# Lonoke Elementary 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)*]

Our school collaborates with parents to create an engagement plan that includes parents, teachers, admin, and staff. We host several family engagement nights throughout the year. Parents & guardians are also invited to participate in providing feedback, reviewing data, and helping to identify areas of needs.

We use multiple sources of communication to encourage participation. We send invites and surveys for parents to complete and schedule meetings to accommodate families as needed. We also encourage all parents and community members to participate on committees to help be more involved in their child's education.

We strive to create opportunities for all parents to have a voice in the decision making process so that the needs of all students and families are being met.

**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)*]

Every year we provide parents with a detailed packet that include information about our Partners in Education committee, an explanation of the roles of parents, students, teachers, and other staff members, opportunities for families to be involved, a calendar of family engagement nights, and information on how parents and teachers can communicate via phone, email, conferences, or through DOJO. Information is sent home in multiple formations; paper copies, school website and social media platform, Class DOJO, and our phone call out system.

We offer multiple opportunities for parents to participate and meet. Parent Teacher conferences and family engagement nights are offered at different times to accommodate work schedules. Phone call conferences can also be offered.

**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)*]

LES provides ongoing training for staff to ensure they all recognize the importance of parent & family engagement and are equipped in how to build strong partnerships with families. Focus on strategies for effective communication and cultural responsiveness. Staff are trained on the school's process for resolving parent concerns as outlined in the school handbook.

**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)*]

Staff members share information about curriculum, testing scores, and what's to be expected with families on parents nights, conferences, newsletters and our class DOJO. Parents can learn about Title I by attending annual Title I meeting. Parents can also log into HAC and check grades. We provide reading strategies, math/ELA guides to parents. Families can get involved in the classroom by volunteering, joining the PIE committee and helping with school events. Parenting resources are available in the office.

**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)*]

LES works with local businesses, churches, and other community organizations to provide resources, guest speakers and other learning opportunities that support student success. Coordinate with other programs such as head start, after school programs, and transitional programs to help students move smoothly from one grade to the next. Parents are encouraged to participate in the schools PIE committee and are invited to meetings that include discussions that impact family engagement, events, and school priorities. .

**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)*]

Each fall, our school has their annual Title I meeting for parents to attend. At this meeting, Title I is explained and how our school can use Title I funds. We also go over all the opportunities that parents have to get involved in the school. They learn about the "Right to know" act. They are also provided with meeting agendas, notes, minutes, and the slides are available afterward for families to view at home.

**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)*]

Every year, out school works with parents to create and review a School-Parent-Compact. Parents are included and allowed to give feedback through meetings, surveys, and conferences. This compact explains how we will ALL work together for student achievement. Families receive the compact at conferences and can also access it on the school website or request a copy from the office.

**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 used to support activities like parent/family0. nights, instructional materials at home, and other resources that students may need. Funds spent are determined through surveys, feedback, and annual Title I meetings. Parents are directly involved in deciding how money is used.

**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

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|---|---|
| **School Name:** | Lonoke Elementary School |
| **School Engagement Facilitator Name:** | Holly Thompson |
| **Plan Revision/Submission Date:** | 09/21/26 |
| **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)* |
|---|---|---|
| Kala | Raper | Parentor |
| Brittney | Ellis | Parent |
| Lilly | Tarin | Parent |
| Rachael | Moser | 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