

School Improvement Status

All schools are needs improvement.

SCHOOL PARENT INVOLVEMENT POLICY

Communication strategies used in your school to provide addition information to increase parental involvement in supporting classroom instruction.

All KIPP Delta Public Schools sends home a bi-weekly progress report that requires a parent signature, a reading-level update once every nine weeks, regular communication via social media. In addition, all of our teachers have school cell phones, which are primarily used to make and receive calls with families. Additionally, we hold parent events focusing on building relationships between teachers and families, family learning sessions, and literacy and math night. Each quarter, we also schedule appointments for all families to discuss their student's progress to coincide with the release of report cards.

List the proposed parent meeting, conferences, and activities regularly scheduled through the year and the dates providing flexible meeting times that you have planned to increase parental involvement and build staff and parent capacity to engage in these activities

Weekly Family tours every Wednesday between 9am and 10am

Family Night: August 23, 2017

Saturday School: Chilli Cook off October 14th

Report Card Night November 2

Report Card Night January 18

Report Card Night April 5

PTO Meetings 2nd Tuesday of each month, 5pm - 6pm

How will your school provide information to parents about volunteer opportunities.

Parent volunteer opportunities are announced at PTO meetings, Report Card Nights, and via Social Media and email.

- KIPP Blytheville Collegiate High School will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.
- KIPP Blytheville Collegiate High School require no fewer than two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies. No fewer that three (3) hours of professional development for

administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

How will your school work with parents to create a School-Parent Compact

We use our Commitment to Excellence form as our School-Parent compact, which requires teachers/the school, the parent, and students to ensure students are working to make academic improvement. Each year, as part of our handbook process, we ask for feedback from our handbook committee, which includes parents, in order to involve parents in updating the School-Parent Compact. We also ask for feedback on the handbook more generally from our parents via a survey prior to the end of the year.

How will your school provide opportunities to be involved in the development, implementation and evaluation of the school-wide school management plan and the Annual Title I meeting to engage them in the decision-making processes regarding the school's Title I Part A program

We post many of our resources on KIPPDelta.org under our school's section of the website. We also use social media or the School Messenger platform to make available new resources provided by other organizations. In addition, we provide opportunities to work one-on-one or in group learning sessions with staff who have expertise in a specific area. For example, our KIPP Through College team provides monthly learning sessions about preparing for, going to, and staying in college.

- KIPP Blytheville Collegiate High School will distributed Informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail...).
- KIPP Blytheville Collegiate High to promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.
- Create a parent center.
- KIPP Blytheville Collegiate High School includes in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.
- The School Director shall designate (1) certified staff member who is willing to serve as a parent facilitator.

How will your school provide resources to parents?

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Through College team provides monthly learning sessions about preparing for, going to, and staying in college.

How will your school engage parents in the evaluation of your parental involvement efforts?

In April of this school year, we will make sure that our monthly parent survey, which goes electronically to all of our families, will include specific questions that allow parents to update us on our parental involvement efforts. We will use that data to improve the process for the next year.

How will your school use the parent interest surveys to select, plan, and implement parental improvement activities that will be offered throughout the year.

We will identify areas where we could use more parent support at the school, then we will do an interest survey to all parents through email. As opportunities arise, we will use that information to invite volunteers to come into support those activities.

SUPPLEMENTAL COMPLIANCE REPORT

Please describe how the school has completed a comprehensive needs assessment of the entire school....

Use ACT Aspire data, STEP, SRI/F&P data, family survey data, TNTP data from last year, and demographic data. You should highlight your strengths and areas of growth, particularly as it pertains to teacher needs to improve student outcomes AND special education.

Describe how the school will coordinate and integrate federal, state, and local services and programs.

Each week, the leadership team, comprised of administrators, teachers, and support coordinators at the school meet to discuss school trends, student-level data, teacher data, family survey data, and leadership team concerns. In those meetings, the most pressing data is considered the priority for the next week. We use that data to direct and coordinate services. Grade-level teams meet bi-weekly to assess student progress and ensure the support students receive under our various education and support programs are reaching the students who are needing support. This data rolls up to our regional leadership team who coordinate many of these programs, which allows them to provide feedback to us on the school about other ways to meet student needs. The school and regional administrative team meet once a month to measure progress on post-secondary preparation. In addition, the school leader and school operation director meet with the federal grant manager to review spending and discuss upcoming needs.

Do all of your teachers meet the state's definition of Arkansas Qualified Teacher?

ELA- No
DCPS- No
DCH- Yes
FCCPS- Yes
BCPS- No
BCH- No

If no, describe the plan to ensure that all teachers will become an Arkansas Qualified Teacher?

Teachers who are not highly qualified will submit plans to ADE for when they will register for the necessary Praxis exam. Alternative Licensure Plans were also submitted for Special Education teachers who are not licensed.

Do all of your instructional paraprofessionals meet the state's definition of highly qualified?

ELA- Yes
DCPS- Yes
DCH- Yes
FCCPS- N/A
BCPS- N/A
BCH- Yes

**NSLA
Needs assessment**

We have offered extended day and experience-based field trips for the last several years. In comparison to local districts who do not offer an extended day, our students outperform

comparable local schools. Because research consistently demonstrates that an extended day, particularly one that provides high-dosage tutoring/remediation along with close inspection of school data, is positively and significantly correlated with improved student achievement of low-income students, we believe that the extended day is contributing to our students' achievement. New, large-scale research has also demonstrated that experience-based field trips increase significantly increases rural students' critical thinking ability, tolerance, and empathy, which both increase students' well-being and academic outcomes.

Describe how funds are used

We have chosen to use our NSLA funding to pay for the cost of an extended day and for experience-based field trips.

Describe how the effectiveness of the program will be evaluated to determine future continuence or discontinuation

We will determine the effectiveness of the extended day and experience-based field trips by looking at student growth on state assessments and internal assessments (NWEA MAP growth and Fountas and Pinnell or SRI reading testing). We will specifically ask the questions: Did students make more than typical growth? Did the extended day and experience-based field lessons contribute to this growth in student achievement and student well-being?

PROFESSIONAL DEVELOPMENT

Needs Assessment

Most of our teachers have fewer than 3 years of teaching experience. As a result, they have very specific needs -- obtaining AQT status, developing strong classroom culture/management skills, deeply learning content knowledge and pedagogy, and building strong family and community relationships to influence student success.

How are PD Funds utilized?

Funds will be used to meet the state professional development requirements, expose teachers to best practices in developing strong classroom management practices, and time for

developing content knowledge, with a focus on literacy and math. Funds will be used to send teachers to external learning opportunities and pay for experts in literacy and math to train teachers in their content work.

Describe the effectiveness of the program activities and how they will be evaluated to determine continued use.

The effectiveness of the PD will be based partially on teachers' reactions, participants' learning outcomes, the impact on the organization and student learning, and the use of the new knowledge and skills practiced/learning during PD. We will use survey results, data, and observations to gauge if it is a professional development practice we should keep or discard.

ELL

Are there ELL students in the building?

See demographic report for your building that I forwarded

What were the conclusions from the needs assessment? What did the review tell you?

Our needs assessment suggests that our ELL students need to be fully integrated into classes across the curriculum, have teachers who collaborate so that the instructor for the ELL students is supporting the students in the general classroom and the general classroom teacher provides feedback on the ELL students' needs. As a result, our teachers need time and resources around collaboration, professional development on how to provide content specific vocabulary and

written and spoken language development to ELL students, and the ability to communicate these student learning to families.

Describe how the ELL funds are utilized.

Describe how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuation.