

AR
 Wynne Junior High School (Wynne Public School District)
 849 E. Eldridge Ave
 Wynne AR 72396
 870-238-5040

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)]

Parent -Teacher Conferences will be on September 1, 2022 and February 16, 2023, 1:00-7:00 p.m.

1: Wynne Junior High School follows a district process to work with parents and families to develop and review its plans, policies and strategies related to engagement.

1.1 The school plan includes all state and federal required components and reflects the specific academic improvement needs of the school including programs and practices that enhance engagement and addresses the specific needs of students and their families. [A.C.A. § 6-15-1702(a)]

A parent and family engagement committee meets as part of the school community council twice a year to develop, review, and update the school's parent and family engagement plan. The committee approves the plan and any concerns are submitted to the district's Title I Parent and Family Engagement committee. Upon approval of the school plan, it becomes part of the District's Plan.

During these meetings the Title I FACE Plan and school improvement goals are distributed, discussed, and monitored. Parents' suggestions are welcomed and appreciated.

2022-2023 Parent and Family Engagement committee meeting dates are as follows:
 September 8th and March 16 th .

The school plan reflects the specific academic improvement needs of the school by focusing on literacy and math since the Title I survey indicated reading and math are areas of concern to parents. The student surveys indicated that math and science are areas of concern.

- Goals in the School Improvement Plan for 2022-2023 include providing all students with a high-quality literacy, math, and science experience through instruction and efforts toward continuous improvement and using effective teaching strategies.
- A trained interventionist will be available to students based on need and certified interventionists will provide interventions with students based on need.
- Math teachers will promote a growth mindset, stretch students' interest, and make real-world connections to math content.
- The school will design STEM activities/labs that ensure students learn key science concepts and can analyze and explain scientific data.
- Literacy interventionists give support in Language Arts Literacy classes. Literacy instruction will adhere to Literacy Novel studies, Mentor text, and 95% Group Curriculum which aligns with the K-5 Wit and Wisdom program.
- Syllabuses will be developed for core classes with specific expectations and responsibilities.
- Standards based proficiency scales will be used.

The FACE Committee/School Council identified some needs and barriers to family engagement at the junior high school and discussed ways to address them and strategies that can be implemented:

- A lack of knowledge for parents regarding HAC, Google Classroom, and mid-level software programs and technology skills was identified in the Title I spring meeting. This can be addressed by conducting a parent workshop early in the school year with the technology department and/or Department teachers in core subjects.
- Communication with families is a barrier, although the committee noted that improvement has been made in 2021-2022 and is appreciated. The committee would like to see more communication on social media and the website in the form of more posts and that information should be shared sooner. The committee also feels that more information should be sent home to families.

1.2 Many efforts have been made to ensure adequate representation of parents and families of participating children in the processes. [ESSA § 1116(c)(3)]

- A diverse committee includes family, community, and former students. The FACE engagement committee consists of 2-3 parents from each grade level. Family members are also engaged in school improvement planning committees such as School Improvement, School Community Council, Title I Family and Community Engagement, Title I Parents' Advisory Council (PAC), PTSA, handbook, and district planning committees on a regular basis.

Families collaborate with schools in review of student handbooks.

□ 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: Below the school describes how it communicates and distributes information to families:

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 families to be engaged, information about the volunteer program and volunteer interest survey; a calendar of events planned; and information regarding regular, two-way communication between families and teachers.

[A.C.A. § 6-15-1702(b)(3)(B)(1)]

□ A Family Information Guide is distributed annually (Aug. 1, 2022) via on line access at www.wynneschools.org or hard copy. Parents/families sign documentation of receipt of plan and guide. Announcements run in the newspaper and on the radio of the plan's availability.

□ A Family Information Guide includes:

□ A description of the family and community engagement and Title I program by including the Title I FACE Plan in the guide. School staff provide families information about the school's

program at the Open House, Night of the Arts, and Yellowjacket math and literacy night.

□ The Family Information Guide provides information on parents' rights, laws about parent/family engagement, Title I, school procedures, the school calendar, medication procedures, and information about school routines and procedures.

□ Roles for parents are listed in the guide which include serving on junior high school committees, volunteering to participate in Spring Fling and Homecoming activities, helping to work concession stands, serving as guest speakers in classes, serving as a partner in students' education by being informed of educational choices and decision making, reading with students, and chaperoning field trips. Roles for all stakeholders are defined in the Title I Compact.

□ Information is shared with families regarding the district-wide volunteer program which is conducted by the district parent coordinator and parent center. Volunteer Interest Surveys

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match volunteer interests with needs in the school and are compiled into a Volunteer Directory annually which is utilized by the parent coordinator and staff needing volunteers.

□ A schedule of activities planned throughout the school year is provided to families in a Calendar of Events that coordinates events across the district at each school into one calendar for families' use.

□ The school has a regular 2-way meaningful system for families and staff to communicate.

The Process for Resolving Parental Concerns is in the Family Information Guide too.

□ A variety of communication strategies and tools provide information to families that increase family engagement. (See 2.2 below for details.)

□ The guide includes PTSA information for families.

□ The school reviews, updates, and revises the guide annually to keep it current for families' use. The parent facilitator notifies families of its availability by August 1, 2022 via notices sent home, Remind, social media, newspaper, radio, and postings on the district web site.

Janet Smith will be responsible for the online access.

2.2 The school ensures that information related to school and parent programs, meetings, and other activities is provided to families in a format and language that they can understand to the extent that it is practicable. This information is shared in a variety of ways utilizing different communication strategies all of which support classroom instruction. [ESSA § 1116(e)(5)]

□ Janet Smith creates and updates a school web site containing information for families, links for research and testing materials, and a link to the parent center which has family information and documentation. Families may use e-mail via HAC and Edgenuity (Learning Management System).

- 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.
 - Teachers and families communicate on an individual basis about their child's progress through Home Access Center (HAC) and teacher conferences. Teachers document contacts in a contact folder. Teachers add two grades per week in HAC. Teachers will continue to reach out due to Covid as needed. The district parent coordinator and social worker is also the point of contact liaison between the school and the families it serves to reach out when there are issues in the classroom or with grades.
 - Progress reports will be provided quarterly.
 - School and district staff send announcements home with students; utilize Thrill Share; post notices in school facilities; on social media, Remind, school website, phone calls, email, Remind, written reminders, and the marquee; and provide information for newspapers and radio stations about family workshops, activities, and meetings. Families may participate in Google classroom or other programs.
 - Families and community may utilize the Go Jacket app as a communication resource.
 - New communication strategies are added to the plan annually as needed.
 - The FACE plan, Family Information Guide, and other documents may be translated into Spanish or other languages as needed if instructed by Marjorie Crawford ESL Coordinator.
- 2.3: Wynne Junior High School offers flexible opportunities for meetings with families. For example; [ESSA § 1116(c)(2)]

□ Meetings will be offered at various times throughout the year. I.e., Orientation is offered at night from 5:00 to 7:00 p.m., but parent pre-registration meetings are offered during the day for 6-8, and at night for 8th graders. Refer to the District Calendar of Events for specific times.

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- Meetings may also be in different formats such as virtual, in-person group meetings, group classes like Google Classroom, conferences, or home visits etc.
- Parent/Teacher Conferences, September 1, and February 16, have a large window of time (1:00- 7:00 p.m.) to accommodate families's schedules. The principal is responsible for providing flexible times for greater participation. 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.

The District Calendar of Events is inserted below:

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)

First Semester Progress Report Dates: September 1, October 11, November 18, 2022; January 7, 2023

Second Semester Progress Report Dates: February 16, March 28, May 5, and June 7, 2023

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 6 th 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 9 th -12 th 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 (9 th 11-12 p.m.; 10 th 2-3 p.m.; 11 th 4-5 p.m.; 12 th 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

lotAug. 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 pm 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 Learn.

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. Admin. 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 WPS Cafeteria

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. Admin. Services

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

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

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 Learn.

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 Aud.

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. Admin. 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 Aud.

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

Feb. 16, 2023 Parent Teacher Conferences/students out 1:00-7:00pm WPS/WIS/WJHS/WH

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

Feb. 17,20, 2023 Student/Staff Holiday

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

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

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

Feb. 23, 2023 5 th 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 WPS Library

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

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 Conf. 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

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April 4-6, 2023 8 th 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. Admin. Services

April 20, 2023 Dist. Title I Program/Federal Program Review 9:00-10:30 a.m. Admin. Services

April 22, 2023 WHS Prom

April 25, 2023 PTSA meeting 5:00 p.m. WJHS Library

May 05, 2023 2 nd to 3 rd 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. Admin. Services

May 19, 2023 Graduation for seniors 7:00 p.m. Yellowjacket Stad.

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 Many activities are used with school staff to build their capacity to work with parents as equal partners including workshops, conferences, trainings, webinars, and online resources that ensure all staff are aware of the value and utility of parent contributions, communicating and working with parents as partners, and implementing parent programs that build ties between home and school, the need to respond to family engagement activity requests, the role parents play in assisting student learning, the importance of welcoming and seeking parental support, and the school's process for resolving parent concerns. [ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]

- The Junior High School will build capacity of school staff to improve student achievement through professional development.
- Teachers will obtain sixty hours of professional development annually including training in High Reliability Schools, Science of Reading, 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 during HIVE for intervention and acceleration based on data.
- Parent engagement training will be attended by the building parent facilitator, Celeste Vanaman, 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. The information may be found at <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>
- Wynne Junior High will participate in parental engagement training on the state's rotation schedule and, annually on topics such as creating a welcoming environment, the value of parental contributions, how to communicate effectively with parents as equal partners and building ties between home and school. The parent facilitator and/or parent coordinator are available to train staff on family and community engagement. For 2022-2023, Ruby Payne will provide staff development on socioeconomic barriers and their effect on family engagement as well as how to strengthen ties between families and the school.
- Because we realize that parents are full partners, we have included the school's process for resolving parent concerns in the Student Handbook.
- Family engagement staff attend workshops, watch webinars, and meet with other engagement personnel in the state to strengthen their skills in family engagement and

communication with families. They attend the Child Care Aware Conference, APCA Conference, etc.

□ The Wynne Junior High 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 home and school which we believe that we do. The junior high school works with families as partners by including them on committees, having them participate in their child's education, sharing information, and gathering their input and ideas.

□ Families are welcomed into the school and family friendly signs are posted throughout the school to guide families to various areas. Staff are friendly and open and encourage family suggestions.

□ Administrators observe family engagement in the high school and provide opportunities for 9

family engagement staff to engage with programs of other schools and share information on best practices for family engagement. Family engagement staff attend a Parent Conference annually in September where best practices in schools across the state are shared among participants.

□ Math and Literacy Facilitators are available to work with families to promote students' academic success.

□ Requests for family and community engagement activities are encouraged, and the administration responds in a timely manner. Parents wanted to participate in Spring Fling and were allowed to do so.

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: Building Parent Capacity

4.1 The School provides opportunities to build parents' capacity and 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. To build parent capacity information is shared on the curriculum, State and local assessments, and the achievement levels of the State academic standards students are expected to meet. [ESSA § 1116(c)(4)(B)]

- Syllabuses are provided for each class to map the course for students, explain curriculum, the standards being taught, and explain how to be successful in the class.
- A Back-to-School Night is held on July 20 annually that encourages parents to be part of their child's academic success at the school.
- Fall and Spring Family nights are conducted to provide information about school curriculum. A Night of the Arts, semi-formal event is conducted in the fall to showcase the curriculum, share strategies for families to use at home to improve students' achievement, EAST, and fine arts including band, choir, and art. (See calendar for date.)
- Mid nine weeks and quarterly progress reports are provided and may be discussed at parent

teacher conferences as needed.

- The Home Access Center is a means for parents to monitor student achievement and be engaged.
- The school conducts workshops annually for parents in collaboration with the district parent family and community engagement coordinator.
- Parent-teacher conferences provide opportunities for families to connect with the school regarding students' achievement and needs.
- Junior High School students will have two options for enrollment in the district's virtual academies. One option will be with Tri-Region Academy through Crowley's Ridge Cooperative. This option will be synchronous with live certified teachers conducting zooms daily. There is also a Campus Connection Coach, Sherry Breckenridge, who serves as liaison between the school, virtual teachers, and families. The second option will utilize

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asynchronous teaching via videos using the Edgenuity Learning Management System which is a standard-based online and blended learning resource. This option will also provide a certified teacher, Mr. Aaron Russell, who is available to help families and students with the curriculum. Mrs. Doris Tucker serves as the Campus Connection Coach for Edgenuity for families.

Students individual Act Aspire State Assessment scores are sent home at the beginning of the year.

- ACT Aspire State Assessment measures students' ability to meet the state's standards. Faculty and Administrators analyze ACT Aspire test data, NWEA MAP, and Renaissance Star data to find effective teaching procedures that close the achievement gap.
- Renaissance Literacy Star Assessment will be sent home twice a year as part of the Middle School Literacy Initiative. It measures students reading levels.
- NWEA MAP assessments are given three times per year and results are sent home to parents and conferences are conducted with students for goal setting to achieve higher results. Based on NWEA MAP data, W.J.H.S. test scores indicated the most growth in reading and science and the least growth in math. The school will display and discuss questions from the assessments to help prepare students for the Summative test.
- Proficiency scales will be used in all classes. State and local academic assessments including alternate assessments are provided as needed.
- In order to promote school attendance and good behavior, students are awarded for Act Aspire attendance and with behavior incentives.

WJHS seeks to aid and resources to parents served by the school by sharing the:

Arkansas Academic Standards may be found at

<https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>

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

- Information about Title I, Part A is shared at the district-wide Annual Title I meeting on September 15, 2022 at 6:00 p.m. in the W.H.S. Auditorium. This meeting is facilitated by district staff and is publicized in the newspaper, on the school calendar, radio, website, social media, and marquee. The school meets Federal Guidelines under the direction of the federal programs' director. Information is shared with families to explain Title I and the school's participation including information on budgets and parents' rights to be engaged in their children's education.
- Parent may contact teachers or instructional facilitators, Laura Byassee (math), Holly Campbell (literacy) to obtain strategies to help children at home.
- Parents can monitor their child's progress through the Home Access Center, (HAC), parent-teacher conferences, progress reports, by scheduled classroom observations, by being active in family engagement, serving on committees, and communication with teachers.
- The school shares information with families that enables them to work with educators to improve students' academic success by means such as being engaged with the school, attending meetings, checking their child's progress, and through two-way communication between home and school.
- Staff may email, call, or text a parent regarding a student so that families are aware of students' progress.
- Staff may also give families suggestions on how to work with their child to keep them focused and on track to graduate high school.

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4.3 Some of the types of materials and training that the school provides to help parents work with their children to improve achievement include literacy and technology training, resources that assist with students' curriculum and 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)]

- The junior high will participate in Yellowjacket Night October 13, 2022, which will be a district-wide curriculum 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 and a demonstration will be given on technology usage in the classroom.

For 2022-2023 the focus will be the cheerleaders and the support they offer sports teams.

- Math/literacy nights provide training to families and/or supplemental materials to use at home in working with children. Families may receive training for use of online software for home use such as Aleks or IXL Math and English. Staff will also share strategies to support student's academic progress with parents at such nights. Students and family will participate in developmentally appropriate activities at such nights also. The junior high school conducts math and a literacy night annually (See calendar for specific dates).
- Technology may be demonstrated at math/literacy/science nights or technology on Home Access Training (HAC) and the Learning Management System (Edgenuity).
- Technical assistance is provided through professional development for staff such as Google Classroom, Eschool training, Triand training, and keyboarding classes for all students. Families are assisted with technology needs as requested. Families may request additional helps from the District Parent Center also.
- Adult literacy training for family support may be obtained through the Cross County Literacy Council, a community partner.
- The district provides a parent center with resources to support students' and families' needs including:
 - To incorporate developmentally appropriate learning activities for families
 - Use of A.D.E. website and parent toolkit
<https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>
 - Assistance with nutritional meal planning and preparation. Parent workshops are planned on topics such as How to Help Your Child at Home and Social and Emotional Learning. (See calendar for dates.)
 - Parents/families may contact the District Parent Coordinator at the Parent Center at 1500 N. Lemons St. (870-587-0350) for assistance.
 - The parent center may be contacted to obtain Student Skill Packets or strategies to enhance classroom learning.

4.4: The school involves parents of students at all grade levels in a variety of roles, including being engaged in their child's education, volunteer activities, being engaged in activities that support learning and classroom instruction, participating in school decisions, collaboration with the community, developing school goals and priorities, and evaluating the effectiveness of the School Improvement Plan. [A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]

Some roles for parents are to be involved in their child's education, be engaged in school decisions, and in developing school goals and priorities:

□ The junior high school recruits family members to serve on its School Improvement

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committee, Family Engagement Committee, and School Community Council to be engaged in their child's education.

□ The Junior High school's family and community engagement plan, and the school improvement plan will show alignment and are comprehensive and coordinated. The link is provided: <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, Science and Literacy (SOAR) goals, and continued use of multiple communication tools.

□ 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 junior high will continue to provide math, science, and literacy parent nights and activities to support families. (See 1.1)

• Title I surveys and other school data will identify needs and barriers in 2022-2023.

□ Wynne Junior High School provides roles for community organizations and businesses through its career vocational classes. Students participate in a job shadowing program annually to learn about career opportunities such as at the Cross County Veterinary Clinic, John Deere, Honda, and CrossRidge Community Hospital.

□ There is also alignment between the Title I FACE Plan and the Health and Wellness Plan. Activities and events are planned to support living healthy, physical activity, and eating well. For 2022-2023 the school will partner with Millie Collins of Cross County Extension Office to provide tips on good nutrition with students.

□ Another role for parents is being engaged in volunteer activities and activities that support classroom learning such as:

o Working in the concession stand at sports events

o Volunteering to be a guest speaker for a specific academic area using one's skills

o Volunteering to feed or sponsor activities for sports teams at W.H.S.

o Attending a parent curriculum night

o Attending a college and career planning night like Night of the Arts (see calendar for date.)

o Serving as a PTSA member

o Facilitating in student learning in class; for example, an engineer may work with the GT class to build model bridges.

o Monitoring their child's academic achievement

o Ensuring that students are completing assignments and projects

4.5: The school promotes and supports responsible parenting through the creation of a district-wide parent center K-12 and the allocation of funds to purchase parenting books and informative materials which are placed in the district parent center where the materials are advertised and families can check materials out to support families and student learning.

[A.C.A. § 6-15-1702(b)(4)(A)]

- The district parent center K-12 is managed by the district's family and community engagement coordinator and has books, manipulatives, workshops for families, informative brochures, and other materials for checkout, purchased with family engagement funds to support families and student achievement.
- The parent center staff supports school staff to meet the needs of its students and families.

4.6 The school provides instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including role play with trained volunteers, the use of and access to Department of Education website tools for parents

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and assistance with meal planning as needed.

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

- Arkansas Department of Education website tools such as the Family and Community Engagement Toolkit may be found at <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>
- Evidence based strategies for family engagement are shared with families via the parent center and school.
- Role play and demonstration by a trained volunteer is planned through a family workshop on social and emotional learning for 2022-2023. The date will be determined. Professional community and business leaders may exhibit role-play and demonstration of career paths in Career Development classes.
- Family Workshops for 2022-2023 are scheduled. (See 4.3)
- The district parent coordinator will provide families with assistance on meal planning as needed. At times the parent center conducts workshops on budgeting or grocery shopping as needed too for families.
- Wynne Junior High 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:
 - Special family/community lunches, Spring Fling volunteers, Homecoming activity volunteers, family nights, family education workshops, orientation presentations, open house, PTSA, Class speaker, and various committees.

□ Wynne Junior High will build capacity of parents and families to support student’s academic success. Regular parent engagement meetings are scheduled through Parents' Advisory Council (PAC). See calendar for specific dates.

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

5.1 Wynne Junior High School coordinates with other organizations, businesses, and community partners, including alumni to provide supports, services, and resources to families which strengthens the school's programs, family practices, and student learning. [ESSA §1116(e)(4)]

□ Community resources that enhance the instructional program are used and include:

o Instructional programs provided by Village Creek State Park, Parkin Archaeological State Park, Wynne Fire Department, Arkansas State University, East Arkansas Community College, Crowley’s Ridge Technical Institute, Wynne Police and Cross County Sheriff’s Departments, and other local businesses.

□ Wynne Junior High School coordinates and integrates family and community engagement programs, activities and strategies with college and career ready resources.

o The career and vocational teacher incorporate real life lessons on writing checks, check balancing, coding and job shadowing to prepare for life in post-secondary settings and careers.

o Students take field trips to visit area community colleges and research careers with the Bureau of Labor and Statistics, UAMS, etc.

o Students and families learn about career pathways in their Career Orientation class by zooming with career professionals, having the Be Pro Be Proud Truck on campus,

job-shadowing, and from lessons with their counselors.

o There are plans to have the CTE Coordinator implement a college and career activity into the Night of the Arts in 2022-2023. (See calendar for dates.)

□ The Junior High school engages with other community resources in order to strengthen school programs, practices, and learning.

□ The Junior High collaborates with local mental health agencies to provide programs and services to students.

□ The Junior High East program collaborates with various local businesses to provide resources and feedback for student achievement and EAST projects.

□ The school obtains resources through grants such as Cross County Community Foundation and other grantees as available.

□ The school partnered with University of Arkansas Agriculture Division, SNAP Ed Cross County to implement the Arkansas Grown Foods program promoting Arkansas Grown Foods like sweet potatoes grown locally.

5.2: The school integrates activities with other Federal, State, and local programs that include helping students transition to high school and postsecondary schools or careers, parent center resources, and providing wraparound services that allows families to send their child to school ready and able to focus on learning. [ESSA §1116(e)(4)]

□ The junior high provides activities that help students transition from the intermediate school to the junior high and from junior high to high school.

o Fifth grade students take a tour of the junior high in the spring and a parent pre-registration meeting is held at the intermediate school in which junior high staff share information about course options, clubs, activities, and school procedures with families. (Dates are on the calendar.)

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o Parent pre-registration meetings are conducted for 6 th and 7 th grade students and their parents so that families can be engaged in students course selections.

o Eighth graders participate in pre-registration meetings for high school with their families. These meetings are conducted by the high school counselor and take place as daytime and nighttime meeting options.

o In 2021-2022, eighth graders and their parents participated in a math night at the high school as a scavenger hunt in order to become familiar with the campus and curriculum. The plan is to continue an activity of this sort for 2022-2023 (Refer to calendar for date.).

o Junior High and High School counselors collaborate on sharing postsecondary and career information with students.

□ A District Parent Resource Center is in place K-12 with resources for parents as strategies to support student learning, allow parents to be engaged and meet families' needs. There are check out materials and computers available for families' use. College planning information is available too. See details in Section 4.3.

o The junior high supports responsible parenting by engaging parents in students' educational needs and the district parent coordinator conducts parent workshops on topics such as budgeting, career and college planning, and social and emotional learning (See calendar for dates). The district parent coordinator distributes information to families on topics like trauma, abuse, career planning, social media safety, etc. Videos may be posted to promote responsible parenting such as SmacTalk topics put out by DESE.

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

□ Wynne Junior High collaborates with the 6-12 PTSA to improve the school and student achievement. PTSA leaders are included in District Title I meetings and in the decision-making processes for the school.

□ PTSA membership has declined. PTSA will worked to be more visible to families in grades 6-12 in 2021-2022. For 2022-2023 officers were elected from both the junior and senior high schools to promote support at both campuses. The president is a junior high parent and the Vice President is a senior high parent.

□ PTSA donates funds to help with the Letter W Award Ceremony and Spring Fling.

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.)*
 - o *the requirements of Title I and the School's participation*
 - o *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 district-wide Annual Title I meeting is used to inform parents and families of the requirements of Title I, the school's participation, and the parents' rights to be involved in their child's education.

The school does this by:

- Conducting a district-wide Annual Title I meeting on September 15, 2022 at 6:00 p.m. in the W.H.S. Auditorium.
- At the Annual Title I meeting, district staff present a PowerPoint presentation of the Title I program and the school's participation and that outlines parents' rights. Information is shared on the curriculum in use, having highly qualified staff, the budget with funding allocations for federal programs and how the funds are spent, the Family and Community Engagement Plan and compact, national, state, and local education goals, the challenging State Academic Standards, the School Report Card, and assessments given to students.
- Notifying and advertising the Annual Title I meeting via newspaper, marquee, Facebook, radio, etc.
- Parents' rights are shared including the right to request meetings, attend conferences, participate in children's educational decisions, see progress reports, keep the teacher informed about events and issues that affect a child's behavior or work at school, join the Parents' Advisory Council, schedule a classroom observation, see assessment reports, and ask for auxiliary aids and services to afford parents an equal opportunity to participate in the Title I, Part A programs as a disabled parent.

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 recognizes that parents/families are equal partners in students' education, therefore, the school has developed a compact that outlines the shared responsibility of parents, students, and staff for students' achievement; the importance of regular meaningful communication through

conferences, progress reports, access to staff, volunteer opportunities, and observation of classroom activities.:

[ESSA § 1116(d)]

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 using the following process:

o The compact is reviewed and evaluated annually by the Family and Community Engagement Committee/School Community Council and revised as needed at the Title I spring meeting (see calendar for date).

Each child/family receives a copy of the compact that includes the following information:

o 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.

o Two-way, meaningful communication is encouraged through parent-teacher conferences, Home Access Center, progress reports, reasonable access to staff, and opportunities to observe or volunteer and participate in the school setting.

o A partnership between home and school is developed to help children achieve the State's high academic standards through parent nights and regular communication.

o Staff are encouraged to use the volunteer surveys and directory to utilize volunteers.

o The district parent coordinator secures volunteers for the schools through the district's volunteer program for events like Spring Fling.

o Parents are engaged in a variety of roles such as supporting student learning at home, volunteering, communicating with teachers, engaging in decision-making by serving on committees, and attending school events and activities.

7.2: Families access the compact in order to understand the shared responsibility for improved student academic achievement, including two conferences per year. This requirement is met by:

[ESSA § 1116(d)(2)(A)]

The compact is sent home with students the first week of school for families and their children to discuss how responsibility is shared for achievement. Parents sign acknowledgement of receiving the compact. Three attempts are made to collect the data.

Teachers have the compact out for discussion at the parent-teacher conferences where it is utilized as a tool showing shared responsibility for student achievement.

The compact may be utilized as a statement of responsibility at attendance review

meetings.

WYNNE SCHOOL DISTRICT

TITLE I SCHOOL/PARENT/TEACHER/STUDENT COMPACT K-12

2022-2023

As a component of the school-level family and community engagement plan, each schoolwide Title I school will jointly develop a

school-parent compact. The purpose of this compact is to support students not performing on grade level. The Wynne School

District's schools provide a high-quality curriculum and instruction in a supportive and effective learning environment, to enable

students to meet the state's challenging student performance standards. The compact also outlines ways each family member is

responsible for supporting their child's learning. Families may access student-learning standards at the following websites

<https://dese.ade.arkansas.gov/Stakeholders/parents-and-families> and www.wynneschools.org . To emphasize the importance of

communication between families and teachers on an ongoing basis, the school will schedule parent teacher conferences twice a year at

which the compact will be discussed as it relates to the individual child's achievement; supply mid-nine week, and quarterly reports to

all families on their student's progress; provide reasonable access to staff; and provide opportunities for families to volunteer,

participate, and observe in their child's classroom. To the extent practicable the compact will be in a language that parents/families

can understand. The district and its schools believe family engagement is a key factor in students' educational experience and desires

a partnership between the home and the school; therefore, we ask parents and students to read the compact and incorporate it into your

educational routines and daily life.

As a Parent, I will encourage and support my child's learning, therefore I will strive to:

- > Promote a positive attitude toward school and personnel, and ensure my child attends school regularly and on time.
- > Support the school's discipline policy and encourage my child to resolve conflicts in positive, non-violent ways.
- > Provide a time and place for the completion and review of homework and monitor the Home Access Center (HAC).
- > Encourage good study habits and my child's efforts, and be available for questions.
- > Respond to notices from the school, communicating with my child's teacher, participating in decisions related to my child's education, and keeping my phone numbers and addresses up-to-date.
- > Read with my child, listen to my child read, and promote positive use of my child's extracurricular time.

> Participate, as possible, on school committees, and engage in other school activities and volunteer opportunities.

As a Student, I will take responsibility to improve my academic achievement to the best of my ability, therefore I will strive to:

- > Attend school with a positive attitude and the necessary supplies, ready to learn, every day.
- > Engage in learning activities and ask questions when I need help and exhibit proper time-management skills.
- > Read regularly, or ask my family to read with me at home, and work to complete and return homework assignments.
- > Take school-work, notes, and other information home and return any necessary information.
- > Treat all students, teachers, adults, and property in the school with respect always.
- > Know and follow all school rules in the classroom, on the bus, and at activities.
- > Avoid bullying and report incidents as needed while working to resolve conflicts in positive, non-violent ways.

As a Teacher, I will encourage and support students' learning, therefore I will strive to:

- > Provide challenging tasks, a high-quality curriculum, and instruction in a supportive with the appropriate supplies and equipment.
- > Encourage all students, acknowledge their ideas, and regularly monitor their progress with care, concern, and respect.
- > Communicate with families and students regarding student's procedures, progress, and educational decisions.
- > Respect student diversity, including cultural, racial, and ethnic differences.
- > Help children resolve conflicts in positive, non-violent ways.

School Agreement

It is important that students achieve, therefore the school will strive to:

- > Work with staff members in providing resources to help parents work with their children at home and fosters greater understanding of the curriculum.
- > Promote professional learning regarding the value and benefit of family contributions, and strive to support families through engagement opportunities.
- > Provide a friendly, welcoming environment in the school.
- > Provide a safe and orderly learning environment with the appropriate supplies and equipment that promotes academic success.
- > Help children resolve conflicts in positive, non-violent ways.

Parent Signature _____ Date _____

Student Signature _____ Date _____

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

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 (Title I schools)

8.1 The School uses Title I, Part A funds set-aside for parent and family engagement programs and activities. [ESSA § 1116(a)(3)(A)]

- The junior high spends its family engagement funds on parent nights expenses and salaries for example in 2021-2022.
- The school determines the priority of how funds are spent by giving priority to the highest needs of the school that impact low socioeconomic, minority, highly mobile, homeless, foster, at-risk, and struggling students.
- The District Federal Programs Coordinator allocates the funds with collaboration from the assistant superintendent, administrators, district parent coordinator and parent facilitator, and stakeholders.

8.2 Wynne Junior High School provides opportunities for parents and family members to be involved in providing input into how the funds are used by:

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

- Sharing input at the district-wide Annual Title I meeting, September 15, 6:00 p.m. W.H.S. Auditorium
- Taking suggestions at Report to Patrons meeting October 17, 2022
- Parents' Advisory Council supports the junior high at meetings three times per year to participate in decision-making, suggestions, and responsible parenting. See calendar of events for specific dates.
- Sharing ideas and suggestions at the two Family and Community Engagement Committee/School Community Council meetings (See calendar for dates.).

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 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)]

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312,6318, 6320](#)

School Name:	Wynne Junior High School
School Engagement Facilitator Name:	Celeste Vanaman
Plan Revision/Submission Date:	May 19, 2022
District Level Reviewer Name, Title:	Stephanie Lyons, Assistant Superintendent
District Level Approval Date:	

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)
Josh	Wingo	Principal
Blake	Marsh	Assistant Principal
Klayton	Jumper	Dean of Students
Chrissy	Craig	Counselor
Celeste	Vanaman	Parent Facilitator
Dr. Sandra	Smith	Federal Programs Coordinator

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)
Sherry	Breckenridge	District Parent Coordinator
Jessie	Wilson	Parent 7th
Melissa	Mitchusson	Parent 7th
Quinana	Mayo	Parent 8th

(Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 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:

Section 5 - Coordination

- Changes Required
 Compliance is Met
-

Comments:

Section 6 - Annual Title I Meeting

- Changes Required
 Compliance is Met
-

Comments:

Section 7 - School-Parent Compact

- Changes Required
 Compliance is Met
-

Comments:

Section 8 - Reservation of Funds

- Changes Required
 Compliance is Met
-

Comments: