Lonoke High School 2026-2027 Arkansas Engagement Plan

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are *required* but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- ***1.1:*** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
  [*A.C.A. § 6-15-1702(a)*]
- ***1.2:*** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
  [*ESSA § 1116(c)(3)*]

At the beginning of each school year, Lonoke High School involves parents, students, and other stakeholders in the review, update, and improvement of the school parent and family engagement plan. These efforts are to meet the changing needs of parents in partnering with our school. Parents are able to ask clarifying questions in a small group setting. Parent input is gathered through annual Title I meetings, parent surveys, parent-teacher conferences, PTO activities, and opportunities to participate in the Parent Involvement Committee. Feedback from these opportunities is used to identify barriers to family engagement, recognize the academic needs of students, and determine strategies that will strengthen the partnership between school and home.

During scheduled PIE (Partners in Education) meetings with our parents, any concerns voiced by parents will be passed along to the administration. Parents are their child's first educator. We don't want parents to cease being partners with our schools in their child's education as their child ages. We want to partner with parents to support the changing roles of parenting in today's world. Parents are on the Parent and Family Engagement Committee and are a contributing factor in the evaluation of the plan. Parents will be sent newsletters and callouts/emails throughout the school year to provide notices of events and to encourage input on improvement and contribute ideas for planning throughout the year. Additionally, a Parent Involvement Survey will be set up at conferences, emailed out, and posted on our school's Facebook page to encourage families to sign up to participate in various activities throughout the year.

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)*]

The school will distribute an informational PIE packet for all students, including translation in Spanish at the initial PIE meeting during the school year. It will include all updated information regarding how parents and families can get involved and how parents can communicate with the PIE coordinator in their building.

The school will distribute a monthly newsletter using Smore to parents/students that is developed with the participation of the parent school organization (PIE), principal, staff, and parent volunteers. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills. Additionally, information related to events and news may be shared through the building's call out system, email, or social media sites. Website links and information will be provided when necessary.

Teachers will use Google Classroom to assign student assignments. Homework assignments and pertinent classroom information will be available on the students Google Classroom that can be accessed from their school Google account. Parents may use email to communicate with members of the school staff.

The school will provide parents with reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events. The school will send parents a parent-friendly letter that explains their child's test results and standardized test scores.

The school will send emails to parents, post notices to the school web page, send home flyers with

students, post notices on the school Facebook page, and provide information for local websites about parent workshops and meetings. The school will share messages using various communication Apps to communicate news with parents/guardians.

The school will offer flexible opportunities for meetings with families by offering a virtual attendance option for parents who may not be able to attend in person.

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)*]

Ensure professional development requirements are met for teachers and administrators. Train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, concerning the following:
• That parents play an integral role in assisting students in learning.
• In the value and utility of contributions of parents.
• In how to reach out to, communicate with, and work with parents as equal partners.
•To implement and coordinate parent programs and build ties between home and school.
• To welcome parents into the school and seek parental support and assistance.
• To provide information in a language the parents can understand.
• To respond to parent requests for parent and family engagement activities.
• To recognize that a parent is a full partner by including in the school handbook the school's process 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.

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)*]

At the annual Title 1 meeting at the beginning of the year where we schedule regular parent involvement meetings, parents are provided with a description and explanation of the curriculum in use. As well as a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

Provide assistance and instruction to parents of children served by the school in understanding these possible topics:

• Arkansas Academic Standards
• State and local academic assessments including alternate assessments
• Title I, Part A requirements
• Strategies parents can use to support their child's academic progress
• Partnering with teachers to support their child's academic achievements
• Online resources such as webinars and technology training, including education about copyright piracy and safe online practices
• Incorporating developmentally appropriate learning activities
• Use of ADE website and tools for parents
• How parents of high school students can be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities

Handbooks and positive ways to encourage students will be provided to all parents both in English and Spanish at the beginning of the school year. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.

5: Coordination

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

Guiding Questions

- ***5.1:*** *How does the School investigate and utilize community resources in the instructional program?*
  [*ADE Rules Governing Parental Involvement Section 5.06*]
- ***5.2:*** *How does the School coordinate and integrate programs and activities with other Federal,*

State, and local programs? Some examples include:
    - *public preschool programs such as Head Start*
    - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
    - *wraparound services that allow families to send their children to school ready and able to focus on learning*

    [*ESSA §1116(e)(4)*]
- ***5.3:*** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*

    [*A.C.A. § 6-15-1702(b)(8)(B)(ii)*]

Our committee will contact and try to utilize community resources in our instructional programs. As the county seat, there are many available resources to incorporate into our lessons. We have the Lonoke County Court House, The Lonoke County Museum, Game and Fish, ALPS, Lonoke County Sheriffs Office, Anderson's Fish Farms, Remington Arms, Pools Fishery, Tricia's Stitches, SEW What, Cozy Nook Art Gallery, Lonoke Business Academy, MKT Manufacturing, and many other local businesses. We will seek to engage in other activities that will use community resources to strengthen school programs, practices, and learning. Our local business leaders will be invited to attend our PIE meetings and share ideas and resources with parents, guardians, and students.

One goal for this upcoming year is to partner with the middle school, elementary school, and the primary school in developing and coordinating parent nights for resources and fellowship. If we can collaborate and join these four campuses, hopefully, it will allow parents to be more involved and attend functions for all campuses. Our goal is to seek out resources that promote and support responsible parenting and make parents aware of these resources.

Our annual "Trunk or Treat" and Lonoke Reads events are district-wide events that allow parents, community members, teachers, and students to be involved in district-wide events that promote community and literacy.

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)*]

We will conduct an annual Title I meeting no later than October 2026. This meeting will inform parents of the requirements of Title 1 and the school's participation. The Title 1 meeting will also inform parents of their rights under Title I. The purpose of the annual Title I meeting is to disseminate information only and cannot be used as an opportunity for gathering input into the Parent and Family Engagement Plan and School-Parent Compacts. Parents are informed of their rights, and any questions are answered concerning these two documents.

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)*]

A Parent-Student-School Compact is developed and discussed with the stakeholders of each of the three groups in the compact.

Teachers agree to share the responsibility in the overall effort to improve student academic achievement. The compact also outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement

Our plan stresses the importance of regular two-way, meaningful communication through email, phone applications, phone calls, and through face-to-face and virtual conferences. Administrators and educators in the building try to build and develop a partnership to help children achieve the challenging State academic standards through various methods of communication. Each classroom teacher uses a variety of resources to communicate with parents/guardians. Some of these are Google Classroom, Remind, Group Me, Parent Square, Class Dojo, etc.

Encourage school staff to use volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers. A volunteer folder with all completed volunteer forms will be organized and housed in the library for school staff to go through and contact for volunteer opportunities.

We will seek to involve parents in a variety of roles. PIE forms will be included in student registration packets at the beginning of the school year and returned to let the Parent Coordinator know if they are available to help in a variety of ways, suggestions for the upcoming school year, and what times it would be best.

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)*]

Our PIE committee will give our parents a voice to make decisions on ways that will enable 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. This year, we utilized a portion of the funds for purchasing books for students in the district, which were handed out at the Lonoke Reads event. Parents will complete a district-wide survey asking for their input on how funds should be spent and what they would like to see in the upcoming school year. We value their opinion and encourage their participation.

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:	Lonoke High School
School Engagement Facilitator Name:	Samantha Taylor
Plan Revision/Submission Date:	09/18/2026
District Level Reviewer Name, Title:	
District Level Approval Date:	

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role *(Teacher, Staff, Parent, Student, or Community Member)*
Samantha	Taylor	Parent & Family Engagement Coordinator
Terrod	Hatcher	Principal
Prisca	Selhorst	Assistant Principal
Susanna	Gann	Parent
Kim	Richardson	Parent
Sawyer	Gann	Student
Vanessa	Slapnick	Staff Member
Rachel	Whitenburg	Parent

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