

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



**School Name: Oceanway School**

**School #: 62**

Principal Name: Emily Kristansen

School Website: [www.duvalschools.org/oceanwayschool](http://www.duvalschools.org/oceanwayschool)



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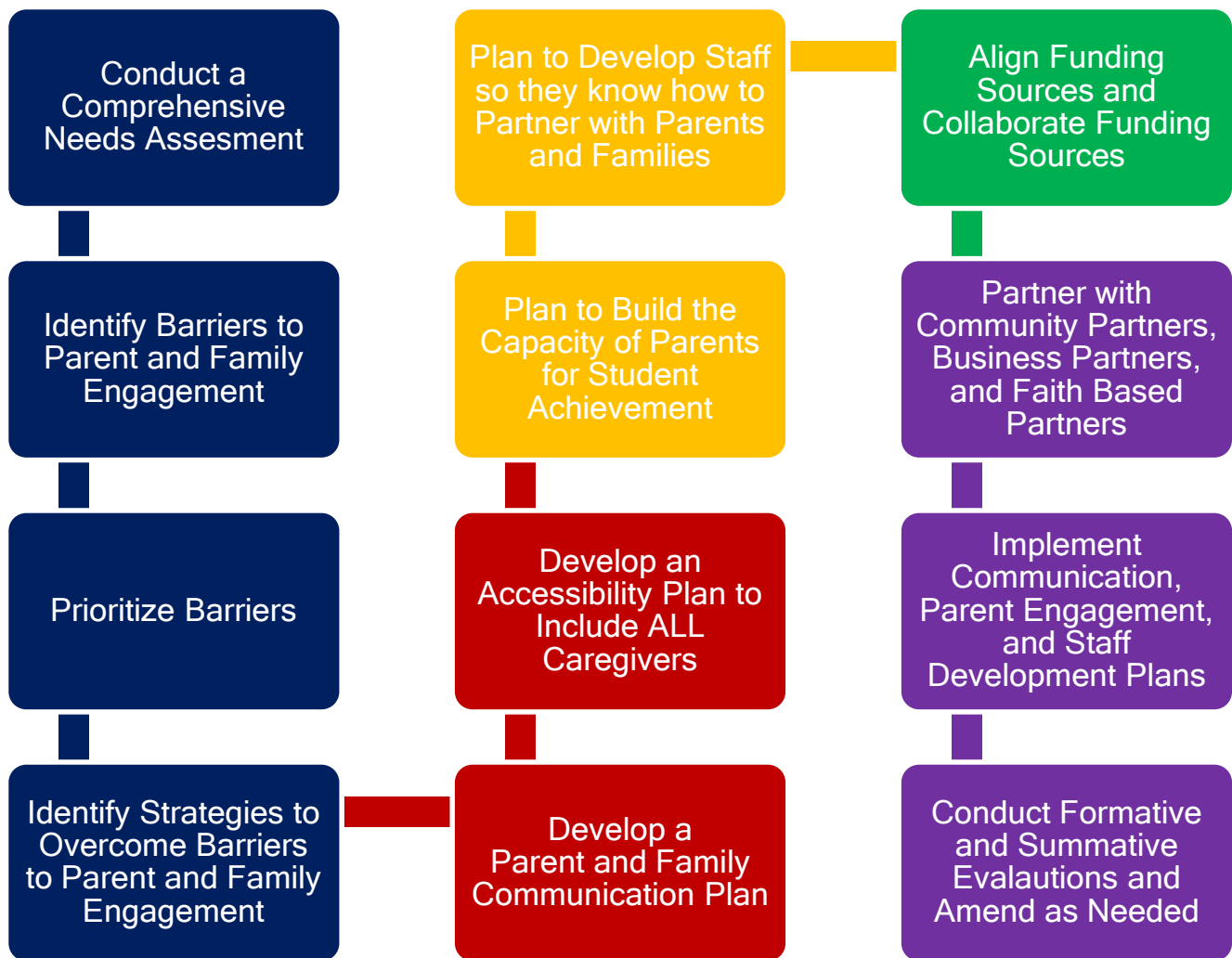
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# OVERVIEW

The Duval County Public School District Local Education 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, Emily Kristansen, 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
\$	\$	\$
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		

### 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	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual		
Developmental Meeting		

*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).

## 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. Barrier 1
2. Barrier 2
3. Barrier 3
4. Barrier 4
5. Barrier 5

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (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)).

1. Barrier 1 - Steps or Strategies that will be implemented to eliminate or reduce the barrier
2. Barrier 2 - Steps or Strategies that will be implemented to eliminate or reduce the barrier
3. Barrier 3 - Steps or Strategies that will be implemented to eliminate or reduce the barrier

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

# 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?**

School will provide flexible meeting times allowing parents who work different hours the ability to attend parent activities. For parents not able to attend meetings we will also post information on our website for parents to view at their convenience. Parents that need translation will be provided documents in their native language and if requested a translator will be provided at events. Oceanway will send phone tree messages, flyers, and post on social media to advertise meetings and times. Teachers will communicate with their parents regularly regarding academics and student progress. Parent/Teacher conferences will be scheduled upon request and during designated early dismissal, afterschool and evening hours.

**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?**

All information such as the Parent Family Engagement Plan, School Continuous Improvement Plan, school grade and demographics information will be available in the Parent Resource Center. Materials will be available in other languages upon request. All meetings and Title I activities be posted on Oceanway's website including links to DCPS resources and Title I websites. Link to FLDOE and SPARs and school grades will be posted on the Oceanway website.

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

English, Spanish, Arabic, Creole, Esperanto, Filipino, French, Hmong, Japanese, Kurdish, Portuguese, Russian, Sipepe, Serbo-Croatian, Spanish, Swahili, Tagalog, Twi, Vietnamese

## 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) Information will be disseminated a minimum of two weeks prior to meetings.
- (2) An Administrator will provide a Title 1 overview meeting at Open House and encourage attending parents to sign Parent-School compacts. Administrator will use a PowerPoint presentation to display information as well as verbally present it to parents.
- (3) We will use robo-calls, email blasts, social media, flyers and the Oceanway website to communicate information regarding Title I activities. Information regarding curriculum and assessments will be mailed to parents.

**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) Curriculum - academic programs are listed and described on the Oceanway website. Site includes points of contact for programs.
- (2) An Administrator will provide a Title 1 overview meeting at Open House and encourage attending parents to sign Parent-School compacts. Administrator will use a PowerPoint presentation to display information as well as verbally present it to parents. Included in this presentation are a description of the courses and curriculum, assessments, and the overall achievement levels the students are expected to obtain.
- (3) PFEP data meeting is scheduled for January 2019 to provide parents with their students FSA levels, scale scores, Lexile, and i-Ready scores along with goals to meet proficient achievement levels. Explanation of i-Ready, Achieve, and other district assessments are located in the Title I binder in the Parent Resource Center.
- (4) Teachers will hold parent data chat nights in January to inform students and parents of expected gains. Light refreshments will be provided to parents on these data chat nights.

**(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 are provided the opportunity to provide input on decision-making during PTA, SAC, SDM, and PFEP meetings.
- (2) Parents are provided with a survey in September to help decide on family engagement events.
- (3) The school will communicate through website, phone calls, flyers, social media, PTA and SAC chair person, and SDM chair.
- (4) The principal initiates sessions for "thought partners" to work together to make decisions for school procedures and initiatives. Invitations to participate will be disseminated on the school's Facebook page and sent in principal's weekly message (which is received via phone and email). These session topics are planned as follows:
  - a. Car rider and walker dismissal safety procedures
  - b. Afterschool programs and clubs
  - c. Positive Behavior incentives

**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]**

Oceanway will forward any comments or concerns via email to our Title I liaison or provide parents with Title I office contact information if requested.



**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).**

The Oceanway PFEP will be located in the PFEP binder located in the Parent Resource Center at Oceanway. It will also be available at all PFEP meetings during the school year. Parents may request a copy through the Main Office.

# 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)].

School and parents will review the PFEP during our first parent meeting and we will revisit PFEP again during our annual meeting. Parents will be encouraged throughout the school year to provide input to improve the PFEP and to meet the needs of our parents. PTA and SAC members are encouraged to provide input monthly for Title I initiatives.

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 -
- Childcare - Childcare will be provided during evening meetings to facilitate parent involvement.
- Home Visits - Will be conducted on an as needed basis by school social worker.
- Additional Services to remove barriers to encourage event attendance - Meetings will be held both in the morning and evening. We will also record meetings and post online for parents to view at their convenience. We will provide a link for parental input from these recording. We will also provide translators as needed during some meetings.

## 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 was gained from parent surveys disseminated in principal's weekly message. The survey is also posted to our Facebook page.

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

Completed surveys.

**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 - Meeting is advertised on the Open House flyer and on Facebook page.
2. Step 2 - Welcome/opening
3. Step 3 - Goals & Purpose of the Meeting explained
4. Step 4 - Review of PFEP/Review School-parents compacts
5. Step 5 - Administration review current data and current goals
6. Step 6 - Closing remarks
7. Step 7 - Collect parent-school compacts, and ensure parents have signed in.
8. Step 8 - Take parent questions throughout the meeting.

**Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.**

1. Welcome/Opening- explain the purpose of the meeting. What is Title I & what does it mean for Landmark. Title I Annual Meeting PowerPoint presentation provided by DCPS. Include data specific to LMS.
2. Goals- Increase academics, instructional support, & professional development

3. Discuss best times for families to participate in PFEP activities and what types of activities parents desire.
4. Review PFEP- provide parents with copy of PFEP
5. Review School-Parent compacts

**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.**

(1) Meeting will cover AYP and data during the annual meeting presentation. Information will be provided covering school choice and opportunity scholarship. Parents right to know, parent engagement, and school-parent partnerships will be discussed.

**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?**

Parents and stakeholders that do not have access to technology will have access to the Parent Resource Center located adjacent to the Main Office. We will also provide information in principal's weekly message, flyers in the main office, OMS Facebook page, and robo-calls.

## 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.**

1. Solicit Parent Feedback regarding programs to support and grow parent involvement
2. Parent perspective on beneficial teacher professional development
3. Family feedback on student programs to increase academic success
4. Best form of communication from school to distribute PFEP info (i.e. school website, email, phone, flyer, summary, social media, newsletter, in Parent Resource Center etc.)
5. How can school make sure all families have opportunity to engage?
6. What are barriers to preventing family engagement? Solutions to overcome those obstacles?

# 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

**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?**

Oceanway will provide resources in the Parent Resource Center for building meaningful parent/family engagement. We will have a minimum of one Title I event per quarter to include, parent academy, financial aid workshop, transition to middle/high school, Literacy and Math, and data chats..

Oceanway is also giving parents "Parent Loyalty Cards." For each event attended, parents earn a stamp for their loyalty card. Once the parent collects five stamps, he/she will be given a special edition Buccaneer t-shirt. The t-shirts will be purchased with PFEP funds.

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

Oceanway will host parent workshops that build rapport between school personnel, families and students to improve student achievement. Oceanway will use allocated funds to provide materials and training to aid with parent/family cohesion. Oceanway will communicate opportunities for parents and families to volunteer with the PTA, during extracurricular events, or during school hours.

**(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) Based on input from teacher's, initial materials were supplied for parents helping students with disabilities. Information to help parents write resumes and conduct job interviews was also provided. General information for Title I was provided in English and Spanish. Signs will be purchased to indicate the location of our Parent Resource Center and are posted for all to see upon entering the building. Guidance personnel also advertise the Parent Resource Center while parents are in guidance.

(2) Teachers will be trained during pre-planning on the location of the Parent Resource Center, what it provides, and how parents can borrow materials.

**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?**

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## 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	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Trenton Harris	Inform families on benefits of Title 1 programs for parents, families, and staff.	September 2018, evening	Completed Parent-School compact forms.	n/a
Title I Developmental Meeting (required)	Trenton Harris	Discuss Title 1 and collaborate with families and staff on beneficial programs for student achievement. Parents and family members will be able to identify at least one technique to help students academically.	March 2019	Exit survey.	150.00
Family Science Night	Trenton Harris	Promote science academic achievement, help parents learn strategies to help students with SSA and science fair projects. Provide families with a hands-on learning experience of actual lab experienced by their children. This course will assist in obtaining knowledge on how past learning can influence present learning. It will help parents become familiar with academic expectations per science standards.	December 2018	An exit survey will assess effectiveness of lab and quality of experience.	100.00

Family Math Night	Trenton Harris	Families engage in Family Math Night activities, student data points, parents receive information on how they can support students at home. Blended learning tools will also be shared with parents. Parents can understand their student's FSA scores and learn what strategies they can use at home to increase their student's achievement in math.	November 2018	An exit survey will assess effectiveness of lab and quality of experience.	200.00
Dads, Data, and Donuts	Trenton Harris	Informing parents on student FSA data and how they can support student achievement at home. Parents can understand their student's FSA scores and learn what strategies they can use at home to increase their student's achievement in math, literacy, and other state assessed accountability areas.	January 2019	Exit survey.	97.12
Family Literacy Night	Trenton Harris	Informing families and engaging them in literacy activities, parents receive information on how they can support students at home. Blended learning tools will also be shared with parents. Parents can understand their student's FSA scores and learn what strategies they can use at home to increase	February, 2019,	An exit survey will assess effectiveness of session and quality of experience.	705.76

		their student's achievement in literacy.			
Family Community Resources	Trenton Harris	Informing families on available mentoring, employment, and community programs available. Providing families with these resources will provide them additional time to spend with their child and focus on academic achievement.	October 2018	Parent surveys	

*Schools may add or remove rows as needed.*



## 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...**

**...the assistance of parents and families and in the value of their contributions.**

First year teachers will also receive training on classroom management and differentiated instruction through the use of CHAMPS training. Early dismissal professional development will be conducted to cover FSA data, data disaggregation, and data-driven instruction and how to write lessons based on data in order to maximize instruction and improve student achievement. Staff will receive instruction on how to conduct data chats with both students and parents.

**...how to reach out to, communicate with, and work with parents and families as equal partners.**

Oceanway will offer both staff and families informational flyers to access resources available to parents and students such as Focus, OneView, Achieve, i-Ready, etc. to streamline processes and use throughout school by both families and teachers. Training is held quarterly to review the use of the school communication log and faculty reaching out to parents. Teachers are provided professional development geared towards speaking with parents concerning the parent compact during Parent/Teacher conferences.

**...implementing and coordinating parent and family programs and building ties between parents and families and the school.**

Faculty will be provided PD on the Parent Resource Center and how parents are able to use it and what resources are available. They will also be trained on best practices for Parent/Teacher conferences and how to engage a greater number of parents in the school. Agendas for upcoming meetings, such as PTA/SAC will be advertised in the Main Office as well.

**(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?**

(1) Staff will receive PD during pre-planning, weekly during PLCs, and during early dismissal PD.  
(2) PD will be placed in ERO admin along with attendance.

# 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 checked="" type="checkbox"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	IDEA Part B - ESE Services ESE services providing Nurse and support personnel
<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 checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	SAI funds are used at Oceanway to supplement the Title 1 goal of improving literacy, science and math achievement. Before and after school tutoring is providing in math, science, and literacy. Oceanway also runs a Civics and Science academy with SAI funds.
<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.*