

Lonoke Elementary School - 2024-25 Arkansas Engagement Plan

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are *required* but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

School Information

School Name:	Lonoke
School Engagement Facilitator Name:	Kala Raper
Plan Revision/Submission Date:	9/6/24
District Level Reviewer Name, Title:	Melissa Edwards, Curriculum Director & Federal Coordinator
District Level Approval Date:	9/9/24

Committee Members, Role

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Kala	Raper	Parent and Family Engagement Coordinator
Jennifer	Holland	Principal
Tim	Arden	Dean
Jill	Caraway	Parent/ Committee Member

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)]

At the beginning of the school year the parent involvement coordinator holds both a Title 1 meeting and then a parent meeting. Parents are first polled in order to find the best time and day of the week to hold meetings. Afterward a notice of the meetings is sent out via our school Facebook page, School

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Class Dojo page, and physical letters that are sent home with students. Teachers are asked to also post the notice of an upcoming meeting on their own classroom Dojo pages. Parents often use the translate option to read notices on Dojo and Facebook.

At the parent meeting, parents are asked how they think the parent committee can help students and the school throughout the school year. We talk about both literacy and STEM. We choose activities which have the most impact on our students and those in which parents engage and participate. We plan these activities throughout the year and use them as an outreach to not only our school but the community as many of our students have siblings at other schools in our district.

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)]

Information and notices are always sent out via our school Facebook page, Parent Involvement Facebook page, School Class Dojo page, and physical letters that are sent home with students. Teachers are asked to also post the notice of an upcoming meeting on their own classroom Dojo pages. Parents often use the translate option to read notices on Dojo and Facebook.

3: Building Staff Capacity

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

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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 beginning of the school year notices are sent through several communication systems that we have in place within our school. Information is sent out for parents to sign up to receive notices about upcoming parent meetings, volunteer opportunities, and needs within our school. The teachers and the other professionals such as, the nurse, office staff, activity teachers, etc. are able to send needs and volunteer opportunities to be posted on any of the communication outlets for parents. These outlets are also used to post upcoming events and activities that will be happening in our school.

Information and notices are always sent out via our school Facebook page, Parent Involvement Facebook page, School Class Dojo page, and physical letters that are sent home with students. Teachers are asked to also post the notice of an upcoming meeting on their own classroom Dojo pages. Parents often use the translate option to read notices on Dojo and Facebook.

Before activities or meetings are planned a formal or informal survey is given to determine the time and date that an event takes place. The information gained is taken into consideration and plans are made that give the most opportunity for parents and family members to attend.

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

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- **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)]

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Parents are also invited to attend two parent-teacher conferences, one per semester. Parents are informed of these conferences through sign up sheets home, Sign Up Genius, Class DoJo, and the school Facebook page. Progress reports are sent home mid-nine weeks for the four nine weeks in the school year. In order to communicate with teachers, parents are given access to teacher emails, the school phone number, and teachers are available during their planning time each day. Parents and teachers also have two-way communication through Class DoJo.

There is a parent center set up in the school media center. Parents are welcome to browse the parent material and take home and check out parent information. The district also offers a literacy and/or math activity each quarter. This is a family activity that parents can use as an opportunity to interact academically through literacy and/or math with their child.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, 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)]

We use the community not only to help educate our students, but also to provide resources to our school so that we can give students educational and enrichment opportunities. Local businesses, and community offices donate funds and their time to volunteer in our schools offering programs like ATV safety, healthy foods choices, and a general outdoor safety day. The students are also given an opportunity from the local Game and Fish hatchery to have a day of fishing. This is an opportunity that many students have not had. Parents are welcome to attend these activities to volunteer to help or just to enjoy the day with their child. We also allow parents the opportunity to join our PIE committee during open house.

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)]

The annual Title 1 meeting is held towards the beginning of the year in September. Parents are given a variety of times to choose from and from there a decision is made on what time and day to hold the meeting. This year's meeting will be held on September 16th at 4:30. parents were invited through physical letters that were sent home, school and teacher DoJo pages, and both the school and parent involvement Facebook pages. The parents who attended were informed that we are a Title 1 school and how funding is used and can be used within our school. Parents were given a Title 1 meeting agenda at the start of the meeting.

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)]

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The school Parent compact is given to parents in their handbook each year and is a document that is required to be signed and returned.

Parents are also invited to attend two parent teacher conferences, one per semester. Parents are informed of these conferences through sign up sheets home, Sign Up Genius, Class DoJo, and the school Facebook page. Progress reports are sent home mid nine weeks for the four nine weeks in the school year. In order to communicate with teachers, parents are given access to teacher emails, the school phone number, and teachers are available during their planning time each day. Parents and teachers also have two way communication through Class DoJo.

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)]

The Elementary school plans to use its portion of the Title 1 funds to purchase supplemental support for the students. We will purchase math manipulatives that can be used to support the learning of students in the classroom or at home. Many students do not have access to math support at home so this is a good way for the school to help support learning extended beyond the classroom.

Assurances

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.

- **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.

[ADE Rules Governing Parental Involvement Section 3.02.3]
- **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
 - the School Engagement Plan
 - a parent-friendly explanation of the School and District's Engagement Plan
 - the informational packet

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- o contact information for the parent facilitator designated by the School.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]
- **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly.
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.
[A.C.A. § 6-15-1704(a)(3)(B)]
- **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
 - o to help organize meaningful training for staff and parents,
 - o to promote and encourage a welcoming atmosphere, and
 - o to undertake efforts to ensure that engagement is recognized as an asset to the School.
[A.C.A. § 6-15-1702(c)(1-2)]
- **A.7:** The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]
- **A.8:** The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]
- **A.9:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]
- **A.10:** The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
 - o what students will be learning
 - o how students will be assessed
 - o what a parent should expect for his or her child's education
 - o how a parent can assist and make a difference in his or her child's education.
[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- **A.11:** Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
[A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- **A.12:** The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.
[A.C.A. § 6-15-1702(b)(6)(B)]
- **A.13:** The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.
[ESSA § 1116(a)(3)(D)]
- **A.14:** The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
[ESSA § 1116(b)(4)]

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- **A.15:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. [ESSA § 1116(c)(4)(C)]

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or visit our website [#EngagementMattersAR](#)