

Arkansas Indistar
School Engagement Plan

Accepted: This form has been reviewed and little or no revisions need to be made. Please make any suggested revisions (if needed) and go to Submissions tab to submit.

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Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed Expectations and Objectives

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)]

During Back to School Open House, MST encouraged parents to sign up to be a part of our Community In Action group. Members of this group will contribute to the development of our school parent and family engagement plan. MST will host a number of parent meetings throughout the school year to determine ways parents can be involved throughout the year and sign up for interested areas.

MST will have a parent meeting at the end of the 2022-2023 school year to complete an "end of the year parent survey". This survey will be used to determine how parents would like to be involved in the upcoming school year and suggestions on how to improve the parent and family engagement program. Based on feedback, we will make improvements to the plan.

A district survey from the Title I office will be sent to parents during the last month of school. Opportunities for parent input, such as the need for regular meetings, barriers that limit parent & family involvement, etc. will be addressed.

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)(1)]
- **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)]

The parent and family engagement policy will be distributed at the first Title I meeting. This plan will be written in an understandable and uniform format. Contact information for the parent facilitator, Misty Burt, is 870-739-5180. MST will use the School Messenger and eschool Home Access Center (HAC) to assist with communication between the school and home. MST will use the TAC program for reporting grades. TAC is an online grade reporting system, designed to provide parents with up to date, accurate information about their child's academic performance. MST will also have family packets called MST binders. These family packets will include school handbooks, general information, parenting tips, weekly assignments, graded papers, etc. These notebooks will be sent home daily providing regular, reciprocal, and meaningful communication between teachers and parents. Parents will be notified of absences and tardies through letters sent in the mail. Marion School District will schedule two parent/teacher conference days during the school year. Teachers and parents will discuss academic progress and other areas of concern. Supplemental to state requirements, MST will purchase resources such as parenting books, magazines, and other materials and make them available to parents at the parent center. Parenting tips and suggestions are posted on the MST webpage along with calendars, school handbook, menus, faculty contact information, and school supply lists. MST will provide a survey requesting parent volunteers to assist with school activities, and parents will be given the opportunity to express how and when they volunteer. The results of the survey will be compiled in a volunteer resource book for staff use. MST will keep an updated webpage and Facebook account notifying the school community about events and other school related information. Remind and School Messenger will also be used to ensure parents and other stakeholders are aware of events taking place in the building.

The CIA officers have set up their own "Group Me" for communication purposes. Additionally, CIA will have a registration table set up at our open house night that is held on 7/18/2022.

3: Building Staff Capacity

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

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)]

The administrative team at MST will continue to provide all staff with a Parent Communication Binder which includes tools and strategies that promote effective parent communication and involvement.

Administrators and teachers are required to participate in 60 hours of Professional Development each year. A number of these PD hours must be centered around training for effective parent involvement. Arkansas Ideas and the Department of Elementary and Secondary Education are two resources teachers can utilize to build their knowledge for working with parents. The Department of Elementary and Secondary Education also offers parents many online resources for strategies involving parent engagement in the newly developed Playbook. This online resource offers parents tips on not only engaging at school but also engaging in their child's education, at home, as well.

Teachers are trained each year concerning effective means of communicating with parents.

The district wide survey of parental concerns was used to determine ways for better parent involvement and communication at MST. Data from this survey is being used to develop a more extensive School/Family/Community Engagement Plan.

On Wednesday, June 1, 2022, a meeting will be held to survey the wants and needs of parents in an effort to ensure our MST School/Family/Community Engagement Plan is fluid and responsive to stakeholders. Parents will be given an opportunity to volunteer for various roles and school sponsored activities which will take place during the school year. This is an effort to involve more parents in ways to assist in student learning. Parents will also be given an opportunity for leadership roles in various activities which will have an impact on the development of their child and every student at MST.

Teachers are required to complete and update a Parent Communication Log to document communication with parents.

Parent/Teacher Conferences are held at least twice yearly to allow parents the opportunity to have a face to face meeting with their child's teacher to discuss the student's progress and other concerns the parent may have.

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

- **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 Department of Education website tools for parents*

[<https://dese.ade.arkansas.gov> (<https://dese.ade.arkansas.gov/>)]

 - *assistance with nutritional meal planning*

[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

MST will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Parents will receive informational packets at the beginning of the school year including a variety of information designed to benefit both parent and child. New students will receive these at the time of enrollment. Community in Action (CIA) meetings will be hosted as needed, and different community organizations will present information at these meetings*. Information will be dispersed via social media outlets. Parents/students will receive informative literature provided by the Crittenden County Extension Agency Consumer Science program. Additionally, MST's counselor will maintain a counseling website that can be accessed on the MST school page to inform parents on how the counselor and parents can work together to help our students. Two parent/teacher conferences* will be held during the academic year (fall and spring). Also, a parent resource center will be provided on campus.

Parents will be given student academic assessment results along with an interpretation of those results. A description of current assessments will also be shared with parents.

5: Coordination

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

Marion Math, Science and Technology Magnet will coordinate with multiple organizations, businesses and community partners in an effort to provide support and resources for our families. MST will work with community preschools to help students transition to kindergarten. MST will work with the Marion Junior High Seventh Grade Annex to coordinate an orientation tour for all sixth grade students to assist with the transition to seventh grade. The services offered by community resources such as Crittenden County Extension Agency 4-H, Family and Consumer Sciences and Master Gardeners will be promoted. MST will coordinate with Junior Auxiliary, Hope House, Boys and Girls Club, and SNAP (Supplemental Nutrition Assistance Program). Concerning student health, MST will work in conjunction with the Arkansas Department of Health and the East Arkansas Health Clinic in cooperation with Marion School nurses. MST will host a kindergarten camp, a career day, a dental program, and a preview night.

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)]

MST plans to hold our Annual Title 1 Meeting during the 1st nine weeks of school.

The District's Annual Title I meeting is scheduled for May, 2023.

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)]

Before developing the MST School-Parent-Student Compact, research was conducted by administrators to discover the Federal and State Law requirements and criteria for this document. Research was also conducted to determine how schools of similar student population, communities and socio-economic make-up developed their School-Parent-Student Compact in order to help students achieve the challenging state academic standards.

The School-Parent-Student Compact will be distributed to all parents at Back to School Open House. For those unable to attend Open House, it will be sent home by students, the 1st week of school. On Wednesday, June 1, 2022, a meeting will be scheduled to review and possibly revise the MST School-Parent-Student Compact in an effort to stay abreast of parent/school concerns.

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 Director of Federal Programs reserves at least 1% of the district's Title I yearly allocation specifically for parent and family engagement activities. Of these reserved funds, 90% or more goes directly to the schools, with priority given to high-needs schools. Parents and family are encouraged to attend the yearly meeting to discuss how these funds are allocated, to ensure the funded activities are in line with each school's plan. Parent and Family Engagement Plans are evaluated yearly to help guide future activities, increase effective parental involvement and reduce barriers that hinder parental involvement. The Parent and Family Engagement Plan will be reviewed and updated yearly. Plans will be posted annually by August 1.

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
 - 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. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- ☒ **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:

- to help organize meaningful training for staff and parents,
- to promote and encourage a welcoming atmosphere, and
- to undertake efforts to ensure that engagement is recognized as an asset to the School.

[A.C.A. § 6-15-1702(c)(1)]

☑ **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:

- what students will be learning
- how students will be assessed
- The informational packet
- what a parent should expect for his or her child's education
- 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)]

☑ **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.
(<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvfcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement
(https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_Er)

Federal

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320
(<https://drive.google.com/file/d/1gLCfooJPV5yjHMvnTGmcKRiTThzKwGT9/view>)

School Name:	Marion Math, Science and Technology Magnet School
School Engagement Facilitator Name:	Misty Burt

Plan Revision/Submission Date:	6/12/2022
District Level Reviewer Name, Title:	Julie Coveny, Director of Federal Programs
District Level Approval Date:	7/29/2022

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Misty	Burt	Parent Facilitator
Ali	Weimer	Principal
Sarah	Hall	Co-President, CIA & Parent
Josh	Hall	Co-President, CIA & Parent
Kristen	Crockett	Secretary, CIA & Parent
Tatum	Parnell	Treasurer, CIA & Parent

(Find additional guidance on the DESE Parent and Family Engagement Requirements (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/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 (mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

District Reviewer Responses

Section 1 - Jointly Developed

- ☐ Changes Required
☒ Compliance is Met

Comments:

-Section 2 - Communication

- ☐ Changes Required
☒ Compliance is Met

Comments:

Section 3 - Building Staff Capacity

- ☐ Changes Required
☒ Compliance is Met

Comments:

Section 4 - Building Parent Capacity

- ☐ Changes Required
☒ Compliance is Met

Comments:

Section 5 - Coordination

- ☐ Changes Required

☒ Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

☐ Changes Required

☒ Compliance is Met

Comments:

Section 7 - School-Parent Compact

☐ Changes Required

☒ Compliance is Met

Comments:

Section 8 - Reservation of Funds

☐ Changes Required

☒ Compliance is Met

Comments:

Accepted: This form has been reviewed and little or no revisions need to be made. Please make any suggested revisions (if needed) and go to Submissions tab to submit.

Close