

Thomas Jefferson Leadership Academy (Bentonville School District)

810 Bella Vista Road, Bentonville, AR 72712

479-254-5860

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)]

Thomas Jefferson Leadership Academy values parent input in the learning process and seeks to provide regular opportunities for parents to provide input and be involved in their child's education. Each spring, the school sends a survey to parents to gather input in a variety of areas, including but not limited to leadership, academics, and overall student engagement. The school also provides opportunities throughout the year, such as PTO Meetings, Open House, Parent Teacher Conferences, and digital suggestion boxes where parents can provide input, ask questions, and get involved at the school.

Thomas Jefferson Leadership Academy has the following expectations within our Parent Family Engagement Plan:

The school will...

- Communicate consistently and proactively with families regarding their student's progress, both academically and behaviorally
- Prepare and deliver quality lessons for students
- Engage in professional development to remain aligned with best practices in the field of education
- Explicitly teach students how to behave in a safe, respectful, and responsible manner, and positively recognize students who are meeting expectations
- Collaborate regularly in professional learning communities to monitor student progress and provide necessary interventions and/or enrichment to students
- Request parent input on how the school can improve

The parents will...

- Be involved in their students' learning throughout the school year
- Read school and teacher communications
- Communicate regularly with their child's teacher
- Attend Parent/Teacher Conferences
- Ensure students attend school consistently and arrive on time
- Reinforce the school expectations of being safe, responsible, and respectful
- Encourage their child to take initiative, include others, grow as learners, exhibit integrity, respectfully collaborate, and serve their communities.

The students will...

- Arrive at school ready to learn each day
- Be on time
- Come prepared with the necessary materials

- Behave in a safe, respectful, and responsible manner
- Put forth their best effort
- Be a problem solver
- Maintain a growth mindset
- Learn and develop leadership skills

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- 2.21: 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, teachers, 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)]

- Send home monthly newsletters from the administration and weekly newsletters from classroom teachers regarding:
 - Important Dates
 - Curriculum/Student Learning
 - Volunteer Opportunities
 - Resources for Parents
- Maintain the school website and social media platform throughout the year so parents can access pertinent school information
 - Parent Family Engagement Plan
 - Staff Names and Contact Information
 - Upcoming Events
- Contact parents to share positive feedback about students, as well as any academic or behavioral concerns.
- Provide a variety of platforms for communication.
 - Email: Contact information can be found on the school website
 - App: School Status- District Communication Platform
 - Phone Call: Our office phone number is 479-254-5860
 - Digital Suggestion Box: QR codes will be located in the school building and via the monthly newsletter for parents to provide input or ask questions to the admin team
- School staff will strive to respond within 1 business day to all communication.
- Offer sessions and opportunities throughout the year at various times for parents to come to the school to learn and ask questions.
 - Parent Orientations and Workshops

- Parent/Teacher Conferences
- Back to School Kickoff
- Open House
- PTO Meetings

DATES:

Aug:

8-7: Open House: 4:00 to 6:00 (Grades 1-4) 1:00 to 2:30 (Kinder)

8-11: First Day of School

8-24 Volunteer Training @ 9am

Sept:

9-4: Volunteer Training @8:30 & PTO Meeting @ 9:00

9-7: No School-Labor Day

9-8: Fall Picture Day

9-8: Back to School Kickoff 4:30 to 7:30; Volunteer Training will be offered at this event. (Tentative Date)

9-25: Donuts with Dudes @7:00 AM

Oct:

10-2: PTO Meeting @9:00

10-5-10-9: Bike to School Week

TBD: Fall Festival

10-15: Staff Development-No Students

10-16: Teacher Work Day-No Students

10-19: Fall Picture Retakes

10-22 to 10-26: Fall PT Conferences and Book Fair

Volunteer Training on 10/23 @ 4:30

Volunteer Training on 10/27 @ 5:30

10-26 to 10-30: Strong Choices Week

10-30: Fall Parties

Nov:

TBD: 2nd Grade Musical at 6:00 PM

11-6: PTO Meeting @9:00

11-19 & 11-20: Thanksgiving Lunches (during grade level lunch times)

11-23 through 11-27: Thanksgiving Break

Dec:

12 TBD: Holiday Shop

12-3: Cookies With Santa (Tentative Date)

12-4: PTO Meeting @9:00 (Tentative Date)

12-11: 1st Grade Sings at Primrose Retirement Center (during the school day) (Tentative Date)

12-18: Winter Parties

12-21 through 1-1: Winter Break

Jan:

1-4: First Day Back for Students

1-8: PTO Meeting @9:00 (Tentative Date)

1-18: MLK Day, No School

1-22: 100th Day of School (Tentative Date- If no inclement weather)

1 TBD: All Bentonville Reads Kickoff

Feb:

2-4: PTO Meeting @5:00 (Tentative Date & Time)

2-12 Valentine's Day Party

2-15: Staff Development: No School for Kids

March:

3-1: Spring Picture Day & Class Picture Day

3-5: PTO Meeting @9:00 (Tentative Date)

3-11: 4th Grade Musical @6:00 at BWHS PAC (Tentative Date)

3-15 through 3-18: Spring PT Conferences, Book Fair, & PTO Spring Auction

3-19: Color Run (Tentative Date)

3-22 through 3-26: Spring Break

April:

4-2: PTO Meeting @9:00

4-5: Kindergarten Cap & Gown Picture Day

4-16: Muffins with Misses @7:00 AM

4-TBD: ATLAS Testing K-4

4-23: Staff Development-No Students

4-TBD: Bike to School Week

May:

5-7: PTO Meeting @9:00 and Volunteer Appreciation

5-TBD: Arvest Ballpark

5-14: Field Day (Tentative Date)

5-19: Kindergarten Celebration (Tentative Date)

5-20: Fourth Grade Celebration (Tentative Date)

5-21: Student's Last Day

5-24: Teacher Work Day-No Students

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

● **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 is 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))]

Staff will participate in professional development throughout the school year centered on The 7 Habits of Highly Effective People, as well as how to involve and collaborate with our school families effectively. This training and support will take place via PLC meetings, staff memos, faculty meetings, and staff development days. The training will include, but is not limited to, some of the following topics:

- Expectations and tips for consistent and proactive parent communication and partnerships
- Overview of the resources in the Parent Information Center at TJ
- Overview of the resources available to staff and families connected to our school leadership model.
- Protocol and chain of command 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.

- **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 that 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 supporting 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 allow parents 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 the 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)]

Thomas Jefferson Leadership Academy will strive to build parent capacity through the following:

- Monthly newsletter from the administration with tips and ideas for parents
- Weekly newsletter from classroom teachers with information about student learning in class
- Access to a Parent Information Center at TJLA that contains books and resources that are available for parents to check out
- Offering events and resources throughout the year for parents to learn more about how they can support their students at home
- **Parent Orientation:** Review pertinent school procedures and information for incoming Kindergarten families.
- **Back-to-School Kickoff:** Learn about your child's school day, the curriculum, and our school procedures.
- **Parent Teacher Conferences:** Review student progress, ask questions, and gather ideas for supporting your student at home. These take place once each semester. Additional conferences can be organized upon request.
- **Data Letters:** Helps explain the student assessment reports and what the expected level of achievement is for each grade level.
- **Quarterly Report Cards:** Students in grades K-4 will receive a standards-based report card every quarter to provide parents with an update on student progress and achievement. Parents are encouraged to contact their child's teacher with any questions or concerns regarding the report card.

-Providing opportunities for parents to be involved at school and offer input

- Volunteer Opportunities
- PTO
- Digital Suggestion Box
- Review Committees: Student Handbook, School Improvement Plan

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.

- **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)]

Community resources play a valuable role in contributing to schools, families, and student learning. Thomas Jefferson Leadership Academy partners with and utilizes community resources in the following ways:

-Field trips to extend student learning at organizations like Walton Arts Center, Amazeum, Crystal Bridges, and Peel Mansion.

-Community members are invited to come in and share their expertise at teacher in-services and as guest speakers in the classroom.

-Giving back to our students and community by partnering with community programs like Bright Futures, TJ Gives Back, Clothed with Compassion, Caring and Sharing, Samaritan House Snack Pack Program, DEB Project, and other community programs.

Thomas Jefferson Leadership Academy strives to help students successfully transition into and out of elementary school in the following ways:

-Conducting Pre-K Transition conferences for students who have received early childhood services in preschool.

-Hosting an Open House at the start of the year for students to meet their teacher, see their classroom, and become familiar with the school building

-Offering a Parent Orientation at Open House to go over school procedures and information with incoming Kindergarten families

-Advertising the "What's Next Night?" in the spring to fourth-grade students and their parents to assist with the transition from elementary school to middle school

Thomas Jefferson supports and collaborates with the PTO to provide opportunities for students, staff, and families.

-Administrators regularly attend PTO meetings to provide important information, updates, and feedback

-PTO meetings are typically held monthly at Thomas Jefferson Leadership Academy

Thomas Jefferson Leadership Academy 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.

- **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)]

7: School-Parent Compact (Title I Schools)

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

- **7.1:** How does the School jointly develop a School-Parent Compact that 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 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)]

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.

- **8.1:** Involve parents and family members of children receiving services under Title I in the decisions regarding how reserved funds are allotted for parent and family engagement activities (only required if the school system receives more than \$500,000 Title I, Part A allocation, and a percentage of the 1 percent reservation of funds is allocated to the school) [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)]

Assurances

Please read the following statements closely. This new Assurances section allows you to confirm practices that are required by law but do not need further elaboration within your written plan. It is important that the LEA understands the legal requirements and meets them accordingly.

- **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, 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 packetContact 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 to ensure 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 to 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	Thomas Jefferson Leadership Academy
School Engagement Facilitator Name	Lacie Moore
Plan Revision/Submission Date	5/1/26
District Level Reviewer Name, Title	Dr. Christie Jay
District Level Approval Date	

Committee Members, Role

First Name	Last Name	Role
Lacie	Moore	Counselor/Parent Facilitator
Emily	Carlson	Principal
Susie	Cates	Assistant Principal
Jona	Burnett	Parent
Griffin	Amberson	Community Member
Teresa	Snarr	Instructional Aide

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](#)