

AR
Howard Elementary School (Fort Smith School District)
1301 N. 8th St Fort Smith AR 72901
479-783-7382
School Engagement Plan 2026-27

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 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)]
- **STATE REQUIREMENT** - To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
- **STATE REQUIREMENT** - The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community engagement within the school.
- The school will engage parents in the annual evaluation of the Title I, Part A Program's Parental Involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents, and school staff. The Title I committee, made up of teachers, parents, and school staff will determine the effectiveness of the Parental Engagement Plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental engagement will be a part of the evaluation, the survey will also collect specific information of the (1)growth in number of parents participating in workshops and meetings; (2)specific needs of parents; (3)effectiveness of specific strategies; and (4)engagement of parents in activities to support student academic growth.
- The school will ask parents to complete a parent interest survey throughout the school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically during the next school year.

- The school will use the results of the parent interest survey to plan the parental involvement activities for the year.
- The school will evaluate the activities that were suggested by the parents as part of the annual Parental Engagement Plan Evaluation.
- STATE REQUIREMENT - Sponsor seminars to inform parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities.

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:
 - o description of the engagement program
 - o recommended roles for parents, students, teacher, and the School
 - o ways for a family to get involved
 - o survey regarding volunteer interests
 - o schedule of activities planned throughout the school year
 - o regular, two-way, and meaningful system for parents/teachers to communicate [A.C.A. § 6-15-1702(b)(3)(B)(1)]
 - Information packets are completed when a student first enrolls at the school. Each year phone and address update packets are sent out after the first week of school.
 - QR codes for surveys are posted at each Parent Teacher Conference
 - Stations for Class DoJo sign-ups and a calendar of tentative events for the year are passed out at the annual Back-To-School Night in August.
- **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)?
 - o School uses Class DoJo for two way communication with families. This platform has a translation feature so that parents can read in their preferred language. Additionally, Canva flyers are created to share information about events and we utilize the translate feature in Canva to post flyers in English and Spanish.
- **2.3:** How does the School offer flexible opportunities for meetings with families? [ESSA § 1116(c)(2)]
 - o Teachers keep in contact with parents using two-way communication through Class DoJo, but phone and in person meetings are preferred. Translators (7 bi-lingual staff members and other volunteers) are available for parents as needed.

- Teachers will routinely contact parents on an individual basis to communicate about their child's progress
- The school will provide parents reports/report cards every four weeks with information regarding student academic progress and upcoming classroom and school events
- The school utilizes ConnectEd and social media in both English and Spanish to remind parents of upcoming school events
- The school will use the student handbook, school website, signage on school property and parent orientation meetings about the Schoolwide Title I Plan and how to get a copy upon request.
- Parent Training Sessions will be available to help parents understand how to enhance their child's education
- Virtual Parent Meetings may be offered to better accommodate parents
- Teachers will hold conferences individually with parents. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in achieving goals. Parents will be asked to assist in supporting these efforts. Parents will also be offered suggestions for coordinating school-parent efforts and given explanations of homework and grading procedures. Scheduled conference dates are located on the District Calendar as well as the school's Google Calendar available on the school website and the annual event calendar passed out at the Back-To-School night.
- The school will offer parents an explanation of the statewide assessment system, standards, and other accountability measures.
- The school will encourage parents in the following types of roles and activities to increase their involvement and support of student learning:
 - Cafecito Groups
 - Awards Day Celebrations
 - Parent-Teacher Association Meetings
 - Social Media will be utilized to communicate information to parents and the community

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]

- o how to reach out to, communicate with, and work with parents as equal partners [Title I schools]
- o how to implement and coordinate parent programs and build ties between home and the School [Title I schools]
- o how to respond to parent requests for parent and family engagement activities [Title I schools]
- o that parents play an integral role in assisting student learning [all schools]
- o how to welcome parents into the School and seek parental support and assistance [all schools]
- o 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); A.C.A. § 6-15-1702(b)(5-7)]

During August teacher-required professional development, Parent Engagement Facilitator and Administrator will provide instruction on utilizing Class DoJo to communicate appropriately and effectively with parents. Workshop will teach the value of engaging parents in learning, the importance of appropriate one-way and two-way communication, how to seek parental support and assistance, and our process for resolving parent concerns, including how to define a problem, who to approach first, and how to develop solutions through the use of our Behavior Flowchart.

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 :
 - o a description and explanation of the curriculum in use at the School
 - o the forms of State and Local academic assessments used to measure student progress, including alternate assessments
 - o 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:
 - o the requirements of Title I, Part A
 - o how to monitor their child's progress
 - o 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:
 - o literacy training
 - o technology training, including education about copyright piracy and safe practices

- o resources that describe or assist with the child's curriculum
- o 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:
 - o involvement in the education of their children
 - o volunteer activities
 - o learning activities and support classroom instruction
 - o participation in School decisions
 - o collaboration with the community
 - o development of School goals and priorities
 - o 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:
 - o 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
 - o 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:
 - o role play and demonstration by trained volunteers
 - o the use of and access to Department of Education website tools for parents [<https://dese.ade.arkansas.gov>]
 - o assistance with nutritional meal planning [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

The school will hold regularly scheduled parent events for the 2026-2027 school year to provide assistance and information on developmentally appropriate learning activities for their children, academic standards, and strategies that can be used to support their child's academic progress and achievements. Parents will be provided with a description and explanation of the curriculum. Parents will be provided with individual student academic assessment results, an interpretation of those results and a description and explanation of the assessments used to measure student progress and achievement levels of the challenging state academic standards during Parent Teacher Conferences (October 13 and 15, 2026 & March 16 and 18, 2027).

A "Back to School Night" will be facilitated by the school so that families can meet the teacher and staff on August 10, 2026. Parent Teacher Association Meetings throughout the year will focus on information requested by parents from the previous school year. Speakers will be brought in to speak about budgeting and meal planning, physical and mental health, drug prevention including vaping, and instilling hope through goal setting.

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:
 - o public preschool programs such as Head Start
 - o organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers
 - o 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)]

The school has a Parent Resource Center located inside the Counselor's Office where a list of community resources, parenting tip pamphlets and books are available for distribution and check out. Community Partners and Partners in Education work closely with the school and families to provide support and resources to promote and support responsible parenting. Additionally, the school has a Parent Teacher Association very involved in the school; members of this committee regularly attend monthly Partners in Education meetings working on School Improvement.

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.)
 - o the requirements of Title I and the School's participation
 - o the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings) [ESSA § 1116(c)(1)]
- The school will conduct an Annual Title I Meeting for parents of the students who participate in the Title I, Part A Program on April 28, 2026.

- The school will hold their annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet.
- For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, the sign-in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office.
- STATE REQUIREMENT - To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
- STATE REQUIREMENT - The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community engagement within the school.

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)]

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. All compacts are completed during the first Parent Teacher Conferences in October.

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)]

Parents of students are involved in both the PTA and Title I Committee and are engaged in the decision making regarding how funds are allotted for parent and family engagement activities. Parents are welcome to make suggestions and share ideas to promote and support school and family engagement with staff members in regularly scheduled meetings.

Assurances

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.

Required...your form will not save unless all boxes are checked.

- ☒ 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: Howard Elementary School

Engagement Facilitator Name: Jane Stewart, Counselor & Parent Engagement Coordinator

Plan Revision/Submission Date: 05/22/2026

District Level Reviewer Name, Title: Caroline Neel, Dir of Federal Programs & Strategic Initiatives

District Level Approval Date:

Committee Members, Role

Role (Teacher, Staff, Parent, First Name Last Name Student, or Community Member)

- Marilu Laguna, Teacher
- Kaitlyn Jones, Parent
- Michelle Medina, Parent
- Analinda Collazo, Parent
- Jane Stewart, Staff
- Cedra Flake, Staff

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.