

School Template - 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)]

At Apple Glen Elementary, our vision is to be a Visible Learning School where learning is seen through the eyes of students. Our mission is to inspire students to learn and grow through seeking feedback, celebrating challenges, and taking ownership of their learning. Our intent is to foster relationships with family and community members so they may participate in this educational process in a variety of ways. To begin, teachers communicate regularly with families regarding student progress, ways to support students at home, and opportunities to participate in fun and educational events at the school. We also encourage family and community members to volunteer at school. We strive to create an environment where volunteers can interact with and support students directly, however we also value and appreciate indirect support. We believe the partnership between families and staff is critical to student achievement and growth. The Apple Glen Parent Engagement Team actively works with parents and families to develop and review our Apple Glen Engagement Plan. We strive to ensure adequate representation of parents and families by reviewing and taking into consideration the specific needs and feedback from our families in the PARENT AND FAMILY ENGAGEMENT SURVEY (April 2025), Qualities of a Visible Learning Teacher- Parent Survey, and conducting PARENT ENGAGEMENT MEETING (April 23, 2025, August 2025).

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)]

To conduct effective communication from school to home and from home to school about school programs and children's progress AGE shall:

Prepare Informational Packets to be sent home via Tuesday Folders and on the school website including:

AGE's Parent Engagement Plan and contact information for the Parent Facilitator (Ammie Burrow aburrow@bentonvillek12.org or 479-254-5588). Volunteer Training will be offered at various times both in person (August 26, 2025 & September 11, 2025) and throughout the year via [Video](#).

Recommended roles for parents, students, teacher, and the School

Ways for parents to become involved in his/her child's education. (Visible Learning Book Study, PTO, Guardians in Action, Classroom Volunteers, Book Fair, Apple Fest, Mentorships, Guest Readers, Apple Glen Gives Back, Fun & Field Day, Homeroom Parent, Picture Day, Classroom Parties, Family Nights, Grizzly Gathering, Student Learning Showcases, Color Run)

Survey regarding parent's interests concerning volunteering at school.

Events planned throughout the year to encourage parent engagement (Open House August 7, 2025 11:30-1:00 Kindergarten & 4:00-6:00 1st-4th- Curriculum Night & Volunteer Orientation August 26, 2025 5:00-6:15- Grizzly Gathering September 5, 2025 1:20, Volunteer Orientation 11:30 and PTO Meeting 12:00 September 11, 2025- Student Learning Showcase 1st Grade October 2025- Grizzly Gathering October 3, 2025 1:20- Apple Fest October 10, 2025 4:00-6:00 - PTO Meeting October 9,

2025 12:00- Parent Teacher Conferences October 2025, Fall Parties October 31, 2025 1:30- Grizzly Gathering November 5, 2025 1:20- PTO Meeting November 11, 2025 12:00- Veteran's Day Musical November 2025 6:00- Grizzly Gathering December 5, 2025 1:20- PTO Meeting December 11, 2025 12:00- Family Night December 2025 4:00-6:00- 2nd Grade- Musical December 2025 6:00 - Winter Parties December 18, 2025 1:30- PTO Meeting January 8, 2026 12:00- Grizzly Gathering January 9, 2026 1:20- Student Learning Showcase- 4th Grade February 2026 Family Night February 2026 4-6- Grizzly Gathering February 6, 2026 1:20- PTO Meeting February 12, 2026 12:00- Valentine's Day Parties February 13, 2026 1:30- 1st Grade Musical February 2026 6:00- Student Learning Showcase Kindergarten March 2026 -Grizzly Gathering March 6, 2026 1:20 - Parent Teacher Conferences March 2026- Family Night April 2026 4:00-6:00- Grizzly Gathering April 3, 2026 1:20- Volunteer Appreciation 11:30 April 9, 2026-PTO Meeting April 9, 2026 12:00-Kindergarten Kickstart April 2026 4:00-6:00- Student Learning Showcase 3rd Grade, 2nd Grade May 2026 Grizzly Gathering May 1, 2026 1:20- Donuts with Grownups May 12, 2026 7:00 a.m- PTO Meeting May 7, 2026 12:00-. 4th Grade Clap Out May 15, 2026 8:00- Kindergarten Celebration May 21, 2026 10:00- 4th Grade Celebration May 21, 2026 12:00- Talent Show May 21, 2026 8:30- Fun and Field Day May 22, 2026)

A system to allow parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and school administration. (email, phone, Tuesday Folders, Facebook, Class Dojo)

To encourage communication with parents, AGE will schedule no less than 2 parent-teacher conferences per school year. (October 2025 & March 2026)

Plan and engage in other activities determined to be beneficial to encourage communication with parents such as:

- Provide clear information about skills assessments, report cards, and how grades are earned (Curriculum Night August 2025)
- Monthly School Newsletter (Grizzly Gazette)
- Weekly Classroom Newsletters
- Tuesday Feedback Folders
- Insuring that parents have access to the District Handbook either electronically or paper and obtaining parent signatures from handbook summary
- Notify families of students receiving an award or recognition (Grizzly Gatherings)
- Notify families regarding student academic or behavior concerns as well as positive feedback regarding these areas (Class Dojo, emails, phone calls)
- Develop, foster, and promote a responsive open door policy
- Promote informal activities at which parents, staff, and community may interact. (Apple Fest, Family Nights, Donuts with GrownUps)
- Disseminate information clearly and specifically by using language that is understandable to all parents in a multi-method approach (newsletter, web, report cards, and interim/progress reports).
- Translate communications to assist non-English speaking parents as much as feasible.
- Provide parenting information and tips via Facebook, Grizzly Gazette, Parent Book Talks, school and district's webpage

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))]

Apple Glen staff builds their capacity to work with parents as equal partners by:

- Ensuring our school has a clear picture of the quality of practice expected from teachers and establishes a shared understanding across the school about what makes a good teacher, Apple Glen teachers will strive to implement the TOP 4 Teacher Qualities of Practice constructed from a PARENT SURVEY .
 - Apple Glen Teachers are Highly Relational
 - Apple Glen Teachers Establish a Culture of Feedback
 - Apple Glen Teachers Foster a Safe Learning Environment
 - Apple Glen Teachers have High Expectations for all Students
- Reviewing our district process for resolving parent concerns as outlined in the School Handbook (how to define a problem, whom to approach first, and how to develop solutions)
- Training for staff (Conscious Discipline, Visible Learning) on how to value a parent's role in student learning, how to communicate and build ties between home and school, how to access interpreters/translators when needed, and how to successfully respond to parent requests
- Weekly Homework Folders

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)]*

Apple Glen provides opportunities for parents to play a role in their children’s academic success. Apple Glen provides parents with timely information about the following:

- A description and explanation of the curriculum used in our school (Curriculum Night August 2025)
- State and local academic assessments used to measure student progress, including alternate assessments (Parent Teacher Conferences- October 2025 & March 2026, monthly newsletter Grizzly Gazette, teacher weekly newsletter, emails)
- Achievement levels of the challenging state academic standards students are expected to meet (Parent Teacher Conferences- October 2025 & March 2026, monthly newsletter Grizzly Gazette, teacher weekly newsletter, emails)
- “What’s Next Night” for families of students transitioning between Apple Glen Elementary to Middle School (May 2026)
- Weekly Homework Folder
- TeacherEase

The staff at Apple Glen provides assistance to parents in understanding how to monitor their child’s progress and how to work with educators to improve the achievement of their children (Tuesday Feedback Folders, Feedback Sheets, weekly newsletters, TeacherEase, Curriculum Night, Kindergarten Night).

The School provides parents with materials and training to improve their children’s achievement (VISIBLE LEARNING parent Book Study, Parent Resource Center in the Library, Weekly Newsletters with Learning Intentions and Success Criteria, District Offered Parent Trainings shared with parents via PeachJar).

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and*

postsecondary schools or careers

- *wraparound services that allow families to send their children to school ready and able to focus on learning*

[ESSA §1116(e)(4)]

- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

Apple Glen coordinates with other organizations, businesses, and community partners to provide additional support, services, and resources to families.

Apple Glen Gives Back, Trike Theater (Acting Right), Amazeum (Family Night), Clothed with Compassion, Choose Love, PTO Spirit Nights, Career Day guest speakers from local businesses, Eason Counseling and Associates, Arisa Health, Vantage Point, Buddy Pegs, Boys & Girls Club, and the Walton Arts Center. Rogers Historical Museum, Gap Relief Trauma Informed Care, Altrusa Dictionaries for 3rd Grade, Children's Advocacy Center, Local Churches, Mixed Tape Entertainment, Laundry of Love, School Supply Donations/Ledger, Ignite Program, Kendrick Fincher Foundation

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)]

[Text box for responses]

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:	
School Engagement Facilitator Name:	
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	
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>

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](#)