

AR
 Yellville-Summit Middle School (Yellville-Summit School District)
 1124 N. Panther Ave
 Yellville AR 72687
 870-449-6533

School Engagement Plan

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please 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 District Policies indicate and are reflective of the policies set forth by the Arkansas School Board Association in regard to parent/community involvement program guidelines and stated expectations for both the parents and the school. These policies are disseminated through the use of the district website and district handbook. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

The school will involve parents/guardians on school improvement planning committees. To support this process, the school will offer both school staff and parents/guardians training on how to contribute to the process in a meaningful way. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

Instructions for an online parental interest survey will be available at the parent/teacher conferences in October and February to get opinions and/or concerns from parents/guardians about activities to support their student(s) academically and socially. The school will use the results of the parent interest surveys and plan the family and community engagement (FACE) activities for the year. The school will re-evaluate the activities that were suggested by the parents/guardians at the end of the school year as part of the annual FACE plan evaluation and consider suggestions for the following year. (Makala Allen, Facilitator, 870-449-4066)

Parents/guardians are oriented to the school improvement process during meetings with members of the Leadership Teams each fall during in-service and throughout the school year and are encouraged to participate in identifying needs, strategies, and resources available to impact student achievement. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

The school will engage parents/guardians in the annual evaluation of the FACE efforts through an annual evaluation using a comprehensive needs assessment filled out by instructors, parents, and school staff. The school improvement committees, compiled of instructors, parents, guardians, and school staff, will determine the effectiveness of the FACE Plan and make changes if warranted. While collecting evidence about satisfaction with

the program and the school's efforts to increase parent and family engagement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in the number of parents/guardians participating in workshops and meetings; (2) specific needs of parents/guardians; (3) effectiveness of specific strategies; and (4) engagement of parents/guardians in activities to support student academic growth. (Makala Allen, Facilitator, 870-449-4066, and Marilyn Pangle, District School Improvement Chair, 870-449-4066)

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)]

At our annual District 2022 Open House, "Back to School Bash," parents are given the opportunity to meet students' teachers, review class schedules, tour our facilities, meet administrators, and hear the district's expectations for the upcoming school year. (Kary Duffy, Principal, 870-449-4066)

Each year, the school makes available informational handouts to parents/guardians throughout the year using both print and electronic media. Handouts include ball schedules, school maps, a list of parent and family engagement activities, upcoming opportunities in which to participate, and information about the various media that will be used to communicate. The FACE Plan will be posted on the District website. (Makala Allen, Facilitator, 870-449-4066)

The school will use Google Classroom, Google Meet, Remind, phone calls, and Facebook postings during a crisis to foster encouragement and parental involvement with their student's learning. (Kary Duffy, Principal, 870-449-4066)

In response to the desire of parents/guardians to be contacted via the internet, instructors are asked to weekly update pertinent information such as grades and assignments in Home Access Center (HAC) and share information via electronic means. (Kary Duffy, Principal, 870-449-4066)

Using log-in information supplied by the school, each parent/guardian is encouraged to access the Home Access Center (HAC), which provides current classroom grades, instructor contact information, upcoming projects/assignments, and a method for point-in-time interventions. (Katy Stoops, 5-8 Counselor, 870-449-4066)

In addition to the early contacts made to welcome parents into the academic worlds of their children, the district will release first-quarter progress reports and third-quarter report cards at parent/teacher conferences on October 20, 2022, and February 16, 2023, to discuss student learning progress, areas requiring attention and those worthy of praise. Parents/guardians will be given interventions being used to assist learning, asked for suggestions, and

engaged in discussions about how each party involved can support these efforts. These contacts may be done virtually, if necessary. (Katy Stoops, 5-8 Counselor, 870-449-4066)

When necessary contact is needed, homeroom advisors are responsible for using phone numbers on file to contact each of their homeroom students' parents/guardians. This method was used to conduct parent/teacher conferences in the 2020 fall and 2021 spring and to update contact information for all students. (Kary Duffy, Principal, 870-449-4066)

The school will encourage parents/guardians to participate in celebrating their student's efforts by attending choir concerts, academic achievement ceremonies, sports competitions, band performances, school plays, athletic awards ceremonies, etc. (Kary Duffy, Principal, 870-449-4066)

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

3.1: *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*

- *the value and utility of contributions of parents [Title I schools]*
- *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

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

The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for instructors designed to enhance the understanding of effective parent and family engagement strategies every four years. (Wes Henderson, Superintendent, 870-449-4061)

Parents are welcome to sign into the office, register as a guest, use the computer labs, check-out materials from the media centers, consult with staff, view and borrow materials in the parent center facilitated by the high school counselor, and schedule times convenient to them for conferences with staff. (Kary Duffy, Principal, 870-449-4066)

In small, rural communities oftentimes local civic organizations donate materials to assist parents/guardians in raising strong students and active citizens. (Katy Stoops, 5-8 Counselor, 870-449-4066)

The principal shall designate one (1) certified staff member who is willing to serve as a parent and family engagement facilitator. (Wes Henderson, Superintendent, 870-449-4061)

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic

Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** How does the School provide timely information about the following:
 - a description and explanation of the curriculum in use at the School
 - the forms of State and Local academic assessments used to measure student progress, including alternate assessments
 - the achievement levels of the challenging State academic standards students are expected to meet

[ESSA § 1116(c)(4)(B)]
- **4.2:** How does the School provide assistance to parents in understanding the following:
 - the requirements of Title I, Part A
 - how to monitor their child's progress
 - how to work with educators to improve the achievement of their children.

[ESSA § 1116(e)(1)]
- **4.3:** What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:
 - literacy training
 - technology training, including education about copyright piracy and safe practices
 - resources that describe or assist with the child's curriculum
 - other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers

[ESSA § 1116(e)(2)]
- **4.4:** Involve parents of students at all grade levels in a variety of roles, including without limitation:
 - involvement in the education of their children
 - volunteer activities
 - learning activities and support classroom instruction
 - participation in School decisions
 - collaboration with the community
 - development of School goals and priorities
 - evaluating the effectiveness of the School-level Improvement Plan

[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** How does the School promote and support responsible parenting? The School shall, as funds are available:
 - purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review
 - Create parent centers

[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
 - role play and demonstration by trained volunteers
 - the use of and access to 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)]

In response to the desire of parents/guardians to be contacted via the internet, instructors are asked to weekly update pertinent information such as grades and assignments in Home Access Center (HAC) and share information via electronic means. (Kary Duffy, Principal, 870-449-4066)

Using log-in information supplied by the school, each parent/guardian is encouraged to access the Home Access Center (HAC), which provides current classroom grades, instructor contact information, upcoming projects/assignments, and a method for point-in-time interventions. (Katy Stoops, 5-8 Counselor, 870-449-4066)

According to ACT940, the school shall report in writing to the parent/guardian of students in grades K-8 the independent reading level of their student. (Katy Stoops, 5-8 Counselor, 870-449-4066)

During the fall open-house (virtual when necessary), the district, in order to provide a smooth transition from one school to the next, will host meetings with instructors, administrators, parents, and students to express welcome, transitional procedures, opportunities for support, parental awareness, new expectations, and other relevant information to both affected students and their parents. (Kary Duffy, Principal, 870-449-4066)

Parents/guardians will be given a summary of the student's test scores and an explanation of the interventions instructors are using to assist the student in reaching achievement goals. Parents/guardians will be encouraged to engage in discussion of how they can support these efforts. Parents/guardians will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. (Katy Stoops, 5-8 Counselor, 870-449-4066)

The school will provide instruction to parents/guardians on how to incorporate developmentally appropriate learning activities in the home environment, the use of and access to the Arkansas Division of Elementary and Secondary Education (Arkansas DESE) website (arkansased.org) tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Arkansas DESE. (Katy Stoops, 5-8 Counselor, 870-449-4066)

To promote and support responsible parenting, the school shall, as funds are available, purchase parenting books, magazines, and other informative materials regarding responsible parenting, advertise the current selection, and give parents the opportunity to borrow the materials for review. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

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 district will utilize appropriate communicative media such as local television stations, newspapers, electronic mail, flyers, marquee of local businesses, the school website, Facebook page, etc. to publish information related to meetings, workshops, training, and events of the school. (Makala Allen, Facilitator, 870-449-4066)

During times of need, Facebook is used to update parents/students on access to student assignments and a local business provides WIFI hotspots to assist families with accessing the internet. When needed, the school will provide computers to be checked out to families and hotspots made available for at-home internet access. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

Parents are welcome to sign into the office, register as a guest, use the computer lab, check-out materials from the media centers, consult with staff, view and borrow materials in the parent center facilitated by the high school counselor, and schedule times convenient to them for conferences with staff. (Kary Duffy, Principal, 449-4066)

To provide K-12 students with additional supervised time on campus, the District offers an after-school program. Staff members work with students on enrichment activities and provide technology access and bus transportation. (Jaunie Lunceford, Century 21 Director, 870-449-4244)

In small, rural communities oftentimes local civic organizations donate materials to assist parents/guardians in raising strong students and active citizens. (Katy Stoops, 5-8 Counselor, 449-4066)

To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory committee to provide advice and guidance for school improvement. Recent graduates, using social networking sites, will be asked to respond to questions concerning preparedness for college/career, strengths of the district's instructional programs, and also the weaknesses of said programs. Results of said surveys will be shared with instructional staff and available for view in the counselor's office. The information will also be presented to juniors and seniors. (Makala Allen, Facilitator and Katy Stoops, 5-8 Counselor, 449-4066)

The school shall enable the formation of a parent/teacher organization that will foster parent, family, and community engagement within the school. (Kary Duffy, Principal, 870-449-4066)

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 District is Title I Schoolwide, therefore all students participate in the Title I programs. The School will hold its annual Title I meeting at such a time to ensure that there is ample time to provide a description or explanation of the school curriculum, information on forms of academic assessments used to measure student progress, and information on the proficiency level students are expected to meet. Parents are informed of the requirements of Title I, the school's participation with Title I, and their rights as parents under Title I. This year the meeting will be held on Monday, September 12, 2022, in the high school media center, and may be presented virtually. (Marilyn Pangle, District Federal Program Coordinator, 449-4066)

The school will hold an orientation for parents and the public to inform them about the school's participation in the Title I program and to encourage parents/guardians to be involved with reviewing and revising the said plan for the following year. This year's meeting will be hosted in the high school media center on September 12, 2022, and maybe presented virtually. (Marilyn Pangle, District Parent and Family Engagement Chair, 449-4066)

Parents/guardians will be encouraged to attend and participate in the annual Public Title I meeting. (Marilyn Pangle, District School Improvement Chair, 449-4066)

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, and students will develop a school-parent-student compact. This compact will outline how parents, 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 students achieve the state's high academic standards. All stakeholders will sign the compact. (Kary Duffy, Principal, 870-449-4066)

The school will provide progress reports at the mid-point of each nine-week grading period and report cards at the end of each period which reflects a student's academic progress, days in attendance, and appropriate contact information. Instructors will update grades every week on HAC for parents to have an accurate view of grades/current progress/missing work throughout the year. (Kary Duffy, Principal, 870-449-4066)

Instructor contact information is posted on the district website. Parents/guardians are encouraged to meet with instructors before/after school or during their preparation period. The building administrator is available to attend these meetings at the request of the instructor or parent. (Kary Duffy, Principal, 870-449-4066)

Parents/guardians are invited to serve in various capacities throughout the school to foster ease with the surroundings and engagement with their students. Such roles might include but are not limited to media assistant, mentor, guest speaker, field day volunteer, technology advisor, wellness committee member, art assistant, school improvement committee member, etc. (Makala Allen, Facilitator, 870-449-4066)

Parents/guardians are oriented to the School Improvement process during meetings with members of the Leadership Teams each fall during in-service and are encouraged to participate in identifying needs, strategies, and resources available to impact student achievement. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

The school will coordinate and integrate FACE strategies with other programs. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

The school will sponsor seminars to inform the parents/guardians of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Each spring, the Career Action Plan (CAP) program involves a high school advisor for each student who meets with that student and his/her parent(s)/guardian(s) to plan his/her schedule for the following year. (Katy Stoops, 5-8 Counselor, 870-449-4066)

Included in the District Policy Handbook is the school's process for resolving parental concerns, including how to define a problem, whom to approach first, the "chain of command" to follow, and how to work toward solutions. (Marilyn Pangle, District Chair, 870-449-4066)

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)]

FACE activities will be funded by Title I or local funds as the purpose of the activities is to strengthen the student/parent/school community. The school will provide resources for parents to learn about child development, child-rearing practices, and academic strategies that are designed to help parents become full partners in the education of their students as well as any reasonable support for parental involvement at the request of the school. To promote and support responsible parenting, the school shall, as funds are available, also purchase parenting books, magazines, and other informative materials regarding responsible parenting through both our parent center and school media centers, advertise the collection, and make those items available for review. (Marilyn Pangle, District Federal Programs Coordinator, 870-449-4066)

Assurances

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

- A.1:** The School understands that annually by August 1, the public School’s Engagement Plan shall be developed, or reviewed and updated.
[ADE Rules Governing Parental Involvement Section 3.02.3]
- A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
 - The School Engagement Plan
 - A parent-friendly explanation of the School and District’s Engagement Plan
 - The informational packet
 - Contact information for the parent facilitator designated by the School.
 [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]
- A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- A.5:** The School understands its obligation to obtain signatures for each parent acknowledging

receipt of the District's Engagement Plan summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

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

- to help organize meaningful training for staff and parents,
- to promote and encourage a welcoming atmosphere, and
- to undertake efforts to ensure that engagement is recognized as an asset to the School.

[A.C.A. § 6-15-1702(c)(1)]

☑ **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)]

References

- 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

School Name:	Yellville-Summit Middle School
School Engagement Facilitator Name:	Makala Allen
Plan Revision/Submission Date:	May 1, 2022
District Level Reviewer Name, Title:	Marilyn Pangle, District Coordinator
District Level Approval Date:	June 13, 2022

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)
Jessica	Kelley	Fifth Grade Instructor
Sherri	Shelton	Sixth Grade Instructor
Katie	Abbott	Seventh Grade Instructor
Makala	Allen	Science Instructor, 5-8 Facilitator
Katy	Stoops	5-8 Counselor
Kary	Duffy	5-8 Principal

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)
Marilyn	Pangle	District Federal Coordinator
Emily	Smith	Parent
Rebecca	Gustin	Parent

(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

- 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: