASSURANCES

I, Kristen Tormey, 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

9/14/2020
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
\$4,587.49	\$2,428.49
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	
Due to Covid 19 we had to cancel some family engagement event for the last quarter of the year and we were not able to use funds allocated for additional duty and outside printing.	

Capacity Build Activities -Programmatic Overview from the Previous Fiscal Year

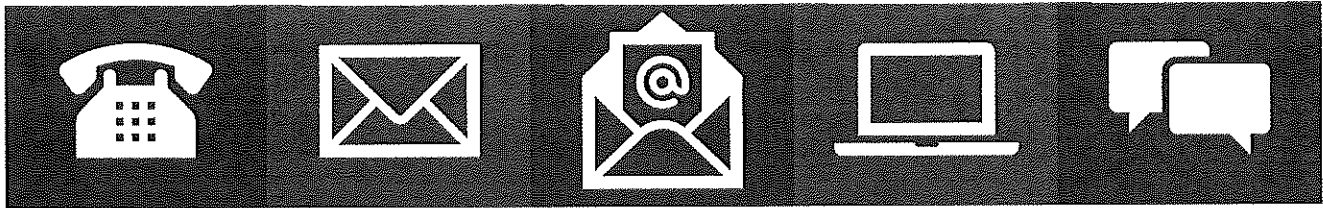
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide?)
Annual Meeting (Beginning of Year)	269	Parents meet with teachers to start the positive communication needed for successful year
Kindergarten/PreK Thanksgiving	25	Sign-in sheets
Dads take your child to work day	452	Sign-in sheets
Polar Express Night	NA no sign in sheet	
1 st math night	7	Sign-in sheets
3 rd FSA night		Sign-in sheets
4 th grade Writing night		Sign-in sheets
Valentine's Event	150	Sign-in sheets
School Advisory Council (SAC) and Title I Committee meetings	Varies by date	Sign-in sheets
2 nd grade Lucky to Have you	NA	Cancelled due to Covid-19
1 st grade performance	NA	Cancelled due to Covid-19
3 rd grade performance	NA	Cancelled due to Covid-19

Barriers

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)	Communication	Relay messages of events more ways (flyer, marquee, social media, teacher Remind/Class DoJo Apps)
2)	Time	Schedule events later in the evening or now use zoom video meeting recorded so families can watch at a more convenient time.

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 our 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. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Spring Hill Elementary surveys the parents as to what day and time is most convenient for events to occur. Parent and Family activities are offered based on these responses. Spring Hill Elementary Staff will provide full opportunities for participation in parental involvement activities using the following methods to communicate with families: notes in communication folder, school website, school marquee, flyers, Spanish translation of some documents, phone calls, ADA accommodations needed for parents attending parental involvement activities.

Parents are able to bring their children to most events and workshops eliminating the need for childcare.

Spring Hill is looking at providing access to workshops using virtual platforms so all parents can participate.

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?

Communication is constant and relevant to each student specifically through daily and weekly communication with parents about their child's progress through the following: daily planners, parent conferences, electronic communication (Class Dojo & Remind Apps), weekly communication folders and electronic grading system.

Title I program information is provided to parents at the Title I Annual Meeting and sent home to parents who were not able to attend.

Spanish translation is provided for the Title I Compact and the Parent and Family Engagement Plan. Translation for other documents is provided upon request.

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

During the 2019-2020 school year, the following languages are spoken by our parents and students at Spring Hill Elementary: Spanish, Chinese, and Vietnamese.

For the 2020-2021 school year, The Title I Facilitator will coordinate with the Title III ESOL Lead Coach to identify other languages of families served at SHES.

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.

The school staff will communicate in a timely manner about the different Title I activities throughout the year in the following ways:

Flyers are sent home two weeks before events occur followed up with reminders (robo phone calls, stickers in the agenda, Class DoJo/Remind App messages, and/or posted on social media). Events are also advertised on the school marquee.

1) Title I program information is provided at the Title I Annual Meeting and an electronic/paper "Sorry We Missed YOU packet" is sent home to families not able to attend.

2) The following are the tools and resources that are used to communicate with parents and guardians:

- Parent conferences and compact meetings
- Class Dojo App
- School wide robo calls
- Title I/ SAC Parent Meetings
- School marquee
- Fliers
- Daily school wide morning and afternoon announcements

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? (4) in all applicable languages?

(1) Curriculum at the school is presented, described and explained in many ways: Title I Annual Meeting core classroom meeting, parent-teacher-conferences, District Parent Academy website, grade level nights and/or pamphlets

(2) The forms of assessment used to measure student progress are: FSA (Florida State Assessment) , FCAT (Science)(Florida Comprehensive Achievement Test), EOC (End Of Course exam), FSAA (Florida State Alternative Assessment), WIDA (World-class Instructional Design & Assessment) assessment (for ESOL ((English for Speakers of Other Languages)) students) standardized tests, i-Ready Diagnostic & standard Mastery Scores for Math & Reading, SAM (Student Assessment Module) test scores for Science in 3-5th grade, FLKRS (Florida Kindergarten Readiness Screener) test for K, district approved test for Pre-K , teacher created formatives based on standards, grade level benchmark tests for core subjects, and student grades

(3) The expected achievement levels for students are presented in various ways: parent-teacher- conferences, District Parent Academy website, grade level nights and printed pamphlets. The explanation of the assessments will include the content, format, and proficiency levels used to evaluate student progress.

(4) Spanish is the only noted home language other than English for SHES students at this time. Translation to Spanish is available for general meetings, if requested, and for standardized documents such as the District Parent Involvement Plan, the School Parent Involvement Plan, and the School - Parent Compact. SHES has multiple bilingual staff and one full-time staff member who receives a stipend to provide translations to parents. Print notification is provided in other languages when requested.

(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) Parents have the opportunity to help make decisions for the writing of the Parent Involvement Plan and School Compact, spending of the Title I budget and parent engagement events for the year by participating in SAC, Title I meetings, and/or the PTO.

(2) Spring Hill Elementary communicates these opportunities through surveys, event response forms, and Title I/SAC Parent Meetings. Fliers, Class Dojo/Remind, class newsletters, planners, and social media advertise upcoming opportunities. All parents are invited to become members of SAC and the Title I committee. Parent membership is recruited at Open House and the Title I Annual Meeting.

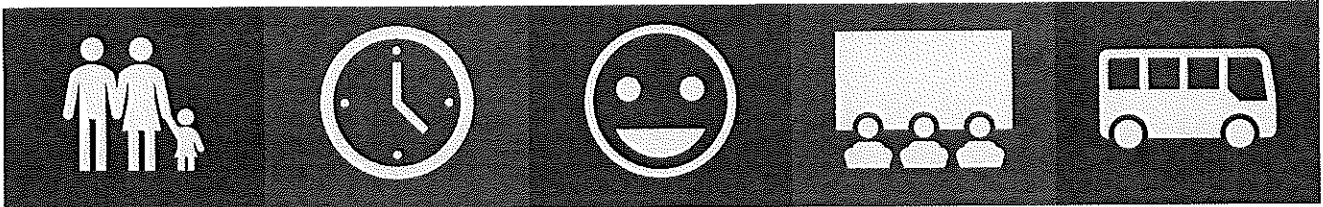
How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

(1) 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)

1) The school publishes and communicates the requirement of Title I, Part A Parent & Family Engagement Plan to parents and families through A printed summary of the plan given out at the Title I Annual Meeting Night & through the Sorry We Missed You Packets. Both the long version and summary of the plan are posted on the school website and is available in print form from the school for anyone who asks.

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)].

Parents are invited to participate in planning, reviewing, and revising the Title I plan through participating in the combined School Advisory Council (SAC) and Title I Committee meetings. SAC meetings meet monthly and the Title I Committee meets quarterly combined with SAC. Parent input is also sought through print surveys that are sent home annually by the district for district-wide Title I program planning and a school-specific survey that is sent home to Spring Hill Elementary parents asking for input regarding the Title I plan.

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)]

1. Transportation - Transportation is not provided. Some Virtual opportunities will be provided for parents who cannot participate in engagement event
2. Childcare - Parents are welcome to bring children to all events and parent conferences. Childcare is available at Title I/SAC meeting if parents notifies school ahead of time.
3. Home Visits - Title I funds are not used for home visits, are provided when needed.
4. Additional Services to remove barriers to encourage event attendance - Translators available at event when requested to help with language barriers.

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)]

Parent input for times for meetings and events was collected through the Title I District Parent Survey and through our school parent survey

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
- ☐ Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- ☐ AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- ☒ Other : Virtual Meetings

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)]

- Step 1: Select a date (October 8) for all teachers to send out PowerPoint link to parents. Link will stay open and sign-in sheet will be open to count for attendance of viewing PowerPoint for two weeks.
- Step 2: Print and assemble Title I Annual Meeting packets for distribution for face-to-face students. Scan the same documents for virtual teachers to post for virtual parents. All students will receive Annual meeting handouts either in person or online.
- Step 3: Have PD for teachers on this year's method of Title I Annual Information procedures
- Step 5: Review compact and conference procedures
- Step 6: Develop PowerPoint
- Step 7: Send out link for teachers to post so parents can view PowerPoint.
- Step 8: A big mouth announcement will go home to all parents on October 8 and will be posted on school marquee
- Step 9: PowerPoint link will also be posted on Facebook and Twitter
- Step 10 : View sign-in sheet and event response form on google docs for review
- Step 11: Fill out Title I Annual Meeting Report and submit.

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.

The Right to Know information sheet will be presented and passed out at the Title I Annual Meeting and is part of the Sorry we Missed You packets. The Right to Know sheet will also be posted on the school website and social media. Documents provided will include:

1. Title I overview and budget
2. ESSA Federal Index Performance data with underperforming subgroup data
3. Parents' Right to Know and Teacher Qualification
4. Current School grade from FLDOE
5. State Assessment overview

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?

Spring Hill Elementary will ensure that parents without technology will receive information through: Fliers, communication folders/Agenda, parent conferences, printed report cards, Remind/Class DoJo Apps messages.

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 achieving 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

How will the school implement activities that will build relationship with the community to improve student achievement?
Spring Hill Elementary will implement activities that will build relationship with the community to improve student achievement by hosting parent engagement events throughout the year (once cleared and allowed from the Covid 19 pandemic) that may include community partners' presence at some of the events. Spring Hill Elementary also collaborates with the community to better the whole child. For example the public library to enforce reading and online resources, Premier Health for student health needs, Lion's club for vision screening, Operation Heartfelt for weekend food program, and many other community partners for financial, academic, and physical well-being of the whole child.
(1) How will the school partner with Parent Academy to support Parent and Family Engagement? (2) Explain how the Parent Academy resources and trainings will be advertised to parents.
SHES will invite the Parent Academy to attend and support parent and family events at Spring Hill Elementary.
SHES will distribute flyers provided by the Parent Academy advertising events not held on Spring Hill Elementary campus.
SHES will provide notification of Parent Academy events through the school website and social media outlets.

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 School wide 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
Title I Annual Meeting (required)	Title I Facilitator	Parents will learn: What is the Title I program, its requirements, and how these funds support student	October 2020	Sign-in, Evaluation/ Feedback, Signed Compact, Sorry

		learning in a supplemental way.		We Missed You receipts
Title I Committee Meetings (required)	Title I Facilitator	Parents meeting(s) will gather input for the Parent Engagement Plan (PEP), PEP Summary, Events, School Needs & Compact.	At least one per quarter	Sign In, Meeting agendas/notes, Google Forms Virtual Parent Input reports, Google Forms Virtual Vote for approval of said items
Grade Level Night	Title I Facilitator and SHES instructional staff	Parents will learn: 1. School Goal and what the grade level is doing to support it 2. Grade level expectations and methods to support their child at home 3. Grade level testing requirements Parent Academy Resources	Throughout the Year. Dates vary by grade level TBD based on Covid restrictions	Sign In, Evaluation/ Feedback, Agenda, Samples of handouts shared with parents, and /or photos
Grade level performances	SHES Instructional staff	Parents will gain an understanding of how the specials at SHES integrates activities to support the academics being taught in the classroom	Throughout the Year. Dates vary by grade level TBD based on Covid restrictions	Sign In, Evaluation/ Feedback, Agenda, Samples of handouts shared with parents, photos

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?

Spring Hill Elementary Title I Parent & Family Engagement Plan (PFEP) is developed jointly with parents through the Title I Committee starting in February and after review by all stakeholders (LEA, SHE Title I Committee and SHE Administration) when completed for approval. The PFEP is sent to the District Title I Coordinator of Family Engagement for review before being printed and posted online. The evidence our school will use to show that we have jointly developed a school-parent compact is: Minutes of the meeting, attendance of participants and agenda as well as online survey results.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

The Title I Facilitator will inform the principal of progress monitoring data indicating the number and percentage of compacts signed for each classroom. Subsequent discussions with individual staff will be at the discretion of the principal. The Principal may use the teacher's percentage as part of the evaluation process under "accurate record keeping".

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 provided (1) notification informing parents that their child was taught for four or more consecutive weeks by a teacher who was not state-certified and (2) provided a list of certified teachers according to the statewide definitions described in Florida's Approved ESSA State Plan.

At the beginning of each school year, a district letter is distributed to each parent at a Title I school informing them of their right to know the qualifications of their child's teacher. Parents are also informed at the Title I Annual Meeting that they will be notified when a class has been taught for four consecutive weeks by anyone other than a teacher certified by the state of Florida. This notification is provided in print and explained by the Title I Facilitator at the Annual Meeting.

When the a class has been taught for four consecutive weeks by someone other than a state-certified teacher, the Title I Facilitator prepares a notice to each parent in the classroom indicating the status of the person teaching the class and what support school and district staff are providing to ensure the students receive high-quality curriculum. These notices are preserved as part of the school's documentation of compliance with this requirement.

SHES maintains a binder of teacher certifications and keeps this posted at the front desk for parent review. Parents are informed of their right to request this information at the Title I Annual Meeting.

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.

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.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Yearly McKinney-Vento Training-Poverty Simulation	Coordinator of Students and Families in Transition	Improved ability for staff to work with parents and families	Will schedule based on Covid 19 restrictions	Sign-in sheets, evaluation sheets, follow up with teachers
Parent Conference Training	District Parent Academy	Improved ability for staff to work with parents and families	Will schedule based on Covid 19 restrictions	Sign-in sheets, evaluation sheets, follow up with teachers
Compact/Title I Annual Meeting Training	Title I Facilitator	Improve teacher-parent communication	August and September 2020	Sign-in sheets, evaluation sheets, follow up with 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"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.