Englewood High School

2020-21 Schoolwide Improvement Plan

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Englewood High School

4412 BARNES RD, Jacksonville, FL 32207

http://www.duvalschools.org/ehs

Demographics

Principal: Marleny Ch IR Ino

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (48%) 2016-17: C (53%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our MISSION at Englewood High School is to maintain a culturally diverse community of students, parents and staff, dedicated to creating a highly successful educational environment in which each student is empowered to reach his or her full academic, social and emotional potential in every class, every day.

Provide the school's vision statement.

Our VISION at Englewood High School is to nurture and celebrate a culturally diverse environment highly regarded for its educational excellence, preparing all students for a successful transition into a collegiate journey or career path.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Chirino, Marleny	Principal	Oversight of all Accountability Areas Direct Liaison to ELA
Johnson, Stacey	Assistant Principal	APC, Administrative Liaison for Math
Boyd, Chanthony	Dean	Oversight of PBIS and Discipline
Wrye, Sue	Instructional Coach	Support of Teachers and Targeted Students to improve reading growth and proficiency school-wide
Bergeron, Nicole	Instructional Coach	Support of Teachers and Targeted Students to improve math growth and proficiency school-wide
Martinez, Jennifer	Other	Graduation coach- supports seniors
Bridwell, Jennifer	Assistant Principal	Administrative Liaison for Science; Title 1 oversight
Thomas, Dwayne	Assistant Principal	Administrative Liaison for Social Studies; PBIS and Discipline oversight

Demographic Information

Principal start date
Wednesday 7/1/2020, Marleny Ch IR Ino

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

16

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	684	663	490	371	2208
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/7/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	559	536	469	384	1948
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	101	83	64	341
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	37	76	40	10	163
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	285	155	208	83	731

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	18	42	38	98
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	559	536	469	384	1948
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	101	83	64	341
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	37	76	40	10	163
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	285	155	208	83	731

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	18	42	38	98
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	32%	47%	56%	30%	46%	53%
ELA Learning Gains	42%	48%	51%	34%	45%	49%
ELA Lowest 25th Percentile	34%	42%	42%	28%	39%	41%
Math Achievement	39%	51%	51%	60%	59%	49%
Math Learning Gains	51%	52%	48%	65%	52%	44%
Math Lowest 25th Percentile	44%	47%	45%	55%	45%	39%
Science Achievement	49%	65%	68%	51%	64%	65%
Social Studies Achievement	55%	70%	73%	56%	64%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	29%	48%	-19%	55%	-26%
	2018	24%	48%	-24%	53%	-29%
Same Grade Comparison		5%				
Cohort Comparison						
10	2019	29%	48%	-19%	53%	-24%
	2018	28%	49%	-21%	53%	-25%
Same Grade Comparison		1%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	67%	-20%	67%	-20%
2018	46%	63%	-17%	65%	-19%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	68%	-18%	70%	-20%
2018	49%	64%	-15%	68%	-19%
Compare		1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	57%	-32%	61%	-36%
2018	23%	61%	-38%	62%	-39%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	61%	-14%	57%	-10%
2018	33%	57%	-24%	56%	-23%
Compare		14%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	31	38	23	46		41	38		97	33
ELL	9	30	26	25	36	38	24	27		86	68
ASN	36	34	22	51	57		44	53		90	65
BLK	28	40	42	32	49	32	46	53		92	52

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	25	41	31	37	42	32	47	41		88	67
MUL	47	58		31	47		54	57		100	62
WHT	41	44	37	48	67	81	58	72		93	63
FRL	28	40	34	36	46	39	49	49		90	54

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	25	21	20	57		30	38		79	30
ELL	3	31	29	21	55	30	19	20		87	75
ASN	22	36	20	49	70		52	56		97	77
BLK	26	37	30	30	54	35	41	42		85	51
HSP	23	39	36	30	63	44	51	53		82	74
MUL	42	42		50				62		60	
WHT	40	39	23	36	59	40	59	66		88	63
FRL	28	37	33	32	58	29	46	53		82	58

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	26	27	54	50		28	36		59	85
ELL	7	26	24	52	72	67	31	25		82	71
ASN	29	28	18	52	67		39	53		79	95
BLK	27	32	34	56	63	59	38	50		84	64
HSP	26	34	26	64	69	30	47	34		84	75
MUL	46	39		50			67			90	
WHT	34	38	24	66	68		70	77		81	74
FRL	27	32	27	55	63	51	45	50		86	72

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	550
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	49
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

All questions need to be answered

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

-

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

-

Which data component showed the most improvement? What new actions did your school take in this area?

-

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

-

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1.
2.
3.

4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Increase family involvement through opportunities to engage in a variety of focus meetings using face to face and video conferencing forums (an increase of events through online platforms to increase flexibility with parent's schedules), continued communication of events/opportunities via auto-calls, and continue embedding multiple languages into calls and flyers.
Measurable Outcome:	Our outcome is to raise parent/guardian participation at school events/meetings from 15-20% to 40% or higher.
Person responsible for monitoring outcome:	Stacey Johnson (tuttles1@duvalschools.org)
Evidence-based Strategy:	Hosting school meetings and events through various platforms (i.e. Microsoft TEAMS, GoTo, Business Skype, video link access, and face to face), will offer parents further access to their child's school without limiting their availability to one date and time.
Rationale for Evidence-based Strategy:	Based on the 5 Essentials Survey completed by parents in the Winter of the 2019-2020 school year, parents need more opportunities and flexibility in attending school related meetings, particularly as related to time of day and languages offered. Further, due to recent global pandemic as well as the demographics of our stakeholder population, having events that are flexible and at multiple times of the day, offered in different languages, and virtually, will increase the participation and availability to pertinent information for our parents and families, including the further success of our students.

Action Steps to Implement

1. Leadership team will meet to create a calendar with monthly meeting options for parents outside of SAC, Counselor Nights, etc. Include PFEP events. - Spanish, Arabic, and Burmese sessions will be included.
2. Publish calendar on School Website. (Chief Braund)
3. Continued communication of events/opportunities via auto-calls. (Marleny Chirino/ Jennifer Bridwell)
4. Continue embedding multiple languages into calls and flyers. (Jennifer Bridwell/ Dwayne Thomas/ Ashley Radford/ Jennifer Martinez)
5. Post Microsoft Livestream onto the website so that parents who missed out can have an archive to reference with the information.
6. At the conclusion of each meeting, have parents complete a Survey to gather data pertinent to follow up meetings, recommendations, and monitor adjustments needed to make events further successful.
7. Every quarter, track student grades, attendance, discipline, etc. to ensure that we are targeting all appropriate audiences and see how the impact of the meetings are having a direct effect on our student performance (All Leadership Members)

Person Responsible	Stacey Johnson (tuttles1@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Engage in Professional Learning Communities that utilize Learning Arcs in order to adequately prepare teachers to plan appropriate standard aligned tasks and assessments. Data indicates a vast majority of student tasks/work products were not aligned to grade appropriate standards based on EQUIP protocol and standard based walk-throughs.
Measurable Outcome:	A vast majority of student tasks and assessments will be aligned to grade appropriate standards based on EQUIP protocol.
Person responsible for monitoring outcome:	Marleny Chirino (mesam@duvalschools.org)
Evidence-based Strategy:	Quality Professional Learning Communities centered around Standards Based Instruction provides teachers the opportunity to continuously utilize the Learning Arc Tool to analyze and synthesize standards to produce an experience and tasks that lead toward the mastery of appropriate grade level standards for all students.
Rationale for Evidence-based Strategy:	Research from The Opportunity Myth shows that all students deserve the opportunity to receive standards aligned instruction and grade level appropriate assignments.

Action Steps to Implement

1. Provide Professional Development for Admin, Instructional Coaches, and Teachers, focused on further understanding the Learning Arcs for standards and differentiating a Professional Learning Community v. a Common Planning. The Opportunity Myth will be reviewed during Pre-Planning to further connect where we started last year and where we currently stand. (Marleny Chirino)
2. Have calibration walk-throughs with Admin to ensure that our lenses are aligned. (All Admin Team)
3. Engage in weekly Instructional Meetings to discuss the result of calibration visits and determine school wide areas of opportunity and individual PLC areas of opportunity. (All Admin and Instructional Coaches for PLC portion)
4. Admin and Coaches will engage in their appropriate bi-weekly PLC meetings with their content areas using Steps 1-4 of the Learning Arc form. The standard(s) and resources available for standards will be reviewed and broken down into different components of the arc and review achievement level mastery requirements. Admin will be responsible for placing their documentation into one binder upon completion. (All Admin and Instructional Coaches)
5. Coaches and/or teachers will engage/facilitate Common Planning meetings to create tasks that align to standards and the appropriate learning arc, providing the same opportunity for mastery to all students. (Teachers/Coach)
6. Complete weekly classroom walk-throughs using the Standard-Based Walk-Through tool. (All Admin and Coaches). This will offer an opportunity to observe lead teachers that can lead a PLC for a particular standard.
7. On a bi-weekly basis, student work will be assessed in Instructional Meetings to check alignment to standards, to delivery of instruction, and to student mastery of task (All Admin and Instructional Coaches.)
8. Individual coaching support, PLC support, etc. will be offered and differentiated based on results. (Admin and Instructional Coaches)
9. Ongoing data analysis via administrative meetings, Instructional meetings, and PLC's will be a standard agenda item and used to desegregate the data and check for student mastery, opportunities for differentiation, and adjust calendar and plan for ensuring students meet individualized goals toward proficiency and appropriate grade level experience/learning.

| **Person Responsible** | Marleny Chirino (mesam@duvalschools.org) |

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Attendance/Discipline/Respect: Further revitalize the role of the Deans to include the formation of Focus Groups (consisting of faculty, deans, admin, and students) in order to create an environment built on genuine trust and respect between faculty and students, bridging the gap in how interactions and behavior can impact perception and actions. In addition, working with teachers and attendance clerk to better track attendance, acknowledge student absences, and help draw students in early on.
Measurable Outcome:	*Attendance will be tracked for full days missed along with the missed period report from FOCUS/SAS and reviewed weekly in leadership meetings to discuss plan of action for specific students falling below 90% in attendance. *Tracking use of Restorative Justice data, usage, and outcomes (number of repeat offenders after use of RJ); this data will be analyzed and shared bi-weekly in leadership meetings.
Person responsible for monitoring outcome:	Dwayne Thomas (thomasd1@duvalschools.org)
Evidence-based Strategy:	*Use of AIT- attendance intervention team *Use of Restorative Justice- restorative justice course for students with level 1 and level 2 infractions
Rationale for Evidence-based Strategy:	*AIT team consists of Mr. Thomas (Assistant Principal), Dean Buttigleri, select teachers, appropriate counselor, and graduation coach. The AIT team identifies students who's attendance is affecting their academic success and meet with parent/student to devise plan of action to improve attendance. *Restorative Justice- Course that allows for opportunity to discuss choices as well as cause/effect and to teach social skills; restorative justice also assists in developing work and career-ready attitudes, minimizes disruption, distraction, interpersonal friction and bullying. Overall restorative justice is used to improve relationships between and among students, teachers, staff, and administrators.

Action Steps to Implement

*Utilization and monitoring of AIT (D. Thomas)
*Utilization and monitoring of RJ (C. Boyd)

| **Person Responsible** | Dwayne Thomas (thomasd1@duvalschools.org) |

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

With use of Title 1 PFEP budget the following items will be part of our budget:
1. Providing workshops for our parents, at multiple times during the day (as well as virtual), 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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
		Total:	$0.00