

AR
 eStem Public Charter Schools
 200 River Market Ave., Ste. 225
 Little Rock AR 72201
 501-324-9200

District Engagement Plan*

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may 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 2023-24.

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)]

1.1: Parental involvement is instrumental in the successful operation of the district. Through membership and active participation in the eTeam & eCa; eStem Community Organization, parents help organize, fund, and plan events for the district.

1.2: Not only are families encouraged to join the eCA, the district actively seeks out their feedback/contributions/opinions through periodic surveys regarding the implementation of programs within the district. This helps to determine and prioritize students' needs especially. Within our district, programs such as Limitless Learning have been implemented where students take part in an after-school program that targets specific skills and helps to close the gap in areas where they need support. The parents' role highly determines the success of the program. Their active support and buy-in into the program, the program would enable students to participate in the program and receive the academic support to ensure their success. The parents are extremely supportive of the initiative and are constantly giving feedback to the teachers and staff.

1.3: The Committee verifies that plans are implemented and carried out efficiently by ensuring that all stakeholders are actively involved in developing the school parent and family engagement plan at each Title I school. The families will participate in surveys to give feedback on school culture, student support services, and academic programs. Additionally, there will be discussions during parent meetings to determine how to best incorporate the Engagement Plan school-wide. Parent organizations at eStem Public Charter Schools meet periodically to plan activities, discuss engagement plans, and build community amongst families within the

community.

1.4: Through Limitless Learning, the goal is to get the students to improve their skill set in Math and Literacy. When students take standardized tests or school-based assessments, the expectation is to see overall growth in the students' scores. In addition, students use Mastery Prep for Mock Act testing. Based on the data and insights, the district is able to analyze students' overall growth and by extension, students' success.

Additionally, to encourage open communication and family support, parents are asked to participate in school-based activities so they can actively be a part of their student's learning. This is measured by the use of surveys or sign-up forms and attendance during parent meetings.

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 district will work with the schools to ensure all professional development requirements are met throughout the school year. The district's goal is to meet and exceed the minimum requirement of professional development hours for administrators and staff. School leaders meet with the leaders of the parent organization to provide training for parents and volunteers. This training for parents and volunteers will include the necessary information pertaining to the service they are providing. For example, if a volunteer is reading with a student weekly, the volunteer will be provided with activities and questions to do with the student at that time and important information about the science of reading and ways to support the student.

2.2: The district parent coordinator works with parents as equal partners because they are a part of the planning process right along with the school's leadership team, to collaborate on school-level plans & effective activities for families. Periodic meetings are scheduled to discuss any school needs relating to parent involvement, family activities, and other issues that may arise.

2.3: The district ensures that information related to school and parent programs, meetings, and other activities are accessible and easy to understand by using multiple platforms listed below:

- District's Website and LIVE Feed notifications
- District's APP
- Social Media: Instagram, Twitter, Facebook
- Google Drive

- Weekly Newsletter
- SMS
- Parent Apps (clasdojo, remind, etc).

The abovementioned platforms will keep families updated about changes and any other important information within the district. All information will be disseminated in a language and format conducive to families and easy to understand. In addition to the platforms listed above, the district continues to enforce the use of traditional methods of communication such as phone calls, emails, and in-person meetings/conferences.

Additionally, schoolwide informational packets will be distributed during Open House for attendees and a supplemental digital format will be available for families who are unable to attend.

3: Building Parent Capacity

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

Guiding Questions

- **3.1:** *How will 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 coordinator will work with the schools' coordinators and leadership teams to ensure parent and family nights include information on how to understand the state standards and local assessments and how to prepare and succeed on those, Title I information, and requirements, how to be aware and monitor their child's progress and participate on a team with the teacher(s) and school to ensure their success throughout the school year. Each school will provide informative videos, zoom sessions, and meetings to instruct parents on accessing the Home Access Center and looking at their child's academic information. The district coordinator will advise the school's coordinators to explain information in simple language that is easily understood by families.

3.2: Parents will have access to information and materials, through the school's parent coordinator, on understanding the components of the literacy curriculum, using technology and the harms of copyright piracy, and fostering and improving parental involvement. These resources will be available at the school, through internet resources, and discussed at the parent and family nights. At the district's Math & Literacy Nights, curriculum facilitators and teachers can share information from the Science of Reading and include activities parents can do at home with their children. Parents will be encouraged to contact the school for additional support if needed.

3.3: The district leadership team will work in conjunction with the schools' leadership teams to provide additional literacy training for parents. For example, providing additional training sessions at the parent and family nights to train parents on monitoring their child's reading success and understanding of the science of reading.

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 Leadership team will work with the school administrators, Title I coordinators, and ESOL coordinators to reach out to local community organizations and businesses to provide support, resources, and training to families. The district partners with mental health providers, local food and clothing pantries, college and career readiness programs, local non-profit organizations that establish internships for high school students, and local college admissions departments. As needs arise, the district will seek out community partnerships to provide the necessary resources for the families. Community resources that strengthen our school practices and learning include but are not limited to; the Clinton Presidential Library, Heifer International, local colleges and universities mainly the University of Arkansas at Little Rock, Arkansas Commitment, and any other community partnership opportunities that may be presented. The district partners with mental health providers, local food and clothing pantries, college and career readiness programs, local non-profit organizations that establish internships for high school students, and local college admissions departments. As needs arise, the district will seek out community partnerships to provide the necessary resources for the families.

The leadership team will work with our schools to create online and local parent resource centers that provide resources both digitally and on paper copies to parents and families to support them in their areas of need. Our school administrators, teachers, counselors, and school-level parent organizations can assist with communicating with families about the resources that are available to them and how to request additional resources.

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: In the spring of each year the district will send out surveys to all parents to determine the effectiveness of the parent and family engagement policy by gathering feedback on the barriers that make it more difficult for parents to participate, additional needs of parents, and families to support their children's learning, how to collaborate with school personnel to advocate on their child's behalf, and for other means of support for successful school and family interactions. At the school level, our Leadership teams will meet with parents and our parent organization to gather similar data as well.

5.2: Each year the district committee will review and approve the plan for each school based on their School Improvement Goals/needs assessment. The needs assessment surveys are created by the Strategic Planning and Operations analyst in collaboration with the Director of Family Engagement and the coordinator of Federal Programs. Data from the surveys and parent organization will be compiled to guide the updating and improving of our parent and family engagement plan to increase involvement for the upcoming year. Particular attention will be paid to parents who are economically disadvantaged, disabled, have limited English proficiency limited literacy, or are of any racial or ethnic minority background. Then the approved district plan will then be uploaded and submitted to Indistar by August 1 by the Director of Family Engagement. To ensure that we meet the needs of all stakeholders, the district will ensure that schools are communicating efficiently with families and that they have access to the most up-to-date information regarding family engagement.

5.3: Family needs assessment surveys are sent out by the Strategic Planning and Operations analyst. These are sent out periodically (quarter, semester, yearly) to families as needed to determine the effectiveness of the Family Engagement Program. The committee will review the responses/data/feedback from the surveys and use that information to strengthen any areas in need of improvement. Parents will be provided with a summary of indicators that the district will be working to improve Parent and Family Engagement in the district. This summary will also include highlights of successful programs in the district. The evaluation will ensure that all stakeholders are factored in when requesting feedback; that is,

5.4: eStem Public Charter Schools' main goal is to ensure student success. One of the key areas in which the funding is used to accomplish that goal is Enrichment Labs and Academic Excellence Awards. Funds are used to strengthen Parent and Family Engagement within the district by encouraging participation in other events and activities such as Family Orientation Nights, Open House, eStem Community Association Membership, FAFSA Night etc.

Additionally, the Free and Reduced lunch population is used to assist in the equitable distribution of funds to schools. Specific needs at each building are also considered in developing the budget amounts.

5.5: In the survey sent to parents each year, the district asks for suggestions on how to increase engagement, what we could provide to parents that would support their engagement, and ideas for the use of funds. The district will also work in collaboration with the school's parent organizations to gather feedback and suggestions. Additionally, budgetary updates and relevant data will be shared via resources given to parents during meetings such as eStem Community Association, PTA (eTeam) to foster open communication and transparency as it pertains to engagement activities.

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

Please read the following statements closely.

- **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. [A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- **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)]
- **A.12:** LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator, and the district military education coordinator shall be included in the establishment and adoption of a public school district’s and public school’s parent and family engagement plan. [A.C.A. § 6-28-116(2)(A)(3)(B)]

(Please Note: This form will not save unless the following box has been checked.)

By checking this box, the LEA understands the legal requirements and will meet them accordingly.

LEA Information

District/LEA Name:	eStem Public Charter School
District Engagement Coordinator’s Name:	Sharline Laurent

Plan Revision/Submission Date:	05/25/2023
District Level Reviewer Name, Title:	Jessi Forster, Executive Director of Operations

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)
Jessi	Forster	Executive Director of Operations
Maurice	Guest	High School Director
ShaVonya	Berry	East Village Junior High Director
Melissa	Gray	Downtown Junior High Director
Stephanie	Franklin	East Village Elementary Director
Melissa	Hurst	Downtown Elementary Director

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)

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)

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)

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)
Carrie	Sewell	Parent
Kathy	O'Connnor	Parent
Tiffany	Bryant	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)

(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.)

Parent and Family Engagement: Required Uploads for 2023-24

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>

As part of federal monitoring, the following items are required to be uploaded into Indistar in the **2023-2024 Engagement** folder by October 1, 2023:

<p>The Engagement Plan was developed jointly with parents, agreed upon, and disseminated to parents. ESSA §11116(a)(2)(A) and (b)(1)</p>	<p>Evidence that the LEA involves parents in the development of the District 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 <u>and</u> 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>(The following information should be located 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><i>[Upload the below documentation for one Title I school. LEA should maintain documentation for EACH Title I school at the local level to be available for upload</i></p>

<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><i>into Indistar at the request of the SEA.]</i></p> <p>Evidence that the 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 the 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>LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<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 citing data indicating how the LEA will respond with policies, plans, and/or practices
<p>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>	<p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2023-2024 Engagement folder by October 1, 2023 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>

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](#)

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.

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

- Changes Required
 - Compliance is Met
-

Comments:

7/18/2023 FScott

This section meets all required components.

Coaching Point: Please reference findings from prior year (Assessments/ Evaluation results) as a tool used to drive 2023-2024 planning efforts.

Section 2 - Building Staff Capacity through Training and Technical Assistance

- Changes Required
 - Compliance is Met
-

Comments:

7/18/2023 FScott

This section meets all required components.

Section 3 - Building Parent Capacity

- Changes Required
 - Compliance is Met
-

Comments:

7/18/2023 FScott

This section meets all required components.

Section 4 - Coordination

- Changes Required
 - Compliance is Met
-

Comments:

7/18/2023 FScott

This section meets all required components.

Section 5 - Evaluation and Reservation

- Changes Required
- Compliance is Met

Comments:

7/18/2023 FScott

This section meets all required components.