

Western Grove Elementary School K-6
Ozark Mountain School District
300 School Street
Western Grove, AR 72685
870-288-1100

School Engagement Plan

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 encourage engagement by involving parents in school improvement planning committees and maintaining a safe, supportive, and collaborative environment. The school will also offer both school staff and parent training. The school will nurture strong relationships between families, school personnel, and community members, and provide and engage in flexible and adaptable options for family engagement. The school will reach out to parents through a variety of methods such as in-person, email, text, Zoom, Remind, Class Dojo, etc.

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)]

The school will use the Remind app and/ or Class Dojo to send out reminders and announcements to parents and students.

The school will distribute a monthly newsletter to parents developed with the participation of the parent-school organization, principal, staff, and parent volunteers. This includes school news, a calendar of school activities, and parenting tips related to school achievements such as homework tips, organizational skills, and study skills.

The school will create a website to house classroom websites for teachers. Homework assignments and important classroom information will be available on classroom websites. Also, parents can access their child's grades using a PIN number received at the start of the school year. Parents can also use email to communicate with members of the school staff.

Each teacher in elementary will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school.

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

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 school will ensure professional development requirements are met for teachers and administrators.

The school will also train teachers and offer specialized instruction to support personnel, administration, and other staff (with the assistance of parents). Parents play an integral role in assisting student learning and staff will receive parent participation training that demonstrates that the contributions of parents are valued, that they need to reach out and communicate with parents as equal partners, and build ties between home and school. They will also learn how to welcome parents into the school and to seek parental support and assistance. They will also provide information in a language and format (to the extent practicable) that parents can understand, respond to parent requests for parent and family engagement activities, and recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns.

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)]

The school will provide parents with a description and explanation of the curriculum in use.

The school will also create and send out a volunteer survey. From the returned volunteer survey, a directory of volunteers will be created and shared with school staff.

The school will provide parents with individual student academic assessment results and interpretation of those results.

The school has a parent resource library that is located in the school lobby.

The school will provide assistance and instruction to parents of children served by the school in understanding the Arkansas Academic Standards, state and local assessments - including alternate assessments, Title 1, Part A requirements, strategies, and tools for parents to support their child's academic progress (such as the Home Access Center), partner with teachers to support their child's academic achievements and incorporating developmentally appropriate learning activities.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, 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 will develop relationships with various partners including alumni, elected officials, businesses, and other educational organizations for whole child advocacy.

The school will support PBIS, mentoring, and engaging activities. The school will coordinate support through various partners including health, social services, law enforcement, non-profit, civic, and faith organizations.

The school will engage in workforce development, internships, and community service through business and industry partnerships.

The school will investigate and, where feasible, utilize community resources such as Talent Search in the instructional program. The school will also coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs, college, and career ready resources, or organizations such as offering NAC classes to secondary students, a parent resource center to promote and support responsible parenting, or other programs that encourage and support parents in fully participating in the school.

The school will engage in other activities that will use community resources to strengthen school programs, practices, and learning and ensure that the plan is comprehensive and coordinated in nature.

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)]

In October 2026, the school will hold its annual Title 1 meeting. The school will be looking toward engaging parents in the annual evaluation of the Title 1, Part A program's parent and family engagement efforts through an annual evaluation using a comprehensive needs assessment survey filled out by teachers, parents, and school staff. The Title 1 committee,

made up of teachers, parents, and school staff will determine the effectiveness of the parent and family engagement 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 collect specific information on the (1) growth in the 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.

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 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.

The school will address the importance of regular two-way communication through a minimum of 2 parent-teacher conferences per year, frequent reports on progress, reasonable access to staff, opportunities to volunteer using volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers.

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)]

The school district sets aside funds for parent and family engagement. Funds will be used to engage parents by supporting parent meetings, open house, and other events in which parents are invited to attend.

Assurances

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
- 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 <https://dese.ade.arkansas.gov/stakeholders/parents-and-families> [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 Name:	Western Grove Elementary
School Engagement Facilitator Name:	Kara Spencer
Plan Revision/Submission Date:	May 22nd, 2026
District Level Reviewer Name/Title:	
District Level Approval Date:	May 22nd, 2026

Committee Members/Role

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Kara	Spencer	Facilitator/Teacher/ Parent
Sara	Campbell	Parent/Teacher
Kelsey	Treadwell	Parent/Nurse
Contessa	Tramell	Parent/Teacher
Kayla	Byler	Parent/Paraprofessional
April	Middleton	Parent