



*Each Child, Every Day*

I, Kimberly Cain, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. 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 the PFEP Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the plan. 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 8101, ESEA;
- Involve the parents and family 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 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-Level PFEP, distribute it to parents of participating children, and make it available to the local community [Section 1116(b)( )];
- Involve parents and families, 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 PFEP and the joint development of the school-wide program plan under Section 1116(c)(3);
- Use the findings of PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP [Section 1116(a)(E)];
- 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 when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(e)(1)(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 does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(i)]; 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 1112(e)(1)(A)].

Kimberly Cain

Principal Signature

August 20, 2019

Date

### **Parent and Family Engagement Mission Statement (optional)**

The mission of Weatherbee Elementary School is to encourage and ensure success for every child in a nurturing, motivating, and safe environment. Parents and community members join Weatherbee in a partnership that fosters a nurturing, motivations, and safe environment.

### **Involvement of Parents/Families**

**Describe how the school involves the parents/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 funds for Title I will be used [ESEA Section 1116].**

Weatherbee involves the parents of children served in Title I, Part A in decisions about how Title I funds are used and programs implemented through Members of the Parent Involvement Committee, School Advisory Council, and Title I Committee, as well as any other committees where parents or community members serve, SAC will have members nominated by their peers. Individuals will be voted in by approval from the current members serving on the committee. In all proceedings, members will be selected by their peers in accordance with District policy. Members will be recruited through the monthly newsletters, school-wide phone messaging system (Connect-Ed), and letters/fliers inviting parents to participate. Documentation of the invitations and minutes of the proceedings will be recorded, submitted and filed by the appropriate personnel, adhering to the District's and/or State's mandates.

**Coordination and Integration with Other Federal Programs**

**Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116)**

Program	Coordination
Voluntary Pre-K	VPK program consisting of two classes is offered at Weatherbee. The Early Learning Coalition works with the school to notify parents of educational opportunities and the school has activities for parents such as: Meet Your Teacher in August, Parent Information Night in September, PK "Goal Setting" in October, Quarter 2 Recognition Awards in January, Student-Led Conferences in April, and PK Graduation in May.
Title III	The school notifies parents of all meetings and workshops provided through the district. Additionally, Weatherbee hosts Rosetta Stone lab for parents and adults, while also offering free tutoring program for students.
Migrant	The school notifies parents of all meetings and workshops provided through the district. The Migrant Mentor works with the school as a liaison with the parents to ensure the parents can attend any conference necessary for the academic planning of their child.
Goal Setting Conferences and Student-Led Conferences	The schools invites parents, guardians, and community members to the school to listen to students share their goals for the new school year during October. Parents, guardians, and community members conference with students in April to reflect on the year's goals, achievements and growth, and to celebrate quarter 2 recognitions.
ESOL	In September, families of Weatherbee ELL students are invited to an informational night informing parents about the program and services provided to their child(ren). Additionally, multiple portions of the monthly newsletter are translated into Spanish (our highest second language). Flyers are also provided in Haitian-Creole as needed.

## Annual Parent Meeting

Provide a brief description of the following:

- **Specific steps your school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school's Title I program.**
- **The nature of the Title I program that is shared with parents (school-wide or targeted assistance).**
- **How the school, at the annual meeting, will inform parents of school performance data and the right of parents.**

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Parents "Right To Know" Meeting	Principal & AP	September 2019	Participant roster and parental input
Annual Title I Meeting /Bullying/ PTO Requirement	Principal & AP	September 2019	Participant roster and parental input
Announcements: School Messenger, Marquee, Mariner Monthly Newsletter, Facebook	Principal, & AP	Approx. 1 week prior-Marquee, Approx. 3 days prior-school messenger, school web site, Facebook	Participant roster
Power Point presentation to explain FSA Grade	Principal & AP	Meeting Day- January 2020	Participant Roster & Participation
Supporting Material, handouts	Principal & AP	Meeting Day	Participation & questions
Translators Provided	ESOL Staff	Meeting Day	Parent understanding
Maintain Documentation	AP & Coaches	After annual meeting	Title I Documents

## Flexible Parent Meetings

Describe how the school will:

- Offer a flexible number of meetings, such as meetings in the morning or evening,
- Provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement [ESEA Section 1116].

Parent meetings and workshops will be offered at the school in the morning, afternoon and/or evenings as needed to accommodate the various needs of our parents /families. Parent/school communication will be open to include child care, if needed.

Parent Teacher Organization (PTO) meetings are scheduled at 5:00 P.M. based on parental preference, and are subject to be changed to the morning prior to the school day if parental request determines a need. School Advisory Council (SAC) meetings are scheduled at 3:40 PM due to parent/teacher request. Family events and activities will be scheduled in the evening hours to accommodate working parents' schedules. Refreshments, child care, and other items will be available for all events. Spanish and Creole translations will be available for parents so everyone will understand and be able to participate. Flyers announcing the monthly events will be provided in three languages to ensure attendance. Student planners, School messenger phone messages, school website, parent/teacher personal phone calls, Mariner newsletters, Facebook updates, and the marquee will disseminate the date and time for events and meetings.

## Building Capacity

Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement
- Implement activities that build relationships with the community to improve student achievement
- Provide materials and trainings to assist parents/families to work with their child/children.
- Provide other reasonable support for parent/family engagement activities [ESEA Section 1116].

Activity	Materials Provided	Person Responsible	Timeline	Evidence of Effectiveness
Imagine Learning	English Language Acquisition through an interactive computer program	ESOL Staff	Nov. –May, 2020	Sign-in Roster
Family Math Night	Informational meeting providing standards/curriculum support and activities for families to continue learning at home with child(ren).	Math Coach	September, 2019	Sign-in Roster
Family Reading Night	Families provided with support activities to increase student reading abilities at home.	Literacy Coach	November, 2019	Sign-in Roster

Family Learning Night- FSA Night	Informational meetings to provide parents curriculum and assessment information at their child's current grade level to better understand how to help their student(s) at home.	Teachers	January, 2020	Sign-in Roster
Family Fun Run	Families and community members run/walk together building relationships and incorporating health standards.	Administration & PE Coach	January, 2020	Sign-in Roster
Family Science Night	Informational meeting providing standards/curriculum support and activities for families to continue learning at home with child(ren).	Science Teachers & Administration	March, 2020	Sign-in Roster

## Staff Development

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders, as well as other staff with the assistance of parents/families in:

- The value of their contributions;
- How to reach out to, communicate with, and work with parents and families as equal partners; and
- How to implement and coordinate parent/family programs and build ties between parents/families and the school [ESEA Section 1116].

Activity	Person Responsible	Area of Focus	Timeline	Evidence of Effectiveness
Single School Culture	Principal & AP	Increase the ability of staff to work effectively with parents by providing best practices for parent involvement	2019-2020 School Year	Improve the ability of staff to work effectively with parents by providing best practices for parent involvement
Student/Parent/Teacher Conferences	Administration/Coaches/Teachers	Improve the ability of staff to effectively facilitate student-led conferences with	2019-2020 School Year	Student-led conference sign-in sheets, parent feedback form
iReady	Administration, Coaches, Teachers	Teachers will increase ability to read, analyze, and explain data to students and families.	2019-2020	Sign in sheets of PD & Parent Feedback from conferences
Kids at Hope	Administration	Teachers and staff increase knowledge of Kids at Hope philosophy,	August, 2019	Sign in sheets, observations
PBIS	Administration	Teachers and staff increase ability of PBIS and CHAMPs to work effectively with parents to achieve academic success for students.	August, 2019	Sign in sheets, observations

## Other Activities

**Describe other activities, such as a parent resource center, the school will conduct in order to encourage and support parents/families in more meaningful engagement in the education of their child/children [ESEA Section 1116].**

Other programs at Weatherbee include: Volunteer Breakfast and Orientation, PTO, SAC, Student- Led Conferences (twice per year), Mariner of the Month (monthly celebration of Kids at Hope character pillars), Kids at Hope activities, PBIS monthly events, MLK Parade (January 2020).

## Communication

**Describe how the school will provide to parents of participating children the following:**

- **Timely information about the Title I program and activities;**
- **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;**
- **If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].**

Information is distributed via hard copies sent home through Mariner Monthly newsletter, school messenger, marquee, school website, Weatherbee Facebook page, parent face to face conferences. Literature is available in English, Spanish, and Creole. Parent conferences are welcomed and opportunities for parent conferences are flexible, as well as translation available in Spanish and Creole, if needed for all conferences. Student progress is measured by the Unit Assessments, iReady assessments, BAS assessments, FSA ELA & Math assessments, and daily Checks for Understandings.

## Accessibility

Weatherbee Elementary School has three ESOL paraprofessionals who provide translation support to ensure that parents/families understand their rights to equal access to all education programs. The paraprofessionals assist instructional staff during parent-teacher conferences, IEP, PST, Family Night events, and through written and oral communication. Additionally, Weatherbee Elementary will provide Title III Rosetta Stone Lab and after-school student tutoring for English Language Learner students, families, and community members. School reports are shared at SAC meetings and in the school parent newsletter in family friendly language. Weatherbee Elementary's Exceptional Student Education Specialist is always available to answer questions or to assist parents as needed. The school guidance department will also work with parents who may need assistance from the school social worker to ensure students needs are met.



## Discretionary Activities (Optional)

**Describe any activities that are not required, but will be paid through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)**

Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)] due to the anticipated impact on student achievement by providing best Practices in reading and writing strategies will be provided to parents on comprehension, fluency and selecting an appropriate book. These are all necessary and essential skills that will be utilized across all content areas

Training parents to enhance the involvement of other parents [Section 1118(e)(9)] through PTO, SAC, ESOL Parent Leadership, and Volunteer Meetings anticipating positive student achievement by providing parents as role models will increase the home /school connection and help promote good communication between the school and home to help parents with homework tips and to instill the love of reading

## Barriers

**Provide a description of the:**

- **Barriers that hindered participation by parents during the previous school year**
- **Steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].**

### Barrier (Including the Specific Subgroup)

### Steps the School will Take to Overcome

Meetings at inconvenient times (regarding time of day and length of commitment)

Creating flexible times and making changes to anticipate meeting times depending on parental input; Provide English to language translation for families; provide child-care when necessary.

Notice of regularly scheduled and special events taking place

Highlight the event in the Monthly Newsletter, Ensure Skyward is up-to-date so that School Messenger calls will get through to families, ensure the marquee is updated regularly and at least a week in advance to an event, and sending home additional flyers; Ensuring communication is occurring in English, Spanish, and Creole.

Parental buy-in or desire to attend events	Link academically focused nights to fun activities where students encourage parents to attend. Creating incentives for students who bring parent/guardian to an event; Increasing teacher attendance
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