

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
Title 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.

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 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 2020

<p>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.</p>	<p>School Administration Team</p>	<p>September 2020</p>
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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 academic growth.	<p>"Everyone benefits when parents can be involved in their children's school experience with the help of supportive services." Dennis Van Roekel</p> <p>https://studylib.net/doc/18546608/wraparound-services</p> <p>Tier 4</p>	Decrease in the number of students with 2 or more EWS indicators.

<p>Access to Parent Portal (Skyward)</p>	<p>Administration Registrar</p>	<p>When parents regularly track their student's progress and grades throughout the year, the number of students failing courses will decrease.</p>	<p>"Everyone benefits when parents can be involved in their children's school experience with the help of supportive services." Dennis Van Roekel</p> <p>https://studylib.net/doc/18546608/wraparound-services</p> <p>Tier 4</p>	<p>Decrease in the number of students failing an academic course.</p>
<p>Open House</p>	<p>Administration Teachers Counselors</p>	<p>Parents will meet teachers and be provided with teacher and counselor contact information, so that communication takes place throughout the school year.</p>	<p>"Everyone benefits when parents can be involved in their children's school experience with the help of supportive services." Dennis Van Roekel</p> <p>https://studylib.net/doc/18546608/wraparound-services</p> <p>Tier 4</p>	<p>Decrease in the number of students failing an academic course.</p>

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.	<p>“Everyone benefits when parents can be involved in their children’s school experience with the help of supportive services.” Dennis Van Roekel</p> <p>https://studylib.net/doc/18546608/wraparound-services</p> <p>Tier 4</p>	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 negative child behaviors and transitioning to middle/ high school.	<p>“Everyone benefits when parents can be involved in their children’s school experience with the help of supportive services.” Dennis Van Roekel</p> <p>https://studylib.net/doc/18546608/wraparound-services</p> <p>Tier 4</p>	Increase in number of parents participating in workshops. (38 parents & 4 workshops 2019-20)

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.	<p>“Everyone benefits when parents can be involved in their children’s school experience with the help of supportive services.” Dennis Van Roekel</p> <p>https:// studylib.net/ doc/ 18546608/ wraparound- services</p> <p>Tier 4</p>	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.	<p>“Everyone benefits when parents can be involved in their children’s school experience with the help of supportive services.” Dennis Van Roekel</p> <p>https:// studylib.net/ doc/ 18546608/ wraparound- services</p> <p>Tier 4</p>	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.	<p>“Everyone benefits when parents can be involved in their children’s school experience with the help of supportive services.” Dennis Van Roekel</p> <p>https://studylib.net/doc/18546608/wraparound-services</p> <p>Tier 4</p>	Decrease in the number of students with 2 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, 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.	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: http://www.ectacfl.net/uploads/2/2/1/6/22162720/teaching_the_teachers_preparing_educators_to_engage_families_for_students_for_students_achievement.pdf)	Decrease in the number of students with 2 or more EWS indicators.

<p>Best Practices for communicating with parents will be shared out by staff members in collaborative planning sessions, PLCs and faculty meetings</p>	<p>Teachers Interventionists Coaches</p>	<p>By improving our ability to effectively communicate with parents, we can better assist them in supporting our students academically.</p>	<p>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: http://www.ectacfl.net/uploads/2/2/1/6/22162720/teaching_the_teachers_preparing_educators_to_engage_families_for_student_achievement.pdf)</p>	<p>Decrease in the number of students with 2 or more EWS indicators</p>
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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>	<p>Throughout the 2020-2021 school year</p>	<p>Number of views on recordings.</p> <p>Number of parents in attendance.</p>
<p>Create the calendar of parent workshops in advance</p>	<p>TSC/Coaches</p>	<p>Calendar of Events prepared in August/Sept and shared with parents as soon as possible</p>	<p>Ongoing throughout the 2019-20 academic year</p>	<p>Increase in parent attendance or online participation.</p>

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

In 2019-20, 60% of our parents stated their busy schedule was a barrier to engagement.	Make workshops available online to view at a later time.	Teachers Coaches Media Specialist	Ongoing throughout 2020-2021
	Host Zoom sessions		

Attach evidence of parental input on this PFEP. (see p. 20-21)

Attach your school compact and evidence of parental input on your school's compact. (see p. 22)

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.

Bobby Bossardet

05/05/2020

Principal's Signature

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?
<p>If we implement lesson plans that include text-based writing assignments, vocabulary instruction, and Learning-Focused strategies in all classes, then achievement in the following subject areas: ELA, math and science, along with our subgroups: Students with Disabilities and Black/ African American will increase, which will be monitored and refined through classroom walk throughs, data chats and collaborative planning with school-wide feedback.</p>	<p>SAC Meeting & SIP placed on website</p>	<p>Student data will be shared with parents and plans for increasing their child’s achievement/skills will be discussed.</p>
<p>If BTMS targets students who had attendance below 90% and provides supports for absenteeism, then we will reduce the number of students who have attendance below 90%, which will be monitored and refined through the student services team protocol.</p>	<p>SAC Meeting & SIP placed on website</p>	<p>Support services team will work with families to provide available services based on the family's or student's obstacles preventing them from attending school consistently</p>

<p>If the ESE support facilitation and intervention teachers are actively engaged in collaborative planning with the teachers they support and the content area departments, then we will see an increase in the number of students including our Students with Disabilities and Black/African American students who achieve a level 3 or above in ELA and math, which will be monitored and refined through bi-weekly collaborative planning meetings, progress monitoring data and classroom walk-throughs with school-wide feedback.</p>	<p>SAC Meeting & SIP placed on website</p>	<p>Student data and interventions provided will be shared with parents and plans for increasing their child's achievement/skills will be discussed.</p>
<p>If we ensure that the students who earn a 3 or above on the 7th grade math FSA have an opportunity to take an acceleration course and Learning- Focused strategies are being implemented, then we will see a change in the number of ICE passes and Level 3 Algebra 1 passes, which will be monitored and refined through class counts, progress monitoring data and assessment performance.</p>	<p>SAC Meeting & SIP placed on website</p>	
<p>If we ensure that the students, can access prior knowledge, provide vocabulary previewing opportunities, and provide opportunities to fill in pre-requisite skills, then we will see an increase in the number of students who are proficient on grade level ELA standards and grade level Math standards, which will be monitored and refined through progress monitoring data and assessment performance.</p>	<p>SAC Meeting & SIP placed on website</p>	<p>Student data and interventions /supplemental instruction will be shared with parents and plans for increasing their child's achievement/skills will be discussed.</p>

<p>According to our Title I Survey results, 79% of parents stated that their busy schedule is a barrier to engagement with the school. If we provide opportunities for parents/families to engage with BTMS within their communities, then we will see an increase in the number of parents and community members who feel involved in the school, which will be monitored and refined through event attendance and survey results.</p>	<p>SAC Meeting & SIP placed on website</p>	<p>Utilize technology to record and post Parent Workshops online, so parents can access from home</p> <p>Organize community events for parents that include information on student services and resources.</p> <p>Provide opportunities for parents to sign up for Skyward access outside of school day.</p> <p>Notify parents of community events and school programs using robo calls, emails and flyers.</p>

2019-2020

REVIEW

SCHOOL IMPROVEMENT PLAN GOAL

GOALS: 19-20 SIP	OUTCOMES & IMPACT ON STUDENT ACHIEVEMENT
<p>If BTMS targets students who had attendance below 90% and provides supports for absenteeism, then we will reduce the number of students who have attendance below 90%, which will be monitored and refined through the student services team protocol.</p>	<p>At the mid-year reflection, 88 students had an attendance rate that is below 90%. 2018-2019 school year BTMS had 159 students that were below 90% for attendance. Our weekly attendance rate, when compared each week to last year's weekly attendance rate, is consistently higher than 2018-2019 school year. When those weekly attendance rates are averaged, 2018-2019 had an overall attendance rate of 93.78 (YTD) and 2019-2020 overall attendance rate is 94.61(YTD).</p> <p>Goal will be continued in 2020-21 due to lack of data during school shutdown.</p>

<p>If the ESE support facilitation and intervention teachers are actively engaged in collaborative planning with the teachers they support and the content area departments, then we will see an increase in the number of students including our Students with Disabilities and Black/ African American students who achieve a level 3 or above in ELA and math, which will be monitored and refined through bi-weekly collaborative planning meetings, progress monitoring data and classroom walk-throughs with school-wide feedback.</p>	<p>The percent of students in Tier 3 has decreased from 38% (Diagnostic 1) to 37% (Diagnostic 2). 8th SWD Reading-median percent progress towards Typical Growth= 94%. Tier 3- 65% (From 74%). Tier 2- 23% (From 20%) 7th SWD Reading Tier 3- 60% (From 78%). Tier 2- 11% (From 19%). Tier 1- 4% (From 3%). i-Ready math data indicates that the percent of students in Tier 2 decreased from 57% (Diagnostic 1) to 56% (Diagnostic 2). 8th Math SWD- the number of students in Tier 3 decreased from 77% (Diagnostic 1) to 65% (Diagnostic 2).</p> <p>Goal will be continued in 2020-21 due to lack of data during school shutdown.</p>
<p>If we ensure that the students who earn a 3 or above on the 7th grade math FSA have an opportunity to take an acceleration course and Learning-Focused strategies are being implemented, then we will see an increase in the number of students who pass the required exam, which will be monitored and refined through class counts, progress monitoring data and assessment performance.</p>	<p>There are currently 46 students enrolled in our Industry Certification Fundamentals of Agriculture course and 104 students enrolled in our Industry Certification Technology courses. As of 6/3/2020, thirteen students have passed their Industry Certification Exam. There are 159 students enrolled in Algebra and 53 in Geometry.</p> <p>Goal will be continued in 2020-21 due to lack of data during school shutdown. State testing did not take place. Industry Certifications were down due to school closure.</p>

<p>According to our Title I Survey results, 79% of parents stated that their busy schedule is a barrier to engagement with the school. If we provide opportunities for parents/families to engage with BTMS within their communities, then we will see an increase in the number of parents and community members who feel involved in the school, which will be monitored and refined through event attendance and survey results.</p>	<p>We held two BTMS Block Parties. One was held at the Carver Gym in the City of Bunnell and one was held at Hidden Trails Community Center in western Flagler County. They were well attended by families (over 200 people). At the Block Parties, we had services available for students/families (school counselors, tutoring information, technology (Skyward/Schoology & free wifi), food services, mentoring and community services). Three Parent Workshops took place attended by approximately 60 parents. The most highly attended was the "What You Need to Know Before Going to High School."</p> <p>Goal will be continued in 2020-21 due to lack of data during school shutdown.</p>
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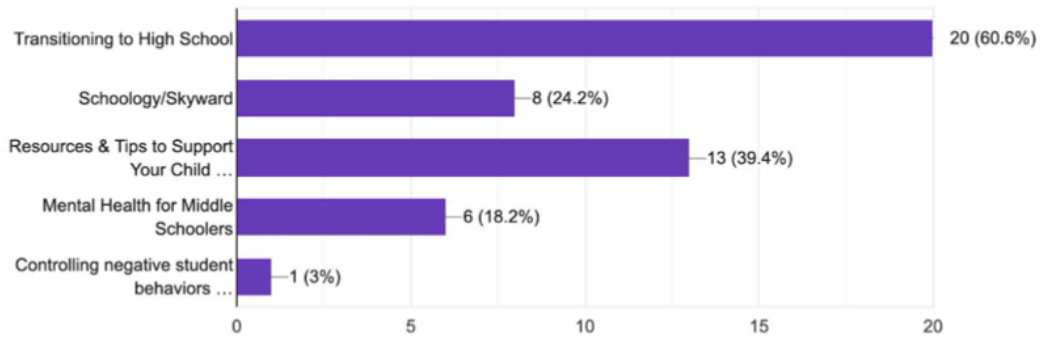
Evidence of Parental Input on PFEP

Due to Covid-19 and the sudden shut down of schools, parent Input was solicited using a survey that was sent out to all our parents through a Skylert robo email.

Title I- Parent & Family Engagement Plan

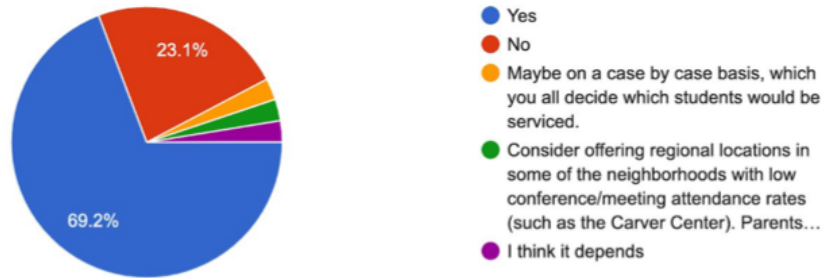
Future Parent Workshops- choose topics you would be interested in learning more about.

33 responses



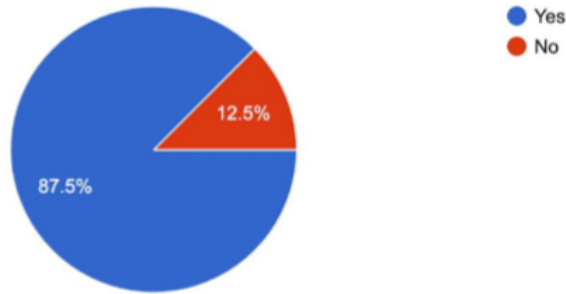
In the 2020-2021 school year, should Buddy Taylor Middle School offer home visits for parents/families that are unable to get to the sch...aperwork completion, technology assistance, etc.?

39 responses



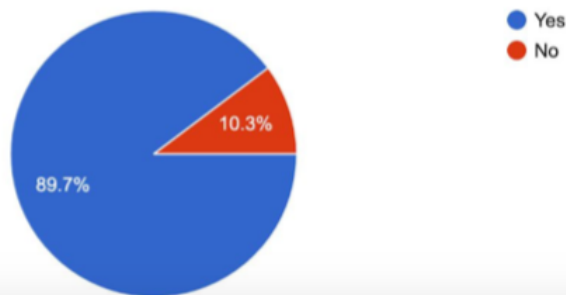
In the 2020-2021 school year, should Buddy Taylor offer after-hour/evening phone calls to discuss your child's academic progress and ways to increase your child's success?

40 responses



In the 2020-2021 school year, should Buddy Taylor offer Feeder School Parent Nights to share information about BTMS and transitioning to middle school with incoming 7th grade families?

39 responses





Buddy Taylor Middle School
Title 1 Compact
2020-2021



These promises are voluntary commitments made by individuals to themselves and others.

As a student...

I promise to...

- Be safe, be respectful, be responsible
- Attend school regularly
- Work hard to do my best academically
- Help to keep my school safe
- Ask for help when I need it
- Respect school staff, fellow students and cultural differences of others.
- Cooperate with other students and adults
- Complete all assignments
- Use my technology responsibly
- Model the BTMS Motto
- Have open communication with my teachers and parents

I need...

- Teachers and school staff who care about me
- People who believe I can learn
- Schools that are clean and safe
- Respect for my culture and me as an individual
- A family and community that support me
- A person who is willing to listen to me when I have problems at school
- Time with caring adults

My personal promise: _____
Student's Signature

As a parent/caring adult...

I promise to:

- Have high expectations for my child as an individual
- Help my child attend school and be on time
- Help my child learn how to resolve conflicts
- Find a quiet place for homework and make sure work is done
- Communicate and work with teachers and school staff to support my child through meetings & phone contact
- Respect school staff and cultural differences of others
- Be consistent
- Monitor my child's technology use

I need...

- An academic environment that challenges, engages and supports my child.
- Teachers and support staff who respect my role as a parent/caring adult
- Clear and frequent communication with the school
- Respect for my culture, myself, and my child.
- A school community that supports families
- Written communications in a language I understand (when feasible)
- For my child to feel safe at school

My personal promise: _____
Parent's signature

Phone: _____ Email Address: _____

As a teacher...

I promise to...

- Believe that each student can learn
- Take into account individual strengths in students
- Help a student grow to his/her full potential
- Be consistent
- Create an environment where students are challenged, engaged and supported when taking risks
- To have regular meaningful two-way communications with students, parents/guardians, to the extent practicable, in a language the family members can understand
- Provide frequent information on student's progress
- Hold parent/teacher conferences
- Respect cultural differences of others

I need...

- Support from parents and students that respects my role as a teacher
- Parental involvement and support of classroom and/or remote learning procedures and expectations
- Parental involvement with school conferences and guidance meetings
- Open lines of communication with parents, students and school
- To feel safe at school
- Administrative support that respects my role as the teacher.
- Students who come to school ready and willing to learn.

My personal promise: _____
Teacher's Signature

Parental Input was received at our School Advisory Council Meeting.

School Advisory Council Meeting

Buddy Taylor Middle School

October 6, 2020

5:00-6:00pm

Media Center

Agenda

1. Welcome / Introductions/Pledge.....Ms. Scudder
 2. SAC Membership.....Ms. Scudder
 - Membership – additions or deletions
 - Elections / Appointments
 3. Public Comment On Items On AgendaMs. Scudder
 4. SAC Budget ReviewMrs. Cronk
 5. November 3rd Meeting (Election Day)Mrs. Cronk
 6. SAC Bylaws.....Mrs. Cronk/Mrs. Collier
 7. School CompactMs. Scudder
 8. Principal’s Report.....Mr. Bossardet
 9. AdjournmentMs. Scudder
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