

Cutter Morning Star High School 2024-2025 Arkansas Engagement Plan

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are *required* but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed

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 one building administrator (Karen Heatherly), the High School FACE Facilitator (Madison Staton), parents (Jimmy Hackelton, Chris Short, Brittany Calvi, & Heather Spickard).**
- **Their voices will be a valuable part of developing the Family and Community Engagement Plan for Cutter Morning Star High School.**
- **The committee will meet at least annually to review and revise the plan. These meetings will be held at a time when members are available.**
- **The opinions and ideas of the school parents/community members will be considered and possibly implemented into the plan.**
- **Any comments the committee recommends and perceive valuable to the plan, yet are not accepted to the plan, can be submitted to the district for further discussion.**
- **Additional meetings can be scheduled to develop or evaluate the plan if requested by the parents/community members.**

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)]

- **The Plan will be available to families and the community on the CMS website by August 1**
- **each year. Parents/guardians will be allowed to contact the parent facilitator regarding**
- **questions. Contact information is listed on the first page of the Family Engagement Plan.**
- **The plan is designed to be written in an understandable and uniform format. It can be provided in another language if requested.**
- **A school calendar is posted on the website.**
- **Sign-up sheets for parent volunteers will be available.**
- **CMS hosts a financial aid FAFSA informational event to assist parents. Time varies depending on feedback.**
- **Open House for students is held at the beginning of the year and lasts all day. Parents will be present. The packet will be available for parents on this day.**
- **Progress reports and report cards are sent home to parents to communicate student progress.**
- **Grades are also updated weekly in HAC, allowing parents to monitor student progress.**
- **Posts are made often on the school's Facebook pages, the CMS App, and emails are sent to individual graduating classes (and parents).**
- **We plan to host a mid term check in on top of the regularly scheduled parent teacher conferences to allow another opportunity for parents and teachers to communicate about the students' success.**

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))]

- **At the New Staff training and/or Family Involvement professional development, staff will learn about the value and utility of contributions of parents. They will be provided with the necessary tools to reach out to, communicate with, and work with parents as equal partners.**
- **Staff will also be informed about how to implement and coordinate parent programs and build ties between home and the School.**
- **The CMS High School staff recognizes that the parents play an integral role in assisting with student learning.**
- **CMS staff will be provided with Parental Engagement/Involvement Training every four years. Training will include the process for resolving parent concerns. Staff are also given instructions on how to conduct Open House and Parent Teacher Conferences prior to these events.**
- **CMS will work with school parents to form a parent panel. Members of this panel will work with CMS staff to provide input, suggestions, requests, and feedback for school staff.**
- **Parent survey results will be shared with the staff, providing an opportunity to reflect and make necessary changes in response to those results.**

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)]

- **Parents will be provided with various opportunities to be involved with regular meetings such as Parent/Teacher Conferences.**
- **Open House will be held each year at the beginning of the school year. Parents will have an opportunity to discuss curriculum and expectations with teachers at this time.**
- **CMS High School will host a Financial Aid Information FAFSA event to aid parents with**

completing the FAFSA application.

- Materials will be translated into native languages when necessary.
- The Departments of Elementary and Secondary Education website link will be posted on the BHS and CMS School District website. <http://www.arkansased.gov>.
- School parents are provided with score reports that provide an explanation of ATLAS scores, ACT scores, Alternate Assessments, and NWEA/MAP Assessment data.
- Each student will have a Student Success Plan to be utilized throughout their high school career.
- The CMS Computer Use Agreement will contain education about the harms of copyright piracy.

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)]

- Invite colleges, technical schools, and military personnel to visit with students during lunches.'
- Host a Financial Aid Night for 12th grade students and their parents
- CMS will utilize community resources in the instructional programs through the CTE Program as well as the Special Education Department partnering with community businesses to provide meaningful worksite opportunities for students with disabilities (WOLF Program).
- CMS Staff will coordinate with the CMS College and Career Coach and counselors to provide college and career ready resources to parents and students
- CMS High School students will have an opportunity to attend a few career/college fairs throughout the year.
- Community based organizations provide school supplies, clothing, hygiene, and food items for students in need.
- The local newspaper publishes pictures and stories to share with parents and the

community.

- The school partners with Life Strategies and Living Hope to provide onsite mental health services and resources.
- In partnership with local churches, we provide backpacks with food items to students in need each Friday.
- CMS will invite alumni to return to campus and appear as guest speakers.
- FCA is provided with lunch by City Life Church throughout the school year.
- May Day is an event that is a collaboration between the CMS Elementary, High School, and
- community members to make students and parents aware of the activities and services that are available during the summer.

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)]

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 distribute copies of our revised Family and Community Engagement plan. The slide deck is attached.

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)]

- **In August 2024, the Cutter Morning Star High School will conduct a survey of all our parents.**
- **This will be used to gather information used to inform the parent compact, along with the plans and goals for the Family and Community Engagement Committee.**
- **Formal parent teacher conferences will be held twice this year. These, along with any other conferences the teacher or parent requests, can be held in person or via phone. Grades will be entered into HAC for parent and student access. Parents will be given contact information that allows them to call or email our staff. These means of communication will also be used to request parent volunteers during the year in a variety of roles to include:**
 - **supporting fundraisers**
 - **sharing an area of expertise with a class**
 - **facilitating events such as STEM Night**
 - **helping with clerical responsibilities**
- **Parents are always welcome to visit classrooms by appointment. Volunteer surveys sent home at the beginning of the year will be compiled by task availability for use by staff who serve all grade levels.**

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 High School does not qualify

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 High School
School Engagement Facilitator Name:	Madison Staton
Plan Revision/Submission Date:	May 22, 2024
District Level Reviewer Name, Title:	Laura Baber
District Level Approval Date:	May 24, 2024

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>
Brittany	Calvi	Parent
Jimmy	Hackelton	Parent
Christopher	Short	Parent
Heather	Spickard	Parent
Karen	Heatherly	Building Administrator
Madison	Staton	FACE Chairperson & Teacher

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]