

AR
 Arkadelphia High School (Arkadelphia School District)
 401 High School Dr
 Arkadelphia AR 71923
 870-246-7373

School 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.

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)]

1.1: The Family and Community Engagement Committee, consisting of the school parent coordinator, teachers, administrators, parents, and community members, meets to analyze data from surveys as well as to have discussions with teachers, administrators, parents, and community members in order to create open communication between all shareholders.

1.2:

- In accordance with ESSA § 1116(c)(3), the school will reach out to Title I families to request their participation on the committee to ensure adequate representation in the process.
- All shareholders on the committee will participate in an annual review of the Parent and Family Engagement Plan.
- If at any time a parent of an Arkadelphia High School student finds any portion of our Title I Schoolwide Plan to be unsatisfactory, those comments will be forwarded to a representative at the district level.

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)]

2.1: Copies of the school parent and family engagement plan will be located in the front office in order to be readily available to families and the local community. A parent-friendly informational packet will be distributed on the evenings of the fall parent/teacher conferences. The parent-friendly informational packet will include a description of the Parent and Family Engagement plan; the recommended roles of parents, teachers and students; ways for a family to get involved in a variety of roles; a survey regarding volunteer interests; and a regular, two-way, and meaningful system for parents/teachers to communicate.

2.2: The school will also communicate with parents in a variety of ways:

- The school website will contain an up-to-date directory for parents to contact teachers as needed.
- The school will publicize information and distribute it regularly using social media.
- Parents will be able to access their child's grades through Echo. Parents will have the opportunity to create a parent Echo account at Open House as well as Parent-Teacher Conferences. If parents need access to that information at any other time, they can contact the office at (870) 246-7373.
- Teachers will routinely contact parents on an individual basis to communicate about their child's progress if there is an issue that needs to be addressed.
- The school will provide printed copies of progress reports/report cards with information regarding their child's academic progress.
- The school will use the school website and parent meetings about Schoolwide Title I plan and how to get a copy upon request.
- If parents/families need information in a language that they can understand, efforts will be made, in collaboration with the ESOL Coordinator, to provide copies to said families.

2.3: Provide parents with reasonable access to staff. Each teacher has a designated conference time to meet or talk with parents by phone. This information for each teacher is on the school website or may be obtained by phoning the school office at 246-7373. Additionally, the school will offer flexible conference times for Parent-Teacher Conferences twice per school year.

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)]

3.1: The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parent and family engagement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Training and Resources shall include the following:

- Staff training and/or train the trainer model for parent and family engagement
- Annual Title I Meeting and other LEA provided parent and family engagement resources
- New staff and continuing education training
- Ongoing district parent and family engagement coordinator support from the district's Parent Family and Community Engagement Coordinator

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 Department of 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)]

4.1: Arkadelphia High School will provide timely information the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following ways:

- Access to and explanation of the curriculum in use through the use of regularly updated agendas in Echo
- Descriptions of State and Local academic assessments will be included with the results, as well as posted information through the school's website
- Collaborating with the administrators, counselors, instructional facilitator, and teachers to provide information about the achievement levels of the challenging State academic standards students are expected to meet on the school website as well as publicizing prior to assessments

4.2: The school will provide assistance to parents in understanding:

- The requirements of Title I, Part A by providing Q&A document on the website
- How to monitor their child's progress through Echo workshops prior to and during the school year
- How to work with educators to improve the achievement of their children by providing direct access to their children's teachers and requiring educators to collaborate with parents

4.3: The school will provide the following materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and the use of technology (including education about the harms of copyright piracy), sessions on cyberbullying, vaping education, and dangers of sextortion, as appropriate, to foster parental involvement

- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to participate in the education of their children fully. Arkadelphia High School will offer parent workshops on an as needed basis.

4.4: Parents will be provided multiple opportunities to be involved in a variety of roles such as:

- Volunteer opportunities in different programs
- Opportunities to be included on various committees that will make decisions about the school, help set school goals and priorities, and evaluate the effectiveness of the School Improvement Plan
- Give feedback to the school about the decisions that have been made and processes for making decisions

4.5: The school will promote and support responsible parenting by encouraging parents to participate through the

school's family and community engagement social media group, parent centers in the counselor's office, and providing periodic training

4.6: The school will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment through the following:

- Assistance with nutritional meal planning provided via FACS curriculum
- the use of and access to DESE website tools for parents [<https://dese.ade.arkansas.gov/>]

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)]

5.1: The School will investigate and utilize community resources by making an attempt to create an alumni advisory committee to provide advice and guidance for school improvement. Additionally, the school will encourage instructors to collaborate and coordinate with community partners, where practical, to create opportunities to improve the school and provide real-world application.

5.2: The School will coordinate and integrate programs with other Federal, State, and local programs such as opportunities for students to work with local daycares, working with local universities and their programs to provide mentoring opportunities and/or tutoring opportunities such as Greek organizations, Upward Bound, TRIO programs, community counseling programs, and ALE/HUB.

5.3: The School will enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions by including them in decision-making processes that will foster parental and community involvement within the school. Parents will have the opportunity to meet new teachers before school begins at Open House. The school will work with Goza Middle School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. Once the students transition to AHS, teachers will serve as academic advisors who will collaborate with students and their respective families to ensure all students are guided to academic success.

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)]

6.1: All parents are invited and encouraged to attend the Annual Title I Meeting, in which the date will be announced after the District's Annual Title I meeting to inform parents of the school's participation in Title I and the rights of parents. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator. The plan will be sent home with students at the beginning of each school year and posted to the school's website.

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)]

7.1:

- The School-Parent Compact will be jointly developed at a designated Parent Involvement meeting by receiving input from the teachers, parents, and students in attendance. The School-Parent Compact will be distributed via the Student Handbook to each student at the beginning of each school year. The signature page will be stored in the front office.
- The School-Parent Compact will outline how parents, school staff, and students share the responsibility for improving 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.
- To enforce the School-Parent Compact, the school will hold parent meetings, conferences, and activities regularly throughout the year to increase parent engagement and build staff and parent capacity to engage in these types of efforts.
- The Parent Involvement Facilitator will ensure the school's parent involvement committee will meet at least two times a year to establish, discuss and evaluate committee goals, hold volunteer training, and provide materials to help parents work with their children as well as develop the School-Parent compact.
- Meetings will be held at various times during the day or evening to accommodate parents better.
- Teachers will hold bi-annual conferences with parents of children individually. Parents will be given explanations of homework and grading procedures.
- To increase parent engagement, they will be presented with a volunteer survey as part of the Parent and Family Engagement Plan Summary. The information gained from the volunteer survey will be gathered and

made available to teachers so that parents can be involved in a variety of roles throughout the school.

7.2: Families may access the compact by visiting the school's website and downloading the student handbook, which is also emailed to all students annually.

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)]

8.1: The school will engage parents in decision-making about the allocation of its Title I funds for parent and family engagement. The principal will work with the family engagement coordinator and a representative from the Family and Community Engagement committee to determine priority of how funds are spent. Funds from Title I for parent and family engagement activities will be spent as follows:

- Informational materials will be purchased for families/students.
- Funds will also be used to pay for supplies and/or refreshments at family engagement meetings.
- Costs associated with Family/Community Engagement Professional Development.

8.2: The School will collaborate with parents to identify ways in which the funds should be used while adhering to legal requirements.

Assurances

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

Required...your form will not save unless all boxes are checked.

- 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.

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]

☑ **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)]

School Name:	Arkadelphia High School
School Engagement Facilitator Name:	Stefanie Davis
Plan Revision/Submission Date:	June 2, 2023
District Level Reviewer Name, Title:	Dr. Jeanette Turner, Director of Curriculum and Instruction
District Level Approval Date:	June 30, 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)
Kyla	Batson	Parent
Wendy	Boyles	Parent
Karen	Campbell	Parent
Cheryl	Covington	Parent
Susan	Derby	Parent
Ashlee	Dixon	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)
Sharon	Golden	Parent
Jill	Hardin	Parent
Liz	Martin	Parent
Clair	Mays	Instructional Tech Facilitator
Nicole	McGough	Community Member
Taylor	Prine	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)
Tara	Rollins	Community Member
Amy	Simpson	Parent
Koren	Young	Parent

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](#)

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.

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

Comments:

-Section 2 - Communication

- Changes Required
- Compliance is Met

Comments:

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

Comments:

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

Comments:

Section 5 - Coordination

- Changes Required
- Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

- Changes Required
 - Compliance is Met
-

Comments:

Section 7 - School-Parent Compact

- Changes Required
 - Compliance is Met
-

Comments:

Section 8 - Reservation of Funds

- Changes Required
 - Compliance is Met
-

Comments: