

# Mildred Helms IB World Elementary School

## Parent and Family Engagement Plan

I, Shannon Brennan, do hereby certify that all facts, figures, and representations made in this application 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 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.

### Assurances

- 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 Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Involve parents, 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 plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent 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)];
- Provide each parent 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

*Shannon Brennan*

9/21/22

Signature of Principal or Designee

Date Signed

## Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	Principal and Assistant Principal	September, 2022	Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box
2	Stand Alone Annual Title I Parent Meeting	Assistant Principal	September, 2022	Agendas and sign-in sheets
3	Create sign-in sheets	Assistant Principal	August, 2022	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal and Assistant Principal	August, 2022	School Messenger messages, school marquee, and posting on school website
5	Develop and disseminate invitations	Principal, teachers, and Assistant Principal	August, 2022	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials	Principal and Assistant Principal	August, 2022	Copies of agendas, PowerPoint presentation, and handouts

that address the required components			
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Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Curriculum/Back-2-School Night	Principal and Assistant Principal	Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school.	August 2022	Sign-in sheets, handouts, agendas, and presentation materials
2	Curriculum Nights	Principal and Assistant Principal	Parents will be provided with content specific sessions, aligned with FL BEST standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by district/state assessments.	November 2022	Sign-in sheets, handouts, agendas, and presentation materials
3	Kindergarten Transition	Principal and Assistant Principal	Parents will be provided with information and materials to support their child, ensuring a smooth transition into Kindergarten for the 2023 -24 school year.	May 2023	
4	Curriculum Night	Principal and Assistant Principal	Parents will be provided with content specific sessions, aligned with FL BEST standards, identifying strategies they can use at home to promote highest student achievement across all content areas as measured by district and state assessments.	January 2023	Sign-in sheets, handouts, agendas, and presentation materials
4	IB Exhibition	Principal and Assistant Principal	IB Exhibition provides students an opportunity to demonstrate independence and responsibility for their own learning. Provides students with an opportunity to explore	May 2023	Sign-in sheets, handouts, agendas, and presentation materials

			multiple perspectives. 5 <sup>th</sup> graders will share their culminating project with family members.		
5	SAC	Principal	Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include highest student achievement, making learning gains in math, science and reading	September 2022 – May 2023	Sign-in sheets and handouts
6	Student-Led Conferences	Principal and Assistant Principal	Children will share their progress based on grade level standards with parents.	February 2023	Sign-in sheets and conference notes
7	ESE Parent Night	Principal and Assistant Principal	Parents of students receiving ESE services will be provided with content specific information, aligned with FL BEST standards, identifying strategies that they can use at home. IEP components will be reviewed, and progress monitoring will also be shared. A question-and-answer time will provide an opportunity to meet specific needs.	November 2022	
8	EL Parent Night	Principal and Assistant Principal	Parents of students receiving EL services will be provided with content specific information, aligned with FL BEST standards, identifying strategies that they can use at	November 2022	

			home. A question-and-answer time will provide an opportunity to meet specific needs		
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## Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Ongoing PLC	Principal, Assistant Principals, Instructional Coaches, Assistant Principals	Improve the ability of to use data to plan effectively for highest student achievement	August 2022- May 2023	Agenda and other appropriate documentation as required
2	Improving Parent Communication and Engagement using IB World Resources	Principal, Assistant Principals, Team Leaders	Improve the ability of teachers to communicate effectively and engage parents.	October 2022	Teacher Feedback Form

## Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement What skill that reinforces learning at home did families gain during this event?
1	Meet and Greet	1	212	Parents and students had the opportunity to get to meet their teacher.

1	Open House		186	Parents and students had the opportunity to get to know the teachers and learn ways to support students at home. Parents were able to see work students completed in school and plan for improvement where needed. Childcare and translation were available.
2	Literacy Night	1	64	Students and parents participated in literacy activities. Parents learned how to utilize strategies at home with their students to support all content areas. Through the discussions parents were able to learn more ways to support their students with literacy from home.
3	International Showcase	1	480	Parents and students participated in multiple end of year activities. 5 <sup>th</sup> graders shared their culminating project with family members.
4	Annual Title I Parent Meeting	1	8	Parents learned about what it is to be a Title I school, where to find important information and how to get involved. Childcare and translation were available.
5	Math Night and Student Led Conferences	1	386	Parents and students played math games that focused on grade level math standards. Families took home the games to play at home. Parents and students participated in student led conferences. Students were able to share their data binders with parents.

## Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Ongoing PLC's with Instructional Coaches	36	60	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom. The information will be

				used to have data led conferences with parents and students in which together goals were set for individual student needs.
2	Restorative Practices/Identifying Roadblocks to Culturally Relevant Parent Involvement and Action Planning	1	43	Teachers participated in study of improving parent communication and engagement.

## Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of parent involvement at Title I Nights (African American, economically disadvantage)	Offer alternate meeting times in the morning periodically throughout the year
2	Unable to contact parents/multiple calls from several teachers in one day (African American, economically disadvantage)	Structured cross content teams with time built in to work with parents through parent calls, emails and conferences
3	Parents unable to get information on what is happening in their child's classes (economically disadvantage)	Cross content team send home quarterly newsletters with information on class content, testing, field trips and other relevant information. Use the school messenger system to contact parents via the phone.