

2023-2024

Parent & Family Engagement Plan

School Name: Buddy Taylor Middle School

Proposed Mid-year PFEP Review Date:	Person overseeing Mid-year Review	Proposed End-of- Year Date PFEP Review with SAC or Stakeholders:	Person responsible for SAC/stakeholder end-of-year review
December 2023	Bovino/Fries	April 2024	Bovino/Fries

FAMILY SURVEY

Using your 2022-2023 Title I family survey results, choose an area of need as identified by parent surveys, to address this coming school year.

Describe a Targeted Area of Need Identified from your Title I Parent Survey:

According to our 22-23 Title 1 family survey results 43.58% of parents selected “never” when asked “does my child's teacher contact me personally to discuss my child's academic achievement”.

For the 23-24 school year, we will prioritize direct communication between teachers and families.

YOUR SCHOOL’S DEFINITION OF FAMILY ENGAGEMENT (created with family & stakeholder input)

What is your school’s definition of Family Engagement?

To create an environment in which families feel supported and empowered to enhance the learning goals and development of their child, and where they feel comfortable communicating with

educators to gain deeper insight on how to develop their child to meet their end goals.

**Evaluation of
2022-2023 School Year PFEP**

BUILDING CAPACITY

Name of Activity	Number of Participants	Was there a measurable impact on student achievement	Data used to support impact on student achievement
Parent & Family Engagement Night	20	Yes	The promotion rates and academic data of these subgroups
Eagle Expo	200	Yes	Preliminary sign ups for clubs, sports, and band indicate an increase in the number of students participating in these events. Research shows us that when students participate in extracurricular activities, they have an increase in overall achievement.
Transition to Middle School Zoom	60	Yes	The number of participating families shows a need and interest in this type of event. Research shows more invested families produce students with greater academic success.
Open House	200	Yes	The number of participating families shows a need and interest in this type of event. Research shows more invested families produce students with

			greater academic success.
Curriculum Night	200	Yes	The number of participating families shows a need and interest in this type of event. Research shows more invested families produce students with greater academic success.
August SAC	Approx 10	Yes	The stakeholder input into the decision making process of the school strengthens the connection between community and engagement, which is a researched best practice for successful schools.
November SAC	Approx 20	Yes	The stakeholder input into the decision making process of the school strengthens the connection between community and engagement, which is a researched best practice for successful schools.
January SAC	Approx 10	Yes	The stakeholder input into the decision making process of the school strengthens the connection between community and engagement, which is a researched best practice for successful schools.
April SAC	Approx 15	Yes	The stakeholder input into the decision making process of the school strengthens the connection between community and engagement, which is a researched best

			practice for successful schools.
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Activities on 2022-2023 PFEP that were not completed	Explanation for the event not occurring
Literacy Night	This year we shifted our focus to engaging students with our House System. We have allocated additional funding for 23-24 to merge our literacy event with the house system so that parents can see how our house system ties into academics with the goal of increasing literacy.
PFEE Advertisements & Postage	This year we implemented weekly newsletters that are sent directly to families via email. They are also posted on our social media accounts and school website. This newsletter is shared with both students and families directly.
Math Event	Rather than hosting a math night, based on our student data from PM2, we felt it would be more beneficial to provide students with targeted support across content areas (FAST Bootcamp for ELA, Math, Science and Social Studies).

(*Add additional rows as needed)

BEST PRACTICES

Include a description of the parent and family engagement activity or strategy implemented in 22-23 that was **most effective** including content/purpose, a description of the activity, and data used to support the effectiveness.

In April of 2023 we hosted two events to welcome our 6th grade students and families to Buddy Taylor. In order to provide convenience to families, one of these events was held via zoom. We had staff members present on the zoom call to discuss ESOL, ESE and 504s. We had over 200 people in attendance for this event.

Following this event, we held a face-to-face event (Eagle Expo) for students to tour the campus, meet elective teachers, learn about our ESOL and ESE programs, and explore after school activities such as clubs and sports.

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ENGAGEMENT OF FAMILY/STAKEHOLDERS

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact positive school culture and environment are critical. Stakeholder groups more proximal to the school may include teachers, students, and families of students, volunteers, community members, and school board members. Broad stakeholder groups might include early childhood providers, community colleges and universities, social services, and business partners.

Describe:

- ☐ how the school will involve the parents, families and stakeholders 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 for Family Engagement activities
- ☐ what evidence the school will collect for the involvement of parents and families in planning, reviewing and improving the school’s Title I Parent & Family Engagement Plan, including involvement in decision making of how funds for Title I will be used in Family Engagement activities. This can be items such as meeting agendas and meeting notes as well as parent sign-in sheets indicating participants' roles (community member, parent, teacher, student, etc.)
- ☐ how you will invite parents to join the School Advisory Committee (SAC) Minutes of the SAC meetings are to reflect parent input into the development/improvement of the PFEP and Compact
- ☐ when and how parents will be provided a condensed version of the Parent and Family Engagement Plan

Narrative	Timeline	Person Responsible
The school will involve parents, families, and stakeholders through our 4 (or more) School Advisory Council meetings. Meeting dates are set at the beginning of the year and are open to the public. At each meeting there will be 1 or more agenda item that centers around a Title 1 aspect that needs input from stakeholders (examples are: Parent/School Compact, the Budget of Parent and Family Engagement, and the PFEP plan itself.	4 times throughout the school year. Proposed dates for August, October, January and April.	Jessica Fries & Josh Reinert

At each School Advisory Council Meeting (SAC) an agenda will be made, attendance will be taken, and the minutes/notes will be recorded. Once complete, those items will be reviewed by the leadership team at BTMS, then uploaded onto the Title 1 Crate platform.	4 Post Meeting review meetings in August, October, January, and April.	Jessica Fries & Joshua Reinert
Parents will be invited to join the SAC committee through various mediums such as: Weekly video updates from Principal Cronk, Weekly Newsletters, Social Media Posts, School Marquee, Sylert calls.	Throughout the school year (minimum of 4 times prior to SAC events in August, October, January and April.	Jessica Fries & Joshua Reinert
A proposed version of our PFEP will be presented to SAC at our October meeting, and if approved, with feedback will be shared with families school-wide following that meeting.	August-September 2023	Jessica Fries & Josh Reinert

COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe:

- ☐ how your school will coordinate and integrate parent and family engagement programs and activities regarding subgroups such as ESE, Foster, FIT, ESOL and/or Unaccompanied Homeless Youth.
- ☐ how your school will coordinate and integrate parent and family activities that teach parents in these subgroups how to help support their child(ren)'s academics at home. [ESEA Section 1116]

Targeted Program	Narrative on Specifics of the Coordination of Activities for Subgroup(s)
ESE	BTMS will host an Organizational Strategies Series to assist families in supporting their child at home. During this three part series, will have ESE staff, Guidance Counselors, Staffing Specialist, Administration, and ESOL staff in attendance to present and answer parent questions regarding their child's education and how their IEP, 504 or ELL plan provides additional support.

Foster/FIT/Homeless	Data indicates that many of our students that fall into the Foster, FIT, or Homeless subgroups also have an IEP, 504 or an ELL Plan. These students will be personally invited by their respective school counselor to increase the potential for attendance. It is the goal of BTMS that these families leave our campus with a deeper understanding of the programs and support that are available.
ESOL	BTMS will host an Organizational Strategies Series to assist families in supporting their child at home. During this three part series, will have ESE staff, Guidance Counselors, Staffing Specialist, Administration, and ESOL staff in attendance to present and answer parent questions regarding their child's education and how their IEP, 504 or ELL plan provides additional support.

REQUIRED TITLE I ANNUAL PARENT MEETING (to be held at a convenient time during the first quarter) with continual ongoing COMMUNICATION

In the narrative describe:

- ☐ how families will be informed of the nature of the Title I program your school participates in and what that means for students and families
- ☐ the specific steps the school will take to conduct the **required Title I annual parent meeting during the first quarter** (method of invitations, explanations, family input, etc.)
- ☐ how families will be provided a description and explanation of
 - ☐ curriculum used at the school
 - ☐ which academic assessments will be used to measure student progress
 - ☐ the importance of parent participation on surveys
 - ☐ your school's Title I compact and the purpose behind it
- ☐ 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]

Narrative identifying your plan to meet the above items	Person(s) Responsible	Timeline
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Meeting will be announced during our Back to School event in addition it will be posted on our school website, social media accounts, marquee and pushed out directly from teachers to families.	Jessica Fries & Josh Reinert	August 2023
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)	Jessica Fries & Josh Reinert	August 2023
Annual Title 1 meeting presentation with handouts about the Title 1 program. Parents will be provided with information about the Title 1 Program and have the opportunity to ask questions at the end of the 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.	BTMS Admin Team	August 2023

FLEXIBLE PARENT MEETINGS

Describe:

- ☐ how your school will offer a number of flexible meetings throughout the school year, such as meetings in the morning, afternoon or evening, live or virtual, recordings on demand, etc.
- ☐ if your school will provide transportation, child care, or home visits, as such services relate to parent and family engagement. [ESEA Section 1116] using Title I funds.

Most of our events are held with a virtual option. In addition to hosting face to face meetings at a time that does not conflict with working hours, we also provide child care for families with younger children.

BUILDING PARENT & FAMILY CAPACITY

Describe:

- ☐ which meaningful family engagement evidence-based activities your school will provide to teach parents how to help support their child (children)'s academics at home (ESEA Section 1116)
- ☐ activities your school will offer that will build relationships with families, stakeholders and

community to improve student achievement

- ☐ other reasonable support for evidence-based parent/family engagement activities that will help your school meet your school improvement plan goals
- ☐ parent and family capacity building activity specific to the transition of:
 - ☐ VPK to Kindergarten, if applicable
 - ☐ elementary to middle school, if applicable
 - ☐ middle to high school, if applicable, or
 - ☐ high school to secondary school or workforce, if applicable

Content/type/name of activity and proposed timeline for event	Rationale for anticipated impact on student achievement	The data you will use to measure effectiveness on academic achievement	When will data be pulled to measure effectiveness	Person(s) responsible for event	The area of focus the event relates to
Organizational Strategies Event (3x per year) Fall 2023 Winter 2024 Spring 2024	Our Title 1 survey results indicate that parents would appreciate hearing strategies on how to support their children at home. This event will focus on the following: Connection Between Attendance and Student Achievement, supporting Literacy at Home, Understanding State Testing, and Strategies to Help my Child Succeed	FAST Data after PM1, PM2 & PM3 In addition, we will utilize Parent Survey Data to determine if engagement increases.	Following each progress monitoring window (Fall, Winter & Spring)	Bovino/Fries	Student Achievement
Literacy Night/January 2023	This event will promote literacy for BTMS Students, Parents, and Families. BTMS will provide literacy materials and resources at this event to help our Eagle Families support literacy at home.	Post event survey of all stakeholders assessing engagement at the event, success of literacy activities, and requests for additional support from parents. Goal - to engage parents in supporting literacy at home in all subject areas. Growth - parent engagement in literacy activities and participation at future events.	Data will be pulled at the conclusion of the event.	Bovino/Fries	Parent Engagement
Transition to Middle School Series	This event will provide resources and personalized support for	Pre/post event surveys to determine parent understanding of supports	Data will be pulled at the conclusion of the event.	Bovino/Fries	Parent Engagement

	ESE, 504, ELL, FIT, Foster and Gifted students. As well as provide families with insight into the programs offered at BTMS	provided at school and to gauge family needs. Goal - to provide families with resources and skills to better support their students. Growth - improvement of organizational skills of students and increase of work turned in.			
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BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

Describe the STAFF development activities the school will offer to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, to include:

- ☐ how the school will educate teachers and staff on the value of contributions of parents/families. [ESEA Section 1116]
- ☐ what activities will be provided to support teacher and staff skills with how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
- ☐ facilitating the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]

Content/Type of Evidenced-based Activity	Person(s) Responsible & Proposed Timeline	Rationale for Anticipated Impact on Student Achievement	What data you will use to Measure Effectiveness on Academic Achievement
Organizational Strategies Event (3x per year) Will focus on the below topics and will included a component on how teachers can engage families in the following areas: Connection Between Attendance and Student Achievement Supporting Literacy at Home,	Cronk/Fries	Our Title 1 survey results indicate that parents would appreciate hearing strategies on how to support their children at home.	FAST Data after PM1, PM2 & PM3 In addition, we will utilize Parent Survey Data to determine if engagement increases.

Understanding State Testing, Strategies to Help my Child Succeed			
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DISSEMINATION

Describe:

- ☐ how and when the school plans to disseminate the PFEP and school compacts to parent

The PFEP will be sent out via Skyward email to all families, in addition it will be posted to our school website and linked to our weekly Parent and Family Newsletter. This information will also be shared with our SAC.

ACCESSIBILITY (Addressing the barriers)

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 maximize opportunity for our families to participate in engagement events, all parent communication is shared via Skyward email in addition to being posted to our school website and linked to our weekly Parent and Family Newsletter. Information will also be made available in the family's native language. BTMS will offer flexible scheduling of all meetings as well as provide virtual options for attendance.

BARRIERS

Describe:

- ☐ the barriers that hindered participation by parents during the 2022-2023 school year.
- ☐ the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to subgroups such as 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).
- ☐ include and describe any supporting activities that will be paid through Title I, Part A Funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, child care expenses, etc.)

Barriers to family engagement in 2022-2023	Description of Implementation Strategy to address barriers	Person(s) Responsible	Any supporting activities that will be funded by Title I to help overcome barriers
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Child Care	In order to eliminate this barrier, we will provide options for child care during our Parent & Family Engagement Events	Josh Reinert & Jessica Fries	This strategy will be implemented across all events.
Meeting Times	In order to eliminate this barrier, we will offer flexible meeting times in in addition to offering a virtual option when possible	Josh Reinert & Jessica Fries	This strategy will be implemented across all events.

Attach evidence of parental input on this PFEP.

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

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?	Is a family engagement event planned around this goal?

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.
 - should this plan under section 1112 be unsatisfactory to the parents of participating children, 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, virtual or in-person, 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 outlined 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 two-way 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.

Principal's Signature

Date Signed