AR
John P. Woods Elem School (Fort Smith School District)
3201 Massard Road
Fort Smith AR 72903
479-452-5808

School 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)]

• To take advantage of community resources, Woods Elementary will consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

• Woods Elementary has an active Parent Teacher Association that fosters parental and community involvement within the school.

• The school will involve parents on school improvement planning committees. For information contact: Sharla Whitson , Principal – (479) 452-5808

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)]

• Woods Elementary distributes a monthly newsletter online which includes classroom news and a calendar of monthly events, dojo, parent link (phone calls), and surveys.

• Informational packets are prepared and sent home to parents at the beginning of the school year or when a new student registers online during online enrollment and new students will be provided information.

• The school uses a variety of forms to communicate to the parents such as school-wide phone calls, notes on specific activities, a school website, Facebook page, and marquee messages.

For information contact: Sharla Whitson Principal– (479) 452-5808

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)]

Parent Teacher conferences
Title I night Report To The Public
Family Engagement Activities (e.g. Fall Festival, Family Picnic Night, Field Day)
Science & Literacy Nights
Surveys
School Wide Assemblies

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]

○ assistance with nutritional meal planning

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

To build parents' capacity to play a role in their children's academic success they will provide in a variety of ways. The school curriculum is provided to parents during conferences and communicated through the year using Schoology. A Title I meeting will be held for all parents to attend at Woods to learn about Title I funds and how the money is used to improve their child's success! Administration and Teachers communicate with parents during open house, Kindergarten open house, and in person contact allowing parents to sign up for volunteering at Woods. PTA sends social media announcements and sends notes home. A Parent Center will be located in the lobby, providing career, safety, tutoring, and monthly news benefiting students. The Woods website, Department of Education website, and Fort Smith Schools website are tools parents can use to view developmental activities. Woods staff will assist parents daily, weekly, and monthly on upcoming school events, assessments, curriculum activities by sending notes, using parent link, dojo, and schoology.

For information contact: Sharla Whitson Principal – (479) 452-5808

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)]

• Woods Elementary School will prepare and distribute annually to the parents of each child in the school a school informational packet. The packet will include:

- Principal Letter, Free & Reduced Letter, Student Handbook (Picture Approvals etc.), Title I Compact, Vision/Hearing Screen Sheet (K-2nd), School Menu, Student Information Sheet, Nurse's Policies, Safe School Helpline Flyer

- Permission and Activity notes

- Parent Survey (Capturing Kids Hearts)

-PTA meetings

- Informative materials regarding responsible parenting located in "Parenting Center" outside school office -

Additional parenting books and materials are located in counselor's office for review and check-out

• Woods School distributes and utilizes the district's policy handbook for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.

• The school counselor has been designated to serve as a parent facilitator. Partners and Alumni participate in a variety of school events (Red Ribbon Week, Career Week, Kindness Week).

For information contact: Sharla Whitson, Principal; Hannah Massey, School Counselor– (479) 452-5808

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)]

August 10, 2026 5:00 pm

We will share with parents our Title I plan for the 2026-2027 School year. We will specifically share the amount of the budget and where the money is going to be allocated to help support student success as it pertains to academics and social emotional health. We will also field any questions that parents may have and accept any suggestions and feedback for the plan.

- Funds to assist all students
- Ensure Title I planning is incorporated into existing school planning
- Use effective instructional strategies based on Scientifically Based Research
- Provide instruction by highly qualified teachers
- Provide professional development
- Provide strategies to increase parental involvement
- Coordinate services and programs

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, 2 annually (Fall & Spring)* ○ *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

School staff, parents, and students will develop a school-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.

The parent compact is included in the beginning of year paperwork sent home with students. Parents read the compact and return it signed with the student's signature and the parent's signature. A copy is placed in the student's cumulative folder.

For information contact: Sharla Whitson Principal ; Hannah Massey, Counselor (479) 452-5808

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)]

The school utilizes the Title 1 allocation of funds through a variety of methods. Purchase of Substitutes for Data Days, Headphones with and without Microphone.

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.
[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
[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:	J.P. Woods Elementary School
School Engagement Facilitator Name:	Hannah Massey
Plan Revision/Submission Date:	**5/8/2026**
District Level Reviewer Name, Title:	Caroline Neel, Director of Federal Programs & Strategic Initiatives

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)***
Sharla	Whitson	Principal
Hannah	Massey	School Counselor
Jeffery	Judkins	Teacher
Dani	Wheeler	Teacher
Melissa	Sanders	Parent
Megan	Hammer	Parent

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 501-371-8051.