Lonoke Middle 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 Middle 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.

During scheduled PIE (Partners in Education) meetings with our parents, any concerns voiced by parents will be passed along to the administration.

We want parents to feel needed and wanted in our building. The past couple of years have made this task quite difficult. We know and understand that our parents are a child's first educators. We hope that parents will be able to make the transition back to becoming partners with our school.

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)*]

Our Parent and Family Engagement Plan will be available for all to view on our school's website along with the contact information of the Parent Facilitator.

The plan is written in an understandable and uniform format, to the extent practicable, and provided in a language that all can understand, and that the informational packet is appropriate for the age and grade of each child. On our website, you will find a version in English and Spanish.

We will distribute through the beginning of the year information packet that includes:

- Description of Parent and Family Engagement Plan
- Ways families can get involved in a variety of roles
- Regular, two-way, and meaningful system for parents/teachers to communicate by email, text, social media, and Remind.
- Schedule of school calendar of activities for our school and students
- Monthly Newsletters that will be shared out to Parents and Students via text and email showcasing shoutouts, upcoming events, club sign up details, informational videos, resources for Parents, links to fundraisers and more

A parent-friendly version of the parent and family engagement plan will be placed online and as a supplement to the student handbook.

Signatures will be collected as evidence that the receipt of the plan was distributed. A variety of times and locations will be set for our PIE meetings.

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.
A survey will be sent out to ensure we are using the most convenient communication tools for parents/guardians.

Train teachers, specialized instructional support personnel, principals, other school leaders, and the other any other staff, with the assistance of parents:

- Parents play an integral role in assisting student learning
- In the value of the 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 provide information in a format, to the extent practicable, in parent-friendly language
- 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)*]

- Schedule regular parent involvement meetings
- Schedule Monthly Newsletters that will be shared out to Parents and Students via text and email
- Provide parents with a description and explanation of the current curriculum and programs utilized
- Provide parents with local assessment results and interpretation of those results

• Provided parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenge 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 1, Part A requirements
• Strategies parents can use to support their child's academic progress
• Partnering with teachers to support their child's academic achievements
• Incorporating developmentally appropriate learning activities
• Use of websites and technology for parents
• Assistance with nutritional meal planning and preparation
• How parents of high school students can be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities

Provide materials and training to help parents to work with their children to improve their child's achievement

Promote and support responsible parenting

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 instruction programs. As the county seat, many resources are available to incorporate into our lessons. We will seek to engage in other activities that will use community resources to strengthen school programs, practices, and

learning.

Consider recruiting alumni to create an alumni advisory commission.

All efforts will be made to ensure the plan is comprehensive and coordinated in nature. At the beginning of the school year, during Open House, parents will be asked to state if they are interested in PTA, and then a meeting will be held in which officers will be voted on and moving forward, including in PIE/PTA decision-making

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 1 meeting during our Back to School Open House. 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 1.

The purpose of the annual Title 1 meeting is to disseminate information only and cannot be used as an opportunity for gathering input into the Parent and Family Engagement Plan and the School-Parent Compacts. Parents will be informed of their rights and any questions will be 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)*]

https://www.indistar.org/app/Forms/Answers.aspx?AnswerFormID=381447&AccessLevelInstanceID=1720&timestamp=2023712091457786

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, text messages, phone calls, and face-to-face conferencing.

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.

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

We will constantly seek to improve how to pull parents back into our buildings.

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 the voice to make decisions on ways that will enable parents and family members of children to receive services under Title 1 in the decisions regarding how reserved funds are allotted for parent and family engagement activities. We will provide time for discussion and suggestions regarding this matter at our fall meeting. We value their opinion and encourage 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 Middle School
School Engagement Facilitator Name:	Tiffany Young
Plan Revision/Submission Date:	9/18/2026
District Level Reviewer Name, Title:	Melissa Edwards, Curriculum Director and Federal Programs Coordinator
District Level Approval Date:	9/18/2026

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)*
Tiffany	Young	Parent and Family Engagement Coordinator
Jeannie	Holt	Principal
Rosalynd	Kelleybrew	Assistant Principal
Kristen	Scott	Parent/Committee Member
Amy	Lothian	Parent/Committee Member
Valerie	Hooten	Parent/Committee Member

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