



WVFEC

Utilizing Resources to Engage Families

Tug Valley High School

Summary

Tug Valley High School utilized a resource room to support students and families to improve student attendance and family engagement.

Tug Valley High School



Williamson,
Mingo County



37.6% employment rate



382 Students



60% Students on Free or Reduced Lunch



School Motto:
College and Career Ready



<https://www.mingoschools.com/Page/27>



CHALLENGES



Tug Valley High School struggled with both student and family attendance to school and family engagement events. The challenges began with the onset of COVID-19, as families fell out of the routine of sending their children to school. Tug Valley High School also found that families had limited time and resources in order to fully engage in school activities.



Low attendance

Since COVID, Tug Valley has struggled with low student attendance.



Childcare for families

Families with multiple children struggle to find childcare in order to attend school events.



Lack of parent/caregiver engagement

Parents/Caregivers and families showed hesitancy in entering the school building and attending events.

SOLUTIONS



Tug Valley High School recognized that in order to motivate students and increase their attendance, students and families needed resources and additional support. In response, they aimed to create a welcoming, safe environment for all students and families to encourage engagement. Additionally, Tug Valley implemented PBIS (Positive Behavioral Intervention Supports) so support positive behaviors and attendance.

Top Priorities Related to Family Engagement



Motivate students



Attendance



Provide resources

ACTIVITIES AND PROGRAMS

Key Initiatives

Tug Valley High School implemented several key initiatives, including the Family Resource Room, the PBIS program, and family-facing events (e.g., painting and poetry night) which fostered relationships and provided valuable resources to students and families. Throughout all of these initiatives, community members were found to be an important factor in providing resources and diverse events.



Key Stakeholders Engaged

- School staff
- Community members
- Students

Lessons Learned

Tug Valley High School found their community members to be critical assets to their initiatives. School staff recognized the diverse expertise and knowledge within their community, which can be harnessed for enriching learning experiences. Community members played a crucial role in developing and implementing various school events, including a paint and poetry night.

OUTCOMES

Quantitative Impact

1

The school noted a steady improvement in the rate of student attendance since the implementation of WVFEK activities.

Qualitative Impact

2

School staff have established better relationships with parents/caregivers and families, which has strengthened school functioning.

Unexpected Outcomes

3

School staff were amazed at the positive effect holding intentional events had in forming relationships with others.

CONCLUSION

Overall, Tug Valley High School has made great strides in improving school attendance through the use of several initiatives, including a family resource room, PBIS, and family events. Furthermore, the school has seen an increase in the number of parents/caregivers and families engaging in school activities.

Resource Room

Tug Valley created a resource room to house informational sheets, clothing, food, etc. for student and family support.



Activity Goal

To provide students and families with access to resources

Key Actions

- Create a space for students and families to receive resources
- Located in a dedicated location for privacy
- Provide physical, emotional, and academic supports



Activity Outcomes

Increased use of resources and better relationships

