



**T.A. Dugger Junior High School**  
**Family Engagement Plan & P.T.A.C. Officers**  
**2022-2023**

Chris Berry -Principal  
Travis Williams- Assistant Principal  
Justin White - Assistant Principal  
Abigail Thacker- Counselor  
Vanessa Nanney- Counselor  
Amie Williams- Teacher  
Kendra Cline- Teacher  
Marissa Henry - Teacher  
Kristen Waite - Teacher  
Matthew Fox- Teacher  
Starr Nave- Parent  
Andrew McKeehan- Parent

**T.A. Dugger Junior High School**  
**Parent Involvement Coordinator**

Starr Nave

**OUR MISSION**

To build a culture and community for learners to grow in personal, social, and academic capacity as a foundation for their future.

**OUR VISION**

T.A. Dugger will create an environment where students are empowered to take ownership of their future by obtaining independence, motivation, and resiliency.

**T.A. Dugger will...**

- Provide students with rigorous learning opportunities in the classroom, as well as intentional support, to help all learners reach their full potential and be prepared for high school.
- Provide students with a diverse range of opportunities to connect and engage with our school through a diverse variety of activities. This could include sports, band, music, the arts, drama, civic clubs/organizations, student council, yearbook, monthly “club days,” etc.
- Intentionally strive and encourage students to take ownership of their work and attitudes while in school and provide character-developing opportunities for them.

**Core Competencies**

<u>Knowledge</u>	<u>Personal</u>	<u>Social</u>
Curiosity	Grit	Empathy
Passion Communication	Resilience	Positive
Critical thinking	Individuality	Teamwork

**Motto-** *Begin your Future*

**Slogan-** *The Betsy Best*

**DECISION-MAKING POLICY**

- Stakeholder representatives share decision-making with teachers and administrators in a united effort to promote the purpose of the school.
- Teachers, parents, and the community are together responsible for nurturing the whole child, addressing his/her unique needs, and improving self-esteem.

**Parent and Family Engagement Plan**

T.A. Dugger’s Parent and Family Engagement Plan includes the Tennessee Parental Involvement Standards to increase collaboration and promote community ownership. It is our intent to meet or exceed the goals outlined in the following standards:

- 1: Welcoming All Families into The School Community**—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class and school.
- 2: Communicating Effectively**—Families and school staff engage in regular, meaningful communication about student learning.

**3: Supporting Student Success**—Families and school staff continuously work together to support students’ learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.

**4: Speaking Up for Every Child**—Families are informed and enabled to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

**5: Sharing Power**—Families and school staff are equal partners with equal representation in decisions that affect students and families and together inform, influence, and create policies, practices, and programs.

**6: Collaborating with Community**—Families and school staff work together with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

## **Parent and Family Engagement JOINTLY DEVELOPED**

T.A. Dugger continues to involve and engage parents and community partners in our programs and processes to drive decisions for our students' academic success. Fortunately, we have been able to return to traditional means of interacting with our parents this school year, such as in-person family engagement events, conferences, and meetings. We continue to learn through this pandemic to think outside the box and create nontraditional paths for our administrators and teachers to interact with parents and community stakeholders. We discovered communication has taken on a new meaning with the addition of Zoom and Google meetings and the use of Google Classroom for classroom delivery. Virtual meetings prove to be very convenient for our working parents, and the use of our new learning management system gives parents additional connections with teachers and insight into students’ learning and academic achievement.

Back-to-School bash where local vendors and sponsors come to help students get prepared for the beginning of the school year by providing backpacks, free haircuts, and information on community resources. It is our hope that this event will be able to take place uninterrupted this school year.

This year we were able to host and assist in TAD Jr. High orientation for students to get their schedules and learn where their classes are prior to the first day of school. This is a great opportunity for parents and teachers to connect and begin building relationships before the school year begins. This orientation time is a relaxed atmosphere where any concerns can be addressed.

Administration, teachers, and parents are working together to ensure all T.A. Dugger students’ academic success. T.A. Dugger continues to utilize our Student Handbook to outline the shared responsibility of parents, students, and staff for improved student academic achievement. Parents are encouraged to communicate concerns to school administrators and have opportunities to speak at school board meetings. Parents, administrators, teachers, and community stakeholders participate in writing or updating school improvement plans by meeting in person and/or virtually.

We are currently working on a schedule to include multiple "open houses" to engage with families. Activities specifically designed to engage our families include: 1) themed family engagement events designed to intrigue attendance and encourage family bonding; 2) hosting events during the day and evenings to accommodate various schedules; 3) utilizing our EL teachers to assist our schools and families in communications and translating written information into EL families' native language. We are looking to invite parents in and offer support to connecting with our multiple platforms (Skyward, website, Google Classroom, etc.) with training on how to best utilize them. This first meeting would be in the first few weeks of the fall semester. Our second would occur during the winter and help educate and connect parents with resources that our school and community can offer. The third would offer a time to discuss how parents and families can best prepare for the upcoming testing season and partner with the community resources available throughout the summer that students can be involved in. With each open house, we would include an incentive to draw all our subgroup populations.

Our school hosts one main fundraiser each year and it is a bean supper that we normally provide food for over 2000 people. We have numerous families involved in this event and this creates many friendships within our small community. This supper has become a tradition for generations of Elizabethton parents and students.

Many of our families help in our athletics as well. Most of our athletic teams have fundraisers, meals, or other types of occasions where we have the opportunity to create relationships with families. Meet the Cyclone nights and Media Days are open to our families. We are also sponsoring Friday Night Lights 5k for the middle school. This offers families to run/walk within our local community and come together for fun and music. This brings them on campus and into contact with our coaching staff and Athletic Director. This helps build strong relationships and an understanding of the expectation of Cyclone Athletics. It is also a time that many parents will volunteer to help feed our players prior to games. This keeps families involved throughout the year, with many opportunities to be in our schools and interact with our athletes. Making these connections will many times filter back to the classroom and they will become more efficient learners.

Our band and choral groups have showcases throughout the year that allows us to get many parents into our building. Our band also participates in local events, such as the downtown Christmas parade. This not only brings recognition to our students, but it also offers a chance to showcase our talents. We have parent/teacher open houses throughout the year to allow parents into the building to learn more about how their child is doing. Many parents will attend our honors day ceremony at the end of the year to recognize our students' achievements.

Facebook, phone calls, and the school website help us to effectively push out information to our parents and learners. We communicate often about school events and opportunities. Elizabethton City Schools is also offering parent training/engagement videos through our district website. Each month, different learning leaders are taking time to record short videos to help families have a better understanding of the resources available to them. Topics will include Reading 360 for Parents, SPED Services, Understanding Benchmarking, Attendance, Social Services, and many more. These videos will help build a quality resource library that families can access, as

needed, throughout the year. With quality communication, students experience increased academic success and greater levels of engagement.

## **Discipline**

TA Dugger is continually working to improve outcomes for learners and monitor their needs. In order to support the learners and reduce the loss of instructional time due to behavioral infractions, the school is implementing an RTI2B plan to encourage positive behavioral interventions. These interventions will proactively address learner needs and hopefully prevent behavior issues. The school also has worked to create and carry out Learner Profiles that inform teachers of their needs, likes, dislikes, and other pertinent information needed to help form a positive relationship. TA Dugger also utilizes our two counselors daily to follow up with students as well as our attendance director to make sure of any problems that may be going on outside of the school to cause them to be a discipline problem. This is done during times of the day when students are more flexible to meet such as lunch or before school. We try to develop rapport with the students first and work in any way we can to meet their needs. If we have patterns that occur more often, we will meet directly with the teachers and parents of that student to gather ways to improve student discipline daily.

Our District Data Manager will produce a quarterly discipline report for our school that is generated from our student management system, Skyward. This report will be submitted to the principals for review to in turn who will then meet with their internal school leadership teams to identify trends and discuss opportunities for improvement and implementation of new ideas. T.A. Dugger administrators will identify any subgroup disparities and address any issues with the leadership team. Procedures and practices will be modified to address these discrepancies, if necessary. Quality instructional time will be protected for those students impacted by discipline consequences of negative behavior. Certified staff will be used to provide instruction when student privileges are lost. Special accommodations and/or services will still be provided as documented in each plan. T.A. Dugger will focus on their Positive Behavioral Interventions & Supports (PBIS)/RTI2B program which is a tiered level of behavioral support for all students. This evidence-based framework is designed to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

1. Tier 1 - practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.
2. Tier 2 - practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.
3. Tier 3 - students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's needs.

Ultimately, our goal is to ensure that we align clear expectations with behavioral interventions in one cohesive multi-tiered system of support that is sustainable for our school to implement.

## **BUILDING CAPACITY OF SCHOOL STAFF**

TA Dugger uses the professional development provided by district leadership at Central Office, the Niswonger Foundation, Comprehensive Educational Resource Consortium, and within our building to help our teachers continue to enhance their skills and abilities. We determine these needs by having discussions with our teachers, and central office staff and looking at the data. T. A. Dugger's focus this year will be working with our staff to create positive relationships with our students and to help curb our chronic absenteeism numbers. We will utilize our Learning Leaders to increase the use of enCase testing platform to develop more in-depth questioning and a better understanding of standards. The learning leaders will help guide and support teachers in analyzing data from common assessments and benchmarking. This is a continuing process for all of our teachers throughout the year and Learning Leader support will be as each subject progresses at unique pacing. Learning Leaders will also offer support through professional development days set aside by the district and within our building. Feedback from Learning Leaders will inform teachers and subject bands of areas in need of refinement. This will be paired with TCAP data to identify areas of specific needs and opportunities for growth. Information gathered from our Learning Leaders will also inform our SPED, RTI, and TN All Corps groups. Areas of deficiency will be targeted with small group interventions, with scaffolding in place to support our students' learning and growth.

## **COMMUNICATIONS**

In order to improve communication, TA Dugger has improved our website and created links to our Google pages to keep our parents informed on daily lesson plans, learning goals, daily activities, and extracurricular functions. We also use phone calls to the families to provide important updates and information, and our Facebook page is updated regularly. Our teachers take pride in each class making it a point to develop a positive rapport with each of their students which in turn makes them want to learn more in each class. Each class will always be warm and welcoming as they enter each day.