

Creekside Middle School
2025-2026 Arkansas Engagement Plan

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are *required* but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed

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)]

Goal: Parents will play an integral role in assisting student achievement.

To help parents in assisting students, CMS and/or the district will:

1. Schedule regular parent involvement opportunities where parents are given a report on the state of the student and an overview of:

a. What students will be learning, student expectations in each subject at each grade level, information regarding how parents can foster learning at home and how to give appropriate assistance, monitor homework, and give feedback to teachers.

a. At PTC, opportunities for student-led conferences

b. What parents should expect for their child's education

a. Creekside counselor at PTC in the spring to help parents with scheduling and other questions related to junior high

c. How parents can assist and make a difference in his/her child's education

d. Provide information on how to assist students with skills that need improvement

a. Graphic for accessing online learning portals, including Lexia, Zearn, Reflex, and Google Classroom

e. Provide alternative methods for diverse students

(This is accomplished through Open House, Team Parent Nights, Parent Teacher Conferences, Title 1 Parent Night,

Parent Information Nights, Academic Nights, PTO events, and other school events during and after school hours).

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)(i)]
- **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)]

Goal: Communication between home and school is consistent, two-way, and meaningful.

To conduct effective communication from school to home and from home to school about academic and schoolwide programs and student progress, CMS will:

1. Prepare informational packets including accessible via parent "corner" in front office and/or electronic communications, including:

CMS Parent-School Compact and PFE Brochure

Middle School Student Handbook

Ways for parents to become involved in their child's education: PTO, Parent-teacher conferences/Title 1, Parent Night, Open communication with teachers and staff, including email, phone call, and Talking Points app, Mentoring Matters program, Gives Back program, Parent Information Nights through OGC/Arisa Health, Homeroom parent volunteer, Guardians in Action, Field trip chaperone, Creekside Reads (Fall 2024), Parent book club (Spring 2025), PFE Advisory Board, School Counseling Advisory Board.

Calendar of Events schedule for Fall 2025:

CMS Open House: 8/6, 4:00-6:00 pm

CMS PTO Meetings: 8/21, 9/4, 10/2, 11/6, 12/4, 1/10

CMS PTO Spirit Nights: TBD

CMS PFE Advisory Board Meetings: 9/18 and 11/13

CMS Volunteer/Mentoring Training: 9/4

CMS/OSCE Culture Night: 10/10

Parent Teacher Conferences/Title 1 Parent Nights: 10/24 and 10/29

School Counseling Advisory Board Meeting: 10/10
Signs of Suicide Parent Information Night
Empower Me Parent Information Night
Creekside Reads (9/25-10/27) and Family Night (11/2)
CMS Band Concert: 12/2
CMS Choir Concert: 12/4
CMS Orchestra Concert: 12/11
Calendar of Events schedule for Spring 2026:
CMS PTO Meetings: First Friday every month
CMS PTO Spirit Nights: TBD
CMS PFE Advisory Board Meetings: 2/19 and 5/14
Parent-Teacher Conferences: 3/6 and 3/11
Spring Parent Book Club: 1/29-3/1
CMS Choir Performance: 5/14
CMS Band Concert: 5/5
CMS Orchestra Concert: 5/7
School Counseling Advisory Board Meeting: 5/8
Fun and Field Day: 5/21
Awards Assembly: TBD

2. To encourage communication and collaboration with parents, CMS will schedule no less than two parent-teacher conferences per school year.

PT Fall Conference Dates: 10/23 and 10/28 from 3:15-7:00 and 3:15-6:45

PT Spring Conference Dates: 2/19 and 2/24 from 3:15-7:00 and 3:15-6:45

3. The school may plan and engage in other activities determined to be beneficial to encourage communication with parents, such as:

Provide clear information about report cards and how grades are earned

School newsletter/Team emails/school webpage/social media (Facebook/Instagram)/Talking Points App

Notification to families of students receiving awards and recognition

Communication to families regarding students' academic, behavior, and/or social-emotional progress

Teacher access to telephones to communicate with parents during or after school

Teacher and administrator email to communicate with parents

Parent access to telephone numbers and email addresses of the school, principal, assistant principal, teachers, and counselors

A responsive open door policy that is defined collaboratively by staff and families

CMS informal activities at which parents, staff, and community may interact (e.g. Family/Parent Informational Meeting Nights; Culture Night; Fun and Field Day, etc.)

Disseminating information clearly and specifically by using language that is understandable to all parents in

a multi-method approach (newsletter, website, report cards, weekly team emails/newsletters)

Translating communications to assist non-English speaking parents, as needed

Parental feedback on their student, the school, and opportunities and activities offered through surveys at various time throughout the school year or participation in the PFE Advisory Board

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); A.C.A. § 6-15-1702(b)(3)(B(ii))]

Goal: Build staff capacity to work with parents as equal partners.

Parents are welcome in the school and their support and assistance is sought.

To organize volunteers to support and assist, CMS will have policies and procedures that encourage parents to visit our school, specifically including:

Written procedures allowing parents to visit their child's classroom during school events (handbook).

Invite parents and guardians to eat lunch with their child in the cafeteria.

Invite parents to serve as "Guardians in Action".

Ensure that office staff greetings and signs near the entrances and any other interaction with parents creates a climate in which parents feel valued and welcome (handbook). Work closely with PTO leadership. (Heather Brown - President)

Survey parents regarding their interests (PTO, Gives Back, Mentoring Matters, PFE Advisory Board, etc.). Determine how frequently a volunteer would like to participate, including the option of just one time per year.

We will include options for those who are available to help at home. (virtual guest speakers)

We will communicate steps for resolving parent concerns in the student handbook (district website).

All staff will recognize the value of a positive school-parent relationship by:

Participation in Parental Involvement Professional Development (2 hrs)

Encouragement to connect content to professional careers and seek parents as guest speakers.

Encourage parent volunteers and collaborators during the school day and as part of afterschool activities.

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 Division of Elementary and Secondary Education website tools for parents [<https://dese.ade.arkansas.gov/>]*
 - *assistance with nutritional meal planning*
- [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Goal: Positive parenting skills are promoted and supported.

To promote learning CMS will:

Provide access to grade level curriculum through the Bentonville Schools Website

Provide training on how parents can access and understand standards based grading

Provide parenting books, magazines, newsletters, etc., related to topics pertinent to our age group and

demographics, and give parents an opportunity to borrow the materials for review (use the following link: <https://www.smore.com/4mfq9-parent-library>). These resources can be accessed via the parent corner in the front office and/or via electronic communication.

Counseling newsletter and/or information nights connected to character development/social-emotional development topics being discussed that month.

Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting, such as:

Newsletters sent home per classroom, counselor, and/or school.

School website links to resources (educational/parenting).

Access to information via school's social media (Facebook/Instagram).

Parenting books, magazines, newsletters, etc. available for checkout through the school library

Providing families with information on child and adolescent development.

Communicating with parents in an ongoing manner, using diverse methods which reflect a respect for parental and cultural differences.

Informing parents of other opportunities to attend parenting training (e.g. other middle school or Bentonville schools events, community events, etc.).

After-school parent information meetings focused on adolescent growth and development and parent- student communication.

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)]

Goal: Recognize that community resources strengthen school programs, family practices, and student learning.

To take advantage of community resources, CMS shall,

1. Engage in activities that the school determines will use community resources to strengthen school programs, family practices, and student learning. Fall and Spring community volunteer opportunities (e.g. help pack Snack Packs, Angel Tree Project, animal shelter, Earth Day, etc.)
2. CMS will utilize business and community group resources for school supplies and clothing for needy students. (Samaritan Community Center, Clothed with Compassion, DEB Project, Fill the Bus, Shop with a Cop)
3. Participate in Mentoring Matters program, Snack Pack program, Gives Back program, Bright Futures, and/or community outreach
4. Tap into the expertise of the community for guest speakers for teacher in-service, parenting workshops, student assemblies, etc. (Ozark Guidance/Arisa Health)
5. CMS will respond to the educational and personal success challenges that military connected children face during their transition to a new school and keep them on track to be college, workforce, and lifeready.
6. Creekside Middle School will respond to the educational and personal success challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce, and life-ready. Also, we will coordinate any additional services needed with the district and/or state military liaison.

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)]

During Parent Teacher Conferences on October 24 & 26 from 3:00 - 6:30 pm

Teacher Leaders:

- Mindy Yaeger - Title 1 Teacher & Literacy Interventionist
- Whitney Hackmann - Literacy Interventionist
- Liz Blinn - Math Interventionist

Agenda:

- Discuss Math/Reading strategies
- Explain current intervention curriculum and practices
- Provide extra resources for students in Tier 2 & Tier 3 interventions
- Communicate individual student academic progress and support
- Answer questions

Parent Communication sent through CMS September Newsletter

[Link](#)

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)]

[Text box for responses]

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)]

[Text box for responses]

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)(1-2)]
- **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
 - what a parent should expect for his or her child's education
 - how a parent can assist and make a difference in his or her child's education.

- [A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
A.11: Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
 [A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- **A.12:** The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.
 [A.C.A. § 6-15-1702(b)(6)(B)]
- **A.13:** The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.
 [ESSA § 1116(a)(3)(D)]
- **A.14:** The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
 [ESSA § 1116(b)(4)]
- **A.15:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
 [ESSA § 1116(c)(4)(C)]

School Information

School Name:	Creekside Middle School
School Engagement Facilitator Name:	Christina Sutton
Plan Revision/Submission Date:	5/30/25
District Level Reviewer Name, Title:	Dr. Christie Jay
District Level Approval Date:	

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>
Christina	Sutton	Counselor/Parent and Family Engagement Facilitator
Julia	Woods	Principal
Tiffany	Ansel	Vice Principal
Mindy	Yeager	Literacy Acceleration/Title 1 Coordinator

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](#)

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 visit our website [#EngagementMattersAR](#)