



Margaret K. Lewis School

25-26 Parent and Family Engagement Plan

Date Revised with Parent Input: 09/15/2025

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 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

Date Signed _____

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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 <u>Section 1116(c)(3)?</u>	Parents will be able to participate via attending the SAC committee meetings which meet at least 4 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.
(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>	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.
(C) By what means will the school involve parents in the joint development of the School Improvement Plan <u>(Section 1116(A)(2)?</u>	Information gained from the Title I Parent Involvement Surveys will be used to inform goals for the 2025-2026 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 2025 - 2026.
(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>	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.
(E) By what means will the school provide other reasonable support for parental involvement activities as parents may request <u>(Section 1116 (e)(13)?</u> (Based on the Title I Parent Survey results, what	Based on the Title I Parent Survey for 2024 - 2025, parents request that meetings take place on Wednesday, Monday, Friday, or Thursday as the top 4 highest ranked days and events are held primarily in the morning after school starts or during lunch from 11- 1 on a Wednesday. For the 2025 -

activities did the parents request that are included in this plan?)	2026 school year, MKL will incorporate a diverse schedule of events. We will schedule more events in the morning while also having some events offered at dual times to accommodate parents. We will schedule events primarily on the days requested by parents, Tuesday, Thursday and Wednesday. We will also offer more events to attend virtually. Email, text, or phone calls 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 help with IEP goals at home. Per the 2024 - 2025 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 educational materials to be used at home as requested by parents from the Title 1 Parent Survey 2024 - 2025.
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2. ACCESSIBILITY

A. By what means will the school offer a flexible number of meetings, such as meetings morning or evening to accommodate parents' schedules (Section 1116(c)(2)?

Based on the Title I Parent Survey for 2024 - 2025, parents request that meetings take place on Wednesday, Monday, Friday, or Thursday as the top 4 highest ranked days and events are held primarily in the morning after school starts or during lunch from 11-1 on a Wednesday. For the 2025 - 2026 school year, MKL will incorporate a diverse schedule of events. We will schedule more events in the morning while also having some events offered at dual times to accommodate parents. 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 starts. To accommodate the needs of the individual parents, teachers will coordinate with the parents based on their schedule and staffing needs to meet their needs.

B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events <u>(Section 1116(c)(4)(A))</u>.	The school will provide timely information via: Email Facebook Class Dojo Flyers Peachjar Quarterly Newsletters With a minimum of 2 week notice. Parents will also be provided a quarterly newsletter that will include all events for that quarter via flyer and Class Dojo at the beginning of every 9-week period.
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). <u>(Section 1116(f))</u>?	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.
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 <u>(Section 1116(e)(5) and (f))</u>?	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 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 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:

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 as well as face-to-face and distributed by the district across multiple platforms to include, email, 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, and the requirements to have parents involved in planning, reviewing, and improvement of the Parent and Family Engagement Plan. Parent input is also required in the development of the School-Wide Improvement Program and Parent-Teacher compacts. 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 the 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.

Table A

QUALIFYING TITLE I PARENT EVENTS: PARENT TRAINING OPPORTUNITIES

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

These activities/events require uploads in Canvas.

Timeline	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on student achievement?	Requirements Addressed	Evidence/ Documentation for Effectiveness
August - September 2025	Title 1 Annual Meeting	Requirements of Title 1 Annual Meeting Evaluation	F, G, H, I	Email Class Dojo Facebook Flyer
October 2025	Spooky Story Night/Afternoon	Teaching parents the importance of reading aloud stories and how to incorporate questioning to encourage language and comprehension skills	F, G, J	Email Class Dojo Flyers
February 2026	Afternoon/Night of the Arts	Provide parents with techniques to work with and support their children in creating and expressing their feelings and emotions through art. Also, teaching ways of communication through art.	F, G, H, I, J	Email Class Dojo Flyers

April 2026	Exploring Home/School Connections with an IEP	Provide parents with techniques, tools and systems used in school to help with communication, academics, and IEP goals at home.	F, G, H, I	Email Class Dojo Flyers
May 2026	Transition Fair	Provide parents with resources for Transitioning with their child into adulthood through the different agencies and support options; Also providing support for completing paperwork for transition (for example: guardianship)	F, G, H, I, J	Email Class Dojo Flyer

Table B-1
OTHER EVENTS/ACTIVITIES

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

Any other events or activities your school provides for parents that do not qualify as a Title I Event.

You keep hard copies of these items with your Title I documents. You will not upload documents for this table.

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

Table B-2
Parent Communication/Disseminating Information
Communication/Information shared with parents (Section 1116 (e) (4)).

You keep hard copies of these items with your Title I documents. You will not upload documents for this table.

Communication/ Information Shared	Date(s) Sent	Method of Dissemination (How did you share it?)	Languages	Who did you send it to? "All" parents or a specific group

Example: August Newsletter	08/12/2024	Peach jar, Facebook, ClassDojo, copies home	Spanish Portuguese	All
Quarterly Newsletter		Email Class Dojo Flyer	Spanish Portuguese	All

5. PARENT/SCHOOL COMPACT

As a component of the school-level Parent and Family Engagement Plan, 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.

How will the school ensure parents'/families' involvement in this process?

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 4 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.

ELEMENTARY

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))

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.

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MIDDLE & HIGH SCHOOL

How will the school distribute the school-parent-student compact? <u>(Section 1116 (d) (2)(A)?</u>	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 for record keeping.
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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
Title 1 and Compact Training for Teachers	Title 1 Coordinator	July-August		
What Parents are Asking For	Title I Coordinator	July - August		
Ways to Improve Communication	Title I Coordinator	January - February		
How to Conduct a Proper Parent Teacher Conference	Title I Coordinator/ Resource Teacher	March- April		

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>	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.
Title II Professional Learning	Teachers will be provided training in areas, based on Title 1 Spring Surveys 2024-2025, on how to conduct a parent/ conference meeting and ways to communicate with parents of what subjects are being covered in class and how to work on IEP goals at home. 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.
Title III ESOL	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. 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.
Title IX Homeless	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. 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. Schools are provided with student housing questionnaires to identify students who may be experiencing homelessness.
Preschool	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. 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 campus. 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.
Other	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. 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.
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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.)

How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities <u>(Section 1116 (e) (13)?</u>	<i>MKL works with community groups and families to promote the learning and independence of our students. Our students' families are community partners working 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 help promote our gardening program.</i>
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>	<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>
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>	<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 collaborate with community partners and use these discretionary funds to provide tablets, communication boards and training for our parents.</i>

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>	<i>MKL provides in person and virtual options. We provide child care for parents during involvement events that are training focused. All necessary expenses are covered with discretionary funds from facility rental.</i>
By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u>	<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>
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>	<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>
By what means will the school adopt and implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u>	<i>MKL uses FOCUS 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>

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT	
Category	List of Items
Parent Liaison	Salary, benefits
Parent Center	Supplies

Parent Training/Events (<i>example</i>)	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner
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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
<u>(Example)</u> Communication (All)	• Multiple platforms to increase communication (Facebook, website, school messenger, Class DOJO, Portal Messenger, Marquee sign, Peachjar, etc.)
1. <u>Work Schedule</u> 2. <u>Childcare</u>	• Offer events at different times of the day AM/PM and provide different ways to attend (Virtual or In-Person) • Offer an alternative activity for students and their siblings during events so parents may participate. This will be based on an adequate number of support/volunteers for the event.

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	<i>Loretta Mistrot 850-767-4354 mistrll@bay.k12.fl.us</i>
District Parent Liaison	<i>Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us</i>
Title I Resource Teacher	<i>Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us</i>
Principal	<i>Crystal Hudson 850-767-1792 hudsocj@bay.k12.fl.us</i>
Title I Coordinator	<i>Colleen Williams 850-767-1792 williac@bay.k12.fl.us</i>
Parent Liaison	<i>N/A</i>