

AR
Mountain View School District
210 High School Drive
Mountain View AR 72560
870-269-3443

District Engagement Plan*

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. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2022-23.

1: Jointly Developed Expectations and Objectives

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

Guiding Questions

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*
[ESSA § 1116(a)(2); 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(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*
[ESSA § 1116(a)(2)]

Family Welcome Days: August 9, 2022 for Rural Special and Timbo; August 11, 2022 for Mountain View.

The Mountain View School District's Title I Program understands the necessary role and value of engaging parents, families, and the community in promoting higher student achievement and community enhancement for all. The district curriculum follows the Arkansas Academic Standards to promote academic growth. The district agrees to be governed by the following statutory definition of Family and Community Engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Family and Community Engagement means the participation of parents/families, in regular two-way, and meaningful communication involving student academic learning and other school activities and which ensures:

- That families are encouraged to be actively involved in their child's education at school;
- That families play an integral role in assisting their child's learning;
- That families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

- The carrying out of other activities, such as those described in section 1118 of the ESEA and section 1010 and 1116 of ESSA;
- Therefore, the district shall strive to develop meaningful and productive family and community engagement that will result in partnerships that are mutually beneficial to the school, students, families, and the community.

1.1 The district has engaged parents in the development, dissemination and review of its Schoolwide Title I Family and Community Engagement Plan for 2022-2023 under leadership of Brent Howard, Superintendent; Mark Rush, Assistant Superintendent; Cindy Smith, Financial Coordinator; Melissa Howard, District Family and Community Engagement Coordinator/McKinney Vento Homeless and Foster Liaison, the district's Title I Family and Community Engagement (FACE) Committee; Carrie Futrell, Mountain View Elementary Assistant Principal, Save the Children Contact, and Mountain View School Food Pantry Director. [ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)] For more information contact Melissa Howard at 870 269-3443.

- Assistant Superintendent and district parent coordinator facilitate the development of the plan with the Family and Community Engagement Committee and District School Community Council, (Title I, School Improvement, and Health and Wellness).

The committee meets two times annually on to discuss, develop, review, evaluate, revise, and approve the engagement plan/Title I compact and its goals in a collaborative process with the district's other plans and committees. Dates for 2022-2023 SY- August 31, 2022 and April 5, 2023

- Documents, data, curriculum, and needs assessments are reviewed and discussed and sub-committees from each school in the district meet with the district committee to share information during the development and evaluation processes of the engagement plan in the fall and spring.
- This information is shared with parents at other meetings like the district's parent nights, Annual Title I meeting, School of Innovation Council meetings, PAC, and Federal Program meetings.
- The district plan integrates the seven (7) schools' Title I plans and statewide components. Each campus in the district follows the same process the district follows as outlined above with two meetings in August and April. The difference is that the school plans go through a review and revision process with the district's assistant superintendent and district FACE coordinator not DESE.
- District level Reviews for the Title I/Federal programs and School Improvement Plans are August 31, 2022 and April 5, 2023.

1.2 Many efforts are made to ensure adequate representation of Schoolwide Title I families and diversity in all academic buildings. A diverse Family and Community Engagement committee has been purposely selected using demographic data that includes family, community, and former students shown on the committee member's role that is an adequate representation of gender, mobility, ethnicity, single parents, grandparents, business, and economic strata, highly mobile, gifted and talented, migrant, and special needs for children in the district. Each committee has members representing cultural diversities for each grade level as well as community members, appropriate staff, and administrators. Minutes, sign-in, and agenda document meetings. Committee listed at the end of the document. [ESSA § 1116(a)(1)]

- The district has developed other groups of parents to serve on the district's various committees for greater inclusion at each specific building.
- Families of children in the district have opportunities to engage in various committees on a regular basis, such as the Student Handbook, Special Education Advisory, Individual Education Plans for students, School Guidance, Focus Groups, School Improvement, School Community Councils, and Title I Parent Committee which allows for adequate representation of the district's families and ensures they are engaged in the district's decision making processes. Such committees engage in regular meetings.

1.3 The Engagement Coordinator and committee worked with the School Improvement/District Support committees including the School Community Councils in order to incorporate the Engagement Plan into the Schoolwide Plan. [ESSA § 1116(a)(2)]

- The district has involved parents in the development and review of the School Improvement/Title I Schoolwide Plan. [ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)]

- The Title I and Family and Community Engagement committees which include parents and community members, and the School Community Councils meet at the building and district level to discuss, develop, review, evaluate, and revise the Family and Community Engagement Plan, and building administrators review the School Improvement Plan and Title I Program goals and actions using Plan, Do, Check with committee members to encourage their input and evaluation comments of the plans.
- Information is shared and discussed with the committees at the district level as well as at the building level.
- Families are informed of School Improvement status, and choices for parents in educating their student.
- The district coordinator serves as a liaison with school administrators to collaborate on plan goals and information from the various committees to share information with the engagement committee to ensure that alignment is two-way between the FACE, Title I, Health and Wellness, and School Improvement committees.
- The Title I District Plan is part of the Title I program used by the School Improvement Committee made up of staff, parents, and community to develop the Title I Application.

The Title I Family and Community Engagement Plan and the School Improvement Plan show alignment. For example, in 2022-2023 reading and literacy goals will continue to be a primary focus at all schools in the district, in order to close the gap for struggling students and skill retention loss due to COVID-19. MVSD applied for and received a grant for learning loss in literacy and math focusing on the middle school child provided by the Arkansas Department of Elementary and Secondary Education and Arkansas State University. MVSD will apply for the grant again in the spring of 2023 as this was successful. The district applied for a grant that would help with after school tutoring programs that would involve a variety of community partners. This program is set to start in mid-September for the middle level and high school students. MVSD will continue improving literacy instruction for 2022-2023 SY. In 2021-2022 Open Court was implemented in kindergarten through second grade. At the same time, Wonders literacy was implemented in grades 3-8, and My Perspectives for grades 7- 12. Phonics First is also implemented with the elementary grades. Reading intervention teachers have been added at the middle school and high school buildings. The goal of the district is to provide MVSD students essential foundational reading skills through effective phonics instruction and provide them with rich content, vocabulary, and reading comprehension skills.

- The District FACE Plan also aligns its goals to the Health and Wellness Plan initiative which is also part of the School Improvement Plan goals. For example, school plans have healthy living, physical activity, emotional support, and healthy eating components to support the district's plans. Stone County Medical Center partners with the schools to do programs on CPR and Stop the Bleed. The district food and nutrition services, Chartwell's, continually add new healthy food choices to the menu on each campus. The Mountain View School Food Pantry offers a monthly distribution of food boxes for those in need.
- The district engages families and the community in the development, improvement, and long-range planning of its Title 1 program, which is part of the **School Improvement Plan** by keeping parents and families informed about Family and Community Engagement programs and plans, meetings, conferences, and other activities. This ensures family participation in the district. Information is shared at Report to the Public (August 11, 2022, 6:00p.m.) facilitated by administrators. It is publicized via newspaper, website, social media, and marquee. The past two years, the report to the public was on live feed and posted on YouTube. The will continue to be done.
- Data (ACT for juniors, NWEA Map testing, ACT Aspire, ELPA 21, and Response to Intervention), TI Needs Assessments, and information about the programs and plans is shared with the stakeholders at school/district levels.
- The district offers other opportunities for families and community to engage in decision-making processes.

1.4 Mountain View School District has established expectations and measurable objectives for meaningful family and community engagement, and implements specific, measurable family activities with expected outcomes. Information and strategies are disseminated to the community to promote effective engagement reflecting the needs of students and families in Title I, Part A schools to improve student achievement. This is accomplished through the coordination and integration of the family and community engagement programs and enhancement of instructional programs with community resources. (See 3: and 4: for further details.) [ESSA § 1116(a)(2)]

1.5 Schools have clear expectations for math, literacy, and other family nights to engage families in their children's education.

- The district and its schools have plans, programs, and strategies in place with staff to promote student achievement including Student Success Teams, and Response to Intervention tiers obtained with ESSER funds across grade levels.
- A Parent Resource Center to meet families' needs is available with resources for parents along with strategies to support student learning. It allows parents to be engaged in their child's education. MVSD has two parent rooms. One is focusing on the needs of an elementary student, and the other is focusing on the needs of the middle and high school student. Based on feedback from parents, informational topics of Helping My Child at Home and College and Career Planning will be the featured in the Parent Rooms.
- From the identification of needs and barriers to students' achievement, strategies are developed and implemented that improve student achievement annually.
- The district expects to increase student achievement through engagement in a high-quality curriculum and families' support. The district has implemented new math and literacy curriculums. Digital programs, IXL, Renaissance MyOwn Library, are resources that will also be utilized to help students recover from learning loss.
- Trained classified and certified interventionists are working with struggling students daily. The 2022- 2023 plan may change to include special needs resulting from the effects of COVID-19 that the district is unaware of at this time.

2: Building Staff Capacity

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

Guiding Questions

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
 - *jointly-developing school engagement plans*
 - *implementing effective parent and family involvement activities*
 - *jointly-developing school-parent compacts*

[ESSA § 1116(a)(2)(B)]
- **2.2:** *How does the LEA 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 are aware of:*
 - *the value and utility of contributions of parents*
 - *how to reach out to, communicate with, and work with parents as equal partners*
 - *how to implement and coordinate parent programs*
 - *how to build ties between parents and the school*

[ESSA § 1116(e)(3)]
- **2.3:** *How will the district 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 are you ensuring that relevant information is 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)]

2.1: The plan shows numerous ways in which the district provides support and technical assistance to its Title I schools in planning and implementing effective parent and family engagement practices. This includes: jointly-developing school engagement plans, implementing effective parent and family engagement activities, and jointly-developing school-parent compacts. [ESSA § 1116(a)(2)(B)]

- Jointly developing school family and community engagement plans;

- Parent facilitators, MVES: Sherry Johnson, MVMS: Leigh Ann Morrison, MVHS: Tonya Long, Rural Special-Kayla Knapp, and Timbo- Nancy Ridling have been secured for each Title I, Part A School as well as a District Parent Coordinator, Melissa Howard to provide support to families, implementing effective family and community engagement activities, and jointly-developing with parents the schools' family and community engagement plans.
- The district's administrators and family and community engagement coordinator serve as the liaison on school committees to ensure collaboration between the district and its committees such as Health and Wellness, School Community Councils, and School Improvement and to share information out to others.
- State templates are provided for use by the district parent coordinator and parent facilitators in developing Title I FACE Plans discussed in Section 1 along with school and district component checklists.
- The assistant superintendent, district parent coordinator, and family and community engagement committee facilitate development of the District Title I FACE Plan.

The toolkit essentials for FACE are also utilized. Families continue to want better communication with the district's schools. The goal for 2022-2023 will be to improve communication to have an open, transparent, respectful, and honest two-way communication with families and giving opportunities for all voices to share in informed decision-making.

Technical assistance is provided to the parent facilitators in jointly developing school and district plans by utilizing resources and training as needed.

Technical assistance is provided to the parent facilitators for each campus.

Technical assistance is provided by the IT Department as needed for help in entering data, internet training, and working with Google forms.

The district provides other assistance as needed to each campus in the district to meet all Title I requirements such as the assistant superintendent, district financial coordinator, and district parent coordinator supporting each campus in developing the district's Title I plan.

Technical assistance is provided through professional development for staff and for parents through technology open house. Students, staff, and families may receive training in utilizing Google Docs or Google Classroom for enhanced technology use at school and in the home. Workshops are being planned to provide technical assistance to families on mid-level software programs at the middle school and high schools for 2022-2023. Families may request additional help from the schools.

The district continues to integrate technology and technology training into the district by purchasing more technology equipment to promote students' academic success. MVSD is a one-to-one computer school district.

The district provides academic support and technical assistance to its staff by providing virtual options through Tri-Region Virtual School and Red Comet to students in grades K-12 whose families need the flexibility provided by virtual options. The IT Department, library media specialists, and virtual teachers and staff provide support to students.

Staff plan and implement effective parent and family engagement and best practices at family nights, through the district's plan, and activities that build capacity, and improve students' achievement.

The district collaborates with staff on its programs at meetings such as School Improvement and Leadership to determine what family engagement, practices and information needs to be shared with students and their families. Evening and events are planned accordingly.

- Each school in the district has a math, literacy, science, history, or fine arts family nights each semester to provide information to families about their child's curriculum and strategies for them to assist their child at home.

Families are invited to participate on the district's committees, in special activities, and events, and are given opportunities to volunteer to build effective family engagement.

Effective family engagement also includes ensuring that families are familiar with the learning expectations, district policies and routines, and how to monitor and be engaged in their child's achievement.

Information is shared on the district website, at district meetings, and in the district student handbook.

- Jointly developing Title I Compacts for 2022-2023;

The district recognizes that families are equal partners in students' education. The district works with families, staff, and students in creating, using, and distributing a Title I School-Parent-Student Compact K-12 in the district.

District family engagement staff distributes Compacts during open house at each campus and online at www.mountainviewschooldistrict.k12.ar.us parent Center, Family & Community Engagement Plans, or via hard copy. The compact outlines how families, school staff, and students share the responsibility to improve students' academic achievement and the means by which they will build and develop a collaboration to help children meet grade level requirements. It includes the school's responsibility for a high-quality curriculum, staff training, instruction in a supportive effective learning environment, and assistance for families. It explains to family members that they are responsible to support children's learning like having students in attendance and on time for school, volunteering and participating or observing in a classroom, participating in decisions about their child's education, and positive use of extracurricular time.

The compact outlines students' responsibility for academic success and achievement with good study habits, engaging in class activities, and school attendance. The compact addresses family/teacher communication on a continuous basis through Parent/Teacher Conferences, reports of students' progress, regular communication between home and school in a language families understand, and ensuring that family members have access to staff. While we communicate with families continually, administrators, teachers, and Special Education staff have connected with families and students to meet students and families needs.

District staff use the compact as a tool for staff, students, and families in achieving students' academic success and discuss it as it relates to students' achievement at Parent/Teacher Conferences and at attendance review meetings. Stakeholders sign the compacts and return them to the district's schools. This data is on file at each building. Compacts are review at fall and spring meetings.

2.2 The district works diligently and continuously to build staff capacity to work with parents and families as equal partners through means such as workshops, conferences, trainings, webinars, and online resources to ensure ALL school staff are aware of:

- The value and utility of contributions of parents
 - How to reach out to, communicate with, and work with parents as equal partners
 - How to implement and coordinate parent programs
 - How to build ties between parents and the school
 - [ESSA § 1116(e)(3)]
- Building staff capacity through the value and utility of parent contributions:

Certified staff skills are enhanced through professional development training, staff meetings, webinars, and suggestions that parents make to improve their effectiveness.

Family and community members are partners in the decision- making processes of the district's Title I, Part A program to build strong family and community engagement. Parents' opinions are valuable; therefore, they are asked to serve on many of the district's committees as shown throughout the FACE Plan.

- District wide professional development on family and community engagement is embedded and conducted annually on topics such as providing a welcoming atmosphere or model approaches to improve family engagement, and on scheduled years to provide extended training in working with family and community engagement to ensure that families do not face barriers.
- Dr. Ruby Payne spoke at the NAESC in June and July 2022 for professional development to staff to remove barriers related to socioeconomic status and provide the staff with valuable and useful information to better build ties between parents and the school.
- Paul Vitale will speak to the staff August 2022 for Building Community Connections.
- District staff participates in Leadership training and staff participates in professional development in Professional Learning Communities, Advisory and Academy meetings regularly on meeting school improvement goals, FACE plan goals, and communicating with families. Links may also be shared with staff training materials. Teachers can assess the ADE Family and Community Engagement (FACE) Framework and Toolkit for family suggestions across the state.
- <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>

- District staff attend appropriate workshops to enhance skills as needed such as Federal Programs, Family and Community Engagement Conferences, Math and Literacy workshops, the Science of Reading, and RISE training.

Literacy Plan for the Mountain View School District: Each building will create a literacy plan including the curriculum and professional development aligned to the schools' literacy needs and based on the Science of Reading (SOR), ACT 83 of 2019. Teachers will attend R.I.S.E. training, watch Science of Reading modules on Arkansas ideas, and continually monitor the data during Professional Learning Communities (PLC's). A culture of collaboration is promoted with staff that focuses on instruction and student learning with the overall goal of improving reading achievement of students in the district.

The district builds staff capacity to reach out, communicate with, and work with parents as equal partners in the following ways:

- Staff communicates and works with families as partners at two Parent/Teacher Conferences, October 18, 2022, and March 28, 2023 3:00-7:00, held throughout the district. At conferences, teachers review Title I Compacts with the families as relative to students' achievement, interact and collaborate with families about curriculum and students' grades.

In order to implement and coordinate a parent program effectively, the district builds staff capacity by:

- Having staff plan meetings to take place at various times during the day or evening to show flexibility and accommodate families' work schedules and encourages staff to let families know that engagement is encouraged and appreciated. Family workshops/meetings may take place during the day while Math/Literacy Nights are conducted in the evening.
- Principals are responsible for providing flexible times for greater participation of families. Parent -Teacher-Conferences include day and evening times.
- The district encourages and guides staff to have flexible meeting formats to build capacity with parents; meetings may include conference calls, in-person meetings, zoom meetings, Google Classroom, or video sessions.
- In-home visits allow staff to build fidelity with families and provide opportunities to disseminate information to families who cannot participate in events.
- Family engagement staff under the leadership of their administrators and the district family and community engagement coordinator build capacity to work with families by attending monthly FACE advisories provided by DESE where they receive training in engagement and information that is shared with other school staff in the district.

Family Engagement staff plans to attend the annual Arkansas Parent Coordinator/Facilitator Association's conference in 2023 to share best practices, collaborate with other parenting staff, and hear updates in FACE plans and laws for the next school year.

The district builds staff capacity to develop bonds between parents and schools by:

Training staff to provide a friendly welcoming atmosphere in schools, at meetings, and at activities and events hosted by the district's staff, and to maintain good social and cultural interactions is embedded in staff meetings and PLC's.

Family and community outreach is done at all buildings through a variety of student led organizations: Beta Club, FFA, FBLA, FCCLA, and EAST. Teachers also serve in outreach as well in the Save the Children Program and Mountain View School Food Pantry.

2.3 The district ensures that 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, as well as in a variety of ways. ESSA § 1116(e)(5)]

- To provide the best academic success for students and to work with families, parent facilitators and the district parent coordinator provide a Family Information Guide, Title I Plan/Compact, etc., in other languages as needed for students in the English Language Learner. Currently, Mountain View has a small number of ELL students. As needed the schools may collaborate with the Northcentral Education Cooperative ELL Coordinator, for the district or

with the district parent coordinator, when translations or assistance for English Secondary Language (ESL) families is needed to send information home.

- Family and Community Engagement staff may utilize the TransACT Parent Notices program for 2022-2023.
- Information goes home to parents in a wide variety of formats and venues which include, hard copy, Remind 101, social media, radio announcements, student planners/take home folders, Home Access Center, newspaper, district marquee, website, monthly calendars, newsletters, phone, email, tutorials, aps, and in-person meetings.
- Information may be found in various documents for the district in hard copy or online like the District Student Handbook, Family Information Guides K-12, course syllabuses, the various plans of the district like School Improvement, and Family and Community Engagement.

3: Building Parent Capacity

Describe how the LEA supports parents in helping with their student's academic success.

Guiding Questions

- **3.1:** *How does the LEA provide assistance to parents in understanding the following?*
 - *the challenging State academic standards*
 - *State and local academic assessments*
 - *the requirements of Title I, Part A*
 - *how to monitor a child's progress and work with educators to improve the achievement of their children*

[ESSA § 1116(e)(1)]
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve 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); ESSA § 1116(e)(4)]
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*

[ESSA § 1116(a)(1)]

3.1 The district supports parents in helping with their student's academic success by aiding them in understanding the following: [ESSA § 1116(e)(1)]

National, state, and local education goals and the challenging State academic standards;

o Information is shared at family events such as the Open House scheduled for August 9 for Rural Special and Timbo, August 11 for Mountain View. Annual Title I Night August 11, 6:00 p.m., Transition Family meetings like the Fifth Grade Orientation for MVMS and other specific programs are advertised through a variety of ways, website, social media, marquee, newspaper and hardcopy formats.

The curriculum in use follows the State Academic Standards located on the DESE website at <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>. This information is shared and discussed at the district-wide Annual Title I and Report to Patrons meetings annually each fall.

Department of Elementary and Secondary Education (DESE) resources with the state standards are shared at meetings and on the district's website. Information may also be shared via various forms of publicity and on social media. The standards are shared with students via course syllabuses.

Educational goals from all levels are shared with families at Federal Program, Family Engagement, School Community Council, School of Innovation Council, Report to Patrons, and School Board meetings. They are also in the district student handbook.

- State and local assessments are utilized in the district along with alternate assessments as needed to measure student achievement and explained to parents. The district supports each campus in improving test scores to prepare students to be college and career ready. Testing data provides information to support the learning at each campus.

-NWEA Map testing (Grades K-2 State Required Testing), allows students to set goals to achieve higher academic success and measure achievement levels. NWEA Map testing (Grades 3-10) offers student progress monitoring in reading and math.

ACT Aspire and the ACT for Grade 11 students measure student growth and student performance on high stakes testing of the Arkansas Academic Standards. The implementation of researched based curriculum in literacy (Kindergarten- 2nd Grade- Open Court; 3rd - 6th Grade: Wonders Reading; 7th -12th Grade: My Perspectives) and HMH: Into Math (Kindergarten- high school) should help with student achievement.

ACT Workkeys is offered to Juniors and Seniors to show work place readiness. Industries across the state and nation recognize the platinum, gold, silver, and bronze certificates can increase opportunities for careers and advancement.

ASVAB is a military entrance test for juniors and seniors that will be given in Fall 2022.

ELPA 21 is test for ELL students to monitor their levels of English language learning.

Students in Advanced Placement classes take end of course tests for college credit Spring 2023.

Families receive reminders about testing dates and are given tips to help their children perform at optimal levels on testing days.

In conjunction with Ozarka College students may take the Accuplacer in preparation for concurrent credit courses.

Title I, Part A requirements are shared at the district-wide Annual Title I meeting held August 11, 2022. Title I, Part A requirements are implemented under Mark Rush, Federal Programs Coordinator.

-Parent and Families of the district will get information on the Title I Program and Title I, Part A schools "Parents Rights to Know" at the district's Annual Title I meeting. The agenda includes topics related to Title I like parents' rights, highly qualified staff, data, funds, programs provided by Title I funds, District Family and Community Engagement Plan, curriculum alignment, assessments measuring students' progress, challenging State Academic Standards, national, state, and local education goals, and how parents can monitor children's progress and help them achieve academically. Families are continually educated on understanding Title I. Information is posted on the website and handouts are distributed at meetings. The district parent rooms has flyers with information about Title I.

The district has developed Family and Community Engagement groups, Title I, and School Improvement, and has opportunities for families to serve on district committees.

Title I information is explained to parents, community, and staff at the spring Federal Programs- School Improvement meeting scheduled for April 5, 2023.

Staff communicates with families regularly and shares information regarding how to monitor a child's progress and work with educators to improve the achievement of their children. Parent and Family Engagement is an essential component of the overall success of students in the Mountain View School District.

-Families and schools in the district communicate via student planners, take home folders, and students' e-mail regularly. Each teacher documents records of family contacts. HAC (Home Access Center) is available through eschool for families to view students' academic progress K-12 and communicate with teachers. Teachers and families will communicate on an individual basis about children and/or their needs utilizing the Tri- Region Virtual Learning and Red Comet Management System to monitor student progress.

-Communication with families has increased during the COVID-19 Pandemic and social media, phone, and email are communication tools being utilized more.

The Mountain View School District provides families with reports every four and a half weeks regarding children's academic progress. Report cards are distributed at the end of each nine weeks.

The district's schools share information with families for students to access software programs that supplement classroom instruction at home such as IXL math and literacy software to supplement the curriculum. Other software supplements are the digital components to the math and literacy software and Renaissance STAR and MyOwn Library.

Tutoring assistance may be provided in the extended day programs at the middle school and high. Save the Children offer after-school programs for elementary school students.

DESE is partnering with <https://schoolhouse.world/> to provide free online math (pre-algebra, algebra, geometry, trigonometry, pre-calculus, calculus, statistics), Advanced Placement exam prep, and ACT/SAT prep tutoring for middle-school and high-school students in Arkansas. Schoolhouse. World is a new nonprofit started by Sal Khan, the founder of the Khan Academy, and Shishir Mehrotra, cofounder and CEO of Coda, to help students during the pandemic. The On to College and Kuder programs are also a resource for students as for test preparation and post secondary educational planning.

3.2 The Mountain View School District provides different types of materials and training like literacy and technology to support families and to help parents work with their children to improve academic achievement: [ESSA § 1116(e)(2); ESSA § 1116(e)(4)]

- Literacy training is conducted by the district at family nights in collaboration with the district's schools each semester to engage families in the education of their children and enhance the engagement strategies of other programs.

- Examples of such nights include Back to School Nights and Orientations on each campus to discuss curriculum and expectations. Math, literacy, and science nights are also conducted; for example, at Mountain View Elementary School has the Spring Art Showcase.

- Students share Reading and Language Arts curriculum by presenting what they are learning in class. Teachers share information on supplemental literacy programs for at-home use and strategies to improve student achievement with families. This night shows how literacy is used in the science curriculum with DIY at-home labs. Other events include EAST Night Out, choir and band concerts.

The high school will implement reading and writing strategies in all core classes as part of improving literacy and the information will be shared with families during the year.

Parent-Teacher Conferences will build family capacity in literacy as teachers share information about the curriculum and strategies used in the classroom.

FAFSA Financial Aid Workshops are provided to parents of high school students annually.

The district and its schools provide information on safe practices regarding internet usage, social media, and email accounts. The Mountain View School District School Resource Officers provide programs on a variety of safety programs as needed. The Mountain View Police Department and the Stone County Sheriff's Department also collaborate with the SRO's as needed.

Family suggestions are considered in educating staff to work with families.

- The district provides families with resources that describe or assist with the child's curriculum.

- Families may avail themselves of other activities such as conferences, online resources including tutorials and the family information guides, the district's many communication strategies, and the Parent Rooms for student support resources.

Families also participate in IEP and 504 conferences as needed.

- The district provides online resource support for families such as SMACtalk, a social awareness media platform put out by DESE and the RISE Newsletters for families.

The district uses a variety of communication strategies, including technology to provide information to families as partners and increase family and community engagement in supporting classroom instruction.

-Technology Integration Specialist creates and maintains a district website, www.mountainviewschooldistrict.k12.ar.us to share online forms, calendars, activities, announcements, state required reports, staff and employee information, employment opportunities, curriculum information, and sporting events in the district. Instructional Facilitators and/or grade level chairs maintain grade level web pages. Staff may use e-mail to communicate with other staff or families to engage in continuous two-way communication. Families and students are utilizing e-mail, phone calls, and zoom etc., continually to communicate with staff during the ongoing Pandemic.

Families will use technology to monitor school websites, Home Access Center (HAC), and AMI packets will be developed in preparation for out of school learning as needed for 2022-2023 SY.

District family engagement and school staff sends announcements home with students; utilize Thrill Share and send texts; Dojo, Google Classroom, Google Meets, and HAC; post notices in school facilities; on social media and the district marquee; and provide information to local newspapers and radio stations; about workshops and Family and Community Engagement events to keep families abreast of current events.

-During COVID-19 restrictions, staff support students and their families largely via social media with videos explaining AMI work; meetings via Zoom and Google Hangouts; phone calls, and messages. The district will continue this as needed.

-The district will continue to feed students as needed relating to COVID-19.

-Staff and point of contact personnel contacted struggling and failing students via phone or home visits to ensure academic support and will continue to offer the support needed in the 2022-2023 school year.

-The district's families shall have opportunities to review the district student handbook and Family Information. Guides placed on the district web page, annually, to be informed of student expectations, activities, and important information.

The district provides information to families about its programs utilizing a District Calendar of Events that will be set at each building and campus. It is shared online on the campus and building website.

Events:

Volunteer Training

Substitute and Volunteer Appreciation Dinner

Book Fair Nights

Muffins for Moms and Donuts for Dads

Senior Financial Aid Night

Ozarka College Fair Day

UACCB Career Exploration Day

Music Roots Concerts

Homecoming Spirit Weeks

Christmas Musical

FFA Dinner and Auction

Band and Choir Concerts

Student Success Plan Meetings

Athletic Hall of Fame Dinner

Some events may have restrictions due to safety of COVID-19 Guidelines.

The fully functional District Parent Center district family and community engagement coordinator support families, students K-12 and the community with materials, resources, and training that meets social, emotional, academic, and health needs and improves students' achievement. The district's parent coordinator also supports staff in the schools, nurses, and counselors with student and family needs.

The elementary Parent Center Room is located in the Mountain View Elementary School Building. The middle school and high school Parent Center Room is located in Mountain View Middle School.

Each school parent coordinator is available to provide resources and materials for families to learn about child development, child-rearing practices, and family support. Families may check out materials purchased for their use, use the computer to check grades, seek assistance, and visit educational websites.

-The district parent coordinator and each school building coordinator, may provide families with information to assist with student learning in content areas along with school staff and instructional facilitators, Arkansas Department of Education website tools (<https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>), help with nutrition, meal planning and preparation information, share developmentally appropriate activities for the home, collaborate with community to meet families' needs, and provide evidence based strategies for Family and Community Engagement through the parent center. Student skill packets may be developed for families/teachers to improve students' academic skills and close the achievement gap with the district's struggling students as well as to enrich the district's highest performing students. All academic resources support classroom instruction.

-The building parent coordinator works as a liaison with administrators, academic facilitators, business and community members, **administrators, academic facilitators, business** leaders and the community on special projects and committees such as the Taylor Made Clinic, Stone County Medical Center, Local Churches, Mountain View School Food Pantry, Save the Children Director, Arkansas Parent Coordinator, Stone County Scholarship Foundation, and Arkansas Single Parent Scholarship.

Parent and family engagement activities are based on students' needs to support academic achievement and the needs of the families that the district serves as shown in the district's FACE Plan.

The district parent coordinator also serves as the district's foster and McKinney Vento liaison meeting State requirements, documentation and supporting students' needs through the parent center too.

-The school parent coordinator and school therapist, Brody Prince to meet needs for counseling referrals.

-The district parent center helps the district's school counselors with prompt enrollment and registration of students.

-The district provides information to family and community as partners in students' education about volunteer opportunities throughout the district. Surveys are conducted annually with family members to determine volunteer interests. Volunteering is one way that families support a child's learning. There are opportunities to participate in a classroom, schedule an observation, participate in decisions about children's education, and promote positive use of extracurricular time. The district invites family and community to participate in the following roles and activities through the district's Volunteer Program to increase their engagement, support, and collaboration for student learning across the district.

Volunteer Opportunities:

Reading Buddy, Mentor, teacher assistant, tutors, special family/community lunches, Book Fair helpers, Field Day volunteers, family nights, family education orientation presentations, open house, guest speakers, career planning, chaperones, and serve on various committees.

3.3 The Mountain View School District conducts outreach to all Title I, Part A parents and family members, especially to the economically disadvantaged, disabled, those with limited English proficiency, limited literacy, families of highly mobile and high poverty such as migrant, or those from racial or ethnic minorities. The district will reach out to and provide opportunities for these families to be involved in the school and students' achievement. [ESSA § 1116(a)(1)]

-Title I and district funds are set aside to assist in eliminating barriers to family and community engagement. District family engagement staff, building coordinators and McKinney Vento/Foster Liaison make contacts to keep families engaged in students' education, health, and social needs.

-A recruiter from the Northcentral Educational Service Cooperative along with migrant services from Bald Knob, AR works with migrant families and connects with the district parent coordinator. This is a service for Northcentral Arkansas. They communicate regularly with families of students in the Migrant, McKinney Vento Homeless Assistance, Foster, and English Language Learner programs to meet the needs of these populations.

-The district provides a McKinney Vento Homeless Assistance Liaison to work with the homeless population which often includes the above sub-populations as well. Outreach posters are placed in local establishments such as the library, police and sheriff's department, laundromats, and hotels with contact information for the district's liaison.

-The McKinney Vento Liaison trains all staff annually in meeting the needs of homeless and foster students, and eliminating barriers, and shares how these services wrap around the other sub-populations. All students in the district complete the state's residency form to identify homeless students.

Barriers with the district's homeless population identified under the McKinney Vento Homeless Assistance Act are also eliminated through the coordination and collaboration of school staff and community as the liaison works with families of students identified to meet their needs. Students' educational achievement is monitored with staff and families are contacted to keep them informed and engaged in students' educational, emotional, and health needs. The district collaborates with several community entities such as health care professionals and retail facilities to meet the needs of students under the McKinney Vento status such as obtaining clothing or food. Families may need help in obtaining shelter. Homeless students are signed up for the Mountain View School Food Pantry Backpack program that provides food for weekends.

-The highest priority populations above are invited to attend parenting workshops conducted by the district.

In collaboration with Save the Children, the parent center often distributes books as well as other live needs at parent nights or in the extended day programs to promote improving literacy skills at home as well as other basic human needs to the student groups in 3.3.

-Foster students and migrant are also identified through the district's enrollment forms. Foster students' needs are met through staff and collaboration between the each school building's foster liaison and D.C.F.S. The family and community engagement coordinator work with migrant students as needed.

- ELL students are identified through the Home Language Survey. These students' needs are addressed through building liaisons.

-The district works to eliminate language barriers with its English Language Learners with district staff.

4: Coordination

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

Guiding Questions

- **4.1:** *How does the district 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)]

4.1 The district provides additional supports, services, and resources to families that encourage and support parents in fully participating in the education of their children. This is accomplished by coordinating and integrating programs and activities with other Federal, State, and local programs including preschool and Head Start programs, transitional activities for elementary, middle, high, and postsecondary schools or careers, and by providing wraparound services and events that allow families to send their children to school ready and able to focus on learning. [ESSA § 1116(e)(4)]

-The district coordinates with Federal programs like Title I and state categorical funds such as ESA, Professional Development and with state Child Welfare agencies. It also coordinates and integrates area preschools and Head Start into its plans.

-The district collaborates with primary school staff and local preschool programs to have welcome registration programs for families and students entering kindergarten. The district and school parent coordinator and school staff work with the Pre-Kindergarten families to make a smooth transition to Kindergarten. School tours are provided to local preschool families as needed.

The district has a coordinated involvement program in which the activities of the district enhance the involvement strategies of other programs such as Arkansas Early Learning Head Start, HIPPY, Parents as Partners, Parents as

Teachers, ABC, ABC for School Success, Save the Children, Kids First, and other local pre-schools.

In order to better prepare our students with disabilities for life after high school, we are preparing to increase and implement more inclusive practices to allow students to access more of the general curriculum with their peers. Beginning in the 2022-23 school year, students with disabilities in all grades will be spending more time in the general education classroom for core instruction. Supplementary services will continue to be provided in conjunction with the regular classroom placement based on the guidance from DESE.

-Counselors K-12 engage families in smooth transitions from one school to the next by raising families' awareness of procedures and relative information including expectations for students' achievement. District staff facilitate in planning for students' academic success and post-secondary education with families through pre-registration family meetings, workshops, career path planning, and Students' Success Plans.

The district's high school will continue to use a daily advisory period in which students build personal relationships and a relationship with their homeroom teacher.

The district has an active role and consultation for the participation of community, volunteers, and business leaders such as doctors, pharmacies, churches, hospitals, and clubs in fostering family engagement and improving students' achievement and helping students with career planning. It recognizes that community resources strengthen the schools' programs, family practices, and student learning as they engage the schools in safety, education, career, and post-secondary goals, and enhance students' academic skills and interests.

All Career Technology Education (CTE) programs are designed to prepare students for the work force. Students will leave with certifications of completions and will participate in work-based learning. These programs of study are approved through DESE CTE. The high school works in conjunction with Ozarka College to add programs like CNA Courses, Preparatory Classes for LPN License, and Welding Licenses. There were several completers in 2021-2022 for the CTE programs.

The high school partners with the Ozarka College in support of students taking courses on the Ozarka College campus. High school students can take both high school and concurrent credit courses at Ozarka College, Mountain View Campus.

The Save the Children conducts programs for the summer reading program. They also provided books for Kinderboost which is a summer learning program for students entering kindergarten 2022-2023.

The district supports the project-based learning in EAST programs for grades 9-12 and collaborate with families and the business community to implement the programs' projects. EAST Night Out is held annually in conjunction with a parent night for families and community members to engage with EAST students. Students work on numerous community projects such as the Greenhouse Garden for the community.

The district supports the community it serves by participating in Folk Festival in the Spring and Bean Fest in the Fall, student clubs and organizations participate in events to make the festivals successful for the community.

The district provides wraparound services to aid in students' educational success.

-The district collaborates with mental health agencies and child welfare agencies to promote students' social - emotional health.

-Counselors from outside agencies come into the district to provide services to students K-12.

- The district collaborates with the Stone County Health Department and school nurses to provide flu clinics and other immunization clinics for students in the district.

-Students with food needs are referred to the Mountain View School Food Pantry and the Backpack program which provides food and snacks for students on weekends. Save the Children also provides additional basic needs for families.

-The district meets the needs of the whole child with wraparound services which may include, doctor, dental, vision, or counseling referrals as needed.

5: Evaluation and Reservation

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

Guiding Questions

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
 - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*
[ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
 - *Who is responsible?*
 - *When will it be conducted?*
 - *How will parent input be solicited?*
 - *How will it be disseminated?*
 - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
 - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
 - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
 - *strategies to support successful school and family interactions*
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
 - *How will the findings of the evaluation be shared with families and the community?*
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to 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 LEA spending those funds?*
 - *How is the LEA determining the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

5.1 The district evaluates the content and effectiveness of its district program, plan, and FACE Plans at each school in the district in improving the academic quality of all schools. The information below shows how the plans are reviewed and approved for each school to ensure that each school plan is in full compliance with applicable codes. [ADE Rules Governing Parental Involvement Section 4.03]

- The Title I Family and Community Engagement Plan 2022-2023 for each school in the district is developed in committee, and families and community engage in the process of school review and improvement under Every Student Succeeds Act (ESSA). It is reviewed by the parent facilitator and building administrator for each school, and district family and community engagement coordinator, before being reviewed and approved for the district by Mark Rush, Assistant Superintendent.

- The parent facilitator on each campus is responsible for engaging parents, community, and the district parent coordinator in the process of review at the building level to facilitate engagement between the district and the schools it serves. The district coordinator guides the process with the parent facilitators. The building level FACE committee follows the same process the district committee does. Meetings are conducted in September and March, annually, at each school for the family engagement committee and school/district community council to review, discuss, and revise the FACE Plan/Title I Compact and review the Title I Needs Assessments. The committees use

Title I Needs Assessment and building data, along with information shared from the School Improvement, Health and Wellness, and other committees as it pertains to improving the academic quality of the schools. After discussion, the committee members complete an evaluation form each spring that is kept on file with the FACE Plan for the year. The component checklist is utilized in the evaluation.

2022-2023 Building level FACE plans were approved by the district May 2022.

2022-2023 FACE plans will be reviewed again at the Title I Spring meeting in March, and evaluated for the 2022-2023 school year.

5.2 The district utilizes a process of review and evaluation of the content and effectiveness of the Engagement Program including its Family and Community Engagement Plans that is conducted at both the building and district level with their corresponding committees. [ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]

-The Federal Programs Coordinator and District Family and Community Engagement Coordinator are responsible for conducting the review process for the district in the fall 2022 and Spring 2023. They also serve as the liaison between the district and each school in the district to collaborate with the parent facilitator at each school and its administrator to ensure that the same process is completed in the fall and spring on each school's campus with its corresponding committee.

Parent input is solicited through:

- Facilitating the Spring Federal Programs/School Improvement and Title I meetings, the federal programs coordinator and district parent coordinator engage the district's schools, family members, and community in the evaluation of the Title I, Part A program's family and community engagement efforts partially by using a comprehensive Title I Needs Assessments completed by teachers, families, and students. The assessment is one tool used to determine the effectiveness of district programs including the success of the Title I program, annually.

The district aligns its needs assessments with the indicators targeted in the School Improvement Plans. Families assist in the evaluation procedures for the Title I Needs Assessments and Title I program. The district uses the data from surveys and other sources to guide the Family and Community Engagement requirements for professional development set by DESE.

-Data is used to plan for family nights; identify Family and Community Engagement barriers and the needs of family members; develop strategies to support successful school and family interactions; and serve as a guide to the School Improvement Plan along with other relevant data and information. Comments and suggestions guide the district in its long-range planning. Policies and district practices are analyzed to ensure family participation with the district including the process to resolve parent and family concerns. Policies may be written or revised to meet students' needs such as the Homeless Policy.

-The district parent coordinator and technology integration specialist are responsible for placing the assessments on line and compiling the data from the Needs Assessments to share with district administrators and staff to utilize at the building level.

-Staff, community, and family evaluate ways to expand family participation. Information is reviewed on family participation in district events and workshops; family needs to assist in students' learning; the effectiveness of family engagement strategies supporting school/family interactions; and increasing the engagement of families to support students' academic growth or barriers preventing engagement.

-The committee evaluates the plan in relation to Title I law, perceptual data gathered from needs assessments, and information from evaluation forms completed by the committee. Useful data includes (DIBELS, NWEA MAP, Response to Intervention, Lexia Reading, Renaissance STAR Reading, Phonics First, and ACT Aspire) are used to evaluate the Title I, Part A program along with curriculum, research-based programs like Dyslexia, Barton, and software programs for home/school use (Near Pod, IXL Math, English and Science, Digital Components of HMH Into Math, Open Court Literacy (K-2), Wonders (3-6 grades) My Perspectives (7-12), and Khan Academy).

The summer school and extended day programs are evaluated and the district analyzes how its funds are utilized. The 2022 Summer School is in-person for students in grades 5-12 June 6- July 1, 2022. Summer school will be utilized to close achievement gaps and help students with skill retention and credit recovery due to COVID-19.

The district disseminates information from the evaluation by:

-Sharing the minutes of the spring review meetings with the district's administrators and building principals who share with their building. Information is also disseminated to the family engagement. Information is disseminated through the district leadership team. The evaluation information from each school is shared with the district's Title I committee.

The district ensures that the evaluation of the Engagement Program in Title I schools includes:

-Barriers to greater participation by parents, especially those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, are highly mobile, high poverty, or of any racial or ethnic minority;

-Covid-19 Pandemic has created barriers to volunteers in the school; we will encourage volunteer participation once it can be resumed for 2022-2023 at all schools.

-Barriers will be addressed by providing a services early in the school year with the technology department and/or department teachers in core subjects. Staff will also offer services to bridge the gap of a lack of knowledge for parents regarding the use of the Home Access Center, Google Classroom, and mid-level software programs technology skills as a barrier to assist with student learning.

-Lack of communication is a barrier for parents. Strategies for better communication will be developed for the FACE Plan and other school plans.

Needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers;

-The schools identified a need for parents to know how to help their children at home.

-The school will look at letters sent home with unit overview information and will give families more strategies to use at home.

-Resources will be available for families with resources in literacy and math.

-The district's extended day programs and summer school programs provide extra assistance for students.

-The middle school has a Kindness Crew group to show kindness to all even spreading kindness to the younger elementary students It is lead by the middle school student council.

Strategies to support successful school and family interactions include;

- Address the need for better communication across the district; a district-wide communication system is in place. The school and district School Improvement Plans 2022-2023, Title I Family and Community Engagement Plans 2022-2023, Health and Wellness Plans 2022-2023, and the Student Success Plans 2022-2023.

-The district's Professional Learning Committees (PLCs) are in place to address the need for strategies and student/family support. Leadership teams and various committees with stakeholders from all strata including parents, community, students, and staff are in place for support.

- Reading intervention teachers available for family support at each building.

A family and community engagement and volunteer program acknowledging parents, families, and community as equitable partners in the academic quality of the district. The building counselors are assigned as points of contact for the district's schools to follow-up on students who may be struggling or failing as a strategy to improve students' achievement and will continue to do so in 2022-2023. Reading interventionists offer student support to facilitate closing learning gaps in at-risk students. The district engages in Response to Intervention for student needs. The district supports families with virtual school options. For the 2022-2023 SY, students in grades kindergarten - eighth (8) will have the option of Tri-Region Virtual, which utilizes teachers at through the Northcentral Education Cooperative, and the students in grades 9-12 will have the option of Red Comet.

-Mountain View School District is restructuring the ALE option to include more credit recovery options and technical career options in conjunction with Ozarka College.

-Family nights are conducted in the district to support school and family interactions.

5.3 The district uses the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools by: [ESSA § 1116(a)(2)(E)]

-Policies are reviewed and revised as needed by the Superintendent and district leadership team. Sharing the minutes from the committee's spring meeting with the building administrators and district administrators. The principal of each building shares the minutes and the committee's findings with building staff.

New evidence-based strategies are developed as needed to support student learning and families.

-Findings are shared with stakeholders at the district's Title I spring meeting.

-Improved communication between the school building, students, families, and the community will be the focus of the 2022-2023 SY for all buildings.

5.4 The LEA is required to set aside funds for parent and family engagement as part of receiving a Title I, Part A allocation greater than \$500,000 using family input, staff, students, stakeholders, and needs assessment data. [ESSA § 1116(a)(3)(A)]

-The district is spending those funds for family and community engagement activities/nights, family resources, family and community engagement staff salaries, and professional development, in support of the district's schools with the highest needs.

-The district determines the priority of how funds are spent by supporting at least one of the five areas approved by law.

-The federal programs coordinator oversees the allocation of funds with suggestions from administrators, the district parent coordinator, and families engaged in the schools that are consistent with the district's family and community engagement plan.

5.5 The district provides opportunities for parents and family members to be involved in providing input into how the funds are used through: [ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

The MVSD Parent Committee meetings encourage parents K-12 to share needs and suggestions to promote student achievement, review the school's participation in the Title I program and use of funds. Stakeholder input at committee meetings will be noted and considered based on student need and funding. The budget for engagement activities and programs is shared with parents and family members at the district-wide Annual Title I Meeting.

Assurances

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

☐ **A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.

[A.C.A. § 6-15-1704(a)(1-2)]

☐ **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.

[A.C.A. § 6-15-1704(a)]

☐ **A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available.

[A.C.A. § 6-15-1704(a)]

☐ **A.4:** LEA 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.5:** LEA 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.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.

[A.C.A. § 6-15-1703(b)]

☐ **A.7:** LEA 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.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.

[ESSA § 1116(a)(3)(A)]

☐ **A.9:** LEA 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.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to

ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

☐ **A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

[ESSA § 1116(e)(14)]

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](#)

District/LEA Name:	Mountain View School District/ 6901
District Engagement Coordinator's Name:	Melissa M. Howard, Director of Standards and Curriculum
Plan Revision/Submission Date:	11/1/2022
District Level Reviewer Name, Title:	Mark Rush, Assistant Superintendent

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)
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Christy	Newton	Community Member/Parent
Brad	Taylor	Community Member/Parent
Amy	Thomas	Community Member/Parent
Kevin	Johnson	Community Member/Parent
Khaki	Minick	Community Member/Parent
April	Fletcher	Community Member/Parent

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)
Debra	Kocher	Grandparent
Nancy	Decker	Grandparent
Lori	Isbell	Community Member
David	Callahan	Parent/Classified Staff
Brittney	Belsan	Teacher/Parent
Robin	Bauerlein	Teacher

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)
Kim	Stewart	School Nurse
Howard	Stewart	Community Member/Parent
Nancy	Ridling	Timbo School Counselor
Sherry	Johnson	Mountain View Elementary School Counselor
Leigh Ann	Morrison	Mountain View Middle School Counselor
Tonya	Long	Mountain View High School Counselor

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)
Kayla	Knapp	Rural Special School Counselor
Dusty	Mitchell	Mountain View Middle School Assistant Principal
Carrie	Futrell	Mountain View Elementary School Assistant Principal, Pre Kindergarten Director, and Food Pantry Director
Tonya	Ankiney	Save the Children Director- MVSD
Cindy	Smith	MVSD Financial Coordinator
Mark	Rush	MVSD Assistant Superintendent

(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 501-371-8051.)

Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here: <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>

☒ I have read and understand that all evidence requested below must be uploaded in the **2022-2023 Engagement** folder in Indistar by October 1, 2022.

<p>The Engagement Plan was developed jointly with parents, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p>Evidence that the LEA involves parents in the development of the Engagement Plan (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - One example of a Committee meeting sign-in sheet that clearly identify parents in attendance and minutes from that committee meeting - One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p> <p>(The following information should already be found on the District website.) Evidence of how the Engagement Plan is disseminated to families and the community</p> <ul style="list-style-type: none"> - Required: posted to district website by August 1st - Required: parent-friendly summary as supplement in student handbooks
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to build parent capacity. ESSA §1116 (e) (1-5,14)</p>	<p>Evidence that each Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics <p>Evidence that each Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</p> <ul style="list-style-type: none"> - Photos of parent resource centers or links to digital resource centers - Resources posted to the website, LMS, social media, etc. - Recordings or agendas from workshops to address literacy or math strategies - Tutorials/videos posted on website and/or social media - Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement <p>[Upload above documentation for one Title I school into Indistar in the 2022-2023 Engagement folder by October 1, 2022. LEA should maintain documentation for EACH Title I school at the local level to be available to be uploaded into Indistar at the request of the SEA.]</p>

LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)	<p>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</p> <ul style="list-style-type: none"> - Survey results with meeting minutes - Focus group notes/minutes/reports - Written reports indicating how the LEA will respond to the data <p>[Upload this evidence into Indistar in the <u>2022-2023 Engagement</u> folder by October 1, 2022.]</p>
The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children . ESSA §§1116,1117(a)(1)(B)	LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the <u>2022-2023 Title I</u> folder in Indistar by May 1, 2022.
At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)	<p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the <u>2022-2023 Engagement</u> folder by October 1, 2022 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</p>

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

11/1/22 - S.Green:

Revised plan accepted.

8/31/22 - S.Green:

Please see the highlighted information below for changes that still need to be made.

8/19/22 - S.Green:

Thank you for your timely submission! It is clear that you have invested a great deal of time and effort in planning for 2022-23 and engaging your families. **If you have any questions about the feedback I have provided, please do not hesitate to contact me at shannon.green@ade.arkansas.gov or 501-537-9896.** I am happy to guide you through any revisions that may need to be made.

You've included some fantastic and important information in this section. Thank you for labeling the components which makes the plan organized and easy to read.

Please address the following:

- Assurances Section boxes need to be checked. This may have been done previously, but an untimely update within Indistar has caused some issues with these boxes.
- Required Uploads acknowledgement box needs to be checked. Again, this could be due to an issue within Indistar that has now been corrected.
- The committee table header requires a plan revision/submission date.
- Update the use of "Arkansas Comprehensive School Improvement Plan" terminology found under info for 1.3 to "School Improvement Plan" based on ACT 930 passed in 2017 to change that language.

Section 2 - Building Staff Capacity through Training and Technical Assistance

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

8/19/22 - S.Green:

You have shared a great deal of information that shows just how committed the district is to equipping your staff to work closely with families.

Section 3 - Building Parent Capacity

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

8/19/22 - S.Green:

Excellent info provided on the variety of ways that you work with parents.

Section 4 - Coordination

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

8/19/22 - S.Green:

It's clear that MVSD has developed a great deal of beneficial partnerships to support students and families.

Section 5 - Reservation and Evaluation

☐ Changes Required

☒ Compliance is Met

Comments:

8/19/22 - S.Green:

Thank you for providing such clear and detailed information on your evaluation and reservation processes. Identifying the specific barriers parents face and strategies the district has developed is much appreciated!