

Mildred Helms IB World 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)].



Signature of Principal or Designee

5/27/2020

Date Signed

Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Mildred Helms IB World School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

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.
2	VPK	Mildred Helms Elementary and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include meetings with parents, VPK teachers and the Kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.

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, 2020	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, 2020	Agendas and sign-in sheets
3	Create sign-in sheets	Assistant Principal	August, 2020	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal and Assistant Principal	August, 2020	School Messenger messages, school marquee, and posting on school website
5	Develop and disseminate invitations	Principal, teachers, and Assistant Principal	August, 2020	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	August, 2020	Copies of agendas, PowerPoint presentation, and handouts

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Mildred Helms IB World School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer after school events throughout the year.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family activities, to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information

on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Meet the Teacher	Principal Assistant Principal	Classroom teachers and school staff members will provide general information for use throughout the school year.	August, 2020	Sign-in sheets, handouts,
2	Title One Annual Meeting/Open House Pre-K-5 th grades	Principal and Assistant Principal	Parents will be provided with Title One specific information and content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by FSA gains.	September, 2020	Sign-in sheets, handouts, agendas, and presentation materials
3	Math Night	Principal and Assistant Principal	Parents will be provided with Math resources to assist their child at home.	October, 2020	Sign-in sheets
4	Literacy Night	Principal and Assistant Principal	Parents will be provided with reading and writing tools and resources to assist their child at home.	November, 2020	Sign-in Sheets
5	Science Night	Principal and Assistant Principal	Parents and learners will participate in hands on science activities aligned to grade level science standards.	February, 2021	Sign-in Sheets
6	Student-Led Parent Teacher Conference Day	Principal	Parents and children will meet in the classroom for a student-led conference to review data binders with academic goals and the learners progress toward grade level expectations. The Title One Compact will be reviewed.	October, 2020	Sign-in sheets
7	Ready, Set, Kindergarten	Principal and Assistant Principal	Parents of incoming kindergarten student will be provided with information about kindergarten readiness as well school processes and procedures.	January, 2021	Sign-in sheets, presentation materials
8	Transition to Kindergarten	Principal and Assistant Principal	Parents will be provided with information and materials to prepare their child for kindergarten.	May, 2021	Sign-in Sheets, Agenda and presentation materials

9	Conferences	Principal and Assistant Principal	Parent conferences will be held to discuss academic and social – emotional progress.	Quarterly 2020-2021	Sign-in sheets and conference notes
10	ESOL and ESE Parent Meetings	Principal and ESOL/ESE Teachers	ESOL and ESE teachers will meet with parents of ESOL and ESE students to discuss how to support their child's grade level proficiency or beyond	August-May 2020-2021	Sign-in sheets
11	IB International Showcase Night	Principal Assistant Principal Teachers	Families view class displays. 5 th graders present their projects for IB Exhibition, Kindergarten performs a musical, science fair projects are displayed.	May, 2021	Sign-in sheets

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 PLCs	Principal, Assistant Principals, MTSS and District Coaches, Assistant Principal	Improve the ability of staff to work effectively with parents.	August 2020- May 2021	Conference agenda and other appropriate documentation as required
2	IB Planner Collaboration	Principal, IB coordinator, Assistant Principal, Teachers	Improve ability to meet the needs of all students by engaging students and families in IB Units.	August 2020- May 2021	IB Planners
3	SAC	Principal	Provide background knowledge on student population, collaborate on school wide routines and processes	September 2020	Teacher/Parent/Administration observations and meeting

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Mildred Helms IB World School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Mildred Helms IB School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Open House and stand-alone Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Mildred Helms IB World School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.

Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

☒ Not Applicable

Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

Upload evidence of parent input in the development of the plan

Upload Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact in all languages represented at school site.

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
1	Meet and Greet	1	342	Parents and students had the opportunity to get to know the teachers.
2	Math Night	1	102	Family members engaged in math games related to grade level math standards. Teachers assisted participants making connections and building rapport.

3	Literacy Night	1	336	Families engaged in grade level reading and writing stations.
4	Annual Title I Parent Meeting	1	283	Parents understand what it is to be a Title I school, where to find important information and how to get involved
5	Student-Led Conferences	1	127	Parents/family members met with their child to discuss their academic progress. Learners used their data binders to explain their standards-based goals.

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 PLCs with MTSS Coach	22	36	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.
2	Restorative Practices /Equity Staff Development	4	50	Information shared by the principal, to gain a deeper understanding of the needs of students/families and differentiate instruction to increase student achievement.
3	Ongoing Collaborative Planning with IB Coordinator	22	32	Grade level teams collaboratively plan PYP units of Inquiry with IB coordinator embedding Culturally Responsive Practices.

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
-------	---	--

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Due to a lack of transportation on work schedules, parents need a variety of times during the day and evening to attend trainings and their children's activities.	Provide flexible and varied times for activities, events and parent trainings.
2	Due to a language barrier or lack of prior knowledge, parents of ESE and ESOL children need support to understand how to support their child to achieve grade level proficiency or beyond.	ESOL and ESE teachers will meet with parents of ESOL and ESE students to discuss how to support their child's grade level proficiency or beyond.