

1: Jointly Developed Expectations and Objectives

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

Guiding Questions

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*
[ESSA § 1116(a)(2); 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(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*
[ESSA § 1116(a)(2)]

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The district engagement plan is based on feedback from surveys that we send twice yearly to all families. The information we receive is compiled and used to inform how families want to be served during the school year. We receive feedback for our targeted assistance plan by creating a channel of communication between our teachers/instructional facilitator, our family engagement coordinator, and our families. Our parents are also informed that all information about Comprehensive Support and Targeted Support are posted on our website and they are welcome to provide feedback.

Many of our families qualify for Title I services. These families are served by our Family Engagement Coordinator to ensure they are receiving the support they need both at school and home for the academic and social/emotional development of their child.

The Family Engagement Coordinator meets weekly with the school leadership team including the special education director, the behavior specialist and the academic interventionist to create cycle of communication that allows for consistent check-ins. These meetings ensure that the Family Engagement Plan is considered as piece of planning for all school programs

Hope Academy has established expectations for family engagement based on leading indicators from the High Reliability Schools model. Outcomes and objectives reflect lagging indicators that the school

has created in an effort to create a system of ongoing accountability to improve school/family engagement. Currently, the expectations and outcome measures are based on Level 1 of the High Reliability School model and we anticipate that they will move up to level 2 as the school year progresses.

2: Building Staff Capacity

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

Guiding Questions

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
 - *jointly-developing school engagement plans*
 - *implementing effective parent and family involvement activities*
 - *jointly-developing school-parent compacts*

[ESSA § 1116(a)(2)(B)]
- **2.2:** *How does the LEA 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 are aware of:*
 - *the value and utility of contributions of parents*
 - *how to reach out to, communicate with, and work with parents as equal partners*
 - *how to implement and coordinate parent programs*
 - *how to build ties between parents and the school*

[ESSA § 1116(e)(3)]
- **2.3:** *How will the district 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 are you ensuring that relevant information is 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)]

Family engagement plans are based on feedback from families, teaching staff, and community members based on the leading indicators of High Reliability Schools. Once the information has been compiled, district leadership including the Family Engagement Coordinator, the Special Education director, the Principal, the behavior specialist, and the instructional specialist update and revise the family engagement plan to reflect the most current needs of all stakeholders.

The district requires all staff to participate in state mandated parent involvement training. In addition, the staff will use, as a guideline, the family engagement pillar of excellence that has been created and adopted by the district based on the High Reliability Schools model. This is a guiding document district staff and leadership refer back to frequently, both formally and informally, in an effort to maintain consistency and high levels of performance for serving our families.

Our Family Engagement Coordinator provides all school level information to parents either, in person, by phone, text, or email. Beyond schoolwide information our families are placed in an RtI continuum and communication channels and frequencies are created based on individual family needs needs. Other information can be found on our website, which has been improved and is relaunching at the beginning of this year.

3: Building Parent Capacity

Describe how the LEA supports parents in helping with their student's academic success.

Guiding Questions

- **3.1:** *How does the LEA provide assistance to parents in understanding the following?*
 - *the challenging State academic standards*
 - *State and local academic assessments*
 - *the requirements of Title I, Part A*
 - *how to monitor a child's progress and work with educators to improve the achievement of their children*
[ESSA § 1116(e)(1)]
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve 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); ESSA § 1116(e)(4)]
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*
[ESSA § 1116(a)(1)]

The district will host a beginning of year meeting to discuss test scores, and explain the Title I program to families. As part of this, our instructional facilitator will provide information on monitoring progress and working with the school as an academic partner.

Hope Academy hosts two yearly trainings. These training take place in the evenings with dinner and childcare provided. Instructional topics include: instruction on Conscious Discipline and Trust Based Relational Intervention, how to monitor devices and the content children are consuming, how to set up spaces in the home that support behavior/social emotional growth, and the benefits of therapy services.

The family engagement coordinator uses a school created Response to Intervention Plan to address the needs of all families. Title I families and families with higher level needs are provided a close line of communication that is documented by the school. Once these needs are established, the Family Engagement coordinator communicates with appropriate stakeholders to see they are met.

4: Coordination

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

Guiding Questions

- **4.1:** *How does the district 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)]*

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 - *wraparound services that allow families to send their children to school ready and able to focus on learning*
- [ESSA § 1116(e)(4)]*

5: Evaluation and Reservation

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

Guiding Questions

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
 - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*
- [ADE Rules Governing Parental Involvement Section 4.03]*

- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
 - *Who is responsible?*
 - *When will it be conducted?*
 - *How will parent input be solicited?*
 - *How will it be disseminated?*
 - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
 - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
 - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
 - *strategies to support successful school and family interactions*
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
 - *How will the findings of the evaluation be shared with families and the community?*
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to 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 LEA spending those funds?*
 - *How is the LEA determining the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

The school utilizes a checklist to ensure all applicable codes are included in the family engagement plan. The LEA utilized the High Reliability School model (HRS) to create expectations, outcomes, outcome measurement tools, evidence and action plans. The Family Engagement measurement tools is visited weekly by the leadership team in order to conduct course correction and to ensure that lagging indicators are in place or are planned for implementation. An evaluation of the program is conducted twice yearly. The first parent survey is considered as a baseline and the second survey is used to show growth or lack there of for each identified leading indicator targeted for improvement by the school district.

All considerations for barriers are built into our Pillars of Excellence model for family engagement. By anticipating the needs of families through evidence based practices we are able to plan for potential barriers before they occur.