

# Caldwell Elementary 2023-24 Arkansas Engagement Plan

## **1: Jointly Developed**

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

### *Guiding Questions*

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*  
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
[ESSA § 1116(c)(3)]

1.1 The mission of the Caldwell Elementary Family and Community Engagement (FACE) Committee is to collaborate with these stakeholders as well as staff members in order to provide and improve involvement and engagement for the success of our students.

Committee members meet at least annually to review and revise the Family and Community Engagement Plan (the Plan). These meetings will be held at a time when members are available in December 2022/January 2023 for a mid-year review and in March/April 2023 for evaluation and revision for the 2023-2024 school year plan. [Sign In Sheet](#) [Agenda](#)

The Committee will use the results of a Parent Survey/Needs Assessment as a resource for revisions and/or additions once these results are released. Feedback and suggestions from Committee members will also be shared in order to make improvements.

The Caldwell Committee consists of parents and teachers from K-2 and 3-4 to ensure adequate representation of our school population as well as the PTO president, school counselor, an administrator, and community members.

A Student Leadership team of 3rd and 4th graders is also consulted for feedback. A girl and a boy from each grade is chosen by teachers to represent their grade. Students discuss how they would like parents involved and their ideas for improvements in community and family engagement.

### [School Improvement Plan 22-23](#)

Parents may request a meeting with the PFCE facilitator (Christina Smith) or the committee at any time throughout the year by calling the school at 501-778-4444 or emailing [csmith@bentonschools.org](mailto:csmith@bentonschools.org).

## **2: Communication**

Describe how the School will communicate with and distribute information to parents and families.

### *Guiding Questions*

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
  - *description of the engagement program*
  - *recommended roles for parents, students, teacher, and the School*
  - *ways for a family to get involved*
  - *survey regarding volunteer interests*
  - *schedule of activities planned throughout the school year*
  - *regular, two-way, and meaningful system for parents/teachers to communicate*  
[A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
  - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*  
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*  
[ESSA § 1116(c)(2)]

The Plan will be made available to families and the local community through the Caldwell school website by August 1 of each year. A copy of this Plan will also be available in the school office or through email by contacting Christina Smith, Parent Facilitator at 501-778-4444 or [csmith@bentonschools.org](mailto:csmith@bentonschools.org).

The [Annual Report to the Public](#) is given each August in conjunction with Parent Orientation and Open House. This opportunity is used to communicate standardized testing information and results, introduce parents and students to staff members, explain common school procedures, and allow parents to ask questions. This presentation will be available on the school website by the Friday before school begins for students.

A school calendar is posted on the website and sent home at the beginning of each month.

A list of ways for families to get involved in school including volunteer opportunities will be provided in the office. [Family Involvement Opportunities](#)

Surveys will be distributed by the PTO and classroom teachers regarding volunteer interest and opportunities by paper copies sent home and/or social media sites.

A schedule of planned activities throughout the year are posted on the school website and social media

sites.

Weekly newsletters are sent home in parent-friendly language.

Each classroom and the school uses ClassDojo to communicate and collaborate with parents in addition to phone calls and email. Parent conferences are also offered two times per year (once each semester) via phone, ClassDojo, email, Zoom/Google Meet, or face-to-face. Scheduled times may be flexible during the day or scheduled evening times. The school uses social media sites (Facebook), the District app, a schoolwide text messaging system, and our website to communicate information and dates or to share celebrations.

A Kindergarten Information Night is held in May for incoming Kindergarteners and their families. Information is provided about Caldwell, summer learning materials are distributed, and families have the chance to tour the building and meet teachers and administration. This is communicated through social media, school website, and flyers are distributed at Kindergarten registration. These materials are also handed out at the school office when late registrations are completed.

Progress reports, report cards, and weekly folders are sent home to parents to communicate student progress on academic essential standards.

All materials are translated to parents' native language when needed.

Interpreters are provided for ESL or hearing impaired families as requested.

### **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); A.C.A. § 6-15-1702(b)(3)(B(ii))]

Certified staff members are required to complete two hours of professional development every four years related to parent and family engagement.

Parent survey results are shared with the staff providing an opportunity to reflect and make necessary changes in response to those results.

Teachers serve on the Parent, Family, and Community Engagement Committee and PTO Board to share their ideas and hear parent feedback, concerns, and requests. [Sign In Sheet](#)

Teachers are encouraged to invite guests to their rooms during Read Across America Week. These guests could be family members of students, community leaders, or educational leaders. Guests read and also share about their career. This is an opportunity to provide guidance and support to teachers in their community outreach efforts. [Guests](#) [Overview](#)

#### **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 Division of Elementary and Secondary Education website tools for parents [<https://dese.ade.arkansas.gov/>]
  - assistance with nutritional meal planning [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Curriculum descriptions/explanations will be provided in class newsletters or through online communication each week.

Teachers will submit a needs list that will be provided to volunteers to help support the classroom, teachers, and/or school.

The PTO will hold quarterly meetings to discuss projects and volunteer opportunities as well as provide training in parent engagement.

Parent Ambassadors will be encouraged to enhance and recruit the involvement of other parents.

PTO meetings will be held at a different time each quarter to provide flexible options for more parents to attend.

Community members will be invited to participate and/or support student service projects held throughout the year.

Building funds will be set aside to support parent and family engagement activities and programs including family night events.

The school will survey parents on parenting responsibility needs. Workshops will be provided based on those results.

The school counselor distributes a brochure outlining how parents can utilize school counseling services and resources.

[D.A.D.](#) and [M.O.M.](#) programs utilized to encourage parent participation in opening of car doors in the morning and cafeteria assistance.

Resources are provided throughout the year to share information and train parents. Based on parent input this shifted from on-site parent nights to electronic means. Topics include:

- Testing results and interpretations

- Awareness of various disabilities including Autism, PANS, ADHD, Anxiety, Downs Syndrome, and Dyslexia

- Ways to embrace diversity including cultural

- Literacy, Math and Science standards and strategies that can be used to support academic progress including ways the school provides intervention to support students

- Mental health education

- Growth mindset

- Arkansas Department of Elementary and Secondary Education Family and Community Engagement [Toolkit](#).

- Strategies that promote and support responsible parenting.

Parents will receive ACT Aspire results annually and NWEA results as they are available and will be notified if their child is at-risk for falling behind academically or requires Level 1 or Level 2 dyslexia screening.

The Benton School District [Refrigerator Curriculum](#) document is regularly provided to parents both as mass paper handouts and technological links. It is also provided during conferences to enable parents

to assist in their particular student's achievement.

Parents can request meetings with teachers and/or administrators at any time.

### **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)]

Community members will be invited as Guest Speakers to communicate information about their careers in conjunction with Read Across America Week. [Agenda](#)

Community volunteers will be invited to read in classrooms during Read Across America week..

Community-based organizations provide school supplies, clothing, hygiene and food items for students in need.

The local newspaper publishes pictures and stories to share with parents and the community.

The school partners with the Counseling Clinic to provide onsite mental health services and resources.

Saline County Health Department is invited to assist in our annual school-based flu clinic.

The Benton Fire Department presents fire safety programs to K-4 students.

Additional Community resources will be investigated and utilized in the instructional program.

The school and PTO collaborate to provide items for the betterment of our school, teachers, and students. Two teachers and an administrator serve on the PTO Board.

In support of the Caldwell School Improvement Plan, Family Nights will include strategies and/or tools to promote student achievement and include parents and families in the learning process.

Cooper-Anthony Mercy Child Advocacy Center presents the Child Safety Matters program once per semester.

Caldwell staff and families participate in the annual peanut butter drive, canned food drive, Bright Futures Soctober, and Angel Tree.

In partnership with Bright Futures, we provide backpack snacks to students in need each Friday.

#### **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)]

Caldwell is not a Title I school at this time.

#### **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)]*

Caldwell is not a Title I school at this time.

#### **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)]*

Caldwell is not a Title I school at this time.

#### **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:~~

- o the School Engagement Plan
  - o a parent-friendly explanation of the School and District's Engagement Plan
  - o the informational packet
  - o contact information for the parent facilitator designated by the School.
- [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]
- ☒ ~~A.3:~~ The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
- [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- ☒ ~~A.4:~~ The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (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:
- o to help organize meaningful training for staff and parents,
  - o to promote and encourage a welcoming atmosphere, and
  - o to undertake efforts to ensure that engagement is recognized as an asset to the School.
- [A.C.A. § 6-15-1702(c)(1-2)]
- ☒ ~~A.7:~~ The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.
- [A.C.A. § 6-15-1702(b)(6)(B)(ii)]
- ☒ ~~A.8:~~ The School understands its obligation to conduct no fewer than two parent teacher conferences per school year.
- [A.C.A. § 6-15-1702(b)(3)(B)(ii)]
- ☒ ~~A.9:~~ The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
- [ADE Rules Governing Parental Involvement Section 3.02.2]
- ☒ ~~A.10:~~ The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
- o what students will be learning
  - o how students will be assessed
  - o what a parent should expect for his or her child's education
  - o how a parent can assist and make a difference in his or her child's education.
- [A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- ☒ ~~A.11:~~ Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
- [A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- ☒ ~~A.12:~~ The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.
- [A.C.A. § 6-15-1702(b)(6)(B)]

- ☐ **A.13:** The School understands 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.14:** 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.15:** 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](mailto:ade.engagementmatters@ade.arkansas.gov)  
[ESSA § 1116(b)(4)]
- ☒ **A.16:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.  
[ESSA § 1116(c)(4)(C)]

### References

#### State

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

#### Federal

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

<b>School Name:</b>	Caldwell Elementary
<b>School Engagement Facilitator Name:</b>	Christina Smith
<b>Plan Revision/Submission Date:</b>	May 11, 2023
<b>District Level Reviewer Name, Title:</b>	June 1, 2023
<b>District Level Approval Date:</b>	June 1, 2023

### Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Christina	Smith	Administrator
Vanessa	Hendrix	Teacher
Bridget	Landecker	Teacher
Alayna	Ambort	Counselor
Joanna	Ashley	PTO President/Parent
Emmy	Rogers	Community Leader/Parent
Samuel	Smith	Parent

Gwendolyn	Smith	Parent
Josh	Turner	Community Leader/Parent
Crystal	Turner	Parent
Clay	Cunningham	Community Leader/Parent
Stacy	Cunningham	Parent
Jaxson	Hyvari	Student
Arya	Lausten	Student
Davis	Clow	Student
Emery	Wheaton	Student

(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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

## District Reviewer Responses

### **Section 1 - Jointly Developed**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 2 - Communication**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 3 - Building Staff Capacity**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 4 - Building Parent Capacity**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 5 - Coordination**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 6 - Annual Title I Meeting**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 7 - School-Parent Compact**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

**Section 8 - Reservation of Funds**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]