

AR  
 Wynne Intermediate School of Innovation (Wynne Public School District)  
 1100 E. Bridges Street  
 Wynne AR 72396  
 870-238-5060

### **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)]

1: Jointly Developed

**1.1: The intermediate school in collaboration with parents works to 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)]**

- 2022-2023 Parent Visitation dates for Wynne Intermediate are as follows: September 1 and February 16.
- The Intermediate School's Family and Community Engagement Committee/council created the Title I Family and Community Engagement Plan to implement specific, measurable family activities with expected outcomes as well as disseminate information to the community to promote family engagement that reflects needs of students and families in Title I, Part A schools.
- The school's plan is reviewed and updated in the summer before it is integrated into the District's Title I Plan submitted to the state by August 1, 2022, placed online, and disseminated to families.
- The Title I plan developed by family members, school staff, and community implements statewide components and is reviewed and revised each spring along with the Title I program. Family members engage in discussions about the improvement of the Family and Community Engagement Plan in improving the academic quality of the school and the school's Title I Program.
- The Intermediate School has involved families in the process of school review and improvement under Every Student Succeeds Act (ESSA) in order to build strong family engagement. Staff regularly engages families on the School Community Council and Title I Family and Community Engagement Committee in the process of evaluation of programs. Family and community members are partners engaged in the decision-making processes.
- School reviews for Title I programs are in the fall (Sept. 06, 2022, 1:00 p.m.) and spring (March 06, 2023,

1:00 p.m.).

- District level Reviews are on Sept. 15, 2022; May 05, 2023; and May 11, 2023 at 9:00 a.m.
- The school engages families and the community in the development and improvement of Title 1 programs by keeping families informed about family engagement programs, plans, meetings, Report to Patrons, conferences, and other activities. Data (ACT Aspire, DIBELS, NWEA MAP (Measure of Academic Progress), Response to Intervention, Lexia Reading, AR Reading) and Title I Law is used to evaluate the Title I, Part A program along with curriculum and software programs for home/school use such as Redbird for math and Quick Tables for math, Title I Needs Assessments, Sept. – Dec. 2022, and information about the programs and plans from committee evaluation forms. This information is shared with stakeholders.
- Information is reviewed on family participation in school events and family workshops.
- The school principal and district staff engage families in the evaluation of the Title I, Part A program's family engagement efforts partially by using a comprehensive Title I Needs Assessment completed by teachers, families, and students.
- The school uses the data from these surveys to guide the family engagement requirements for professional development as identified in Arkansas Department of Education rules.
- Data is used to plan speakers and agendas for family nights.
- Janet Smith places the needs assessment on line; she and the district parent coordinator are responsible for compiling the data to share with administrators and staff at the building level.

The Family and Community Engagement Committee/School Council consists of staff, families representing all children at each grade level, and community that determine the effectiveness of the family engagement plan and Title I program and makes changes to the needs assessment as warranted. The survey collects specific information on:

- The specific needs of family members to assist with the learning of their children
- Effectiveness of Title I program and family engagement strategies supporting school and family interactions
- Increasing the engagement of families in activities encouraging student's growth

The District Parent Coordinator compiles the data to share with families, staff, and community at school committee meetings. The Needs Assessment data becomes part of the spring evaluation of the Title I Program and the Title I Plan. The Intermediate School analyzes its data with staff. The district further analyzes the data annually at the district's spring review meeting planned for May 11, 2023 and Title I/Federal Programs/School Improvement Plan review on April 20, 2023.

- Barriers to greater family participation in activities, especially for target sub-populations, i.e., economically disadvantaged students, are identified from data along with needs of families to assist in children's learning and engage with school staff.
- A need for better communication with families and the community was identified by the committee. The school plans to do better by holding Town Hall meetings and working to make all communication stronger and timelier.
- Another need is that students need social and emotional skills. This is being addressed through the addition of Rebekah Ross as a mental health counselor. Strategies will be shared with students to improve their coping skills.
- The principal wants to see WIS improve student feedback by asking for students' thoughts and ideas to be incorporated into the school. This is being addressed through the SHINE student group. Other strategies will be developed.
- A barrier to parents being able to help their child at home was identified. Families need resources provided that go with the new literacy and math curriculums. Staff will be developing resources for families throughout the year. A new math software program, Redbird, is being implemented to streamline the login process and reinforce classroom learning at home by closing gaps and extending classroom learning.
- Findings are shared with administrators and the committee. Effective strategies are designed and implemented to support successful school and family interactions and improve engagement.
- The school encourages suggestions and revises/ updates the Title I Plan/program annually.
- The 2020-2021 surveys identified the fact that on the surveys 32.9% of students said students do not get along socially at school as a need. The committee feels this is partly due to the influence of social media. To address this need, in 2022-2023, WIS will implement the Ron Clark Academy House system to improve school culture, increase student engagement, and promote a family model between grades and students combined with building-wide inclusion that builds character, relationships, and school spirit.

- Another strategy that helps families address social media issues and online safety in support of successful school and family interactions is the use of SmacTalk, a program provided by DESE and shared with families on social media. The school will also continue its internet safety programs with the Wynne Police Department on a rotation basis.
- The intermediate school uses findings from the evaluation process as one component to make recommendations for revisions to the Title I Plan, Title I Program, and School Improvement Plan, and to provide suggestions for school improvement policies relating to family engagement. Recommendations are shared with administrative staff and at district family and community engagement meetings.
- It also indicates specific academic improvement needs of the school through programs and practices to enhance students' needs in math, literacy, and science and recognizes families as full partners in students' education.
- For 2022-2023 WIS has applied for the SOAR grant to close the gap for struggling students and continue improving literacy instruction. The goal is sustainability. If obtained the money will be used to move to improving students' writing skills by providing workbooks, colleague visits, and training to improve writing skills in grades 3-5. Writing City will be added to the curriculum.
- Third and fourth grade students will be using Handwriting Without Tears to improve penmanship and writing skills.

**1.2: Many 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 Wynne Intermediate School has developed family engagement groups. Family members are engaged on school improvement planning committees such as School Improvement, School Community Council, Title I Family and Community Engagement, Title I Parents' Advisory Council (PAC), PTA, handbook, and district planning committees on a regular basis.
- A diverse committee has been purposely selected using demographic data that includes family, community, and former students that is an adequate representation of gender, mobility, ethnicity, single parents, grandparents, business, and economic strata in the district. This committee and other parents serve in a variety of roles on other school and district committees and as volunteers in the school.

**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)]

**2.1: The School distributes an informational packet appropriate for the age and grade of each child annually, that includes a description of the engagement program, roles for parents, students, teacher, and the school, ways for a family to get involved, survey regarding volunteer interests, calendar of events, and two-way, meaningful communication between families and teachers. [A.C.A. § 6-15-1702(b)(3)(B)(1)]**

- The intermediate school provides information to families about the school's program in the Family Information Guide that is age and grade appropriate each fall.
- The Family Information Guide available online, August 01, 2021, disseminates the plan to all families via online access at [www.wynneschools.org](http://www.wynneschools.org) or hard copy. Families sign documentation of receipt of plan.
- The Family Information Guide provides information on families' rights, laws about family engagement, Title I, Title I Plans, school procedures, teacher conference times, family events and activities, the school calendar, medication procedures, the Family and Community Engagement plan, Recommended roles, Ways for a family to get involved in a variety of roles like mentoring or volunteering, Survey regarding volunteer interests, Schedule of activities planned throughout the school year on the calendar of events, and a regular, two-way, and meaningful system for families/teachers to communicate through the student planners and other means. The school reviews, updates, and revises the guide annually to keep it current for families' use. It is translated into other languages as needed. The guide is posted on line under the Parent Center tab on the district web site and links to each campus. The parent facilitator notifies families of its availability by August 1, 2022 via notices sent home, newspaper, radio, Remind, and postings on the district web site. Janet Smith will be responsible for the online access.

**2.2: WIS ensures that 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) and provides information to families in a variety of ways. [ESSA § 1116(e)(5)]**

- The school sends home information in a language and form that families can understand to the extent possible. To provide the best academic success for students and to work with families, parenting staff may provide a Family Information Guide, Title I Plan/Compact, etc., in other languages as needed for students in the English Language Learner program. Translators may help with conferences/enrollment.
- A variety of communication strategies provide information to family and increase family engagement in supporting classroom instruction:
- Janet Smith maintains a school web site with web pages containing grade-level information provided by grade level chairs and resources for families. Families may use e-mail, the Learning Management System, and Remind to communicate with school staff to engage in regular two-way communication. Keeping the webpage updated is the responsibility of Janet Smith.
- A Parent Center link facilitated by the district parent coordinator has family information, family engagement documentation and a family tips section.
- The parent facilitator distributes a family-friendly monthly/bi-monthly newsletter to families with information relative to student achievement. The district parent coordinator places family newsletters online K-12.
- Students may use a student planner as a communication tool as needed. Classroom work and tests go home on Tuesdays in the take-home folder.
- Teachers document family contacts on children's progress in a family contact folder.
- Progress reports are provided at mid-nine weeks and report cards at nine weeks on children's school progress.
- School and district staff send announcements home with students in their communication folders and via email; utilize E-notes and PTA calendar; post notices in school facilities; on social media, website, and the marquee; and provide information for newspapers and radio stations about family workshops, activities, and meetings. Administrators send out Remind messages to families who have joined the principal's family group.
- School staff provides families information about the school's program at the Back-to-School Night and math and literacy nights.

**2.3: The school offers flexible opportunities for meetings with families. [ESSA § 1116(c)(2)]**

- School meetings take place at various times during the day or evening to accommodate families' work schedules and show flexibility. Family/Teacher Conferences on Sept. 1 and Feb. 16 have a large window of time (1:00-7:00) to accommodate families' schedules. If families cannot attend during those hours, a

conference may be scheduled during the teacher's conference period or an in-home visit made. Family workshops may take place during the day while Math and Literacy Nights are conducted in the evening.

- Workshops and meeting may take on various formats such as virtual, in-person group meetings, conferences, or individual home visits.

#### District Calendar of Events

District Calendar of Events 2022-2023 - WPS, WIS, WJHS, WHS, District

Some events may have restrictions and all dates are subject to change due to safety and COVID-19 Guidelines

July,12 2022 Virtual Open Enrollment Deadline ends at 3:30 p.m. all schools

July 12,2022 New Student Registration 10:00-5:30 p.m. WPS/WIS/WHS

July 13 Mandatory Virtual Orientation Meeting 5-6:00 p.m. WHS Auditorium

July 14 Mandatory Virtual Orientation Meeting 5-6:00 p.m. WHS Auditorium

July 14, 2022 6th grade Schedule pick up 8:30-3:30 p.m. WJHS

July 18-22, 2022 District Staff Dev. 8:30 a.m. WHS Auditorium

July 20, 2022 7th-8th grade schedule pick up 8:30-3:30 p.m. WJHS

July 20, 2022 9th-12th grade schedule pick up (times by grade level TBA) 11:00-6:00 p.m. WHS

July 20, 2022 Back to School/Open House 11-6:00 p.m. WPS/WIS/WJHS

July 20, 2022 Orientation Night (9th 11-12 p.m.; 10th 2-3 p.m.; 11th 4-5 p.m.; 12th 5-6 p.m.) WHS

July 25, 2022 School Starts 8:00 a.m. All Schools

July 25, 2022 FACE Plans/Family Information Guides/Compacts on line K-12 District Wide

Aug. 03, 2022 WPS/WIS PTA meeting 4:30 p.m. WPS Cafeteria

Aug. 6, 2022 Stuff the Bus Drive-thru event 9:00 – 3:00 p.m. DHS parking lot

Aug. 09, 2022 WHS Sr. Orientation Night 6:00-7:00 p.m. WHS Auditorium

Aug. 11, 2022 New Student Luncheon WJHS 11:00 & 12:00 p.m. WJHS Library

Aug. 11, 2022 Volunteer Orientation/Training K-12 9:30 a.m. WPS Cafeteria

Sept. 01, 2022 Parent Teacher Conferences/no school 1:00-7:00 p.m. WPS/WIS/WJHS/WHS

Sept. 02, 2022 Student/staff holiday

Sept. 05, 2022 Labor Day-No School/Student /staff holiday

Sept. 06, 2022 WIS Title I FACE Committee Plan Review 1:00 p.m. WIS

Sept. 06, 2022 WHS TI FACE Committee-Plan Review 5:00 p.m. WHS Conf. Rm

Sept. 08, 2022 AR Early Learning Head Start-Kind. Readiness 10:00 a.m. AR Early Learning

Sept. 08, 2022 WJHS TI FACE Committee-Plan Review 5:00 p.m. WJHS Library

Sept. 08, 2022 Parents' Advisory Council (PAC) meeting 6:00 p.m. Administrative Services

Sept. 09, 2022 WPS TI FACE Committee-Plan Review 12:30 p.m. WPS Workroom

Sept. 12, 2022 ASU/ABC Parent Workshop-Kind. Readiness/WCEC 5:00-6:00/2:45-3:45 p.m. WPS Cafeteria/WCEC

Sept. 15, 2022 District Wide Annual Title I Meeting 6:00 p.m. WHS Auditorium

Sept. 15, 2022 District Title I Fall Review 9:00-10:00 a.m. Administrative Services

Sept. 2022 SPARC Clubs @ WIS 2-3:00 p.m. WIS

Sept. 22, 2022 PTSA Meeting 6-12 5:00 p.m. WHS Conference Rm

Sept. 26, 2022 Teacher In-service

Sept. 27-28, 2022 Teacher In-service/Swap Days

Sept. 29-30, 2022 Student/staff holiday

Oct. 3-7, 2022 Student/staff holiday

Oct. 10-24, 2022 PTA Fundraiser WPS

Oct. 10, 2022 WHS Financial Aid Night 5:30 p.m. WHS Library

Oct. 11, 18, 25, 2022 Breakfast with a "Grand" Buddy 3rd, 4th, 5th 7:30 a.m. WIS Cafeteria

Oct. 12,19, 26, 2022 Breakfast with a "Grand" Buddy KF, 1st, 2nd 7:30 a.m. WPS Cafeteria

Oct. 13, 2022 District Wide Yellowjacket Training Camp Math/Lit 5:00-7:00 p.m. Walk Through

Oct. 14, 2022 Homecoming Pep Rallies/Homecoming TBD/7:00 p.m. WPS, WIS, WJHS, WHS

Oct. 17, 2022 Report to Patrons 6:00-7:00 p.m. Board Room

Oct. 18, 2022 Flu Clinic WHS/WIS 8:00/11:00 a.m. WHS/WIS Gym

Oct. 19, 2022(tentative) Fields of Faith 6:30 p.m. WHS

Oct. 20, 2022 College Fair Day 10:00-12:00 p.m. WHS Courtyard

Oct. 20, 2022 Flu Clinic WJHS/WPS 8:00 /11:00 a.m. WJHS/WPS Gym

Oct. 2022 SPARC Clubs 2:00-3:00 p.m. WIS

Nov. 02, 2022 WPS/WIS PTA meeting 4:30 p.m. WIS Library

Nov. 07, 2022 ASU/ABC Parent Workshop-Reading 5:00-6:00 p.m. WPS Cafeteria

Nov. 07, 2022 Wynne Community Enlightenment -Reading 2:45-3:45 p.m. WCEC

Nov. 08, 2022 WIS Spelling Bee 9:00 a.m. WIS Cafeteria

Nov. 10, 2022 AR Early Learning Parent Workshop – Reading 10: 00 a.m. AR Early Learning

Nov. 10, 2022 WPS Spelling Bee 1:00 p.m. WPS

Nov. 2022 SPARC Clubs @ WIS 2-3:00 p.m. WIS

Nov. 15, 2022 WJHS Spelling Bee 9:00 a.m. WJHS Gym

Nov. 16, 2022 Get Real Here's the Deal Seniors 9:15-1:40 p.m. WHS

Nov.21-25, 2022 Student/staff holiday/Thanksgiving Break

Nov. 30, 2022 ASVAB TEST WHS

Dec. 2022 WPS Christmas Music Programs K-2 TBA WHS Auditorium

Dec. 2022 SPARC Clubs 2-3:00 p.m. WIS

Dec. 12, 2022 PTSA meeting 6-12 5:00 p.m. WJHS Library

Dec. 16, 2022 Christmas Vacation Begins End of Day

Jan. 03, 2023 Staff Development

Jan. 04, 2023 School Reopens after Christmas Break

Jan. 2023 SPARC Clubs 2-3:00 p.m. WIS

Jan. 16, 2023 Student/staff holiday// Martin Luther King Day

Jan. 19, 2023 PAC meeting 5:30 p.m. Administrative Services

Feb. 2023 WJHS Social Event/Dance 6:00 p.m. WJHS

Feb. 2023 SPARC Clubs 2-3:00 p.m. WIS

Feb. 01, 2023 Fall College Signing Date 10:00 a.m. WHS Arena

Feb. 01, 2023 WPS/WIS PTA 4:30 p.m. WPS Cafeteria

Feb. 02, 2023 WIS Math/Literacy Night 6:00 p.m. WIS Cafeteria

Feb. 06, 2023 Battle of the Books 8:30 a.m. WIS

Feb. 7-9 2023 WPS Farm to you 8:30-3:00 p.m. WPS Gym

Feb. 10, 2023 Black History Program TBA WHS Auditorium

Feb. 16, 2023 AR Early Learning Kind. Registration meeting 10:00 a.m. AR Early Learning

Feb. 16, 2023 Parent Teacher Conferences/students out 1:00-7:00 p.m. WPS/WIS/WJHS/WHS

Feb. 16, 2023 PTSA Meeting 5:00 p.m. WHS Conference.

Feb. 17,20, 2023 Student/Staff Holiday

Feb. 21-Mar. 6, 2023 PTA Fundraiser TBA WIS

Feb. 21, 2023 6th Grade Pre-Registration Parent Meeting TBA WJHS Cafeteria

Feb. 21, 2023 7th Grade Pre-Registration Parent Meeting TBA WJHS Cafeteria

Feb. 23, 2023 5th Grade Pre-Registration Parent Meeting 9:00 & 9:45 a.m. WIS Cafeteria

Feb. 23, 2023 WPS Family Night 5:30-6:30 p.m. WPS Cafeteria

Feb. 27, 2023 ASU/ABC Kind. Registration Parent Meeting 5:00-6:00 p.m. WPS Cafeteria

Feb. 27, 2023 WCEC Kindergarten Registration 5:00-6:00 p.m. WPS Cafeteria

Mar 1-2, 2023 Kindergarten Registration 8:30-3:30/4:30-6:30 p.m. WPS Library

Mar. 2-5, 2023 WHS Musical TBA WHS Auditorium

Mar. 06, 2023 WIS Title I Spring Review 1:00-2:00 p.m. WIS

Mar. 07, 2023 WJHS Night of the Arts 5:30-7:00 p.m. WJHS

Mar. 09, 2023 WHS Title I Spring Review 5:00 p.m. WHS Conference. Rm.

Mar. 10, 2023 WPS Title I Spring Review 12:30 p.m. Coaches' Room

Mar. 16, 2023 WJHS Title I Spring Review 5:00 p.m. WJHS Library

Mar. 2023 SPARC Clubs 2-3:00 p.m. WIS

Mar. 13-17/20-24, 2022 Spring Break

Mar. 30, 2023 WHS Math-Literacy Night 6:00-7:00 p.m. WHS

Apr. 2023 SPARC Clubs 2-3:00 p.m. WIS

Apr. 03, 2023 Scholarship Banquet 6:30 p.m. WHS Cafeteria

April 4-6, 2023 8th grade Pre-Registration Parent Meeting TBA WJHS Cafeteria

April 07, 2023 Student/staff holiday

April 10, 2023 Teacher In-Service/Swap day

Apr. 13, 2023 Parents' Advisory Council meeting 4:30 p.m. Administrative Services  
 April 20, 2023 Dist. Title I Program/Federal Program Review 9:00-10:30 a.m. Administrative Services  
 April 22, 2023 WHS Prom  
 April 25, 2023 PTSA meeting 5:00 p.m. WJHS Library  
 May 05, 2023 2nd to 3rd Grade Parent Orientation 2:45 and 4-6p.m. WIS Cafeteria  
 TBD May, 2023 WPS Track and Field Day TBD WPS Playground  
 May 02, 2023 Spring College Signing Day 10:00 a.m. WHS Arena  
 May 03, 2023 PTA meeting 4:30 p.m. WIS  
 May 08, 2023 Military Oath Enlistment Ceremony TBA  
 May 08, 2023 Academic Signing Day WHS/Local Scholarships 9:00-10:30 a.m. WHS Aud.  
 May 11, 2023 District Title I Spring Meeting 9:00-10:30 a.m. Administrative Services  
 May 19, 2023 Graduation for seniors 7:00 p.m. Yellowjacket Stadium  
 May 29, 2023 Student/staff holiday  
 June 02, 2023 Student's last day

Test Calendar: ELPA21 Mar. 5-Apr. 14, 2023, K12; The ACT Feb. 28, Mar. 1-2, Mar. 7-9, 2023 and Mar. 28-30 and April 4-6, 2023 11 Makeup Apr. 11-13 and 18-20, 2023; Dynamic Learning Maps Instructionally Embedded Window Sept. 12-Dec. 16, 2022 and Feb. 6-May 19, 2023, 3-10; ACT Aspire Apr. 17-May 19, 2023 3-10; Curriculum Associates: I-Ready Sept. 6-Sept. 30, 2022, ; NWEA: MAP Growth; Jan. 2-Jan. 27, 2023, and Renaissance: Star Apr. 17 – May 12, 2023 K-2; WorkKeys Sept. 12 – Dec. 15, 2022 and Feb. 21-May 19, 2023 10-11

### **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)]*

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

**3.1 The School builds staff capacity to work with parents as equal partners through workshops, conferences, trainings, webinars, and online resources that ensure ALL school staff: are aware of the**

**value and utility of parent contributions; know how to communicate and work with parents as partners; implement parent programs that build ties between home and school; respond to parent request for engagement activities; know that parents have an integral role in assisting with student learning; welcome parents into the school and seek their support; and share the process for resolving parent concerns. ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]**

- The Intermediate School will build the capacity of school staff to improve student achievement through professional development.
- Teachers will-obtain sixty hours of professional development annually that meets all requirements for professional development identified in Arkansas Department of Education Rules.
- Staff is training on Marzano's High Reliability Schools with Douglas Finn, Science of Reading (RISE training), and Reveal Math (new curriculum).
- Teachers will collaborate weekly during Professional Learning Communities on the success of meeting school improvement plan goals, FACE Plan goals, and communication with our students and parents.
- Teachers will collaborate weekly during Professional Learning Communities on the success of the lessons, strategies, and activities developed and implemented for student improvement.
- Administrators observe family engagement in the intermediate school and provide opportunities for parenting staff to engage with programs of other schools and share information on best practices for family engagement. The district parent coordinator shares information with schools from the APCA Conference and monthly FACE Advisory meetings with DESE.
- Parent engagement training will be attended by the building parent facilitator, Elizabeth Jordan, and she will inform the staff of any updates. The district parent coordinator will share information from the FACE Advisory meetings with the parent facilitator.
- Teachers can assess the ADE Family and Community Engagement (FACE) Framework and Toolkit <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>
- The intermediate school will participate in parental engagement training on the state's rotation schedule and enhances the awareness and skills of its teachers, support personnel, school leaders, and staff in reaching out to, communicating, and working with family members as equal partners. In 2022-2023, Dr. Ruby Payne will provide family engagement training on September 26.
- Staff train annually on topics such as creating a welcoming environment, recognizing the value of parental contributions, recognizing signs of homelessness, and how to have effective communication with families. The parent facilitator and/or parent coordinator are available to train staff on family and community engagement which is embedded in staff development days.
- Staff Development is the responsibility of school administrators with assistance in family engagement training from the school's parent facilitator and the district parent coordinator.
- Staff interacts with families and utilizes model approaches to improve family engagement.

Parents are engaged in a variety of roles such as mentor, teacher assistant, tutors, special parent/family/community lunches, Book Fair helpers, Grandparents/Family Days, Field Day volunteers, family nights, parent/family education workshops, orientation presentations, open house, PTA, SPARC Clubs, EAST, and various committees to support student learning.

- Building capacity of the school in effective parent/family/community engagement activities to improve student achievement and school performance includes roles and consultation with employers, and business leaders as well as parent/family members.
- SPARC Clubs (Students Participating in Activities Really Counts) are conducted for students monthly that are coordinated with families and business volunteers, and school staff to provide student-learning opportunities in clubs such as Guitar, Martial Arts, Hunting, Babysitting, and Vet Club. SPARC Clubs provide students with opportunities to learn new things and adult advocates in order to foster relationships. This program enhances classroom learning and provides students with real life experiences. SPARC clubs have not been active during Covid, but they are planned for 2022-2023.
- A welcoming atmosphere is provided and staff ensures there are no barriers to family engagement. Interactions with families are encouraged and suggestions are considered.
- The Intermediate School's goal is to implement and coordinate family programs that are beneficial to students and families, seek family assistance and support, and to build strong ties between homes and school which we believe that we do. This is accomplished through friendly open-minded collaboration and communication.

- The school will consider providing, upon request, any reasonable support for family and community engagement to improve student achievement and promote using effective family engagement strategies.

#### **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)]

**4.1 The Intermediate School provides opportunities to build parents' capacity to have 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, and ensuring that families are provided with information about: the school's curriculum; State and local academic assessments and alternate assessments that measure student progress; and the challenging State academic standards students are expected to meet. [ESSA § 1116(c)(4)(B)]**

- In order to build parents' capacity, they are encouraged to participate in their child's education, attend parenting events, participate in educational choice meetings, attend parent-teacher conferences (see calendar for dates), participate in workshops offered, and online resources provided. Parents may also check out hot-spot devices when the school has a connectivity grant or a Chromebook for student use at home.
- The school expects to increase student achievement through engagement in a high-quality curriculum and families' support. To ensure increased performance of all students in the areas of literacy, mathematics, and science, being a School of Innovation allows the school to improve teaching and learning for students and faculty. Students experience a variety of enriched curricular designs in accordance with the challenging Arkansas Academic Standards for student achievement and success, including inquiry-based learning focusing on Science Technology Engineering Art Mathematics (STEAM) concepts, along with science, history, spelling, English, Language Arts and Reading, student interest's groups (SPARC), Blended Learning, and foreign language. Wynne Intermediate School of Innovation supports the forward thinking of the Wynne School District.
- Fall and spring family nights will be conducted to provide information about school curriculum.
- A Back-to-School night provides curriculum information also. See calendar of events for specific dates.
- Wynne Intermediate School students can apply for enrollment in the district's Tri-Region Virtual Academy. Tri-Region provides daily zooms for students in an asynchronous setting along with enrichment opportunities that support classroom learning and independent assignments. A Campus Connection Coach, Sherry Breckenridge, is provided for parents' and staff support.
- Students take local and state assessments including alternate assessments as needed to measure students' achievement including individual NWEA Map which allows students to set goals to achieve higher academic success and measures students' achievement levels, and the ACT Aspire which measures students' ability to meet the state's standards. In grades 3-5, the 2021 ACT Aspire was administered and was used as a baseline for academic growth for the 2021-22 school year. Wynne Intermediate School is in partnership with Will Redmond with TNTP group, AIIM (Arkansas Initiative for Instructional Materials) ELA Pilot to instruct teachers how to use Wit and Wisdom to prepare for the ACT Aspire in 2022-2023. Results are shared with families. Dynamic indicators of basic early literacy skills (DIBELS Assessment) are used to measure students' reading progress. Assessment information is shared with parents via parent-teacher conferences and Tuesday take-home folders. Families receive reminders about testing dates and are given tips to help their children perform at optimal levels on testing days.
- The Intermediate School seeks to aid and resources to families of children served by the school regarding:
- Explaining the Arkansas Academic Standards, which may be found at <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>

**4.2: The school aids parents in understanding Title I, Part A requirements; how to monitor their child's progress; and how to work with educators to improve students' achievement. [ESSA § 1116(e)(1)]**

- The Wynne School District meets Federal Guidelines for Title I, Part A under the direction of the federal programs' director and district parent coordinator.
- Information is shared about Title I, Part A program on a district level at Report to Patrons (October 17, 2022, 6:00 p.m.) facilitated by administrators and staff. The meeting is publicized in the newspaper, on the school calendar, radio, website, Facebook, social media, and marquee.
- Information about Title I, Part A is shared via PowerPoint presentation at the district-wide Annual Title I meeting Sept. 15, 2022, 6:00 p.m. and includes information about items such as Parent's Rights to be engaged in their child's education, highly qualified teachers, the engagement plan, and Fund allocations.
- Information is shared with families about how to monitor their child's progress via parent-teacher conferences, Home Access Center (HAC), progress reports, classroom digital platform, teacher communication, etc. in the compact, at meetings, and conferences.
- Parents learn how to work with educators to improve students' achievement at parent nights, back to school events, at conferences, and via trainings.

**4.3 Parents are provided with several types of materials and training that enable them to assist their children in improving achievement like literacy and technology training, resources to assist with curriculum, and other activities like workshops, conferences, tutorials, webinars, equipment, materials, and the parent resource center. [ESSA § 1116(e)(2)]**

- Strategies families can use to support their child's academic progress include:
- Math and Literacy Instructional Facilitators are available to work with families to help children at home.
- Family nights are provided such as Math/ Literacy or Science Nights and EAST Night Out. Sign in, minutes, and agenda document such events. (See Calendar of Events)
- The Media Center's family area has literature for families to check out. Kaley Boeckmann, Librarian, and the parent facilitator are responsible for this area. The district parent center has more materials available to support families. (See 4.3 Parent Center.)
- The school provides materials and training to help families to work with their children to improve their children's achievement, such as literacy training and using technology at math and literacy nights, and internet safety nights including sharing information about the harms of copyright piracy, as appropriate, to foster family and community engagement. Materials like grade level skill brochures and trauma information will be distributed to families.
- The intermediate school will participate in a Yellowjacket Fall Training Camp, October 13, 2022 which will be a district-wide event for families in a walk-through setting if COVID restrictions allow. Staff will develop math, literacy, science, and technology demonstrations to share information on the curriculum. Fine arts groups will offer fun support to the event. Local businesses and community will participate by distributing appropriate information on various topics. For example, literacy information will be shared about the harms of piracy and copyright laws, social and emotional trauma. This year the event will focus on the cheerleaders who support the sports teams. See Calendar for date.
- The district provides a parent resource center open daily 8:00 a.m.-4:00 p.m. to support families as equal partners in education and provide resources to support students' academics and responsible parenting.
- A district parent coordinator is available and provides resources like student skill packets in partnership with families and teachers, and checkout materials for families to learn about child development, child-rearing practices, family support, and to help families work with their child to improve achievement in literacy, math, science, etc. Computers are available. Families may seek assistance with social, emotional, and academic needs, and visit educational web sites. Assistance with nutritional meal planning and preparation is available. The parent coordinator also works with local preschool facilitates and conducts workshops to support learning academic skills to help students be on grade level upon entry into public school. These items all support responsible parenting.
- Family Workshops for 2022-2023 are planned on topics such as How to Help Children at Home, and social and emotional learning. There are plans to have a guest speaker for families in 2022-2023. See calendar of events for specific dates and topics.
- District and school level family newsletters with family tips are posted online for parents and distributed to families.
- The District Parent Center is located at 1500 N. Lemons St. (phone 870-587-0350).

4.4: Parents of students at all grade levels are engaged in a variety of roles such as the education of their children, volunteer opportunities, activities that support classroom instruction, participation in School decisions, collaboration with the community, development of School goals and priorities, and 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]

- Students and families have access to software programs for home use to improve achievement such as Lexia Reading, AR Reading, Redbird and Quick Tables Math, and Handwriting Without Tears.
- School's grade level web sites and staff are available to partner with parents to support students' academic achievement.
- Wynne Intermediate School invites family and community to participate in the following roles, demonstrations by trained volunteers, and activities to increase their engagement, support, and collaboration for student learning:
- Mentor, teacher assistant, tutors, special family/community lunches, Book Fair helpers, Grandparents/Family Days, Field Day volunteers, family nights, family education workshops, orientation presentations, open house, PTA, SPARC Clubs, EAST and various committees.

- The district parent coordinator conducts the school's volunteer program through the district parent center and provides information to family/community partners about volunteer opportunities at a District wide Volunteer Orientation, (August 11, 2022 8:30-9:30 a.m.) as the requirements for volunteering in schools are explained and new ideas are solicited. Participants receive a Volunteer Handbook.
- A Volunteer Reception may be scheduled in 2022-2023 to honor volunteers at each Title I school in the district.
- Interest Surveys are conducted annually with family members to determine volunteer interests and a volunteer directory is created for the parent coordinator and school staff use when volunteers are needed.
- Volunteering is one way that family support a child's learning. There are opportunities to participate in a classroom, schedule an observation, participate in decisions about children's education, and promote positive use of extracurricular time.
- Information is shared with families via community collaboration on trauma and abuse such as the Children's Advocacy Center of Eastern Arkansas provides by distributing brochures and data during National Child Abuse Prevention Month. Students and staff supported this in 2022 by buying Child Abuse Awareness t-shirts from the W.H.S. Baseball team and wearing them.
- Wynne Intermediate School recruits family members to serve on its School Improvement committee to develop the Title I Application. The Schoolwide Title I Plan is part of the Title I program, and is used to develop the Title I Application. The intermediate school's family and community engagement plan, and the school improvement plan will show alignment and are comprehensive and coordinated. The link is provided for the Family and Community Engagement Plans and the School Level Improvement Plans: <https://www.wynneschools.org/page/state-required-information>.
- The School Improvement Plan is developed in collaboration with the parent, family, and community. Our curriculum will focus on our Math and Literacy (Successful Outcomes for Arkansas, SOAR) goals by providing a collaborative culture with rich standards-based curriculum.
- Communication tools will be used to inform parents of their child's academic progress in these specific areas.

The Title I Family and Community Engagement Plan and program focuses on goals from the School Improvement Plan as well. In order to promote the math, science, and literacy (SOAR) goals, the intermediate school will continue to provide math and literacy parent nights and activities to support families. We recognize that due to extended school closure during COVID-19, students need extra guidance in literacy. This grant will be used to enhance literacy instruction with materials and professional development designed to provide a strong foundational reading program along with high quality engaging instructional content. Wit and Wisdom, a literacy curriculum that is designed to expand background knowledge, increase student engagement and learning, and improve vocabulary and reading comprehension, will be implemented K-5 for 2022-2023.

- There is also alignment between the Title I FACE Plan and the Health and Wellness Plan. Activities and events are planned to support healthy living, physical activity, and healthy eating habits. Staff participate in health and wellness challenges during the year. The plans also show alignment with the Arkansas Grown Foods program too.
- Comments and suggestions from families guide the school in its long-range planning and alignment of the School Improvement Plan, the Family and Community Engagement Plan, and the Health and Wellness Plan.
- The Student Handbook and Family Information Guide both include the process for resolving parent concerns since parents are full partners in children's education.
- Families have opportunities for regular family engagement meetings upon request such as PAC meetings, Individualized Education Plan meetings, and conferences with teachers or administrators.
- A Parents' Advisory Council (PAC) supports the intermediate school at meetings three times per year to participate in decision-making, suggestions, and responsible parenting. Meetings are facilitated by district staff and the PAC officers. See calendar of events for specific dates.
- Sept. 8, 2022, 6:00 p.m.; Jan. 19, 2023, 5:30 p.m.; Apr. 13, 2023, 4:30 p.m., Administrative Services
- The intermediate school hosts Breakfast with a Buddy annually to provide interaction between school and home and to allow fellowship between two very different generations. It is a fun and positive event for families and the school. (See Calendar for specific dates.)

**4.5 WIS promotes and supports responsible parenting by purchasing parenting books, magazines, and informative material on responsible parenting through the school library and/or district parent center. Materials are advertised and families can borrow materials. [A.C.A. § 6-15-1702(b)(4)(A)]**

**4.6 The school provides instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment that includes role play by trained volunteers, use, and access to Department of Education website tools for families and assistance with meal planning and nutrition. [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]**

- WIS purchases parenting books and materials such as brochures and workshop DVDs to support responsible parenting through the school library and/or district wide parent center K-12.
- This Title I FACE Plan supports responsible parenting.
- The district parent coordinator may provide families with information to assist with student learning, share activities that support classroom instruction, demonstrate use and access of Arkansas Department of Education website tools, help with nutrition, meal planning and preparation, share developmentally appropriate activities for the home, and provide evidence-based strategies for family engagement through the parent center or workshops with outside speakers.
- The parent center contains parenting and family module for checkout, activities that support learning at home such as games in literacy and math, manipulatives to support math learning, etc.

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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)]

5: Coordination of Services

5.1 The school coordinates with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families by several means. [ADE Rules Governing Parental Involvement Section 5.06]

- Wynne Intermediate School coordinates and integrates family and community engagement programs, activities, and strategies in the instructional program. The school has an active role for the participation of community and business leaders in improving students' achievement and its instructional programs. It recognizes that community resources strengthen the school's programs, family practices, and student learning.
- The community is involved in promoting healthy eating habits for students and families through the University of Arkansas Agricultural Extension Office and CrossRidge Community Hospital's "Arkansas Grown Foods" project. Contact people are Millie Collins and Rick Wimberley with the Cross County Extension Office, and Josh Wingo, Principal.
- There is a nutrition and healthy eating segment in which volunteers, Millie Collins and Lori Wilson go in third grade classrooms and conduct nutrition lessons. This program promotes healthy eating habits and engages families in good nutrition for the home and is also part of the school's Health and Wellness Plan. A Kids' Marathon is also part of both plans.
- The intermediate school also collaborates with the community and business community to mentor students

in the ALE program and school as needed through mentors having lunch with students and promoting positive character building, self-esteem, and social skills. Counselors plan for this as needed. This program has not been active during COVID.

- Activities are conducted with Project Based Learning and the community such as the EAST program and EAST Night Out hosted across the district annually.
- Wynne Stingers Robotics teams continue to grow and excel competing in competitions with collaboration from the community. Students are involved in You Be the Chemist, Spelling Bee, and Chess competitions also. Community often helps with these clubs and activities.
- The school conducts family nights each semester to engage families in the education of their children. Family nights almost always have community resources engaged in the nights with families to distribute information or support student learning.
- The school hosts events such as Back to School Night, math, and literacy nights. The mother-son movie night, and the father-daughter dance are community collaborations. See calendar for dates and times. Meetings are documented.
- The intermediate school has a garden project that students work and a 363 Backpack program to meet students' food needs.
- The school obtains resources through grants such as Cross County Community Foundation and other grantees as available.
- The school collaborates with the Cross County Library which provides programs and a summer reading program for families in the community. This information is shared with families and supports responsible parenting by encouraging the importance of reading with children.
- A Parent Resource Center to meet families' needs is available with resources for parents along with strategies to support student learning. It allows parents to be engaged in their child's education, See 4.3 for details.

**5.2: The school coordinates and integrates programs and activities with other Federal, State, and local programs; for example, the school partners with organizations/activities that help students transition to the intermediate or junior high school and provides wraparound services so that children are school ready and able to focus on learning. [ESSA §11116(e)(4)]**

**5.3 The School enables the formation of a Parent Teacher Association and ensures its leaders are included in the school's decision-making processes. [A.C.A. § 6-15-1702(b)(8)(B)(ii)]**

- The school encourages building communication between campuses and engages families in smooth transitions from one school to the next by raising families' awareness of procedures and relative information including expectations for students' achievement. School and district staff facilitates meetings. (Second to Third Grade Family Orientation is May 2022; Fifth to sixth grade family meetings are conducted in the spring (See Calendar for dates).
- Second graders tour the intermediate school in preparation for the transition to this campus.
- A parent night is conducted for incoming third grade parents to acquaint them with the school procedures and help them be comfortable with their child transitioning to a new building.
- Fifth graders walk over and tour the junior high each spring.
- Fifth grade pre-registration meetings are conducted twice each spring and families are invited to the meetings to become familiar with the junior high procedures.
- School and district staff provide families with information about national, state, and local education goals at family events such as Transition Family meetings scheduled for spring, 2023 and other family nights.

WIS has several wraparound services that allow children to come to school ready to learn such as:

- \* The 363 Food Backpack program for families needing food assistance
- \* The district's McKinney Vento and Foster Liaison are available to help families and counselors meet families' needs coming into the school such as housing, SNAP, job referrals etc.
- \* The school has partnerships with local mental health agencies who work on the school campus with students that have been referred for counseling.
- \* WIS has a mental health counselor, hired with ESSER funds.
- \* The parent coordinator is available to assist the school nurse with families' health needs and may transport a

student to the eye doctor.

**5.3 The School enables the formation of a Parent Teacher Association and ensures leaders are included in appropriate decision-making processes of the school. [A.C.A. § 6-15-1702(b)(8)(B)(ii)]**

- Families are encouraged to join the Primary/Intermediate PTA; Elizabeth Jordan and Sherry Breckenridge, are liaisons. PTA leaders are utilized in decision making and the allocation of funds used to support students and schools in the district.

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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)]*

**6: Annual Title I Meeting**

**6.1: The School conducts the district-wide Annual Title I meeting, September 15, 2022, 6:00 p.m. ensuring that parents are informed of the requirements of Title I, the School's participation, and the parents' rights under Title I. [ESSA § 1116(c)(1)]**

- A power point is presented at the district-wide Annual Title I meeting, September 15, 2022 at 6:00 p.m. in the W.H.S. auditorium. Information is shared on highly qualified staff, funding, programs provided by Title I funds, the Family and Community Engagement Plan, national, state, and local education goals, curriculum, the challenging State Academic Standards, and local assessments. Families are continually educated on understanding Title I. The PowerPoint may be posted on the web site after the meeting.

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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**[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)]

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

### **7.1 The school jointly develops a School-Parent Compact with parents which outlines how parents, staff, and students share the responsibility for improved student academic achievement; addresses the importance of meaningful communication with conferences, progress reports, access to staff, opportunities to volunteer and observe classroom activities. [ESSA § 1116(d)]**

- Wynne Intermediate School understands the importance of involving parents/families and the community in promoting and encouraging higher student achievement and the responsibility to make parents/families and the school, partners in student learning. It includes the school's responsibility for a high-quality curriculum and instruction in a supportive, effective learning environment. The school provides students a personalized, creative, and experience-based opportunity designed to prepare them to be college and career ready.
- The school recognizes that parents/families are equal partners in students' education. The Intermediate School develops, with parents, a School-Parent Compact. The school works with parents, staff, and students in creating and using a Title I School-Parent-Student Compact distributed by August 1, 2022 and signed by stakeholders.
- The compact outlines how parents, school staff, and students share the responsibility to improve students' academic achievement.
- The compact is reviewed and evaluated annually by the Family and Community Engagement Committee/School Community Council and revised as needed. Each child/parent receives a copy of the compact which includes information regarding:
  - Responsibility is shared by parents having children at school, supporting school policies, encouraging good study habits, monitoring HAC, attending conferences and being engaged. Students attend school ready to learn and engage, read daily, and share information at home. Teachers are supportive of students and families and monitor students' progress to communicate and engage with families.
  - The compact addresses two-way, meaningful parent/family/teacher communication on a continuous basis through Parent/Teacher Conferences held twice a year. 2022-2023 Parent Visitation dates for Wynne Intermediate are as follows: September 1 and February 16. Sign-in sheets, minutes, and agenda provide documentation. Staff uses the compact as a tool for staff, students, and parents in achieving students' academic success and discusses it as it relates to student achievement at Parent/Teacher Conferences.
  - The compact shares that families receive frequent progress reports including mid-term and nine weeks reports on students' academic progress and have access to monitor children's academic progress through the Home Access Center (HAC).
  - Families are notified that they will have reasonable access to staff and teachers' conference times are provided in the FACE Plan.
  - The district parent coordinator provides information to parent/family/community partners about volunteer opportunities at a District wide Volunteer Orientation, (August 11, 2022 8:30-9:30 a.m.) as the requirements for volunteering in schools are explained and new ideas are solicited. Participants receive a Volunteer Handbook. This information is shared in schools' Title I FACE Plans too.
  - Volunteering is one way that parent/family support a child's learning. There are opportunities to participate in a classroom, schedule an observation, participate in decisions about children's education, and promote positive use of extracurricular time. Families may volunteer in various roles such as mentoring, helping in a classroom, working on candy grams, reading with a student, and participating in the school setting.
  - The compact also promotes the means by which the school and parents/families will build and develop a partnership to help children achieve the state's high academic standards through parent nights and regular communication.
  - Staff are encouraged to use the volunteer surveys and directory which lists volunteers' interests and availability to volunteer. The district parent coordinator secures volunteers for the schools through the district's volunteer program.

### **7.2 Families access a Title I compact to understand the shared responsibility for improved student academic achievement at parent-teacher conferences and the compact is sent home with students the first week of school for families to discuss, sign, and return the compact to school where it is used as a**

**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)]

**8: Reservation of Funds**

**8.1 The Intermediate School is a recipient of set aside funds for parent and family engagement; as such it determines how the funds are allocated and sets priorities for how the funds are spent under the direction of the federal programs' coordinator. [ESSA § 1116(a)(3)(A)]**

- The federal programs coordinator allocates the set aside funding.
- The school's funds go to schools with priority given to high-need schools and student needs that fall in the high-risk categories such as economically disadvantaged, highly mobile student groups, etc.
- Parenting funds for 2022-2023 will be utilized to fund parenting activities and events, salaries, and to support student achievement and professional development for staff like Dr. Ruby Payne who will be speaking to staff on family engagement Sept. 26.
- Information about the allocation of Title I funds will be shared at the district-wide Annual Title I meeting on September 15, at 6:00 p.m., at the Report to Patrons meeting October 17.

**8.2 The school provides 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)]**

- Parents will have input into how the funds are used through the Family and Community Engagement Committee/School Community Council and the Parent's Advisory Council meetings scheduled three times each year (See calendar for dates). Parents are asked for suggestions at each meeting.

**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)]*

**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

- ✓ **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.

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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>                         | Wynne Intermediate School                 |
| <b>School Engagement Facilitator Name:</b>  | Elizabeth Jordan                          |
| <b>Plan Revision/Submission Date:</b>       | May 19, 2022                              |
| <b>District Level Reviewer Name, Title:</b> | Stephanie Lyons, Assistant Superintendent |
| <b>District Level Approval Date:</b>        | 7/15/2022                                 |

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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> |
|-------------------|------------------|--|
| Shirley           | Taylor           | Assistant Principal  |
| Elizabeth         | Jordan           | Parent Facilitator   |
| Sherry            | Breckenridge     | District Parent Coordinator  |
| Kesha             | McDowell         | Literacy Coach   |
| Kristy            | Ray              | Parent-5th Grade   |
| Sarah             | Wood             | Parent-5th Grade   |

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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> |
|-------------------|------------------|--|
| Kisha             | Scott            | Parent-4th Grade   |
| Gonzalo           | Ruiz             | Parent-4th Grade   |
| Nicole            | Adams            | Parent-4th Grade   |

|         |         |                  |
|---------|---------|------------------|
| Mandi   | Ball    | Parent-4th Grade |
| Melanie | Burnett | Parent-3rd Grade |
| David   | Burnett | Parent-3rd Grade |

**Committee Members, Role**

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

| First Name | Last Name | Role (Teacher, Staff, Parent, Student, or Community Member) |
|------------|-----------|---|
| Leann      | Haralson  | Community Member  |
| Leslie     | Wood      | 4th Grade/Foster Parent                                     |
|            |           |   |
|            |           |   |
|            |           |   |
|            |           |   |

(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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

**District Reviewer Responses**

**Section 1 - Jointly Developed**

- Changes Required
- Compliance is Met

**Comments:**

**-Section 2 - Communication**

- Changes Required
- Compliance is Met

**Comments:**

**Section 3 - Building Staff Capacity**

- Changes Required
- Compliance is Met

**Comments:**

**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:**