

AR
Harry C. Morrison Elementary School (Fort Smith School District)
3415 Newlon Rd
Fort Smith AR 72904
479-782-7045
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)]

The school will ask parents to serve on school improvement planning committees.

The school will support the Parent Teacher Association which will foster parental and community involvement within the school. Contact person: Danella Gasporotto, PTA president.

The school will engage parents and families in the annual evaluation of the Title I, Part A Program's parental and family engagement efforts through an annual evaluation. The Title I committee, made up of teachers, parents, families, and school staff, will determine the effectiveness of the parental engagement plan and make changes if warranted. Evidence collected about satisfaction with the program and the school's efforts to increase parental and family engagement may include the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth. Contact person: Britney Watson, Principal.

The school will use the results of the annual evaluation to plan the parental and family engagement activities for the year.

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)(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)]

Morrison Elementary will inform parents and families of upcoming activities, important dates, and share pictures and information related to these activities via the school Facebook, Class Dojo, and flyers posted and sent home.

The School will maintain a school Website that provides a school calendar and other pertinent information about the school. Parents and families may use phone calls, email, and Classroom Dojo to communicate with members of the school staff.

The school will use the student handbook, school Website, and parent/family orientation meetings to explain the School-wide Title I Plan and how to get a copy upon request. A copy of the parent and family engagement plan will also be placed on the parent/family center in the school lobby.

Each teacher will use email, Class Dojo, notes home, and make phone calls to discuss student academic work and behavior.

Teachers will routinely contact parents/families on an individual basis to communicate about their child's progress.

The school will provide progress reports/report cards every four weeks regarding their child's academic progress. The school will also hold on-site parent/teacher conferences in the Fall and Spring. (October 22 & 24, 2024 and March 18 & 20, 2025) Parents/families will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching academic goals. Parents/families will be asked to engage in discussion of how they can support these efforts.

An onsite School Report to the Public and Mustang Meet and Greet for kindergarten through fifth grade will be held on August 15, 2024. Parents/families and students will meet with teachers, receive classroom information, and will be provided feedback in an onsite format.

The school will hold an onsite annual Title One meeting for parents to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan. (September 20th, 2025 at 4:45 to 5:00)

The school will host a Celebrate Freedom Night with students and their parents/families on September 20th, 2024. (5:00 to 7:00)

The school will host an onsite Wellness/STEAM (Science, Technology, Art, and Math) Night for parents and their students to attend. (February 6, 2025 at 5:30 to 6:30)

Spanish speaking parents/families will be hosted for onsite "Cafecitos" throughout the school-year. These informal meetings will focus on providing parent/family resources and for listening to parent/family concerns. The School will share information to assist English Language Learners to achieve in school.

Onsite Parent Teacher Association meetings and events will be held several times throughout the year.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents/families 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]

- o how to respond to parent requests for parent and family engagement activities [Title I schools]
- o that parents play an integral role in assisting student learning [all schools]
- o how to welcome parents into the School and seek parental support and assistance [all schools]
- o 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)]

The school will ensure the staff is trained and aware of additional online training available to them through Arkansas IDEAS to help build capacity to work with parents/families as equal partners. Some of the training available is listed below:

PIB18054 is "Family and Community Engagement: Inviting Caregivers and Community Partners into School"

PIG16079 is "The Arkansas Guide for Promoting Family Engagement through Age Eight"

PIC14447 is "The Six Components of Parental Involvement for Teachers"

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:

- o a description and explanation of the curriculum in use at the School
- o the forms of State and Local academic assessments used to measure student progress, including alternate assessments
- o 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:

- o the requirements of Title I, Part A
- o how to monitor their child's progress
- o 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/families 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/families 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 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)]

Morrison Elementary will inform parents and families of upcoming activities, important dates, and share pictures and information related to these activities via the school Facebook, School Class Dojo, and flyers sent home and posted.

The School will maintain a school Website that provides a school calendar and other pertinent information about the school. Parents/families may use phone calls, email, and Class Dojo to communicate with members of the school staff.

The school will use the student handbook, school Website, and parent/family orientation meetings about the School-wide Title I Plan and how to get a copy upon request. A copy will also be placed in the school lobby. School events will be promoted through flyers sent home, posting flyers around the building, and on the school Facebook and Class Dojo accounts.

Parents will be encouraged to view the Title I Plan on the school website and to visit various educational websites.

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)]

The school coordinates with partners in education to provide school supplies and support for various school-wide events throughout the year.

The school also contracts with a local behavioral health organization to help provide school-based mental health services for students and families.

Morrison Partners with a Children's Services League to help provide clothing for our students in need.

The school partners with a community Clearinghouse to support our food insecure students and families.

Morrison offers one pre-k classroom for families of children four years old.

Onsite Parent Teacher Association meetings and events will be held several times throughout the year.

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)]

The school will hold their annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, the sign-in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office.

Morrison Elementary will conduct an Annual Title I meeting for parents and families of all students during the 2024-2025 school year. (September 20, 2024 at 4:45 to 5:00 pm) Contact Person: Britney Watson, Principal

The school will ask parents and families to serve on school improvement planning committees.

The school will support the Parent Teacher Association which will foster parental, family, and community engagement within the school. Contact Person: Danella Gasporotto, PTA President

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)]

School staff, parents, families and students will develop a school-parent-family-student compact. This compact will outline how parents, families, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact.

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)]

Questions regarding Title 1 funds and how they are spent at Morrison Elementary School can be addressed by phone, email, or message via email or Class Dojo. (Mrs Britney Watson, Principal)

The school will also provide a survey for parents/families to answer as part of the annual evaluation of the Parent/Family Engagement Plan.

Assurances

Please read the following statements closely. 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.

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]

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
- 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 School wide 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: Morrison Elementary School

School Engagement Facilitator Name: Sherri Ray

Plan Revision/Submission Date: 7/31/2024

District Level Reviewer Name, Title: Caroline Neel, Director of Federal Programs & Strategic

District Level Approval Date: 7/31/2024

Committee Members, Role

Role (Teacher, Staff, Parent, Student, or Community Member)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Britney	Watson	Principal
Sherri	Ray	Counselor/Parent & Family Engagement Facilitator
Mayra	Estrada	ELL Para
Kacee	Kareus	Assistant Principal
Brenda	Martin	Teacher
Leah	Townsend	Parent
Danella	Gasporotto	Parent/PTA President

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.