Committee:
Jessica Lasseter- Student Support Coordinator
Marlana Hughes- Principal
Miya Holliman- 5th/6th grade teacher/parent
Andrea Brown- 2nd grade teacher/ parent
Candice Ashley- 1st grade teacher

Blytheville College Preparatory Family Engagement Plan has three objectives:

1. To support our school in increasing the engagement of families in order to improve students’ academic and post-secondary outcomes;
2. To support our school in ensuring that families feel supported and a sense of belonging at KIPP Blytheville College Preparatory in order to increase the likelihood that they will engage in meaningful and productive ways on behalf of their students; and,
3. To support our school in improving outcomes for students by building a school community that is reflective of our students and their needs, including, but not limited to, partnerships with community service agencies, medical professionals, supplementary educational organizations, etc.

We will do this by supporting high quality communication; increasing staff and leaders’ capacity to engage parents; and, increasing parent knowledge and comfort with challenging academic standards.

I. Communication
BCPS provides our teachers, student-facing staff, and leaders with school-issued technology, including phones and laptop computers. We ask them to be available from 7:30 am to 7:00pm to answer questions and respond to student and family needs.

Teachers are expected to use their phones to communicate regularly about student academic performance or behavior that positively or negatively impacts their performance or a classmate’s performance.
Each week:
BCPS requires schools to send the home a report of a student’s current grade in each of their classes and a report of student behavior that positively or negatively impacts academic performance. During periods of blended or virtual learning, this report will be replaced by weekly telephone check-ins from the student’s home room teacher.

Quarterly:
BCPS will send home to parents during the first quarter of the school year, a summary of their student’s performance over the prior year in the state tests (ACT Aspire, MAP). The school will use a web based program (LiveSchool) to keep track of student behaviors and will provide parents with access to this program so they can support improving student performance. This access will be provided to the parents by no later than the beginning of the second month of school. Each teacher will send home a folder containing work to be completed at home daily; with virtual learning this will be done through online communication or Google Classroom assignments. Parents will be asked to sign the folder and send it back to school the following day. For virtual learning this will be conducted through phone or online communication. This folder will allow parents to stay updated regarding the work their children are currently completing in class and allow them to expand on the lessons being taught in school. Teachers will routinely contact parents on an individual basis to communicate about their child's progress in school. When a student is registered in a class the homeroom teacher will share their contact number with the family. Parents will be provided with a progress report/report card every two weeks with information regarding their child’s academic progress and upcoming events. The school will send home notices and contact families via telephone to alert them of parent workshops, meetings, and events.

BCPS provides information regarding academic progress, including a student’s current reading level, to families through in-person or virtual parent-teacher conferences and report card nights. In addition to receiving the student’s grades for that quarter, parents are given a measurement of how a student is reading compared to current grade level and on interim tests given at the school. This is designed to facilitate conversations between families and the school about how a student is performing compared to grade-level expectations and strengthen the partnership between teacher and parent to ensure the student is
progressing appropriately. This information will be mailed home in addition to being shared at report card nights.

On an as-needed basis:

BCPS will use School Messenger to communicate important messages to our families.

II. Increase teacher, staff, and leader capacity to engage families

At the start of the year:

At the start of the school year, BCPS provides training and support to student-facing staff on phoning families via professional reading and professional development used to practice learning using *Phoning Parents: High-leverage moves to transform your classroom* (Goldstein, 2013).

BCPS will identify a committee of parents, representing each grade band, who can provide ongoing feedback on our ability to support parents in reaching the three goals. We will use their feedback to assess and update our family engagement plans at our scheduled progress monitoring meetings.

Quarterly:

BCPS staff will meet with parents to discuss successes and areas for improvement in supporting parents to successfully navigate the state’s challenging academic standards; state and local assessments; the requirements of Title I; and how to monitor their children’s progress and improve their achievement. This feedback will be given to schools’ parent involvement committee in order to facilitate improvement in our parent engagement.

Ongoing:

BCPS will partner with experts in family counseling to help schools identify strategies to support parents, including to support students in hybrid or virtual learning environments.

BCPS will use ongoing professional development to continue to develop teacher and leader skills in culturally competent communication with families and will provide resources to schools seeking to increase teacher efficacy in communication.

III. Provide greater access to families to support their students by funding parent learning that helps parents navigate the state’s challenging academic
standards; state and local academic assessments; the requirements of Title I; and how to monitor their children’s progress and improve their achievement.

At the start of the year:
BCPS will base funding priorities on the three criteria above and aligned to the learning outcomes named in increasing teacher and parent capacity. At least 1% of Title I funds will be set aside in the school’s budget for parent and family engagement activities.

The school will have activities at least every other quarter which encourage the parents and families to come to learn with the students in a fun activity. Examples of these include BCPS’s literacy day and math day in which educational games are set up for parents and children to enjoy the process of learning together. At these events, information will also be available to further a parent’s education. There will also be quarterly parent-teacher nights held in conjunction with report card nights to enable parents to see their children’s academics and discuss with teachers how they can better assist their child. Other activities will be held such as a Halloween and Thanksgiving celebration where parents and families will be encouraged to join with their children in a celebration of learning. At these events parenting information will be available to assist families and ensure academic success for students. With the virtual learning environment, these events may become virtual “Town Hall” type meetings including events where staff can help parents learn how to navigate the virtual education platforms.

Given the virtual and hybrid learning environments, BCPS will also hold parent learning sessions to make families comfortable navigating our learning management systems and technology. These sessions will also cover how to coach children through challenging learning topics.

Quarter 1 and Quarter 2:
BCPS will hold parent literacy training for parents of lower elementary students that supports parents in building their capacity to support reading at home. This training will also focus on fostering healthy living habits (sleep, eating, family activities) that contribute to the likelihood of student academic success.

School staff and teachers will engage weekly in Professional Development. At least two of these Professional Developments per semester will be centered around family and parent engagement and partnership. Further, there will be a Parent-Teacher team meeting every quarter to build the relationships between
teachers and parents/families. Teachers will also, with the assistance of the Student Success Coordinator, schedule meetings with parents/families to insure that everyone is on the same page for the further progression of a student's academics, as needed. Weekly progress reports and behavior paychecks will be sent home with students for review/signature to allow parents/families to be aware of any concerns or accolades in their child's school life.

**Annually:**
BCPS will survey parents annually. This survey will include questions to identify barriers to parent and family engagement. BCPS will invite parents to provide feedback on evaluation procedures and to review the data collected during evaluations.

**Ongoing:**
BCPS will develop procedures for collecting parent participating documentation through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

BCPS will pay reasonable and necessary expenses associated with local parental involvement activities such as transportation to meetings. The school will further invest in parental educational materials to be loaned to parents as they wish. The school will further consistently consult with the PTO for advisement on other potential useful fund allocation in accordance with Title I guidelines.

**Evaluation**

We will evaluate our success in engaging parents by using the TNTP Family Insights survey. We aim to have an increase in our 2018-2019 Family Survey results. Our goal is to have an elementary satisfaction survey rating of 90%.