



Root Elementary School Engagement Plan 2022-2023 School Year

1: Jointly Developed

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)]

- Parents, teachers, and community partners will meet to review and discuss the plan in a scheduled meeting in September 2022.
- Parents, teachers, and community partners will meet to review, discuss, and make changes to the plan in a scheduled meeting in February 2023.
- Community partners, teachers, parents, and administration will be involved in both meetings. After each meeting, the facilitator of the plan will submit comments to the federal programs coordinator of the district. Each collaborator will offer any suggestions of meeting times/dates throughout the year to reflect on, and implement 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)]

- The school will distribute a monthly newsletter/blog to parents that is developed with participation of the PTO, principal, and staff. This will include a calendar of school events and school news. Root school schedule will also be accessible via Root's website as well as the Root PTO website.
- The school has a website that contains information for each grade level and school information. Weekly newsletters are provided in paper and electronically which contain academic information, school calendar information, and tips and tricks for parents to work with their children at home on learning outcomes. Text messages, social media sites (Facebook, Instagram) are also used to share school information.
- Parent/Teacher meetings are offered through Google Meet, FaceTime, Google Hangout, Zoom and phone calls. This allows parents to pick a time to meet when it is convenient for them. Home visits with multiple staff members are available if necessary. The school accesses the district social worker to determine student needs.
- Each teacher will send home a folder containing class newsletters, student papers and work samples each week. This folder will also house permission slips for field trips, book order forms, volunteer opportunities for the classroom and general information about clubs and sponsored events at the school.
- The school will provide to parents a standards based report card every 9 weeks with information regarding their child's academic progress, study habits, and citizenship.
- The school provides monthly assemblies, virtually, to reinforce our school-wide PBIS system linked with Social Emotional character words, grade level musicals, and PTO sponsored programs.
- Teachers and administration provide communication through class dojo, emails, phone calls, text messages, parent surveys and parent/teacher meetings throughout the year. Parents, community partners, and staff are able to communicate through monthly PTO meetings as well as general PTO meetings open to the community.
- PTO provides flyers home to advertise upcoming events, spirit nights, and fundraisers.

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)]

- Teachers are provided time in their schedule each week to meet with their core team of teachers to discuss students. These opportunities are mentioned below. Students' growth patterns and how they differ among gender, grades, and each child are discussed.
- During our Back to School Professional Development, Root staff discusses the importance of a proactive partnership between the student-family-school. During this professional development we discuss positive, open, transparent communication and the expectations of all staff members. Teachers are encouraged to access social media and their websites as a means to communicate with parents. Teachers use classtag, dojo, email, text messages, FaceBook and seesaw to communicate with parents.
- RTI A and B team meet during grade level team meetings, for core teachers, to determine strategies to work with students and families.
- Professional learning communities meet weekly, for core teachers, to determine student curriculum needs. We meet with district leaders in literacy, math, as well as our Student Support Specialist to help individual teachers/students.
- Monthly district principals meetings and assistant principals meetings include strategies to assist staff and parents in building stronger partnerships.
- PTO meetings as well as parent and family engagement activities during the school year are open to Root staff. Root staff are encouraged to attend these meetings/activities to build partnerships and community partners within Fayetteville.

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*
[\[http://www.arkansased.gov\]](http://www.arkansased.gov)
 - *assistance with nutritional meal planning*

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

- Parent involvement meetings are scheduled two times per year however, involvement opportunities are made available by accessing the PTO website as well as through Watch Dog Dads.
- Parents are made aware of state standards, assessments, teaching strategies, and learning activities by attending "Curriculum Nights" in August as well as by accessing Root's and PTO's website. Curriculum nights were conducted virtually.
- Parents are provided MAP and MSAA assessments in October and April, both during parent

teacher conferences. Parents are given a description of these assessments during curriculum night as well as parent teacher conferences twice per year.

- Teachers and Administrators are available to assist parents in understanding the ADE Website, nutritional meal planning (provided by the district site), and will facilitate demonstration and role play on an as needed basis.
- Root will promote and support responsible parenting by allowing access to parent resources located in the library. These resources describe how parents can help improve literacy, behavioral expectations, and technology that can be accessed through the school.
- All students have one-to-one chromebooks that get to be taken home for assignments during quarantine due to COVID-19 and any additional learning opportunities.

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)]

Root will provide information to parents in regard to the following resources to access support.

1. Ozark Guidance School Based Services-referrals made by parents and teachers for mental health services.
2. School Kids Connection (SKC)-opportunities for students to participate in an after-school-program to enhance connections between students while accessing assistance for academics.
3. Child Find-information to be disseminated to parents in regard to ensuring students with disabilities are sought out and given services needed on a case by case basis.
4. Parent Information Center-posted in front of the school with multiple flyers about student assistance and parent resources located in the library. Books include, but are not limited to the following: *How to Get Your Child to Love Reading; Helping Your Anxious Child; Raising Confident Boys; Raising Confident Girls; and Making Children Mind Without Losing Yours.*
5. Social Emotional Learning-Implemented in every grade level through Choose Love Lessons as well as Second Step through the counselor.
6. Samaritan House provides a snack program for students in need. This is operated through counselor services.

7. Positive Behavioral Intervention Supports-school wide and utilizing Boys Town Curriculum to promote Tier I & II behavioral instruction.
8. Root school works closely with the Walton Family Foundation which provides opportunities for students to access programs such as art, music, and drama.
9. BLAST Clubs are implemented in the afternoon at school. Scholarships are given through PTO to students that need assistance with tuition.
10. Root school works with Monster Tree Service to provide outdoor learning environments.

Root has an established PTO and every parent, no matter if you sign up to be on the PTO, is actually already a member, free of charge.

Root will consider utilizing alumni to create an advisory commission.

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)]

Root is not a Title I School.

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)]

Root is not a Title I 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

- **5.1:** 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)]
- **5.2:** 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)]

Root is not a Title I school.

Assurances

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

- **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.
 [ADE Rules Governing Parental Involvement Section 3.02.3]
- **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
 - The School Engagement Plan
 - A parent-friendly explanation of the School and District's Engagement Plan
 - The informational packet
 - Contact information for the parent facilitator designated by the School.
 [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]

- **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.
[A.C.A. § 6-15-1704(a)(3)(B)]
- **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
 - to help organize meaningful training for staff and parents,
 - to promote and encourage a welcoming atmosphere, and
 - to undertake efforts to ensure that engagement is recognized as an asset to the School.
 [A.C.A. § 6-15-1702(c)(1)]
- **A.7:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]
- **A.8:** 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
 - 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.9:** 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.10:** 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.11:** The School 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.12:** 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.13:** 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.14:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
[ESSA § 1116(c)(4)(C)]

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [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](#)

School Name:	Root Elementary School
School Engagement Facilitator Name:	Kerry Hayes
Plan Revision/Submission Date:	5/6/2022
District Level Reviewer Name, Title:	Mickey McFetridge, Director of Federal Programs
District Level Approval Date:	05/23/2022

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Claire	Garrett	Assistant Principal
Jason	Edwards	Principal
Jenny	Jackson	Parent
Heidi	Burks	Parent/Teacher
Ashley	Parette	Parent/Teacher
Kerry	Hayes	Parent/Teacher

(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

- Compliance is Met

Section 2 - Communication

- Compliance is Met

Section 3 - Building Staff Capacity

- Compliance is Met

Section 4 - Building Parent Capacity

- Compliance is Met

Section 5 - Coordination

- Compliance is Met

Section 6 - Annual Title I Meeting

- Compliance is Met

Section 7 - School-Parent Compact

- Compliance is Met

Section 8 - Reservation of Funds

- Compliance is Met

Checked - May 23, 2022