



# Margaret K. Lewis School

## 24-25 Parent and Family Engagement Plan

Date Revised with Parent Input: 4/8/2024

District Approved:

|                   |                   |               |
|-------------------|-------------------|---------------|
| School Name:      | Margaret K. Lewis | School # 0281 |
| Principal's Name: | Crystal Hudson    |               |

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format, and to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

### Mission Statement

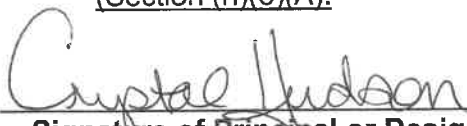
**Mission:** *Margaret K. Lewis School, in cooperation with families and the community, will effectively educate and empower each student to achieve an independent, purposeful, and fulfilling life.*

I, **Crystal Hudson**, do hereby certify that all facts, figures, and representations made in this plan are (*Principal's name here*) 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 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.

What is required:

**ASSURANCES: We Will:**

- The school will be governed by the statutory definition of parent involvement, and will carry out programs, activities, and procedures in accordance with the definition outlines 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 parental involvement are spent (Section 1118(b)(1));
- 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 parent and family engagement plan and the joint development of the school-wide program plan under (Section 1114 (b)(2) (Section 1118 ©(3));
- Use the findings of the parent and family engagement plan to review the strategies for more effective parent involvement, and to revise, if necessary, the school's parent and family engagement plan (Section 1118(a) (E));
- If the plan for the 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 to the local educational agency (Section 1118 (b)(4));
- Provide to each parent and 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

10/31/24  
Date Signed

**Upload this document in the Originals Folder with principal signature**

| <b>1. INVOLVEMENT OF PARENTS</b>  |   |
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| <p><b>(A) By what means will the school involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the PFEP <u>Section 1116(c)(3)?</u></b></p>  | <p>Parents will be able to participate via attending the SAC committee meetings which meets at least 5 times a year and all interested parents/guardians are encouraged to attend. Based on previous surveys these meetings will be held virtually and in-person to allow for more opportunities for parents to participate. Parents will also be invited to attend parent involvement events where they can provide their input via evaluation forms that will be used to plan future events, adjustments with PFEP and address any immediate concerns. The PFEP is reviewed and improved as needed during the meetings.</p> |
| <p><b>(B) By what means will the school provide parents opportunities, if requested, for regular meetings to formulate suggestions and to participate , as appropriate, in making decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible <u>(Section 1116 (c) (4) (C) ?</u></b></p> | <p>Parents will have the opportunity to meet regularly to make suggestions and help make decisions related to the education of their child(ren) at parent/teacher conferences, IEP meetings, parent involvement events and SAC Meetings. If suggestions are made by parents that are reasonable and practical, they will be implemented as soon as possible.</p>  |
| <p><b>(C) By what means will the school involve parents in the joint development of the School Improvement Plan <u>(Section 1116(A)(2)?</u></b></p>   | <p>Information gained from the Title I Parent Involvement Surveys will be used to inform goals for the 2024-2025 School Improvement Plan. Further parent input will be collected at the Title One Annual meeting and the first SAC meeting of the school year. All meetings will have the option for in person and virtual attendance. Parent members of the SAC will vote to approve the SIP for MKL for 2024-2025.</p>  |
| <p><b>(D) If the School Improvement Plan is not satisfactory to the parents, by what means will the school provide parents an opportunity to submit comments with the plan when it is submitted to the district <u>(Section 1116 (c) (5) ?</u></b></p>  | <p>If, for some reason, a parent is not satisfied with this plan or the School Improvement Plan, they will have the opportunity to address the issue with the SAC Committee or the School Improvement Plan Committee. If the issue is not resolved, then a complaint form should be completed and returned to the principal, who will then submit it to the Title I Supervisor at the district office.</p>  |
| <p><b>(E) By what means will the school provide other reasonable support for parental involvement activities as parents may request <u>(Section 116</u></b></p>   | <p>Based on the Title I Parent Survey for 2023-2024, parents request that meetings take place on Friday, Tuesday, Thursdays or Wednesday as the top 4 highest ranked days and events are held primarily in the evenings from 5:00 pm</p>  |

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| <p><b>(e)(13)? (Based on the Title I Parent Survey results, what activities did the parents request that are included in this plan?)</b></p> | <p>- 8:00 pm or at the beginning or right after school ends. For the 2024-2025 school year, MKL will incorporate a diverse schedule of events. We will schedule more events during the evening while also having some events be given dual times to accommodate parents. We will schedule events primarily on the days requested by parents, Tuesdays, Thursdays and Wednesdays. We will also offer more events to attend virtually. Class Dojo, email, or fliers sent home were selected as the preferred methods for communication. The parents have stated that their greatest barrier to attending parental involvement meetings is due to their work schedule. The parents would like teachers to communicate more about what is being taught in class. Parents have also requested more training on how to manage behaviors at home. Per the 2023-2024 Parent Survey, parents feel like faculty and staff need more training in communicating with parents and how to conduct effective parent/teacher conferences. Our last parent involvement event for this year will focus on better behavior management through enhanced opportunities for student communication at home as requested by parents from the Title 1 Parent Survey 2023-2024.</p> |
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| <p><b>2. ACCESSIBILITY</b></p>  |  |
| <p><b>A. By what means will the school offer a flexible number of meetings, such as meetings the morning or evening to accommodate parents' schedules (Section 1116(c)(2))?</b></p> | <p>Based on the Title I Parent Survey for 2023-2024, parents request that meetings take place on Friday, Tuesday, Thursdays or Wednesday as the top 4 highest ranked days. And the highest request for time was evenings for parent involvement events. MKL will offer most parent involvement on the days most requested and during the evening to accommodate parent's schedules. We will also offer some events virtually and at dual times (one in the morning and one the evening) to allow for a larger participation of parents. For parent/teacher conferences parents have requested Tuesdays, Thursdays and Mondays to be more convenient and during the lunch times (11 am -1 Pm) or in the morning right after school. To accommodate the needs of the individual parents, teachers will coordinate with</p> |

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|   | <p>the parents based on their schedule and staffing needs to meet their needs.</p>   |
| <p><b>B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events (Section 1116(c)(4)(A)).</b></p>   | <p>The school will provide timely information via:<br/>         Facebook<br/>         Class Dojo<br/>         Fliers<br/>         Peachjar<br/>         Email or<br/>         Quarterly Newsletters</p> <p>With a minimum of 2 week notice. Parents will also be provided a quarterly newsletter that will include all events for that quarter via flier and Class Dojo at the beginning of every 9-week period.</p>   |
| <p><b>C. By what means will the school provide opportunities for informed participation of parents and family members (including parents and family members with limited English proficiency, with disabilities, and parents of migratory children). (Section 1116(f))?</b></p> | <p>Along with timely information being sent to parents, MKL will provide various opportunities for informed participation of parents and family members. An interpreter for the DHH(Dear and Hard Hearing) will be provided during conferences and events at teachers request. Closed captioning will be used on videos presented to parents to ensure they have access to the information being provided. Upon teacher or parent request, an ESOL interpreter can be provided during parent events and parent/teacher conferences. All written communications will be sent in the parent's identified language. Currently, MKL sends home communication (fliers, Class Dojo and emails in English, Spanish and Portuguese). All evaluations and input forms will be provided in the parent's preferred language as well. We will also provide various seating arrangements for those who are physically disabled and provide additional support during parent events with those with special needs.</p> |
| <p><b>D. By what means will the school ensure that information related to school and parent programs, school reports, meetings, and other activities is sent to the parents in a format and in a language the parents can understand (Section 1116(e)(5) and (f))?</b></p>      | <p>MKL works to ensure all information provided to parents is understandable and makes every effort to provide it in a language the parent can understand. District translation services are utilized for materials or conferences. Sign language services for the purpose of conferences or meetings are available on site. Bay District employs a Spanish speaking parent liaison who is available to translate and Title III</p>  |

offers additional translation services.

### 3. ANNUAL PARENT MEETING

The school will conduct the Annual Parent Meeting about the benefits of the Title I Schoolwide Program to inform parents and families of the school's participation in the Title I Schoolwide Program. During the meeting, the school will provide a description, explanation, or understanding of the Title I Schoolwide Program which includes an explanation about the forms of academic assessments, the school performance data, and the rights of parents. Additionally, the school will document that the communication has been provided to stakeholders as follows:

**By what means will the school conduct a Title I Annual Meeting (convened at a convenient time, to which all parents are invited and encouraged to attend) to inform parents of their school's participation in Title I, the requirements of Title I, and the right of parents to be involved (Section 1116(c)(1) ?**

Title I Annual Meeting will be held at the beginning of the year at a convenient time to which all parents of participating children shall be invited and encouraged to attend. Based on Parent Surveys results the meeting will be available to attend virtually and face-to-face, distributed by the district across multiple platforms to include, Class Dojo, Flyers via backpack and Social Media. The meeting will be held twice, once in the morning (Virtually or Face-to-Face) and again before Open House in the evening (Face-to-Face) to make it convenient for parents to participate. This meeting is to inform parents of their school's participation in Title I, how the Title I funds are used, the fact that the school is required to have parents involved in planning, reviewing, and improvement of the Parent and Family Engagement Plan and in the development of the School-wide Program Plan and compact. All parents have the right to be involved.

### 4. BUILDING PARENT CAPACITY (Address topics F-J)

**(F) Assist parents in understanding:**

- State academic standards;
- State and local academic assessments;
- Requirements of Title I;
- Monitoring a child's progress; and
- Work with educators to improve achievement of their children (Section 1116 (e) (1)

**(G) Description and explanation of:**

- Curriculum in use at the school (Section 1116(4) (B)

**(H) Description and explanation of:**

- Academic assessments used to measure student progress. (Section 1116 (4) (B)

**(I) Description and explanation of:**

- Achievement levels of State academic standards that students are expected to obtain (Section 1116 (4) (B)

**(J) Provide materials and training to:**

- **Help parents work with their child to improve their children's achievement, such as literacy training and using technology (including the harms of copyright piracy), to foster parental involvement (Section 1116 (e) (2) (LEA note: This includes Parent Portal Training)**
- **Schools must provide a description, explanation, or understanding of academic requirements that fall under the Federal Guidelines for Title I.  
(Do not **JUST** give parents handouts. This does **NOT** build parent capacity)**

**Table A**  
**PARENT TRAINING OPPORTUNITIES**

List all activities for requirements F through J and transition activities that involve parents.

| <b>Timeline</b> | <b>Title of Training/Event</b> | <b>What will parents learn that will have a measurable, anticipated impact on student achievement?</b> | <b>Requirements Addressed</b> | <b>Evidence/ Documentation for Effectiveness</b> | <b># Of Parents Attended</b> |
|-----------------|--------------------------------|--|-------------------------------|--|------------------------------|
| Sept 17, 2024   | Title Annual Meeting           | Requirements of Title 1  | F,G,H,I                       | Class Dojo Post/Announcement Facebook            | 5                            |
| Sept 17, 2024   | Open House                     | Student achievement/expectations how parents can support at home                                       | F,G,H,I,J                     | Class Dojo Post/Announcement Facebook            | 34                           |
| Nov 13th        | Donuts with Grownups           | Education of Curriculum and Progress monitoring of Student on Parent Portal Annual Meeting Evaluation  | F, G, J                       |  |                              |
| Feb             | STEAM Night                    | Provide parents with techniques to work with children with sensory issues                              | F, G, H, I, J                 |  |                              |
| April           | Building Better Behavior       | Provide parents with techniques, tools and systems used in school to help with behavioral              | G, J                          |  |                              |

|     |                 |  |  |  |  |
|-----|-----------------|--|--|--|--|
|     |                 | management at home.(requested from Spring Survey)        |  |  |  |
| May | Transition Fair | Provide parents with resources for Transition and Agency |  |  |  |

**Table B  
OTHER EVENTS/ACTIVITIES**

**Other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (Section 1116 (e) (4).**

| <b>Timeline</b> | <b>Title of Training/Event</b> | <b>What will parents learn that will have a measurable, anticipated impact on student achievement?</b> | <b>Requirements Addressed</b> | <b>Evidence/ Documentation for Effectiveness</b> | <b># Of Parents Attended</b> |
|-----------------|--------------------------------|--|-------------------------------|--|------------------------------|
| Aug-May         | School Advisory Council        | Plan/review/improve the PFEP, SIP and Compacts   | F, G, H, I, J                 |  |                              |
| Oct-May         | Eagle of the Month Assemblies  | Student recognition for positive behavior/parent involvement   | G                             |  |                              |



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| <b>5. PARENT/SCHOOL COMPACT</b>   |   |
| <p><b>As a component of the school level Parent and Family Engagement Plan, <u>each school (ALL) shall jointly develop, with parents for all children served under this part, a school -parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.</u></b></p> <p><b>How will the school ensure parents/families involvement in this process?</b></p>   | <p>Parents will have the opportunity to provide input in the development of the compacts every year through SAC meetings that will be held a minimum of 5 times a year. Parents will also have the opportunity to provide input during parent/teacher conferences that are held during the year. Parents will also be able to provide input at any time through the year via digital correspondence or face-to-face interactions with the Title I Coordinator, administration or other Staff Members.</p> |
| <b>ELEMENTARY</b>   |   |
| <p><b>How will the school ensure that teachers conduct a parent-teacher conference for individual students at least annually, during which the compact is discussed and signed? <u>(Section 1116 (d) (2) (A)</u></b></p>  | <p>There will be an accountability sheet with reminders to teachers and completed compacts. IEP parent participation forms can also serve as documentation when the compact is discussed in conjunction with the Individualized Education Plan</p>  |
| <b>MIDDLE &amp; HIGH SCHOOL</b>   |   |
| <p><b>How will the school distribute the school-parent-student compact? <u>(Section 1116 (d) (2)(A)?</u></b></p>  | <p>Compacts will be disseminated at the beginning of the year with new year packets for parents to review, sign and turn back in. Teachers will be given a log list to ensure they have made 3 attempts to get agreement from parent(s). Documentation will be sent to the Title 1 coordinator to keep for records.</p>   |
| <b>6. BUILDING STAFF CAPACITY</b>   |   |
| <p><b>Describe the professional development activities the school will provide to educate the teachers, specialized instructional support, principals, and other school leaders, as well as other staff with the assistance of parents/families in:</b></p> <ul style="list-style-type: none"> <li>● <b>The value and utility of their contributions</b></li> <li>● <b>How to reach out to, communicate with, and work with parents and families as equal partners; and</b></li> <li>● <b>How to implement and coordinate parent/family programs and build ties between parent/families and the school. <u>(Section 1116 (e) (3)</u></b></li> </ul> <p><b>**Complete Table C.**</b></p> |   |

**Table C**

| <b>Activity/ Topic</b>                            | <b>Person Responsible</b>                | <b>Timeline</b> | <b>Evidence Documentation of Effectiveness</b> | <b># of Faculty/ Staff Attended</b> |
|---|--|-----------------|--|-------------------------------------|
| What Parents are Asking For                       | Title I Coordinator                      | 8/2024          |  |                                     |
| Ways to Improve Communication                     | Title I Coordinator                      | 8/2024          |  |                                     |
| How to Conduct a Proper Parent Teacher Conference | Title I Coordinator/<br>Resource Teacher | 8/2024          |  |                                     |

**7. COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS**

**Describe to the extent feasible, the means the school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs that encourage and support parents in participating in the education of their children (Section 1116 (e) (4)).**

| <b>Program</b>                        | <b>Coordination</b>  |
|---------------------------------------|--|
| <b>Title III ESOL</b>                 | Support for our ESOL population through parent communication translations, District translators to assist with parent meetings, and monitoring to increase achievement through greater parent involvement.   |
| <b>Title II Professional Learning</b> | Teachers will be provided training in areas, based on Title 1 Spring Surveys 2023-2024, on how to conduct a parent/ conference meeting and ways to communicate with parents of what subjects are being covered in class.   |
| <b>Title IX Homeless</b>              | The school will use information collected from the beginning of the year packet to identify our homeless population. That information will be used to help students by using resources provided by our Student Services, School counselor and other resources to meet the needs of the students. |

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| <p><b>Preschool</b></p> | <p>The school will coordinate with parents on an individual basis to schedule a time for parents and student(s) to tour school, learn about the curriculum, assist with getting the student all required documentation to be enrolled and talk with administration with any concerns.</p> |
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| <p><b>8. DISCRETIONARY ACTIVITIES</b></p>  |
| <p><b>Activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)</b></p> |

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| <p><b>How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities <u>(Section 1116 (e) (13)?</u></b></p>                                       | <p><i>MKL works with community groups and families to promote learning and independence of our students. Our students, families are community partners work together in the Backpack Blessings Program. Our families, students and community partners work with a job coach for volunteer and career opportunities in the community. Parents volunteer in our PBS program and to promote our gardening program.</i></p> |
| <p><b>By what means will the school involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of the training <u>(Section 1116 (e) (6)?</u></b></p> | <p><i>Our parents have the opportunity to provide feedback through surveys and our Bright Ideas box. These suggestions are reviewed monthly and evaluated by administration for implementation.</i></p>   |
| <p><b>By what means will the school provide literacy training for parents if the LEA has exhausted all other resources of funding <u>(Section 1116 (e) (7)?</u></b></p>   | <p><i>MKL receives funds through family rental fees that can be used to fund additional training for parents in the area of literacy. For our students communication is a priority focus. We combine with community partners and use these discretionary funds to provide tablets, communication boards and training for our parents.</i></p>   |
| <p><b>By what means will the school pay reasonable and necessary expenses, including transportation and child care</b></p>  | <p><i>MKL provides in person and virtual options. We provide child care for parents during involvement events that are training focused. All</i></p>  |

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| <b>costs, to enable parents to participate in school-related meetings and training sessions <u>(Section 1116 (e) (8)?</u></b>                 | <i>necessary expenses are covered with discretionary funds from facility rental.</i>   |
| <b>By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u></b>                  | <i>Two parents are on the district task force and they actively recruit other parents to be strong advocates for our school and our students. Our parents have also contacted the press to increase awareness of the needs of our school and to get other parents involved. Parents are members of the Down Syndrome Association of the Emerald Coast and they actively work to get other parents involved with our school.</i>  |
| <b>By what means will the school conduct in-home conferences for parents who are unable to attend at school <u>(Section 1116 (e)(10)?</u></b> | <i>Parents are provided with in person and virtual options for meetings, training and parent involvement events. If an in-home visit or meeting is needed, the teacher, administration and/or guidance counselor are available to travel to the home of the student to meet with the parents.</i>  |
| <b>By what means will the school adopt and implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u></b>         | <i>MKL uses DOJO as a means to communicate with parents and to share information about what is happening in our school and in the classrooms. 100% of teachers use this communication platform. We offer parent involvement opportunities at different times of the day and different days of the week, to include weekends. Several of our teachers have written grants for community projects that provide opportunities for parents and community members to work together to promote independence of our students.</i> |

| <b>9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT</b> |   |
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| <b>Category</b>   | <b>List of Items</b>  |
| <b>Parent Liaison</b>   | <b>Salary, benefits</b>   |
| <b>Parent Communications</b>                                    | <b>Supplies</b>   |
| <b>Parent Training/Events</b>                                   | <b>Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner</b> |
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## 10. 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)

Use the data collected from Parent Event Evaluations, Surveys, and the School Improvement Plan.

| Barrier (Including the specific subgroup)          | Steps the School will Take to Overcome Barrier  |
|--|---|
| 1. <u>Work Schedule</u><br><br>2. <u>Childcare</u> | <ul style="list-style-type: none"> <li>• Offer events at different times of the day AM/PM and provide different ways to attend (Virtual or In-Person)</li> <li>• Offer an alternative activity for students and their siblings during events so parents may participate. This will be based on an adequate amount of support/volunteers for the event.</li> </ul> |

## 11. PARENT AND FAMILY FEEDBACK

Each year, our school encourages parents, and families to work in collaboration with the school to develop, review, and revise the Title I school-level Parent and Family Engagement Plan (PFEP). The PFEP is a tool that is used to determine how well our school is partnering with you and promoting your involvement in your child's education throughout school. Your feedback is important in helping us in continually improving the PFEP and the parent and family engagement program at our school. We have provided contact information below so that you can learn about the different ways you can be a part of this home school connection.

|                             |   |
|-----------------------------|---|
| District Title I Supervisor | Loretta Mistrot 850-767-4354<br>mistrll@bay.k12.fl.us |
| District Parent Liaison     | Bobbie Copsey 850-767-4294<br>copserm@bay.k12.fl.us   |

|                                 |  |
|---------------------------------|--|
| <b>Title L Resource Teacher</b> | <i>Stefanie Johnson 850-767-4113<br/>hendlsm@bay.k12.fl.us</i> |
| <b>Principal</b>                | <i>Crystal Hudson 850-767-1792<br/>hudsocj@bay.k12.fl.us</i>   |
| <b>Title I Coordinator</b>      | <i>Angela Sorenson 850-767-1792<br/>sorena@bay.k12.fl.us</i>   |
| <b>Parent Liaison</b>           | N/A  |