

AR  
 Weiner Elementary School (Harrisburg School District)  
 313 Garfield Street  
 Weiner AR 72479  
 870-684-2252

### **School Engagement Plan**

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions.

#### **1: Jointly Developed Expectations and Objectives**

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

##### *Guiding Questions*

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*  
 [A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
 [ESSA § 1116(c)(3)]

The Parent and Family Engagement Plan (PFE) is decided upon by a committee made up of parents, teachers, staff, community members, the principal, and the PFE Facilitator. All parents will have the opportunity to review the plan which will be housed on the school website. Parents can receive a printed copy also. A live survey kept on the school website provides a means for feedback from parents for improving the School Engagement Plan. A printed form encouraging feedback or suggestions regarding the PFE will be displayed and readily available year-long in the school lobby.

The PFE committee, in concert with the Weiner Children's Endowment (WCE, our school's Parent Teacher organization), provides us with an accurate representation of the student body for our PFE. All comments showing dissatisfaction about the plan from parents and/or community members will be reviewed by the PFE committee and submitted to Central Office. Outside of our regularly scheduled meetings, parents may request other meetings of the committee.

The PFE is reviewed to ensure it is comprehensive and coordinated by checking it against the Arkansas Department of Education's School Parent and Family Engagement Plan templates and instructions from the ADE website.

#### **2: Communication**

Describe how the School will communicate with and distribute information to parents and families.

##### *Guiding Questions*

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each*

*child annually, ensuring to include:*

- *description of the engagement program*
- *recommended roles for parents, students, teacher, and the School*
- *ways for a family to get involved*
- *survey regarding volunteer interests*
- *schedule of activities planned throughout the school year*
- *regular, two-way, and meaningful system for parents/teachers to communicate*  
[A.C.A. § 6-15-1702(b)(3)(B)(1)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
  - *how is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*  
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*  
[ESSA § 1116(c)(2)]

The school will host an open house the week before school starts. At the open house, parents will learn about their rights to be involved in the planning, review, and improvement of the school engagement program. A packet of printed material will be available that describes the engagement program along with suggested ways to be involved and partner with the school in their child's education. Parents will be encouraged to take part in opportunities for volunteering at school.

The school will maintain a website for communicating with parents and the community. The School Engagement Plan will be housed on the site. Information regarding ways to get involved in the school's education program and its activities will be available year-round on the school's website. A survey about volunteering will be maintained on the school website throughout the year. The site will house links to classroom websites or Facebook pages for each teacher. Homework assignments and pertinent classroom information will be made available on the classroom sites. The school website will house a calendar of dates and times for school events and activities.

Teachers will routinely contact parents on an individual basis to communicate about their child's progress. Email and the Remind app will be used along with phone calls or face-to-face meetings for two-way communication between teachers and parents. Meetings with parents will be offered at various times and can use other formats such as FaceTime, Zoom, or Google Meet as needed. The school will provide progress reports/report cards to parents every four weeks with information regarding their child's academic progress. Parents will be able to use eSchool to check grades using the Home Access Center (HAC). Parents can follow their child's reading progress through the Accelerated Reader Home Connect site. Grades 3-6 students will be given a student planner. The purpose of the (communication folders) is to make parents aware of students' daily assignments and teacher expectations. Each K-2 teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school.

The school will utilize an all-call system that sends voice messages, texts, and e-mails to all numbers/e-mail addresses on file. The school will also utilize Facebook, Google Classroom, Google Meet, and Remind (app) to communicate news, expectations, accomplishments, event dates, assignments, and/or achievement levels to parents. Each classroom will maintain a Facebook page informing of school projects, activities, and news.

A school engagement information packet will be distributed annually to parents. Information about resolving parental concerns will be included. The school handbook will be available on the school website and printed copies are available as needed.

A school/parent compact will be developed or revised and will be distributed to parents at the beginning of the year in the student handbook. This compact will inform parents, staff, & students of the expectations for the school year. School Parent Compacts will be discussed and signed at the first parent/teacher conference to be held at the end of the first nine weeks.

The school's Spanish teacher will be available to assist Spanish speaking parents as needed.

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

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

#### *Guiding Questions*

**3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*

- *the value and utility of contributions of parents [Title I schools]*
- *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

*[ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]*

The staff of WES will be trained using online or face-to-face professional development opportunities. Areas of information presented in the professional development include: how parents play an integral role in assisting student learning, the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, implementing and coordinating parent programs and building ties between home and school, welcoming parents into the school and seeking parental support and assistance, providing information in a understandable format, responding to parent requests for parent and family engagement activities, and recognizing that a parent is a full partner. The staff is informed about the process for resolving parent concerns, which is included in the school handbook given to every household.

The staff works closely with our parent organization - The Weiner School Children's Endowment. Through the organization, parents and community members give volunteer time to prepare and work at fundraisers.

Parents and staff work together to provide opportunities and activities for students and their families such as Book Fairs, Fall Festival, Santa's Shop, Grandparents' Day, and Veterans Day. These activities, along with community service projects, help build and strengthen relationships between staff, parents, and community members.

The school staff is encouraged to make parents feel welcome and important to the school.

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

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

#### *Guiding Questions*

- **4.1:** *How does the School provide timely information about the following:*

- a description and explanation of the curriculum in use at the School
  - the forms of State and Local academic assessments used to measure student progress, including alternate assessments
  - the achievement levels of the challenging State academic standards students are expected to meet
- [ESSA § 1116(c)(4)(B)]*
- **4.2:** How does the School provide assistance to parents in understanding the following:
    - the requirements of Title I, Part A
    - how to monitor their child's progress
    - how to work with educators to improve the achievement of their children.

*[ESSA § 1116(e)(1)]*
  - **4.3:** What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:
    - literacy training
    - technology training, including education about copyright piracy and safe practices
    - resources that describe or assist with the child's curriculum
    - other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers

*[ESSA § 1116(e)(2)]*
  - **4.4:** Involve parents of students at all grade levels in a variety of roles, including without limitation:
    - involvement in the education of their children
    - volunteer activities
    - learning activities and support classroom instruction
    - participation in School decisions
    - collaboration with the community
    - development of School goals and priorities
    - evaluating the effectiveness of the School-level Improvement Plan

*[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]*
  - **4.5:** How does the School promote and support responsible parenting? The School shall, as funds are available:
    - purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review
    - Create parent centers

*[A.C.A. § 6-15-1702(b)(4)(A)]*
  - **4.6:** How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
    - role play and demonstration by trained volunteers
    - the use of and access to Department of Education website tools for parents  
*[<https://dese.ade.arkansas.gov>]*
    - assistance with nutritional meal planning

*[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]*

Parents receive their student's state academic assessment results and interpretations from the School Counselor at Open House and Parent-Teacher Conferences. Any parents unable to attend receive student scores in the mail accompanied by a written explanation of those scores. Schoolwide achievement test results are shared through the school website and at the Open House.

Parent-Teacher Conferences are scheduled twice a year school-wide. These provide opportunities for teachers and parents to evaluate student progress and brainstorm ideas for educational improvements. Meetings for further explanation or clarification related to achievement testing or to a student's learning will be scheduled as needed or requested.

The school uses three assessments designed to measure student progress and achievement levels: ACT Aspire (3-6), Dibels (K-2), and iReady (K-6). Parents are instructed about these assessment devices through Open House, Parent-Teacher Conferences, and the School Counselor's Website. Parents have access to descriptions and information about the school's special "Culture" curriculum, which is part of Weiner Elementary's School of

Innovation plan, on our website.

Parents are provided with assistance and instruction on Arkansas Academic Standards upon request. A link to the standards is available on the school website.

Parents will have access to photos and information about school and classroom activities through Facebook posts.

Information, tutorials, webinars, and other resources related to technology, literacy, parenting, and promoting learning at home and school will be shared through Facebook posts and housed on a Parent Resources tab on the school website. The Department of Education website with tools for parents will be linked on the school's Parent Resources tab.

A selection of books and other media pertinent to parenting and a child's learning will be housed near the library for parents to borrow.

The school's 21st Century Community Learning Center provides learning activities supplemental to the curriculum and extends the school day and opportunities for parent input.

The school's backpack program helps provide needed food for homes, and a Clothes Closet helps fill families' needs for clothing basics such as socks, shoes, underwear, coats and clothes.

Parents are informed about volunteer service possibilities at the school through a printed listing and an online document. Parents are encouraged to get involved in school activities through our reading program where they can read to classes or listen to struggling students read out loud to them. Parents always help with our Santa's workshop each year that enables students to buy gifts for their families with "money" provided by the Weiner Children's Endowment. Parents are welcome to come to our morning assemblies and take part in the learning during that program. The school intends to make volunteers feel appreciated.

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## **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)]

A partnership with nearby Arkansas State University has provided a preschool program housed within the Weiner Elementary building. The preschool not only prepares young children for kindergarten but also links our school to parents of preschoolers, opening avenues of communication with them.

Weiner Elementary benefits from services provided by the local public library. The library provides access for students and families to e-books as well as printed books. The public library presents a summer reading program which our school promotes. Class visits are arranged to motivate students to use the public library.

Alumni are invited to share information about their career or hobby in our morning assembly, to classes, or through digital meetings. Community members such as firemen or city officials are scheduled to read aloud to classes. The city grants the school usage of a community meeting room called the Cardinal Center. Community members provide stations along a planned walking route through town for all K-12 students to participate in a Fall Walk with treats and prizes. Churches providing summer lunches for children coordinate the service with the school's own summer programs.

Within our local Parent Teacher Association, the Weiner Children's Endowment, parents and school staff work closely together to set and meet goals for school improvements and to raise funds to help make the goals happen.

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## **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)]*

The Weiner Elementary Annual Title I meeting will be held on Thursday, August 11, 2022 at 4:45 p.m. in the elementary library prior to the back-to-school open house. During the meeting, district and school staff will provide to stakeholders the requirements of Title I and the details of our school's participation as a School-wide program.

The following requirements will be explained to stakeholders as well:

The School will maintain a Website which houses classroom websites for each teacher. Homework assignments and pertinent classroom information will be made available on classroom websites. Also, parents can access their child's grades using a PIN number they received at the beginning of the school year. Parents may use email to communicate with members of the school staff.

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

The school will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.

A school/parent compact will be developed or revised and will be distributed to parents at the beginning of the year in the student handbook. This compact will inform parents, staff, & students of the expectations for the school year. School Parent Compacts will be discussed and signed at the first parent/teacher conference to be held at the end of the first nine weeks.

Parents will be given the opportunity and encouraged to volunteer at school.

Parents will be informed of the school's process for resolving parental concerns. The policy will be included in the student handbook that is distributed to parents at the beginning of each school year.

The school will provide students in grades 3-6 with a student planner. The purpose of the (communication folders) is to make parents aware of students daily assignments and teacher expectations.

Each teacher (K-2) will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school.

Due to the pandemic and increasing numbers in the state and across the nation, communication with parents will continue to be more important than ever. The school will utilize an all-call system that sends voice messages, texts, and e-mails to all numbers/e-mail addresses on file. The school will also utilize social media, Google Classroom, Google Meet, and Remind (app) to communicate news, expectations, assignments, and grades to Parents and Students.

The school will Make the school parent and family engagement plan available to families and the local community Distribute an informational packet annually.

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## **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*
- **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)]*

School staff, parents, and students will develop a school parent/student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact. The process to develop the compact will begin with committee meetings followed by creation of the contract with input from the stakeholder groups.

Teachers will routinely contact parents on an individual basis to communicate about their child's progress. Formal parent/teacher conferences will be held twice each year. Those dates during the 22-23 school year will be on 10/20/22 and 3/16/23. During these conferences, parents and teachers will work together to understand:

- \* what students will be learning
- \* how students will be assessed
- \* the informational packet that was sent home
- \* 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.

The school will ensure that parents are aware of their opportunity to communicate with teachers/staff when

necessary, that they may volunteer at the school, and may observe classroom activities.

The school will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.

To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

The school shall enable the formation of a parent teacher association or organization that will foster parental and community involvement within the school.

An annual public meeting will be held the week before school starts to inform parents of their rights to be involved in planning, review, and improvement of the parent program along with a description and explanation of the curriculum used in the school, types of assessment and proficiency level.

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### **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)]*

N/A (Our district does not receive over \$500,000 in Title I Part A funds.)

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<b>Assurances</b>
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*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)]*

☑ **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
- The informational packet
- 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](mailto: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)]*

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<b>References</b>
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**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](#)
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<b>School Name:</b>	Weiner Elementary School
<b>School Engagement Facilitator Name:</b>	Ina Raye Hurdle
<b>Plan Revision/Submission Date:</b>	
<b>District Level Reviewer Name, Title:</b>	
<b>District Level Approval Date:</b>	<

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**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Bridgett	Hewitt	School Board
Patricia	Hesse	Lead Teacher
Tonya	Thompson	Teacher
Ana	Rivera	Spanish Teacher
Lainie	Gardner	Instructional Aide
Gloria	Cunningham	Parent

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**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Jeremy	McKenzie	Parent
Haley	Latham	Parent
Erin	Trotter	Community Member
Liz	Schwarz	Community Member
Jim	Neely	City Police Chief

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(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

**District Reviewer Responses**

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**Section 1 - Jointly Developed**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**-Section 2 - Communication**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 3 - Building Staff Capacity**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 4 - Building Parent Capacity**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 5 - Coordination**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 6 - Annual Title I Meeting**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 7 - School-Parent Compact**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 8 - Reservation of Funds**

- Changes Required
  - Compliance is Met
- 

**Comments:**