

Arkansas Indistar
School Engagement Plan

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

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

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

The school has a designated Parent Center that is stocked with our school's current forms and correspondence. It is also equipped with an Internet accessible computer to access students information, Arkansas Middle School webpage, district's webpage, digital student handbook or other information that maybe pertinent to the parent. The school will send information home with students, post notices in school facilities, post notices on social media or do telephone callouts to inform parents about workshops and meetings.

The school will use the district website, school website, digital marquee located on school grounds, and parent orientation meetings to inform parents about the School-wide Title I Plan; also known as the Arkansas Consolidated School Improvement Plan (ACSIP), and how to get a copy. The school will utilize the call out system to notify parents of important events, academic check points and important target dates.

The school strives for communication to be two-way and ongoing, so that all shareholders will have a voice. Some forms of two-way communication utilized are email accounts, telephones in each classroom, online platforms such as Remind and face-to-face conferences. Digital parental surveys are offered throughout the school year to seek vital authentic input to acknowledge that parents play an integral role in assisting student learning.

2: Communication

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

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
 [A.C.A. § 6-15-1702(b)(3)(B)(1)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *how is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

The school has a designated Parent Center that is stocked with our school's current forms and correspondence. It is also equipped with an Internet accessible computer to access students information, AMS webpage, district's webpage, digital student handbook or other information that maybe pertinent to the parent.

The AMS web page will showcase pertinent school information, current events, and teacher contact information, such as conference periods and contact numbers for parents to utilize. The school has a Facebook page, Instagram and has set up Remind to inform parents, to highlight current events, and to provide a calendar of upcoming activities.

The school will provide parents with information such as report cards/parent reports at least every three weeks with information regarding their child's academic progress and upcoming classroom and school events. The school will host two after school progress reviews for parents, one during each semester. In addition, parent-teacher conferences will be held one day in the first semester and two days in the second semester. The first semester parent conference will be on September 15, 4:00 PM - 7:00 PM second semester will be February 16, 4:00 PM - 7:00 PM. The school will host a parent night before school starts and will host parent activity nights once each semester.

The school's VIP program will promote parent involvement with the principal and parent coordinator to involve parents in the education of their children, participate in school decisions, collaborate with others in the school community, and evaluate the effectiveness of the school-level improvement plan.

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:*

- o *the value and utility of contributions of parents [Title I schools]*
- o *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- o *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- o *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- o *that parents play an integral role in assisting student learning [all schools]*
- o *how to welcome parents into the School and seek parental support and assistance [all schools]*
- o *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

[ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]

The school leadership team in conjunction with the Parent Advisory group will examine the information provided from the surveys as one of a multiple source of data. The surveys will help determine specific needs of students and their parents, the effectiveness of specific strategies, and levels of engagement of parents in activities to support student learning.

The school participates in vertical alignment of programs with Arkansas High School for upper grades and the district elementary schools for lower grades. Meetings are held before school starts and as the school year is winding down to explicitly articulate expectations for each campus. Interest survey information will be used to address the parental needs. Parental input, guidance, and insight is sought and utilized in planning for academic achievement at these gatherings. Parents are asked to complete a feedback/reflection sheet as to the effectiveness of the meetings and offer suggestions for the school improvement process.

The school will investigate and where feasible, utilize community resources in the instructional program to support and meet parental needs.

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:*
 - o *a description and explanation of the curriculum in use at the School*
 - o *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - o *the achievement levels of the challenging State academic standards students are expected*

to meet

[ESSA § 1116(c)(4)(B)]

- **4.2:** How does the School provide assistance to parents in understanding the following:
 - the requirements of Title I, Part A
 - how to monitor their child's progress
 - how to work with educators to improve the achievement of their children.

[ESSA § 1116(e)(1)]
- **4.3:** What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:
 - literacy training
 - technology training, including education about copyright piracy and safe practices
 - resources that describe or assist with the child's curriculum
 - other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers

[ESSA § 1116(e)(2)]
- **4.4:** Involve parents of students at all grade levels in a variety of roles, including without limitation:
 - involvement in the education of their children
 - volunteer activities
 - learning activities and support classroom instruction
 - participation in School decisions
 - collaboration with the community
 - development of School goals and priorities
 - evaluating the effectiveness of the School-level Improvement Plan

[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** How does the School promote and support responsible parenting? The School shall, as funds are available:
 - purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review
 - Create parent centers

[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
 - role play and demonstration by trained volunteers
 - the use of and access to Department of Education website tools for parents [https://dese.ade.arkansas.gov (https://dese.ade.arkansas.gov/)]
 - assistance with nutritional meal planning

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

The school will provide a parent resource center for parents. Parents may check out materials, use the computer to check grades, email teachers, and visit educational websites. A suggestion sheet will also be available in the parent center for parental input. The school will open the resource center during regular school hours and some after hours school activities for parental access.

The school will follow state requirements and distribute informational packets each year that include a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, emails, social media, Remind, Call-outs etc.)

The school will follow state requirements to promote and support responsible parenting, the school shall, as funds are available. Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, provide online information, advertise the current selection, and give parents the opportunity to borrow the materials for review. The school will follow state requirements and include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. • The school will follow state requirements and the principal of Arkansas Middle School shall designate (1) certified staff member, Gail Young, who is willing to serve as a parent facilitator.

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)]

The school will welcome parents into the school, seek parental support, assistance and recognize that parents are full partners in decisions that affect his/her child and family. The school will follow state requirements and take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

The school will follow state requirements and enable the formation of the VIPs program that will foster parental and community involvement within the school. The school will ask parents to serve on curricular and instructional review committees. To support this process, the school district will offer both school staff and parent training on how to contribute to this process in a meaningful way.

The school will engage parents in decisions about the allocation of its Title I, Part A funds for parental involvement.

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 use the district website, school website, digital marquee located on school grounds, and parent orientation meetings to inform parents about the School-wide Title I Plan; also known as the Arkansas Consolidated School Improvement Plan (ACSIP), and how to get a copy.

We will hold our Annual Title I Meeting after Meet the Teacher and Mrs. Cowling addressed parents of students receiving Title I services about the Title I Program. The curriculum and assessments will be discussed, as well as interventions strategies, Star Reading\Math and after school tutoring, and the Texarkana Curriculum. A PowerPoint presentation will be used to show data and scores from previous ACT Aspire Assessment.

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*
- **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)]

School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. The contract will be placed in the information packet that will be distributed to all parents.

All shareholders will sign the compact.

The process for developing a school-parent compact is emerging and ongoing. Current documentation is established through forms such as handbook receipt, Internet usage, and smart core form consent. Parents shall sign forms acknowledging receipt of the summaries and return them to school.

8: Reservation of Funds (Title I schools)

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
 - *How is the School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

The school will engage parents in decisions about the allocation of its Title I, Part A funds for parental involvement. The school will welcome parents into the school, seek parental support, assistance and recognize that parents are full partners in decisions that affect his/her child and family.

The school will follow state requirements and take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

Assurances

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

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

[ADE Rules Governing Parental Involvement Section 3.02.3]

A.2: The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:

- The School Engagement Plan
- A parent-friendly explanation of the School and District's Engagement Plan
- The informational packet
- Contact information for the parent facilitator designated by the School.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]

A.3: The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]

A.4: The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]

A.5: The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

A.6: The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:

- to help organize meaningful training for staff and parents,

- to promote and encourage a welcoming atmosphere, and
- to undertake efforts to ensure that engagement is recognized as an asset to the School.
[A.C.A. § 6-15-1702(c)(1)]

A.7:The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]

A.8:The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

A.9:The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]

A.10:The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:

- what students will be learning
- how students will be assessed
- The informational packet
- what a parent should expect for his or her child’s education
- how a parent can assist and make a difference in his or her child’s education.

[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

A.11:Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

A.12:The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.
[A.C.A. § 6-15-1702(b)(6)(B)]

A.13:The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.
[ESSA § 1116(a)(3)(D)]

A.14:The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
[ESSA § 1116(b)(4)]

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

References

State

- Ark. Code Ann. § 6-15-1701 et seq.
(<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement
(https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_Er)

Federal

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312,6318, 6320
(<https://drive.google.com/file/d/1gLCfooJPV5yjHMvnTGmckRiTThzKwGT9/view>)

School Name:	Arkansas Middle School
School Engagement Facilitator Name:	Gail Young
Plan Revision/Submission Date:	7/14/2022
District Level Reviewer Name, Title:	Genia Bullock, Parent Involvement Coordinator
District Level Approval Date:	

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)
Kendrick	Smith	Principal
Kayla	Brown	Assistant Principal
Gail	Young	Teacher/Parent Coordinator
Elizabeth	Carter	Instructional Facilitator
Amber	Sloan	Instructional Facilitator
Jalaysia	Green	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)
Cassandra	Rhone	Counselor
Meredith	Smith	Counselor
Angela	Lovelis	Counselor
Mark	Townsend	Community Member
Karen	Vance	Community Member

(Find additional guidance on the DESE Parent and Family Engagement Requirements (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/parent-and-family-engagement-requirements>) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov (mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

Comments:

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-Section 2 - Communication

- Changes Required
- Compliance is Met