

2024-2025 Cutter Morning Star Elementary FACE 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

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 Committee will consist of Laura Baber, Principal, Dawn Coffman, Elementary FACE Facilitator/Counselor, Tara Barrett, Teacher, Tony Harrison, Parent/Teacher, and Courtney Post, Parent and President of the Eagle Parent Involvement Committee (EPIC).

Our Family and Community Engagement Committee, which includes school staff and parents, will work together to write and implement our parent and family engagement plan. This will include reviewing parent survey data together, discussing district and building goals, generating ideas and writing the plan accordingly. All parents will be asked to complete a survey that will be used to inform and guide goals and elements included in our plan. Upon completion of the Title I parent meeting and after survey results, any concerns of parents will be submitted to the district.

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)(i)]
- **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)]

Our parent and community involvement plan will be posted online and in our student handbook, including the name, and email address of our building facilitator, Dawn Coffman. We will ensure parent receipt of these items by a signature page at the end of our handbook. The plan will be reviewed by at least 2 parents to ensure it is in parent-friendly language and that it is appropriate for the families in our school. The plan, along with a volunteer survey, volunteer opportunity information, ideas for parents to become involved in our school, and a calendar of events will be included in our beginning of the year packet, in newsletters from our principal, and through communication from parents. Opportunities and events for parents and families will be posted on the district/school calendar, website, our school/district app, and social media. Parents will also be connected to our school for two-way communication through email, phone, and Class Dojo (grades K-6). Parent-Teacher conferences will be scheduled twice a year, once each semester. Additional parent conferences can be scheduled on an as needed basis. Conferences can be held in person, via phone, virtually via Google Meet, or through a home visit. Progress reports are sent home at the midway point of each quarter and report cards are sent home at the end of each quarter to communicate student 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); A.C.A. § 6-15-1702(b)(3)(B(ii))]

Cutter Morning Star Elementary School will provide the required number of hours of training in the area of family engagement for our teachers and parents. Beginning in the 2023-24 school year, teachers shall receive two (z) hours of PD designed to enhance their understanding of effective parental involvement strategies at least one time.

Parent survey results will be shared with the staff and will be used to reflect and make necessary changes in response to those results.

Teachers will serve on the Family and Community Engagement Committee, Student Handbook Committee and the School Improvement Plan Committee in addition to other committees to provide their input and share their ideas, concerns, and requests.

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 Division of Elementary and Secondary 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)]*

We will host 2 scheduled parent teacher conferences, which will take place in October and March of the school year. We will share curriculum information, student assessment results, and share our assessment processes with parents at these conferences. We will also share curriculum information with parents throughout the year in weekly/monthly classroom and school newsletters and website.

Along with specific information about standards and assessments, we will include information about resources available through DESE that will be included in our regular parent communication. This includes ideas on how parents can support students learning at home and with teachers, and how they can incorporate developmental learning activities.

Parent Involvement Events will be scheduled and provided through a calendar to all parents as well as on social media and the district website. Reminders for Parent Involvement Events will be sent out via Class DoJo, Newsletters, and posted on social media and the district website.

The Parent and Family Engagement Plan will be considered part of the school's improvement plan and the committee will be responsible for reviewing it on a consistent basis and ensuring that we, as a school, are meeting our goals and expectations.

ATLAS assessment reports will be given to parents of students in grades 4-6 when they become available and achievement on this assessment will be discussed.

K-3 Literacy Screener information will be shared with families and families will be included in the plan for students not meeting benchmarks on the screener.

Parents/Families can request meetings with teachers and/or administrators at any time.

Family Nights will be planned in the Fall and Spring and will focus on specific content areas related to academic standards.

Families will be given a form to fill out at the beginning of the year with opportunities to volunteer.

A parent resource center is located at the main entrance to the building and will be updated with information for parents on curriculum resources.

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 following is a list of current community resources being used to support our school.

- Arkansas Learning Through The Arts - Residencies from in-state artists take place throughout the building and throughout the year. We also attend the Arkansas Symphony Orchestra's yearly program through the support of this program.
- Food Bank - Our foodbank relies on donations and support from many local organizations and businesses. This includes a yearly event called Orange Week to raise awareness of childhood hunger and raise money for our foodbank. Each week, community volunteers prepare the food bags for distribution.
- We partner with the Imagination Library to provide books for students who might otherwise not have access to them.
- In May, we hold an annual event to connect families and local agencies that can support them in the summer and year round. This includes services and programs available to families, along with volunteer opportunities. Possible agencies include Bridges Out of Poverty, YMCA, Garland County Library, Jackson House (an agency that provides lunches to people in need and other services), local food banks, and summer camp opportunities.
- We are partnering with the Garland County Library to provide guest readers to classrooms either in person or remotely throughout the school year.
- The Garland County Library placed a "Little Free Library" on the Cutter Morning Star District campus during 2021-2022 school year. The library is stocked with books from the Garland County library and CMS stocks the library with discarded library books and other books by the school. The community has access to the library at all times.
- Family Nights will be planned in the Fall and the Spring of the school year and will include strategies and/or tools to promote student achievement and will include parents and families in the learning process. Families will also be invited to a variety of events to engage them in the school. In addition, music programs and art shows will be scheduled in the Fall and the Spring of the school year.
- Community members will be invited as Guest Speakers to communicate information about their careers or expertise in curriculum related areas. Guest Speakers may be onsite or virtual depending on location and other circumstances.
- We are partnering with The Literacy Council of Garland County to provide printed materials in tutoring basic reading, writing, math, computer skills and English as a Second Language for placement in our elementary office for parents who need these resources. A list of materials in our elementary office

- will be sent home to parents periodically throughout the school year.
- We also provide a list of agencies and support programs to families in our beginning of the year packet.
 - Our teachers regularly reach out to local community agencies and individuals to support learning in the classrooms, such as local professionals to share their expertise.
 - Cutter Morning Star School District partners with Living Hope and Life Strategies Counseling agencies to provide School Based Mental Health services and resources.
 - We will schedule quarterly meetings with our EPIC Parent Organization to assist the school in providing parental input into decisions made at Cutter Morning Star Elementary School. This is in addition to Health and Wellness Committee meetings that parents are encouraged to be involved in as well.
 - We will provide resources for our parents in our newsletters as well as provide resources for parents in the elementary school office.
 - Times for meetings will be varied to meet the needs of our patrons and will be offered virtually for parents unable to attend in person.
 - We maintain a Parent Support Center, which includes a computer for families to access information to support their child's learning. There is also information in the form of books, pamphlets and more to help parents address specific parenting issues. We encourage and collaborate with our Eagle Parent Involvement Committee.
 - This plan will be incorporated into the school improvement plan.

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)]

Cutter Morning Star Elementary School will hold our annual Title I meeting at our October board meeting in the District Board Room. Parents will be informed of the requirement of Title I and our school's participation as well as the parents' rights to be involved. At the public meeting we will disseminate information and review our

parent and family engagement policy.

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)]

Survey Data will be used to inform the parent compact, along with the plans and goals of the Family and Community Engagement Committee. Parents will also have access to student information to ensure they are informed in their efforts to communicate with the school through progress reports each mid-term and report cards each nine weeks. Formal parent teacher conferences will be held twice a year. These, along with any other conferences the teacher or parent requests, can be held in person, virtually or via phone. In some instances, a home visit maybe used. Parents will be given contact information that allows them to call or email our staff. Class Dojo (grade K-6) will also be available to all parents.

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)]

Cutter Morning Star School District does not receive more than \$500,000 in Title I allocation and as such are not required to reserve funds.

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)(1-2)]
- **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

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:	Cutter Morning Star Elementary School
School Engagement Facilitator Name:	Dawn Coffman
Plan Revision/Submission Date:	July 29, 2024
District Level Reviewer Name, Title:	Laura Baber, Federal Programs Director
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Dawn	Coffman	FACE Coordinator/Counselor
Laura	Baber	Principal
Courtney	Post	Parent/EPIC Chairperson
Tony	Harrison	Teacher/Parent
Jana	Harrison	Teacher/Parent

References

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 visit our website [#EngagementMattersAR](#)

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

[Text box for responses]

Section 2 - Communication

- Changes Required
- Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 5 - Coordination

- Changes Required
- Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

[Text box for responses]

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

[Text box for responses]