

# Jonesboro Leadership Magnet School 2024 - 2025 Arkansas Engagement Plan

## **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: Jonesboro Leadership Magnet School will ask parents to serve on the FACE committee to support this process. The parents will be asked at the end of the school year to serve on the following year's committee. JLMS shall enable the formation of our PATCHES group, an organization that will foster parental and community involvement within the school that will meet twice a semester. JLMS will involve parents on school family engagement planning committees. Meet with the PATCHES to identify areas of need. Jonesboro Leadership Magnet School will engage parents in the annual evaluation of the Title I, Part A Program's parental engagement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents, and school staff. The Title I committee, made up of teachers, parents, community members, and school staff, will determine the effectiveness of the parental engagement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental engagement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in the number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.

1.2: Parents are asked to complete a survey during spring conferences to evaluate each program and give suggestions for the following year. If the parent is unable to attend the spring conference, the survey will be sent via email, text, or Dojo. Parents may submit comments to the district if the Title 1 School Wide plan is dissatisfaction. The comments will be reported to the district office. Parents will be invited to serve on the Parent Family Engagement (PFE) Committee. To ensure we are including a diverse group of parents from our student body, we will also survey faculty & staff each year for a list of parents who may be candidates for this planning and evaluation team. A cross-section of the student population will be taken into account to ensure all or most demographics are represented. JLMS shall enable the formation of our PATCHES group, an organization that will foster parental and community engagement within the school. PATCHES meetings are held regularly throughout the school year giving families opportunities to contribute to this process in a meaningful way. JLMS will involve parents on school engagement planning committees. To support this process, JLMS will offer both school staff and parents training on how to contribute to this process. Parents can submit comments to the Family and Community Engagement Facilitator if the Title I Schoolwide Plan is not satisfactory. All comments will be turned in to the district office.

## **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: JLMS will distribute informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, email, texting, Class Dojo ..) The parents will sign the form stating they have received a copy of the family friendly copy of the district parent and family engagement plan. Each student is provided with a Nicky folder in which teachers and staff utilize as a form of communication with parents/guardians. The folders are used to send home weekly newsletters, homework assignments, pertinent classroom information, paper and work samples, progress reports and report cards, as well as reminders and parent-friendly information. There will be two Parent/Teacher conferences held during the school year. Teachers will hold conferences individually with parents of children in their classrooms if permitted. If not, teachers will hold conferences via Zoom. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school parent efforts and explanations of homework and grading procedures. If more conferences are needed, parents will be contacted. JLMS uses TransPerfect and ParentNotices to communicate with ELL parents. TransPerfect is a call-in interpreting service. Someone at the school calls TransPerfect and an interpreter is available. This allows the school and parent to have a conversation in the parent's home language. TransPerfect will be used when the school needs to contact parents for brief conversations. ParentNotices helps create parent letters to go home in other languages. JLMS will have a Family

Night which will provide an opportunity for the parents and their child(ren) to experience the school in a positive and helpful manner while school staff may provide any needed assistance or encouragement. This will take place in the second semester. Additional opportunities for parents/stakeholders to participate in school based activities: Family/Child(ren) Prom and Arise to Read Family Picnic. JLMS FACE coordinator is Crystal Vincent. She can be reached by calling 870-933-5855.

2.2: Teachers will use the School Web site to house classroom websites for each teacher. Homework assignments and pertinent classroom information will be available on classroom websites. The school will use the RCA App, Facebook, email, and Class Dojo as communication tools for families about activities, events, student success, academic issues, etc. Parents may use email to communicate with members of the school staff. Teachers will communicate with parent(s) using Class Dojo or email, parent(s) may also communicate with teachers using Class Dojo. Teachers will distribute a newsletter to parents with important information about their child(ren) learning. Each teacher will send home student papers and work samples for the parents to review. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. Teachers will call parents at their convenience to discuss their child's progress. Teachers also use Class Dojo to communicate with parents. Parents are also able to use Class Dojo to contact anyone at JLMS. By using Class Dojo, it allows the parent to respond at their earliest convenience. Teachers also offer to meet with parents before school, during their prep, and after school. JLMS will provide parent(s) reports and/or report cards with information regarding their child's academic progress and upcoming classroom and school events. Teachers will send parents a parent friendly letter in the first report card that explains their child's test results and standardized test scores if they are unable to attend parent/teacher conferences. JLMS will use a call out system to alert parents of school closings, important meetings, etc... JLMS also uses the RCA app to award points to students. Parents are encouraged to sign up on this app so they are able to see the points their child is earning and what they are earning them for.

2.3: The first conference will be October 24, 2024 from 3:30-8:30. The second conference will be March 20, 2025, from 3:30-8:30. If parent(s) are unable to attend Parent/Teacher conferences, teachers will give the parent(s) several different times they can meet with them. If they are unable to meet in person, the teacher will offer a phone call, conference over Dojo, or via Zoom. Parents may contact anyone via Class Dojo at their convenience to discuss any issues that may arise throughout the school year. The school allows parents to schedule meetings with administration, teachers, and/or staff at their convenience by calling the office to schedule the meeting.

### **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: Every fourth year, the Division of Elementary and Secondary Education requires a two hour training session for all certified staff. This professional development is documented and retained by the school for the purpose of license renewal as expected by DESE. JLMS encourages parents to become volunteers at the school. The parents can volunteer as lunch buddies, book club leaders, assist teachers with various activities, provide assistance in the library during book fairs, etc... The parents of JLMS students are encouraged to visit the parent center to check out different educational items to take home to complete with their students. The media specialist and faculty will aid parent(s)/guardians with Class Dojo sign up during the open house. The staff at JLMS attended the Professional Learning Communities at Work conference to learn best practices for the school. JLMS staff will be provided professional development on enhancing understanding of effective parent involvement strategies during the 2024 – 2025 school year. The staff will also attend RTI at work and the Ron Clark professional development for the House System. All new staff will be required to complete 2 hours of parental involvement professional development. The JLMS Media Center provides parent resources on the media center's webpage. JLMS teachers used Class Dojo, Zoom, Google Hangout, text message, phone calls, FaceBook, and email to reach students and parents during the shutdown of schools. AT JLM, we have created a new committee called the Learning Community task force. This task force is made up of teachers who will work to have best practices with parents. We will continue to implement and coordinate parent programs and build ties between home and school. We will always welcome parents into the school and seek support/assistance from parents. We always provide information in a format and language the parents can understand. The learning committee will respond to parent requests for FACE activities. JLM also recognizes that parents are full partners by including in the handbook the school's process for resolving parent concerns

#### **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)]

4.1: Title 1 meeting is held this year in the Fall to explain the curriculum used at school. This meeting is also used to discuss assessments that will be taken throughout the year, and state standards that need to be achieved. If parents are unable to make the meeting, teachers send home newsletters, Class Dojo messages, and/or discuss at parent teacher conferences.

4.2: JLMS holds an annual Title 1 meeting and explains requirements of Title 1 schools. At this time, the principal can answer questions and or provide explanations as needed to parents. Parents can monitor their child's progress by accessing the Home Access Center. The school office can provide the necessary code to the parents. JLMS uses ClassDojo so parents can easily access a teacher for any questions or concerns. They are able to message any staff member in the school. Teachers also use ClassDojo to remind students and parents about due dates. If the school is out

for any reason, parents are able to contact staff on ClassDojo for students. Parents and teachers are able to maintain a close relationship through Class Dojo.

4.3: JLMS will provide orientation training to parents and community members by the staff members and/or volunteers in charge of the various school volunteer programs. The training provides information to volunteers to ensure their volunteer experience is pleasant and successful. JLMS will provide opportunities for parents and community members to support the instructional program during the entire school year through such programs as Parents, Administrators, Teachers, and Community Helping Educate Students, 'P.A.T.C.H.E.S', Junior Auxiliary, Micro Mentors, and Lunch Buddies. The Parent Center is located inside the Library Media Center "LMC", materials are available to involve/assist parents in helping their children achieve academic success. A brochure listing materials and helpful Websites are available in the office and LMC. Parents may check out materials from the parent center, use the computers to check grades, and visit educational Websites. Different parent nights are held to provide an opportunity for the parent/child to learn together. (Examples might include: Nutrition Night in which they learn to make healthy snacks at home, Literacy Night, or fitness night in which a Zumba or MIXXEDFIT instructor comes to teach)

4.4: Newsletters will inform parents of the volunteer opportunities coming up weekly and/or monthly and who to contact for the volunteer activity. Notices and electronic messages are sent to provide information to parents about upcoming volunteer needs. This provides parent and community members the opportunity to support the instructional program through guest speakers, book club leaders, musical programs, mentoring, and book fair volunteers. JLMS offers a magnet preview night, during the second semester, to allow prospective students and their parents an opportunity to view the campus and classes at JLMS. The night also offers the opportunity to meet and question all staff members about the academic programs and aspects of JLMS. JLMS will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts. Teachers will explain the P.A.T.C.H.E.S program and encourage the parent(s) to become involved in the school. The Learning Community committee will work with parents to participate in school decisions together, develop school goals and priorities, evaluate the school's improvement plan for effectiveness, and help parents understand nutritional planning and meal prep. The JLM library has several books available for checkout that contain information about meal prep, nutritional planning, and recipes.

4.5: JLMS staff and parent volunteers provide instruction to parents by purchasing parenting materials, which can be copied and sent home. These materials help parents to learn how to incorporate developmentally appropriate learning activities in the home environment. Also, access to the Department of Education website tools for parent(s) and other strategies or curricula developed or acquired by the school for parents at home parental instruction approved by the Department of Education. JLMS will promote and support responsible parenting; The school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to check out the materials for review.

4.6: Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer(s), the use of and access to the Department of Education website tools for parents, developed or acquired by the school district for at home parental instruction. This will be done through Literacy and Math Night and Open House as well as other Parent Nights throughout the year.

## **5: Coordination**

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, 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: JLMS will work with First Church to provide underserved families with a backpack of food each Friday. Several anonymous individuals donate items of food for the backpacks. There will be at least one special food box distribution per week to families. To be eligible the family should have a child enrolled and attending JLMS Elementary. JLMS staff and First Church will partner to effectively run the program. The food from this program is meant for all family members, not just the individual child. JLMS works with several different organizations to provide extra help to students who struggle in school by providing volunteers to be lunch buddies and tutors. JLMS works closely with Walnut Street Baptist Church to provide Friends for Life volunteers. Word Baptist Church also works closely with JLMS to provide food, drinks and activities during several parent events during the year. The counselor, Traci Brewington, has a list of resources for parents to access. The school website also has a list of resources for parents under the section parent information. JLMS also works with Men of Leadership to have a mentoring program for 3rd grade boys that attend JLMS. JLMS had four organizations that donated money to get each student a house shirt.

5.2: The Emergency School Pantry and Food Box Program will be administered by Arkansas Foodbank and implemented in partnership with Food Bank of Northeast Arkansas, Food Bank of North Central Arkansas, Northwest Arkansas Foodbank, Harvest Regional Food Bank, and River Valley Regional Food Bank. The purpose of the program is to provide additional food assistance to JLMS families. This program will target children and families being served by USDA Child Feeding Programs in schools or at community sites. Men of Leadership will be meeting with the 3rd grade boys during their lunch to build leadership skills. JLMS will partner with the Public Library to provide families with a literacy night. JLMS staff deliver Thanksgiving meals to families in need. The school works with the volunteers to assemble the meals. JLMS staff works with the Junior Auxiliary of Jonesboro, AR to provide students with book clubs. First United Methodist provides a Christmas Emporium to families in need at JLMS. Jonesboro Police Department brings the DARE program to our students for drug prevention awareness in the 5th grade. Craighead County Library System will come and help families sign up for a library card during open house or family night. Cane Connect provides an after school tutoring/enrichment program for our students here at JLMS. The school

also has a Christmas Store for students to shop with their earned points. The Christmas Store is run by volunteers. JLM works with the Kindergarten Center and our Junior High Schools, Douglas MacArthur Junior High and Annie Camp Junior High, to prepare students for the next step in their journey. Our administration team and counselor meets with the administration team at the Kindergarten Center to understand how we can best help our first grade students transition to our school. We provide our incoming first graders with a preview night to become familiar with our school and an Open House where students can meet their teachers and tour the school. Our administration and counselor also meet with both junior highs to help our 6th graders better transition into 7th grade. Our 6th graders work with our JLM counselor and the junior high counselors to create their schedule to help determine what classes they would be interested in enrolling for the upcoming school year.

5.3: JLMS will enable the formation of PATCHES, a group that organizes and fosters parental and community involvement within the school. Leaders of this organization will be utilized in the decision making processes of the school as it pertains to the student's educational process. Parents will be able to find all information at this link.

<https://www.jonesboroschools.net/Page/249>

## **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: The Annual Title I meeting will be held in the Fall of 2024. This meeting will be held in person. It 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 the school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. JLMS will hold a Title I meeting for all parents and stakeholders to inform them about the school's participation in the Title 1 program. The parents will be provided with a copy of the parent family engagement policy and parents' rights under Title I. [Annual Title 1 Meeting Agenda](#)

## **7: School-Parent Compact** (Title I schools)

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

### *Guiding Questions*

- 7.1:** How does the School jointly develop a School-Parent Compact which does the following:
- Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement
  - Addresses the importance of regular two-way, meaningful communication through:

- conferences (no fewer than 2 each year)
- frequent reports on progress
- reasonable access to staff
- opportunities to volunteer
- observation of classroom activities

[ESSA § 1116(d)]

**7.2:** How do families access the compact in order to understand the shared responsibility for improved student academic achievement?

- Including parent-teacher conferences in elementary Schools, at least annually
- Include a link or insert the language of the compact to demonstrate this requirement has been met.

[ESSA § 1116(d)(2)(A)]

7.1: JLMS staff, parents, and students will develop a school, parent-student compact. Please click the following link for the school compact. ([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. Volunteers sign in at the office each time they visit. This information will be compiled into a Google Sheet for the school staff to access when needing volunteers. Parents are invited to volunteer by the school, teachers, and/or the media specialist. JLMS sends home reports on students' district assessments at least three times a year. Parents may contact the staff via phone, text, Class Dojo, email, or sending a note. Parents may use text, email, and Class Dojo at any time. Parents are invited to music programs, awards ceremonies, volunteer in classrooms, and family nights. Parents are invited by the following methods: notes in the child's folder, email, phone call, Dojo, in person, or text message.

7.2: There will be two Parent/Teachers conferences held during the school year. The first conference will be October 24, 2024 from 3:30-8:30. The second conference will be March 20, 2025, from 3:30-8:30. The teachers will provide the parents with report cards, ATLAS scores, reading inventory scores, math placement, and contact information. If the parent is unable to attend on this day, the teacher will provide other options to the parent. At parent teacher conferences is also an opportunity to review the compact with parents who may have questions.

### **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 parents will receive information about the Title 1 budget as it pertains to the parent and family engagement activities. This information will include, but not be limited to, the

current budget, examples of past purchases, and explanation of acceptable expenditures. Parents will be asked for input as to beneficial ways to utilize the Title 1 budget. Our school plan will include Family Night Out events, family and parent education, teacher training, and family engagement events. JLM uses Title I, Part A funding to ensure a high quality education by providing supplemental services, materials, and education for families, as well as, training staff in effective techniques to engage families. Each year the funding is reviewed and determination is made about how funds should be spent for the upcoming school year. The determination is made by a combination of school personnel and parents during the spring review of the F. A.C.E. plan. One of the events is the data nights for students and parents. The students review all their data with their parents. During the 2024-25 school year Title I funds will be used in preparation for all F.A.C.E. events to provide necessary materials and supplies to ensure the success of the event. In addition, Title I funds will be used to maximize communication with Families and Community through the purchase of communication kiosks.

8.2: JLMS will share with parents about the budget for parent and family engagement activities and programs during the Title 1 meeting. JLMS provides an opportunity for parents to take a survey at parent – teacher conferences during the fall and spring to provide input on areas at the school. JLMS parents will receive a physical copy of the Parent Compact at Open House.

<b>Assurances</b>
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*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](mailto: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

<b>School Name:</b>	Jonesboro Leadership Magnet Elementary School
<b>School Engagement Facilitator Name:</b>	Crystal Vincent
<b>Plan Revision/Submission Date:</b>	May 28, 2024
<b>District Level Reviewer Name, Title:</b>	Cindy Thompson/District School Improvement Specialist
<b>District Level Approval Date:</b>	

### 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)
Crystal	Vincent	FACE Coordinator
Amanda	Sanders	Principal
Josh	Fleming	Assistant Principal
Kimberly	Newcomb	School Improvement Specialist
Traci	Brewington	Counselor

**Committee Members, Role***(Select "Repeat" to open more entry fields to add additional team members)*

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Jennifer	Williams	Instructional Facilitator
Kathy	Tilson	Community Member
Debbie	Spence	Community Member
Missy	Murray	Community Member
Vicki	Kreis	Teacher

**Committee Members, Role***(Select "Repeat" to open more entry fields to add additional team members)*

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Adrienne	Osborne	Parent
		Parent
Whitlee	Layne	Staff

**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\\_En](https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_En)**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) (<mailto:ade.engagementmatters@ade.arkansas.gov>) or 501-371-8051

**Section 1 Jointly Developed**

Please add : *What efforts have been made to ensure adequate representation of parents and families of participating children in the process*

**Section 2 Communication**

*Compliance is Met*

**Section 3 Building Staff Capacity**

*Please explain more of the best practices of what and how they were trained.*

- *how to reach out to, communicate with, and work with parents as equal partners*
- *how to respond to parent requests for parent and family engagement activities*
- *that parents play an integral role in assisting student learning*

- *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]*

#### **Section 4 Building Parent Capacity**

*Please add:*

- participation in School decisions*
- *development of School goals and priorities*
- *evaluating the effectiveness of the School-level Improvement Plan*
- Assistance with nutritional meal planning*

#### **Section 5 Coordination**

*Add transition from K to 1 and 6 to 7*

#### **Section 6 Annual Title Meeting**

*Add LINK*

#### **Section 7 School - Parent Compact**

*Compliance is Met*

#### **Section 8 Reservation of Funds**

*Please add:*

- 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?*