



25-26 Parent and Family Engagement Plan

Date Revised with Parent Input:

District Approved:

School Name:	Mowat Middle School	School #0331
Principal's Name:	Keri Weatherly	

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, **Keri Weatherly**, 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

Date Signed

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>	All parents are given the opportunity to complete a paper or online Title I Parent Survey. The results of the survey are tallied and shared with the faculty for their thoughts on ways to improve our PFEP for the following year. An evaluation of the current PFEP is completed during a SAC meeting. Based on the evaluation and survey results, revisions to the plan are made for the following 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.
(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>	Evaluation forms at parenting events, IEP meetings, parent-teacher conferences, SAC meetings, and CST meetings will offer opportunities for parents to participate in their student's education. Suggestions made by parents, if practical and reasonable, will be implemented in a timely manner.
(C) By what means will the school involve parents in the joint development of the School Improvement Plan <u>(Section 1116(A)(2)?</u>	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.
(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>	Parents who are not satisfied with the schoolwide improvement plan will complete a form to 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 <u>(Section 1116 (e)(13)?</u> (Based on the Title I Parent Survey results, what	Based on the results of our Title I Parent Surveys, parents requested workshops to assist with progress monitoring tests and results and parent conferences.. These requests are honored in this plan. Parents also have the opportunity to become members of PTO, SAC, and various booster organizations.

activities did the parents request that are included in this plan?)	
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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 Survey responses, the majority of parents indicated that after school and evenings are the best times for parent events and meetings. These times will be taken into consideration when planning events.
B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events (Section 1116(c)(4)(A)).	At least one week's notice will be our school policy. This will give parents an opportunity to save the date. Various methods of communication such as Everbridge Alerts (calls and texts), FOCUS messaging (texts and emails), and Social Media platforms will be used to notify and remind parents about events to ensure the greatest participation. Mowat's Marquee will also be used to advertise upcoming 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))?	All school communications are translated for our ELL families when needed/requested. Google translate is used for this. Our new ADA approved website and FOCUS messaging will translate all information as well. Bilingual personnel will assist with conferences and phone calls.

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 <u>school will provide a description, explanation, or understanding</u> 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) ?

Our Title I Annual Meeting will be held prior to Open House in order to maximize participation. Notification, in English and Spanish, will be distributed via PeachJar and all social media accounts. All required information will be shared with parents and families to remain in compliance with Title I guidelines.

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.
(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.

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
September	Title I Annual Meeting	School's Requirements for Title I	F, G, & J	Presentation Sign in Sheet evaluations	
September	Open House	School expectations and guidelines; how to assist students academically	F, G, H, I, & J	Sign in sheets presentations/agenda Documents Evaluations	
December	Academic Night	standards for all subject areas and at home ideas	H & J	Sign in sheets Documents evaluations	
February/ March	Middle school testing information	standards associated with state testing, how Mowat is supporting students in learning	State standards	Evaluation form filled out by parents	
February/ March	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	Transition meeting for our	Transition	Transition meeting	

	school	8th grade students and the importance of understanding high school scheduling, GPA's testing, and college information			
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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)).

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
On-going	Parent Portal	Monitoring student progress	Accessing parent portal for monitoring grades, attendance, behavior, & communication	Rosters from counselors and parent liaison	
On-going	School Advisory Council	Plan, review, and improve the PFEP along with the development of the SIP	F, G, H, I, J	Increased parent involvement and input	
On-going	Parent/Community Liaison	Serve as a liaison between the community, parents, and the school to encourage engagement and attendance	F, J	Increased parent involvement and open communication	

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 be encouraged to offer input during conferences, the Title I Annual Meeting, and through SAC. This input along with Information from the Title I Survey will be utilized to make any necessary adjustments to the compact for the following school year.

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)

Not Applicable

MIDDLE & HIGH SCHOOL

How will the school distribute the school-parent-student compact? (Section 1116 (d) (2)(A)?

Compacts are reviewed with students during Critical Thinking the first week of school and sent home with students for signatures.

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
What is Title I with Compacts	Title I Coordinator and Admin	August 5, 2025	Roster, agenda, and presentation	54
Open Communication with Parents	Title I Coordinator and Admin	November	Roster, agenda, presentation	

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	
Title III ESOL	We offer support for our ESOL population through communication translations, ESOL paraprofessionals to assist with parent meetings and monitoring to increase achievement through greater parent involvement.
Title IX Homeless	During Attendance CSTs, families are trained on the resources available through Anchorage, Florida Therapy, and other agencies as needed. Support for our homeless families with food bags, shoes for souls, and more.
Preschool	Not Applicable

Other	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.

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>	Business/Community partnerships will allow us to provide funds and prizes for giveaways at Title I Events.
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>	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.
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>	The school will utilize community and/or business partners to provide literacy training. (i.e. Gulf Coast ESOL for adults, Haney GED)
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>	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.
By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u>	The school will utilize parent volunteers who are bilingual and include them in the planning of events.
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>	Parents will be invited to attend virtual meetings if they are unable to attend face to face.
By what means will the school adopt and	The school will use feedback from Title I Parent

implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u>	Survey to make adjustments.
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9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT	
Category	List of Items
Staffing	Parent Liaison, Academic Interventionist, Paraprofessional, Behavioral Para (2), and Teacher: Salary and benefits three grade chairs/team leaders stipends
Parent Communication	Papers, ink/toner, copier rental, stamps, digital newsletter, printed materials and brochures.
Staff Development	Stipends for summer professional learning and leadership and substitutes for trainings
Extended Learning	stipends for after school hours associated with tutoring

10. BARRIERS
<p>Provide a description of the:</p> <ul style="list-style-type: none"> 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) <u>(ESEA Section 1116)</u>

Use the data collected from Parent Event Evaluations, Surveys, and the School Improvement Plan.
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Barrier (Including the specific subgroup)	Steps the School will Take to Overcome Barrier
Communication (All)	<ul style="list-style-type: none"> Multiple platforms to increase communication (Facebook, website, school messenger, Portal Messenger, Marquee sign, etc.)
Work Schedule	Offer variety of meeting times when possible

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</i> <i>mistrll@bay.k12.fl.us</i>
District Parent Liaison	<i>Bobbie Copsey 850-767-4294</i> <i>copserm@bay.k12.fl.us</i>
Title I Resource Teacher	<i>Stefanie Johnson 850-767-4113</i> <i>hendlsm@bay.k12.fl.us</i>
Principal	<i>Keri Weatherly 850-767-4040</i> <i>weathka@bay.k12.fl.us</i>
Title I Coordinator	<i>Kelli Ferns 850-767-4040</i> <i>fernsk@bay.k12.fl.us</i>
Parent Liaison	<i>Ambe Paulk 850-767-4040</i> <i>paulkal@bay.k12.fl.us</i>