

AR
Earle School District
1401 3rd Street
Earle AR 72331
870-792-8486

District Parent and Family Engagement Plan

NEW this year!! Your 19-20 plan has been populated below. Please make revisions or delete and paste your updated plan for 20-21, as it will be carefully reviewed for meeting the new expectations as outlined in the webinar "[Key Components to an Approved FACE Plan](#)".

District Name:	Earle
Coordinator Name:	Linda Maples
Plan Review/Revision Date:	7/17/2020
District Level Reviewer, Title	Carloss Guess, Title I Coordinator

Committee Members, Role:

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

First Name	Last Name	Position
Myra	Arquette	Crittenden County-Earle Librarian
Shantell	Logan	Parent
Triniqueka	Watson	Parent
Jackie	Thomas	Kids For The Future/Earle Alumni Cardinal Club
Tish	Knowles	Superintendent
Carloss	Guess	Federal Programs Coordinator

Committee Members, Role:

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

First Name	Last Name	Position
Claudie	Forrest	High School Parent Facilitator
Jessica	Jefferson	Elem School Parent Facilitator
Linda	Maples	Family/Community Liaison

1: Jointly Developed Expectations and Objectives

(Describe/List the District expectations and objectives for parent and family engagement. Describe/List how parents will be involved in the development of the district parent and family engagement policy. Describe/List how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans. Describe/List how the District will submit to the State comments from parents

who deem the LEA Plan unsatisfactory.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

The Earle School District's Title I Program understands the essential role and value of involving parents, families, and the community in promoting higher student achievement and general goodwill between the district and those it serves.

The district curriculum follows Arkansas Academic Standards to promote students' success.

The district seeks to carry out programs, activities, and procedures according to the following: by engaging in what is the working definition of parent/family engagement ---- the participation of parents/families, in regular two-way and meaningful communication involving student academic learning and other school activities and which ensures:

That parents/families play an integral role in assisting their child's learning;

That parents/families are encouraged to be actively involved in their child's education at school;

That parents/families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Therefore, the district shall strive to develop meaningful and productive parent/family and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents/families, and the community. To achieve this, schools shall work to foster effective parental engagement strategies to improve student achievement.

The district has developed and disseminated its School wide Title I Parent and Family Engagement Plan for 2020-2021.

The federal programs coordinator, building parent facilitators and family/community liaison facilitate the development of the plan with the Parent/Family Engagement Committee.

A diverse committee includes parent/family, community, and former students shown on the committee member's role that is an adequate representation of students and families in the district. Meetings are documented by minutes, sign-in, and agenda.

The committee meets monthly during student contact days.

A parent-friendly summary/explanation of the District Parent and Family Engagement Plan is placed on line and as a supplement to the student handbooks. Parents/families sign documentation acknowledging receipt of the District's Plan summary. The plan is amended if parent/family members do not approve it and comments will be submitted to the district and state

The district plan is filed with the Department of Education by August 1 in Indistar and is posted to the website by August 1.

Parents/families and community are notified how to access the plan and summary via Facebook, newspaper, radio, district website, and written notices. The district uses the student handbooks, Annual Title I meetings, Report to Patrons, and parent/family orientation meetings to communicate to parents/families how to access the district plan and summary.

Parents and families are engaged in decisions regarding how funds reserved for parent and family engagement are allocated for activities at Title I and district parent engagement meetings. Parents are encouraged to share needs and suggestions to promote student achievement, review the school's participation in the Title I program and use of funds.

Parents are informed of School Improvement status, choices for parents in educating their student, and opportunities to serve as representatives on school improvement teams.

The district involves parents/families and the community in the development, improvement and long range planning of its Title 1 program, which is also a part of the School Improvement Plan by keeping parents and families informed about parent/family engagement programs and plans, meetings, District Report to Patrons, conferences and other activities. This ensures parent/family participation in the district.

Parents/families have opportunities to serve on building/district committees and for regular meetings upon request such as PAC meetings, Individualized Education Plan meetings, and conferences with teachers or administrators.

Each Title I school parent facilitator is responsible for involving parents, community, and the district family/community in the process of school review at the building level in order to facilitate involvement between the district and the schools it serves.

2: Building Staff Capacity through Training and Technical Assistance

(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parent and family engagement practices, inclusive of school parent and family engagement policies/plans, school-parent compacts, and all Title I parent and family engagement requirements. Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

The district ensures professional development requirements are met for teachers and administrators. Professional Development on Parent/Family Engagement is embedded and conducted annually.

The district meets all requirements for 60 hours professional development required in the School District and identified in Arkansas Department of Education Rules.

The district involves parents/families in the development of parent/family engagement staff training to improve its effectiveness.

Schools' staff participates in professional development in Professional Learning Communities meetings and RTI/MTSS regularly.

Staff Development is the responsibility of the superintendent and building administrators with assistance in parent/family engagement training from the schools' parent facilitators and district family/community liaison.

District staff attends appropriate workshops to enhance skills as needed such as federal programs, parent/family engagement conferences, math and literacy program workshops, and RISE training.

Parent facilitator have been secured for each Title I, Part A School as well as a District family/community liaison to provide support to parents, implementing effective parent and family engagement activities, and jointly-developing with parents schools' parent and family engagement plans and compacts.

The district provides assistance as needed to each campus in the district to meet all Title I requirements.

Technical assistance is provided by the IT department as needed for help in entering data and working with Google.

Technical assistance is provided through professional development for staff or technology for parent evenings. Parents may request additional help from the District Parent Center. Students, staff, and Parents may receive training in utilizing Google APPs or any other technology that may be of interest for enhanced technology use at school and in the home.

The district continues to integrate technology and technology training into the district by purchasing more technology equipment (interactive boards, chrome books) to promote students' academic success.

COMPACTS

The district recognizes that parents/families are equal partners in students' education. The district works with parents, staff, and students in creating, using and distributing a Title I School-Parent- Student Compact K-6 and 7-12 at each school in the district.

Compacts are distributed during registration in July by parent facilitators via hard copy in a packet of important papers that are completed during the session.

The compacts outline how parents, school staff, and students share the responsibility to improve students' academic achievement and the means by which they will build and develop a partnership to help children achieve the state's high academic standards.

It includes the school's responsibility for a high quality curriculum, staff training, instruction in a supportive effective learning environment, and assistance for parents.

It discloses ways parent/family members are responsible to support children's learning like volunteering and participating or observing in a classroom, participating in decisions about their child's education, and positive use of extracurricular time.

The compacts outline students' responsibility for academic success and achievement with good study habits and school attendance.

The compacts address parent/family/teacher communication on a continuous basis through Parent/Teacher Conferences, reports of students' progress, regular communication between home and school in a language parents understand, and ensuring that parent/family members have access to staff.

District staff uses the compacts as tools for staff, students, and parents in achieving students' academic success and discuss it as it relates to students' achievement at Parent/Teacher Conferences and at attendance review committee meetings.

Stakeholders sign the compacts and return them to the district's schools. Compacts are reviewed annually and revised as needed.

Staff communicates and works with parents as equal partners at two face-to-face Parent/Teacher Conferences (Sept 16, 2019 and Feb 11, 2020), 2:00-7:00 p.m. and two must contact 80% of their parents/families conferences by teachers via any acceptable mode of communication (Nov 19, 2019 and April 28, 2020) each year which are on the district calendar of events. At conferences, important information is available for the parent/family as related to student achievement, and how the schools interact and collaborate with families. Sign-in sheets, minutes, and agenda provide documentation.

In-home visits may be needed to disseminate information to parents/families who cannot participate in events.

The district uses a variety of communication strategies to provide information to parents/families and increase parent/family engagement in supporting classroom instruction:

Parent Facilitators send emails to parents with updates of events as appropriate for their campus.

The technology director creates and maintains a district web site (www.earle.crsd.k12.ar.us) to share calendars, activities, announcements, state required reports, staff and employee information, employment opportunities, curriculum information, and sporting events in the district. Parents may use e-mail to communicate with school staff to engage in continuous two-way communication.

Parents use technology to monitor school websites, communicate with teachers, and complete needs assessments.

District staff sends announcements home with students, send texts, and use HAC; post notices in school facilities and local businesses; on social media and the school marquee; and provide information to local newspapers; about workshops and parent/family engagement events to keep parents abreast of current events.

The district's parents/families shall have opportunities to review school handbooks placed on the district web page, annually to be informed of student expectations, activities, and important information.

District parenting staff will make home visits to keep parents/families involved in students' education, health and social needs.

The district provides information to families about its parent programs throughout the year.

Staff throughout the district provides parents/families information about the school's program at the Back to School, Orientation, math and literacy nights scheduled throughout the year, and other parenting nights.

The district shares information to parents about the district's program and its long range planning at Report to the Public and by working jointly on the School Improvement Plan.

The district provides information to parent/family/community as partners in students' education about volunteer opportunities in the district's Volunteer Program.

Interest Surveys are conducted annually with parent/family members to determine volunteer interests.

Volunteering is one way that parents/families support a child's learning. There are opportunities to participate in a classroom, schedule an observation, participate in decisions about children's education, and promote positive use of extracurricular time. The district offers training session for volunteers on an as needs basis.

The district invites parent/family and community to participate in the following roles and activities through the district's Volunteer Program to increase their engagement, support, and collaboration for student learning across the district: Reading Buddy, Mentor, teacher assistant, tutors, special parent/family/community lunches, Book Fair helpers, Grandparents/Family Days, Field Day volunteers, family nights, parent/family education workshops, orientation presentations, open house, guest speaker, career planning, and serve on various committees.

The district places a parent-friendly summary of the (district) Title I Parent and Family Engagement Plan as a supplement to the student handbooks.

3: Building Parent Capacity

(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents in helping their student's academic success. If applicable, describe how each discretionary item your district and parents chose will be implemented.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

District and school staff will provide parents assistance, as appropriate, in understanding national, state, and local education goals at parenting events such as school registration, July 2020, Annual Title I Night (September 1, 2020), Parent meetings, and other nights.

The curriculum in use follows the State Academic Standards located on the Arkansas Department of Education's website. my info ADE

Assessments utilized in the district to measure student achievement include: DIBELS, NWEA Map testing, ACT Aspire, ACT Interims, ACT for juniors, ASVAB military testing, ELPA 21, and Advanced Placement testing. Counselors and staff will provide parent/family with testing results and address any questions or concerns.

Title I, Part A requirements are shared at the Annual Title I meetings held in the district. Title I, Part A requirements are implemented under Federal Programs Coordinator.

A power point is presented by district staff on the components of the Title I Program and Title I, Part A at the Annual Title I meeting. Agenda includes topics related to Title I like parents' rights, highly qualified staff, data, funds, programs provided by Title I funds, District Parent and Family Engagement Plan, curriculum alignment, assessments measuring students' progress, challenging State Academic Standards, national, state, and local education goals, and how parents can monitor children's progress and help them achieve academically.

A diverse sampling of parents across the district make up the Title I committees including parents/family members from all strata of society. Each committee has parents representing cultural diversities as well as community members, appropriate staff and administrators.

Parents/family members are engaged on District School Improvement Plan committee, Title I Parent and Family Engagement, handbook, and other district planning committees on a regular basis.

Staff communicates with parents regularly and shares information regarding how to monitor a child's progress and work with educators to improve the achievement of their children.

Parents/families and schools in the district communicate via emails, text messages, student planners and take home folders regularly. Records of parent contacts are documented by each teacher. Families are encouraged to use HAC (Home Access Center) through Eschoolplus for parents' to view students' academic progress K-12 and communicate with teachers. Teachers and parents/families will communicate on an individual basis about children and/or their needs.

The Earle School District provides parents/families with reports every four and a half weeks regarding children's academic progress. Report cards are distributed at the end of each nine weeks.

Counselors K-12 and student success coach aid in planning for students' academic success and post-secondary education through pre-registration and parent meetings

Parent/family meetings and activities are held regularly to build staff and parent capacity.

The district ensures families have access to a fully functional parent center and computers in school media centers.

The district parent coordinator, may provide parents/family with information to assist with student learning, share activities that support classroom instruction, demonstrate use and access of Arkansas Department of Education website tools, help with nutrition, meal planning and preparation, share developmentally appropriate activities for the home, and provide evidence based strategies for parent/family engagement through the parent center or workshops with outside speakers.

The district conducts parent/family nights in collaboration with its schools to engage families in the education of their children and enhance the engagement strategies of other programs.

Parent nights such as math, literacy, or other nights provide instruction and/or supplemental materials for families to use at home in working with children and to help increase students' achievement. Sign in, minutes, agenda, handouts and pictures document such events.

The district supports building communication between campuses and engages parents/families in smooth transitions from one school to the next by raising parents' awareness of procedures and relative information including expectations for students' achievement. The parent facilitators and family/community liaison facilitate meetings during orientation in July.

Technology training may be demonstrated at math/literacy nights or technology nights like how to navigate ADE's website, IXL, or Home Access Training (HAC).

The district will consider providing, upon request, any reasonable support for parent/family and community engagement that is in the best interest of the students in the district to improve achievement and promote using effective parent/family engagement strategies.

4: Reservation and Evaluation

(Describe/List how the district will share with parents and family members the budget for parent and family engagement activities and programs and how parents and family members will be involved in providing input into how the funds are used. If the district does not receive a Title I, Part A allocation greater than \$500,000, then the district is not required to include a description of its Reservation of Funds. If a reservation is required, then a minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. Describe/List actions for how the annual evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

The District reserves a minimum of 1% of the Title 1, Part A allocation for parental engagement, with 90% going to Title 1, Part A schools receiving Title 1 funding.

The district determines the amount of the 1% set aside for each school in the district using parental input, staff, students, stakeholders, and needs assessment data.

2020-2021 funds will provide for reasonable, necessary costs of parent/family engagement activities/ nights, parenting resources, parent/family engagement staff salaries, and professional development, and will support district's schools with highest needs.

The Federal programs coordinator oversees the allocation of funds with suggestions from administrators, the district parent coordinator, and parents/families engaged in the schools that are consistent with the district parent and family engagement plan.

Parents/families engage in the allocation of Title I, Part A funds for parental engagement at district meetings, the budget is shared during the Title I Parents Right to Know/Annual Title I Meeting.

The district's Parent and Family Engagement committee creates the district's Title I Parent and Family Engagement Plan that implements specific, measurable parent/family activities with expected outcomes, and disseminates information to the community to promote effective engagement reflecting the needs of students and families in the schools.

The district expects to increase student achievement through engagement in a high-quality curriculum and families' support.

The plan indicates specific academic improvement needs of the district's students in math, literacy, and science and addresses the needs through programs and practices to promote academic achievement.

The plan also recognizes parents as full partners in students' education. The district provides reasonable support to schools as parents/families may request.

The district actively engages annually with the Parent and Family Engagement committee to review and evaluate the content and effectiveness of the district's Parent and Family Engagement Plan/Compact , the School Improvement Plan, and Federal /Title I programs, in improving the academic quality of the schools.

The committee evaluates the plan in relation to Title I law, perceptual data gathered from needs assessments and information from evaluation forms completed by the committee. Other perceptual and visual data (DIBELS, NWEA MAP (Measure of Academic Progress), Response to Intervention, Phonics First, ACT Aspire ACT Interims, ACT for juniors) are used to evaluate the Title I, Part A program along with curriculum, and software programs for home/school use (IXL Math, IXL English, IXL Science and Khan Academy).

Staff, community, and parent/family evaluate ways to expand parent/family participation.

Information is reviewed annually regarding parent/family participation in district events and parent workshops; the effectiveness of parental engagement strategies; and the engagement of parents/families to support students' academic growth or barriers preventing engagement. Barriers to greater parent/family participation in activities, especially for target sub-populations are identified along with needs of parents/families to assist in children's learning and engage with school staff.

The extended day programs are evaluated and the district analyzes how its funds are utilized.

Policies and district practices are analyzed to ensure family participation with the district including the process to resolve parent and family concerns. Policies may be written or revised to meet students' needs such as the Homeless Policy.

Findings shared with administrators and stakeholders are used to design evidence-based strategies for more effective engagement.

The district committees make changes and updates to the Title I Plan/program as warranted which is part of the District School Improvement Plan.

The Federal programs coordinator and district family/community liaison facilitate the meetings.

Annually, the Federal programs coordinator and Family/Community Liaison engage the district's schools, parent/family members and community in the evaluation of the Title I, Part A program's parental engagement efforts partially by using a comprehensive Title I Needs Assessment, annually, completed by teachers, parent/family and students to improve the effectiveness of district programs. The Family/Community Liaison serves as a liaison between the district and the schools to review data. There is alignment between the Parent and Family Engagement Title I Plan and the School Improvement Plan.

Parents assist in the evaluation procedures for the Title I Needs Assessments and Title I program.

The district meets with parents/family, staff, and community in the Parent and Family Engagement Committee to discuss and analyze the Title I Needs Assessments for 2020-2021 at the building and district level.

Data is shared and used to plan speakers and agendas for parent nights; identify parent/family engagement barriers and the needs of parent/family members; identify strategies to support successful school and family interactions; and serve as a guide to the School Improvement Plan along with other relevant data and information. Comments and suggestions guide the district in its long-range planning.

The family/community liaison and technology director, are responsible for placing the assessments on line and compiling the data from the Needs Assessments to share with district administrators and staff to utilize at the building level.

The district uses the data from surveys and other sources to guide the parent/family engagement requirements for professional development.

The District Title I committee, made up of teachers, parents/community, and school staff, determines the effectiveness of the Parent/Family Engagement Plan and Title I program and makes changes to the needs assessments as warranted.

Collecting evidence of satisfaction with the Title I program and the schools' efforts to increase parent/family engagement is part of the evaluation.

The survey also collects specific information on:

The specific needs of parents/family members to assist with the learning of their children;

Effectiveness of Title I program and parent/family engagement strategies supporting school/family interactions;

Increase the engagement of parents/families in activities encouraging student's growth.

The district's Title I Needs Assessments is one tool used to determine school effectiveness and the success of the Title I program as well as other programs.

The district's schools survey parent/family members annually via Title I Needs Assessments, which include questions to identify barriers to greater participation in activities.

The district's goal is to eliminate as many barriers to parent/family engagement as possible; this may include arranging meetings at a variety of times and providing translated materials to families.

5: Coordination

(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each

of the required components?

The district plan coordinates, and integrates programs and activities with other Federal, State, and local programs to promote students' achievement and success.

The district plan coordinates with federal programs like Title I and ESA funds.

The district partners with the city in that the school district uses the city's community center to house the Parent Center, Family/Community Liaison and SPED office.

The Family/Community Liaison coordinates activities of the district with outside agencies, activities of the community center and with the city in existing partnerships.

The community center is used to host activities such as community meetings, LIHEAP(utilities assistance) intake, Catapult for district employees, parent nights and programs with UAMS-Center on aging for self-help informational classes.

The schools collaborate with Earle Alumni Cardinal Club in their annual coat drive usually in the month of December for students in need of outer wear, the back -to-school drive, and other opportunities as presented.

The Earle Youth Activities Association partners with the school and community to foster athletic programs and mentor-ship for students ages 4-13 after-school.

The district collaborates and coordinates with the Crittenden County-Earle Public Library "An Afternoon at the Library" on Wednesdays. The schools have early dismissal for students to provide time for professional development with the staff. During this time a district member goes to the library to work with the librarian to present activities to the students.

The district family/community liaison is available to provide resources and materials for parents to learn about child development, parent/guardian/family support, and to help parents work with their child to improve literacy, math, science, etc. Parents/families may check out materials purchased for their use, use the computer to check grades, seek assistance with social, emotional, and academic needs, and visit educational web sites. The family/community liaison works as a liaison with school facilitators, administrators, academic facilitators and the community.

(See complete [Arkansas Guide for District Parent and Family Engagement Plan](#) for references)

ADE Reviewer Responses by Section

Section 1 - Jointly Developed Expectations and Outcomes

Comments:

Section 2 - Building Staff Capacity through Training and Technical Assistance

Comments:

Section 3 - Building Parent Capacity

Comments:

Section 4 - Reservation and Evaluation

Comments:

Section 5 - Coordination

Comments: