




Using School Pride for Family and Community Engagement


Philip Barbour High School


Summary


Philip Barbour High School aimed to make their school a community center as a way to address the challenges that COVID presented.


Philip Barbour High School


 Philippi, Barbour County

 44.8% employment rate

 629 students

 45% Students on Free or Reduced Lunch

 **Vision Statement:**
To provide rigorous and relevant educational opportunities in preparation for college and careers in the 21st century.

 <http://pbhs.barb.k12.wv.us>



CHALLENGES



The COVID-19 pandemic presented significant barriers to the school's family engagement efforts. After the two year period when the school building was closed, educators found it challenging to get both families and community members engaged and back into the school.



COVID

COVID created a barrier to educators connecting with their students and families.



Getting folks back into the school

After COVID, educators found it difficult to get people back engaged and back into school.



Generating community support

After COVID, community members were slow to connect back with the school.

SOLUTIONS



The leaders at Philip Barbour High School aimed to enhance the school pride of students, families, and the community. Leaders worked to enhance students' mindsets through positive discipline, building connections with families through school activities, and opening up the doors to the school for community members to use school facilities for events.

Top Priorities Related to Family Engagement



Attendance



Establish trust



Build relationships

ACTIVITIES AND PROGRAMS



Key Initiatives

School leaders aimed to foster school pride both within and outside the school community. Leaders leveraged school values to support student decision making and growth. The school implemented the “Future Ready Fair” during parent-teacher conferences so both students and their parents/caregivers could explore future success together. The school intentionally invited community members to use the school building to create greater collaboration.



Key Stakeholders Engaged

- Students
- World Vision
- Young Life

Lessons Learned

School leaders emphasized the importance of starting small and keeping things simple. The school found ways to introduce new activities, like the “Future Ready Fair” with already existing events, such as parent-teacher conferences. In doing so, they could maximize their resources and time for the maximum benefit for students and families.

OUTCOMES



Quantitative Impact

1

The school building calendar is increasingly full as more people are utilizing the space and available resources.

Qualitative Impact

2

The community has become more involved in school activities as they see themselves having a greater stake in how the school performs and succeeds.

Unexpected Outcomes

3

Leaders were amazed about the level of success they have seen with higher test scores, better attendance, and more community involvement as identified success data points.

CONCLUSION



Philip Barbour High School has been successful in its goal to enhance school pride. Their ability to make small, meaningful changes to effectively leverage resources, time, and energy has led to more positive connections between the school, families, and the community.

Future Ready Fair

An opportunity for students and parents/caregivers to explore various career paths and gain skills for future preparedness (e.g., interviewing).



Activity Goal

Provide opportunities for future preparedness

Key Actions

- Conducted at the same time as parent-teacher conferences.
- Provide lessons on future-focused topics (e.g., FAFSA)
- Highlight multiple future paths, including military, CTE, higher education



Activity Outcomes

Improved life skills, connection between students and parents/caregivers

