Lonoke Primary 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)*]

- Develop family and community engagement plan jointly with parents, student representatives (when appropriate), and community members
- Plans will be developed, reviewed, and updated at the end of the school year parent meeting to be held NO LATER THAN May 10th and at each subsequent monthly parent meeting, as needed
- Invitations to ALL parent meetings will be sent out via flyers, social media postings, and via the Class DOJO app to LPS parents and community members
- Lonoke Primary School parent organization, "PIE" will host meetings monthly at various times to accommodate the parent population (using ZOOM as a virtual option for those that cannot attend the live meeting)
- The Complaint Resolution Policy, as outlined in the handbook, will be followed for anyone wishing to file a complaint
- Additional parent meetings may occur upon parent request

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)*]

Family and community engagement plans will be made available to all stakeholders in a variety of formats including: on the school and district websites, printed copies available for distribution in the Lonoke Primary School office, and upon request from parent facilitator.

Contact information for the school's parent coordinator is available on the first page of the parent engagement plan as well as on the district's website.

Parent/student friendly language will be used in the publishing of the plan and the packet will include the following:
• Description of Parent and Family Engagement plan
• Recommended roles
• Ways for a family to get involved in a variety of roles
• Volunteer opportunities
• Schedule of activities planned throughout the school year
• Information on Regular, two-way, and meaningful systems for parents/teachers to communicate (Ex. Facebook, school email/websites, Class Dojo app)

Parent meetings will be offered at a variety of times including mornings and afternoons to accommodate all stakeholders.

Parent meetings will be offered via a variety of formats including live, in-person meetings, as well as, online meetings using skype or google apps to accommodate all stakeholders.

Parent communication will come from the school in a variety of formats such as flyers, newsletters, Class Dojo app, parent/teacher/student communication take-home folders, etc.

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)*]

Lonoke Primary School will build the capacity of its school staff by:

- Ensuring all professional development requirements are met for teachers and administrators to enhance the understanding of effective parental involvement strategies
- Train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents.

Staff will know and understand that:

- That parents play an integral role in assisting student 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 format, to the extent practicable, 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)*]

Lonoke Primary School will build the capacity of its' parents by:

- Hosting monthly parent engagement meetings to discuss upcoming parent events, budgeting, and to provide resources to help parents with their child's academic career
- Posting curriculum maps to the LPS website that are easily accessible to parents
- Providing quarterly progress reports from grade level teachers with assessment data and an explanation of the data where appropriate and details about students' progress toward state standards
- iReady data will be sent home with parents so that they may monitor their child's progress on state standardized testing

Information in the form of social media postings and quarterly newsletters will be sent home addressing the following:

- 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
- Incorporating developmentally appropriate learning activities
- Use of ADE website and tools for parents [http://www.arkansased.gov]
- Assistance with nutritional meal planning and preparation

LPS will promote and support responsible parenting with the help of our school counselor and parent resource center.

LPS will keep a volunteer log in the LPS 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)*]

Community resources will be utilized when necessary/available to support students and families. WKCAC will be utilized to discuss issues related to student safety and internet safety.

LPS will involve and engage families in the curriculum and will give access to resources and helpful materials at no less than 2 after-school parent/family events including, but not limited to: Fall Festival math night, Sweetheart Supper, Grandparents' Day, Spring Family Literacy Day, End of the Year Water Fun Day, etc. Promote and support responsible parenting

LPS will continue to utilize our parent organization "PALS" to assist with parent/family needs, events, resources, etc.

LPS will invite families to tour and visit the new building and will celebrate Family Day in the spring.

LPS will collaborate with the community for the various events (listed above) as well as: MyPlate nutrition program, Farmer for a Day 4-H program, Lonoke County Co-Op and Extension services.

Elements from this plan will be incorporated into the actions of the school improvement plan.

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)*]

To inform parents of the requirements of Title 1, their rights, and the school's participation, an annual Title 1 Meeting for the school year 2024-2025 will be offered on October 16th, the same night as the district's fall Parent- Teacher Conferences.

A district-approved Google Slideshow will be presented to parents to inform them of our current Title 1 spending and how that money is used to support student achievement in our building.

Parent-Student-School Compacts will be signed and collected after the Title 1 meetings are held on October 16th.

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)*]

Jointly, with parents and community members, a school-parent compact will be created. The compact will include information on how parents, school staff, and students will share the responsibility for improving the students' academic achievement.

The following means of reasonable communication will be available:

- conferences (October 16, 2025)
- frequent reports on progress (Quarterly progress reports, daily take-home folder, and Class Dojo app communication from teachers)
- reasonable access to staff (staff email address, Class Dojo app information will be provided)
- opportunities to volunteer (volunteer opportunities will be posted and a volunteer book kept in the LPS office)
- observation of classroom activities

Parents will be involved in a variety of roles including book fairs, parent nights, volunteer opportunities during the school day, after-school family events, guest readers, guest speakers, etc.

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 will be involved with decision-making regarding the spending of Title 1 funds at their child's school.

Information regarding Title 1 spending will be presented and discussed to parents at quarterly "PIE" parent meetings.

Lonoke Primary School will allocate no less than $1,200 dollars for Title 1 Parent Engagement spending.

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 Primary School
School Engagement Facilitator Name:	Carly Brooks
Plan Revision/Submission Date:	9/17/2025
District Level Reviewer Name, Title:	Melissa Edwards, Curriculum Director and Federal Programs Coordinator
District Level Approval Date:	9/18/2025

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)*
Carly	Brooks	Parent and Family Engagement Coordinator
Jana	Terrell	Principal
Bryan	Eagle	Dean of Students
Mary Ellen	Lynch	Parent/Committee Member
Megan	Rudder	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