

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



School Name:Englewood High

School #: 3090

Principal Name: Sara Bravo

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



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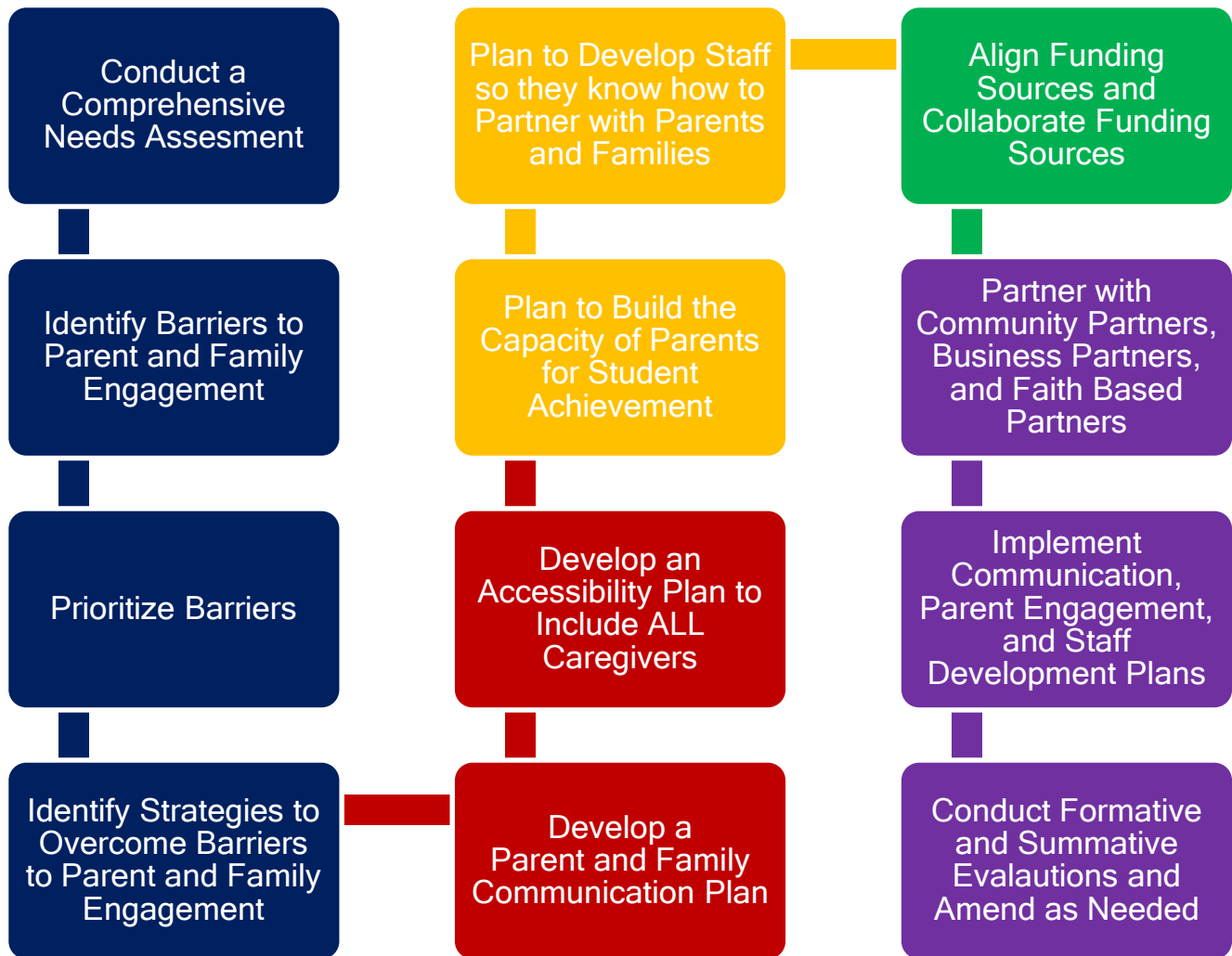
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OVERVIEW

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

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| <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.

Sara Bravo
Signature of Principal/School Administrator

4/20/2020
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 | Total Funds Remaining |
|--|----------------------|-----------------------|
| \$3000 | \$2,494.32 | \$505.68 |
| 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 | | |
| COVID-19 Pandemic; school districts went fully virtual due to social distancing mandates; unable to host remaining events of the school year past March. | | |

Programmatic Overview from the Previous Fiscal Year

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

| Summative Overview of the Parent Resource Room | | |
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| 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) |
| 0 | 0 | This resource has to be advertised in a stronger manner. Principal plans to discuss ideas with SAC to improve use of this resource. |
| Summary of Parent Engagement Events from the Previous Year | | |
| Name of Activity | Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance) | 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) | 50 | Parents were provided a Q&A at the end of the meeting; parents were given the opportunity to ask questions to clarify their understanding about school procedures/ processes, Title 1, and funding. |

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| Developmental Meeting (End of Year) | 0 | Unable to host due to COVID-19 Pandemic |
| Attend and Achieve; December | 70 | Parents were provided a Q&A at the end of the meeting; parents were given the opportunity to ask questions to clarify their understanding about school procedures/ processes in regards to attendance and tardiness. |
| Attend and Achieve; January | 70 | Parents were provided a Q&A at the end of the meeting; parents were given the opportunity to ask questions to clarify their understanding about school procedures/ processes in regards to attendance and tardiness. |
| Post-Secondary Transition Night; January | 60 | Parents were provided a Q&A at the end of the meeting; parents were given the opportunity to ask questions to clarify their understanding about post-secondary transition options. They were also given the opportunity to chat and clarify their understanding with representatives from those agencies. |
| Family Literacy & Counselor Night; February | 55 | Parents were provided a Q&A at the end of the meeting; parents were given the opportunity to ask questions to the Parent Academy guest speaker and school counselors to clarify their understanding about ACT/SAT requirements, upcoming dates, and check out study materials. |
| Attend and Achieve; March | 0 | Unable to host due to COVID-19 Pandemic |
| Family Literacy & Counselor Night; March | 0 | Unable to host due to COVID-10 Pandemic |
| | | |

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>All sign-in sheets were collected, parents were followed up with during Q&A opportunities at the events prior to the closing, follow ups with hosts from meetings to parents via phone to check in and inquire if further support or questions were needed. Collected data on parent turn out to events and resources being checked out by parents; this data was used to mold future PFEP for 2020-2021 to best meet needs of families and increase future results.</p> |

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 Working Families
2. Barrier 2 Language Barriers
3. Barrier 3 Lack of Parent Knowledge of Post-Secondary Transition Opportunities

(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) | Working Families | In order to best support our working families, EHS will offer events in the mornings, lunch times, AND evenings in order to reach more families. Topics and strategies that will assist parents in assisting their students with being successful in their academics such as steady attendance, strategies for testing, and grade level progression requirements. Events that combat truancy (such as Attend and Achieve), that encourage strong school culture (such as Remarkable Rams), and that equip parents the knowledge to best support their students with progression and post-secondary options (such as Family Literacy Counselor Nights and Post-Secondary Transition Night). This information will also be sent through flyers to families' homes, through weekly auto-calls, and school website links. |
| 2) | Language Barrier | All communications sent out will be provided in a minimum of four languages (English, Spanish, Arabic, and Burmese) to reach families of multiple languages. In our Parent Resource Room, the use of our hand held voice translator will be used in parent conferences. Through sheltered ESOL classes, our teachers will send out correspondence to families of the importance of parent involvement. Through the use of our |

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| | | Sheltered ELL teachers and Para-Professionals, we will explain school events/functions to our students from various countries and regions. ESOL district support will continue to be utilized to prepare students in high accountability courses for their state testing requirements. The use of our translating document camera in our Parent Resource Room will allow us to translate documents in multiple languages. Through events such as our Welcome Back to School ESOL event at the beginning of the school year will allow us to reach families of our ESOL population. |
| 3) | Lack of Parent Knowledge of Post-Secondary Transition Opportunities | Based on our federal index data from the State of Florida, two of our growing populations, Students with Disabilities and English Language Learners, are continuing to not meet the state requirements for both growth and proficiency on State assessments. Although due to COVID-19 we do not have State data from this 19-20 school year, we want to continue to focus in on these two populations as they are delicate populations within our school. Through events such as Post-Secondary Transition Night, where parents and families find post-secondary education and occupation tracks for students with disabilities, we will be able to better support our ESE population. For our ELL population, we will continue to buy strong educational resources to best support this population and provide these in our Parent Resource Room. |

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?

1. Through communication in multiple languages and the use of an automated message system that allows you to translate messages in multiple forms (phone call, text message, and email), we will be able to reach a higher number of participants for our parent involvement events. We will continue to utilize our bilingual staff members to support us at our parent events, provide flyers in multiple languages, utilize paraprofessionals to make phone calls home about upcoming events for specific target students, and provide translation at parent conferences.
2. We will continue to offer events at multiple times during the school year and at multiple times of the day to cater to our various family lifestyles and schedules.
3. In our Parent Resource Room, we will continue to provide parents the access to effective resources (flash cards on math fluency, flashcards on vocabulary, test prep books, Rosetta Stone resources, etc.) with the support of effective workshops/events that assist them in supporting their students at home and promote strong, regular attendance at school.

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?

1. Providing workshops for our parents, at multiple times during the day, tailored around specific strategies that can be completed at home to support literacy in multiple aspects as well as emphasize the importance of attendance and its effect on success. When the strategies allow parents to connect with the children and their education, all will benefit from it. For example, ACT/SAT strategies, post graduate opportunities through parent nights with local companies and agencies, and attendance focused events.
2. We will continue to conduct neighborhood visits through our social worker and truancy officer, focusing on 5 specific apartment complexes in the school zone to encourage a bridge between community and school. Working with apartment managers, different family support agencies, Full Service Schools in order to best support the whole child and family.
3. In order to reach our ESOL population that can easily be truant or struggle with absenteeism, we will focus reaching this population through events in the early part of the school year, when parent involvement is at the highest level. And again during the beginning of the third quarter to ensure student success for the closing of the school year. These events will focus on the barriers listed previously. We will continue to offer ELL parents opportunities to learn the basics of their students' schedule, expectations and goals to graduate with our ESOL designated counselor and paraprofessional support.
4. To bridge the educational gap for our ESOL population as well as provide pre-requisite support for our non-proficient population, we will provide parents with resources such as phonetic flash cards, SAT/ACT preparation materials, vocabulary support and resources, math fluency flashcards, manipulatives, etc. These resources will allow students to build their academic background and strategies through engagement with their family.

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?

1. Sunday auto calls in multiple languages (minimum of 4). An additional one will be sent as the event nears. Utilization of new message system that allows you to have translated messages in multiple forms (phone call, text message, and email).
2. Notices of upcoming event dates sent home printed on progress reports and report cards; in multiple languages.
3. Flyers to go home with students two weeks prior to event.
4. Flyers posted next to teacher doors.
5. Flyers will be located in main office, guidance office, and Parent Resource Room for any parents that visit.
6. Electronic marquee messaging
7. School Website announcements

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

Albanian, Shqip, Spanish, English, Tagalog, Arabic, Farsi, Persia, Portuguese, Burmese, Myanmasa, French, Russian, Vietnamese, Haitian-Creole, Serbian-Corotion, etc. (Over 42 languages spoken, including tribal languages).

COMMUNICATION

(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) All communication will be sent with a minimum of 2-weeks' notice
 (2) Sunday auto calls sent in multiple languages. As the event nears, additional auto calls will be made as event nears. New automated message system that allows you to have translated messages in multiple forms (phone call, text message, and email).
 (3) All teachers will receive a copy of the flyers to hang in their rooms and advertise.
 (4) Flyers will be available in the main office to provide to visiting parents.
 (5) Sending home notices in multiple languages with progress reports and report cards for upcoming events.
 Utilizing our paraprofessional and ESOL counselor/ESOL teachers to communicate to students and parents the importance of family involvement.

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) These are all items included in the presentation for ELL parents at the August/September family night meeting. The ESOL counselor, paraprofessionals and district staff come together to provide information in multiple languages about the curriculum, student progression plan, state and district testing and its importance in relation to scheduling/placement and graduation.
 (2) The school will send a letter home with the State assessments their students will be completing and how that assessment affects their academic performance and/or progress toward graduation.
 (3) Tutoring opportunities will be held after school with options for activity bus transportation, for easy access to all students; the tutoring will be targeted and tutoring letters will be sent home with students explaining where their child falls within the assessment scale score and how tutoring can increase their opportunity for performing on assessments. The focus on tutoring will be for math, blended learning (access to technology), and ACT/SAT prep.
 (4) Counselors conduct credit checks with students and send home a copy of the credit check with all completed requirements and pending requirements.
 (5) Students that are failing receive scholarship warnings up to 4 weeks prior to the ending of a

quarter. ESE students that are in danger of failing will have a Lack of Adequate Progress meeting scheduled to discuss next steps and tips for success with teachers of record.

(6) Senior families will receive warning letters each quarter and engage in a meeting with their senior counselor.

(7) In addition, information will be shared during parent/ teacher conferences, parent events, and Monthly SAC meetings.

(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 given district-based survey once a year. Our parent survey goal is met by providing them to parents in the student drop-off car line, hard copies in multiple languages mailed home, and provided at parent events; all including an incentive when returned. The parent surveys will also be provided to senior parents for an additional graduation ticket.

(2) Englewood also administers an in-house parent survey during our Open House to gain information on parent needs for Parent Resource Room, the best way to communicate with parents, the times of day parents are most likely to attend events, greatest areas of concern and any other input parents would like to share.

(3) SAC is advertised heavily to ALL families and non-members are warmly encouraged to attend each month to give input into the school and be more involved. SAC shares at the beginning of the year the information or areas they would like to learn more about throughout the year.

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]

Parents at Englewood are strongly encouraged to reach out to the school administration with any concerns, suggestions or complaints. At the Open House Title 1 meeting in September of 2020, this encouragement will be reinforced. There will be contact information of the Title 1 office on the school website as well.

(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 of the languages that apply to your school?

1. At the Open House Title 1 Meeting in September 2020
2. Directing parents to the website to access the PFEP during Orientations in early August 2020 as well as providing a flyer for the Open House Title 1 Meeting in September to all families that attend August Orientation. It will also be shared with families during our first opening Annual SAC meeting.
3. Placing notice in the main office along with information about the Parent Resource Room. A copy of Title 1 POP will be made available there.

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 informed of the date and time of the Title 1 Parent Meeting during July Orientations and are provided a flyer. The meeting is held just prior to Open House, allowing parents to attend on a night they would very likely be in attendance already.

All Title 1 information is communicated at this meeting and through ongoing SAC meetings and parent events over the course of the school year.

1. Principal auto calls on Sunday Evenings. Utilization of automated message system that allows you to have translated messages in multiple forms (phone call, text message, and email).
2. Flyers to be sent home with students and placed in the main office to provide to visiting parents. All teachers will receive a copy of the flyers to hang in their rooms and advertise.
3. Parent calendar on school website will have updated times, locations, and dates of events for parents to plan on attendance with their work schedules.

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 - JTA bus passes that will be available to parents on an as needed basis
- Childcare - Supervision of children on an as needed basis as determined by administration
- Home Visits - Occurs through admin team members, deans, counselors, attendance intervention team members, truancy officer, and social worker; however, funding is not needed
- Additional Services to remove barriers to encourage event attendance - Paraprofessionals and district personnel from the ESOL office present for ELL parents at events.

FLEXIBLE FAMILY MEETINGS

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| <p>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)]</p> <p>School-based Parent surveys are distributed during Open House in 4 languages. Names of parents who complete a survey are entered into a raffle and prizes are given at the end of the evening. The majority of input from the 19-20 indicated evening events with light dinner and light refreshments provided are best for events.</p> |
| <p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>Completed parent surveys from Open House and the Title 1 meeting that preceded Open House.</p> |
| <p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input checked="" type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other: <u>Virtual through use of TEAMS or Google Voice</u></p> |

REQUIRED ANNUAL MEETING

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| <p>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)]</p> <ol style="list-style-type: none"> 1. <u>Step 1: Communication of the meeting at Orientations in July through parent flyer</u> 2. <u>Step 2: Reminders sent home in multiple languages with students during the 3rd week of school</u> 3. <u>Step 3: Autocalls sent out each Sunday in multiple languages automated message system that allows you to have translated messages in multiple forms (phone call, text message, and email).</u> 4. <u>Step 4: Electronic message on front marquee of the school and posting of event on Parent Calendar on school website</u> |
| <p>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.</p> <p>Items shared with parents during this meeting are: Budget and funding, full service wraparound services, parent resources and support, grading and testing expectations, graduation requirements, importance of parent involvement and student</p> |

attendance, school-based interventions, literacy support, ESE and ELL services, school-based programs to engage and motivate students.

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) Since we do not have School Grade Data or State Testing Data from 19.20 (due to COVID-19) we will not be able to share Reading and Math State Data. However, we will share resources on the new Florida State standards and resources available for preparation with those state assessments and Grade Level expectations will be shared in addition to the math placement flowchart and scheduling plan.

(2) Description of the district as an open choice district

(3) Right to know letter and rights of parents as a Title 1 school

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?

There is a kiosk at the front office that parents are always able to use and access. There is also a large monitor that projects upcoming events dates, times, and locations from Parent Calendar. There are also three desktop computers in the guidance office. Paper copies of all information will be sent home with progress reports and report cards (in multiple languages). Weekly Sunday night auto calls will always communicate all upcoming events, in multiple languages. Automated message system that allows you to have translated messages in multiple forms (phone call, text message, and email).

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.

For 20-21 this meeting will be held on the same evening as our final SAC meeting of the school year to increase parent involvement on a night that parents would already be participating. There will be a survey and questionnaire used and parents will be given the opportunity to review successes and challenges from the year and determine best next steps and goals. We were unable to hold this meeting due to COVID 19 for the 19-20 school year. Therefore, we will include this questionnaire at our July Orientation for 20-21.

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

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| 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? |
| <p>A goal for the 20-21 school year is to provide opportunities and events that concentrate on post-secondary transitions for students with disabilities, attend and achieve events to showcase how attendance and engagement impact their child's success at school and to provide different forms of communication on the follow:</p> <ol style="list-style-type: none"> 1. State Testing- understanding the impact on Graduation 2. How to monitor and track my child's progress (through engagement activities at home as well as utilizing FOCUS) 3. How attendance and engagement impact my child's success at school |
| How will the school implement activities that will build relationship with the community to improve student achievement? |
| <p>Inviting business partners, Full Service Schools and Parent Academy along with local colleges such as FSCJ, JU, and UNF to attend Orientations and parent events (such as post-secondary transition night and family literacy and counselor night) to communicate support and opportunities and to bring excitement and awareness of the resources available to a Title 1 school like Englewood. This includes engaging parents with home activities that are relevant to building a relationship to improve literacy and math skills. This will also be done through the GEAR UP initiative with community partners such as Communities in Schools and I'm a Star. Other community partners such as TRIO and military outreach programs will also be utilized at parent events.</p> |
| (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. |
| <p>(1) Parent resource room at Englewood holds a large number of parent books and materials that are available to check-out. These will help bridge the gap in educational backgrounds.</p> <p>(2) This is advertised at the front office through a flyer and listed on the school website. Refreshments, such as coffee and water, are available for families should they choose to visit the space.</p> <p>(3) During the 1920 school year, faculty and staff will receive a training during preplanning with the items available in the parent resource room and advice on how to have parents engage with the room and resources available. Counselors and deans will offer it regularly to parents who are struggling with issues surrounding discipline, grades, and attendance with their children.</p> |
| 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? |

Due to high number of ELL students at Englewood, access to programs such as **Rosetta Stone** are offered to parents as part of the parent resource center. The resource will also allow faculty members to learn another language to better communicate with families.

Also, due to the educational gaps in many of our ESOL students' educational backgrounds, we will purchase **vocabulary flashcards, English language flashcards, and math fluency flashcards.**

Additional **toner and paper** will allow us to make copies as necessary for parents.

The **ACT and SAT preparation books** will help families support their students with post-secondary options and success.

The **Parent Magazine** Subscription will allow parents the ability to read about successful parenting strategies to promote student success for their children.

A **magazine/book kiosk** will allow for easy organization of all parent resource materials for parents to browse and check out.

The **sticky chart paper** will be used in the parent resource room for anchor charts that relay important dates, parenting strategies, share data, in parent meetings etc.

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 |
|---|--|---|------------------------------------|---|
| <i>Example: FASFA and Scholarship Writing Night</i> | <i>Principal Brad Pitt</i> | <i>Parents will learn:</i> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i> | <i>October 2020, February 2021</i> | <i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i> |
| Title I Annual Meeting (required) | Sara Bravo (Principal), Marleny Chirino (Assistant Principal) Stacey Johnson (Assistant Principal) | Student attendance increase; parent monitoring of student grades using FOCUS | September 2020 | Survey results and sign-in |

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| ESOL Family Night | Sara Bravo (Principal), Marleny Chirino (Assistant Principal), Stacey Johnson (Assistant Principal), Gierlly Delgado (ESOL Guidance Counselor), Paraprofessionals, Sheltered ESOL teachers, Grade Level Guidance Counselors | Information will be shared on how the school will timely communicate information about Title I, Part A programs and activities during the year; there will be an emphasis on the tools and resources available to ESOL students and families. There will also be an emphasis on importance of regular student attendance. | August 2020 | Survey Results and sign-in; opportunities for Q&A with translators of multiple languages |
| Attend and Achieve with PBIS Team | Sara Bravo (Principal), Marleny Chirino (Assistant Principal), Stacey Johnson (Assistant Principal), Duane Thomas (Assistant Principal), Chanthony Boyd (Dean), John Buttiglieri (Dean), Guidance Counselors, Student Ambassadors of PBIS/ Restorative Justice | Provide opportunities to focus on student attendance and its impact on achievement in school. Families and students will be invited during lunch hours. Parents will learn: strategies of how to monitor attendance through Parent Focus accounts, strategies at home their child can use with time management and healthy living choices/sleeping habits, as well as resources for post-secondary readiness will be provided. Information on these items will be provided to parents in efforts to increase parent participation at home and school to increase and support student achievement. | October 2020 February 2021 | Survey Results and sign-in; opportunities for Q&A with PBIS Team members |
| Remarkable Rams | Sara Bravo (Principal), Marleny Chirino (Assistant Principal), Guidance Counselors and | In order to build school culture and increase student attendance we will hold an event called Remarkable Rams. It is an opportunity to | November 2020 March 2021 | Survey Results and sign-in; opportunities for Q&A with Guidance Team and Full Service Representative |

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| | Full Service Representative | recognize students who have overcome a barrier in their educational pathway, these barriers could include truancy, language, behavior choices, a disability, or a family situation. These barriers are kept confidential and only shared with students individually, yet celebrated through a luncheon and ceremony with certificates. Parents are invited in a luncheon to celebrate their students' success of overcoming their barrier. | | |
| Post-Secondary Transition Night | Sara Bravo (Principal), Marleny Chirino (Assistant Principal) Stacey Johnson (Assistant Principal), Brent Thurlow (CSS Lead), Melissa Mitchell (ESE Lead) | Based on our federal index data from the State of Florida, two of our growing populations, Students with Disabilities and English Language Learners, are not meeting the state requirements for both growth and proficiency. Through our Post-Secondary Transition Night parents and families will learn about post-secondary options and will be able to talk with local and statewide businesses about post-secondary education and occupation tracks for students with disabilities. | January 2021 | Survey Results and sign-in; opportunities for Q&A with Local Job Agencies, FSCJ, Frank H Peterson, and UNF. |
| Family Literacy and Counselor Night | Sara Bravo (Principal), Marleny Chirino (Assistant Principal), Stacey Johnson (Assistant Principal), | Parents will learn about important items in regards to grade level promotion requirements, state test requirements and the impact it has on graduation. This will | March 2020 | Survey Results and sign-in; opportunities for Q&A with Guidance Team, Graduation Coach, and |

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| | Albert Buckner (Assistant Principal), Duane Thomas (Assistant Principal) Antoya Shuler (Guidance), Ashley Radford (Guidance), Karen Whitehouse (Guidance), Huyen Ngo (Guidance), Jennifer Martinez (Graduation Coach) Parent Academy Representative | be done in conjunction with teaching parents about reading strategies to reinforce key reading skills that parents can use at home with their child such as predicting, asking questions, making inferences, etc. Grade level reading standards will be shared with parents and what their students will need to know by the end of the year and for the FSA and to enter the next grade level. Parents will be given the opportunity to meet with the grade level counselor and administrator. We want to increase parent participation at home and school to increase and support student achievement. | | Parent Academy Representative |
| Title I Developmental Meeting (required) | Sara Bravo (Principal), Marleny Chirino (Assistant Principal) Stacey Johnson (Assistant Principal) | Provide an opportunity to jointly develop/revise the family engagement plan and distribute it to parents and make it available to the community | May 2020 | Survey results and sign-in |

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?

Documentation of parent conferences through guidance office, sign-in sheets for guidance, documentation of signed compacts from parent conferences.

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

Training for guidance secretary, ongoing copies provided in guidance office, easy access of forms on guidance kiosk.

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.

Teachers in Duval County that are flagged for OUT OF FIELD for the area of content they are teaching sign a paper stating that they will be working on the appropriate coursework needed to obtain the license or endorsement needed to be IN FIELD. A letter is also sent home to all families of students that have that teacher on their schedule.

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>Poverty Simulation with the Title I team</i> | <i>Mr. Black</i> | <i>Improved ability for staff to work with parents and families</i> | <i>Dec 2020</i> | <i>Sign-in sheets, evaluation sheets, follow up with teachers</i> |
| Preplanning Professional Development Sessions on New Florida Standards and continued emphasis on Standard Based Instruction, Time Management for teachers, ESE accommodations versus modifications, Access Points Training, Safety and Security, and including strategies for increased parent engagement, ways to use FOCUS to communicate with families. | Sara Bravo (Principal), Marleny Chirino (Assistant Principal), Stacey Johnson (Assistant Principal), Albert Buckner (Assistance Principal), Duane Thomas (Assistant Principal), District Support Staff | Improved abilities in reaching parents and families through relative professional development using best practices as a model. | August 2020 | Sign-in sheets, follow ups in content specific professional learning communities |
| Teacher Professional Development Meetings every early release | Sara Bravo (Principal), Marleny Chirino (Assistant | Improved abilities in reaching parents and families through relative professional | Monthly every early release Wedne | Sign-in sheets, follow up with teachers in content specific professional learning communities |

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| Wednesday to discuss red flag students who are struggling and how to reach these students and families. Support counselors from Full Service Schools will also visit and provide strategies and resources to teachers. Weekly Professional Learning communities by content area to discuss lesson development to differentiate for all students and address language or cognitive barriers. | Principal), Stacey Johnson (Assistant Principal), Albert Buckner (Assistant Principal), Duane Thomas (Assistant Principal) Antoya Shuler (Counselor), Ashley Radford (Counselor), Karen Whitehouse (Counselor), Huyen Ngo (Counselor), Jennifer Martinez (Graduation Coach) | development using best practices as a model. | sday through out the school year | |
| IEP/504/ ACCESS POINTS training and support which allows teachers the opportunity to document failing grades of all ESE/504/ESOL students, meet with the ESE and ESOL Teams and schedule parent meetings, when applicable, to ensure supports are in place for all high need/high risk populations. | Stacey Johnson (Assistant Principal), Melissa Mitchell (ESE Lead) | Improved abilities for staff to work with parents and families of high risk students. | In early release PD meetings as well as 2 weeks prior to the end of each grading period | Sign-in sheets, follow up with teachers in content specific professional learning communities |
| AIT (Attendance Intervention Team) access which allows teachers the opportunity to document truant students, meet with the AIT | John Buttiglieri (Dean), Jennifer Martinez (Graduation Coach), Carlyce Cononie | Improved abilities for staff to work with parents and families of high risk students. | Every 2 nd Wednesday of the month | Sign-in sheets, follow up with teachers in content specific professional learning communities |

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| team, truancy officer, and social worker and schedule parent meetings, when applicable, to ensure supports are in place for all high need/high risk populations. | (Attendance Clerk) | | | |
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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.