

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

School Engagement Plan

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

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

1: Jointly Developed

1.1: The intermediate school in collaboration with parents works to establish an engagement plan that reflects the specific academic improvement needs of the school, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families? [A.C.A. § 6-15-1702(a)]

2023-2024 Parent Visitation dates for Wynne Intermediate are as follows: August 31, 2023 and February 15, 2024

- **The Intermediate School's Family and Community Engagement Committee/council created the Title I Family and Community Engagement Plan to implement specific, measurable family activities with expected outcomes as well as disseminate information to the community to promote family engagement that reflects needs of students and families in Title I, Part A schools.**
- **The school's plan is reviewed and updated in the summer before it is integrated into the District's Schoolwide Title I Plan submitted to the state by August 1, 2023, placed online, and disseminated to families.**
- **The Title I plan developed by family members, school staff, and community implements**

statewide components and is reviewed and revised each spring along with the Title I program. Family members engage in discussions about the improvement of the Family and Community Engagement Plan in improving the academic quality of the school and the school's Title I Program.

- The Intermediate School has involved families in the process of school review and improvement under Every Student Succeeds Act (ESSA) in order to build strong family engagement. Staff regularly engages families on the School Community Council and Title I Family and Community Engagement Committee in the process of evaluation of programs. Family and community members are partners engaged in the decision- making processes.
- School reviews for Title I programs are in the fall (Sept. 05, 2023, 1:00 p.m.) and spring (March 05, 2024, 1:00 p.m.).
- District level Reviews are on Sept. 14, 2023; April 18, 2024; and May 09, 2024 at 9:00 a.m.
- The school engages families and the community in the development and improvement of Title 1 programs by keeping families informed about family engagement programs, plans, meetings, Report to Patrons, conferences, and other activities. Data (ATLAS, Arkansas's Teaching and Learning Assessment System, DIBELS, NWEA MAP (Measure of Academic Progress), Response to Intervention, Lexia Reading, AR Reading) and Title I Law is used to evaluate the Title I, Part A program along with curriculum and software programs for home/school use such as Aleks for math, Title I Needs Assessments, Nov.-Dec. 2023, and information about the programs and plans from committee evaluation forms. This information is shared with stakeholders.
- Information is reviewed on family participation in school events and family workshops.
- The school principal and district staff engage families in the evaluation of the Title I, Part A program's family engagement efforts partially by using a comprehensive Title I Needs Assessment completed by teachers, families, and students.
- The school uses the data from these surveys to guide the family engagement requirements for professional development as identified in Arkansas Department of Education rules.
- Data is used to plan speakers and agendas for family nights.
- Janet Smith places the needs assessment on line; she and the district parent coordinator are responsible for compiling the data to share with administrators and staff at the building level. The Family and Community Engagement Committee/School Council consists of staff, families representing all children at each grade level, and community that determine the effectiveness of the family engagement plan and Title I program and makes changes to the needs assessment as warranted. The survey collects specific information on:
 - The specific needs of family members to assist with the learning of their children
 - Effectiveness of Title I program and family engagement strategies supporting school and family interactions

- Increasing the engagement of families in activities encouraging student's growth

The District Parent Coordinator compiles the data to share with families, staff, and community at school committee meetings. The Needs Assessment data becomes part of the spring evaluation of the Title I Program and the Title I Plan. The Intermediate School analyzes its data with staff. The district further analyzes the data annually at the district's spring review meeting planned for May 09, 2024 and Title I/Federal Programs/School Improvement Plan review on April 18, 2024.

- Barriers to greater family participation in activities, especially for target sub-populations, i.e., economically disadvantaged students, are identified from data along with needs of families to assist in children's learning and engage with school staff.

- A need for better communication with families and the community continues to be identified by the committee. For 2023-2024 the district has a district wide communications director that sends out district wide Remind notices for families.

- Another need continues to be that students need social and emotional skills. This is being addressed through Rebekah Ross as a mental health counselor. Strategies will be shared with students to improve their coping skills.

- Social/Emotional wellbeing will continue to be a focus for 2023-2024 with counseling referrals, and disaster relief provided to families as needed as a result of the trauma associated with the recent tornado in Wynne.

- The principal wants to see WIS improve student feedback by asking for students' thoughts and ideas to be incorporated into the school. This is being addressed through the student house leaders in the Ron Clark House system.

- A barrier to parents being able to help their child at home was identified. Families need resources for the literacy and new math curriculums. Staff will be developing resources for families throughout the year. Aleks will be the math software program, used in the Reveal curriculum.

- Findings are shared with administrators and the committee. Effective strategies are designed and implemented to support successful school and family interactions and improve engagement.

- The school encourages suggestions and revises/ updates the Title I Plan/program annually.

- The Ron Clark Academy House system is improving school culture, increasing student engagement, and promoting a family model between grades and students combined with building-wide inclusion that builds character, relationships, and school spirit, a need identified in the 2022-2023 surveys.

- Another strategy that helps families address social media issues and online safety in support of successful school and family interactions is the use of SmacTalk, a program provided by DESE and shared with families on social media. The school will also continue its internet safety programs with the Wynne Police Department on a rotation basis.

- The intermediate school uses findings from the evaluation process as one component to make recommendations for revisions to the Title I Plan, Title I Program, and School Improvement Plan, and to provide suggestions for school improvement policies relating to family engagement. Recommendations are shared with administrative staff and at district family and community engagement meetings.
- It also indicates specific academic improvement needs of the school through programs and practices to enhance students' needs in math, literacy, and science and recognizes families as full partners in students' education.
- For 2023-2024 WIS will continue to apply for the SOAR grant to close the gap for struggling students and continue improving literacy instruction. The goal is sustainability. If obtained the money will be used to improve students' writing skills by providing workbooks, colleague visits, and training to improve writing skills in grades 3-5. Funding will also support One Book One School for 2023-2024.
- Third and fourth grade students are using Handwriting Without Tears to improve penmanship and writing skills. Learning A-Z is being utilized for students too.

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

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

2: Communication

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

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*

[A.C.A. § 6-15-1702(b)(3)(B)(1)]

- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *how is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.)?*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

2: Communication

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

- [A.C.A. § 6-15-1702(b)(3)(B)(1)]The intermediate school provides information to families about the school's program in the Family Information Guide that is age and grade appropriate each fall
- The Family Information Guide available online, August 01, 2023, disseminates the plan to all families via online access at www.wynneschools.org or hard copy. Families sign documentation of receipt of plan.
- The Family Information Guide provides information on families' rights, laws about family engagement, Title I, Title I Plans, school procedures, teacher conference times, family events and activities, the school calendar, medication procedures, the Family and Community Engagement plan, Recommended roles, Ways for a family to get involved in a variety of roles like mentoring or volunteering, Survey regarding volunteer interests, Schedule of activities planned throughout the school year on the calendar of events, and a regular, two-way, and meaningful system for families/teachers to communicate through the student planners and other means. The school reviews, updates, and revises the guide annually to keep it current for families' use. It is translated into other languages as needed. The guide is posted online under the Parent Center tab on the district web site and links to each campus. The parent facilitator notifies families of its availability by August 1, 2023 via notices sent home, newspaper, radio, Remind, and postings on the district web site. Janet Smith will be responsible for the online access.

2.2: WIS ensures that information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable) and provides information to families in a variety of ways. [ESSA § 1116(e)(5)]

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

social media, website, and the marquee; and provide information for newspapers and radio stations about family workshops, activities, and meetings. Administrators send out Building Remind messages to families who have joined the principal's family group.

- School staff provides families information about the school's program at the Back-to-School Night and math and literacy nights.

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

- School meetings take place at various times during the day or evening to accommodate families' work schedules and show flexibility. Family/Teacher Conferences on Aug. 31 and Feb. 15 have a large window of time (1:00-7:00) to accommodate families' schedules. If families cannot attend during those hours, a conference may be scheduled during the teacher's conference period or an in-home visit made. Family workshops may take place during the day while Math and Literacy Nights are conducted in the evening.
- Workshops and meeting may take on various formats such as virtual, in-person group meetings, conferences, or individual home visits.

The District Calendar of Events is inserted below:

District Calendar of Events 2023-2024 - WPS, WIS, WJHS, WHS, District

(Some events may have restrictions and all dates are subject to change due to safety and the tornado)

July, 11 2023 Virtual Open Enrollment Deadline ends at 3:30 p.m. all schools

July 11, 2023 New Student Registration 10:00-5:30 p.m. WPS/WIS/WJHS/WHS

July 12, 2023 Mandatory Virtual Orientation Meeting 5-6:00 p.m. TBD

July 12, 2023 6

th grade Schedule pick up 8:30-3:30 p.m. WJHS

July 13, 2023 Mandatory Virtual Orientation Meeting 5-6:00 p.m. TBD

July 17-21, 2023 District Staff Dev. 8:30 a.m. TBD

July 19, 2023 7th-8th grade schedule pick up 8:30-3:30 p.m. WJHS

July 19, 2023 9

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

July 19, 2023 Back to School/Open House 11-6:00 p.m. WPS/WIS/WJHS/WHS

July 19, 2023 Orientation Night (9th 11-12 p.m.; 10th 2-3 p.m.; 11th 4-5 p.m.; 12th 5-6 p.m.) WHS

July 24, 2023 School Starts 8:00 a.m. All Schools

July 24, 2023 FACE Plans/Family Information Guides/Compacts on line K-12 District Wide

Aug. 5, 2023 Stuff the Bus Drive-thru event 9:00 – 3:00 p.m. DHS parking lot

Aug. 07, 2023 WHS Sr. Orientation Night 6:00 p.m. WHS

Aug. 10, 2023 New Student Luncheon WJHS 11:00 & 12:00 p.m. WJHS Library

Aug. 10, 2023 Volunteer Orientation/Training K-12 9:30 a.m. WPS Cafeteria

Aug. 31, 2023 Parent Teacher Conferences/no school 1:00-7:00 p.m. WPS/WIS/WJHS/WHS

Sept. 01, 2023 Student/staff holiday

Sept. 04, 2023 Labor Day-No School/Student /staff holiday

Sept. 05, 2023 WIS Title I FACE Committee Plan Review 1:00 p.m. WIS

Sept. 05, 2023 WHS TI FACE Committee-Plan Review 5:00 p.m. WHS

Sept. 05, 12, 19, 2023 Breakfast with a "Grand" Buddy 3rd, 4th, 5th 7:30 a.m. WIS Cafeteria

Sept. 06, 13, 20, 2023 Breakfast with a "Grand" Buddy KF, 1st, 2nd 7:30 a.m. WPS Cafeteria

Sept. 06, 2023 WPS/WIS PTA meeting 5:00 p.m. WPS Cafeteria

Sept. 06, 2023 Parents' Advisory Council (PAC)/WJHS/WHS PTSA mtg 4:30 p.m. WJHS Library

Sept. 07, 2023 AR Early Learning Head Start-Kind. Readiness 10:00 a.m. AR Early Learning

Sept. 07, 2023 WJHS TI FACE Committee-Plan Review 5:00 p.m. WJHS Library

Sept. 08, 2023 WPS TI FACE Committee-Plan Review 12:30 p.m. WPS Workroom

Sept. 11, 2023 ASU/ABC Parent Workshop-Kind. Readiness/WCEC 5:00-6:00/2:45-3:45 p.m. WPS Caf/WCEC

Sept. 14, 2023 District Wide Annual Title I Meeting 6:00 p.m. WHS

Sept. 14, 2023 District Title I Fall Review 9:00-10:00 a.m. TBD

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

Sept. 25, 2023 Teacher In-service

Sept. 29-30, 2023 Student/staff holiday

Oct. 2-6, 2023 Student/staff holiday

Oct. 03, 2023 WHS Financial Aid Night 5:30 p.m. WHS Library

Oct. 05, 2023 District Wide Yellowjacket Night 5:00-7:00 p.m. Walk Through

Oct. 09-25, 2023 PTA Fundraiser/ Pickup before or after Thanksgiving week WPS
 Oct. 11, 2023 College Fair Day 10:00-12:00 p.m. WHS Courtyard
 Oct. 18, 2023(tentative) Fields of Faith 6:30 p.m. WHS
 Oct. 20, 2023 Homecoming Pep Rallies/Homecoming TBD/7:00 p.m. WPS, WIS, WJHS, WHS
 Oct. 21, 2023 Report to Patrons 6:00-7:00 p.m. Board Room
 Oct. 2023 SPARC Clubs 2:00-3:00 p.m. WIS
 Nov. 01, 2023 WPS/WIS PTA Meeting 5:00 p.m. WIS Library
 Nov. 01, 2023 Parents' Advisory Council (PAC)/WJHS-WHS PTSA mtg 4:30 p.m. WHS
 Nov. 06, 2023 ASU/ABC Parent Workshop-Reading 5:00-6:00 p.m. WPS Cafeteria
 Nov. 06, 2023 Wynne Community Enlightenment -Reading 2:45-3:45 p.m. WCEC
 Nov. 07, 2023 Flu Clinic WPS/WHS 8:00/11:00 a.m. WPS/WHS gym
 Nov. 09, 2023 Flu Clinic WIS/WJHS 8:00 /11:00 a.m. WIS/WJHS Gym
 Nov. 09, 2023 WIS Spelling Bee 9:00 a.m. WIS Cafeteria
 Nov. 09, 2023 WPS Spelling Bee 1:00 p.m. WPS
 Nov. 2023 SPARC Clubs @ WIS 2-3:00 p.m. WIS
 Nov. 14, 2023 WJHS Spelling Bee 9:00 a.m. WJHS Gym
 Nov. 16, 2023 AR Early Learning Parent Workshop – Reading 10: 00 a.m. AR Early Learning
 TBD Get Real Here's the Deal Seniors 9:15-1:40 p.m. WHS
 Nov. 20-24, 2023 Student/staff holiday/Thanksgiving Break
 Nov. 29, 2023 ASVAB TEST WHS
 Dec. 2023 WPS Christmas Music Programs K-2 TBA WHS Auditorium
 Dec. 2023 SPARC Clubs 2-3:00 p.m. WIS
 Dec. 22, 2023 Christmas Vacation Begins End of Day
 Jan. 08, 2024 Staff Development
 Jan. 09, 2024 School Reopens after Christmas Break
 Jan. 2024 SPARC Clubs 2-3:00 p.m. WIS
 Jan. 16, 2024 Student/staff holiday// Martin Luther King Day
 Feb. 2024 SPARC Clubs 2-3:00 p.m. WIS
 Feb. 01, 2024 Fall College Signing Date 10:00 a.m. WHS Arena
 Feb. 05, 2024 Battle of the Books 8:30 a.m. WIS
 Feb. 6-8, 2024 WPS Farm to you 8:30-3:00 p.m. WPS Gym
 Feb. 07, 2024 WPS/WIS PTA meeting 5:00 p.m. WPS Cafeteria
 Feb. 07, 2024 Parents' Advisory Council/WJHS-WHS PTSA mtg 4:30 p.m. WJHS Library
 Feb. 08, 2024 AR Early Learning Kind. Registration meeting 10:00 a.m. AR Early Learning
 Feb. 09, 2024 WJHS Social Event/Dance 6:00 p.m. WJHS
 Feb. 09, 2024 Black History Program TBA WHS Auditorium
 Feb. 15, 2024 Parent Teacher Conferences/students out 1:00-7:00 p.m. WPS/WIS/WJHS/WHS
 Feb. 16, 19, 2024 Student/Staff Holiday
 Feb. 20-Mar. 4, 2024 PTA Fundraiser/Pick-up Mid-April TBA WIS
 Feb. 20, 2024 6
 th Grade Pre-Registration Parent Meeting TBA WJHS Cafeteria
 Feb. 20, 2024 7
 th Grade Pre-Registration Parent Meeting TBA WJHS Cafeteria
 Feb. 22, 2024 5
 th Grade Pre-Registration Parent Meeting 9:00 & 9:45 a.m. WIS Cafeteria
 Feb. 22, 2024 WPS/WIS Night of the Arts 6:00-7:00 p.m. Walking Track or WIS Caf.
 Feb. 26, 2024 ASU/ABC Kind. Registration Parent Meeting 5:00-6:00 p.m. WPS
 Feb. 26, 2024 WCEC Kindergarten Registration 5:00-6:00 p.m. WPS Cafeteria
 Feb. 29-Mar. 3, 2024 WHS Musical TBA WHS
 Mar. 05, 2024 WIS Title I Spring Review 1:00-2:00 p.m. WIS
 Mar. 05, or 12, 2024 WJHS Night of the Arts 6:00-8:00 p.m. WJHS
 Mar 5-6, 2024 Kindergarten Registration 8:30-3:30/4:30-6:30 p.m. WPS Library
 Mar. 07, 2024 WHS Title I Spring Review 5:00 p.m. WHS Conference. Rm.
 Mar. 08, 2024 WPS Title I Spring Review 12:30 p.m. Coaches' Room
 Mar. 14, 2024 WJHS Title I Spring Review 5:00 p.m. WJHS Library
 Mar. 2024 SPARC Clubs 2-3:00 p.m. WIS
 Mar. 15, 18-22/25-29, 2024 Spring Break
 Mar. 28, 2024 WHS Math-Literacy Night 6:00-7:00 p.m. WHS

Apr. 2024 SPARC Clubs 2-3:00 p.m. WIS
 Apr. 01, 2024 Scholarship Banquet 6:30 p.m. WHS Cafeteria
 April 2-4, 2024 8th grade Pre-Registration Parent Meeting TBA WJHS Cafeteria
 April 18, 2024 Dist. Title I Program/Federal Program Review 9:00-10:30 a.m. TBD
 April 19, 2024 Teacher In-Service/Swap day
 April 20, 2024 WHS Prom
 April 22, 2024 Student/staff holiday
 May 01, 2024 WPS/WIS PTA meeting 5:00 p.m. WHS
 May 01, 2024 Parents' Advisory Council (PAC)/WJHS-WHS PTSA mtg 4:30 p.m. WHS
 May 03, 2024 2nd to 3rd Grade Parent Orientation 2:45 and 4-6p.m. WIS Cafeteria
 TBD May, 2024 WPS Track and Field Day TBD WPS Playground
 May 07, 2024 Spring College Signing Day 10:00 a.m. WHS Arena
 May 07, 2024 Military Oath Enlistment Ceremony TBA
 May 07, 2024 Sr. Scholarship and Honors Assembly 9:00-10:30 a.m. WHS
 May 09, 2024 District Title I Spring Meeting 9:00-10:30 a.m. TBD
 May 19, 2024 Graduation for seniors 7:00 p.m. TBD
 May 27, June 3, 2024 Student/staff holiday
 June 07, 2024 Student's last day

Test Calendar: ELPA21 Mar. 4-Apr. 12, 2024, K12; The ACT Feb. 27-29, Mar. 1, Mar. 4-8, 2024 and Mar. 26-29 and April 1-5, 2024 11;
 Makeup Apr. 9-12 and 15-19, 2024; Dynamic Learning Maps Instructionally Embedded Window Sept. 11-Dec. 22, 2023 and Feb. 5-May 17, 2024, 3-10; ATLAS Summative Apr. 15-May 17, 2024 3-10; ATLAS Interims TBD 3-10; Curriculum Associates: I-Ready Sept. 5-Sept. 29, 2023
 K2, ; NWEA: MAP Growth; Jan. 8-Feb. 2, 2024 K2, and Renaissance: Star Apr. 15 – May 10, 2024 K-2; WorkKeys Sept. 11 – Dec. 15, 2023 and Feb. 19-May 17, 2024 10-12

3: Building Staff Capacity

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

Guiding Questions

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

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

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

3: Building Staff Capacity

3.1 The School builds staff capacity to work with parents as equal partners through workshops, conferences, trainings, webinars, and online resources that ensure ALL school staff: are aware of the value and utility of parent contributions; know how to communicate and work with parents as

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

* The Intermediate School will build capacity of school staff to improve student achievement through professional development.

- Teachers will-obtain sixty hours of professional development annually that meets all requirements for professional development identified in Arkansas Department of Education Rules.
- Staff is training on Marzano's High Reliability Schools with Douglas Finn, Staff became SOR Certified in Science of Reading (RISE training) in 2022-2023, and Engage New York.
- Teachers will collaborate weekly during Professional Learning Communities on the success of meeting school improvement plan goals, FACE Plan goals, and communication with our students and parents.
- Teachers will collaborate weekly during Professional Learning Communities on the success of the lessons, strategies, and activities developed and implemented for student improvement.
- For 2023-2024 staff is participating in the Peer Network program with the Arkansas Public School Resource Center(APSRC) Crowley's Ridge.
- Administrators observe family engagement in the intermediate school and provide opportunities for parenting staff to engage with programs of other schools and share information on best practices for family engagement. The district parent coordinator shares information with schools from the APCA Conference and monthly FACE Advisory meetings with DESE.
- Parent engagement training will be attended by the building parent facilitator, Casohnny Lumpkin, and she will inform the staff of any updates. The district parent coordinator will share information from the FACE Advisory meetings with the parent facilitator.
- Teachers can assess the ADE Family and Community Engagement (FACE) Framework and Toolkit <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>
- The intermediate school will participate in parental engagement training on the state's rotation schedule and enhances the awareness and skills of its teachers, support personnel, school leaders, and staff in reaching out to, communicating, and working with family members as equal partners. For 2023-2024 family and community engagement will be embedded in other professional development sessions.
- Staff train annually on topics such as creating a welcoming environment, recognizing the value of parental contributions, recognizing signs of homelessness,

and how to have effective communication with families. The parent facilitator and/or parent coordinator are available to train staff on family and community engagement which is embedded in staff development days.

- Staff Development is the responsibility of school administrators with assistance in family engagement training from the school's parent facilitator and the district parent coordinator.
- Staff interacts with families and utilizes model approaches to improve family engagement.

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

- Building capacity of the school in effective parent/family/community engagement activities to improve student achievement and school performance includes roles and consultation with employers, and business leaders as well as parent/family members.
 - o SPARC Clubs (Students Participating in Activities Really Counts) are conducted for students monthly that are coordinated with families and business volunteers, and school staff to provide student-learning opportunities in clubs such as Guitar, Martial Arts, Hunting, Babysitting, and Vet Club. SPARC Clubs provide students with opportunities to learn new things and adult advocates in order to foster relationships. This program enhances classroom learning and provides students with real life experiences. SPARC clubs are planned for 2023-2024.
- A welcoming atmosphere is provided and staff ensures there are no barriers to family engagement. Interactions with families are encouraged and suggestions are considered.
- The Intermediate School's goal is to implement and coordinate family programs that are beneficial to students and families, seek family assistance and support, and to build strong ties between homes and school which we believe that we do. This is accomplished through friendly open-minded collaboration and communication.
- The school will consider providing, upon request, any reasonable support for family and community engagement to improve student achievement and promote using effective family engagement strategies.

4: Building Parent Capacity

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

Guiding Questions

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

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

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

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

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

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

[<https://dese.ade.arkansas.gov>]

 - assistance with nutritional meal planning

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

4: Building Parent Capacity

4.1 The Intermediate School provides opportunities to build parents' capacity to have a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials, and ensuring that families are provided with information about: the school's curriculum; State and local academic assessments and alternate assessments that measure student progress; and the challenging State academic standards students are expected to meet. [ESSA § 1116(c)(4)(B)]

* In order to build parents' capacity, they are encouraged to participate in their child's education, attend parenting events, participate in educational choice meetings, attend parent-teacher conferences (see calendar for dates), participate in workshops offered, and

online resources provided. Parents may also check out hot-spot devices when the school has a connectivity grant or a Chromebook for student use at home.

- The school expects to increase student achievement through engagement in a high-quality curriculum and families' support. To ensure increased performance of all students in the areas of literacy, mathematics, and science, being a School of Innovation allows the school to improve teaching and learning for students and faculty. Students experience a variety of enriched curricular designs in accordance with the challenging Arkansas Academic Standards for student achievement and success, including inquiry-based learning focusing on Science Technology Engineering Art Mathematics (STEAM) concepts, along with science, history, spelling, English, Language Arts and Reading, student interest's groups (SPARC), Blended Learning, and foreign language. Wynne Intermediate School of Innovation supports the forward thinking of the Wynne School District.

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

- A Back-to-School night provides curriculum information also. See calendar of events for specific dates.

- Wynne Intermediate School students can enroll in virtual options in an asynchronous setting along with enrichment opportunities that support classroom learning and independent assignments. A Campus Connection Coach, Sherry Breckenridge, is provided for parents' and staff support.

- Students take local and state assessments including alternate assessments as needed to measure students' achievement including individual NWEA Map which allows students to set goals to achieve higher academic success and measures students' achievement levels, and the ATLAS which measures students' ability to meet the state's standards. In grades 3-5, the 2023 ACT Aspire was administered and was used as a baseline for academic growth for the 2023-2024 school year. Wynne Intermediate School is in partnership with Will Redmond with TNTP group, AIIM (Arkansas Initiative for Instructional Materials) ELA Pilot to instruct teachers how to use Wit and Wisdom to prepare for the ATLAS in 2024. Results are shared with families. Dynamic indicators of basic early literacy skills (DIBELS Assessment) are used to measure students' reading progress. Assessment information is shared with parents via parent-teacher conferences and Tuesday take-home folders. Families receive reminders about testing dates and are given tips to help their children perform at optimal levels on testing days.

- The Intermediate School seeks to aid and provide resources to families of children served by the school regarding:

- o Explaining the Arkansas Academic Standards, which may be found at

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

*** The Wynne School District meets Federal Guidelines for Title I, Part A under the direction of the federal programs' director and district parent coordinator.**

- **Information is shared about Title I, Part A program on a district level at Report to Patrons (October 21, 2023, 6:00 p.m.) facilitated by administrators and staff. The meeting is publicized in the newspaper, on the school calendar, radio, website, Facebook, social media, and marquee.**

- **Information about Title I, Part A is shared via PowerPoint presentation at the district-wide Annual Title I meeting Sept. 14, 2023, 6:00 p.m. and includes information about items such as Parent's Rights to be engaged in their child's education, highly qualified teachers, the engagement plan, and Fund allocations.**

- **Information is shared with families about how to monitor their child's progress via parent-teacher conferences, Home Access Center (HAC), progress reports, classroom digital platform, teacher communication, etc. in the compact, at meetings, and conferences.**

- **Parents learn how to work with educators to improve students' achievement at parent nights, back to school events, at conferences, and via trainings.**

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

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

- **Math and Literacy Instructional Facilitators are available to work with families to help children at home.**

- **Family nights are provided such as Math/ Literacy or Science Nights and EAST Night Out. Sign in, minutes, and agenda document such events. (See Calendar of Events)**

- **The Media Center's family area has literature for families to check out. Kaley Boeckmann, Librarian, and the parent facilitator are responsible for this area. The district parent center has more materials available to support families. (See 4.3 Parent Center.)**

- **The school provides materials and training to help families to work with their children to improve their children's achievement, such as literacy training and using technology at math and literacy nights, and internet safety nights including sharing information about the harms of copyright piracy, as appropriate, to foster family and community engagement. Materials like grade level skill brochures and trauma information to support social/emotional well-being**

as a result of the recent tornado in Wynne will be distributed to families.

- The intermediate school will participate in a Yellowjacket Night, October 5 which will be a district-wide event for families in a walk-through setting. Staff will develop math, literacy, science, and other activities to share information on the curriculum. Fine arts groups will offer fun support to the event. Local businesses and community will participate by distributing appropriate information on various topics. For example, literacy information will be shared about the harms of piracy and copyright laws, social and emotional trauma information may be shared by counseling agencies to offer families support due to the recent tornado. This year the event will focus on the band which supports the sports teams. **See Calendar for date.**

- The district provides a parent resource center open daily 8:00 a.m.-4:00 p.m. to support families as equal partners in education and provide resources to support students' academics and responsible parenting. For 2023-2024 the parent center is providing food, hygiene,

counseling referrals, and other disaster relief support as needed since students and families were traumatized by the recent tornado disaster.

- A district parent coordinator is available and provides resources like student skill packets in partnership with families and teachers, and checkout materials for families to learn about child development, child-rearing practices, family support, and to help families work with their child to improve achievement in literacy, math, science, etc. Computers are available. Families may seek assistance with social, emotional, and academic needs, and visit educational web sites. Assistance with nutritional meal planning and preparation is available. The parent coordinator also works with local preschool facilities and conducts workshops to support learning academic skills to help students be on grade level upon entry into public school. These items all support responsible parenting.

- Family Workshops for 2023-2024 are planned on topics such as How to Help Children at Home, and social and emotional learning. There are plans to have a guest speaker for families in 2023-2024 to provide strategies and resources that will help families with their social/emotional needs resulting from the trauma of the recent tornado. See calendar of events for specific dates and topics.

- District and school level family newsletters with family tips are posted online for parents and distributed to families.

- The District Parent Center is located at 1500 N. Lemons St. (phone 870-587-0350).

4.4: Parents of students at all grade levels are engaged in a variety of roles such as the education of their children, volunteer opportunities, activities that support classroom instruction, participation in School decisions, collaboration with the community, development of School goals and priorities, and evaluating the effectiveness of the school-level Improvement Plan. [A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]

* Students and families have access to software programs for home use to improve achievement such as Lexia Reading, AR Reading, Engage New York, and Reflex Math, and Handwriting Without Tears.

- School's grade level web sites and staff are available to partner with parents to support students' academic achievement.
- Wynne Intermediate School invites family and community to participate in the following roles, demonstrations by trained volunteers, and activities to increase their engagement, support, and collaboration for student learning:
 - Mentor, teacher assistant, tutors, special family/community lunches, Book Fair helpers, Grandparents/Family Days, Field Day volunteers, family nights, family education workshops, orientation presentations, open house, PTA, SPARC Clubs, EAST, and various committees.
 - The district parent coordinator conducts the school's volunteer program through the district parent center and provides information to family/community partners about volunteer opportunities at a District wide Volunteer Orientation, (August 10, 2023 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 2023-2024 to honor volunteers at each Title I school in the district.
 - Interest Surveys are conducted annually with family members to determine volunteer interests and a volunteer directory is created for the parent coordinator and school staff use when volunteers are needed.

• **Volunteering is one way that family support a child's learning. There are opportunities to participate in a classroom, schedule an observation, participate in decisions about children's education, and promote positive use of extracurricular time.**

• **Information is shared with families via community collaboration on trauma and abuse such as the Children's Advocacy Center of Eastern Arkansas provides by distributing brochures and data during National Child Abuse Prevention Month.**

• **Wynne Intermediate School recruits family members to serve on its School Improvement committee to develop the Title I Application. The Schoolwide Title I Plan is part of the Title I program, and is used to develop the Title I Application. The intermediate school's family and community engagement plan, and the school improvement plan will show alignment and are comprehensive and coordinated. The link is provided for the Family and Community Engagement Plans and the School Level**

Improvement Plans: <https://www.wynneschools.org/page/state-required-information>.

- The School Improvement Plan is developed in collaboration with the parent, family, and community. Our curriculum will focus on our Math and Literacy (Successful Outcomes for Arkansas, SOAR) goals by providing a collaborative culture with rich standards-based curriculum.

- Communication tools will be used to inform parents of their child's academic progress in these specific areas.

The Title I Family and Community Engagement Plan and program focuses on goals from the School Improvement Plan as well. In order to promote the math, science, and literacy (SOAR) goals, the intermediate school will continue to provide math and literacy parent nights and activities to support families. We recognize that some students may need extra guidance in literacy as a result of being displaced from their homes during the tornado of March 31. This grant will be used to enhance literacy instruction with materials and professional development designed to provide a strong foundational reading program along with high quality engaging instructional content. Wit and Wisdom, a literacy curriculum that is designed to expand background knowledge, increase student engagement and learning, and improve vocabulary and reading comprehension, will be implemented K-5 for 2023-2024.

- There is also alignment between the Title I FACE Plan and the Health and Wellness Plan. Activities and events are planned to support healthy living, physical activity, and healthy eating habits. Staff participate in health and wellness challenges during the year. The plans also show alignment with the Arkansas Grown Foods program too.

- Comments and suggestions from families guide the school in its long-range planning and alignment of the School Improvement Plan, the Family and Community Engagement Plan, and the Health and Wellness Plan.

- The Student Handbook and Family Information Guide both include the process for resolving parent concerns since parents are full partners in children's education.

- Families have opportunities for regular family engagement meetings upon request such as PAC meetings, Individualized Education Plan meetings, and conferences with teachers or administrators.

- A Parents' Advisory Council (PAC) supports the intermediate school at meetings three times per year to participate in decision-making, suggestions, and responsible parenting. Meetings are facilitated by district staff and the PAC officers. See calendar of events for specific dates.

- o Sept. 6, 4:30 p.m. @ WJHS; Nov., 1, 4:30 p.m. @ WHS; Feb. 7, 4:30 p.m.@WJHS; and May 1, 4:30 p.m. @ WHS

- The intermediate school hosts Breakfast with a "Grand" Buddy annually to provide

interaction between school and home and to allow fellowship between two very different generations. It is a fun and positive event for families and the school. (See Calendar for specific dates.)

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

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

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

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families..

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*[ESSA §1116(e)(4)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

5: Coordination of Services

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

* Wynne Intermediate School coordinates and integrates family and community engagement programs, activities, and strategies in the instructional program. The school has an active role for the participation of community and business leaders in improving

students' achievement and its instructional programs. It recognizes that community resources strengthen the school's programs, family practices, and student learning.

- The community is involved in promoting healthy eating habits for students and families through the University of Arkansas Agricultural Extension Office and CrossRidge Community Hospital's "Arkansas Grown Foods" project. Contact people are Jenna Martin with the Cross County Extension Office, and Shirley Taylor, Principal.
 - There is a nutrition and healthy eating segment in which volunteers, Jenna Martin and Lori Wilson go in third grade classrooms and conduct nutrition lessons. This program promotes healthy eating habits and engages families in good nutrition for the home and is also part of the school's Health and Wellness Plan. A Kids' Marathon is also part of both plans.
 - The intermediate school also collaborates with the community and business community to mentor students in the ALE program and school as needed through mentors having lunch with students and promoting positive character building, self-esteem, and social skills. Counselors plan for this as needed.
 - Activities are conducted with Project Based Learning and the community such as the EAST program and EAST Night Out hosted across the district annually.
 - Wynne Stingers Robotics program is being re-instated for 2023-2024. Students are involved in Battle of the Books, Spelling Bee, and Chess competitions also. Community often helps with these clubs and activities.
 - The school conducts family nights each semester to engage families in the education of their children. Family nights almost always have community resources engaged in the nights with families to distribute information or support student learning.
 - The school hosts events such as Back to School Night, math, and literacy nights. The mother-son movie night, and the father-daughter dance are community collaborations. See calendar for dates and times. Meetings are documented.
 - The intermediate school has a garden project that students work and a 363 Backpack program to meet students' food needs.
-
- **The school obtains resources through grants such as Cross County Community Foundation and other grantees as available.**
 - **The school collaborates with the Cross County Library which provides programs and a summer reading program for families in the community. This information is shared with families and supports responsible parenting by encouraging the importance of reading with children.**
 - **A Parent Resource Center to meet families' needs is available with resources for parents along with strategies to support student learning. It allows parents to be engaged in their**

child's education, See 4.3 for details.

5.2: The school coordinates and integrates programs and activities with other Federal, State, and local programs; for example, the school partners with organizations/activities that help students transition to the intermediate or junior high school and provides wraparound services so that children are school ready and able to focus on learning. [ESSA §1116(e)(4)]

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

*** The school encourages building communication between campuses and engages families in smooth transitions from one school to the next by raising families' awareness of procedures and relative information including expectations for students' achievement. School and district staff facilitates meetings. (Second to Third Grade Family Orientation is May 2024; Fifth to sixth grade family meetings are conducted in the spring (See Calendar for dates).**

o Second graders tour the intermediate school in preparation for the transition to this campus.

o A parent night is conducted for incoming third grade parents to acquaint them with the school procedures and help them be comfortable with their child transitioning to a new building.

o Fifth graders walk over and tour the junior high each spring.

o Fifth grade pre-registration meetings are conducted twice each spring and families are invited to the meetings to become familiar with the junior high procedures.

o School and district staff provide families with information about national, state, and local education goals at family events such as Transition Family meetings scheduled for spring, 2024 and other family nights.

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

● The 363 Food Backpack program for families needing food assistance

● The district's McKinney Vento and Foster Liaison are available to help families and counselors meet families' needs coming into the school such as housing, SNAP, job referrals etc. For 2023-2024, the liaison will continue to offer disaster relief and support to aid students and families displaced by the tornado such as food, hygiene, and household aids.

● The school has partnerships with local mental health agencies who work on the school campus with students that have been referred for counseling. The school recognizes that extra support will be needed for students in 2023-2024 resulting from trauma induced by the tornado.

● WIS has a mental health counselor to support students' social and emotional needs.

● The parent coordinator is available to assist the school nurse with families' health needs and may transport a student to the eye doctor.

5.3 The School enables the formation of a Parent Teacher Association and ensures leaders are included in appropriate decision-making processes of the school.

[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

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

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]

6: Annual Title I Meeting

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

- A power point is presented at the district-wide Annual Title I meeting, September 14, 2023 at 6:00 p.m. in the W.H.S. auditorium. Information is shared on highly qualified staff, funding, programs provided by Title I funds, the Family and Community Engagement Plan, national, state, and local education goals, curriculum, the challenging State Academic Standards, and local assessments. Families are continually educated on understanding Title I. The PowerPoint may be posted on the web site after the meeting.
-

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.*

7: School-Parent Compact

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

- Wynne Intermediate School understands the importance of involving parents/families and the community in promoting and encouraging higher student achievement and the responsibility to make parents/families and the school, partners in student learning. It includes the school's responsibility for a high-quality curriculum and instruction in a supportive, effective learning environment. The school provides students a personalized, creative, and experience-based opportunity designed to prepare them to be college and career ready.
- The school recognizes that parents/families are equal partners in students' education. The

Intermediate School develops, with parents, a School-Parent Compact. The school works with parents, staff, and students in creating and using a Title I School-Parent-Student Compact distributed by August 1, 2023 and signed by stakeholders.

- The compact outlines how parents, school staff, and students share the responsibility to improve students' academic achievement.
- The compact is reviewed and evaluated annually by the Family and Community Engagement Committee/School Community Council and revised as needed. Each child/parent receives a copy of the compact which includes information regarding:
 - Responsibility is shared by parents having children at school, supporting school policies, encouraging good study habits, monitoring HAC, attending conferences and being engaged. Students attend school ready to learn and engage, read daily, and share information at home. Teachers are supportive of students and families and monitor students' progress to communicate and engage with families.

- **The compact addresses two-way, meaningful parent/family/teacher communication on a continuous basis through Parent/Teacher Conferences held twice a year. 2023-2024 Parent Visitation dates for Wynne Intermediate are as follows: August 31 and February 15. Sign-in sheets, minutes, and agenda provide documentation. Staff uses the compact as a tool for staff, students, and parents in achieving students' academic success and discusses it as it relates to student achievement at Parent/Teacher Conferences.**

- **The compact shares that families receive frequent progress reports including mid-term and nine weeks reports on students' academic progress and have access to monitor children's academic progress through the Home Access Center (HAC).**

- **Families are notified that they will have reasonable access to staff and teachers' conference times are provided in the FACE Plan.**

- **The district parent coordinator provides information to parent/family/community partners about volunteer opportunities at a District wide Volunteer Orientation, (August 10, 2023**

8:30-9:30 a.m.) as the requirements for volunteering in schools are explained and new ideas are solicited. Participants receive a Volunteer Handbook. This information is shared in schools' Title I FACE Plans too.

- Volunteering is one way that parent/family support a child's learning. There are opportunities to participate in a classroom, schedule an observation, participate in decisions about children's education, and promote positive use of extracurricular time. Families may volunteer in various roles such as mentoring, helping in a classroom, working on candy grams, reading with a student, and participating in the school setting.
- The compact also promotes the means by which the school and parents/families will build and develop a partnership to help children achieve the state's high academic standards through parent nights and regular communication.
- Staff are encouraged to use the volunteer surveys and directory which lists volunteers' interests and availability to volunteer. The district parent coordinator secures volunteers for the schools through the district's volunteer program.

7.2 Families access a Title I compact to understand the shared responsibility for improved student academic achievement at parent-teacher conferences and the compact is sent home with students the first week of school for families to discuss, sign, and return the compact to school where it is used as a statement of shared responsibility and in attendance review meetings. [ESSA § 1116(d)(2)(A)]

8: Reservation of Funds *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
 - *How is the School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?**[ESSA § 1116(a)(3)(A)]*
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

8: Reservation of Funds

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

- The federal programs coordinator allocates the set aside funding.
- The school's funds go to schools with priority given to high-need schools and student needs that fall in the high-risk categories such as economically disadvantaged, highly mobile student groups, etc.

- Parenting funds for 2023-2024 will be utilized to fund parenting activities and events, salaries, and to support student achievement and professional development for staff like family and community engagement which is embedded in other professional development sessions.
- Information about the allocation of Title I funds will be shared at the district-wide Annual Title I meeting on September 14, at 6:00 p.m., at the Report to Patrons meeting October 21.

8.2 The school provides opportunities for parents and family members to be involved in providing input into how the funds are used. [ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

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

Assurances

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.

Required...your form will not save unless all boxes are checked.

- ☐ **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.

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]

- ☐ **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)]

School Information

School Name:	Wynne Intermediate School
School Engagement Facilitator Name:	Casohnny Lumpkin
Plan Revision/Submission Date:	May 19, 2023
District Level Reviewer Name, Title:	Stephanie Lyons, Assistant Superintendent
District Level Approval Date:	5/19/2023

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)
Shirley	Taylor	Assistant Principal
Casohnny	Lumpkin	Parent Facilitator
Sherry	Breckenridge	District Parent Coordinator
Kesha	McDowell	Literacy Coach
Edwin	Butterworth	Assistant Principal
Beth	Huff	Parent-3rd Grade

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Kisha	Scott	Parent-4th Grade
Gonzalo	Ruiz	Parent-4th Grade
Nicole	Adams	Parent-4th Grade
Vanity	Williams	Parent-3rd Grade
Melanie	Burnett	Parent-3rd Grade
David	Burnett	Parent-3rd Grade

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
David	Meredith	Parent-3rd Grade
Jennifer	Warren	Parent-3rd Grade
Chris	McGruder	Parent-4th Grade
Ann	Stegall	Parent-4th Grade
Cherl	Carter	Parent-4th Grade
Lauren	Dodson	Parent-4th Grade

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Crystal	Henson	Parent-4th Grade

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](#)

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: