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| **District Parent and Family Engagement Plan** |
| **District Name:**  KIPP Delta Public Schools  **Coordinator Name:**  Heather Price, Director of Curriculum and Instruction  **Plan Review/Revision Date:**  August 9, 2023  **District Level Reviewer, Title:**  James Boyd, Executive Director  **Board Approval Date:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Committee Members, Role:**  James Boyd, Executive Director  Heather Price, Director of Curriculum and Instruction  Linda Murdock, Managing Director of Regional Operations  Dreamar Williams, Student Success & Support Coordinator  Bianca Caston, Student Success & Support Coordinator  Vanessa Bailey, Student Success & Support Coordinator  Nancy Banks, Parent  Beronica Wilder-Hudson, Parent |

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| ***1: Jointly Developed Expectations and Objectives*** |
| KIPP Delta’s Family Engagement Plan has three objectives:   1. To support schools’ efforts to increase family engagement through structured family nights on each campus to build caregivers’ knowledge on how to best support their student’s academic needs; 2. To support schools’ efforts to create inviting and inclusive communities where students and families feel a sense of belonging to increase attendance; and 3. To support schools’ efforts to include families as decision-makers in students’ education to increase student and family investment in academic programs   We will do this by supporting two-way communication between families and staff; increasing staff and leaders’ capacity to engage families; and increasing parent knowledge and comfort with challenging and updated K-12 academic standards. KIPP Delta will collect parent participation documentation through sign-in sheets, agendas, and meeting notes.  The district will use findings from the evaluation process to recommend revisions to parent and family engagement policies for each school and provide suggestions for designing school improvement policies as they relate to parent and family engagement. KIPP Delta will develop and disseminate an annual family activity evaluation to share with families, staff, and the community.  We 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 newly adopted math and literacy state standards. |

**Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

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| **Required Components**  * Involve parents in the development of the district parent and family engagement plan, the schoolwide program plan, and support and improvement plans * Establish expectations and objectives for meaningful involvement, reflecting the specific needs of students and families * Make the district parent and family engagement plan available to the families and the local community   + File with the Department of Education by August 1 [Indistar]   + Place a copy on the district website by August 1   + Place a parent-friendly summary/explanation of the parent and family engagement plan online and as a supplement to the student handbook     - Obtain signatures from each parent acknowledging receipt of the [district’s] parent and family engagement plan summary * Involve parents and families in the decisions regarding how funds reserved for parent and family engagement are allotted for activities (*see also section 4*) * Involve parents and families meaningfully in the evaluation, and update, at least annually, of the district parent and family engagement plan (*see also section 4*) * Ensure adequate representation of parents and families of participating children in the process * Incorporate the parent and family engagement plan into the schoolwide plan * Submit to the State the comments from parents who deem the schoolwide plan unsatisfactory * *(May accomplish collaboration through the coalition of parents and community representatives)* |

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| ***2: Building Staff Capacity through Training and Technical Assistance*** |
| 1. Provide live training and ongoing coaching on implementation of new social-emotional curriculum (Positive Action) to all instructional staff 2. Offer an in-person Unbounded Institute to all instructional staff to complete professional learning on how to provide fair access to education for all students and their families 3. Provide training and support to student-facing on key aspects of teacher-family partnerships, as well as communicating math and literacy data to families staff prior to the first quarter report card night 4. Central Office will provide operational and academic support to schools during the planning, preparation and execution of family nights on each campus 5. Administer quarterly surveys to families on how they would like family engagement funds to be allocated and review results with District Parent and Family Engagement Committee. 6. Identify a District Parent and Family Engagement Committee inclusive of parents or family members of students from each community and each school—to provide ongoing feedback on KIPP Delta’s progress to the district’s three family engagement goals. 7. Host a family volunteer training in the fall quarter to train family members who would like to serve as volunteers at KIPP Delta programming, schools, and events. 8. Information related to school and family programs, meetings, and other activities will be shared with families through posting on social media (Facebook) and the distribution of paper flyers to be sent home with students in homework folders |

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| **Required Components**  * Ensure professional development requirements are met for teachers and administrators * Provide coordination, technical assistance, and other support to schools in   + jointly-developing school parent and family engagement plans   + implementing effective parent and family involvement activities   + jointly-developing school-parent compacts * Train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in:   + the value and utility of contributions of parents   + how to reach out to, communicate with, and work with parents as equal partners   + how to implement and coordinate parent programs   + how to build ties between parents and the school * *(May include meaningful consultation with families and/or community)* * Provide training at least annually for volunteers * Place a parent-friendly summary of the (district) parent and Family engagement plan as a supplement to the student handbook   + Obtain signatures from each parent acknowledging receipt of the (district’s) parent and family engagement plan * Ensure information is sent in a language and format parents and families can understand |

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| **3: Building Parent Capacity** |
| At the start of the year, KIPP Delta will base funding priorities on the three objectives above and align with the learning outcomes named in increasing teacher and family capacity. At least 1% of Title I funds will be set aside in the school’s budget for parent and family engagement activities.  Each school in the district will select a parent and family engagement contact person as part of developing their school’s plan.  Each semester, KIPP Delta will hold parent literacy training for parents of lower elementary students that support parents in building their capacity to support reading at home. This training will also focus on fostering healthy living habits (sleep, eating, family activities) that contribute to the likelihood of student academic success. 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.  KIPP Delta will survey families annually. This 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. The district 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. KIPP Delta will develop and disseminate an annual family activity evaluation report to share with families, staff, and the community. |

**Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

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| **Required Components**    * Provide assistance to parents, as appropriate, in understanding   + the challenging State academic standards   + State and local academic assessments   + the requirements of Title I, Part A   + how to monitor a child’s progress and work with educators to improve the achievement of their children * Provide materials and training to help parents to work with their children to improve their children’s achievement   + such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement * Provide such other reasonable support for parental involvement activities under this section as parents may request * Describe how each discretionary item your district and parents chose will be implemented |

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| ***4: Reservation and Evaluation*** |
| At least 1% of Title I funds will be set aside in the school’s budget for parent and family engagement activities. Each school in the district will select a parent and family engagement contact person as part of developing their school’s plan.  We will evaluate our success in engaging parents by using the TNTP Family Insights survey. We aim to have an increase in our 2022-2023 Family Survey results. Our goal is to have an elementary satisfaction survey rating of 90% and a secondary satisfaction rating of 85%.  We 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 newly adopted math and literacy state standards. |

**Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

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| **Required Components**    * Reserve at least 1 percent of district allocation under Title I, Part A   + *Does not apply if the district receives an allocation less than $500,000*   + *Ensure a minimum of 90% of that 1% goes to schools, with priority given to high-need schools* * Ensure parents and families are involved in the decisions regarding how funds reserved for parent and family engagement are allotted for parental involvement activities * Ensure the funded activities and strategies are consistent with the district parent and family engagement policy * Conduct an annual evaluation identifying   + barriers   + needs   + strategies * Use the findings from the evaluation to design evidence-based strategies for more effective parental involvement * Review and approve the plan for each school * Review and update the district plan annually by August 1 (*see Section 1)* |

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| ***5: Coordination*** |
| KIPP Delta will provide our teachers, student-facing staff, and leaders with school-issued technology, including cell phones and laptop computers. We ask them to be available from 7:30 a.m. to 7:00 p.m. to answer questions and respond to student and family needs.  Teachers are expected to use their phones to communicate regularly about student academic performance or behavior that positively or negatively impacts their performance or a classmate’s performance.  Every other week, KIPP Delta requires to send home a report of a student’s current grade in each of their classes and any notes of student behavior that positively or negatively impacts academic performance.  Each quarter, KIPP Delta requires schools to provide information regarding academic progress, including a student’s current reading level, to families through parent-teacher conferences and report card nights. In addition to receiving the student’s grades for that quarter, parents are given a measurement of how a student is reading compared to current grade level and on interim tests given at the school. This is designed to facilitate conversations between families and the school about how a student is performing compared to grade-level expectations and strengthen the partnership between teacher and parent to ensure the student is progressing appropriately.  On an ongoing basis, KIPP Delta will work to ensure that all families have the opportunity to receive timely communication that matches their work availability. We will work with schools to ensure that our parents who work swing shifts, second shifts, and third shifts have access to participate in activities that meet the goals of our school and family engagement plans.  **Coordination and Integration of Other Programs and Activities**  The district 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 GEAR UP through the support of our KIPP Forward Director, who will work to ensure parents have the necessary resources to ensure their students are successfully transitioning to college and career because of clear and succinct communication with GEAR UP staff. The district will coordinate and integrate the support of our related services team through our Director of Curriculum and Instruction and Director of Special Education, 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. |

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| **Required Components**  * Coordinate and integrate programs and activities with other Federal, State, and local programs * Conduct other activities, such as parent resource centers, that encourage and support parents |