

Q71.

Engagement of Families 2019-20 Plan

Thank you for taking the time to submit the 2019-20 Parent and Family Engagement Plan draft plan. Please review the plan template before continuing. You can access the template here: <https://dcps.duvalschools.org/page/16227>

Q80. Were you a Title I school in 2018-19

☒ Yes

☐ No

Q73. Please select your school:

Samuel W. Wolfson High School |2241

Q73. Please provide the following contact information for the person completing this form:

Last Name

First Name

Bernard Ball Jr

Email

balljr@duvalschools.org

Q13.

Previous Year Financial & Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

Total Parent and Family Allocation from the Previous Year

3010

Total Funds Expended

Total Funds Remainig

Q16. 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

Funds remained at the end of the year because costs were lower than anticipated for printing. Done in-house rather than through a printer and then distributed via student handout rather than mailings to reduce costs. A translator was not required.

\$3,010

Q18.

Programmatic Overview from the Previous Fiscal Year

Summative Overview of the Parent Resource Room

Total Visits to the Parent Resource Room	Approximately 13
Total Resources Checked Out from the Parent Resource Room	
Comments	

Q23.

Summary of Parent and Family Engagement Events from the Previous Year



Senior Grad Check Meeting and Financial Aid Night

AP Human Geography Test Prep Parent Night

State Assesment Results and EOC Grad Requirements Parent Night

Is your student ready for college ?

IB Diploma and Bright Future Requirement Parent Night

College Admission Parent Night

Q27.

Barriers to Parental and Family Engagement

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; and other forms of needs assessment data; carrying out of a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

Prioritize the top 3 barriers (it may be possible to combine some) and 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)

	Barriers	Priority	Strategies/Steps
Barrier 1	Parent Involvement	Priority 1	Evening meetings, incentivize attendance
Barrier 2	Language Barriers	Priority 3	Provide translator to assist with communication
Barrier 3	Faculty Involvemnt	Priority 2	Incentives for faculty
Barrier 4			
Barrier 5			

Q72.

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

We will send out notifications to parents sooner. The marquis board will be updated regularly in order to advertise our events to the community. Postcards will be made for each event rather than flyers. This comes as a result of parents informing us that paper flyers never make it home with their children and that postcards would be more helpful, "collegiate, and professional." the number of parents involved in on-campus activities to better support the whole student. We also now have access to DCPS's Blackboard app that can serve as a more efficient and direct communication to parents.

Q35.

Communication & Accessibility

Communication trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Q36. 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, parents with various educational backgrounds, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education.

In addition to handouts being sent home with students, we will better utilize social media and robocalls to communicate important opportunities for involvement. Another accommodation we made was by having the grade level orientations be at different times of the day and on different days. This school year, grade nine orientation was held on August 8, 2019. Grade 10, 11, and 12 were all held on August 6, 2019, beginning at 9am for grade twelve, 11am for grade eleven, and 1pm for grade ten. This would allow a parent of multiple children to arrange their schedules strategically to attend all meetings without breaking up the family. A picture of our orientation postcards will be attached in the email submission of this document.

Q37. Describe how the school will share information related to school, 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.

Provide additional copies of handouts in a variety of languages necessary for our students success. We will use the district blackboard app to communicate all news to parents, including school accountability reports, progress reports, conduct concerns, course grades, and full report cards.

Q38. Select all of the different languages spoken by students, parents and families at your school.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Albanian Shqip | <input checked="" type="checkbox"/> Portuguese |
| <input checked="" type="checkbox"/> Chinese | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Kirundi | <input checked="" type="checkbox"/> Burmese Myanmasa |
| <input checked="" type="checkbox"/> Spanish | <input type="checkbox"/> French |
| <input type="checkbox"/> Amharic | <input checked="" type="checkbox"/> Russian |
| <input checked="" type="checkbox"/> English | <input checked="" type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Nepali | <input type="checkbox"/> Cambodian Khmer |
| <input checked="" type="checkbox"/> Tagalog | <input checked="" type="checkbox"/> Haitian-Creole |
| <input type="checkbox"/> Arabic X | <input checked="" type="checkbox"/> Serbian-Croatian |
| <input type="checkbox"/> Farsi Persian | <input type="checkbox"/> Other |

Q39. Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. Include the tools and resources that will be used for communication.

Handouts, robocalls, social media blasts, posters and DCPS Blackboard app.

Q40. How will the school describe and explain (1) the curriculum at the school and (2) the forms of assessment used to measure student progress and (3) the achievement levels students are expected to obtain?

Through parent orientation, our School Counseling Office, as well as through our district blackboard app.

Q41. (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?

Surveys, access to the Parent Involvement Room, SAC meetings, SCAC meetings, PTSA involvement and Friends of Wolfson (FOW)

Q42. 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]

Via email, phone call, and DCPS Blackboard app.

Q43. 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)?

Via website, social media blast, robocalls, and handouts through students. Distribution during Open House as well as through the district blackboard app.

Q44.

Flexible Parent & 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)]

Q46.
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)].

Information about school events is distributed through social media blasts, robocalls, and handouts. Events are held in the evening time to maximize parent attendance and reduce conflict with jobs.

Q53. 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		Bus passes
Childcare		Options 
Home Visits		Partnerships with social workers 
Additional services to remove barriers to encourage event attendance		Additional providers

Q49.
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)]

We gathered parent input from surveys and the comments left on our social media accounts. During school events teachers and administrators talk to parents informally to gather insight as to what they like, don't like, and what they would like to see implemented at the administrative level.

Q50. What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Our surveys give us a good indication as to what needs are being met and not being met. We use those surveys to shape decision making.

Q51. How flexible meeting be offered to accommodate parents? Check all that apply

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

Q47.

Required Annual Meeting

Title I schools are required to hold an annual meeting, at a convenient time, where ALL parents are invited and encouraged to attend. The Annual Meeting is held at the beginning of the year. This section will ensure all required components of the meeting are addressed.

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

Step 1	Send out notification of meeting
Step 2	
Step 3	Host meeting
Step 4	
Step 5	Create plan
Step 6	Implement plan
Step 7	
Step 8	
Step 9	
Step 10	

Q54. Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Beginning of Year Annual Meeting.

Purpose of meeting is to inform parents about our Title 1 status, purpose of Title 1 funding and the process by which we should spend the money with their input. Some topics discussed are: Qualifying for Title One, Parent Involvement for Policy School/Parent Compact, Parents' Right to Know, School and Parents Title One Assessments, Title One Funds, Migrant Education, Homelessness, Academic Parent Trainings

Q55. 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.

Data from the previous school year will be shared showing demographic and socio-economic breakdowns. School/Parent compact will be discussed also.

Q56. 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?

Handouts sent home with students and distributed at Open House. Progress reports printed and sent home. Quarterly Robocalls are sent out to inform parents about upcoming events, news, and student progress updates.

Q58.

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 schools is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

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

Surveys distributed to evaluate plan and implementation; discussion of necessary changes for upcoming year.

Q59.

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 School-wide plan by engaging parents and families. [ESEA Section 1116 (e)]

Q61.

Building the Capacity of Parents & 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?

Host parent nights focused on literacy, IB, Advanced Placement courses, transitioning to post-secondary options, financial aid nights, graduation/promotion requirements.

Q62. How will the school implement activities that will build relationship with the community (business partners, faith based partners, community leaders, community organizations, local colleges, etc.) to improve student achievement?

Mentoring opportunities, 5000 Role Models, Pinky Promises, UNF SOAR partnerships, Friends of Wolfson.

Q63. (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.

Important information and resources are available in the Parent Resource Room. School Counselors share information with availability and information is communicated through parent/teacher conferences.

Q64. 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?

N/A

Q65.

Parent & Family Engagement Events

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

FAFSA Senior Night *(October 2019)*

AP Prep Night Grades 9&10 *(November 2019)*

AP Prep Night Grades 11&12 *(November 2019)*

Parent IB Fine Arts Night *(December 2019)*

PSAT Parent Night *(January 2020)*

IB 10th Grade Parent Night *(February 2020)*

History Fair Parent Night *(February 2020)*

Literacy Night- Shakespeare in the Park *(March 2020)*

Q67.

Building the Capacity of Teachers & 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)]

Q68. 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...

Q69.

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

ER training centered on parent communication and strategies to best utilize FOCUS.

Q70.

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

FOCUS as a resource training.

Q71.

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

Create a FAQ of when to reach out to parents, ie grades, changes in student behaviors, etc.

Q73.

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

Three early release meetings throughout the school year. Sign-in sheets and artifacts will be collected.

Q75.

Collaboration of Funds

For all areas that apply to your school, 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)]

☒ IDEA/ IDEIA - The Individuals with Disabilities Education Improvement Act

Through ESE staff and parent meetings.

N/A

☒ VPK - Voluntary Pre-Kindergarten

☒ Title I, Part D – Prevention & intervention programs for children & youth who are Neglected, Delinquent, or At Risk

Through PD in the School Counselors Office.

☒ Title IX, Part A - The Mc Kinney- Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing

Take Stock in Children
partnerships Daniel
Memorial partnerships.

homelessness.

☒ Supplemental Academic Instruction (SAI) - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.

Provides extra remediation opportunities.

☒ Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers.

PD focused on student achievement and using data to drive instruction and small group interventions.

☒ Parent Academy

Provides parents with support and information aimed to help create partnerships focused on student achievement.

Q81. If you are not a Title I school, you currently are not required to fill out this form.

This question was not displayed to the respondent.

Location Data

Location: [\(30.35090637207, -81.64469909668\)](#)

Source: GeoIP Estimation

