

2020-21 Title I, Part A **School** Parent and Family Engagement Plan



School Name:

School #: 3087

Principal Name: **Kimberlee Hayward**

School Website: <https://dcps.duvalschools.org/englewood>



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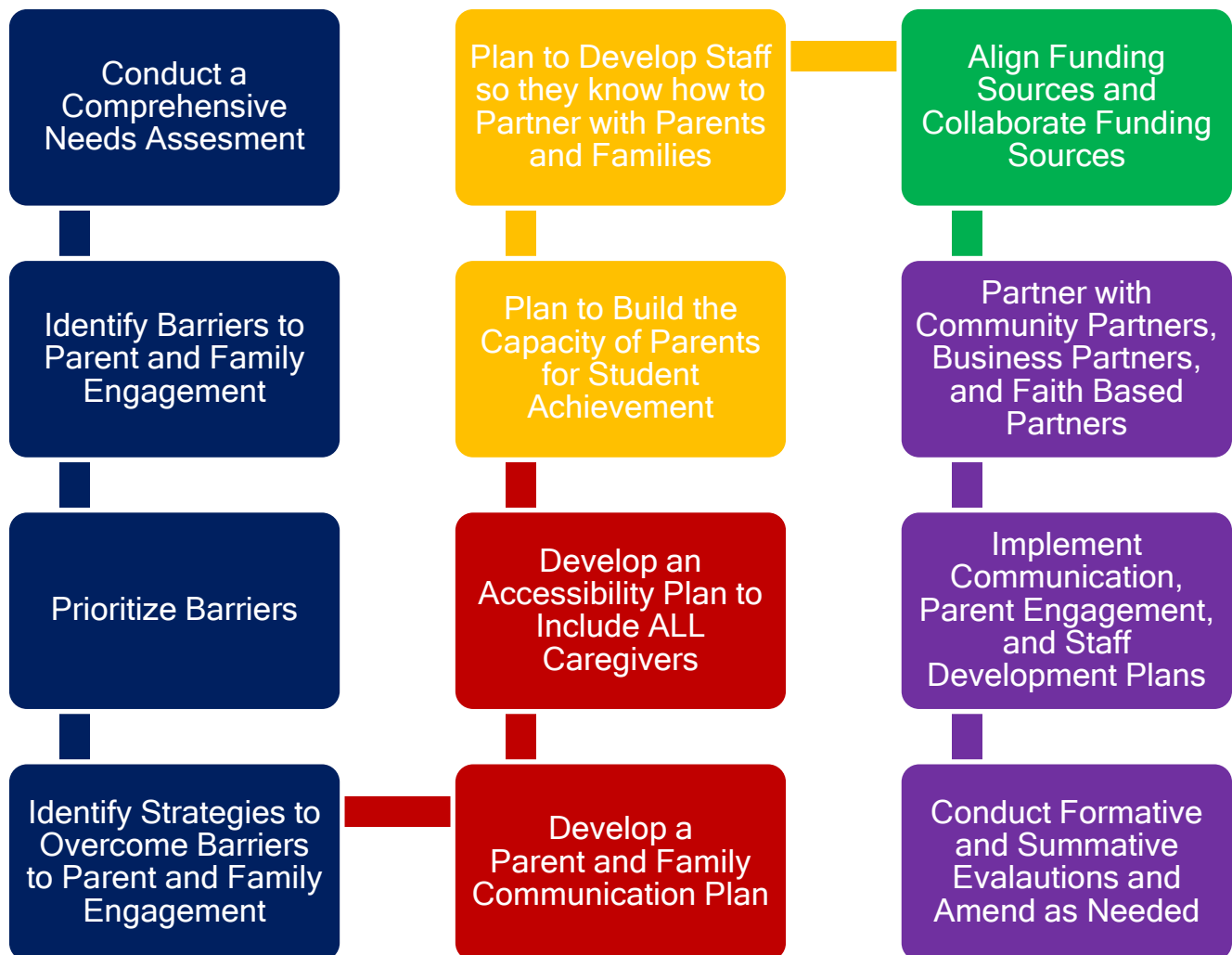
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OVERVIEW

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, Kimberlee Hayward, 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.

Kimberlee Hayward
Signature of Principal/School Administrator

5/19/20
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
\$3,400	\$1,462.03	\$1937.97
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		
<p>Some materials came in under budget due to discounts at the time of purchase. Childcare and translators were included in the budget; however, childcare was not utilized at any events. We offered translation jobs to our ESOL paras at every event, but we had difficulty securing translators. We will investigate securing translators through other means next year. We had also planned to amend and utilize these funds and utilize to money to purchase bilingual home support materials for our parent resource center, but our bookkeeper position was vacant. Therefore, we missed the deadline to amend our plan and were unable to use the funds.</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)
19	10	Have a title 1 committee member at every event to facilitate additional use of the Parent Resource Center. Train ESOL paras in how to help parents check out materials. Make the check out forms bilingual.
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? Responses such as sign-in sheets or survey results are not sufficient.)

Annual Meeting (Beginning of Year)	12	Final draft of School Parent Compact was created. Parents checked out materials in the Parent Resource Center. Parents were able to give feedback about future Title 1 events.
Developmental Meeting (End of Year)	17	Parent feedback through survey. We had 12/17 participate and give specific feedback to help us prepare for next year.
Breakfast with Principal	11	We had 3 parents gain access to Focus who attended the meeting.
ESOL Parent Event	26	Families received support from Kim's Open Door. ESOL Paras and Families connected and built rapport. Often these families would reach out to the ESOL paras for support.
Literacy Nights (Open Mic)	56	Parent comments of how much they learned from the event. Parents took home additional books and parent resources (comprehension questions) to assist with their children at home.
Science Night	38	Parents gained ideas for future Science Projects. Students took Science readers home and parents were excited to read with their children based on their feedback.
FSA Night	10	Parents were more informed on FSA style questions and received strategies to use at home. Parents were able to participate and team up with their child to solve FSA style questions in an engaging format.

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 to support the development of this Parent and Family Engagement Plan.	
<p>Parent feedback indicated the following:</p> <ul style="list-style-type: none"> - Title 1 Events Top 2 Choices: <ul style="list-style-type: none"> *DAY: Thursday (35%) and Tuesday (27%) *TIME: Evenings (45%) and Directly After School (35%) *CONTENT: Reading (35%), Math (25%), Writing (25%) *Over 50% would like to include events dealing with Positive Behavior Solutions and 35% would like internet safety and family game night. - Parents would also like to include virtual options for parent participation when they cannot attend in person. In addition, parents found providing feedback through surveys to be an easy way to parents to be involved on a consistent basis. 	

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. **Language Barrier** (47% ESOL) - Large population of parents who do not speak English.
2. **Communication Barrier** - Parents are unaware of events at school and have difficulty communicating with the school.
3. **Scheduling Barrier** - Parents don't have time to attend and/or have scheduling conflicts.
4. **Transportation Barrier** - Many parents have stated they do not have transportation to attend.
5. **Current Contact Information** - Parent phone numbers are often not valid. We have very few who share email addresses. ESOL population is transient and information is not updated at the school.

(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)	Language	If ESOL paras are not available, reach out to the Center for Language and Culture (CLC) to get information out to parents in their languages. If ESOL paras are not available as translators to events, we will offer this opportunity to teachers who speak Spanish as well as reaching out to ESOL department and/or CLC if needed.
2)	Communication & Current Contact Information	When students are enrolling, the office staff will work on getting complete contact information which includes home phone, cell phone and email. Smore will be used to pull this information from Focus and send to parents. With this tool, Google Translate is available to assist with language needs. Information cards will be sent at the beginning of the year and students will receive an incentive when they return it. Updated contact cards will be sent after Christmas to keep information updated.
3)	Scheduling & Transportation	Virtual opportunities will be provided when possible for Title 1 meetings and events. Surveys and parent input forms that are presented during these events will be open for 24 hours to allow flexibility.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

Our goal is to increase parent involvement through meaningful and engaging Title 1 monthly events. In addition, we would like to increase use of home-school resources found in our parent engagement resource area.

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 21st 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. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Englewood Elementary will hold meaningful and engaging monthly events on topics such as Reading, Math, Learning Around the World, Positive Behavior Supports, Internet Safety, and FSA. These topics were chosen based on student data and input from various stakeholders. Considering our large ESOL population, we will have 2 interpreters at each event. 1 interpreter will be Spanish speaking since 35% of our families speak Spanish. We will incorporate virtual learning/communication into as many events as possible to assist with transportation and scheduling barriers. Furthermore, refreshments and/or free books will be provided to participating families to encourage attendance.

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?

We will have all Title 1 letters and event invitations translated into as many languages as possible. As of right now, we can translate documents into Spanish, Burmese, Arabic and Albanian. We are looking into tools which can translate documents into additional languages. Based on parent feedback, we will increase communication through email and text in addition to traditional flyers and phone calls. Parents will receive a monthly calendar of events as well as at least 2 weeks' notice of Title 1 events through social media, parent Title 1 bulletin board, school marque, newsletters, and special invites/flyers.

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

English, Spanish, Burmese, Arabic, French, Korean, Serbian, Albanian, Croatian, Khmer, Malay, Nepali, Persian, Swahili, Chinese, Tagalog, and Other.

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

(1) A Monthly Calendar of Events as well as a 2-week reminder/invite for all events.
 (2) Communication through emails/texts and flyers will be translated by our ESOL paras and/or bilingual resources.
 (3) Smore (emails and digital flyers), Microsoft Forms (parent surveys and event evaluations), Community Partners (Kim's Open Door), and Social Media platforms.

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) At Open House, PTA meetings, and SAC meetings the curriculum at the school is reviewed. In addition, teachers review curriculum questions during parent teacher conferences and information is shared on our website and in our newsletters.
 (2) At Open House, PTA meetings, and SAC meetings the assessment measures are reviewed. In addition, teachers review curriculum questions during parent teacher conferences and information is shared on our website. This is also incorporated into our Title 1 monthly events.
 (3) At Open House and teacher parent data chats/conferences expectations and achievement levels are explained to parents. This information is also shared school newsletter and the website.
 (4) We utilize our ESOL paras who can translate written correspondence. Information shared digitally can utilize tools such as Google Translate and Smore to make accessible for all families.

(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) As valuable stakeholders, parents can participate School Advisory Committees (SAC), Parent Teacher Association (PTA), Title 1 Monthly Event Evaluations, Developmental Title 1 meeting and Stakeholder Surveys.
 (2) Emails, Texts, Newsletters, Social Media, Marque, Title 1 Parent Bulletin Board, and Special Invites in various languages.

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]

The school will provide parents with the opportunity for continuous input on the school improvement plan during SAC, PTA, and Title 1 parent involvement meetings. In addition, a parent survey will be sent home after the 1st semester and reviewed by the Leadership team.

(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**). (2) How will this plan be communicated in all the languages that apply to your school?

(1) A digital copy will be saved on our school website. Hard copies will be placed in the office under our Title 1 parent bulletin board, as well as in the Parent Resource Center.
 (2) The digital copy can be viewed in all languages through Google Translate. A hard copy will be translated by our ESOL para and available in Spanish.

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)].

We provide parents with information through various opportunities that include, but are not limited to the following: Open House, Annual Title 1 Meeting, SAC Monthly Meetings, Breakfast with the Principal, PTA Meetings, Monthly Title 1 Event Evaluation/Feedback Forms, Title 1 Developmental Meeting and Surveys. In addition, we utilize social media and monthly newsletters to keep families informed. Furthermore, we have designated a bulletin board in the front office which contains information regarding Title 1 events, available programs, resources, community partners, etc.

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 - We will investigate partnering with community stakeholders to see if we can arrange transportation; however virtual options will be available when possible.
- Childcare - Childcare was offered this past year and not utilized. We will revisit childcare, if needed.
- Home Visits - Faculty and staff will collaborate with Guidance, Administration and District Support Staff to complete home visits as needed. Virtual check-ins will also be utilized when home visits are not feasible.
- Additional Services to remove barriers to encourage event attendance - 2 translators will be hired for parent meetings/events with at least one who is Spanish speaking.

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 continuously obtained through Title 1 evaluation/feedback forms which were given to parents at the end of each monthly event. In addition, we received parental feedback in our Annual meeting, Developmental meeting, and end of the year survey. Parents were also encouraged to participate in SAC and PTA where input on Title 1 is discussed frequently.

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

Parents were asked to complete a survey which addressed these specific needs/requests after the Developmental meeting in the form of a survey. These results were compiled and presented to the leadership team in May.

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 Include virtual meetings per parent feedback

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: Title 1 Annual Meeting invite will be created at least 3 weeks before the event.
2. Step 2: Title 1 Annual Meeting invite will be sent home at least 2 weeks before the event.
3. Step 3: Meeting details will be displayed on the school marque and the invite will be placed on the Title 1 Parent Bulletin Board.
4. Step 4: Title 1 Annual Meeting details will be shared through email, text, social media accounts, class communication tools, as well as in the monthly newsletter at least 2 weeks before the event.
5. Step 5: A reminder sticker will be place in the child's planner the day before the event.
6. Step 6: A large reminder poster will be displayed in the car line the day of the event.

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.

The PowerPoint presentation on the Federal Programs site will be adapted to match the unique needs of our students. At the end of the meeting, a parent survey will be provided asking further input to continue to build capacity and increase involvement with families. At the end of the meeting, parents will be directed to take a tour of our Parent Engagement Center and directed to the Parent Title 1 bulletin board.

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.

- 1) The DCPS adapted PowerPoint will be adapted to include Englewood's data by subgroups.
 - 2) The PowerPoint will include school choice information.
 - 3) The PowerPoint will include the rights of parents in a Title 1 school.
- In addition, parents will be asked to review and provide input on our Parent-School compact.

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?

Information will be shared through special invitations sent home with the students translated into various languages, monthly school newsletters, data chats, Title 1 Parent bulletin board and the school marque.

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 steps and 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.

Step 1: In March, the Title 1 committee will review data collected through evaluation/feedback forms collected after monthly events to help prepare for the Developmental Meeting.

Step 2: Title 1 Developmental Meeting invite will be created at least 3 weeks before the event.

Step 2: Title 1 Developmental Meeting invite will be sent home at least 2 weeks before the event.

Step 3: Meeting details will be displayed on the school marque and the invite will be placed on the Title 1 Parent Bulletin Board.

Step 4: Title 1 Developmental Meeting details will be shared through email, text, social media accounts, class communication tools, as well as in the monthly newsletter at least 2 weeks before the event.

Step 5: The Title 1 committee will prepare a PowerPoint presentation to presented live and virtually to increase parent participation. This PowerPoint will review the data for the current year. In addition, a survey will be created to gain parent input to be utilized in preparation for the following year.

Step 6: A reminder sticker will be place in the child's planner the day before the event.

Step 7: A large reminder poster will be displayed in the car line the day of the event.

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?

Based on our current data and parent input, we will continue to target Reading and Math when developing our monthly Title 1 event schedule. As of now, we have planned 3 nights that involve Reading and 2 nights that involve Math. In addition, we plan to give away free books at each big event to support Reading at home. Furthermore, we will continue to have a Title 1 committee member available at each event to check out and model resources from our Family Resource Center.

Our student population has grown substantially in our ESOL subgroup, specifically Spanish speaking families. During the events, we will hire 2 interpreters and try to ensure at least 1 is Spanish Speaking. Additionally, we plan to purchase bilingual learning resources (English/Spanish), Bilingual (English/Spanish) parenting books/pamphlets to place in our Parent Engagement Center.

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

In the past, Junior Achievement would provide learning activities to increase student awareness of financial understanding which supports Math; however, this past year they were not able to come out. We will reach out to see if that is an option next year. We will continue to partner with community resources such as Kim's Open Door and Englewood Full Service as well as our faith-based partners to ensure students are successful in school. We will continue to partner with Englewood High School students who need volunteer hours and local colleges/universities which lead to a greater achievement for our students.

(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) High interest and engaging materials are available to families to check out to strengthen the home-school learning connection. Staff is always available to model materials at parent events/meetings and after school when requested. We plan to purchase bilingual resources (English and Spanish) to help our ESOL population since we have a large Spanish speaking population who speak little to no English in the home.

(2) The parent resource center is in our Library which is easily accessible. In addition, it is advertised in the Front office on the Title 1 bulletin board. Parents are informed of this resource during Open House and reminded at each event.

(3) Englewood Elementary has a Title 1 committee who work with teachers, ESOL paras and staff regarding what is available in the Parent Resource Center as well as how to help parents utilize this resource.

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?

Englewood Elementary utilizes monthly newsletters, Parent bulletin board and monthly newsletters to highlight resources as well as special invites of Title 1 events in the school and DCPS community.

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
Title I Annual Meeting (required)	Assistant Principal A. Domingo	Parents will be informed and provide feedback about: <ul style="list-style-type: none"> ✓ Title 1 Program & Requirements ✓ PFEP components ✓ Parent-School Compact ✓ Parent Resource Center ✓ How to check out materials in the Parent Resource Center 	Sept. 2020	*Sign In Sheet *Eval./Feedback *Survey Results * Final Parent-School Compact
Title I Developmental Meeting (required)	Assistant Principal A. Domingo	Parents will participate in: <ul style="list-style-type: none"> ✓ 20-21 Review -Data -PFEP Budget -SIP Parents will provide input to plan for 21-22 school year: <ul style="list-style-type: none"> ✓ PFEP components ✓ Parent-School Compact ✓ Parent Resource Center 	April 2021	*Sign In Sheet *Eval./Feedback *Survey Results *Meeting Minutes
Donuts w/ Principal	Principal - K. Hayward	Parents will be informed about: <ul style="list-style-type: none"> ✓ How to access and navigate Focus ✓ How to monitor student's work on Blended Learning ✓ Discuss and provide input on yearly goals as well as SIP ✓ How to check out materials in the Parent Resource Center 	Sept. 2020	*Sign In * Meeting Minutes * Survey
Bingo for Books	Assistant Principal A. Domingo Reading Coach M. Manuel Interventionist K. Richardson Title 1 Committee	Parents will be informed about: <ul style="list-style-type: none"> ✓ Home learning resources in the Parent Resource Center ✓ Reading strategies for struggling readers ✓ Comprehension questions parents can ask while reading with their children 	October 2020	*Sign In Sheet *Eval./Feedback

Literacy Night (Open Mic Poetry)	Reading Coach M. Manuel Assistant Principal A. Domingo Interventionist K. Richardson Title 1 Committee	Parents will be informed about: ✓ Benefits of Poetry ✓ Reading/Writing Connection ✓ Student Presentations ✓ Parent resources available in the Parent Resource Center	November 2020	*Sign In Sheet *Eval./Feedback
Science Fair Expo. & Learning Around the World	Principal - K. Hayward Music Teacher B. Ricks Title 1 Committee	Parents will be informed about: ✓ Student Sci. Projects ✓ Learn new information about different cultures ✓ ESOL strategies ✓ ESOL community partners and resources ✓ Parent resources (including bilingual) available for check out	December 2020	*Sign In Sheet *Eval./Feedback
Safety & Wellness Night	Guidance - C. Reshard Teacher C. Moore Title 1 Committee	Parents will be informed about: ✓ Positive Behavior Strategies ✓ Internet Safety ✓ Parent Resources ✓ Wellness Wednesday that students participate in	January 2021	*Sign In Sheet *Eval./Feedback *Survey
Math Night	Principal - K. Hayward Title 1 Committee	Parents will be informed about: ✓ Acaletics ✓ Math Strategies ✓ Parent Resources available to check out and utilize in the home	February 2021	*Sign In Sheet *Eval./Feedback
FSA Night & Art Show	Reading Coach M. Manuel Art Teacher S. McEntire Title 1 Committee	Parents will be informed about: ✓ Student Artwork ✓ FSA Testing Procedures and Question Types ✓ Strategies to Reduce Testing Anxiety	March 2021	*Sign In Sheet *Eval./Feedback

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?

The School-Parent compact will be reviewed at that Annual Title 1 meeting with all stakeholders and changes will be made if necessary. Once a final draft is approved, teachers will be given a Title 1 folder with the compact as well as necessary sign in sheets. Teachers will review this compact during data chats/conferences.

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

The Principal will go over expectations at the beginning of the year when Title 1 folders are given to the teachers. In addition, she will ask teachers to bring their Title 1 folders to common planning before Winter break to monitor progress. If needed an additional progress monitoring check will happen before Spring Break. Title 1 folders will also be reviewed during the evaluation process.

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.

At the beginning of the school year, the ineffective or out of field (OOF) report is pulled. The 4-week notice is created and sent home with students who have teachers who are not properly licensed or endorsed. If we have a teacher out of field or ineffective, a letter is sent home with students who meet the criteria based on the approved state plan.

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.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>DI Training</i>	<i>A. Domingo (AP) M. Manuel (Rdg. Coach)</i>	<i>Improve ability of staff to implement DI programs with fidelity and monitor student data.</i>	<i>Sept. 2020 - May 2021</i>	<i>DI Walkthrough Forms DI Folders (documentation) Follow up during ELA common planning</i>
<i>Acaletics Training</i>	<i>K. Hayward (Principal)</i>	<i>Improve ability of staff to implement Acaletics with appropriate pacing.</i>	<i>Sept. 2020 - May 2021</i>	<i>Acaletics Walkthrough Forms Acaletics Monthly Reports Follow up during Math common planning</i>
<i>MTSS Training</i>	<i>C. Reshard (Counselor) K. Richardson (Interventionist)</i>	<i>Improve ability for staff to provide appropriate interventions and keep data with fidelity.</i>	<i>Oct. 2020 Jan. 2020</i>	<i>MTSS Sign in sheet and minutes MTSS Documentation</i>
<i>SAC Meeting</i>	<i>K. Hayward (Principal) A. Domingo (AP)</i>	<i>Increase communication with stakeholders and receive feedback to make data driven decisions.</i>	<i>Sept. 2020 - May 2021</i>	<i>Sign in Sheets Meeting Minutes Stakeholder Surveys</i>
<i>PTA</i>	<i>K. Hayward (Principal)</i>	<i>Increase collaboration of parents and teachers to increase student success.</i>	<i>Sept. 2020 - May 2021</i>	<i>Sign in Sheets Meeting Minutes</i>

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"/>	IDEA - The Individuals with Disabilities Education Improvement Act	Title 1 events, programs and resources help educate families on how to work with students with disabilities at home so students can be more successful in the classroom and community. In addition, Title 1 partners with these families to stay up to date on resources within the school and community.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Title 1 seeks to provide training and resources to families so they can help their children become more successful in school, graduate on time, and become college and/or career ready.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Title 1 seeks to provide families with resources and training on how to successfully help their children become more successful (academically and socially) in school. In collaboration with Guidance, district personnel and teachers, our school can provide resources for students who qualify for McKinney-Vento Homeless Assistance Act.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Supplemental Academic Instruction (SAI) funds are utilized to provide targeting supplemental instruction for students who are not meeting expectations in Reading and/or Math.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Title 1 seeks to provide ESOL families with resources and training to help families support their child to be successful. In addition, title 1 provides bilingual materials available for check out to be utilized in the home.

Schools may add lines as needed.