

AR  
 Wynne High School (Wynne Public School District)  
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 Wynne AR 72396  
 870-238-5030

### **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: Wynne 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 is established in collaboration with parents 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)]

The Academies of Wynne High School understands the importance of involving parents and the community in promoting higher student achievement in accordance with the Arkansas Academic Standards and best practices between the school and those it serves.

The school has developed and disseminated its Title I Family and Community Engagement Plan for 2022-2023 under leadership of Jill Nickerson, Parent Facilitator; Sherry Breckenridge, District Parent Coordinator; Dr. Sandra Smith, Federal Programs Director; and the Title I Family and Community Engagement committee.

Wynne High School realizes that additional support for families may be needed for 2022-2023 because of COVID-19 and will adjust as needed.

The school's Title I FACE Plan is reviewed, updated, and improved twice a year with parents to meet the changing needs of students and their families.

The school's plan is updated and revised in the summer as it is integrated into the district's Title I Plan that is submitted to the state and it is reviewed in the fall (September 06, 2022, 5:00 p.m.) with the FACE committee.

The school's family and community engagement committee and school community council meet twice a year to further develop, review, and update the school's family and community engagement plan.

The Title I plan developed by family members, school staff, and community implements statewide components and is reviewed and revised at the Title I Spring meeting (March 9, 2023; 5:00pm, High School Conference Room) along with the Title I program for the next school year.

Family members engage in the decision-making processes, to improve the academic quality of the school and the school's Title I Program.

The high school involves families and the community in the development and improvement of Title 1 programs by keeping families informed about family engagement programs, plans, conferences, other activities,

and meetings, at shares a report of the district and its schools at the Report to Patrons (October 17, 2022, 6:00 p.m.) facilitated by district staff. The meeting is publicized in advance.

Data (ACT Aspire, ACT Prep for juniors, Response to Intervention, MAP testing for 9th and 10th grade, ACT Interims four times per year) is used in evaluating the Title I, Part A program along with the curriculum and software programs for home and school use (IXL Math, IXL English, Kahn Academy, and Aleks).

Information is reviewed on family participation in school events and family workshops; family needs to assist in student learning; the effectiveness of family engagement strategies; and the engagement of families to support students' academic growth or barriers preventing engagement.

The committee evaluates the plan and Title I, Part A program in relation to Title I law, data gathered from Title I Needs Assessments conducted Sept. - Dec. 2022, perceptual and visual data named above and information from evaluation forms completed by committee members. The data from these surveys is used to determine school effectiveness and guide the family engagement requirements for professional development as identified in Arkansas Department of Education rules. Surveys are completed by teachers, staff, families, and students, and are placed online by Janet Smith, Technology Integration Specialist.

Barriers to greater family participation in activities, especially for target sub-populations are identified along with needs of families to assist in children's learning and engage with school staff in the plan.

The high school committee determined that communication is a barrier. Although communication between home and school has improved, the committee discussed that while they appreciate teachers helping students become more responsible by sending home information, they feel that enough information does not come home to the families. "Parents want to know what is going on." The school will address this by increasing communication with families by 5% as measured by parent-teacher conferences, open house, advisory conferences, academic nights, school of innovation council meetings, civic organizations, etc. to create a community of learning among all stakeholders.

Another barrier is the visibility of volunteers in the high school. Volunteers are rarely invited to volunteer in the upper grades. It was noted that the teacher surveys indicated that teachers seldom have guest speakers in their classes which is an area where volunteers could be utilized more. This will be addressed through the high school becoming a School of Innovation since there will be more stakeholder engagement. Other strategies may be developed too.

Staff will continue to be encouraged to access the Volunteer Directory in order to utilize parents as volunteers in 2022-2023.

The needs assessments identify the needs of family members to assist with the learning of their children. Family workshops are scheduled according to identified needs such as Social and Emotional Learning scheduled for 2022-2023 and college and career planning(See calendar for specific dates).

Family Engagement committee encourages suggestions and revises the TI FACE Plan, TI program, and School Improvement Plan as needed and shares findings with administrators in order to design evidence-based strategies for more effective family engagement. The committee identifies ways to support successful school and family interactions and suggestions for School Improvement policies related to FACE.

The district parent coordinator and technology integration specialist compile the needs assessment data to share with parents/families, staff, and community at committee meetings as part of the spring evaluation of the Title I

Program and the Title I Plan.

In 2021-2022 a need was identified that PTSA enrollment is declining. The PTSA worked to improve and build up the PTSA 6-12. PTSA began sharing information with families of students in grades 6-12 and placed officers on the board representing each school, 6-8 and 9-12. This effort will continue for 2022-2023.

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 shown on the cover page. Minutes, sign-in, and agenda document meetings. 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.

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## **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)]

Title I Family and Community Engagement Plan 2022-2023 was shared with the community in the Family Information Guide (Aug. 1, 2022) which disseminates plan to all families via on line access at [www.wynneschools.org](http://www.wynneschools.org) or hard copy. Parents/families sign documentation of receipt of plan. 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 Freshmen Orientation,

science/math night, literacy night, and college, career, and financial planning nights.

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 high school committees, volunteering to participate in Get Real Here's the Deal, 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, mentoring students, reading with student, 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 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 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. Families may use e-mail via HAC and Edgenuity (Learning Management System).

Parent Center link facilitated by the district parent coordinator has family information and documentation. Extra resources for families will be shared during COVID-19 and this will continue as needed.

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 every 6 weeks as the high school becomes a School of Innovation.

School and district staff send announcements home with students; utilize Thrill Share; post notices in school facilities; on social media, Remind, school website, written reminders, and the marquee; and provide information for newspapers and radio stations about family workshops, activities, and meetings. Families may participate in classroom programs utilized by teachers such as HAC, Class Tag, Edgenuity, 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 under the direction of Marjorie Crawford ESL Coordinator.

2.3: Wynne High School offers flexible opportunities for meetings with families. For example: [ESSA § 1116(c)(2)]

Parent/Teacher Conferences, September 1 and February 16, have a large window of time (1:00- 7:00 p.m.) to accommodate families' 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.

High School may offer meetings in differing formats such as conference calls, in-person meetings, zoom meetings, home visits, google classroom, and students' email.

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

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 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

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 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 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

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. 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 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. 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

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

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

#### *Guiding Questions*

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

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

### 3: Building Staff Capacity

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 high school will build capacity of school staff to improve student achievement and parent communication through professional development.

The school follows the state mandated schedule for professional development on family engagement that meets all requirements for professional development identified in Arkansas Department of Education Rules. It is embedded in staff training annually.

The district will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective family engagement.

Engages families in the development of family engagement staff training to improve its effectiveness by encouraging parent suggestions and ideas.

Staff professional development takes place in Advisory and Academy meetings regularly as well as PLC's (Professional Learning Communities) to collaborate on the success of meeting school improvement plan goals, FACE Plan goals, and communication with our students and parents, success of lessons, strategies, and activities developed for student improvement.

Staff is training on Marzano's High Reliability Schools with Douglas Finn and the Science of Reading (RISE training) for 2022-2023.

Staff attend workshops pertinent to their teaching areas.

Teachers will be trained along with specialized instructional support personnel, principals, school leaders, and other staff with the assistance of parents. Parent engagement training will be attended by the building parent facilitator, Jill Nickerson, and she will inform the staff of any updates. The district parent coordinator will share information from the FACE Advisory meetings and other conferences 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>

Following the state's rotation schedule, Dr. Ruby Payne will provide district-wide professional development on family engagement and the need to remove barriers related to socioeconomic status and help staff build stronger ties with families (September 26, 2022).

The training will enhance 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. It involves families in the development of family engagement staff training to improve its effectiveness. The school appreciates that parents have an important role in assisting student learning both at home and at school.

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.

Administrators observe family engagement in the high school and provide opportunities for family engagement staff to attend workshops, watch webinars, and engage with programs of other schools to strengthen their skills in family engagement and communication with families, and share information on best practices for family engagement. Family engagement staff attend a Parenting Conference annually in September where best practices in schools across the state are shared among participants and the APCA Conference in the spring.

Staff Development is the responsibility of school administrators with assistance in family engagement training from the school's parent facilitator and district parent coordinator who are available to train staff.

The Wynne 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 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.

Math and Literacy Facilitators are available to work with families to promote students' academic success. The Media Center's family area has literature for parents to check out. Sandra Jones, Librarian, and the parent facilitator are responsible for this area.

Requests for family and community engagement activities are encouraged, and the administration responds in a timely manner. Senior parents wanted to participate in the pep rally before COVID-19 and were encouraged to do so. In 2022-2023, families of scholarship recipients were invited to a reception honoring their child's achievement.

Families are full partners with the school so the district-wide handbook includes the process for resolving parental concerns and all other information related to the schools in the district, their processes, and procedures.

An overarching goal of Wynne High School is to build ties between home and school recognizing that families are important in students' academic success as evidenced by its Title I Plan, programs, and students' achievement. The school continually works to improve its communication with families, to be inclusive in activities, and by its friendly open environment.

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

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

##### *Guiding Questions*

- **4.1:** *How does the School provide timely information about the following:*
  - *a description and explanation of the curriculum in use at the School*
  - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
  - *the achievement levels of the challenging State academic standards students are expected to meet*

*[ESSA § 1116(c)(4)(B)]*
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
  - *the requirements of Title I, Part A*
  - *how to monitor their child's progress*
  - *how to work with educators to improve the achievement of their children.*

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

*[ESSA § 1116(e)(2)]*
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
  - *involvement in the education of their children*
  - *volunteer activities*
  - *learning activities and support classroom instruction*

- *participation in School decisions*
- *collaboration with the community*
- *development of School goals and priorities*
- *evaluating the effectiveness of the School-level Improvement Plan*  
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
  - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
  - *Create parent centers*  
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
  - *role play and demonstration by trained volunteers*
  - *the use of and access to Department of Education website tools for parents*  
[<https://dese.ade.arkansas.gov>]
  - *assistance with nutritional meal planning*  
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

#### 4: Building Parent Capacity

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

##### Guiding Questions

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

a description and explanation of the curriculum in use at the School

the forms of State and Local academic assessments used to measure student progress, including alternate assessments

the achievement levels of the challenging State academic standards students are expected to meet

[ESSA § 1116(c)(4)(B)]

4.2: How does the School provide assistance to parents in understanding the following:

the requirements of Title I, Part A

how to monitor their child's progress

how to work with educators to improve the achievement of their children.

[ESSA § 1116(e)(1)]

4.3: What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:

literacy training

technology training, including education about copyright piracy and safe practices

resources that describe or assist with the child's curriculum

other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers

[ESSA § 1116(e)(2)]

4.4: Involve parents of students at all grade levels in a variety of roles, including without limitation:

involvement in the education of their children

volunteer activities

learning activities and support classroom instruction

participation in School decisions

collaboration with the community

development of School goals and priorities

evaluating the effectiveness of the School-level Improvement Plan

[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]

4.5: How does the School promote and support responsible parenting? The School shall, as funds are available:

purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review

create parent centers

[A.C.A. § 6-15-1702(b)(4)(A)]

4.6: How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:

role play and demonstration by trained volunteers

the use of and access to Division of Elementary and Secondary Education website tools for parents [<https://dese.ade.arkansas.gov/>]

assistance with nutritional meal planning

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

#### 4: Building Parent Capacity

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)]

Wynne High School will build its capacity of parents and families to support students' academic success.

Family nights, regular PAC meetings, conferences, and activities are held routinely to build staff and parent capacity. (See Calendar of Events for Specific dates.)

The high school expects to increase student success through its high-quality curriculum and families' support. To further ensure that all students excel in the areas of literacy, mathematics and science and are prepared to launch careers the school offers many career technology education (CTE) completer programs for students in the fields of Management, Accounting, Social Media and Communications (Digital Marketing), Food Production, Child Care Guidance, Plant Systems, Agri Power Structures and Technology Systems, Sports Medicine, Marine Corp Jr. ROTC, Television Production, Drafting and Design, Health Science Technology, and Mobile App Development, among others. Students experience a variety of enriched curricular designs in accordance with the Arkansas Standards for student achievement including inquiry-based learning focusing on Science Technology, Engineering Art Mathematics (STEAM) concepts, blended learning, and foreign languages.

Business leaders and employers share requirements and skills needed to succeed in their respective business areas with students for post-secondary career planning in students' advisory classes at W.H.S.

All Career Technology Education (CTE) programs are designed to prepare students for the work force. Students will leave with certifications and will participate in work-based learning. These programs of study are approved through DESE CTE. The high school plans to add programs like wiring, electrical, plumbing etc. There were many

completers in 2021-2022 for the CTE programs.

The high school partners with the EACC Secondary Career Center in support of students taking courses on the EACC campus.

High school students can take both high school and concurrent credit courses at EACC.

Wynne High School received a small business operations grant that will provide a new program of study and a basic equipment kiosk for an onsite store that will be worked by students in the Marketing Business Enterprise course to sell spirit items.

Fall and spring family nights will be conducted to provide information about school curriculum.

A Freshmen Orientation/Open House provides curriculum information also. See calendar of events for specific dates.

High School students will have an opportunity to apply for enrollment in the district's virtual academy. The virtual academy will utilize the Edgenuity Learning Management System which is a standard-based online and blended learning resources. These students remain a part of the Wynne Yellowjacket family and may participate in all school events. The district has a certified teacher for students and families to collaborate with. This virtual program is asynchronous and students work independently.

Virtual students are also tested on-site in the district and testing data is shared with their virtual platform certified teachers in Tri-Region Academy and families by the Campus Connection Coach K-8, Sherry Breckenridge, and Campus Connection Coach 6-12, Doris Tucker and two certified on-site Edgenuity teachers, Kim Thomas and Aaron Russell.

The math curriculum is aligned K-10 now with the Reveal Math curriculum.

For 2022-2023, W.H.S. will have Critical Reading and Critical Algebra classes in addition to students' regular English or math class to give extra support to students who are struggling academically.

Assessments and alternate assessments are utilized by the high school to measure student achievement and are explained to parents. The high school supports improving test scores to prepare students to be college and career ready. Testing data provides information to support the learning at each campus. Assessments include MAP testing for ninth and tenth graders which allows students to set goals to reach greater achievement levels, ACT for juniors, which measure students' ability to meet the state's standards and student growth. The percentage of sophomores reading on grade level on the 2021 ACT Aspire was 32% and, on the spring, NWEA Map Reading assessment the percentage was 45%. The high school (9-12) has a goal to increase the number of students reading on grade level by 5% on the ACT Aspire and/or NWEA assessment for 2022-2023.

ASVAB military testing for seniors will be given November 30.

Tenth and eleventh graders may take the PSAT.

ELL students may take the ELPA 21 test.

Students in Advanced Placement classes take end of course tests for college credit AP testing is online. Students are taking State and local academic assessments including alternate assessments. Copies of the testing results are sent home with students to be shared with their family. Families are provided with information, explanations on how student progress is measured, and the achievement levels for students.

In 2022-2023 it is planned for all Freshmen and Sophomores to take the Accuplacer in preparation for concurrent credit courses.

Counselors may be contacted with questions or concerns.

Wynne high school provides the families of students served by the school assistance and instruction to understand these topics:

The curriculum in use follows the State Academic Standards located on the Arkansas Department of Education's website at <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>

Wynne High School offers College Prep and Advanced Placement classes for students in support of the high

academic standards.

Students may also participate in concurrent credit classes at East Arkansas Community College

The classes at W.H.S. incorporate challenging content and higher-level thinking skills into the curriculum.

4.2: The 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)]

Title I, Part A requirements are shared at the district-wide Annual Title I meeting, facilitated by district staff, (See Section 6) and on a district level at Report to Patrons facilitated by administrators and staff (See Calendar for dates). The meetings are publicized. 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.

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.

Strategies families can use to support their child's academic progress include:

Math/literacy instructional facilitators may provide materials and training to families.

School staff and district staff will provide families information about national, state, and local education goals at family events such as the district-wide Annual Title I meeting, Transition family meetings scheduled for spring, 2023 and other family nights.

The school conducts family nights in math, literacy, and other topics each semester to engage families in the education of their children and shares strategies for achievement at such nights. Sign in, minutes, and agenda document such events. Examples include: Freshmen Orientation and Open House 10-12, Senior Orientation, math night, literacy night, and Science Night communicating the desire for family support to increase student achievement. (See calendar for dates) In-home visits may be needed to disseminate information to families who cannot participate in events.

The high school literacy night, "Yellowjacket Fall Training Camp", October 13, 2022, will provide information to parents and students regarding copyright piracy and plagiarism as a strategy for academic success along with other helpful literacy information to be determined. This event 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 on social and emotional trauma. The focus group for 2022-2023 will be the support cheerleaders give the sports teams.

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.

Some of the types of materials and training that the school provides to help parents work with their children to improve achievement include workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers.

In order to support responsible parenting family members may view Title I Plans and the Family Information Guide on the website, in the parent center, or media center.

The school provides materials and training to help families work with their children to improve academic achievement, such as the academic standards, math/literacy training, software programs, and using technology at internet safety nights including sharing information about the harms of copyright piracy to foster family

engagement.

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 high school conducts math and literacy nights 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). Staff are always available to assist families with technology.

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.

Information is shared with families 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. Staff supported the day in 2022 by wearing blue child abuse awareness t-shirts.

In order to allow families to partner with teachers to support their child's academic achievements, 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 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.

The District Parent Center located at 1500 N. Lemons St. (phone 870-587-0350) promotes family and community engagement.

Workshops planned for 2022-2023 include topics like budgeting, and social and emotional learning. The district parent coordinator distributes information to families on topics like trauma, abuse, career planning, social media safety, etc. Videos may be posted such as SmacTalk, a social media awareness platform, topics put out by DESE for family support. All the workshops, events, activities, and information shared support responsible parenting.

District and school level family newsletters with family tips are posted online under the Parent Center link at [www.wynneschools.org](http://www.wynneschools.org)

The district parent coordinator 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 staff use.

A District Volunteer Resource Book has been developed by the district parent coordinator to assist families with community needs too.

Volunteering is one way that family support a child's learning. The district offers volunteer opportunities and promotes positive use of extracurricular time. Class observations may be scheduled as needed and appropriate.

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:

Wynne High 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 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 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 goals by providing a safe, supportive, and collaborative culture with rich standards-based curriculum.

W.H.S. will increase the number of students reading on grade level by 5% on the ACT Aspire and/or NWEA assessment.

By applying to become a School of Innovation, W.H.S. will transform the school's climate and culture.

All W.H.S. students 9-12 will choose a personalized pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships and/or externships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Technology Center.

Teaching will become more effective in classes making the content more relative. The school will utilize blended learning in its instruction, support, assessment, and staffing. The school also offers virtual learning options through Edgenuity.

Include more research-based reading strategies that will engage students in literacy. The school will offer strategies to enhance student self-management of learning.

Provide PD on Science of Reading.

Teachers will incorporate growth mindset strategies and student-focused learning in classrooms to make real world connections.

The Title I Family and Community Engagement Plan and program focuses on goals from the School Improvement Plan as shown in several sections including but not limited to 4.4.

In order to promote the math, science, and literacy goals, the high school will continue to provide math and literacy parent nights and activities to support families and will include more reading strategies to engage students.

The Get Real Here is the Deal Financial Literacy program will be provided to seniors to prepare them for life after high school on November 16, 2022. Parents may volunteer to work a station in this project as well as business and community.

All the many community collaborations discussed in the Title I FACE Plan support making the content more relative for students. The high school plans to host Coffee with the Community to bring in members weekly for walk throughs and school visits.

The FACE Engagement Committee and School of Innovation Council will participate in an Eight Sector Breakfast in spring 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 show alignment in the Farm to You project which high school students participate in to promote healthy living with the Cross County Extension Office, district parent coordinator, and the primary school.

Parents may be active in the School of Innovation Council which aids in setting goals and priorities for the high school students.

The School Improvement Plan and Family and Community Engagement Plan are evaluated each spring in the

Federal Programs meeting on April 20, 2023 and the Title I spring meeting on May 11, 2023. Evaluations are completed by breaking into sub-groups to go through the plans by discussing, revising, and updating them as needed. The committees also discuss goals and priorities for the next year. They identify barriers and how to address them as shown in 1.1.

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

Working in the concession stand at sports events

Chaperoning a field trip

Volunteering to be a guest speaker for a specific academic area using one's skills: for example, a nurse may give a presentation to the Medical Professions Class

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

Attending a parent curriculum night

Attending a college and career planning night like Sr. Orientation (see calendar for date.)

Serving as a PTSA member

Monitoring their child's academic achievement

Ensuring that students are completing assignments and projects

Mentoring a student

Attending special family/community lunches or receptions

Attending family education workshops

Serving on various school and district committees.

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 school has a district parent center for families and students in grades K-12 that is open and available for families' use Monday through Friday from 8:00-4:00 p.m. (See 4.3 for details about the parent center.)

The district parent coordinator works in collaboration with high school counselors to meet the needs of students and families through the parent center such as needs for food, clothing, shelter, help with services provided by the Department of Human Services, and help for foster and homeless students, especially unaccompanied youth at the high school.

The parent center is a place families can go for support, a listening ear, and help to direct them back into the schools for the assistance they may need.

The district parent coordinator works with high school staff to reach out to families of students who are struggling academically or for school support that is needed

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

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 CTE courses.

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.

See 4.4 for roles that family and community members may participate in at Wynne High School to increase their engagement, support, and collaboration for student learning.

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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

5.1 Wynne 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)]

The school investigates and utilizes community resources in its instructional program by enlisting the aid of community on its school committees. These committee members then share ways in which they are available to supplement the instructional programs. At other times someone offers their assistance to the school based upon their personal skill set.

The district parent coordinator offers suggestions of community programs that will supplement classroom instruction.

The community promotes responsible money management and financial planning skills for senior students and provides information to families through the University of Arkansas Agricultural Extension Office "Get Real Here's the Deal" a financial literacy program for seniors. The program acquaints students with real life scenarios of purchasing, living on a budget, credit history, and balancing a checking account. Contact people are Millie Collins, Cross County Extension Office, Sherry Breckenridge, District Parent Coordinator, and school counselors. The program is a collaboration of local bank personnel, and 60 business and parent volunteers (November 16, 2022).

The high school received a \$5000.00 Financial Literacy Grant in spring of 2021 and is utilizing the funding to teach

students about the Stock Market and to share tips and information on being financially literate in the world as students prepare for life after high school. The school has \$4000 to utilize in 2022-2023. The grant is being administered under the direction of the high school principal.

The high school has a mentoring program that collaborates with the community and business leaders to mentor students. The goal is for students to have relationships with adult role models while promoting positive character building, self-esteem, and social skills. The mentoring is conducted through students' advisory.

Activities are conducted with Project Based Learning and the community such as the EAST program and EAST Night Out hosted across the district annually. In 2021-2022 EAST participated in a children's book, Yellowjacket Community Garden Downtown, Recording Pledges for KWYN radio, Insert Name Here Podcast, and Cemetery Sign Rebuild projects. For 2022-2023, EAST will conduct its annual night for families and community in conjunction with the Yellowjacket Night. (See calendar for date.)

The New Start, Alternative Learning program hosts a Breakfast with the community monthly to promote positive interaction and mentoring between students and community members in its instructional program.

The high school will engage in other activities that will use community resources, strengthen school programs, practices, and learning.

High school students are regularly engaged in community service projects such as the HOSA Blood Drive and School choir and Triple A sing in nursing homes. Youth Alive participates in a canned food drive. Fellowship of Christian Athletes holds Fields of Faith annually. ROTC collaborates with Wynne Primary Track and Field Day. These activities promote good citizenship, giving back to the community, and school programs.

The Horticulture class participates in a greenhouse project with the community by selling plants they grow each spring such as vegetables and flowers.

Draft and Design classes work with engineers and architects to enhance their classroom learning.

Community resources support the high school's sports teams by providing meals when they are traveling.

Food and Nutrition classes at the high school host and operate a Jacket Café that sells foods the students prepare and cook to staff for lunches periodically through the year.

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 and its staff in support of the schools programs, practices, and learning

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)]

Other programs such as Senior Orientation Night, Financial Aid Night, and College Fair are collaborated with area colleges, universities, technical institutes, and the United States Military branches to share pertinent information with students and their families as they prepare for post-secondary education plans.

The school also 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 at pre-registration meetings.

In 2021-2022 eighth grade students and their parents came to the high school for a math scavenger hunt night to allow students to become familiar with the curriculum and campus. The school plans to continue an activity of this sort in 2022-2023 for next year's incoming freshmen.

Families are partners with staff and are involved in the decisions affecting course selection at pre-registration meetings annually that are facilitated by school and district staff.

8th-9th registration meeting takes place April 4-6, 2023, WJHS cafeteria. Videos are posted on social media as a strategy with information for families regarding course selection for the next year for each grade level. Appointments may be made with counselors. For career planning and post-secondary opportunities see Section

5.2.

Guest speakers share information on career paths and real-life skills needed in various careers through students' advisory period.

HOSA, health occupation students and the Child Care Management classes participate in rotation with the hospital, clinics, and area daycare facilities to promote their career path programs and collaborate in district programs such as Farm to You in other schools.

The high school has numerous clubs such as its Robotics team, Skills USA, FFA, ROTC, and others that collaborate with community and business leaders in clubs that enhance student achievement and learning.

A Parent Resource Center is available with resources for parents and strategies to support student learning, allow parents to be engaged and meets families' needs. See 4.3 for details.

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)]

The high school families can participate in a PTSA 6-12 organization that is a collaboration between the junior and senior high schools, parents, and students. Jenna Earls, PTSA President, conducts a membership drive annually. Sherry Breckenridge and Jill Nickerson are liaisons to the PTSA. PTSA leaders are included in decision making for the district. PTSA funds a scholarship for a senior annually.

In 2021-2022 PTSA provided a breakfast for the Senior Class of 2022.

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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 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:

Notifying and advertising the Annual Title I meeting via newspaper, marquee, Facebook, radio, etc.

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.

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,

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## **7: School-Parent Compact** *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

### *Guiding Questions*

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
  - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
  - *Addresses the importance of regular two-way, meaningful communication through:*
    - *conferences (no fewer than 2 each year)*
    - *frequent reports on progress*
    - *reasonable access to staff*
    - *opportunities to volunteer*
    - *observation of classroom activities*
- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
  - *Including parent-teacher conferences in elementary Schools, at least annually*
  - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

*[ESSA § 1116(d)]*

### 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. 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:

*[ESSA § 1116(d)]*

The compact outlines that students should attend school; families may monitor HAC and assignments, attending conferences and be engaged in parent events. Students attend school ready to learn and engage, complete assignments, and communicate with teachers, and share information with their family at home. Teachers are supportive of students and families and monitor students' progress to communicate and engage with families in an effective supportive environment.

The compact addresses family/teacher communication on a continuous basis through Parent/Teacher Conferences held two times a year on September 1 and February 16, and regular communication between home and school in a language families understand.

Frequent reports of students' progress,

Reasonable access to staff through email, remind, and conferences or phone calls

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, being a guest speaker in classes, participating in parent workshop and orientation events, reading with a student, and participating in the school setting (see 4.4).

Staff are encouraged to use the volunteer interest 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

The compact becomes part of the Title I Family and Community Engagement Plan and is reviewed annually in the fall (September 06, 2022 and spring (March 9, 2023), and revised as needed.

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 one of the means by which the school and families will build and develop a partnership to help children achieve the state's high academic standards.

The compact is shared with families the first week of school by being sent home in hard copy. Parents sign documentation of viewing and discussing the compact with their child. Three attempts are made to collect the data.

The compact is shared and discussed with families at parent-teacher conference held two times yearly.

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](http://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)]

School funds are spent on providing reasonable, necessary costs of family engagement activities and nights, family resources, family engagement salaries for staff, and professional development.

The school determines the priority of how funds are spent according to the schools with the highest needs focusing on sub-populations such as homeless, foster, migrant, economically disadvantaged, highly mobile, special needs, etc.

Wynne High School uses family engagement funds to support at least one of the five areas approved by law.

The allocation of funds is determined by the federal program's coordinator in collaboration with the assistant superintendents, building administrators, district parent coordinator and building parent facilitator.

8.2 Wynne 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)]

Participating in Parents' Advisory Council Meetings, other committee meetings, and offering suggestions. PAC

meetings encourage K-12 parents to share needs and suggestions to promote student achievement, review the school participation in the Title I program and use of funds. PAC officers and district staff facilitate meetings.

Sept. 08, 6:00 p.m.; Jan. 19, 2023, 5:30 p.m.; and Apr. 13, 2023, 4:30

p.m. at Administrative Services

PAC officers for 2022-2023 are: Lori Wilson, President; Heather McBride, Vice President; and Jessie Wilson, Secretary.

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<b>Assurances</b>
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*Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.*

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- A.1:**The School understands that annually by August 1, the public School’s Engagement Plan shall be developed, or reviewed and updated.  
*[ADE Rules Governing Parental Involvement Section 3.02.3]*
- A.2:**The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
  - The School Engagement Plan
  - A parent-friendly explanation of the School and District’s Engagement Plan
  - The informational packet
  - Contact information for the parent facilitator designated by the School.*[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]*
- A.3:**The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.  
*[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]*
- A.4:**The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)  
*[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]*
- A.5:**The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District’s Engagement Plan summary/explanation.  
*[A.C.A. § 6-15-1704(a)(3)(B)]*
- A.6:**The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
  - to help organize meaningful training for staff and parents,
  - to promote and encourage a welcoming atmosphere, and
  - to undertake efforts to ensure that engagement is recognized as an asset to the School.*[A.C.A. § 6-15-1702(c)(1)]*
- A.7:**The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..  
*[A.C.A. § 6-15-1702(b)(6)(B)(ii)]*
- A.8:**The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.  
*[A.C.A. § 6-15-1702(b)(3)(B)(ii)]*

✓ **A.9:**The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.

[ADE Rules Governing Parental Involvement Section 3.02.2]

✓ **A.10:**The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:

- what students will be learning
- how students will be assessed
- The informational packet
- what a parent should expect for his or her child’s education
- how a parent can assist and make a difference in his or her child’s education.

[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

✓ **A.11:**Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

✓ **A.12:**The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.

[A.C.A. § 6-15-1702(b)(6)(B)]

✓ **A.13:**The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

✓ **A.14:**The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov)

[ESSA § 1116(b)(4)]

✓ **A.15:**The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

[ESSA § 1116(c)(4)(C)]

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<b>References</b>
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**State**

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

**Federal**

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

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<b>School Name:</b>	Wynne High School
<b>School Engagement Facilitator Name:</b>	Jill Nickerson
<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>	

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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>
Dusty	Meek	Principal, 9-12
Marc	Griffin	Assistant Principal, 9-12
Jill	Nickerson	Parent Facilitator, 9-12
Alison	Webb	Teacher
Sherry	Breckinridge	District Parent Coordinator
Dr. Sandra	Smith	District Programs Coordinator

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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>
Leann	Haralson	Parent 9th
Jenna	Earls	Parent 9th
Keisha	Scott	Parent 9th
Benny	McDowell	Parent 10th
Dustin	Clegg	Parent 10th
Rayfield	Walker	Parent 10th

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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>
Lori	Wilson	Parent 11th
Benny	McDowell	Parent 11th
Mark	Clark	Parent 12th
Ryan	Clark	Student

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(Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

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**District Reviewer Responses**

**Section 1 - Jointly Developed**

Changes Required

Compliance is Met

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**Comments:**

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**-Section 2 - Communication**

Changes Required

Compliance is Met

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**Comments:**

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**Section 3 - Building Staff Capacity**

Changes Required

Compliance is Met

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**Comments:**

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**Section 4 - Building Parent Capacity**

Changes Required

Compliance is Met

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**Comments:**

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**Section 5 - Coordination**

Changes Required

Compliance is Met

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**Comments:**

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**Section 6 - Annual Title I Meeting**

Changes Required

Compliance is Met

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**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:**