2019-2020

**Parent & Family**

**Engagement Plan**

For: Buddy Taylor Middle School

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# 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 **May 31, 2019**.
4. Complete the SIP section (found at the end) when your school SIP is completed.

Evaluation of

2018-2019 School Year PFEP

# BUILDING CAPACITY

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| **Content & Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| Curriculum Night | 1 | 140 | The number of students with 3 or more EWS indicators decreased by 32%. |
| Content Showcase Night | 1 | 140 | i-Ready ELA (AP1- AP3) proficiency rate increased from 39% to 46%. i-Ready Math (AP1- AP3) proficiency rate increased from 16% to 29%. |
| Open House | 1 | 625 | i-Ready ELA (AP1- AP3) proficiency rate increased from 39% to 46%. i-Ready Math (AP1- AP3) proficiency rate increased from 16% to 29%. |
| Parent Workshops | 5 | 32 | Increased the number of parents with access to Schoology & Skyward. |
| Guest Speakers & Mentors | 15 | 1353 | The number of students with 3 or more EWS indicators decreased by 32%. |
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# STAFF FAMILY ENGAGEMENT TRAINING SUMMARY

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| **Content & Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| Staff meetings topics to include: value of parental involvement, communicating with parents, building ties between home and school, and cultural sensitivity | 5 | 50 | The number of students with 3 or more EWS indicators decreased by 32%. |
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# Best Practices:

# Include a description of the parent and family engagement activity or strategy implemented the previous year that the school considers the most effective including content/purpose and a description of the activity.

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| 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. |

# SCHOOL NAME: DEFINITION OF FAMILY ENGAGEMENT

What is your school’s definition of Family Engagement

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| 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.

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| 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

* 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.

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| See January 2019 SAC meeting minutes. |

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# COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

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

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| **Program** | **Coordination** |
| Title I | Suggestions for helping students at home will be provided to parents through email, the remind text message system, social media accounts, and Schoology (the online platform the school uses). The school newsletter will also be posted on the school website. 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. |

# ANNUAL PARENT MEETING and COMMUNICATION

* The school will provide timely information about the Title I programs.
* Describe 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.
* 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
* Description of the nature of the Title I program that is shared with parents.
* Description of how the meeting will cover school choice, input of parents on and the rights of parents at the annual meeting.
* If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
* The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]

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| **Activity/Tasks** | **Person(s) Responsible** | **Timeline** |
| Announcement of meeting date and time on school website. | Title I School Coordinator | August 2019 |
| Announcement of meeting on marquee | Title I School Coordinator | August 2019 |
| Parent notification through email, social media, Schoology and Skyward generated phone calls home. | Title I School Coordinator | August 2019 |
| Annual Title 1 Meeting agenda (and corresponding sign in sheets) built around educating parents about opportunities for families and students. Agenda will include contact information for Title 1 School Coordinator and a list of opportunities for students and parents (Tutoring, Curriculum Night, Parent workshops) | Title I School Coordinator | September 2019 |
| 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 2019 |

# FLEXIBLE PARENT MEETINGS

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

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| 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 the 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 surveys 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. |

# BUILDING PARENT & FAMILY CAPACITY

* The school will implement activities that will build the capacity for meaningful parent/family involvement.
* Other 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]
* The school will implement activities that will build relationships with the community to improve student achievement.
* The school will provide materials and trainings to assist parents/families to work with their child(ren).
* The school will provide other reasonable support for parent/family engagement activities.

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| **Content and Type of Activity** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 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 academic growth. | Ongoing throughout the 2019-2020 academic year | Decrease in the number of students with 3 or more EWS indicators. |
| 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 2019-2020 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 2019-2020 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 2019 | Increase in i-Ready math & ELA achievement. |
| 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 & safety | Ongoing throughout the 2019-20 academic year | Increase in number of parents participating in workshops. (32 parents & 5 workshops 2018-19) |
| Parent Materials | Administration  Teachers  Staff | Providing parents with Middle Years newsletters will increase school success, strengthen the home and school partnership,  and enhance parenting skills. | Ongoing throughout the 2019-20 academic year | Decrease in the number of students with 2 or more EWS indicators. |
| Community Engagement | Teachers | Students will be provided with opportunities to engage with community members who share their role/career in the community and how education influences their opportunities. This will increase student knowledge of career opportunities. | Ongoing throughout the 2019-20 academic year | Decrease in the number of students with 3 or more EWS indicators. |
| Mentoring | Mentors  Mentor Coordinator | Targeted students will be provided with a community mentor or adult on campus to meet with on a regular basis to review grades, behavior, set and monitor goals. | Ongoing throughout the 2019-20 academic year | Decrease in the number of students with 3 or more EWS indicators. |
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# 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,

* in the **value and utility of contributions of parents/families.** [ESEA Section 1116]
* in **how to reach out to, communicate with, and work with parents/families as equal partners.** [ESEA Section 1116]
* with **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]

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| **Content and Type of Activity** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Monthly 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. | Teacher Support Colleague  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 failing an academic course. |
| Best Practices for communicating with parents will be shared out by staff members in collaborative planning sessions, PLCs and faculty meetings | Teachers  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 failing an academic course. |
| BTMS will reach out to the County Title 1 Program Specialist to conduct a training on parent involvement. | Admin | Teachers will be more informed about available resources to assist students and families, supporting our students learning and developmental growth. | August, 2019 | Decrease in the number of students with 3 or more EWS indicators. |

# FAMILY SURVEY

Using your school survey results, choose a topic (Barriers to Engagement, Family Support, Learning Behaviors or Family Engagement) to address this coming school year.

**Family Engagement**

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| **TOPIC:** 60% of parents stated that their busy schedule was a barrier for engagement. |

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| **ACTIONS and ACTIVITIES** | **Person(s) Responsible** | **What needs to be completed?** | **Timeline** | **Evidence of Effectiveness** |
| Make parent workshops available online for parents to access at a time convenient for them. | Coaches  Presenters  Technology Dept. | Video workshops and LiveStream and/or upload to YouTube | Ongoing throughout the 2019-20 academic year | Number of views |
| Increase the number of opportunities that parents have to attend specific workshops; | Coaches  Presenters | Workshop design | Ongoing throughout the 2019-20 academic year | Increase in parent attendance or online participation. |
| 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.
* Describe 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 he parents/families can understand.

“*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*.” [ESEA Section 1116]

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| 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)

* 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.)

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

* Describe the barriers that hindered participation by parents during the 2018-2019 school year.
* Describe 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).

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| **Barrier** | **Steps to Overcoming Barrier** | **Persons Responsible** | **Timeline** |
| 60% of parents stated that their busy schedule was a barrier for engagement. | Make workshops available online;  Increase the amount of times a single workshop is given;  Increase the number of workshops on a single night;  Release the calendar of events earlier so that parents can make arrangements in advance. | TSC  Coaches  Admin | Throughout the 2019-2020 school year |
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Attach evidence of parental input on this PFEP.

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

PARENT & FAMILY ENGAGEMENT PLAN

# ASSURANCES

* The parents of Title I students are involved in decisions about how Title I funds are spent.
* A description of how your school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA.
* The plan was jointly developed/ revised with parent and made available to the local community.
* The parents and families are involved in planning, reviewing and improving the schoolwide program.
* How the plan uses the findings of the parent and family engagement plan to review design strategies for more effective engagement, and to review, if necessary, the school’s parent and family engagement plan.
* The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals.
* The school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is assigned out of field.
* The school will provide each family with an individualized student report about the performance of their child(ren) on State assessments. [ESEA section 1116]

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Principal’s Signature Date Signed

2019-2020

SCHOOL IMPROVEMENT PLAN GOALS

Complete this section AFTER your school has completed the SIP.

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| **GOALS** | **How will this goal be communicated to families?** | **How will you assist families in supporting this goal?** |
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**2018-2019**

**REVIEW**

**SCHOOL IMPROVEMENT PLAN GOAL**

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| **GOALS: 18-19 SIP** | **OUTCOMES & IMPACT ON STUDENT ACHIEVEMENT** |
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