

AR
 Peake Elementary School (Arkadelphia School District)
 1609 Pine St
 Arkadelphia AR 71923
 870-246-2361

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 school will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff.

1.2: The Title I committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. The committee will meet three times each year for review and evaluation of the plan.

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: Peake Elementary distributes a weekly newsletter to parents. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills. Parents can access their child's grades using a PIN number they received at the beginning of the school year. Parents may use e-mail to communicate with members of the school staff.

2.2: Each teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. The school will provide parents progress reports at the end of every four weeks per quarter with information regarding their child's academic progress. The school will send parents a parent-friendly letter at the beginning of the school year that explains their child's test results and standardized test scores. The school will offer parents a special workshop each year on the school's approach to school improvement. The school will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings.

2.3: The school holds a yearly Address to the Public and Title 1 meeting about the school-wide Title I Plan and how to get a copy upon request.

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: Staff members receive Parent and Family Engagement professional development as a whole provided through the District. Staff members also have access to online resources and online training on different parent/teacher communication tools that can be used. The following procedure, as outlined in our District handbook, addresses the process for resolving parent concerns:

- COMPLAINTS - Policy 6.7 The Board formulates and adopts policies to achieve the District's vision and elects

a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent, who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline (including specific discipline policies), coaching, or the day-to-day management of the schools need to address those complaints according to the following sequence: 1. Teacher, coach, or other staff member against whom the complaint is directed 2. Principal 3. Superintendent Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above. Note: Only the Board of Education may expel a student from school on concurrence of the Superintendent with the principal's recommendation and only through due process proceedings. (See Expulsion 4.31) The Board of Education may expel a student for the remainder of the semester or for the remainder of the school year or permanently.

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: Peake will hold an open house prior to the start of school and Parent Nights after school starts. Information presented will include the state of the school, an overview of what students will learn, how students will be assessed. Parents will be notified of the school's academic accountability status, and what efforts are being made to improve student achievement. Parents will also be informed how they can be a partner in their child's education. Parent/Teacher conferences will be conducted two times per year. Because conferences are a means of two-way communication, parents are invited to consult with the teacher about their child's academic progress and have the opportunity to ask questions and express concerns. To reduce the disparity in achievement between subpopulations, samples of rubrics and released items, along with other helpful parent information, will be available. Events will include the following: Open House; Parent Involvement Committee Meetings; Annual Report to the Public; Annual Title I Parent Meeting; Parent Group Meetings - bi-monthly, throughout the year, lunch meeting; Parent - Teacher Conferences; Parent/Family Night; Musical Programs - 4 times per year (school day and night-time performances)

4.2: District personnel offer support to campus personnel to provide information to parents and families regarding Title I and its related requirements. Campus personnel also assist with the monitoring of each student's progress and the improvement of each student's academic achievement. This information is shared through a variety of events including the Annual Report to the Public, the Annual Title I Parent Meeting, Parent-Teacher Conferences, Parent/Family Nights throughout the year.

4.3: Campus personnel use feedback from various stakeholders to determine the types of training, materials, and other resources would best meet the needs of students and their families. These may include literacy training, technology training (e.g., accessing HAC or ECHO), curricular resources, etc. These are shared through a variety of events including Parent Nights throughout the year.

4.4: At the beginning of each school year, parents will be informed of volunteer opportunities within our school. Parents will be surveyed to find out where they would like to volunteer and at what times they are available. This information will be compiled in the Volunteer Resource Book. Volunteers and other visitors to the campus are required to sign-in at the office. The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning: Teacher assistant Tutor; Book fair helpers; Grandparents Day; Field day volunteers; Family reading night; Parent education workshops; Orientation presentations; Open House; Parent-school organization; Red Ribbon week; Choir concerts; Various committees; All Pro Dads.

4.5: Campus efforts will emphasize the importance of literacy for all students. The purchase of supplementary materials, the availability of physical and digital resources for families, and the like will be prioritized throughout the school year.

4.6: Peake Elementary will constantly support and maintain its parent organization, Parents of Peake (POP). Peake Elementary has a parental involvement facilitator. The role is to facilitate positive homeschool relationships and help parents be academically involved with their children by providing resources and information to parents. The facilitator also coordinates the parent fundraising and family nights. Every four years, as required by state professional development rules/training schedule, all teachers and administrators will receive 2 hours of parental involvement training.

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: Peake Elementary partners with two local universities to provide tutoring services for students; community partners provide resources such as donations of food for our school food backpack program, financial literacy instruction in classrooms, and the use of our local educational co-op to provide training and support.

5.2: Campus personnel, grade-level teams, community organizations, and additional stakeholders collaborate to meet the needs of students and their families as students transition between campuses and/or grades.

5.3: The campus parent organization works in concert with campus personnel to plan, to monitor, and to evaluate the effectiveness of activities. Members of the organization serve on campus committees and contribute to perceptual data and feedback.

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: In mid-October, the school will hold its annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet.

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)]

7.1: School staff, parents, and students will develop a school-parent-student compact. This 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. All stakeholders will sign the compact.

7.2: The compact will be addressed at pertinent events including Open House, Parent-Teacher Conferences, and the like.

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 uses Title I funds to sponsor parental engagement events such as Parent Night and provide literature and other print resources to parents. The team involved in how those funds are spent is made up of the principal, parent and family engagement coordinator, and members of the school's parent group.

8.2: Parents and family members are given the opportunity to provide input through surveys and during monthly parent group meetings.

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 Information

School Name:	Peake Primary School
School Engagement Facilitator Name:	Griffin Pritchard
Plan Revision/Submission Date:	May 31, 2023
District Level Reviewer Name, Title:	Dr. Jeanette Turner, Director of Curriculum and Instruction
District Level Approval Date:	7/30/2023

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)
Wendi	Boyles	Parent
Angela	Douglass	Parent
Cheryl	Hilser	Counselor
Shelley	Hughes	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)

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.

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: