

Arkansas Indistar

School Engagement Plan

Page 1 of 1

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)]

The school will involve parents on school improvement planning committees, annual meetings, and any other planning meetings.

To take advantage of community resources, the school shall consider recruiting alumni from the school to create alumni advisory commission to provide advice and guidance for school improvement.

Parents are involved in the development of the school parent and family engagement plan by being included in meetings.

Surveys are administered throughout the year to gather feedback on how we can increase parental involvement. The surveys ask a variety of questions to better inform our plan, such as best time of day to host school events, the types of activities parents would like to see, suggestions for how to improve our events, best communication methods (facebook posts, school website, phone calls, text messages, notes home, etc).

Coordinate and integrate parental engagement strategies with parental involvement strategies under other programs, such as ABC, Head Start Program, and RISE.

The school will engage parents in its annual evaluation of Title I programs, parent and family engagement efforts through an annual evaluation using a comprehensive needs assessment using parent and staff surveys filled out by teachers, parents, and school staff. The Title I committee will determine the effectiveness of the parent and family engagement plan and make changes if necessary.

The school will use the results of the parent survey to plan the parent and family engagement activities for the year.

The school will evaluate the activities that were suggested by the parents as part of the annual plan evaluation.

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)]

Each teacher will send home a folder containing student papers, work samples, and announcements. Parents are asked to look at the folder nightly and return to school the next day with their child.

The school will provide parents with student reports and report cards every four-five weeks with information regarding their child's academic progress.

The school will provide to parents viz Thrill-Share information, Facebook, and website regarding upcoming school events.

The school website will have policy and parent resources posted.

All communication will be in a language that parents can understand (English and/or Spanish)

A yearly calendar is posted on the school's website listing school and parent programs, meetings, and other activities to parents such as:

Open House - Aug. 10, 2023

Red Ribbon Week - Oct. 2023

Parent/Teacher conferences - Oct. 19, 2023

Christmas music concert - Dec. 2023

Awards and special recognition days throughout the year

Book Fair - Mar. 25-28

Parent/Teacher conferences - Mar. 28, 2024

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)]

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

Parents are included in the development of the plan. Therefore, they are assisting in building the staff capacity because workshops and trainings are based off parental input.

The school also build capacity of the school staff through weekly and monthly PLT meetings, monthly leadership meetings to better meet the needs of students and parents. Through these meetings, staff discuss how to address the needs of students and parents. Resources are provided to staff during these meetings to educate the staff in: the values and utility of contributions of parents (building relationships); how to reach out to communicate with and work with parents as equal partners (positive contacts); how to implement and coordinate parent programs (family nights); and how to build ties between parents and the school (strong communication skills).

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> (<https://dese.ade.arkansas.gov/>)]
 - *assistance with nutritional meal planning*
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

To support parents and to build their capacity in helping with their student's academic success, the school will host literacy nights to provide information on reading and literacy standards, STEM and Science Nights to inform and educate families on the increased focus on STEM learning and coding, Parent Resource Centers have been updated and renovated to better service parents and families (complete with parent suggestions from our 22/23 Title I meeting), and a variety of materials and informational packets are provided to parents at all events.

The school will distribute information packets each year that includes a copy of the school's parental engagement plan, interest survey, suggestions on ways to be more involved in their child's education, etc..

The principal shall appoint a designee who is a certified member and serves as the parent facilitator.

The school provides access to the parent center where parents may check out materials, use computer to check grades, and visit educational websites.

The school provides volunteer opportunities through our Volunteer Program. Brief training will be provided to parents and community members with the information they need to participate as a volunteer.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including

alumnl, 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*
- **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 coordinate with other organizations, businesses, and community partners in a variety of ways.

Several community partners (local banks, faith-based organizations, food banks, the health department, etc.) provide parents and families with resources (hygiene products, snack pack, food, clothes, etc.) for the students and families.

Our MPV Foundation is also a strong partnership used to provide students and families with resources that they may need. Monthly MPV Education Foundation luncheons, families and community organizations are updated on progress toward goals and needs for each building.

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)]

Our annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved will be held in April 2024.

At the annual Title I meeting, we will provide parents copies of the revised parent and family engagement policy and distribute copies of the School Parent and Family Engagement Plan.

For each Title I, Part A School, an Annual Title I meeting must be conducted. The agenda, the sign-in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office.

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 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.

Compacts are distributed in August at Open House in the Family Information Packet. For parents who are unable to attend Open House, the compact is sent home with the student on the first day of 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)]

NA

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:	Marvin Primary
School Engagement Facilitator Name:	Kathi Brown
Plan Revision/Submission Date:	7/21/23
District Level Reviewer Name, Title:	Toni Hopkins, School Improvement/Federal Programs 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)
Heather	Smyth	Principal
Christy	Greene	Teacher
Tammy	Montgomery	Teacher
Kathi	Brown	Parent Facilitator
Ariel	Hayes	Parent

State

- Ark. Code Ann. § 6-15-1701 et seq. (<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvfcZ/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_Enr)

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>)

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:

-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:

Close