



**2025-2026**

**De Queen Elementary  
School Improvement  
Plan**

**Literacy Improvement Plan**

**De Queen Elementary School is a school with pride where excellence is expected and all children will advance in math, literacy, and science.**

**Goal: To implement the Science of Reading to achieve growth in literacy in grades 3-5**

Data	Action Steps	Professional Learning	Evaluation
<p><b>Spring 2024 ATLAS Literacy Assessment Data:</b></p> <p>On the Spring 2025 ELA ATLAS Summative Assessment, third-grade students 39% scored Above Mastery, 46% scored At/Near Mastery, and 14% Below Mastery.</p> <p>On the Spring 2024 ELA ATLAS Summative Assessment, fourth-grade students 46% scored Above Mastery, 37% scored At/Near Mastery, and 17% Below Mastery.</p> <p>On the Spring 2024 ELA ATLAS Summative Assessment, fifth-grade students 53% scored Above Mastery, 30% scored At/Near Mastery, and 16% Below Mastery.</p>	<p>All certified teachers are proficient in RISE on their specific pathway. As new staff who are not trained are hired, training will be provided by DMEC and observed by the principal/assistant principal.</p> <p>Each content area teacher will utilize SOR strategies in their classroom to support literacy.</p> <p>In the third grade, we will continue Direct Instruction Reading implementation for Tier II intervention. Fourth-grade students who need additional phonetic instruction also receive DI instruction.</p> <p>Continue utilizing the Wonders Series (HQIM) for the core reading program</p> <p>Continue the use of IReady Reading (HQIM) for intervention and enrichment.</p>	<p>All certified staff received training in RISE and receive additional training annually.</p> <p>The principal and assistant principal were trained in RISE so that administrators could effectively assess RISE implementation in the classroom. They received certification in that area in June 2021.</p> <p>Direct Instruction Reading paraprofessionals completed training and/or refreshers on the various levels of the program.</p> <p>The Literacy Facilitator/Professional Learning Coordinator will hold rotational meetings with literacy teachers on a regular basis to determine gaps and progress and disaggregate data from STAR assessments for progress monitoring, and determine generalizable issues and successes.</p> <p>The literacy and math facilitators support teachers in changes and enhancements to IReady.</p>	<p>Teachers are observed through CWTs and formal observations to ensure the Science of Reading is thoroughly implemented. Students will be tested with STAR at least three times annually to determine progress.</p> <p>Third-grade students are tested every 5 lessons in Direct Instruction Reading for rate and accuracy and then every 10 lessons with a Mastery Test. Students will be moved to different programs – either up or down – depending on their progress to receive more enrichment or remediation.</p> <p>STAR data, IReady data, and ATLAS Summative, Interim, and Screening data are utilized to determine the success of this program.</p> <p>All students work at their instructional levels in IReady reading. Comprehensive reports are available to teachers denoting</p>

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<p><b>Third Grade Strengths:</b>                      Explain how an author uses reasons and evidence to support specific points in a text.                      Describe how each successive part or paragraph builds on earlier sections.                      Describe how characters respond to major events and challenges.                      Explain how information gained from visual images in a text contributes to understanding the text.                      Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house)</p> <p><b>Third Grade Weaknesses:</b>                      Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.                      Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.                      Distinguish shades of meaning among related words.                      Distinguish the literal and nonliteral meanings of words and phrases in context.                      Use object pronouns (e.g., me, him, her).</p>	<p>Continue the use of software to support the ELA standards in the areas of comprehension, word study, vocabulary, and content.</p> <p>Utilize Infercabulary to reinforce vocabulary and provide opportunities for advanced students to continue to develop vocabulary.</p> <p>Students needing additional services will participate in RTI in reading or attend after-school tutoring.</p> <p>RTI students receive additional instruction in their areas of weakness during "Leopard Time" or afterschool tutoring. Two instructors utilize HD Word (HQIM) to enhance phonics instruction. Other programs used are Wonder Works (HQIM), and IReady.</p> <p>Dyslexic students receive instruction utilizing the Sunday curriculum.</p>	<p>The dyslexic instructor received training through DMEC.</p>	<p>areas of needed improvement and offering remedial skills.                      Students are tested with STAR at least three times annually to determine progress.</p> <p>The literacy facilitator and classroom teachers will monitor student reports for each program.</p> <p>Students will be assessed on an ongoing basis utilizing common formative assessments created on the ATLAS Classroom Tool.. Students who are not successful will be remediated by the regular classroom teacher and/or the Literacy Facilitator until a Ready designation is achieved.</p> <p>Students are assessed utilizing STAR data.</p> <p>The dyslexic instructor monitors student progress through program protocols.</p> <p>Summative Assessment: ATLAS</p>

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Data	Action Steps	Professional Learning	Evaluation
<p><b>Fourth-Grade Strengths:</b>            Describe how a character changes throughout a story.            Explain what information is gained from adding multimedia elements to the reading of a text.            Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).            Use relative pronouns (e.g., who, which, that, whose, whom).            Write an opinion (argument) to convince the reader to take action or adopt a position, including logical reasons supported by evidence from relevant sources.</p> <p><b>Fourth Grade Weaknesses:</b>            Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.            Determine or clarify the meaning of words and phrases in texts read aloud or independently.            Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.            Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.            Use progressive verb tenses (i.e., helping verbs).            Write informative or explanatory pieces about a topic, using sources.</p>			

Goal: To implement the Science of Reading to achieve growth in literacy in grades 3-5

Data	Action Steps	Professional Learning	Evaluation
<p><b>Fifth Grade Strengths:</b>                      Identify which reasons and evidence an author uses to support which points.                      Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.                      Identify text evidence that supports the theme.                      Use verb tense to convey various times, sequences, states, and conditions.                      Produce a variety of simple, compound, and complex sentences.                      Write an argument to persuade the reader to take an action or adopt a position, stating a claim and support the claim with relevant evidence from sources.</p> <p><b>Fifth Grade Weaknesses:</b>                      Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.                      Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).                      Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.                      Explain the meaning of figurative language in context, including</p>			

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<p>similes, metaphors, idioms, proverbs, and personification.                      Integrate information from several texts on the same topic when writing or speaking about the topic.                      Write informative or explanatory pieces, using multiple sources to examine a topic.</p> <p><b>On the mid-year Oral Reading Fluence Assessment the following results were recorded:</b>  <b>Third-Grade:</b>  <b>Average WCPM: 99</b>  <b>Fourth-Grade WCPM: 119</b>  <b>Fifth-Grade: WCPM: 112</b></p>			

**De Queen Elementary School**

**Improvement Plan 2025-2026**

**Goal: To increase achievement in mathematics in grades 3-5**

Data	Action Steps	Professional Learning	Evaluation
<p><b>January 2024 ACT ATLAS Assessment Data:</b></p> <p>On the Spring 2024 Mathematics ATLAS Summative Assessment, third-grade-students 36% scored Above Mastery, 45% scored At/Near Mastery, and 19% Below Mastery.</p> <p>On the Spring 2023 ACT Aspire Mathematics Assessment, fourth-grade students 52% scored at/above the benchmark, 29% scored close, and 19% scored in need of support.</p> <p>On the Spring 2023 ACT Aspire Mathematics Assessment, fifth-grade students 52% scored at/above the benchmark, 29% scored close, and 19% scored in need of support.</p> <p><b>Third Grade Strengths:</b>                      Use computational fluency to add and subtract three-digit whole numbers                      Solve real world problems using multiplication and division within 100                      Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world                      Compare two fractions with the same numerator or denominator by reasoning about their size based on the same whole</p>	<p>Continue the use of Eureka Math (HQIM) to achieve growth Utilize the Classroom Tool</p> <p>Implement the strategies of SOR into the math curriculum</p> <p>Consistent data chats with students</p> <p>Continue the use of Reflex with more emphasis on math fluency and REFRACTION for additional fraction instruction.</p> <p>Continue the use of IReady Math</p> <p>Continuous, on-going monitoring of iReady student pathways to ensure students are working on their individual levels consistently</p>	<p>All certified staff received training in RISE and receive additional training annually.</p> <p>The principal and assistant principal were trained in RISE so that administrators could assess RISE implementation in the classroom effectively. They received certification in that area in June 2021.</p> <p>Teachers meet with the math facilitator regularly and receive updated training if needed.</p> <p>The literacy and math facilitators support teachers in changes and enhancements to IReady.</p>	<p>Students are tested with STAR at least three times annually to determine progress.</p> <p>Teachers are observed through CWTs and formal observations to ensure Science of Reading is thoroughly implemented. Students will be tested with STAR at least three times annually to determine progress.</p> <p>The math facilitator and teachers have access to ongoing reports of student progress. Additionally, progress reports are supplied to the math facilitator and administrators monthly.</p> <p>All students work at their instructional levels in IReady Math. Comprehensive reports are available to teachers denoting areas of needed improvement and offering remedial skills. Students will be tested with STAR at least three times annually to determine progress.</p> <p>Students are tested on iReady 2-3 times annually to monitor placement and growth.</p>

**Goal: To increase achievement in mathematics in grades 3-5**

Data	Action Steps	Professional Learning	Evaluation
<p>Decompose and compose a non-unit fraction <math>a/b</math> as the quantity formed by the sum of unit fractions Use number lines and visual models to recognize and generate equivalent fractions, explaining how they are equivalent in real-world and mathematical situations</p> <p><b>Third Grade Weaknesses:</b> Use strategies to multiply one-digit numbers by multiples of 10 ranging from 10-90 Identify arithmetic patterns including, but not limited to, patterns in an addition or multiplication table, explaining use of properties of operations appropriate to the pattern Solve two-step real-world situations using addition, subtraction, multiplication, and division, representing these problems using equations with a symbol standing for an unknown quality Represent a data set with multiple categories, using a scaled picture graph, scaled bar graph, and a line plot Solve one and two-step problems, using categorical data represented with a scaled picture graph, scaled bar graph, and a line plot Round four-digit whole numbers to the nearest 10 or 100, using place value understanding.</p>	<p>Students needing additional services participate in RTI in “Leopard Time” and/or attend after-school tutoring. Programs utilized include iReady, Reflex, Generation Genius, Classroom Tool, and Zearn (HQIM).</p> <p>The math facilitator and teachers monitor student data through formative assessments.</p> <p>Software programs are used to provide additional instruction or enhancement to the math curriculum.</p> <p>Fluency Enrichment Program In an effort to ensure that each student in fifth grade masters fact fluency in the operations of multiplication and division, De Queen Elementary School has planned, developed, and supported a fifth grade math fluency initiative entitled “Stepping Up Our Fluency with Reflex Math.” All fifth grade students will be monitored for progress as they begin with 0% mastery and work their way up to 100% mastery of basic facts. As</p>	<p>The math facilitator facilitates rotational meetings with math teachers on a regular basis to determine gaps and progress.</p> <p>The math facilitator/professional learning coordinator provides in-service, supplies, and diagnostic materials to the involved teachers.</p>	<p>Teachers and administration review reports from STAR Math, IReady, Frax, Edulastic, Reflex, and ATLAS to determine success.</p> <p>Assess students on an ongoing basis utilizing STAR math and the Classroom Assessment Tool. Students who are not successful will be remediated by the regular classroom teacher and/or the math facilitator until a Ready designation is achieved.</p> <p>Summative Assessment: ATLAS and STAR Math</p> <p>Teachers will utilize Reflex Math assessment reports to determine success and next steps.</p>

growth is demonstrated using data from the Reflex Math program, students will have data chats with their fifth grade math teachers and be able to track themselves toward complete accuracy, automaticity, and efficiency of basic multiplication and division facts. When 100% mastery is demonstrated, students will receive a pair of crazy socks. These socks will be encouraged to be worn at any time, but especially one Friday of each month, which will be called "Funky Sock Friday." On this day, students and teachers will show DES pride by wearing their crazy socks and encouraging others to continue on their path of mastery in fact fluency.

**Goal: To increase achievement in mathematics in grades 3-5**

Data	Action Steps	Professional Learning	Evaluation
<p><b>Fourth Grade Strengths:</b> Multiply a fraction by a whole number using visual fraction models and equations Identify and/or draw lines of symmetry for a two-dimensional figure Convert measurements of length, weight/mass, and liquid volume within the same system of measurement, metric and customary Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions Apply decimal notation for fractions with denominators 10 or 100</p>	<p>mastery and work their way up to 100% mastery of basic facts. As growth is demonstrated using data from the Reflex Math program, students will have data chats with their fifth grade math teachers and be able to track themselves toward complete accuracy, automaticity, and efficiency of basic multiplication and division facts. When 100% mastery is demonstrated, students will receive a pair of crazy socks. These socks will be encouraged to be worn at any time, but especially one Friday of each month, which will be called "Funky Sock Friday." On this day, students and teachers will show DES pride by wearing their crazy socks and encouraging others to continue on their path of mastery in fact fluency.</p>		

**Goal: To increase achievement in mathematics in grades 3-5**

Data	Action Steps	Professional Learning	Evaluation
<p><b>Fourth Grade Weaknesses:</b> Find the factor pairs for a given number in the range of 1-100, identifying whether a number is prime or composite Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms Use a line plot to display a data set of measurements in fractions of a unit, solving problems involving addition and subtraction of fractions with like denominators Solve real-world problems involving time intervals that may cross the hour Compare two five-digit whole numbers and six-digit whole numbers, using symbols (&lt;, =, &gt;) Compare two decimals to the hundredths place, using symbols (&gt;, =, &lt;) to record the results of comparisons.</p>			

**Goal: To increase achievement in mathematics in grades 3-5**

Data	Action Steps	Professional Learning	Evaluation
<p><b>Fifth Grade Strengths:</b> Use computational fluency to multiply multi-digit whole numbers by using strategies and algorithms Interpret and solve fractions as division problems Classify two-dimensional figures in a hierarchy based on properties with the focus on quadrilaterals and triangles when teaching hierarchies Recognize that, in a multi-digit number, a digit in a given place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left Read and write decimals to thousandths, using base-ten numerals, word form, and a variety of expanded forms Compare two decimals to thousandths based on the value of the digits in each place, using symbols (&lt;, =, &gt;)</p> <p><b>Fifth Grade Weaknesses:</b> Use computational fluency to multiply multi-digit whole numbers by using strategies and algorithms Interpret and solve fractions as division problems Classify two-dimensional figures in a hierarchy based on properties with the focus on quadrilaterals and triangles when teaching hierarchies Recognize that, in a multi-digit number, a digit in a given place represents 10 times</p>			

**Goal: To increase achievement in mathematics in grades 3-5**

<b>Data</b>	<b>Action Steps</b>	<b>Professional Learning</b>	<b>Evaluation</b>
as much as it represents in the place to its right and 1/10 of what it represents in the place to its left Read and write decimals to thousandths, using base-ten numerals, word form, and a variety of expanded forms Compare two decimals to thousandths based on the value of the digits in each place, using symbols (<, =, >) to record the results of comparisons.			

**Goal: To increase achievement in science in grades 3-5**

Data	Action Steps	Professional Learning	Evaluation
<p><b>Spring 2024 ATLAS Science Assessments:</b></p> <p>On the Spring 2024 Science ATLAS Summative Assessment, third-grade students 37% scored Above Mastery, 42% scored At/Near Mastery, and 21% Below Mastery.</p> <p>On the Spring 2024 Science ATLAS Summative Assessment, fourth-grade students 36% scored Above Mastery, 40% scored At/Near Mastery, and 24% Below Mastery.</p> <p>On the Spring 2024 Science ATLAS Summative Assessment, fifth-grade students 52% scored Above Mastery, 34% scored At/Near Mastery, and 14% Below Mastery.</p>	<p>Continue implementing Generation Genius, and IXL because there are not ample approved science resources for grades 3-6.</p> <p>Continue the use of science journals, Gizmos (HQIM), Science Penguin (vetted HQIM), Code.org, Study Stack, Blooket, and Generation Genius.</p> <p>Implement the strategies of Science of Reading into the science curriculum</p> <p>Incorporate STEM activities into the curriculum to enhance learning.</p> <p>Science teachers met with representatives of the Bailey Group in May and June to assess our current curriculum and vetted programs utilized.</p> <p>Utilize Classroom Assessments and Science Interim Assessments</p>	<p>All certified staff attended SOR training in the summer of 2019 and have completed that pathway.</p> <p>Science teachers meet together to discuss curricular issues and assist and support each other.</p> <p>All certified staff received training in SOR and receive additional training annually.</p> <p>The principal and assistant principal were trained in SOR for administrators to assess SOR implementation in the classroom effectively. They received certification in that area in June 2021. Administrators receive additional in-service annually.</p> <p>Teachers receive training and support from science facilitators at DMEC.</p> <p>Teachers received support from the Bailey Group.</p> <p>Teachers received training in these assessments by Maralyn Faulkenberry.</p>	<p>ATLAS Interim Science tests will be administered two times annually.</p> <p>Journal content and completeness</p> <p>Chapter assessments and ATLAS classroom assessments</p> <p>Teachers are observed through CWTs and formal observations to ensure Science of Reading is thoroughly implemented. Students will be tested with STAR at least three times annually to determine progress.</p> <p>Teacher observation, journal content, ATLAS classroom assessments, ATLAS science testing</p> <p>Summative Assessment: ATLAS</p>

**De Queen Elementary School**

**Improvement Plan 2025-2026**

**Goal: To improve wellness in our school.**

Data	Action Steps	Professional Learning	Evaluation
<p>On the 2024-2025 School Health Index, De Queen Elementary School scored 89% on Policies and Environment, 81% on Health Education, 76% on Physical Education and Physical Activity Programs, 85% on Nutrition Environment and Services, 73% on Family Engagement, and 97% on Community Involvement.</p>	<p><b>The School Wellness Committee will strongly recommend that teachers receive annual professional development in health education. We will emphasize seizure training and the proper use of EpiPens.</b></p> <p><b>Explore implementing the components of the Presidential Physical Fitness Program into the PE curriculum</b></p> <p><b>Explore incorporating farm-to-table activities into the science curriculum and provide an outdoor classroom with raised beds and a greenhouse for these activities.</b></p> <p><b>Encourage volunteer assistance in the area of health awareness.</b></p>	<p>The district nursing supervisor will provide professional learning in the proper use of EpiPens and seizure training.</p> <p>The physical education teacher will research the steps necessary to implement the Presidential Physical Fitness Program.</p> <p>Research the best options for outfitting an outdoor classroom and the most effective methods for student interaction with various types of vegetables.</p> <p>Develop a survey for community volunteers/organizations.</p>	<p><b>Documentation that the training has been provided.</b></p> <p>The physical education teacher will report to the Principal the outcomes of his research.</p> <p>The science teachers, along with the maintenance crew, will implement the installation of an outdoor classroom and greenhouse. They will also document student-grown products.</p> <p>Participation in health awareness activities.</p>

De Queen Elementary School		Improvement Plan 2025-2026	
Goal: To provide transition activities to outgoing fifth-grade students.			
Data	Action Steps	Professional Learning	Evaluation
All fifth grade students receive transition activities when leaving the fifth grade.	<p>The middle school counselor holds meetings with all fifth-grade students and sends information home to parents to assist with their transition to Middle School.</p> <p>The middle school counselor provides a middle school tour to all students at the end of fifth grade to help with the stress they encounter when transitioning to a different building.</p>	None needed	Schedule of meetings and tours.

## Family and Community Engagement 25-26

### 1: Jointly Developed Expectations and Objectives

A FACE Committee is established each year to address the needs of students and families of our Title 1 School. The committee is made up of volunteers who represent diverse ethnic groups and staff.

Based on ATLAS and Star scores, curriculum meetings are held to align curriculum to meet student needs.

- In June, the Family and Community Engagement (FACE) committee reviewed and evaluated the current FACE plan. Revisions are sent to committee members not in attendance for approval. Comments and suggestions are forwarded to the district parent/family representative, Misty Gentry.

- Parents may request regular or special meetings by contacting the school principal.

The committee will be made up of parents, alumni, and community stakeholders.

### 2: Communication

- The FACE plan (including contact information of the parent facilitator) is posted to

the school website in English, Spanish, and Marshallese (when available):

- The community is informed of the plan by being posted to the website, by an announcement on Facebook, radio and on the marquee
- Plans and Information Packets are available on the website and in hardcopy when requested
- Information Packets are given to families and include: Family and Community engagement Plan (FACE) , Student/ Parent/ School Compacts, Volunteer surveys, schedule of yearly planned activities, ways to implement two-way meaningful communication, Parent's Right-to-Know, Parenting Tips, Conflict resolution
- The school collects parent signature pages acknowledging receipt of availability of the FACE plan, Informational packet, Parents' right to know, Compacts, volunteer form, needs assessment survey, school contact info, community resource list, steps to follow in a conflict resolution.
- The school distributes a monthly newsletter which includes school news, calendar of events, parenting tips related to school achievement, lunch menu, Home School Connections with a Food and Fitness Component (when available)
- School events and dates are posted to the school web page and are on the school calendar
- Parents receive a teacher and school contact list in the Parent Information Packet

- Parents can use E-mail, phone, Facebook, and correspondence to contact teachers / school, and the school app
- Weekly, teachers send home folders containing student papers and work samples
- Teachers contact parents on individual basis to communicate about their child's progress
- Progress reports are sent home every 5 weeks
- Report cards are sent home every 9 weeks
- The school communicates via the school website, marquee, Facebook and parent orientation meetings about the Schoolwide Title I plan
- Two parent/teacher conferences are held each year. If parents are unable to attend, every effort is made to reschedule at a convenient time or contact may be made by on-line chat, phone or home visit.
- Parents, students, and building administrators have easy access to grades through Home Access Center (HAC) located on the school and district websites
- Local newspapers and radio stations (including their websites) announce menus, school news, and activities
- Parents and teachers exchange information at registration, Back-to School Night, FACE Nights and Parent/Teacher Conferences.
  - Families are encouraged to utilize the LEOPARD APP and website for notifications and announcements.

### **3: Building Staff Capacity**

\*DES values it's highly qualified teachers. Teachers are required to complete a minimum of 30 hours of professional development related to the teacher's PGP (Professional Growth Plan). Professional development logs are submitted to administrators to check for completion of required hours. Administrators receive professional development during the summer.

- Parent facilitators provide parent engagement training to their building faculty on how to work with parents as partners and creating a welcome environment to parents. A parent volunteer binder contains information of parents who offer to volunteer their time. This binder is kept in the DES library for teachers to use for choosing volunteers to help.

- Using language the parents are comfortable with and understand by providing translators in conversations and send home translated materials when needed.

- Respond to parent requests and recognizing that parents are full partners in the school process.

- FACE meetings and activity nights will be held with school staff participation while welcoming parent contributions in student learning

- Provide to parents the district process for resolving conflicts (provided in the Informational packets)

### **4: Building Parent Capacity**

- FACE meeting is held to review, evaluate, and approve the FACE plan, re-evaluate plan if needed during the school year; yearly re-evaluation of plan for next year; Title 1 parent informational meeting to describe curriculum, local and state assessments, and how to interpret them, describe components of Title I program, and parents right to know.

- Parents are provided access to chromebooks in the library for parent use. Parents and students are provided information on copyright issues and safe and appropriate internet practices.

- Parents receive instruction in using the DESE (formally ADE) website [<http://dese.ade.arkansas.gov>]

- A parent framework and toolkit are available on the Parents, Teachers, and Administrator's webpages at <http://dese.ade.arkansas.gov> or can be accessed by going to <http://bit.ly/EngagementMattersAR>.

- FACE meetings are held to incorporate assistance and instruction to parents in supporting their child's academic progress and achievement with developmentally appropriate learning activities. Parents receive instruction

on access to their child's progress through an online program called HAC. A link is provided in three areas of the website. Parents are involved in LPAC meetings that involve their child's progress. Teachers are available for additional conferences when needed (other than the two required). Parent information is provided in the "parent center" located next to the school library and wall pockets available in the foyer.

- Informational packets are provided for parents and posted online. This packet includes a volunteer survey.
- A minimum of two parent committee meetings are held (fall & spring) and two parent teacher-conferences are held each year (Oct. and Mar.)
- Parents are provided online resources and paper resources in the information packet to assist students with understanding the curriculum.
- State assessment scores are sent home to parents during the first nine weeks of the school year.
- Parents are provided with information about state and local assessments. The ATLAS will be given in the late spring each year and interim test may be administered during the school year.
- The school website provides online resources for assisting students with homework.
- Parents, students and school personnel serve on the district wellness committee and assist in designing healthy school menu choices.

- As "Math Partners" parents are provided math homework help materials in both English and Spanish translations (Marshallese in process). These are given out at Back-to-School night.

- Parent-Student-Teacher-Compacts encourage students to reach their full academic potential.
- The computer lab is utilized for remediation and enrichment.
- Parents on Campus – Parental figures are encouraged to eat lunch with their child and read to the class.
- Math /Literacy/Science Nights are provided, where parents receive advice on ways to include math and literacy activities in the home through everyday activities. (FACE nights)
- Book Fair Family Night provides opportunities for parents to expose their children to a wide variety of literature and emphasizes the importance of reading.
- Students are encouraged in academic and behavioral improvement in order to participate in the interim testing. Cubs with Character and Students of the Month programs encourage appropriate and kind behaviors.
- Special Olympics encourage improvement and participation for Special Education students and their parents.

Students receiving individual services are included in the classroom and extracurricular activities. Parents attend IEP or other meetings that pertain to their child.

## 5: Coordination

- Resources are available to families via the parent center located in the foyer. Title I funds help purchase the materials, equipment, and supplies for FACE activities and communications.
  - Parents and community leaders serve on the FACE committee
  - Dr. Walker's Medical Clinic and the DQ School District provides the Leopard Care Clinic, which allows on-site medical staff to evaluate and treat patients for acute or chronic health issues in an attempt to decrease absenteeism and improve academic performance. The clinic will be open to students and employees of the school.
- \*De Queen public schools work with area preschools to evaluate and provide resources for incoming kindergarten students.
- \*Students and parents participate in transition activities such as 5th grade open house to fill out pending schedules and tour the Middle School and 2nd grade tours the Elementary School preparing them for advancement to the next campus.
- \*When appropriate, the district holds activities for diverse populations held in conjunction with community businesses and medical services. (Marshallese or Hispanic nights)
- Parents and community leaders participate in Math and Science and Literacy events
  - A community resource list (in English, Spanish, Marshallese) is given out in the

Information packets, posted on the school website and available in the school parent center.

- District counseling staff is available to students and parents and mental health services are provided through Cornerstone and Arkansas Counseling and Psychodiagnostics Services.
  - A bilingual school psycho-educational examiner is enlisted to counsel with parents and students to administer individual tests to determine special needs services. Parents are involved in the process of placement in an appropriate educational program.
  - Families are encouraged to participate in family-oriented community based physical activity programs such as walking/jogging on the Leopard track and around buildings, other physical activities, and community lead sports.
  - Parents may enroll in ELL, GED, or adult education classes in cooperation with CCCUA or the Pilgrim's Pride Learning Center
  - Bilingual interpreters and translators are utilized at all FACE activities in an effort to better serve all parents and stakeholders in the district.
  - Parents and community leaders serve on the school's PTO (Our PTO is active )
  - Alumni parents are included in the FACE committee to serve in an advisory position
- \*Lion's club donates glasses.

\*Rotary Club provides funds for literacy programs for 3<sup>rd</sup> grade students.

## **6: Annual Title I Meeting**

Each year an Annual Title I meeting is held as an informative meeting for parents. (October, 2025)

The following items are discussed and addressed. (Oct. 2025, in the De Queen Elementary

School Cafeteria).

- How the Title I program works
- How Title I funds are used
- District FACE plan
- Student/Parent/School Compact

- School Curriculum
- Annual Report Card
- Assessments—proficiency levels/timeline for reporting result to parents
- Progress review
- Important dates
- Opportunities for volunteering
- Parents' Rights-to-Know / Parents with Disabilities Right to Request Aids and Services
- Written State Complaint Procedure
- How to contact staff/DSES (form

## **7: School-Parent Compact**

DES and the parents of the students participating in activities, services, and programs funded by

Title I, Part A of the Every Student Succeeds Act May 1, 2019 • Page 7 of 15, agree that this compact outlines how the parents, school staff and students share the responsibility for improved

student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

School Responsibility –I. Provide high quality curriculum and instruction in a supportive and effective learning environment to meet state academic standards (1) Identify student needs and

provide remediation or enrichment (2) Engage and expand students' natural gifts and talents (3)

work together to help every child achieve the same standards. (4) Design educational programs

that are consistent with state and local reform efforts (5) Meet special needs of children who are

at risk academically, limited English proficient, migrant, or homeless (6) Coordinate resources to

promote child's learning. II. Hold 2 parent/teacher conferences during which this compact will

be discussed as it related to the child's achievement. III. Provide, weekly, progress reports and

report cards every 9 weeks. IV. Provide reasonable access to staff at school event nights, parent/

teacher conferences arrange at convenient times for parents, and other two-way meaningful

communications. V. Provide and encourage parents to volunteer in areas of their interest and

observe in classrooms.

Parent Responsibilities- I. Support school staff and respect cultural differences. II. Have

on-going communication with the school and teachers of your child.

Student Responsibilities- I. Share responsibility to improve academic achievement and achieve

high State standards (1.) Work to the best of your ability (2.) Come to school every day on time

with homework completed and supplies needed (3.) Show respect to the school, others, and

myself have consideration for cultural differences (4.) Follow the rules of conduct: Believe I can

and will learn

Other school responsibilities—1. Involve parents in the planning and improvement of the FACE

policy 2. Involve parents in the development of schoolwide programs 3. Hold annual Title I, Part

A program to explain the requirements of Title I and rights of parents. These meetings will be

held at flexible convenient times for parents so as many as possible can attend. 4. Provide

information in an understandable format including alternative formats for parents with disabilities and language parents can understand 5. Provide an explanation of the school's

curriculum and forms of academic assessment used to measure their child's progress and the

proficiency levels students are expected to meet for state standards. 6. Provide and respond to

opportunities for parents to offer suggestions and participate in decisions about the education of

their children 7. Provide individual student report about the performance of their child on state

assessment in math, literacy, and reading. 8. Provide notice to parents when their child has been

assigned to or taught for four (4) or more consecutive weeks by a teacher who is not highly

qualified as stated in Title I final regulations (67 Fed. Reg.71710, December 2, 2002)

### **8: Reservation of Funds**

If the district receives more than \$500,000 in Title I allocation, then it must reserve 1 percent for parent and family engagement activities. A minimum of 90% of that 1% just go to the schools, with priority given to high-need schools.