

KIPP Blytheville College Preparatory School 2022-23 Arkansas Engagement Plan

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

In alignment with the school district, KIPP Blytheville College Preparatory School's Family Engagement Plan has three objectives:

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

KIPP Blytheville College Preparatory School (BCPS) will establish an engagement plan by supporting high-quality communication that includes monthly school-wide communications to families and services, support, and trainings that increase parent/family knowledge and comfort with academics.

District leadership will support BCPS with developing procedures for collecting parent participating documentation through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

The school will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they related to parent and family engagement.

In partnership with the district, BCPS will base funding priorities on the three criteria above and aligned to the learning outcomes named in increasing teacher and parent capacity. After sharing family survey data for the district, we will meet with the family representatives named by each

school and at the district to ask for their input on how funding should be spent to increase teachers' and leaders' capacity to support families, as well as increase families' understanding of the state's rigorous academic standards.

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School ensure information rCollegiateted to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

BCPS will communicate with families through a monthly electronic and print newsletter that will be distributed via ParentSquare, a web-based platform that will be utilized to connect and maintain open lines of communication between school/district staff and families ParentsSquare will all communications to be translated in the families home/primary language.

In addition to distributing information via ParentSquare, BCPS will also send paper fliers home and leverage social media, the district website, and robocalls to distribute information and communicate with families.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

- **3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*
 - *the value and utility of contributions of parents [Title I schools]*
 - *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
 - *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
 - *how to respond to parent requests for parent and family engagement activities [Title I schools]*
 - *that parents play an integral role in assisting student learning [all schools]*
 - *how to welcome parents into the School and seek parental support and assistance [all schools]*
 - *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*
[ESSA § 1116(e)(3);14); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B(ii))]

At the start of the school year and in partnership with the school district, BCPS will provide 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.

BCPS will identify a committee of parents -- from each community and at each school -- who can provide ongoing feedback on KIPP Delta's 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.

KIPP Delta will utilize the parental involvement survey created by the school district to gauge the type and quantity of involvement parents' desire. The district will support schools in deciphering and disseminating results.

On a quarterly basis, 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 the school's parent involvement committee in order to facilitate improvement in our parent engagement.

BCPS will use ongoing professional development provided by the district 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.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*
[ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*
 - *evaluating the effectiveness of the School-level Improvement Plan*
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*

- *role play and demonstration by trained volunteers*
- *the use of and access to Division of Elementary and Secondary Education website tools for parents [<https://dese.ade.arkansas.gov/>]*
- *assistance with nutritional meal planning [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]*

In the fall and spring semester, BCPS will hold parent/family literacy and math training for parents of K-12 students that support parents in building their capacity to support reading and math 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. For our middle school and high school families, KIPP Delta will hold college and career learning sessions, along with sessions on how to help teenagers communicate productively and support for sexual education and good decision-making.

In partnership with the district, BCPS will survey parents at least twice each year. The survey will include questions to identify barriers to parent and family engagement. KIPP Delta will invite parents to provide feedback on evaluation procedures and to review the data collected during evaluations.

On an ongoing basis, KIPP Blytheville Collegiate will utilize the procedures for collecting parent participating documentation created by the district and through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

KIPP Delta Collegiate will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they rCollegiatete to parent and family engagement.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*
[ESSA §1116(e)(4)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or*

*organization and ensure leaders of said organization will be included in appropriate decisions?
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]*

In partnership with the district, the school will coordinate and integrate the support of our related services team and the Arkansas Vocational Rehabilitation program/ Arkansas Career Education through our special education director, who will work to ensure that meetings, including IEP meetings, are held where representatives from these groups can discuss each child's individual progress and opportunities.

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]

BCPS's Title I meeting occurs prior to November 1 of each school year. Information (meeting date, time, etc.) is shared with families through a variety of communications including but not limited to paper fliers, social media, website, robocalls/emails, and ParentSquare (web-based communication platform).

7: School-Parent Compact *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*

- *opportunities to volunteer*
- *observation of classroom activities*

[ESSA § 1116(d)]

- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *including parent-teacher conferences in elementary Schools, at least annually*
 - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

The School-Parent Compact is developed in partnership with with school's Title I Committee, KIPP Blytheville staff members, and district leaders. Families may access the compact via the district's website. Additionally, the school will make the compact available during the quarter 1 report card/data night for families and quarter 2 report card/date night for families.

8: Reservation of Funds (*Title I schools*)

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
 - *How is the School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*

[ESSA § 1116(a)(3)(A)]

- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

At the start of the year, KIPP Blytheville will partner with the district to ensure base funding priorities on the three objectives listed in the above sections and align with 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.

KIPP Blytheville Collegiate High School 2022-23 Arkansas Engagement Plan

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

In alignment with the school district, KIPP Blytheville Collegiate High School's Family Engagement Plan has three objectives:

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

KIPP Blytheville Collegiate (KBC) will establish an engagement plan by supporting high-quality communication that includes monthly school-wide communications to families and services, support, and trainings that increase parent/family knowledge and comfort with academics.

District leadership will support KBC with developing procedures for collecting parent participating documentation through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

The school will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they related to parent and family engagement.

In partnership with the district, KBC will base funding priorities on the three criteria above and aligned to the learning outcomes named in increasing teacher and parent capacity. After sharing family survey data for the district, we will meet with the family representatives named by each school and at the district to ask for their input on how funding should be spent to increase teachers' and leaders' capacity to support families, as well as increase families' understanding of the state's rigorous academic standards.

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School ensure information rCollegiated to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

KBC will communicate with families through a monthly electronic and print newsletter that will be distributed via ParentSquare, a web-based platform that will be utilized to connect and maintain open lines of communication between school/district staff and families. ParentsSquare will all communications to be translated in the families home/primary language.

In addition to distributing information via ParentSquare, KBC will also send paper fliers home and leverage social media, the district website, and robocalls to distribute information and communicate with families.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as

equal partners.

Guiding Questions

- **3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*
 - *the value and utility of contributions of parents [Title I schools]*
 - *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
 - *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
 - *how to respond to parent requests for parent and family engagement activities [Title I schools]*
 - *that parents play an integral role in assisting student learning [all schools]*
 - *how to welcome parents into the School and seek parental support and assistance [all schools]*
 - *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

[ESSA § 1116(e)(3);14); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B(ii))

At the start of the school year and in partnership with the school district, KBC will provide 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.

KBC will identify a committee of parents -- from each community and at each school -- who can provide ongoing feedback on KIPP Delta's 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.

KIPP Delta will utilize the parental involvement survey created by the school district to gauge the type and quantity of involvement parents' desire. The district will support schools in deciphering and disseminating results.

On a quarterly basis, KBC 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 the school's parent involvement committee in order to facilitate improvement in our parent engagement.

KBC will use ongoing professional development provided by the district 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.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*
[ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*
 - *evaluating the effectiveness of the School-level Improvement Plan*
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*
[A.C.A. § 6-15-1702(b)(4)(A)]

- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
 - *role play and demonstration by trained volunteers*
 - *the use of and access to Division of Elementary and Secondary Education website tools for parents [<https://dese.ade.arkansas.gov/>]*
 - *assistance with nutritional meal planning [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]*

In the fall and spring semester, KBC will hold parent/family literacy and math training for parents of K-12 students that support parents in building their capacity to support reading and math 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. For our middle school and high school families, KIPP Delta will hold college and career learning sessions, along with sessions on how to help teenagers communicate productively and support for sexual education and good decision-making.

In partnership with the district, KBC will survey parents at least twice each year. The survey will include questions to identify barriers to parent and family engagement. KIPP Delta will invite parents to provide feedback on evaluation procedures and to review the data collected during evaluations.

On an ongoing basis, KIPP Blytheville Collegiate will utilize the procedures for collecting parent participating documentation created by the district and through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

KIPP Delta Collegiate will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they relate to parent and family engagement.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*

[ESSA §1116(e)(4)]

- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

In partnership with the district, the school will coordinate and integrate the support of our related services team and the Arkansas Vocational Rehabilitation program/ Arkansas Career Education through our special education director, who will work to ensure that meetings, including IEP meetings, are held where representatives from these groups can discuss each child's individual progress and opportunities.

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]

KBC's Title I meeting occurs prior to November 1 of each school year. Information (meeting date, time, etc.) is shared with families through a variety of communications including but not limited to paper fliers, social media, website, robocalls/emails, and ParentSquare (web-based communication platform).

7: School-Parent Compact *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*

- *opportunities to volunteer*
- *observation of classroom activities*

[ESSA § 1116(d)]

- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *including parent-teacher conferences in elementary Schools, at least annually*
 - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

The School-Parent Compact is developed in partnership with with school's Title I Committee, KIPP Blytheville staff members, and district leaders. Families may access the compact via the district's website. Additionally, the school will make the compact available during the quarter 1 report card/data night for families and quarter 2 report card/date night for families.

8: Reservation of Funds *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
 - *How is the School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*

[ESSA § 1116(a)(3)(A)]

- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

At the start of the year, KIPP Blytheville will partner with the district to ensure base funding priorities on the three objectives listed in the above sections and align with 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.

KIPP Delta Elementary Literacy Academy 2022-23 Arkansas Engagement Plan

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

In alignment with the school district, KIPP Delta Elementary Literacy Academy's Family Engagement Plan has three objectives:

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

KIPP Delta Elementary Literacy Academy (KIPP Delta ELA) will establish an engagement plan by supporting high-quality communication that includes monthly school-wide communications to families and services, support, and trainings that increase parent/family knowledge and comfort with academics.

District leadership will support KIPP Delta ELA with developing procedures for collecting parent participating documentation through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

The school will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they relate to parent and family engagement.

In partnership with the district, KIPP Delta ELA will base funding priorities on the three criteria above and aligned to the learning outcomes named in increasing teacher and parent capacity. After sharing family survey data for the district, we will meet with the family representatives

named by each school and at the district to ask for their input on how funding should be spent to increase teachers' and leaders' capacity to support families, as well as increase families' understanding of the state's rigorous academic standards.

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

KIPP Delta Public Schools will communicate with families through a monthly electronic and print newsletter that will be distributed via ParentSquare, a web-based platform that will be utilized to connect and maintain open lines of communication between school/district staff and families. ParentsSquare will all communications to be translated in the families home/primary language.

In addition to distributing information via ParentSquare, KIPP Delta ELA will also send paper fliers home and leverage social media, the district website, and robocalls to distribute information and communicate with families.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

- **3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to*

ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:

- *the value and utility of contributions of parents [Title I schools]*
- *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

[ESSA § 1116(e)(3);14); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B(ii))

At the start of the school year and in partnership with the school district, KIPP Delta ELA will provide 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.

KIPP Delta ELA will identify a committee of parents -- from each community and at each school -- who can provide ongoing feedback on KIPP Delta's 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.

KIPP Delta will utilize the parental involvement survey created by the school district to gauge the type and quantity of involvement parents' desire. The district will support schools in deciphering and disseminating results.

On a quarterly basis, KIPP Delta ELA 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 the school's parent involvement committee in order to facilitate improvement in our parent engagement.

KIPP Delta ELA will use ongoing professional development provided by the district 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.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online

resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*
[ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*
 - *evaluating the effectiveness of the School-level Improvement Plan*
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
 - *role play and demonstration by trained volunteers*
 - *the use of and access to Division of Elementary and Secondary Education website tools for parents* [<https://dese.ade.arkansas.gov/>]

- *assistance with nutritional meal planning*
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

In the fall and spring semester, KIPP Delta ELA will hold parent/family literacy and math training for parents of K-12 students that support parents in building their capacity to support reading and math 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.

In partnership with the district, KIPP Delta ELA will survey parents at least twice each year. The survey will include questions to identify barriers to parent and family engagement. KIPP Delta will invite parents to provide feedback on evaluation procedures and to review the data collected during evaluations.

On an ongoing basis, KIPP Delta ELA will utilize the procedures for collecting parent participating documentation created by the district and through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

KIPP Delta ELA will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they relate to parent and family engagement.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*
[ESSA §11116(e)(4)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

In partnership with the district, the school will coordinate parent and family engagement activities with those of other early childhood programs such as the Head Start program, Parents as Teachers

program and Home Instruction Program for Preschool Youngsters, and State-run preschool programs through our Pre-K program. The district will coordinate and integrate our partnership with Springboard (literacy initiative) through our literacy coordinator who will monitor parent involvement and engagement of parents participating in the program and survey these families to learn what strategies were most helpful to help them navigate elementary reading standards. The district will coordinate and integrate the support of our related services team and the Arkansas Vocational Rehabilitation program/ Arkansas Career Education through our special education director, who will work to ensure that meetings, including IEP meetings, are held where representatives from these groups can discuss each child's individual progress and opportunities.

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]

KIPP Delta ELA's Title I meeting occurs prior to November 1 of each school year. Information (meeting date, time, etc.) is shared with families through a variety of communications including but not limited to paper fliers, social media, website, robocalls/emails, and ParentSquare (web-based communication platform).

7: School-Parent Compact *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*
 - *opportunities to volunteer*
 - *observation of classroom activities*

[ESSA § 1116(d)]

- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *including parent-teacher conferences in elementary Schools, at least annually*
 - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

The School-Parent Compact is developed in partnership with with school's Title I Committee, KIPP Delta ELA staff members, and district leaders. Families may access the compact via the district's website. Additionally, the school will make the compact available during the quarter 1 report card/data night for families and quarter 2 report card/date night for families.

8: Reservation of Funds *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
 - *How is the School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*

[ESSA § 1116(a)(3)(A)]

- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

At the start of the year, KIPP Delta ELA will partner with the district to ensure base funding priorities on the three objectives listed in the above sections and align with 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.

KIPP Delta College Preparatory School 2022-23 Arkansas Engagement Plan

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies rCollege Prepted to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

In alignment with the school district, KIPP Delta College Preparatory School's Family Engagement Plan has three objectives:

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

KIPP Delta College Preparatory School (KIPP Delta College Prep) will establish an engagement plan by supporting high-quality communication that includes monthly school-wide communications to families and services, support, and trainings that increase parent/family knowledge and comfort with academics.

District leadership will support KIPP Delta College Prep with developing procedures for collecting parent participating documentation through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

The school will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they rCollege Prepte to parent and family engagement.

In partnership with the district, KIPP Delta College Prep will base funding priorities on the three criteria above and aligned to the learning outcomes named in increasing teacher and parent capacity. After sharing family survey data for the district, we will meet with the family

representatives named by each school and at the district to ask for their input on how funding should be spent to increase teachers' and leaders' capacity to support families, as well as increase families' understanding of the state's rigorous academic standards.

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School ensure information rCollege Prepted to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

KIPP Delta Public Schools will communicate with families through a monthly electronic and print newsletter that will be distributed via ParentSquare, a web-based platform that will be utilized to connect and maintain open lines of communication between school/district staff and families. ParentsSquare will all communications to be translated in the families home/primary language.

In addition to distributing information via ParentSquare, KIPP Delta College Prep will also send paper fliers home and leverage social media, the district website, and robocalls to distribute information and communicate with families.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

- **3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to*

ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:

- *the value and utility of contributions of parents [Title I schools]*
- *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

[ESSA § 1116(e)(3);14); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B(ii))

At the start of the school year and in partnership with the school district, KIPP Delta College Prep will provide 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.

KIPP Delta College Prep will identify a committee of parents -- from each community and at each school -- who can provide ongoing feedback on KIPP Delta's 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.

KIPP Delta will utilize the parental involvement survey created by the school district to gauge the type and quantity of involvement parents' desire. The district will support schools in deciphering and disseminating results.

On a quarterly basis, KIPP Delta College Prep 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 the school's parent involvement committee in order to facilitate improvement in our parent engagement.

KIPP Delta College Prep will use ongoing professional development provided by the district 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.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online

resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*
[ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*
 - *evaluating the effectiveness of the School-level Improvement Plan*
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
 - *role play and demonstration by trained volunteers*
 - *the use of and access to Division of Elementary and Secondary Education website tools for parents* [<https://dese.ade.arkansas.gov/>]

- *assistance with nutritional meal planning*
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

In the fall and spring semester, KIPP Delta College Prep will hold parent/family literacy and math training for parents of K-12 students that support parents in building their capacity to support reading and math 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. For our middle school and high school families, KIPP Delta will hold college and career learning sessions, along with sessions on how to help teenagers communicate productively and support for sexual education and good decision-making.

In partnership with the district, KIPP Delta College Prep will survey parents at least twice each year. The survey will include questions to identify barriers to parent and family engagement. KIPP Delta will invite parents to provide feedback on evaluation procedures and to review the data collected during evaluations.

On an ongoing basis, KIPP Delta College Prep will utilize the procedures for collecting parent participating documentation created by the district and through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

KIPP Delta College Prep will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they relate to parent and family engagement.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*
[ESSA §1116(e)(4)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

In partnership with the district, the school will coordinate and integrate the support of our related services team and the Arkansas Vocational Rehabilitation program/ Arkansas Career Education through our special education director, who will work to ensure that meetings, including IEP meetings, are held where representatives from these groups can discuss each child's individual progress and opportunities.

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]

KIPP Delta College Prep's Title I meeting occurs prior to November 1 of each school year. Information (meeting date, time, etc.) is shared with families through a variety of communications including but not limited to paper fliers, social media, website, robocalls/emails, and ParentSquare (web-based communication platform).

7: School-Parent Compact *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*
 - *opportunities to volunteer*
 - *observation of classroom activities*
- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *including parent-teacher conferences in elementary Schools, at least annually*

- *Include a link or insert the language of the compact to demonstrate this requirement has been met.*
[ESSA § 1116(d)(2)(A)]

The School-Parent Compact is developed in partnership with with school's Title I Committee, KIPP Delta College Prep staff members, and district leaders. Families may access the compact via the district's website. Additionally, the school will make the compact available during the quarter 1 report card/data night for families and quarter 2 report card/date night for families.

8: Reservation of Funds *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
 - *How is the School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

At the start of the year, KIPP Delta College Prep will partner with the district to ensure base funding priorities on the three objectives listed in the above sections and align with 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.

KIPP Delta Collegiate High School 2022-23 Arkansas Engagement Plan

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

In alignment with the school district, KIPP Delta Collegiate High School's Family Engagement Plan has three objectives:

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

KIPP Delta Collegiate High School (KIPP Delta Collegiate) will establish an engagement plan by supporting high-quality communication that includes monthly school-wide communications to families and services, support, and trainings that increase parent/family knowledge and comfort with academics.

District leadership will support KIPP Delta Collegiate with developing procedures for collecting parent participating documentation through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

The school will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they related to parent and family engagement.

In partnership with the district, KIPP Delta Collegiate will base funding priorities on the three criteria above and aligned to the learning outcomes named in increasing teacher and parent capacity. After sharing family survey data for the district, we will meet with the family representatives named by each school and at the district to ask for their input on how funding should be spent to increase teachers' and leaders' capacity to support families, as well as increase families' understanding of the state's rigorous academic standards.

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School ensure information rCollegiated to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

KIPP Delta Public Schools will communicate with families through a monthly electronic and print newsletter that will be distributed via ParentSquare, a web-based platform that will be utilized to connect and maintain open lines of communication between school/district staff and families. ParentsSquare will all communications to be translated in the families home/primary language.

In addition to distributing information via ParentSquare, KIPP Delta Collegiate will also send paper fliers home and leverage social media, the district website, and robocalls to distribute information and communicate with families.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

- **3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*
 - *the value and utility of contributions of parents [Title I schools]*
 - *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
 - *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
 - *how to respond to parent requests for parent and family engagement activities [Title I schools]*
 - *that parents play an integral role in assisting student learning [all schools]*
 - *how to welcome parents into the School and seek parental support and assistance [all schools]*
 - *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*
[ESSA § 1116(e)(3);14); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B(ii))

At the start of the school year and in partnership with the school district, KIPP Delta Collegiate will provide 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.

KIPP Delta Collegiate will identify a committee of parents -- from each community and at each school -- who can provide ongoing feedback on KIPP Delta's 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.

KIPP Delta will utilize the parental involvement survey created by the school district to gauge the type and quantity of involvement parents' desire. The district will support schools in deciphering and disseminating results.

On a quarterly basis, KIPP Delta Collegiate 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 the school's parent involvement committee in order to facilitate improvement in our parent engagement.

KIPP Delta Collegiate will use ongoing professional development provided by the district 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.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*
[ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*
 - *evaluating the effectiveness of the School-level Improvement Plan*
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*

- *role play and demonstration by trained volunteers*
- *the use of and access to Division of Elementary and Secondary Education website tools for parents [<https://dese.ade.arkansas.gov/>]*
- *assistance with nutritional meal planning [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]*

In the fall and spring semester, KIPP Delta Collegiate will hold parent/family literacy and math training for parents of K-12 students that support parents in building their capacity to support reading and math 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. For our middle school and high school families, KIPP Delta will hold college and career learning sessions, along with sessions on how to help teenagers communicate productively and support for sexual education and good decision-making.

In partnership with the district, KIPP Delta Collegiate will survey parents at least twice each year. The survey will include questions to identify barriers to parent and family engagement. KIPP Delta will invite parents to provide feedback on evaluation procedures and to review the data collected during evaluations.

On an ongoing basis, KIPP Delta Collegiate will utilize the procedures for collecting parent participating documentation created by the district and through sign-in lists for workshops, meetings, and conferences; agendas; and meeting notes.

KIPP Delta Collegiate will use findings from the evaluation process to recommend revisions to parent and family engagement policies to each school and provide suggestions for designing school improvement policies, as they relate to parent and family engagement.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*
[ESSA §1116(e)(4)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or*

*organization and ensure leaders of said organization will be included in appropriate decisions?
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]*

In partnership with the district, the school will coordinate and integrate the support of our related services team and the Arkansas Vocational Rehabilitation program/ Arkansas Career Education through our special education director, who will work to ensure that meetings, including IEP meetings, are held where representatives from these groups can discuss each child's individual progress and opportunities.

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]

KIPP Delta Collegiate's Title I meeting occurs prior to November 1 of each school year. Information (meeting date, time, etc.) is shared with families through a variety of communications including but not limited to paper fliers, social media, website, robocalls/emails, and ParentSquare (web-based communication platform).

7: School-Parent Compact *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*
 - *opportunities to volunteer*
 - *observation of classroom activities*

[ESSA § 1116(d)]

- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *including parent-teacher conferences in elementary Schools, at least annually*
 - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

The School-Parent Compact is developed in partnership with with school's Title I Committee, KIPP Delta Collegiate staff members, and district leaders. Families may access the compact via the district's website. Additionally, the school will make the compact available during the quarter 1 report card/data night for families and quarter 2 report card/date night for families.

8: Reservation of Funds *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
 - *How is the School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*

[ESSA § 1116(a)(3)(A)]

- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

At the start of the year, KIPP Delta Collegiate will partner with the district to ensure base funding priorities on the three objectives listed in the above sections and align with 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.