

**2023-2024 Arkansas Engagement Plan**  
**[Effective April 2022]**

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

**1: Jointly Developed**

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)]

The parent and teacher representatives collaborate and collectively review and revise the plan during the meetings at least twice each year. The committee meetings will be held at a time when all members are available.

The school will share the parent and family engagement plan at an open house. We will provide opportunities for parents to sign-up to volunteer. Also the school will share the parent and family engagement plan electronically through the school wide website and Facebook page.

The Angie Grant committee consists of parents and teachers from k-2 and 3-4 to ensure adequate representation of our school population as well as the school administrator and community members.

**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)]

To make the plan available for families and the local community, the plan is posted on Angie Grant school website by August 1, each year.

Information will be provided to families through the school website, Facebook, notes home, and the school alert system. All notes will be translated in the language that families can understand. We encourage students to invite their parents to attend.

A parent volunteer survey will be sent out for parents to sign-up for volunteer opportunities.

An informational packet will be sent out to parents yearly.

Parent meetings will be scheduled at different times to accommodate parents.

The school will try to provide child care for parents that are attending parent meetings. Transportation may be provided at parents' request.

Use the Alert Now system to remind parents about events during the 2023/2024 school year. .

Report cards, and weekly folders are sent home to parents to communicate student progress. Teachers will also use a digital platform for communication.

The plan will be made available in English and Spanish.

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))]

Teachers/administrators participate in professional development opportunities to increase and/to update their strategies on reaching parents and involving them as equal partners in education.

The school will send out parent surveys to gain feedback from parents as to how to improve the school.

Teachers will send newsletters throughout the year in user-friendly language.

Teacher communication channels are also listed. The process for addressing questions or concerns should begin with classroom teachers. Unresolved concerns should be

discussed with Mr. Rash, Assistant Principal or Mrs. Givens, Principal. Additional concerns may be addressed by Mr. Stacy DeFoor, Assistant Superintendent for Elementary Schools.

#### **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)]

The school will schedule two parent involvement meetings throughout the year.

The school will host dinner with the teachers nights for each grade level.

The school will send home a list of helpful web-sites for parents to use with their children.

The school will provide sample problems and examples to help parents to understand what is expected from their children as requested.

The school will provide parent-informational letters about different strategies and learning activities that can help their children as requested.

The Report to the Public each September is an opportunity to share school and student performance data with families in ways to seek their ideas about how to improve performance toward Arkansas' standards.

## **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)]

We will involve community resources and guest speakers in our school.

We will hold at least one community stakeholders meeting to inform our community stakeholders about the great things that are going on at Grant.

ESL family night scheduled during the school year.

Partner with the Saline County Library as to how they can work with our school.

Each grade level will plan a curriculum night to share expectations of the curriculum and goals for the coming school year.

The Benton Fire Department puts on a fire safety course for students.

Our student partners with a local church that provides back pack snacks for students that need the extra snacks for the weekend. These are passed out every Friday.

The Angie Grant PTO plans events throughout the year for parents to be involved.

### **6: Annual Title I Meeting** (Title I schools)

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

#### *Guiding Questions*

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (\*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
  - *the requirements of Title I and the School's participation*
  - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*

[ESSA § 1116(c)(1)]

The school will host an annual Title 1 meeting in September to inform parents of the Title 1 requirements and the school's participation as well as the parents' rights to be involved.

Parents will receive information about what it means to be a Title 1 school and the services the school provides through the use of Title 1 funds.

### **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)]

The school staff will develop a school-parent compact.

This will outline how parents, school staff, and students share responsibility for improving student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's academic standard.

All stakeholders will have the opportunity to sign the compact.

The school-parent compact informs parents of the two parent/teacher conference events scheduled.

The school will take the volunteer interest survey and make a list of parents that are willing to volunteer.

#### **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)]*

Angie Grant will use the Title 1 money to buy materials for family engagement nights.  
(Literacy Nights and Math Nights)

#### **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>	Angie Grant Elementary
<b>School Engagement Facilitator Name:</b>	Mark Rash
<b>Plan Revision/Submission Date:</b>	05/11/22023
<b>District Level Reviewer Name, Title:</b>	Shara Rickett, Parent Engagement Coordinator
<b>District Level Approval Date:</b>	6/15/2023

### 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)
Mark	Rash	Assistant Principal
		Parent
Mely	Lozano	Parent/ ESL Aide
Laura	Lancaster	Teacher
		Teacher
Shari	Day	Community Representative

		Parent
		Teacher

(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

Just mark the assurances that are found after Section 8. These are the items your school agrees to as a Title 1 school.