



## 24-25 Parent and Family Engagement Plan

Date Revised with Parent Input:

District Approved:

School Name:	Mowat Middle School	School #0331
Principal's Name:	Ronald Hensley	

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

*Our mission is to create an engaging learning environment that inspires all students to reach their full academic potential and become socially responsible citizens and life-long learners.*

I, Ron Hensley, 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

11/1/24  
\_\_\_\_\_  
Date Signed

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

**1. INVOLVEMENT OF PARENTS**

**(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 Section 1116(c)(3)?**

*The Title I Annual Meeting will be held prior to our Open House in Sept. The district will provide a powerpoint that includes all of the requirements of the law.*

**(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 (Section 1116 (c) (4) (C)?**

*All parents are given the opportunity to complete a paper or on-line Title I Spring Parent Survey. The results of the survey will be tallied and shared with the faculty for their thoughts on ways to improve our PFEP for next year. Based on the evaluation and survey results, revisions to the plan are made for the next school year. The plan will be reviewed during SAC meetings throughout the year to make revisions according to the changing needs of parents and the school.*

**(C) By what means will the school involve parents in the joint development of the School Improvement Plan (Section 1116(A)(2)?**

*During a SAC meeting, results from a comprehensive needs assessment are discussed. Strategies from the current year's SIP are reviewed. Revisions are made based on needs, barriers, and parent input. The plan will be reviewed by the LEA for their input.*

**(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 (Section 1116 (c) (5)?**

*Parents who are not satisfied with the School Improvement Plan will explain in writing and their comments will be submitted with the plan to the district.*

**(E) By what means will the school provide other reasonable support for parental involvement activities as parents may request (Section 1116 (e)(13)? (Based on the Title I**

*SAC/PTO meetings, Everbridge, parent-teacher conferences, IEP/504, and CST meetings.*

Parent Survey results, what activities did the parents request that are included in this plan?)

## 2. ACCESSIBILITY

**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)?**

*Parents will be given a virtual option for all meetings scheduled with flexible times to include before or after school hours. We will also survey parents for times they recommend conducive to their schedules.*

**B. By what means will the school provide parents with timely information about meetings, activities, and events (Section 1116(c)(4)(A)).**

*The school will send Everbridge messages through text, email, and phone to ensure parents are receiving pertinent information. We also post events and activities on Facebook, Peachjar, and send fliers home with students. Lastly, we utilize Mowat's marquee to display current events.*

**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)?**

*The school will provide communication in Spanish as well as English to solicit communication. The use of our ESOL para or Language Assistant will also be a means of soliciting input from our ELL parents. By doing so, we can establish a two-way communication between school and parent.*

**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)?**

*The school will utilize Peachjar and Facebook to post fliers and ensure that information related to school and parent programs is sent to parents. This communication will be translated in the appropriate language so that they are understood.*

## 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 including 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:

<p>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) ?</p>	<p><i>The school conducts its Title I annual Meeting On the same day as our Open House. The parents come to the media center prior to the start of Open House to review SAC information and provide their input into SIP. Afterwards, they will proceed from the meeting to go and meet their students' teachers in their classrooms.</i></p>
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<p><b>4. BUILDING PARENT CAPACITY (Address topics F-J)</b></p>	
<p>(F) Assist parents in understanding:</p> <ul style="list-style-type: none"> <li>• State academic standards;</li> <li>• State and local academic assessments;</li> <li>• Requirements of Title I;</li> <li>• Monitoring a child's progress; and</li> <li>• Work with educators to improve the achievement of their children (Section 1116 (e) (1)</li> </ul>	
<p>(G) Description and explanation of:</p> <ul style="list-style-type: none"> <li>• Curriculum in use at the school (Section 1116(4) (B)</li> </ul>	
<p>(H) Description and explanation of:</p> <ul style="list-style-type: none"> <li>• Academic assessments used to measure student progress. (Section 1116 (4) (B)</li> </ul>	
<p>(I) Description and explanation of:</p> <ul style="list-style-type: none"> <li>• Achievement levels of State academic standards that students are expected to obtain (Section 1116 (4) (B)</li> </ul>	
<p>(J) Provide materials and training to:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Schools must provide a <u>description, explanation, or understanding</u> of academic requirements that fall under the Federal Guidelines for Title I. <i>(Do not JUST give parents handouts. This does NOT build parent capacity)</i></li> </ul>	

**Table A  
PARENT TRAINING OPPORTUNITIES**

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

Timeline	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on student	Requirements Addressed	Evidence/ Documentation for Effectiveness	# Of Parents Attended

		<b>achievement?</b>			
August	Orientation & Introduction	The parents will learn about school procedures and expectations, to include behavior and academic. In addition, ELA and Math academic standards will be shared, information on Parent Portal, sign up and email updates.	G, I, J	Agendas Sign In Sheets Copy of PowerPoint Slides Updated records in FOCUS	
September	Title I Annual Meeting	School's Requirements for Title I	F, G, & J	PowerPoint Presentation Sign in Sheet	
October/ November	FALL Colors of ELA	Introduce B.E.S.T. ELA standards. Educate parents to work with teachers to improve student achievement. Explain student achievement levels.	F, G, & J	Model and provide strategies for parents to use at home	
October/ November	TREAT YOURSELF to MATH	Introduce B.E.S.T. Math standards. Educate parents to work with teachers to improve student achievement. Explain student achievement levels.	F, G, & J	Model and provide strategies for parents to use at home.	
February/ March	Middle school testing information	Parents will learn the	State standards	Evaluation form filled out by parents	

		standards associated with state testing, how Mowat is supporting students in learning			
March/ April	Advanced Placement Parent night	Transition meeting for upcoming 6th grade Advanced placement students, general information for all parents on transitioning from elementary to middle school	Transition	Transition meeting	
April/ May	Transitioning from Middle School to High school	Transition meeting for our 8th grade students and the importance of understanding high school scheduling, GPA's testing, and college information	Transition	Transition meeting	

**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>
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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</u> 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.</b></p> <p><b>How will the school ensure parents'/families' involvement in this process?</b></p>	<p><i>During our April 18th meeting the school will present its current Family Engagement Plan to our parents. We will ask for suggested changes to the plan and make adjustments at that time.</i></p>

**ELEMENTARY**

<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? (Section 1116 (d) (2) (A))</b></p>	<p><i>Your Response Here</i></p>
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**MIDDLE & HIGH SCHOOL**

<p><b>How will the school distribute the school-parent-student compact? (Section 1116 (d) (2)(A)?</b></p>	<p><i>The school's Title I coordinator distributes the compacts to the teachers in order to get them signed during the parent teacher conferences.</i></p>
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## 6. BUILDING STAFF CAPACITY

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:

- The value and utility 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 parent/families and the school. (Section 1116 (e) (3)

\*\*Complete Table C.\*\*

Table C

Activity/ Topic	Person Responsible	Timeline	Evidence Documentation of Effectiveness	# of Faculty/ Staff Attended
Teacher Inservice/ Title I	Crystal Wicker	Beginning of the school year	Sign In Sheet	42
Teacher Inservice/Title I	Crystal Wicker	01/06/2025		

## 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).

Program	Coordination
Title III ESOL <i>(Example)</i>	<i>(Example Response)</i> Support for our ESOL population through parent communication translations, ESOL paraprofessionals to assist with parent meetings, and monitoring to increase achievement through greater parent involvement. We will host an ESOL parent event in the Spring to increase parent involvement with our ESOL families so they can help their students at home.
Title II Professional Learning	TBD

	<p>Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.</p>
<p>Title III ESOL</p>	<p style="text-align: center;"><i>TBD</i></p> <p>Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful.</p>
<p>Title IX Homeless</p>	<p style="text-align: center;"><i>TBD</i></p> <p>Title IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success.</p>
<p>Preschool</p>	<p style="text-align: center;"><i>N/A</i></p> <p>In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone. It will be advertised throughout the community via social media. During the meetings, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent Portal. Parents will be given a tour of the</p>

	<p>campus.</p> <p>Additionally, in the fall, schools hold an Orientation to invite parents and families to visit the school, classroom, and teacher to become more comfortable with the school and to provide opportunities for parents to be involved.</p>
Other	<p>N/A</p> <p>The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.</p> <p>Secondary Schools: Title I, Part D funds provide a transition specialist to coordinate with schools to ensure that students and their educational records successfully transition to and from the juvenile detention system.</p>

**8. DISCRETIONARY ACTIVITIES**

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.)

<p>How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities (Section 1116 (e) (13)?</p>	<p><i>Business/Community partnerships will allow us to provide funds and prizes for giveaways at Title I Events.</i></p>
<p>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 (Section 1116 (e) (6)?</p>	<p><i>Parents provided feedback on the Title I Parent survey as to areas in which they would like for the school to receive additional training for staff.</i></p>
<p>By what means will the school provide literacy training for parents if the LEA has exhausted all other resources of funding</p>	<p><i>The school will utilize community and/or business partners to provide literacy training. (i.e. Gulf Coast ESOL for adults, Haney GED)</i></p>

<b><u>(Section 1116 (e) (7)?</u></b>	
<b>By what means will the school pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions <u>(Section 1116 (e) (8)?</u></b>	<i>The school will provide funds to obtain transportation to the parent meetings and trainings. We will also provide childcare (staff and faculty) for parents to attend meetings and trainings.</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>The school will utilize parent volunteers who are bilingual and include them in the planning of events.</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 will be invited to attend virtual meetings if they are unable to attend face to face.</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>The school will use feedback from Title I Parent Survey to make adjustments.</i>

<b>9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT</b>	
<b>Category</b>	<b>List of Items</b>
<b>Parent Liaison</b>	<b>Salary, benefits</b>
<b>Parent Communication</b>	<b>Papers, ink/toner, copier rental, stamps, digital newsletter, printed materials and brochures.</b>
<b>Parent Training/Events</b>	<b>Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner (i.e. trolley passes, Lyft, Uber)</b>
<b>Parent/Teacher Conference</b>	<b>Teachers as consultants, stipends for after school hours.</b>
<b>Parent Center</b>	<b>Clothing, hygiene items, and supplies</b>

#### **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
Communication (All)	<ul style="list-style-type: none"> <li>• Multiple platforms to increase communication (Facebook, website, school messenger, Class DOJO, Portal Messenger, Marquee sign, Peachjar, etc.)</li> </ul>
<i>Meeting Times</i>	<ul style="list-style-type: none"> <li>• <i>Alternate meeting times between before and after school.</i></li> <li>• <i>Provide virtual options for meetings and conferences.</i></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 continually improve 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  
 mistrll@bay.k12.fl.us

<b>District Parent Liaison</b>	<i>Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us</i>
<b>Title I Resource Teacher</b>	<i>Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us</i>
<b>Principal</b>	<i>Ron Hensley 850-767-4040 hensrl@bay.k12.fl.us</i>
<b>Title I Coordinator</b>	<i>Crystal Wicker 850-767-4040 wickecd@bay.k12.fl.us</i>
<b>Parent Liaison</b>	<i>Ambe Paulk 850-767-4040 paulkal@bay.k12.fl.us</i>