

AR  
 Earle School District  
 1401 3rd Street  
 Earle AR 72331  
 870-792-8486

### **District Engagement Plan\***

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2023-24.

#### **1: Jointly Developed Expectations and Objectives**

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

##### *Guiding Questions*

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*  
 [ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
 [ESSA § 1116(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*  
 [ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*  
 [ESSA § 1116(a)(2)]

The district seeks to carry out programs, activities, and procedures according to the following: by engaging in what is the working definition of parent/family engagement the participation of parents/families, in regular two-way and meaningful communication involving student academic learning and other school activities which ensures:

That parents/families play an integral role in assisting in their child's learning;

That parents/families are encouraged by their specified school and the district to be actively involved in their child's education at school:

That parents/families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Therefore, the district shall strive to develop meaningful and productive parent/family and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents/families, and the community. To achieve this:

schools shall work to foster effective parental engagement strategies to improve student achievement;

During our enrollment period, we do a survey and needs assessment of parents. We disaggregate the data to make

decisions about what our presentations may be for the year.

A diverse committee includes parent/family, community, and former students shown on the committee member's role that is an adequate representation of students and families in the district. Meetings are documented by minutes, sign-in, and agenda.

The district family engagement coordinator and one of the building facilitators are members of the district leadership team(DLT). During DLT meetings, all concerns of the district are discussed as they relate to each school and to each other. Our goal has been to plan at least one family engagement activity per campus per month.

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## **2: Building Staff Capacity**

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

### *Guiding Questions*

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
  - *jointly-developing school engagement plans*
  - *implementing effective parent and family involvement activities*
  - *jointly-developing school-parent compacts*

*[ESSA § 1116(a)(2)(B)]*
- **2.2:** *How does the LEA build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL school staff are aware of:*
  - *the value and utility of contributions of parents*
  - *how to reach out to, communicate with, and work with parents as equal partners*
  - *how to implement and coordinate parent programs*
  - *how to build ties between parents and the school*

*[ESSA § 1116(e)(3)]*
- **2.3:** *How will the district ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
  - *How are you ensuring that relevant information is provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*

*[ESSA § 1116(e)(5)]*

Staff Development is the responsibility of the superintendent and building administrators with assistance in parent/family engagement training from the schools' parent facilitators and district family/community liaison.

District staff attends appropriate workshops to enhance skills as needed such as federal programs, parent/family engagement conferences, math and literacy program workshops, Professional Learning Communities Training and RISE training. The district uses the specialists from our COOP to assist with training of our teachers.

Parent facilitator(s) have been secured for each Title I, Part A School as well as a District family/community liaison to provide support to faculty and staff, implementing effective parent and family engagement activities, and jointly-developing with parents the schools' family engagement plans and compacts.

The district provides assistance as needed to each campus in the district to meet all Title I requirements.

Technical assistance is provided by the IT department as needed for help in entering data and working with Google.

Technical assistance is provided through professional development for staff and/or technology for parent evenings.

Faculty and staff may request additional help from the District Parent Center. Students, staff, and parents may receive training in utilizing Google APPs or any other technology that may be of interest for enhanced technology use at school and in the home.

The district continues to integrate technology and technical training into the district by purchasing more technology equipment (interactive boards, chrome books) to promote students' academic success.

The building facilitators and the district family/community liaison work and meet to collaborate on activities that are related to both campuses.

Staff communicates and works with parents as equal partners at two face-to-face Parent/Teacher Conferences (Sept 14, 2023 and Feb 15, 2023), from 2:00-7:00 p.m. and two additional documented conferences in which 80% of our parents/families must conferences with teachers via any acceptable mode of communication as deemed by building administration. At conferences, important information is available for the parent/family as related to student achievement, and how the schools interact and collaborate with families. Sign-in sheets, minutes, and agenda provide documentation.

In-home visits may be needed to disseminate information to parents/families who cannot participate in events.

The district recognizes that parents/families are equal partners in students' education. The district works with parents, staff, and students in creating, using and distributing a Title I School-Parent- Student Compact K-6 and 7-12 at each school in the district.

Compacts are distributed during registration in July/August by parent facilitators via hard copy in a packet of important papers that are completed during the session.

The compacts outline how parents, school staff, and students share the responsibility to improve students' academic achievement and the means by which they will build and develop a partnership to help children achieve the state's high academic standards.

It includes the school's responsibility for a high quality curriculum, staff training, instruction in a supportive effective learning environment, and assistance for parents.

It discloses ways parent/family members are responsible to support children's learning like volunteering and participating or observing in a classroom, participating in decisions about their child's education, and positive use of extracurricular time.

The compacts outline students' responsibility for academic success and achievement with good study habits and school attendance.

The compacts address parent/family/teacher communication on a continuous basis through Parent/Teacher Conferences, reports of students' progress, regular communication between home and school in a language parents understand, and ensuring that parent/family members have access to staff.

District staff uses the compacts as tools for staff, students, and parents in achieving students' academic success and discuss it as it relates to students' achievement at Parent/Teacher Conferences and at attendance review committee meetings.

The district uses a variety of communication strategies to provide information to parents/families and to increase parent/family engagement in supporting classroom instruction:

Parent Facilitators send emails to parents with updates of events as appropriate for their campus. We also subscribe to **ParentSquare.com** to assist with communicating with our families, social media and our district website as communication tools.

The technology director creates and maintains a district web site ([www.earle.crsd.k12.ar.us](http://www.earle.crsd.k12.ar.us)) to share calendars, activities, announcements, state required reports, staff and employee information, employment opportunities, curriculum information, and sporting events in the district. Parents may use e-mail to communicate with school staff to engage in continuous two-way communication.

Parents use technology to access school websites, communicate with teachers, and complete needs assessments.

District staff sends announcements home with students, send texts, ParentSquare.com and use HAC; post notices in school facilities and local businesses; on social media and the school marquee.

Our ESOL coordinator is used as needed/appropriate to help with situations of language issues.

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### **3: Building Parent Capacity**

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

#### *Guiding Questions*

- **3.1:** *How will the LEA provide assistance to parents in understanding the following?*
  - *the challenging State academic standards*
  - *State and local academic assessments*
  - *the requirements of Title I, Part A*
  - *how to monitor a child's progress and work with educators to improve the achievement of their children*

*[ESSA § 1116(e)(1)]*
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve achievement? This may include:*
  - *literacy training*
  - *technology training, including education about copyright piracy and safe practices*
  - *resources that describe or assist with the child's curriculum*
  - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*

*[ESSA § 1116(e)(2); ESSA § 1116(e)(4)]*
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*

*[ESSA § 1116(a)(1)]*

District and school staff provide parents assistance, as appropriate, in understanding national, state, and local education goals at parenting events such as school registration, July/August 2023, Annual Title I Night/Report to the Public (October 2023), Parent meetings, School Board meetings and other nights.

The curriculum in use follows the State Academic Standards located on the Arkansas Department of Education's website. My info ADE

Assessments utilized in the district to measure student achievement include: DIBELS, NWEA/ Map testing, ATLAS, ATLAS Interims, ACT for juniors, ASVAB military testing, ELPA 21, DLM, ACT Work Keys, APA assessments, PSAT and Advanced Placement testing. Counselors and staff provide parent/family with testing results and address any questions or concerns. We share score reports with families with personalized conversations.

Title I, Part A requirements are shared at the Annual Title I meetings held in the district. Title I, Part A requirements are implemented under Federal Programs Coordinator.

A power point is presented by district staff on the components of the Title I Program and Title I, Part A at the Annual Title I meeting. Agenda includes topics related to Title I such as parents' rights, highly qualified staff, data, programs provided by Title I funds, District Parent and Family Engagement Plan, curriculum alignment, assessments measuring students' progress, challenging State Academic Standards, and how parents can monitor children's progress and help them achieve academically.

A diverse sampling of parents across the district make up the Title I committees including parents/family members from all sectors of society. Each committee has parents representing cultural diversities as well as community members, appropriate staff and administrators.

Staff communicates with parents regularly and shares information regarding how to monitor a child's progress and work with educators to improve the achievement of their children.

Parents/families and schools in the district communicate via emails, text messages, student planners and take home folders regularly. Records of parent contacts are documented by each teacher. Families are encouraged to use HAC (Home Access Center) through Eschool-Plus for parents' to view students' academic progress K-12 and communicate with teachers. Teachers and parents/families will communicate on an individual basis about children and/or their needs.

The Earle School District provides parents/families with reports every four and a half weeks regarding children's academic progress. Report cards are distributed at the end of each nine weeks.

Counselors K-12 and student success coach aid in planning for students' academic success and post-secondary education through pre-registration and parent meetings.

The district ensures families have access to a fully functional parent center and computers in school media centers.

The district family engagement coordinator, may provide parents/family with information to assist with student learning, share activities that support classroom instruction, demonstrate use and access of Arkansas Department of Education website tools, help with nutrition, meal planning and preparation, share developmentally appropriate activities for the home, and provide evidence based strategies for parent/family engagement through the parent center or workshops with outside speakers.

Parent nights such as math, literacy, or other nights provide instruction and/or supplemental materials for families to use at home in working with children and to help increase students' achievement. Sign in, minutes, agenda, handouts and pictures document such events.

The district supports building communication between campuses and engages parents/families in smooth transitions from one school to the next by raising parents' awareness of procedures and relative information including expectations for students' achievement. The parent facilitators and family/community liaison facilitate meetings during orientation in July.

Technology training may be demonstrated at math/literacy nights or technology nights like how to navigate ADE's website, IXL, or Home Access Center Training (HAC).

The district will consider providing, upon request, any reasonable support for parent/family and community engagement that is in the best interest of the students in the district to improve achievement and promote using effective parent/family engagement strategies.

As a district that is deemed as 90 % economically disadvantaged and 100% free lunch, most of our students have special needs. We do all we can to support our families such as making visits to the dentist or doctor instead of the parent. Providing food through our food bank and clothing where needed.

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#### **4: Coordination**

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

##### *Guiding Questions*

- **4.1:** *How does the district coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
  - *public preschool programs such as Head Start*
  - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
  - *wraparound services that allow families to send their children to school ready and able to focus on learning*

*[ESSA § 1116(e)(4)]*

The district plan coordinates with federal programs: Title I, ESA funds and for the upcoming years ESSER funds.

The district partners with the city in that the school district's Family/Community Liaison coordinates activities of the city's community center for the city. Also, the school district uses a city police officer as the SRO for the Elementary campus and county SRO officer at the high school.

The Family/Community Liaison coordinates activities of the district with outside agencies, activities of the community center and with the city in existing partnerships.

The schools collaborate with Earle Alumni Cardinal Club in their annual coat drive usually in the month of December for students in need of outer wear, clothing and shoes for the beginning of school, and other opportunities as presented.

The district uses an employee of the county sheriff department as the SRO for the high school campus.

The Earle Youth Activities Association partners with the school and community to foster athletic programs, the back-to-school drive and mentor-ship for students ages 4-13 after-school.

The district collaborates and coordinates with the Crittenden County-Earle Public Library "An Afternoon at the Library" on Wednesdays. The schools have early dismissal for students to provide time for professional development with the staff. During this time a district member goes to the library to work with the librarian to present activities to the students.

The district family/community liaison is available to provide resources and materials for parents to learn about child development, parent/guardian/family support, and to help parents work with their child(ren) to improve literacy, math, science, etc. Parents/families may check out materials purchased for their use, use the computer to check grades, seek assistance with social, emotional, and academic needs, and visit educational web sites. The family/community liaison works as a liaison with school facilitators, administrators, academic facilitators and the community.

The parent center is available for the community to fax, print, use computers for personal or academic purposes and whatever their needs may be.

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## **5: Evaluation and Reservation**

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

### *Guiding Questions*

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
  - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*  
[ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
  - *Who is responsible?*
  - *When will it be conducted?*
  - *How will parent input be solicited?*
  - *How will it be disseminated?*
  - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
    - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
    - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
    - *strategies to support successful school and family interactions*  
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
  - *How will the findings of the evaluation be shared with families and the community?*  
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000),*
  - *How is the LEA spending those funds?*
  - *How is the LEA determining the priority of how funds are spent?*
  - *Who is involved in determining that?*  
[ESSA § 1116(a)(3)(A)]
- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*  
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

The schools family engagement plans are reviewed and evaluated by the federal programs coordinator and family/community liaison according to the guidelines set by Department of Elementary and Secondary Education.

The committee evaluates the plan in relation to Title I law, perceptual data gathered from needs assessments and information from evaluation forms completed by the committee. Other perceptual and visual data (DIBELS, NWEA MAP (Measure of Academic Progress), Response to Intervention, Phonics First, ACT Aspire, ACT Aspire Interims, ACT for juniors) are used to evaluate the Title I, Part A program along with curriculum, and software programs for home/school use IXL Math, IXL English, IXL Science and Khan Academy).

Staff, community and parent/family evaluate ways to expand parent/family participation.

Information is reviewed annually regarding parent/family participation in district events and parent workshops; the effectiveness of parental engagement strategies; and the engagement of parents/families to support students' academic growth or barriers preventing engagement. Barriers to greater parent/family participation in activities, especially for target sub-populations are identified along with the needs of parents/families to assist in children's learning and engage with school staff.

Findings shared with administrators and stakeholders are used to design evidence-based strategies for more effective engagement.

The district committees make changes and updates to the Title I Plan/program as warranted which is part of the District School Improvement Plan.

The Federal programs coordinator and district family/community liaison facilitate the meetings.

Annually, the Federal programs coordinator and Family/Community Liaison engage the district's schools, parent/family members and community in the evaluation of the Title I, Part A programs parental engagement efforts partially by using a comprehensive Title I Needs Assessment, annually, completed by teachers, parent/family and students to improve the effectiveness of district programs. The Family/Community Liaison serves as a liaison between the district and the schools to review data. There is alignment between the Parent and Family Engagement Title I Plan and the School Improvement Plan.

Parents assist in the evaluation procedures for the Title I Needs Assessments and Title I program.

The district will meet with parents/family, staff, and community on the Parent and Family Engagement Committee to discuss and analyze the Title I Needs Assessments for 2022-2023 at the building and district level.

Data is shared and used to plan speakers and agendas for parent nights; identify parent/family engagement barriers and the needs of parent/family members; identify strategies to support successful school and family interactions, and serve as a guide to the School Improvement Plan along with other relevant data and information.

Comments and suggestions guide the district in its long-range planning.

The family/community liaison and technology director are responsible for placing the assessments online and compiling the data from the Needs Assessments to share with district administrators and staff to utilize at the building level.

The district uses the data from surveys and other sources to guide the parent/family engagement requirements for professional development.

Each school and the district are given a budget to spend on supplies, food, speakers, materials, for activities presented through the family engagement plans with the discretion of federal programs guidelines considered.

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

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**Please read the following statements closely.**

- **A.1:** LEA understands that by August 1st annually, it must review and update accordingly the

District Engagement Plan. [A.C.A. § 6-15-1704(a)(1-2)]

- **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks. [A.C.A. § 6-15-1704(a)]
- **A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available. [A.C.A. § 6-15-1704(a)]
- **A.4:** LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook. [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- **A.5:** LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. [A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- **A.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested. [A.C.A. § 6-15-1703(b)]
- **A.7:** LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District’s Engagement Plan summary/explanation. [A.C.A. § 6-15-1704(a)(3)(B)]
- **A.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes. [ESSA § 1116(a)(3)(A)]
- **A.9:** LEA understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan. [ESSA § 1116(a)(3)(D)]
- **A.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov) [ESSA § 1116(b)(4)]
- **A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. [ESSA § 1116(e)(14)]
- **A.12:** LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator, and the district military education coordinator shall be included in the establishment and adoption of a public school district’s and public school’s parent and family engagement plan. [A.C.A. § 6-28-116(2)(A)(3)(B)]

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

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

**LEA Information**

<b>District/LEA Name:</b>	Earle School District
<b>District Engagement Coordinator’s Name:</b>	Linda Maples
<b>Plan Revision/Submission Date:</b>	7/15/2022
<b>District Level Reviewer Name, Title:</b>	Carloss Guess, Federal Programs Coordinator

**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)
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<b>Community Member</b>		
Myra	Arquette	Crittenden County-Earle Librarian
Jacqueline	Thomas	Kids For The Future/Earle Alumni Cardinal Club
Shantell	Logan	Parent
Triniqueka	Watson	Parent
Tish	Knowles	Superintendent
Carloss	Guess	Federal Programs Coordinator

**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)
Paula	Bunton-Page	Teacher, Elementary Parent Facilitator
Christopher	Conway	Counselor, High School Parent Facilitator
Zandra	Johnson	Teacher, High School Parent Facilitator
Claudie	Forrest	Community
Vanessa	Green	Parent
Linda	Maples	Family/Community liaison

(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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

**Parent and Family Engagement: Required Uploads for 2023-24**

Monitoring is the regular and systematic examination of a state’s administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. **Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here:** <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>

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

<p>The Engagement Plan was <b>developed jointly with parents</b>, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p><b>Evidence that the LEA involves parents in the development of the District Engagement Plan (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- One example of a Committee meeting sign-in sheet that clearly identify parents in attendance <u>and</u> minutes from that committee meeting</li> <li>- One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input</li> </ul> <p>(The following information should be located on the District website.) <b>Evidence of how the Engagement Plan is disseminated to families and the community</b></p> <ul style="list-style-type: none"> <li>- Required: posted to district website by August 1st</li> <li>- Required: parent-friendly summary as supplement in student handbooks</li> </ul>
	<p><i>[Upload the below documentation for one Title I school. LEA should maintain documentation for EACH Title I school at the local level to be available for upload into Indistar at the request of the SEA.]</i></p> <p><b>Evidence that the Title I school provides assistance to parents in</b></p>

<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to <b>build parent capacity</b>. ESSA §1116 (e)(1-5,14)</p>	<p><b>understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- Title I meeting agenda/minutes/slide deck</li> <li>- One example of parent/teacher conference documentation showing how teachers work with families on these topics</li> </ul> <p><b>Evidence that the Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</b></p> <ul style="list-style-type: none"> <li>- Photos of parent resource centers or links to digital resource centers</li> <li>- Resources posted to the website, LMS, social media, etc.</li> <li>- Recordings or agendas from workshops to address literacy or math strategies</li> <li>- Tutorials/videos posted on website and/or social media</li> <li>- Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement</li> </ul>
<p>LEA should <b>use the annual evaluation findings</b> to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p><b>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</b></p> <ul style="list-style-type: none"> <li>- Survey results with meeting minutes</li> <li>- Focus group notes/minutes/reports</li> <li>- Written reports citing data indicating how the LEA will respond with policies, plans, and/or practices</li> </ul>
<p>At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)</p>	<p>LEA must <b>upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2023-2024 Engagement folder by October 1, 2023</b> verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search <a href="#">TransAct ParentNotices</a> for document "TPQ-01" for editable template in 10 languages, if needed.</p>

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<b>References</b>
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**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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.

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**DESE Reviewer Responses**

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**Section 1 - Jointly Developed Expectations and Outcomes**

- Changes Required
  - Compliance is Met
- 

**Comments:**

Thank you for your timely submission! It is clear that you have invested a great deal of time and effort in planning for 2022-23 and engaging your families. If you have any questions about the feedback I have provided, please do not hesitate to contact me at shannon.green@ade.arkansas.gov or 501-537-9896

**Your plan is being returned to you as "revise and submit."** The primary reason is because the **Assurances Statements are not checked**, which I think is due to a malfunction within Indistar after a recent update. However, we do need to have them checked since they are required components. Once you have completed this and sent it back, you should then be able to go to the submission tab and create your archived PDF for Indistar by clicking the "submit" button.

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**Section 2 - Building Staff Capacity through Training and Technical Assistance**

- Changes Required
  - Compliance is Met
- 

**Comments:**

8/12/22 - S.Green:

Thank you for including information about the requirement for 80% participation in conferences as well as the possibility of home visits.

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**Section 3 - Building Parent Capacity**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 4 - Coordination**

- Changes Required
  - Compliance is Met
- 

**Comments:**

8/12/22 - S.Green:

Great info provided on how you are working with partners to support students and families!

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**Section 5 - Evaluation and Reservation**

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Changes Required

Compliance is Met

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**Comments:**

8/12/22

You've provided a lot of information about the process the district uses for evaluation and long-range planning. Next year's plan could be strengthened by including some of the data from your needs assessments and specific strategies the district will implement in order to address those needs.