

Annie Camp Junior High 2026 - 2027 Arkansas Engagement Plan [Effective April 2023]

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)]

Annie Camp Junior High has a family and community engagement committee that consists of teachers, administrators, parents, and community members. This group works together to develop a family and community engagement plan that addresses the specific needs of the students and families at Annie Camp Junior High. (1.1)

Parents, teachers, administrators recommend family, and community members to serve on the FACE committee. We strive for representation that reflects the diversity of our student population. At the beginning of each school year, a recruitment meeting is held at the school to provide information about our PAC (Parents of Annie Camp) group. In an effort to increase parent participation, parent meetings are advertised via text, robocall, social media, and on the outdoor marquee. Parents and family members who are unable to attend in person will have the option to join the meetings via Zoom. AC FACE committee members will personally reach out to parents and ask them to be involved in an effort to make the committee demographics representative to that of our students (1.2). Comments and suggestions regarding engagement are welcomed at any time throughout the year and can be emailed to the school FACE coordinator, Elizabeth Corey, at elizabeth.corey@jonesboroschools.net.

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)]

Information packets are distributed annually at our Open House in August. These packets include the following: bell schedule, map of the campus, letter from the principal, ways to volunteer and how to sign up, info regarding how to join the parent organization, a list of all faculty and staff members and their role and contact info at AC, information regarding the AC parent center, descriptions of special programs offered at Annie Camp, a family-friendly version of the engagement plan and information on where to find the complete version, a school calendar that includes dates for parent-teacher conferences, a copy of the family/school/student compact, and information regarding communication between the school and families about how to stay informed and up-to-date. Packets are also distributed during the first week of school for those who did not attend Open House, and packets are distributed to all newly registered students during the school year. A digital version of the information packet is posted on the Annie Camp Junior High website. A QR code for the volunteer survey is included in the packet and a Google form for the survey is posted online. All of this information is also posted on a bulletin board in the front lobby. Paper copies are also available for parents to fill out during parent-teacher conferences, Open House, etc. (2.1)

Information is distributed to parents in a variety of ways, including automated text messages, emails, and phone calls, social media posts, marquee messages, and paper copies. We use TransPerfect and TransAct to make information available in multiple languages. Translators are available if needed, and parents may get a Pocketalk from the library, which is a handheld pocket translator that will translate speech and text. In addition to these methods of communication, teachers use resources such as Google Classroom and Class Dojo to communicate with students and parents. Teachers also maintain a Google Sites website where parents are able to view daily lesson plans, schedules, and contact information. The school and district website has information posted under the "Resources" tab. This includes the school compact, FACE plan, student handbook, and calendar. (2.2)

Annie Camp offers flexible meeting times by allowing parents to schedule meetings before school,

during the school day, or after school. We also provide a long window of time (6 hours from 2:30 p.m. - 8:30 p.m.) during our parent-teacher conferences in an effort to be available for as many parents as possible. Every Monday from 3:00 - 4:00 p.m. our principal holds an open Zoom meeting where parents, students, teachers, staff, family members, and/or community members are able to talk with Mr. Murphy and address any questions or concerns. (2.3)

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)]

Each school year, new teachers shall obtain two hours of professional development in family and community engagement or provide documentation that the family and community engagement PD requirement was previously met. Required professional development will be provided as outlined by the DESE professional development requirements. Annie Camp is a Title I school, therefore, content of the PD will include the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs and build ties between home and school, and how to respond to parent requests for parent and family engagement activities. Workshops and professional development for staff will also emphasize the importance of parents and the integral role they play in assisting student learning, how to welcome parents into the school and seek parental support and assistance, and 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. Building staff capacity to work with parents is

an ongoing process and will take place through things such as PLC meetings, faculty meetings, and online resources. All first-year teachers will receive 2 hours of professional development, and new teachers to the district will provide documentation verifying the required two hours of professional development. The AC FACE coordinator will share resources with parents and teachers/staff regarding engagement topics and parent-school relationships during back-to-school PD. (3.1)

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)]

Each teacher maintains a website where detailed lesson plans and information about the curriculum are posted on a weekly basis. Teachers also post the essential standards for their grade-level along with the standards that are matched up with each lesson. Class Dojo is a communication tool that is utilized by teachers to communicate with parents and students, as well as Google Classroom. Parents are able to receive weekly summary reports from Google Classroom for their child. At the fall parent-teacher conference, parents are given a report that includes their child's results on the state assessment and local district assessment. The report includes a readiness score range and a national and state score comparison. If the parent/guardian does not attend parent-teacher conferences, the report will be mailed to the mailing address on file. (4.1)

A yearly Title I meeting is held during the fall semester. Parents and family members are made aware of this meeting through multiple calls, posts, and announcements. Parents have access to HAC (Home Access Center) to check their child's grades. Parents and students can obtain their login information for HAC from the registrar. Assistance is provided to parents needing help with access. Progress reports are given out every two weeks. Teachers are required to make at least 20 contacts with parents each month and provide documentation of that contact. (4.2)

Annie Camp has a "Parent Communication Plan" regarding the state ATLAS testing. This plan includes information regarding testing dates, accessing scores, and testing expectations. The parent center contains multiple books on a wide variety of parenting topics and games that are available for checkout. The school also provides access to desktop computers, ipads, a printer, handheld translators, and calculators for parents. (4.3)

Resources for parents and students are posted on the JPS website under the "Resources" tab. Resources are also posted online under the "Parent Resources" tab of the library media center webpage on the Annie Camp website. Parent Nights have a component geared toward educating parents and family members on how to improve their child's achievement. Our parent group has

regularly scheduled monthly meetings held on the third Wednesday of every month. All parents are invited to attend these meetings and information about date/times/locations will be included in the Open House packet as well as posted on social media. Parents will continually be invited to attend meetings and contribute to the development of school goals throughout the year via phone call, text message, email, and social media. During these meetings, parents will have the opportunity to participate in school decisions and provide input from a parent's perspective in regards to matters such as evaluating the effectiveness of the school improvement plan. A survey will be sent out at the beginning of the school year asking parents if they are interested in volunteer opportunities. That information will be shared with Annie Camp staff, and volunteer training will be provided. A Google Form will be available year-round on the school website and lobby bulletin board where parents can apply to volunteer at the school. Parents will be informed of important day-to-day announcements via email, Google Classroom notifications, and Class Dojo.(4.4, 4.5)

There is a parent center located inside the library media center and parents are invited to attend informative events throughout the school year. Invites are sent out via email and text message and are posted on social media. The FACE Coordinator works with the local Barnes and Noble to purchase relevant books and materials for the Parent Center. Parents are also able to give recommendations for resources that they would like to have access to in the Parent Center. (4.5)

Parent Nights will be held at least once a semester to involve families and community members in activities at the school. Parents are able to access the Department of Secondary and Elementary Education's Family and Community Engagement website under the "Parent Center" tab on the school website. Parents can access school menus on the school or district website to help with nutritional meal planning. The menus show caloric values and provide examples of meals that meet dietary guidelines. Surveys regarding family and community engagement will be sent out at least twice each school year. (4.6)

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?*

Annie Camp Junior High partners with several community organizations in order to enhance student learning. Our EAST program works very closely with the city and mayor's office and our students are actively working on ideas to improve the community. We have several students participating in the Mayor's Youth Council. Annie Camp hosts a "Living Library" twice a year where over 50 community members come into the school and meet with students. These community members share their stories, give advice to students, answer questions, and engage in conversations. Our career development classes have guest speakers from the community throughout each semester to speak to the students on careers. We partner with the Arkansas State University football team for mentorship and other activities. We also partner with the Alpha Phi Alpha fraternity at ASU for a college day for our 9th grade students. Annie Camp hosts two family and community nights each semester where we partner with local community organizations such as Centro Hispano, First Security Bank, Craighead County Public Library, Ritter Communications, First Community Bank, and Arkansas State University. (5.1)

Annie Camp partners with Methodist Health to provide these services to our students. Annie Camp partners with The Academies at Jonesboro High School to plan a day in which 9th grade students are able to tour the high school and career center. We also provide a night for incoming 6th graders and their families to familiarize themselves with the school and everything that is offered at junior high. The AC Care Closet is an organization that partners the school with community members in order to provide items, such as clothing, shoes, hygiene products, and laundry detergent for AC students in need. The First Presbyterian Church provides food bags each week to send home with students in need. Medical organizations in the community, such as St. Bernard's, provides free flu shots, athletic physicals to students. AC has a Student Council, EAST program, Beta Club, and several other groups and organizations that work with the city government, philanthropic groups, and area elementary schools to strengthen ties and relationships. (5.2)

Annie Camp Junior High offers a summer school program and an after-school tutoring program that provides students with the assistance they need to succeed in their learning and transition to the next grade level. (5.2)

PAC (Parent of Annie Camp) is an organization made up of parents working together to benefit students and teachers at ACJHS. Parents are invited to join this group all throughout the year. A recruitment event is held at the beginning of each school year to encourage involvement from multiple families, and the group often sets up informational tables at school events, such as Open House and parent-teacher conferences. The PAC group meets monthly in the AC library and posts actively on social media. PAC sets up a table at Open House and Parent Nights. The administration works closely with the PAC members and includes them in regards to appropriate decisions affecting the school and students. (5.3)

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)]

Annie Camp Junior High will hold the annual Title I meeting in September of 2026. During this meeting, information will be shared regarding the requirement of Title I, Title II, and Title IV and parents' rights under Title I. This includes the right to know teacher qualifications and the right to request a meeting. This information is also included in the packet that is given out at Open House and during the first week of school. Parents will be made aware of the meeting through automated phone calls, text messages, emails, social media posts, and a message on the outdoor marquee. The meeting will be held in-person. A Zoom option will be available for parents who would like to attend, but are unable to be there in-person. (6.1) [Title I Meeting Agenda](#) [Title I Meeting Slides](#)

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.*

The School-Parent Compact is reviewed annually during the review of the FACE plan for the upcoming school year. All Annie Camp Junior High stakeholders will share the responsibility for improved student academic achievement by completing assignments in a timely manner, encouraging an atmosphere that promotes respect, being responsible and prepared, and attending school regularly. Annie Camp has established two-way meaningful communication through parent-teacher conferences each semester, access to faculty/staff via email, conferences, Google Classroom, etc. The school posts regular social media updates (Facebook, Instagram, Twitter) and progress reports are sent home every two weeks. Annie Camp sends out surveys and information to parents regarding volunteering. There are several opportunities throughout the year for parents to volunteer at the school and observe classroom activities with our PAC (Parents of Annie Camp) group. Some examples include decorating and chaperoning for school dances, handing out snacks during lunch, assisting with Teacher Appreciation Week, and helping with the annual "Freshman Farewell" breakfast. (7.1)

The student-parent-school compact is included in the information packet that is provided to all parents at the beginning of the year and to new students as they enroll at Annie Camp. The compact can also be accessed online on the Annie Camp website. (7.2) [ACJHS Student/Parent/School Compact](#)

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)]

Title I Funds are spent on resources and materials that will enhance our students' learning and engage family and community members in the learning process. Funds have been spent on author visits where parents are invited to come to school and listen to a published author speak. Funds have been spent on iPads for parents to use for a variety of purposes, such as translating, accessing grades, and joining a teacher's Google Classroom. Funds have also been spent on Pocketalk handheld translation devices. Title I funds will be used to maintain the parent center. Administrators, parents/guardians, teachers, the FACE facilitator, the instructional facilitator, and school leadership team are all involved in determining the priority for how the funds are spent. (8.1)

Parents and family members are able to provide input into how funds are used during the annual Title I meetings, during monthly PAC meetings, and at annual FACE plan review meetings (8.2)

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:	Annie Camp Junior High
School Engagement Facilitator Name:	Elizabeth Corey
Plan Revision/Submission Date:	06/01/26
District Level Reviewer Name, Title:	Cindy Thompson
District Level Approval Date:	

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)
Elizabeth	Corey	Library Media Specialist
Reginald	Murphy	Principal
Kevin	Ryan	Assistant Principal
Jennifer	Brown	Staff
Amanda	Herget	Community Member
Angie	Jones	Parent