

2020-2021

# Parent & Family Engagement Plan

For: Buddy Taylor Middle School

## INSTRUCTIONS

1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Upload to your Google folder by **April 1, 2020**
4. Complete the SIP section (found at the end) when your school SIP is completed.

## Evaluation of 2019-2020 School Year PFEP

### BUILDING CAPACITY

Content & Type of Activity	Number of Participants	Impact on Student Achievement (include data evidence information, if applicable)
Curriculum Night	160	The number of students with 2 or more EWS indicators decreased by 25%.
Open House	640	The number of students with 2 or more EWS indicators decreased by 25%.
Parent conferences		The number of students with 2 or more EWS indicators decreased by 25%.
Parent Workshops	38	Increase in number of parents participating in workshops. (38 parents & 4 workshops 2019-20)

## BEST PRACTICES

Include a description of the parent and family engagement activity or strategy implemented the previous year that was most effective including content/purpose and a description of the activity and data to support, if applicable.

Open House was the most effective engagement activity because we had over 600 parents/guardians in attendance. Parents and students were eager to come into Buddy Taylor Middle School to become acquainted with the building, student's schedules, teachers and content of courses.

## DEFINITION OF FAMILY ENGAGEMENT

What is your school's definition of Family Engagement?

Family engagement is building relationships between the school & community to ensure student success.

## FAMILY ENGAGEMENT MISSION STATEMENT

- The parent and family engagement plan is a shared responsibility.
- The parent and family engagement plan will assist in providing high quality instruction for all learners.

Buddy Taylor Middle School Title I Parent and Family Engagement mission is to empower families with individual opportunities and to maximize student achievement by engaging family, school, and community partnerships.

## ENGAGEMENT OF PARENTS

Describe:

- how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I Parent and Family Engagement Plan, including involvement in decision making of how funds for Title I will be used.
- provide evidence of involving parents and families in planning, reviewing and improvement of Title I Parent & Family Engagement Plan, including involvement in decision making of how funds for Title I will be used. This can be meeting agenda and notes as well as parent sign-in sheets.

Parents are usually involved in the development of our PFEP (prior to Covid-19) through SAC meetings. This year, due to school closings, we utilized an online parent survey to receive feedback on and solicit input on our PFEP.

## COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe:

- how the school will coordinate and integrate parent and family engagement programs and activities regarding Foster, FIT, ESOL and Unaccompanied Homeless Youth.
- how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

Program	Coordination
Titel I	Suggestions for helping students at home will be provided to parents through email, Skylert robo calls, the Remind text message system, social media accounts, and Schoology (the online platform the school uses). Parent workshops centered on assisting parents with supporting their child(ren) academically and socially will take place.
Individuals with Disabilities Education Act (IDEA)	Parents will be provided with information and opportunities for supplemental instruction support that is being provided by the school. This will be done during the development of the student's IEP.
Title IIA	Teacher Induction Program

Title I, Part C & Title III	Translation services are provided to families.
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## ANNUAL PARENT MEETING and COMMUNICATION

Describe:

- how families will be informed of the nature of the Title I program and how the school will provide families timely information about the Title I program
- the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program
- how families will be provided a description and explanation of
  - curriculum used at the school
  - forms of academic assessment used to measure student progress
  - achievement levels of the Florida State Standards
- how the meeting will cover school choice, input of parents on and the rights of parents at the annual meeting
- if parents request, how the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)
- how the school will handle parents/families comments if the school-wide plan is not satisfactory to the parent/family. [ESEA Section 1116]

Activity/Tasks	Person(s) Responsible	Timeline
Announcement of meeting date and time on school website.	Title I School Coordinator	August 2020
Announcement of meeting on marquee	Title I School Coordinator	August 2020
Parent notification through email, social media, Schoology and Skyward generated phone calls home.	Title I School Coordinator	August 2020
Annual Title 1 Meeting agenda (and corresponding sign in sheets) built around educating parents about opportunities for families and students. Agenda will	Title I School Coordinator	September 2020

include contact information for Title 1 School Coordinator and a list of opportunities for students and parents (Tutoring, Curriculum Night, Parent workshops)		
Annual Title 1 Meeting handouts for presentation. The presentation (and accompanying handouts of the presentation) will include information about what Title 1 means, options for school choice, Parent Rights, and a review of the opportunities provided by the school as part of the Title 1 Program. Parents will be provided with the information and will have the opportunity to ask questions at the end of the presentation.	School Administration Team	September 2020

## FLEXIBLE PARENT MEETINGS

Describe:

- how the school offers a flexible number of meetings, such as meetings in the morning or evening.
- if the school provides transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116] using Title I funds.

Buddy Taylor Middle school will schedule TPST, IEP, and MTSS meetings at different times of the day to better meet the needs of the parents and guardians of our students. Teachers will be available for conferences on an individual or team basis. Parents will also be provided with the option of participating in a meeting through video conference or phone. Meetings are generally scheduled during a teacher's planning time or after school, but a substitute teacher will be made available for teachers if parents need to meet during a teacher's instructional time. Guidance counselors and/or teachers will be available for meetings in the evenings 2x/month (as needed).

Conferences will be by appointment in order to provide an opportunity for all parties to be available. Parents will be provided information such as grade reports, behavior reports, and interventions teachers are using to assist their child in succeeding in school. Parents will be provided with support/assistance to access the online grading system. Buddy Taylor will utilize the Title 1 District social worker to partner with an administrator or teachers to make home visits, should the need arise.

Buddy Taylor will use the results from the parent survey to schedule the times for the Title 1/ SAC meetings. The majority of parents indicate that evening is a better time to come to the school

campus, due to work schedules. Evening times will be set to accommodate the majority of the parents who are interested in attending and participating in our meetings, and childcare will be provided by one of our student groups (SGA, NJHS, AVID) and their faculty advisor as needed.

## BUILDING PARENT & FAMILY CAPACITY

Describe:

- evidence-based* activities that will build the capacity for meaningful parent/family engagement
- any other *evidence-based* activities, such as, but not limited to a Family Reading & Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]
- evidence-based* activities that will build relationships with the community to improve student achievement
- any *evidence-based* materials, resources and/or trainings provided to assist parents/families to work with their child(ren)
- other reasonable support for *evidence-based* parent/family engagement activities.

Content and Type of Activity	Person(s) Responsible & Timeline	Anticipated Impact on Student Achievement	Evidenced-based documentation & tier	Measure of Effectiveness on Academic Achievement
Parent conferences	Teachers	Conferences that focus on student data and individual goals. Students not performing on grade level will be targeted. Providing parents with updates, feedback on their child's progress and resources that can be accessed at home will prepare parents to support their child's	Ongoing throughout the 2020-2021 academic year	Decrease in the number of students with 2 or more EWS indicators.

**Commented [1]:** This column is for your evidence which from your CNA I am reading that as: "Everyone benefits when parents can be involved in their children's school experience with the help of supportive services." Dennis Van Roekel <http://www.nea.org/assets/docs/Wraparound-Services-05142013.pdf>

Please note what tier this evidence is.

		academic growth.		
Access to Parent Portal (Skyward)	Administration Registrar	When parents regularly track their student's progress and grades throughout the year, the number of students failing courses will decrease.	Ongoing throughout the 2020-2021 academic year	Decrease in the number of students failing an academic course.
Open House	Administration Teachers Counselors	Parents will meet teachers and be provided with teacher and counselor contact information, so that communication takes place throughout the school year.	Ongoing throughout the 2020-2021 academic year	Decrease in the number of students failing an academic course.
Curriculum Night	Administration Teachers Counselors	Parents will be provided with an in-depth look at the content/skills their child will be learning throughout the year. They will be presented with classroom & content expectations along with ways to support their child.	September 2020	Decrease in the number of students with 2 or more EWS indicators.
Parent Workshops	Administration Teachers Coaches & Interventionists	Parent Workshops will be held to provide information on their child's progress and resources/support for parents to utilize at home. Topics may include: Supporting Students in core content areas, technology, mental health, handling	Ongoing throughout the 2020-21 academic year	Increase in number of parents participating in workshops. (38 parents & 4 workshops 2019-20)



		negative child behaviors and transitioning to middle/ high school.		
Home Visits	Administration Interventionists School Counselors	Home visits would be provided for parents/families that are unable to get to the school for conferences, paperwork completion, and or assistance with Skyward access. Ensuring parents have access to the resources they need to assist and monitor their child's academic progress will increase attendance and student achievement.	Ongoing throughout the 2020-21 academic year.	Decrease in the number of students with 2 or more EWS indicators.
After Hours Parent Phone Calls	Teachers School Counselors	After hour parent phone calls will provide parents with an opportunity to speak with teachers/school counselors to discuss academic progress and ways to assist students.	Ongoing throughout 2020-21 academic year.	Decrease in the number of students with 2 or more EWS indicators.
Parent Nights at Feeder Schools	Administration	Students/families will be provided with information on how to make the smooth transition from elementary to middle school, what parents can expect from teachers, how to support your child.	February-April 2021	Decrease in the number of students with 2 or more EWS indicators.

## BUILDING STAFF DEVELOPMENT for PARENT & FAMILY ENGAGEMENT

Describe:

- ❑ the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, to include
  - ❑ the value and utility of contributions of parents/families. [ESEA Section 1116]
  - ❑ how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
  - ❑ the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Content and Type of Activity	Person(s) Responsible & Timeline	Anticipated Impact on Student Achievement	Evidenced-based documentation	Measure of Effectiveness on Academic Achievement
Staff meetings will include topics related to parent engagement including: value of parent involvement, how to effectively communicate with parents, methods for parent communication and cultural sensitivity.	Coaches Interventionists	By improving our ability to effectively communicate with parents, we can better assist them in supporting our students academically.	Throughout the 2020-2021 school year	Decrease in the number of students with 2 or more EWS indicators.
Best Practices for communicating with parents will be shared out by staff members in collaborative planning sessions, PLCs and faculty	Teachers Interventionists Coaches	By improving our ability to effectively communicate with parents, we can better assist them in supporting our students academically.	Throughout the 2019-2020 school year	Decrease in the number of students with 2 or more EWS indicators

**Commented [2]:** This column is for the evidence. Perhaps one of these two could work as your PD evidence:

American Federation of Teachers. Building Parent-Teacher Partnerships. Spring, 2010 (Tier 4) Link Below:  
<https://files.eric.ed.gov/fulltext/ED516935.pdf>

Teaching The Teachers, Preparing Educators to Engage Families for student Achievement, by Margaret Caspe, M. Elena Lopez, Ashley Chu, and Heather B. Weiss (2011) (Tier Link Below:

[https://www.google.com/url?q=http://www.ectacfl.net/uploads/2/2/1/6/22162720/teaching\\_the\\_teachers\\_preparing\\_educators\\_to\\_engage\\_families\\_for\\_student\\_achievement.pdf&sa=D&ust=1586354604585000&usg=AFQjCNHDwzyL-nIIRSX2DOHePFgW7fMbbw](https://www.google.com/url?q=http://www.ectacfl.net/uploads/2/2/1/6/22162720/teaching_the_teachers_preparing_educators_to_engage_families_for_student_achievement.pdf&sa=D&ust=1586354604585000&usg=AFQjCNHDwzyL-nIIRSX2DOHePFgW7fMbbw)

meetings				
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## FAMILY SURVEY

Using your 2019-2021 Title I family survey results, choose a topic (**Barriers to Engagement, Family Support, Learning Behaviors** or **Family Engagement**) to address this coming school year.

### Family Engagement

**TOPIC: 52% of our parents stated their busy schedule was a barrier to engagement.**

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Measure of Effectiveness
<p>Make workshops available online.</p> <p>Per parent input, also consider hosting the workshops in neighborhoods (Carver Gym) instead of at the school.</p>	<p>Media Specialist Digital Support Colleague</p> <p>Administration Teachers Presenters</p>	<p>Train onsite staff members to upload the recording of the Parent Workshop on the web in a more timely manner.</p> <p>Host Zoom meetings</p>	Throughout the 2020-2021 school year	<p>Number of views on recordings.</p> <p>Number of parents in attendance.</p>
Create the calendar of parent workshops in advance	TSC/Coaches	Calendar of Events prepared in August/Sept and shared with parents as soon as possible	Ongoing throughout the 2019-20 academic year	Increase in parent attendance or online participation.

## ACCESSIBILITY

Describe:

- how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
- how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that parents/families can understand.
- “to the extent practicable, how the school shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.”* [ESEA Section 1116]

In order to provide our families with multiple opportunities to participate in family engagement activities, BTMS will provide parent workshops online, face to face, and during the school day if possible,

**DISCRETIONARY ACTIVITIES (optional)**

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

Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline

## BARRIERS

Describe:

- the barriers that hindered participation by parents during the 2019-2020 school year.
- the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
<b>In 2019-20, 60% of our parents stated their busy schedule was a barrier to engagement.</b>	Make workshops available online to view at a later time.  Host Zoom sessions	Teachers Coaches Media Specialist	Ongoing throughout 2020-2021

Attach evidence of parental input on this PFEP.

Attach your school compact and evidence of parental input on your school's compact.

## PFEP Assurances

- Assurance 11a, Parent Consultation:** Schools will ensure that consistent with 1116, they will conduct outreach to all parents and family members for meaningful consultation for planning and implementation of programs, activities, and procedures using family engagement funds.
- Assurance 11b, School Parent and Family Engagement Policy:** Schools will ensure that as outlined in Section 1116(b)(1-4), they will
  - distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
  - may amend that policy, if necessary, to meet the requirements of this subsection.
  - If the plan under section 1112 is not satisfactory to the parents of participating children, the school shall submit any parent comments with their PFEP

- Assurance 11c, Policy Involvement:** Schools will, as outlined in Section 1116(c)(1-5)
  - Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
  - Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
  - 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 school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
  - Provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
  - If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan to the LEA.
- Assurance 11d, Shared Responsibilities for High Student Academic Achievement:** As outline in section 1116(d)(1-2), the school will 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 and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- Assurance 11e, Building Capacity for Involvement:** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, the school under this part will meet the requirements outlined in section 1116(e)(1-14).
- Assurance 11f, Accessibility:** Schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- Assurance 11g, Family Engagement in Education Programs:** In a state operating a program under part E of Title IV, the school that receives assistance under this part shall inform parents and organizations of the existence of the program.

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Principal's Signature

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Date Signed



2020-2021

## SCHOOL IMPROVEMENT PLAN GOALS

Complete this section AFTER your school has completed your SIP.

GOALS	How will this goal be communicated to families?	How will you assist families in supporting this goal?

2019-2020

REVIEW

SCHOOL IMPROVEMENT PLAN GOAL

GOALS: 19-20 SIP	OUTCOMES & IMPACT ON STUDENT ACHIEVEMENT