

Earle Elementary School Parent and Family Engagement Plan

School Name:	Earle Elementary School
Facilitator Name:	Jessica Jefferson
Plan Review/Revision Date:	7/21/2021
District Level Reviewer, Title:	Linda Maples
District Level Approval Date:	7/17/2020

Committee Members, Role:

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

First Name	Last Name	Position
Tina	Harris-Wallace	Parent
Juaniya	Berry	Student
Gwen	Thomas	Para-Professional
Trina	Walls	Classroom Teacher
Denita	Lamb	Parent
Joshua	Spears	Classroom Teacher

Committee Members, Role:

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

First Name	Last Name	Position
Linda	Maples	District Parent Liaison
Jessica	Jefferson	Elementary Parent Facilitator

1: Jointly Developed

(Describe/List how parents will be involved in the development of the school parent and family engagement plan and how parents will be involved in the planning, review, and improvement of parent and family engagement programs.)

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

Earle School District is committed to providing a research based model of parent and family engagement. Epstein's Framework of Six Types of Involvement provides support and encouragement for family and community engagement in the school. Earle Elementary School encourages and provides Parenting skills and opportunities for all families. The school's Parent Center offers and provides parenting support and specific topic information. The school provides information and various websites to assist parents in establishing home environments to support their children. Parents may request a copy of the detail parent engagement plan or additional information by contacting Jessica Jefferson.

We have implemented numerous forms of Communication. Parent/Teacher conferences are held at least twice a year, as well as a district web page and school Facebook and Instagram. Parents have access to email, social media pages, district website, and a remind system (One Call Now) that assists in providing information to parents. The school-parent compact includes the school's and staff members' responsibilities, parent activities, and ways in which both should communicate about student progress. All parents can access an Informational Packet with additional communication, conflict resolution, and information supporting the student and family.

All parents and individuals within the community are encouraged to Volunteer in the school. Parents will receive surveys for their input and volunteer ideas. Recruitment and organization meetings will be held explaining opportunities for volunteering and supporting the school. All parents are welcome to visit the school. Student grade level expectations and class information will be provided to urge Learning At Home. We encourage parents to participate in academic opportunities such as math, science and/or reading nights/days to learn ways to support student learning at home. Ongoing home information will be provided throughout the year.

Our school's Decision-Making process includes parents and advisories committees, representing our demographic makeup. The school will strive to work with all parents in their child's academic decision making, as well as promoting parent partnerships in school recommendations and procedures. We strive to partner and Collaborate with the Community to strengthen school programs, student learning opportunities and provide access to resources for families. Parents and families will be continually informed of services such as tutoring, adult learning programs, health, recreational, community meetings, social support and other essential services.

2021-2022 Parent/ Teacher Conference dates for Earle Elementary are as follows: September 15th & February 10th

2: Annual Title I Meeting

(Describe/List when (provide the month/year or month/day/year) the school will hold the Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved. The Annual Title I meeting should not be used to ask for parent input, but provided as an opportunity to disseminate information and distribute copies of the revised parent and family engagement policy.)

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

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 current 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 School 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 School's Plan/School summary. The plan is amended if parent/family members do not approve it and comments will be submitted to the district and state

The school 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 school 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.

The Annual Title I Meeting will be held on October 5, 2021 at 5:30 p.m. The meeting will be facilitated by Carlross Guess, Federal Programs Coordinator, and Linda Maples, District Parent Coordinator/ Parent Liaison. A discussion and power point will be used to inform parents of the requirements of Title I, the school's participation and the parents' right to be involved. Copies of the parent and family engagement plan will be distributed.

3: Communications

(Describe/List how the parent and family engagement policy will be distributed to parents and how the school is going to communicate with parents including information about how the school 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 School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

1. The school will use the student handbook, school web site, signage at the school entrance, and parent orientation meetings about the School-wide Title I Plan and how to get a copy upon request.
2. Teachers will routinely contact parents on an individual basis to communicate about their child's progress.
3. Parents can access their child's grades using their HAC login (eSchool) they received at the beginning of the school year or upon request as well as PBIS Rewards to check on behavior. Parents may use email to communicate with members of the school staff.
4. The school will send brochures home with students, post notices in school facilities, public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings.
5. The school will distribute a newsletter to parents that is developed with the participation of the principal, staff, parent volunteers, and stakeholders. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.
6. The school will provide to parents (progress reports/report cards) every four- nine weeks with information regarding their child's academic progress and upcoming classroom and school events.
8. The school will offer parents a special workshop each year on the school's approach to school improvement.

Earle Elementary School's Parent and Family Engagement Plan is available to parents/families online at <http://www.earle.crsc.k12.ar.us/> or in hard copy upon request.

The plan will be provided in a language and format, to the extent practicable, that each family can understand.

The Elementary School's Parent Facilitator is Jessica Jefferson (870-559-1413) (870-792-8732) and the District Parent Coordinator/ Parent Liaison is Linda Maples (870-636-0435).

4: School-Parent Compact

(Describe/List the process the schools will follow to jointly develop with parents a school-parent compact.)

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

The primary school jointly develops, with parents, a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. A partnership between home and school is developed to help children achieve the State's high academic standards.

The compact is reviewed and evaluated annually by the Parent and Family Engagement Committee/School

Community Council and revised as needed. Each child/parent receives a copy of the compact which includes information regarding:

- Two-way, meaningful communication through parent-teacher conferences, progress reports, reasonable

access to staff, and opportunities to volunteer, participate, and observe in a child's classroom.

- Parents may participate and be involved in a variety of roles

5: Reservation of Funds

(If the district receives more than \$500,000 in Title I allocation, then it must reserve 1 percent for parent and family engagement activities. A minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. If the school is allocated a percentage of the 1 percent, describe/list how the school will share with parents the budget for parent and family engagement activities and programs and how parents will be involved in providing input into how the funds are used.)

Does the School Parent and Family Engagement Plan describe how the school 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.

2022-2025 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.

6: Coordination of Services

(Describe/List how the district and/or school will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.)

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

The school plan coordinates with federal programs like Title I and ESA funds. The school 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/ Parent & Family 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 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.

7: Building Capacity of Parents

(Describe/List activities, such as workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings, and any equipment or other materials that may be necessary to support parents in helping their student's academic success.)

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

Earle Elementary School will build the capacity of parents and families to support student's academic success.

- Two parent-teacher conferences are held annually
- A Back to School Drive held in August.
- Information to parents about the school's curriculum
- Mid nine weeks and quarterly progress reports are provided and may be discussed at parent-teacher conferences as needed
- Students' individual NWEA Map State Assessment results are sent home three times per year.
- Dynamic indicators of basic early literacy skills (DIBELS Assessment) are used to measure students' reading progress and results are shared with parents.

Earle Elementary School seeks to provide assistance and resources to parents of children served by the school regarding:

- Arkansas Academic Standards may be found at <http://www.arkansased.gov>
- Information about Title I, Part A is shared at the Annual Title I meeting.
- Strategies parents may use to support their child's academic progress will be shared through parent-teacher conferences, school and district parent newsletters, school grade level web sites, parent-teacher communication letters.
- Information regarding computer programs to assist learning
- Parents may contact teachers or instructional facilitator, Kaiesha McGruder to obtain strategies to help children at home.

The district provides a parent center with resources to support students' and families' needs including:

- Use of DESE website and parent toolkit <https://dese.ade.arkansas.gov/>
 - Assistance with nutritional meal planning and preparation. Parent Workshops are held throughout the year.
- * Information regarding COVID-19 resources

8: Building Capacity of School Staff

(Describe/List activities such as workshops, conferences, trainings, webinars, online resources, and Academic Parent-Teacher Team meetings that will be used with school staff to build their capacity to work with parents as equal partners. Describe/List methods of parents' assistance for building staff capacity. Describe/List actions the school will take to provide other reasonable support for parent and family engagement activities.)

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

The elementary school will build capacity of school staff to improve student achievement through professional development.

- Teachers will obtain sixty hours of professional development annually including training in literacy, math, use of technology, and parental engagement.
- Parental engagement training will include: the value of parental contributions, how to communicate effectively with parents as equal partners, building ties between home and school, how to provide a welcoming atmosphere, and the process for resolving parental concerns, which is also included in the student handbook.