

AR
 Carnall Elementary School (Fort Smith School District)
 2524 South Tulsa Street
 Fort Smith AR 72901
 4796463612

School 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 Expectations and Objectives

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

Guiding Questions

1.1: *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*

[A.C.A. § 6-15-1702(a)]

1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

[ESSA § 1116(c)(3)]

Carnall enables the formation of a Parent Teacher Association that will foster parental and community involvement within the school. Carnall also invites alumni and community partners to participate in advisory meetings to give guidance for school improvement.

Parents will be invited to participate in advisory meetings where they can evaluate the school's progress in family engagement. Parent Link calls and postings of meetings on the school website will occur to advertise the meetings.

Carnall will evaluate the activities that were suggested by parents at the end of the year as part of the annual parental involvement plan evaluation. We surveyed this spring and are taking into consideration their ideas. All activities thus far have shown a high approval rating.

Carnall uses Schoology and Class Dojo as a way of communication.

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 involve d*

- survey regarding volunteer interest s
 - 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)(1)]

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)]

Each teacher sends home a folder containing student work and school information on Tuesdays. Parents are asked to sign the folder and send it back to school.

Carnall uses the student handbook, school website, classroom newsletters, and parent orientation meetings about the school-wide Title 1 Plan and how to get a copy upon request.

Carnall has a calendar with all activities on the school website. We are planning for interactive family events this year:

August: Welcome Back Carnall Families

Fall: Colts Round Up at the Janet Huckabee Nature Center

Winter: Family Game Night

Spring: Family STEAM Night

The dates for these events will be shared with families early in the school year and through monthly communication in our Colt News. We will send informational flyers and post on our social media outlets closer to each specific event with specific details of each interactive event.

We are also working on starting a parent/guardian task force. Links were sent through Colt News through our Blackboard communication system and Class Dojo messages.

The administration uses Parent Link, Colt News, and Class Dojo to remind parents about school events.

Parents/Teachers/Students have Zoom links, Schoology, and Class Dojo.

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]

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[ESSA § 1116(e)(3);14); A.C.A. § 6-15-1702(b)(5-7)]

The school offers IDEAS Training for staff that will grant professional development hours. FSPS teachers are required to complete 48 hours of professional development training during 2023-2024, 36 hours of which are required for licensure. Each employee will choose one of the following options: 48 required on-contract PD hours (Including the 6 hours on the Flex Day) provided by the school/district on the required professional development days listed above or 54 hours--- 42 required on-contract PD hours 12 hours from the Pre-Approved list of off contract PD in order to be eligible for the Flex Day.

Included in the 48 hours for 2023-2024:

Code of Ethics for Arkansas Educators

Health and Safety in Athletic Activities for every athletic coach

Anti-Bullying and Suicide Prevention (2 hours required through IDEAS)

Workplace Safety (Bloodborne Pathogen, Chemical Safety, Information Security)

School Safety (Crisis, Fire Safety, Tornado Safety)

PD related to an individual's PGP

Human Trafficking (30 min. available annually) But not required

Professional development offerings required for licensure

Carnall is a Model Professional Learning Community School therefore, we value the partnership of parents in the school community. Special Projects and Parent Involvement teams will communicate with parents through surveys. They will evaluate responses to make decisions according to suggestions from all stakeholders. Through the use of technology, Class Dojo, Carnall builds a capacity for open lines of communication between parents, teachers, and administration.

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:

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- 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 Department of 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)]

Each teacher sends home a folder containing student work and school information on Tuesdays. Parents are asked to sign the folder and send it back to the school.

Carnall uses the student handbook, school website, and parent orientation meetings to share the school-wide Title 1 Plan and how to get a copy upon request.

Carnall has a calendar and monthly parent newsletter with all school activities and parent resources available on the school website.

The administration uses Parent Link and Class Dojo to remind parents about school events.

Parents have 24/7 access to LiveSchool behavior system to view their student's daily behavior. They also have access to Class Dojo to monitor behavior, learn about future events, or access their child's teacher.

Carnall's PTA sends out letters and informational flyers. They set up tables at many of our events to give parents information and offer opportunities to help with future events.

Teachers will attend a two-hour PD session about parent involvement on a four-year rotation. They may also take the IDEAS course online to get mandated parent training.

There is a parent center with resources next to the school cafeteria inside Carnall Elementary School. Parents may also meet with the parent facilitator or school counselor to get guidance on community and school resources that are free. Carnall's principal is also available to assist parents as needed.

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

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- 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)]

Carnall has Partner In Education, a Parent/Teacher Association, and a Parent Involvement Team that organizes and funds the many activities planned each year. We partner and coordinate with the Fort Smith Public Library, United Way, and local churches.

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)]

Carnall enables the formation of a Parent/Teacher Association that will foster parental and community involvement within the school. Carnall also invites alumni and community partners to participate in advisory meetings to give guidance for school improvement.

Title 1 Meeting will be held in August 2023.

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)]

Carnall staff, parents, and students develop a school-parent-student compact that outlines how parents, staff, and students share the responsibility for improving student academic achievement and the means by which the school

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and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact. Parents will keep a copy of their signed version of the compact to use as a reference. A copy of the compact will be uploaded to our website once Mathews has revised it to meet criteria for 2023-2024 school year.

Carnall will conduct two parent-teacher conferences during the school year. Fort Smith Public Schools require that parents attend both conferences. One will be on October 17 and 19. The other is scheduled for March 12 and 14.

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)]

We have the Parental Involvement Committee that meets quarterly to discuss and plan parental involvement activities. On our committee are a PTA representative, a community member, teachers, a student, and myself. Our Partners in Education help to fund our activities along with PTA, and Title 1 resources.

Assurances

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

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

A.1:The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.

[ADE Rules Governing Parental Involvement Section 3.02.3]

A.2:The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:

- The School Engagement Plan
- A parent-friendly explanation of the School and District's Engagement Plan
- The informational packet
- Contact information for the parent facilitator designated by the School.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]

A.3:The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02] **A.4:**The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. [A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]

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A.5:The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

A.6:The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:

- to help organize meaningful training for staff and parents,
 - to promote and encourage a welcoming atmosphere, and
 - to undertake efforts to ensure that engagement is recognized as an asset to the School.
- [A.C.A. § 6-15-1702(c)(1)]

A.7:The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..

[A.C.A. § 6-15-1702(b)(6)(B)(ii)]

A.8:The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.

[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

A.9:The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.

[ADE Rules Governing Parental Involvement Section 3.02.2]

A.10:The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:

- what students will be learning
- how students will be assessed
- The informational packet
- what a parent should expect for his or her child's education
- how a parent can assist and make a difference in his or her child's education.

[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

A.11:Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

A.12:The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.

[A.C.A. § 6-15-1702(b)(6)(B)]

A.13:The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

A.14:The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to

ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

A.15:The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

[ESSA § 1116(c)(4)(C)]

School Information

School Name:	Carnall Elementary
School Engagement Facilitator Name:	Jennifer Scott

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Plan Revision/Submission Date:

District Level Reviewer Name, Title:	Caroline Neel, Director of Federal Programs & Strategic Initiatives
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)
Jennifer	Scott	Instructional Specialist
Amy	Wisley	PTA President
Arilene	Betancourt	Parent
Austin	Wisley	Student
Julie	Getsinger	Community Member
Jennie	Mathews	Principal

State

Ark. Code Ann. § 6-15-1701 et seq.
Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement

Federal

Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320

Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 501-371-8051.

District Reviewer Responses

Section 1 - Jointly Developed

Changes Required
Compliance is Met

Comments:

- Section 2 - Communication

Changes Required

Compliance is Met

Comments:

Section 3 - Building Staff Capacity

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Changes Required

Compliance is Met

Comments:

Section 4 - Building Parent Capacity

Changes Required

Compliance is Met

Comments:

Section 5 - Coordination

Changes Required

Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

Changes Required

Compliance is Met

Comments:

Section 7 - School-Parent Compact

Changes Required
Compliance is Met

Comments:

Section 8 - Reservation of Funds

Changes Required
Compliance is Met

Comments: