

District/LEA: 048-929 KANSAS CITY GIRLS PREP ACADEMY Year: 2019-2020

Funding Application: Plan - School Level - 3945 KANSAS CITY GIRLS PREP ACADEMY Version: Initial Status: Approved

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School, Parent And Family Engagement Policy [Hide](#)

3945 KANSAS CITY GIRLS PREP ACADEMY

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- Schoolwide
 Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

At the whole-school Family Orientation and at individual home visits, advisors review this policy and other key policies with families, including a signed copy of the Student and Family Handbook which contains these policies.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116*

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
- To inform parents of their school's participation in the Title I.A program
 - To explain the requirements of Title I.A
 - To explain the right of parents to be involved.
- Section 1116 (c)(1)*
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
- Transportation
 - Child care

- Home visits
- Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Through a Community Design Collaborative, families are included in the design, development, and implementation of learning priorities to ensure that the learning is relevant and supported by all adults in the young women's lives. All aspects of KCGPA's program and policies receive input through these ongoing meetings.

Additionally, KCGPA hosts a Family Orientation as well as individual home visits to review and gather input on the Student and Family Handbook which contains these policies.

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Please see previous response.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

KCGPA shares information a Family Orientation as well as individual home visits.

The Family and Community Engagement Coordinator also shares information via ongoing newsletters sent in multiple languages as well as direct outreach via phone or in-person meetings in multiple languages.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that used to measure progress, and the achievement levels of the MAP assessment.

Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, a achievement levels.

In addition to using assessment data to adjust instruction, KCGPA will also consistently share overviews of and updates on its curriculum, academic assessments, and MAP achievement levels with its stakeholders. This sharing will inform an ongoing conversation about where the school is meeting its goals and where adjustments need to be made based on values-aligned input and feedback.

? Sponsor and General Public. KCGPA will use its website and that of its sponsor to disseminate board meeting information, financial and academic progress reports, and similar important information during each school year. As prescribed in state policy and Missouri Revised Statutes §160.522 and §160.410(4), KCGPA will also complete and distribute an annual report detailing student performance and progress towards goals. KCGPA will also use Missouri's Annual Performance Report (APR) to share student achievement and state testing data as information becomes available.

? Board. The Board will receive an annual report. This report will include all internal and external assessment data relevant to the school's accountability goals. If a policy change is required because significant gaps exist between the school's performance and its goals, the Board will enact its policy development process and make necessary organizational decisions. Monthly board meetings will also include routine updates on all Key Goals and metrics.

? Students and families. KCGPA recognizes that family understanding of and engagement in assessments is critical to supporting students, and will keep students and parents informed by:

? Sending home weekly progress reports with class grades and behavior data. Student grades in core subject areas are the primary determinant of their promotion from one grade level to the next. Advisors will communicate biweekly with families about student progress and collaborate to identify additional supports. Students will use these reports to make the academic and behavioral adjustments necessary to achieve their goals. This data will be available online at all times, and KCGPA will use printed documents as well to ensure parents can access the information.

? Meeting with families in person for at least three formal report card conferences each year to discuss their daughter's progress.

? Providing a summary of homework each night and asking 5th - 8th grade families to check and sign that their daughter has completed all homework each night.

? Hosting events in which families are invited to the school to celebrate student work.

Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 11(4)(C)*

Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 111*

Dream teams provide a structured way to include parents, clergy, coaches, and other students in a network of support around each young woman. Feedback from families at the Achievement First charter network has consistently highlighted the value of having multiple stakeholders available to support each student. Instead of traditional parent-teacher conferences, students will lead dream team meetings. These meetings will reflect a similar structure to the Student-Led Conference approach developed by EL Education.

Personalized Learning Plans (PLPs) will be developed and reviewed through this structure, with additional time and support for PLPs occurring in advisories and core content classes. Developing character, social and emotional skills, and core values will be important parts of the PLP process. Students will set goals around each of these areas and will meet with their dream team about their growth in these areas. Over the course of a school year, a dream team will meet at least three times to review progress on their goals, including report cards and progress reports. PLPs will be available online for the student and family to review together.

Additionally, families will engage biweekly at minimum, and often daily, with a student's advisor to check on progress, homework, and so on

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

KCGPA will establish a school community that prepares students not just for academic and career success, but also ensures that young women from underserved communities develop the knowledge, skills, and agency to define for themselves what a meaningful, impactful life will be, and to act in service of the values and equity-focused critical lens that they've developed within their school community.

KCGPA is responsible for providing a high quality curriculum and instruction in a supportive and effective learning environment, and will do so as follows.

1) Social and Emotional Learning (SEL). In the context of a single-gender environment, students will connect with one another through daily advisories, curricular integration, and Personalized Learning Plans to develop vulnerability-based trust, self-awareness, emotional intelligence, and a strong sense of purpose. Staff will also engage in SEL to internalize the learning they will lead for students and to model the core value of Growth. KCGPA will incorporate families in design to ensure that learning goals are supported by all adults in our young women's lives.

2) Content-focused literacy. All students will experience rich, constant instruction in literacy that prioritizes the development of content knowledge alongside skill development. These practices will be especially critical for KCGPA's English Language Learners and students with special with disabilities. Rapid literacy growth requires both mastery of foundational skills and increasingly rich content knowledge over time. For that reason, students will engage in daily Balanced Literacy to build foundational skills through guided reading and personalized learning. At the same time, students will engage in a Humanities class that connects English Language Arts and Social Studies/History content through grade level, complex texts. Texts will support the development of a critical lens for examining the intersectional power dynamics of gender, race, and other signifiers. STEAM classes will also use rich nonfiction texts to build knowledge. All teachers will engage in significant, ongoing development in literacy instruction.

3) Science, Technology, Engineering, Arts, and Math (STEAM). KCGPA's STEAM curriculum will focus on helping students master the four domains articulated in the Next Generation Science Standards and the National Core Art Standards. STEAM learning will be inquiry-based, rely on content-focused literacy development, and emphasize principles of scientific thinking and interdisciplinary connections with students' math learning. Students will engage in an integrated Science, Technology, and Engineering class alongside mathematics and Fine Arts classes. They will see that derivatives and integrals in calculus grow from the same conceptual tree as slope and will be able to connect their mathematical thinking to analysis of population density changes in biology.

4) Standards and competency-based learning. Staff, students, and families will use standards and competency-based curricula and assessment to focus on the progression of a student's mastery of key knowledge and skills rather than the hours they've spent in their seat. An extensive network of data driven supports will address both advanced and struggling students' learning needs, including targeted whole group and small group instruction, Personalized Learning Plans, and tutoring.

Teacher and leader development. KCGPA's leaders and teachers will benefit from 30 full days of professional development each year. In addition, they will engage in weekly professional development, instructional coaching, and peer collaboration. All professional development will be grounded in collaborative, cyclical work with standards, competencies, assessments, curriculum, and student work. To sharpen staff's knowledge and skills through this collaborative learning structure, KCGPA will rely on a network of external experts and active collaboration with other high-performing u

Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- Issuing frequent reports to parents on their children's progress
- Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- Ensuring regular two-way, meaningful communication between family members and school staff, and language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☑ Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance.

Parent and family engagement is a critical ingredient in successful schools. Parents and families want to be involved in the school culture and their child's learning. KCGPA will use the following strategies to ensure that KCGPA parents/guardians are active, knowledgeable partners in the school.

- Family Advisory Council (FAC). KCGPA will create a Family and Advisory council to support families' ability to voice concerns and identify emerging opportunities at the school. Both the middle and high school will have a FAC, which will be led by elected co-chairs. FAC or their designees will participate as non-voting members in Board meetings. This structure will guide ongoing supports for parents, including parent resource centers, curriculum overview events, and similar events aimed at ensuring every family knows the academic approach of the school and can support their child's success.

? Staff development to maximize family engagement. KCGPA's advisors will have biweekly contact with families and establish lasting relationships. To support advisors and other staff, KCGPA will use resources from the Flamboyan Foundation, a national leader in family and community engagement. KCGPA will also seek to participate in SchoolSmart Kansas City's Family & Community Engagement Fellowship, which also supports strong family engagement strategy.

? School design. Through a Community Design Collaborative, families are being included in the design, development, and implementation of learning priorities to ensure that the learning is relevant and supported by all adults in the young women's lives.

? Meetings and events. KCGPA will host a broad array of events to engage families, from talent shows to cultural fairs to breakfasts where families can get to know staff and one another.

? Recruiting sessions. From the very start of the recruiting process, KCGPA will work to make all parents feel welcomed and inspired by the KCGPA culture. Recruiting sessions will involve current students and parents (after year 1) who will explain the school culture.

? Parent orientations. KCGPA will offer a 90-minute session on multiple dates and varying times to provide a comprehensive introduction to the KCGPA culture for families. We will seek to ensure 100% participation to build a trusting relationship between families and the school. Parents/guardians will be personally called by their advisor and invited to each event.

? Participation and volunteer opportunities. Parents and families will be encouraged to volunteer or participate in as many facets of the school as possible.

? Translation services. KCGPA has already contracted with Jewish Vocational Services to provide translation services as part of its family/parent interviews during the charter application drafting process. Second languages will also be prioritized in staff hiring.

- ☑ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)*

Describe plans to provide materials and training.

Personalized learning plan (PLP) and dream teams. Dream teams provide a structured way to include parents, clergy, coaches, and other students in a network of support around each young woman. Feedback from families at the Achievement First charter network has consistently highlighted the value of having multiple stakeholders available to support each student. Instead of traditional parent-teacher conferences, students will lead dream team meetings. These meetings will reflect a similar structure to the Student-Led Conference approach developed by EL Education.

PLPs will be developed and reviewed through this structure, with additional time and support for PLPs occurring in advisories and core content classes. Developing character, social and emotional skills, and core values will be important parts of the PLP process. Students will set goals around each of these areas and will meet with their dream team about their growth in these areas. Over the course of a school year, a dream team will meet at least three times to review progress on their goals, including report cards and progress reports. PLPs will be available online for the student and family to review together.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

KCGPA's advisors (all teachers will have an advisory) will have biweekly contact with families and establish lasting relationships. To support advisors and other staff, KCGPA uses resources and training from the Flamboyant Foundation, a national leader in family and community engagement.

KCGPA also employs a full-time Family and Community Engagement Coordinator to train and support advisors and all staff in reaching out to families, especially those whose circumstances (e.g. homelessness) might otherwise make it challenging to connect as frequently.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to student academic achievement, the school

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

KCGPA will create a Family and Advisory council to support families' ability to voice concerns and identify emerging opportunities at the school. Both the middle and high school will have a FAC, which will be led by elected co-chairs. FAC or their designees will participate as non-voting members in Board meetings. This structure will guide ongoing supports for parents, including parent resource centers, curriculum overview events, and similar events aimed at ensuring every family knows the academic approach of the school and can support their child's success.

Parents and families will be encouraged to volunteer or participate in as many facets of the school as possible.

KCGPA has contracted with Jewish Vocational Services to provide translation services as part of its family/parent interviews during the charter application drafting process. Second languages will also be prioritized in staff hiring.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents.

participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effect of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonable available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transport and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable

- Provides opportunities for the informed participation of parents and family members, including:
 - Parent and family members who have limited English proficiency.
 - Parent and family members with disabilities.
 - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

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District/LEA Comments

DESE Comments

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