

AR  
Wynne Public School District  
P.O.Box 69  
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870-238-5020

### **District 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. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2023-24.

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

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

##### *Guiding Questions*

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*  
[ESSA § 1116(a)(2); 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(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*  
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*  
[ESSA § 1116(a)(2)]

**2023-2024 Parent Visitation dates are August 31, 2023 and February 15, 2024.**

##### **Introduction:**

The Wynne School District's Title I Program understands the essential role and value of engaging parents, families, and the community in promoting higher student achievement and general goodwill between the district and those it serves. The district curriculum follows the challenging Arkansas Academic Standards to promote students' success. The district agrees to be governed by the following statutory definition of Family and Community Engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Family and Community Engagement means the participation of parents/families, in regular two-way, and meaningful communication involving student academic learning and other school activities and which ensures:

- That families are encouraged to be actively involved in their child's education at school;
- That families play an integral role in assisting their child's learning;
- That families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities, such as those described in section 1118 of the ESEA and section 1010 and

1116 of ESSA.

- Therefore, the district shall strive to develop meaningful and productive family and community engagement that will result in partnerships that are mutually beneficial to the school, students, families, and the community.

1.1 The district has engaged parents in the development, dissemination and review of its Schoolwide Title I Family and Community Engagement Plan for 2023-2024 under leadership of Dr. Kenneth Moore, Superintendent; Stephanie Lyons (870-238-5030) and Eric Foister (870-238-5020), Assistant Superintendents; Dr. Sandra Smith, Federal Programs Coordinator; Sherry Breckenridge, District Family and Community Engagement Coordinator/McKinney Vento Homeless and Foster Liaison (870-587-0350); and the district's Title I Family and Community Engagement (FACE) Committee. [ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)]

- Federal programs coordinator and district parent coordinator facilitate the development of the plan with the Family and Community Engagement Committee and District School Community Council, (Title I, School Improvement, and Health and Wellness).
- The committee meets two times annually on September 14, 2023 and May 09, 2024 to discuss, develop, review, evaluate, revise, and approve the engagement plan/Title I compact and its goals in a collaborative process with the district's other plans and committees.
- Documents, data, curriculum, and Title I needs assessments are reviewed and discussed, and sub-committees from each school in the district meet with the district committee to share information during the development and evaluation processes of the engagement plan in the fall and spring.
- This information is shared with parents at other meetings like the district's parent nights, Annual Title I meeting, School of Innovation Council meetings, PAC, and Federal Program meetings.
- Refer to 5.1, 5.2, and 5.3 for more information on the evaluation of the plan.
- The district plan integrates the four schools' Title I plans and statewide components. Each campus in the district follows the same process the district follows as outlined above with two meetings in September and March. The difference is that the school plans go through a review and revision process with the district's assistant superintendent not DESE.
- District level Reviews for the Title I/Federal programs and School Improvement Plans are Sept. 14, 2023, April 18, and May 09, 2024 at 9:00 a.m.

1.2 Many efforts are made to ensure adequate representation and diversity of Schoolwide Title I families K-12. A diverse Family and Community Engagement committee has been purposely selected using demographic data that includes family, community, and former students shown on the committee member's role that is an adequate representation of gender, mobility, ethnicity, single parents, grandparents, business, and economic strata, highly mobile, gifted and talented, migrant, and special needs for children in the district. Each committee has members representing cultural diversities for each grade level as well as community members, appropriate staff, and administrators. Minutes, sign-in, and agenda document meetings. (See committee members pages 32-33). [ESSA § 1116(a)(1)]

- The district has developed other groups of parents to serve on the district's various committees for greater inclusion too.
- Families of children in the district have opportunities to engage in various committees on a regular basis, such as the Student Handbook, Special Education Advisory, Individual Education Plans for students, School Guidance, Focus Groups, School Improvement, School Community Councils, School of Innovation, and Title I Parents Advisory Council (PAC) which allows for adequate representation of the district's families and ensures they are engaged in the district's decision-making processes. Such committees engage in regular meetings.

**1.3 The Engagement Coordinator and committee worked with the School Improvement/District Support committees including the School Community Councils and School of Innovation committees in order to incorporate the Engagement Plans into the district's Schoolwide Plan. [ESSA § 1116(a)(2)]**

- **The district has involved parents in the development and review of the School Improvement/Title I Schoolwide Plan. [ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)]**
- **The Title I and Family and Community Engagement committees which include parents and community members, and the School Community Councils meet at the building and district level to discuss, develop, review, evaluate, and revise the Family and Community Engagement Plan, and**

**building administrators review the School Improvement Plan and Title I Program goals and actions using Plan, Do, Check with committee members to encourage their input and evaluation comments of the plans.**

- **Information is shared and discussed with the committees via the K-5 and 6-12 Assistant Superintendents and the Federal Programs Coordinator too.**

- **Families are informed of School Improvement status, and choices for parents in educating their student.**

- **The district coordinator serves as a liaison with school administrators to collaborate on plan goals and information from the various committees to share information with the engagement committee to ensure that alignment is two-way between the FACE, Title I, Health and Wellness, and School Improvement committees.**

- **The Schoolwide Title I District Plan is part of the Title I program used by the School Improvement Committee made up of staff, parents, and community to develop the Title I Application.**

- **The Title I Family and Community Engagement Plan and the School Improvement Plan show alignment.** The focus for 2023-2024 will be on rebuilding both mental health and physical structures for students and staff after the high school was totally destroyed and a portion of the intermediate school was damaged by a tornado in March 2023. Staff attended workshops provided by Arisa Health at the end of school to begin the rebuilding process. Reading and literacy (SOAR) goals will continue to be a primary focus at all schools in the district, in order to close the gap for struggling students and skill retention loss due to COVID-19 and to the tornado 2023. Schools in the district have applied for the SOAR grant provided by the Arkansas Department of Elementary and Secondary Education to continue improving literacy instruction for 2023-2024. The goal is sustainability. Wit and Wisdom is aligned as an effective literacy program for K-5 students in Wynne. If obtained the grant money will be used to continue improving students' writing skills by providing workbooks, colleague visits, and training for improving writing in grades 3-5. Wynne Intermediate School plans to partner with the SOAR grant to add Learning A-Z to the curriculum. The junior high will continue to improve literacy skills in reading. Phonics First continues to be used through the Intermediate School grades. The goal of the grant is to provide Wynne students essential foundational reading skills through effective phonics instruction and provide them with rich content, vocabulary, and reading comprehension skills, while developing good handwriting skills. Another district goal is to support buildings to improve NWEA, Dynamic Learning Maps, ATLAS Interims, ACT Aspire, and ACT scores to prepare students to be college or career ready. This goal is mirrored in our School of Innovation plans too.

- The District FACE Plan also aligns its goals to the Health and Wellness Plan initiative which is also part of the School Improvement Plan goals. For example, in 2023-2024 Wynne Public Schools will utilize ESA funds to address learning loss and provide support for buildings on items needed to ensure students are learning in a safe environment. Allocating funds to support the mental well-being of students and staff support this goal too. For example, school plans have healthy living, physical activity, and healthy eating components to support the district's plans. Our local hospital, CrossRidge Community Hospital, obtained a federal grant which provides an employee (Martha Futrell) to be housed in our school district three days per week to promote and work with the district on alcohol and drug prevention and awareness with students and staff. Recently students collaborated to develop a Drug Free and Me video which is part of a grant-funded drug and alcohol prevention program targeting youth in Cross County, Arkansas as well as drug and alcohol awareness programs for prom and graduation 2023. The primary school participates in a spring fitness challenge with students' having a goal of logging 12 miles of activity in the month of April before participating in a mile-long walk on the school walking track, and a family track and field day, in May. The district food and nutrition services continually add new healthy food choices to the menu on each campus.

- The district engages families and the community in the development, improvement, and long-range planning of its Title 1 program, which is part of the Arkansas Comprehensive School Improvement Plan by keeping parents and families informed about Family and Community Engagement programs and plans, meetings, conferences, and other activities. This ensures family participation in the district. Information is shared at Report to Patrons (**September 18, 2023, 6:00 p.m.**) facilitated by administrators and staff. It is publicized via newspaper, school calendar, radio, website, social media, and marquee, and by working jointly on the district's various plans.

- Data (ACT for juniors, NWEA Map testing, ATLAS Interims, ELPA 21, and Response to Intervention), TI Needs Assessments, and information about the programs and plans is shared with the stakeholders at school/district levels. The district's goal is to support the buildings to improve test scores.

- **The district offers other opportunities for families and community to engage in decision-making processes. (See 1.2 for more information.)**

**1.4 As LEA, Wynne Schools has established expectations and measurable objectives for meaningful family and community engagement, and implements specific, measurable family activities with expected outcomes. Information and strategies are disseminated to the community to promote effective engagement reflecting the needs of students and families in Title I, Part A schools to improve student achievement. This is accomplished through the coordination and integration of the family and community engagement programs and enhancement of instructional programs with community resources. (See 3: and 4: for further details.) [ESSA § 1116(a)(2)]**

- **Schools have clear expectations for math, literacy, and other family nights each semester to engage families in their children's education. (See Calendar of Events for dates.)**

- The district and its schools have plans, programs, and strategies in place with staff to promote student achievement including Student Success Teams, Response to Intervention tiers, and social/emotional mental health counselors obtained with ESSER funds in grades K-12.
- Following the recent tornado disaster, students and staff have opportunities to engage in social and emotional well-being workshops with counseling agencies.
- 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 3.2 for details.)**
- From the identification of needs and barriers to students' achievement, strategies are developed and implemented that improve student achievement annually. **(See 5.2 and 5.3 for details.)**
- Parents were surveyed in November-December 2022 in grades K-12 to determine what topics parents want information about in parent workshops. The workshops requested for 2023-2024 are "How to Help My Child at Home", "Social Emotional Learning", and "College and Career Planning".
- The district expects to increase student achievement through engagement in a high-quality curriculum and families' support. The district has implemented new math and literacy curriculums and aligned math vertically in grades K-10. The school's literacy plans support a high-quality curriculum. Junior High literacy instruction will adhere to Literacy Novel studies, Mentor text, and 95% Group Curriculum which aligns with the K-5 Wit and Wisdom program. They will also work with the Read 180 program.
- Trained classified and certified interventionists are working with struggling students daily.
- The junior high will utilize its advisory in a newly implemented FLIGHT class for 2023-2024 using the Response to Intervention Scheduler for students needing intervention and by providing enrichment opportunities for those who do not need intervention assistance. This will also be a time to develop relationships between teachers and students. The high school has a similar class called Wynn Time to provide assistance to students.
- The district has extended day programs and summer school opportunities for students to recover learning loss, and expand learning to have all students on grade level. Title I funds provide these programs.
- The plan indicates specific academic improvement needs of the district's students in math, literacy, and science and addresses the needs through programs and practices to promote academic achievement. The intermediate school will focus on blended learning strategies to enhance personalized learning. Students will use adaptive online resources to fill in gaps and extend learning. The literacy block will include emphasis on word study, phonics, comprehension, writing, and cursive writing. The Science Generation Genius curriculum in grades 6-8 is rigorous but has great resources and incorporates literacy as well as DIY at home labs to facilitate learning at home. The 2023-2024 plan may change to include special needs that the district is unaware of yet resulting from the effects of the recent tornado, which displaced many families.
- The high school was accepted for School of Innovation status for 2023-2024 to give students more choice, have better student engagement, and opportunities by improving the school culture while increasing teacher/student recruitment and retention, improving graduation rates, and test scores. This will offer more choice and flexibility for students; credits and internships, soft-skills, expand CTE options, certifications, acceleration etc. The goals will focus on Choice, School Culture, and Complete Graduates who are college or career ready.
- As part of the School of Innovation plan W.H.S. has begun a student and staff culture committee which will meet regularly in 2023-2024. The committee is discussing how to recognize students and teachers during the year, and

how to spread positivity throughout the school. This will be important during the rebuilding phase especially and while high school students will be relocating to a temporary high school for the start of the 2023-2024 school year.

**The district's Title I Family and Community Engagement Plan 2023-2024 was adopted May 11, 2023 at a district meeting.**

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## **2: Building Staff Capacity**

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

### *Guiding Questions*

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
  - *jointly-developing school engagement plans*
  - *implementing effective parent and family involvement activities*
  - *jointly-developing school-parent compacts**[ESSA § 1116(a)(2)(B)]*
- **2.2:** *How does the LEA 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 are aware of:*
  - *the value and utility of contributions of parents*
  - *how to reach out to, communicate with, and work with parents as equal partners*
  - *how to implement and coordinate parent programs*
  - *how to build ties between parents and the school**[ESSA § 1116(e)(3)]*
- **2.3:** *How will the district 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 are you ensuring that relevant information is 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)]*

**2.1 : The plan shows numerous ways in which the district provides support and technical assistance to its Title I schools in planning and implementing effective parent and family engagement practices. This includes: jointly-developing school engagement plans, implementing effective parent and family engagement activities, and jointly-developing school-parent compacts. [ESSA § 1116(a)(2)(B)]**

### **• Jointly developing school family and community engagement plans;**

**o Parent facilitators, Jamie Russell K-2, Casohnny Lumpkin 3-5, Celeste Vanaman 6-8, and Ellie Jane Britt 9-12, have been secured for each Title I, Part A School as well as a District Family and Community Engagement Coordinator, Sherry Breckenridge to provide support to families, implementing effective family and community engagement activities, and jointly-developing with parents the schools' family and community engagement plans (See 1.1) and Title I compacts.**

o The district's administrators and family and community engagement coordinator serve as the liaison on school committees to ensure collaboration between the district and its committees such as Health and Wellness, School Community Councils, and School Improvement and to share information out to others.

o State templates are provided for use by the district parent coordinator and parent facilitators in developing Title I FACE Plans discussed in Section 1 along with school and district component checklists.

o The federal programs coordinator, district family engagement coordinator, and family and community engagement committee facilitate development of the District TI FACE Plan.

o The **toolkit essentials** for FACE are also utilized. Families continue to want better communication with the district's schools; a district goal was established in 2020-2021 to facilitate better communication and transparency with families and staff were trained in utilizing better communication skills with parents in 2021-2022 by sharing

more information with parents. This will continue for 2023-2024 by using tenets of the Communication Essentials like having open, transparent, respectful, and honest two-way communication with families and giving opportunities for all voices to share in informed decision-making. **(Refer to 5.2 also.)**

- o Technical assistance is provided to the parent facilitators in jointly developing school and district plans by utilizing resources and training such as the Padlet and Family Engagement tools provided for collaboration during the FACE Advisory meetings monthly and training.

- o Technical assistance is provided to the parent facilitators for each campus and the district by the process managers who enter the TI FACE plans into Indistar.

- o Technical assistance is provided by the IT Department as needed for help in entering data, internet training, and working with Google forms.

- o The district provides other assistance as needed to each campus in the district to meet all Title I requirements such as the federal programs coordinator and district family engagement coordinator supporting each campus in developing the district's Annual Title I power point and being available to answer questions, allowing the district parent coordinator, to engage and attend the Arkansas Parent Coordinator/Facilitator Association Conference (APCA), for which she serves as vice president.

- o Technical assistance is provided through professional development for staff and for parents through technology family evenings. Students, staff, and families may receive training in utilizing Google Docs or Google Classroom for enhanced technology use at school and in the home. Workshops are being planned to provide technical assistance to families on mid-level software programs at Wynne Junior High School again for 2023-2024. Families may request additional helps from the District Parent Center or schools.

- o The district continues to integrate technology and technology training into the district by purchasing more technology equipment to promote students' academic success. Teachers received new 86-inch smart brand interactive TVs in their classes for 2022-2023 to enhance student learning in the classroom and Chromebooks have been purchased following the tornado for 2023-2024.

- o The district provides academic support and technical assistance to its staff by providing virtual options through The Virtual Academy at the River K-8 and the Edgenuity (6-12) programs to students in grades K-12 whose families need the flexibility provided by virtual options. The IT Department, Campus Career Connection Coach, and virtual academy teachers and staff provide support to district staff and students with technology needs.

- **Staff plan and implement effective parent and family engagement and best practices at family nights, through the district's plan, and activities that build capacity, and improve students' achievement, (See calendar for specific dates).**

- o The district collaborates with staff on its programs at meetings such as School Improvement and Leadership to determine what family engagement, practices and information needs to be shared with students and their families. Evening and events are planned accordingly.

- o Each school in the district has math, literacy, science, history, or fine arts family nights each semester to provide information to families about their child's curriculum and strategies for them to assist their child at home.

- o Families are invited to participate on the district's committees, in special activities, and events, and are given opportunities to volunteer to build effective family engagement.

- o The district hosts special informational meetings to keep parents engaged such as informational meetings conducted in July to share information about virtual learning options for 2023-2024 and answer questions for families. There have also been ads on KWTN radio.

- o Effective family engagement also includes ensuring that families are familiar with the learning expectations, district policies and routines, and how to monitor and be engaged in their child's achievement.

- o Information is shared on the district website, at district meetings, and in the district student handbook.

- **Jointly developing Title I Compacts for 2023-2024;**

- o The district recognizes that families are equal partners in students' education. The district works with families, staff, and students in creating, using, and distributing a Title I School-Parent-Student Compact K-12 in the district.

- o **District family engagement staff distributes Compacts the week of July 24, 2023 online at**

**www.wynneschools.org located under State Required Information or Parent Center; Family & Community Engagement Plans, or via hard copy, in a packet of important papers.**

- o The compact outlines how families, school staff, and students share the responsibility to improve students' academic achievement and the means by which they will build and develop a collaboration to help children achieve the state's high academic standards.
- o It includes the school's responsibility for a high-quality curriculum, staff training, instruction in a supportive effective learning environment, and assistance for families.
- o It discloses ways family members are responsible to support children's learning like having students in attendance and on time for school, volunteering and participating or observing in a classroom, participating in decisions about their child's education, and positive use of extracurricular time.
- o The compact outlines students' responsibility for academic success and achievement with good study habits, engaging in class activities, and school attendance.
- o The compact addresses family/teacher communication on a continuous basis through Parent/Teacher Conferences, reports of students' progress, regular communication between home and school in a language families understand, and ensuring that family members have access to staff. While we communicate with families continually, there has been an increase in family communication beginning with the Pandemic and now following the tornado as administrators, teachers, ESL, migrant, McKinney Vento, foster, and special education staff have connected with families and students to meet needs.
- o District staff use the compact as a tool for staff, students, and families in achieving students' academic success and discuss it as it relates to students' achievement at Parent/Teacher Conferences and at attendance review meetings.
- o Stakeholders sign the compacts and return them to the district's schools. Three attempts are made to document dissemination of the compacts to students K-12. Data is on file.
- o The compact is part of the District's Title I Family and Community Engagement Plan. Compacts are reviewed annually in the fall (September 14, 2023) and spring (May 09, 2024) and revised as needed.

**2.2 The district works diligently and continuously to build staff capacity to work with parents and families as equal partners through means such as workshops, conferences, trainings, webinars, and online resources to ensure ALL school staff are aware of:**

- o The value and utility of contributions of parents**
- o How to reach out to, communicate with, and work with parents as equal partners**
- o How to implement and coordinate parent programs**
- o How to build ties between parents and the school**

**o [ESSA § 1116(e)(3)]**

**• Building staff capacity through the value and utility of parent contributions:**

- o Staff skills are enhanced through professional development training, staff meetings, webinars, and suggestions that parents make to improve their effectiveness.
- o It was through parent suggestions that the district began building the staff capacity for better communication with families throughout the district in 2021-2022.
- o Family and community members are partners in the decision- making processes of the district's Title I, Part A program to build strong family and community engagement. Parents' opinions are valuable; therefore, they are asked to serve on many of the district's committees as shown throughout the FACE Plan.
- o District wide professional development on family and community engagement is embedded and conducted annually on topics such as providing a welcoming atmosphere or model approaches to improve family engagement, and on scheduled years to provide extended training in working with family and community engagement to ensure that families do not face barriers.
- o For 2023-2024 staff will receive family and community engagement professional development that is embedded in other professional development sessions.

- o District staff participates in Leadership training and staff participates in professional development in Professional Learning Communities, Advisory and Academy meetings regularly on meeting school improvement goals, FACE plan goals, and communicating with families. Links may also be shared with staff training materials. There are plans to add a shared Google Drive in the near future for parent facilitators and the district parent coordinator to work in.

- o Teachers can assess the ADE Family and Community Engagement (FACE) Framework and Toolkit for family suggestions across the state.

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

- o District staff attend appropriate workshops to enhance skills as needed such as Federal Programs, Family and Community Engagement Conferences, Math and Literacy workshops, the Science of Reading, and RISE training. High School staff have been attending training on being a School of Innovation for the 2023-2024 school year.

- o Literacy Plan for Wynne School District: Each building will create a literacy plan including the curriculum and professional development aligned to the schools' literacy needs and based on the Science of Reading (SOR), ACT 83 of 2019. Teachers will attend R.I.S.E. training, watch Science of Reading modules on Arkansas ideas, and continually monitor the data during weekly Professional Learning Communities (PLC's). The district has Science of Reading qualifications for its employees. A culture of collaboration is promoted with staff that focuses on instruction and student learning with the overall goal of improving reading achievement of students in the district.

- **The district builds staff capacity to reach out, communicate with, and work with parents as equal partners in the following ways:**

- o **Staff communicates and works with families as partners at two Parent/Teacher Conferences, August 31, 2023, and February 15, 2024 1:00-7:00 p.m., held throughout the district.** At conferences, teachers review Title I Compacts with the families as relative to students' achievement, interact and collaborate with families about curriculum and students' grades. Sign-in sheets, minutes, and agenda provide documentation.

- o The district builds capacity with staff as they communicate with families and gather their input and data on important decisions in the district partially by utilizing surveys such as the Title I Needs Assessment and other surveys. **During the 2021-2022, families were surveyed regarding their interest in continuing a virtual academy option for students and what topics they wanted workshops to focus on such as Social-Emotional Learning. As a result, Wynne Schools is continuing to offer virtual options K-12 in 2023-2024. Families of students in grades 6-8 will have two options for virtual learning.**

- **In order to implement and coordinate a parent program effectively, the district builds staff capacity by:**

- o Having staff plan meetings to take place at various times during the day or evening to show flexibility and accommodate families' work schedules and encourages staff to let families know that engagement is encouraged and appreciated. Family workshops/meetings may take place during the day while Math/Literacy Nights are conducted in the evening.

- o Principals are responsible for providing flexible times for greater participation of families. Parent -Teacher Conferences include day and evening times.

- o The district encourages and guides staff to have flexible meeting formats to build capacity with parents; meetings may include conference calls, in-person meetings, zoom meetings, Google Classroom, or video sessions.

- o In-home visits allow staff to build fidelity with families and provide opportunities to disseminate information to families who cannot participate in events.

- o Family engagement staff under the leadership of their administrators and the district family and community engagement coordinator build capacity to work with families by attending monthly FACE advisories provided by DESE where they receive training in engagement and information that is shared with other school staff in the district.

- Family Engagement staff attended the annual Arkansas Parent Coordinator/Facilitator Association's conference in April 2023 to share best practices, collaborate with other parenting staff, and hear updates in FACE plans and laws for 2023-2024. The theme was Engaging Families Across the Generations which is vital for families today.

- **The district builds staff capacity to develop bonds between parents and schools by:**



- o Training staff to provide a friendly welcoming atmosphere in schools, at meetings, and at activities and events hosted by the district's staff, and to maintain good social and cultural interactions is embedded in staff meetings and PLC's.
- o Staff attended a workshop on social and emotional well-being following the tornado in May 2023.
- o The district's family and community engagement plan shows how effective family engagement is implemented throughout the district.
- o While staff development is the responsibility of the superintendent and district administrators, the parent facilitators and district parent coordinator may assist in training of staff to build bonds with the families served by the district.
- o Following the tornado March 31, 2023, the district applied for a Project Serv Grant for Pre-K through twelfth grade. The grant will focus on and provide mental and behavioral health components to the district for its students and staff. If awarded, the grant will provide a part-time program manager and additional contracted mental health counselors and services.
- o To further develop bonds between families and schools the district has applied for a Pre-K through twelfth grade Stronger Connections grant. The focus of the grant is to build stronger connections with the district's families and to provide a School Chaplain position to the district. This position will have a law enforcement and trauma counseling background with the purpose of building connections with students and to direct people to others for resources such as the school counselors, nurses, and the family and community engagement coordinator or parent center, etc. for needed resources and assistance.

**2.3 The district 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, as well as in a variety of ways.**

ESSA § 1116(e)(5)]

- To provide the best academic success for students and to work with families, parent facilitators and the district parent coordinator provide a Family Information Guide, Title I Plan/Compact, etc., in other languages as needed for students in the English Language Learner program by checking with Marjorie Crawford, English Language Learner Coordinator. Translators may help with conferences and enrollment of students too.
- o Staff at schools may collaborate with Marjorie Crawford, ELL Coordinator, for the district or with the district parent coordinator, when translations or assistance for English Secondary Language (ESL) families is needed to send information home.
- o Tutoring assistance may be provided through the Cross County Literacy Council for English Second Language families.**
- Non-English-speaking families may be escorted to medical facilities, assisted with documentation and information to help them transition into the district by the district family and community engagement coordinator.
- Family and Community Engagement staff may utilize the TransACT Parent Notices program for 2023-2024.
- Information goes home to parents in a wide variety of formats and venues which include, hard copy, Remind 101, social media, radio announcements, student planners/take home folders, Home Access Center, newspaper, district marquee, website, monthly calendars, newsletters, phone, email, tutorials, aps, and in-person and zoom meetings.
- Information may be found in various documents for the district in hard copy or online like the District Student Handbook, Family Information Guides K-12, course syllabuses, the various plans of the district like School Improvement, School of Innovation, Student Success, and Family and Community Engagement.

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**3: Building Parent Capacity**

Describe how the LEA supports parents in helping with their student's academic success.

### Guiding Questions

- **3.1:** *How will the LEA provide assistance to parents in understanding the following?*
  - the challenging State academic standards
  - State and local academic assessments
  - the requirements of Title I, Part A
  - how to monitor a child's progress and work with educators to improve the achievement of their children

*[ESSA § 1116(e)(1)]*
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve 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); ESSA § 1116(e)(4)]*
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*

*[ESSA § 1116(a)(1)]*

### **3.1 The district supports parents in helping with their student's academic success by aiding them in understanding the following: [ESSA § 1116(e)(1)]**

- **National, state, and local education goals and the challenging State academic standards;**

- Information is shared at family events such as the Junior High Orientation scheduled for July 19, 2023, District-wide Annual Title I Night Sept. 14, 6:00 p.m., Transition Family meetings like the Fifth Grade Pre-Registration parent meeting, and other family nights. **(See calendar for specific dates.)**

- **The curriculum in use follows the State Academic Standards located on the DESE website at <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>.** This information is shared and discussed at the district-wide Annual Title I and Report to Patrons meetings annually each fall. **(See calendar for specific dates.)**

- Department of Elementary and Secondary Education (DESE) resources with the state standards are shared at meetings and on the district's website.

- Information may also be shared via various forms of publicity and on social media.

- The standards are shared with students via course syllabuses.

- Educational goals from all levels are shared with families at Federal Program, Family Engagement, School Community Council, School of Innovation Council, Report to Patrons, and School Board meetings. They are also in the district student handbook.

- **State and local assessments are utilized in the district along with alternate assessments as needed to measure student achievement and explained to parents. The district supports each campus in improving test scores to prepare students to be college and career ready. Testing data provides information to support the learning at each campus.**

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is given to measure students' reading progress and levels. Data reflects growth for grades K-2 from the beginning to middle of the year.

- NWEA Map testing (Dynamic Learning Maps), allows students to set goals to achieve higher academic success and measure students' achievement levels. Recent data for the junior high school indicated the most growth in Reading and Science and the least growth in Math. For 2023-2024 the junior high will continue promoting a growth mindset, stretch students' interest, and make real world connections to math content. A syllabus will be developed with specific expectations and responsibilities.

- ACT Aspire, ATLAS Interims, and Pre-ACT for high school students and the ACT for juniors' measures students' ability to meet the State's standards and student growth. Tenth and eleventh graders may take the PSAT. In grades 3-5, the 2021 ACT Aspire was administered and was used as a baseline for academic growth for the 2021-2022 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 assessments in 2022-2023. 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 state assessments and the NWEA assessment for 2023-2024.

- o ASVAB is a military entrance test for seniors that will be given in November.

- o ELPA 21 is test for ELL students to monitor their levels of English language learning.

- o Students in Advanced Placement classes take end of course tests for college credit.

- o Virtual students are also tested on-site in the district and testing data is shared with their virtual platform certified teachers in the Virtual Academy at the River and Edgenuity, with on-site teachers Kim Thomas, and the Instructional Facilitators. Information is shared with families by the Campus Connection Coach, Sherry Breckenridge.

- o Counselors provide families with testing results via parent-teacher conferences, students, and take-home folders in K-5. Counselors address any questions or concerns.

- o Families receive reminders about testing dates and are given tips to help their children perform at optimal levels on testing days.

- o In 2023-2024 Freshmen and Sophomores will take the Accuplacer in preparation for concurrent credit courses.

- **Title I, Part A requirements are shared at the district-wide Annual Title I meeting held September 14. (See bullet below.) Title I, Part A requirements are implemented under Dr. Sandra Smith, Federal Programs Coordinator.**

- o **A power point is developed by district staff and presented by district and building staff on the components of the Title I Program and Title I, Part A schools "Parents Rights to Know" at the district's Annual Title I meeting.** The agenda includes topics related to Title I like parents' rights, highly qualified staff, data, funds, programs provided by Title I funds, District Family and Community Engagement Plan, curriculum alignment, assessments measuring students' progress, challenging State Academic Standards, national, state, and local education goals, and how parents can monitor children's progress and help them achieve academically. Families are continually educated on understanding Title I. Information is posted on the website and handouts are distributed at meetings.

- o The district's parent center distributes flyers with information about Title I.

- o The district has developed Family and Community Engagement groups, Title I, and School Improvement, and has opportunities for families to serve on district committees. (See 1.2)

- o **Title I information is explained to parents, community, and staff at the spring Federal Programs-School Improvement meeting scheduled for April 18, and May 09, 2024.**

- **Staff communicates with families regularly and shares information regarding how to monitor a child's progress and work with educators to improve the achievement of their children. Parent and Family Engagement is an essential component of the overall success of students in the Wynne School District.**

- o Families and schools in the district communicate via student planners, take home folders, and students' e-mail regularly. Each teacher documents records of family contacts. HAC (Home Access Center) is available through Eschoolplus for families to view students' academic progress K-12 and communicate with teachers. Teachers and families will communicate on an individual basis about children and/or their needs utilizing the Edgenuity Learning Management System to monitor students' progress.

- o Communication with families has increased during the COVID-19 Pandemic and after the tornado 2023 causing social media, phone, and email are communication tools being utilized more. The district parent center has also more visitors needing assistance.

- o The Wynne School District provides families with reports every four and a half weeks regarding children's academic progress. Report cards are distributed at the end of each nine weeks. There are plans for the high school to move to a continuous 18 week grading period and provide 6-week progress reports as it moves toward becoming a School of Innovation.

o The district plans to continue to implement and improve its virtual academy options through the Virtual Academy at the River and Edgenuity with families so students will be able to choose the instructional model that best suits their needs academically, socially, and emotionally. Virtual families have a campus connection coach to communicate with as well as certified teachers to monitor students' achievement.

o The district's schools share information with families for students to access software programs that supplement classroom instruction at home such as the junior high's IXL English software to supplement the literacy curriculum. Grades K-5 use software programs like Lexia Reading to supplement classroom instruction at home.

o The high school plans to facilitate a virtual learning day in 2023-2024 once a semester to allow advisors, students, parents, and counselors to work collaboratively to review and discuss student progress, attendance, discipline, and students' future education/career/goals.

o Tutoring assistance may be provided in the extended day programs, by Vicky Vest in mathematics at the high school, by interventionists, or by outside resources including local church programs, and private tutors. East Arkansas Community College has a tutoring program for students in grades K-8 that families may utilize.

o DESE is partnering with <https://schoolhouse.world/> to provide free online math (pre-algebra, algebra, geometry, trigonometry, pre-calculus, calculus, statistics) and Advanced Placement exam prep. Schoolhouse World is a new nonprofit started by Sal Khan, the founder of the Khan Academy, and Shishir Mehrotra, cofounder and CEO of Coda, to help students.

### **3.2 The Wynne School District provides different types of materials and training like literacy and technology to support families and to help parents work with their children to improve academic achievement: [ESSA § 1116(e)(2); ESSA § 1116(e)(4)]**

● **Literacy training is conducted** by the district at family nights in collaboration with the district's schools each semester to engage families in the education of their children and enhance the engagement strategies of other programs. **(See calendar for specific dates.)**

o Examples of such nights include **Back to School Nights and Orientations on each campus to discuss curriculum and expectations (July 19, 2023)**. Math, literacy, and science nights are also conducted; for example, at **WJHS in February, Night of the Arts showcases the curriculum and fine arts program**. Students share Reading and Language Arts curriculum by presenting what they are learning in class. Teachers share information on supplemental literacy programs for at-home use and strategies to improve students' achievement with families. This night shows how literacy is used in the science curriculum with DIY at-home labs. The event also includes a showcase of student achievement in math, EAST, art, choir, band, and career development while teaching students how to dress for a dressy event. This is an annual event. (See Calendar for specific dates.)

o **An innovative family event that began two years ago will be continued for 2023-2024, "Yellowjacket Night", a district wide event scheduled for October 05, 2023 in a walk-through inclusive setting.** Staff will develop math, literacy, science, and other activities to share information on the curriculum. Social and emotional learning will be part of the event. Grades 6-12 will support college and career planning. Materials may be distributed on careers, vocational, college prep, ACT etc. For 2023-2024 the district will focus on the band, who support our sports teams so faithfully. Fine arts groups, EAST and other student groups will participate also. Lastly, we will incorporate the community by having business and community partners participate with interactive activities or they will distribute information to families that pertains to real-life. For 2023-2024 we will support families with trauma information and social and emotional well-being due to the recent tornado. This event will be all-inclusive across the district and will be a night of fun activities geared toward STEM activities and fine arts. Another aspect of this event is to give families the opportunity to meet and interact with their child's teachers, administrators, and friends, while also giving families the opportunity to interact with the adult family members of their child's school friends.

o Families shall participate in other parenting nights as set by Schoolwide Title I Schools in their individual plans. Sign in, minutes, agenda, handouts, and pictures document such events. Instructional facilitators, building staff, administrators, and Title I parenting staff facilitate these events. Such events may include community collaboration. **(See calendar for specific dates of events.)**

o The primary school K-2 will host a fall and spring school-wide reading challenge or initiative to increase student and family engagement and excitement for reading in 2023-2024 through a grant from the Arkansas Community Foundation. This includes the "One Book One School" initiative which trains parents in how to work with their

children. WIS students read Charlie and the Chocolate Factory by Roald Dahl in grades 3-5 in May 2023.

- o For 2023-2024 grades K-5 will host a combined Night of the Arts similar to the junior high event.
- o The high school will implement reading and writing strategies in all core classes as part of improving literacy and the information will be shared with families during the year.
- o The district provides families with parenting materials that are secured from state and national websites, Department of Education, Title I Family and Community Engagement Funds, and local resources such as brochures, infographics, and guides. After the tornado, the district parent coordinator and social worker provided resources to families for help with school supplies, housing, food, hygiene, FEMA, and the Red Cross. The district parent coordinator distributed items needed from the parent center along with grade level skills brochures and parenting information.
- o **Parent-Teacher Conferences, August 31 and February 15**, will build family capacity in literacy as teachers share information about the curriculum and strategies used in the classroom.

• **Technology training, including education about copyright piracy and safe practices are shared to support families and help students' achievement.**

- o The district's math/literacy coaches may provide individualized materials and training to families on classroom technology like Google Classroom or Class Dojo, and software programs used in supplemental classroom instruction.
- o Virtual families receive technology training as needed from teachers, campus connection coaches, and the IT Department in the use of Chromebooks, Google Classroom, mid- level supplemental programs like Lexia, and Splash Math, and Edgenuity.
- o FAFSA Financial Aid Workshops are provided to parents of high school students annually.
- o The district and its schools provide information on safe practices regarding internet usage, social media, and email accounts. **Periodically, the district collaborates with the Cross County Sheriff's Department and Wynne Police Department to provide programs on internet safety, vaping, and other topics. These will be scheduled for 2023-2024. (See calendar for specific dates.)**
- o Family suggestions are considered in educating staff to work with families.

• **The district provides families with resources that describe or assist with the child's curriculum.**

- o Families are given login information and passwords to utilize mid-level software programs that supplement the curriculum and classroom instruction such as Lexia, a reading program, ALEKS, the at-home component of the math curriculum, IXL Language Arts, Reflex Math, Science Genius, and AR Reading.
- o Families receive curriculum unit letters that share information about the curriculum and student learning in grades K-5.
- o Families of students in grades 6-12 are given class syllabuses to view curriculum information.

• **Families may avail themselves of other activities such as workshops, conferences, online resources including tutorials and the family information guides, the district's many communication strategies, and the District Parent Center to obtain support for students' achievement.**

- o **Annually the district provides parent/family workshops. Workshops for 2023-2024 are planned on the topics of "Social and Emotional Learning Support", and "How to Help Your Child at Home" (See Calendar for dates.)**
- o **A workshop is also planned in collaboration with junior high families to become familiar with the technology in use in their child's classes.**
- o **Families may set up conferences with administrators, teachers or visit the District's Parent Center for support at any time during the school year. Two parent-teacher conferences are scheduled for August 31 and February 15 for 2023-2024.**
- o **Families also participate in IEP and 504 conferences as needed.**
- o **The district provides online resource support for families such as SMACtalk, a social awareness media platform put out by DESE and the RISE Newsletters for families.**

- o The primary school posts tutorials at times for parents to enhance classroom skills.

- o Parents/families are also encouraged to join the PTA K-8 and PTSA 9-12; the district's parent facilitators and the district parent coordinator are liaisons to the PTA and PTSA. These organizations raise funds and provide items like field trips to supplement a learning unit, providing supplemental education programs for students such as Woodruff Electric's safety program and the Discovery Science Museum. PTSA funds a scholarship for seniors, teacher appreciation lunch, a senior breakfast. PTA and PTSA benefit the district's schools and students in positive ways that affect academic achievement. Meeting dates are on the district calendar. For 2023-2024 PTSA meetings and Parents' Advisory Council (PAC) meetings will be on the same day and time for convenience.

**The district's family engagement staff develop Family Information Guides available online at [www.wynneschools.org](http://www.wynneschools.org) under the Parent Center or they are linked to each school, August 1, 2023 for families' support.** Families may request a hard copy of the guide. Families sign documentation for receipt of the guide, which provides information on parents' rights, laws about Family and Community Engagement, Title I, Title I FACE Plans, school procedures, teacher conference times, family events and activities, the school calendar, medication procedures, and other information.

- o The parent facilitators/district parent coordinator notifies families of the availability of the guides via notices sent home, newspaper, radio, Remind, and postings on the district website. Janet Smith is responsible for the online access.

- o The district's schools review, update, and revise the guides annually to keep them current for families' use.

- o The Family Information Guide and district student handbook are communication tools for families and school.

**• The district uses a variety of communication strategies, including technology to provide information to families as partners and increase family and community engagement in supporting classroom instruction.**

- o Technology Integration Specialist creates and maintains a district website, [www.wynneschools.org](http://www.wynneschools.org) to share online forms, calendars, activities, announcements, state required reports, staff and employee information, employment opportunities, curriculum information, and sporting events in the district. Instructional Facilitators and/or grade level chairs maintain grade level web pages. Staff may use e-mail to communicate with other staff or families to engage in continuous two-way communication. Families and students are utilizing e-mail, phone calls, and zoom etc., continually to communicate with staff as needed.

- o The district has designed and implemented the Go Jackets! App as a communication tool to share information with staff and families.

- o Families will use technology to monitor school websites, Home Access Center (HAC), and Edgenuity, the Learning Management System, communicate with teachers, and complete needs assessments. AMI packets will be developed in preparation for out of school learning as needed for 2023-2024.

- o District family engagement and school staff sends announcements home with students; utilize Thrill Share and send texts; utilize Class Tag, Dojo, Google Classroom, Google Meets, and HAC; post notices in school facilities; on social media and the district marquee; and provide information to local newspapers and radio stations; about workshops and Family and Community Engagement events to keep families abreast of current events.

- o The district will continue to support students and families as needed in 2023-2024 as families rebuild from the tornado devastation.

- o Staff and point of contact personnel contacted displaced students and families via phone or home visits to ensure academic support and will continue to offer the support needed in the 2023-2024 school year.

- o The district's families shall have opportunities to review the district student handbook and Family Information Guides placed on the district web page, annually, to be informed of student expectations, activities, and important information.

- o The district communicates with families and gathers their input and data on important decisions in the district partially by utilizing surveys such as the Title I Needs Assessment and other surveys such as Marzano's High Reliability Schools. **In 2021-2022, families were surveyed regarding their interest in having a virtual academy option for students. As a result, Wynne Schools will continue having virtual academy options in 2023-2024, although we encourage on-site learning.**

The district provides information to families about its programs utilizing a District Calendar of Events that is attached to the building level and district FACE plans. It is shared online on the Home of the Yellowjackets website.

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 6th 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 9th-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

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 Cafeteria/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. 18, 2023 Report to Patrons 6:00-7:00 p.m.

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. 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 6th Grade Pre-Registration Parent Meeting TBA WJHS Cafeteria

Feb. 20, 2024 7th Grade Pre-Registration Parent Meeting TBA WJHS Cafeteria

Feb. 22, 2024 5th 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 Cafeteria

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. WIS

May 01, 2024 Parents' Advisory Council (PAC)/WJHS-WHS PTSA mtg 4:30 p.m. WHS TBD

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**

**The fully functional District Parent Center and its full-time district family and community engagement coordinator support families, students K-12 and the community with materials, resources, and training that meets social, emotional, academic, and health needs and improves students' achievement. The district's parent coordinator also supports staff in the schools, nurses, and counselors with student and family needs.**

**o The District Parent Center is located at 1500 N. Lemons St. and is open 8:00 a.m.-4:00 p.m. daily (Phone 870-587-0350).**

o The district parent coordinator is available to provide resources and materials for families to learn about child development, child-rearing practices, and family support. Families may check out materials purchased for their use, use the computer to check grades, seek assistance, and visit educational websites.

o The district parent coordinator, may provide families with information to assist with student learning in content areas along with school staff and instructional facilitators, Arkansas Department of Education website tools (<https://dese.ade.arkansas.gov/Stakeholders/parents-and-families> ), help with nutrition, meal planning and preparation information, share developmentally appropriate activities for the home, collaborate with community to meet families' needs, and provide evidence based strategies for Family and Community Engagement through the parent center. Student skill packets may be developed for families/teachers to improve students' academic skills and close the achievement gap with the district's struggling students as well as to enrich the district's highest performing students. All academic resources support classroom instruction.

o The parent coordinator works as a liaison with school facilitators, administrators, academic facilitators, business leaders and the community on special projects and committees such as the EACC Literacy Advisory Board, Cross County HomeTown Health Coalition, Arkansas Parent Coordinator/Facilitator Association's President, Yellowjacket Foundation, DESE Foster Committee, and Arkansas Single Parent Scholarship.

o Parent and family engagement activities are based on students' needs to support academic achievement and the needs of the families that the district serves as shown in the district's FACE Plan.

o The district parent coordinator distributes parent-friendly monthly Parents Make a Difference Newsletters with parent information to support instruction. They are available on line in four versions: Early Childhood, Elementary, Middle School, and High School, and include information, parenting tips and developmentally appropriate activities relating to school achievement and the home environment. Newsletters, calendars, and parent pointers are distributed to the Parent Facilitators at each campus for use in building level newsletters and calendars monthly

o A Parent Center Link is facilitated by the district parent coordinator and contains numerous resources, information, and family and community engagement documentation for staff and families on the district's website at [www.wynneschools.org](http://www.wynneschools.org)

o The district parent coordinator also serves as the district's foster and McKinney Vento liaison meeting State requirements, documentation and supporting students' needs through the parent center.

o The district parent coordinator helps with meeting families' needs for information, job search, and help with housing, utilities, and services at the Department of Human Services.

o The district parent coordinator and counselors meet families' needs for medical and counseling referrals.

- o The district parent center helps the district's school counselors with prompt enrollment and registration of students.

**The district provides information to family and community as partners in students' education about volunteer opportunities in the district's Volunteer Program managed through the district parent center.**

- o The district parent coordinator implements the District Volunteer Program in grades K-12 and information is placed online at [www.wynneschools.org](http://www.wynneschools.org) under the Parent Center. Volunteers may contact Sherry Breckenridge at [sbreckenridge@wynneschools.org](mailto:sbreckenridge@wynneschools.org) , and Dr. Sandra Smith [smith@wynneschools.org](mailto:smith@wynneschools.org) or by calling 870-587-0350.

- o A Volunteer Orientation (August 10, 2023 9:30 a.m.) provides volunteers with a list of volunteer opportunities and training for volunteering in schools. New ideas are solicited. Participants receive a Volunteer Handbook and sign Ferpa forms.

- o **Volunteer Receptions** may be conducted in May 2024 to honor volunteers at each Title I school in the district and an article is placed in the paper, recognizing volunteers for their work in the Wynne School District.

- o Interest Surveys are conducted annually with family members to determine volunteer interests.

- o A district wide volunteer directory is created from the surveys for staff/schools' use.

- o Volunteering is one way that families 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.

- o The district invites family and community to participate in the following roles and activities through the district's Volunteer Program to increase their engagement, support, and collaboration for student learning across the district:

- o Reading Buddy, Mentor, teacher assistant, tutors, special family/community lunches, Book Fair helpers, Breakfast with a "Grand" Buddy/Family Days, SPARC Volunteers, Field Day volunteers, family nights, family education workshops, orientation presentations, open house, PTA/PTSA, guest speaker, career planning, volunteer to assist with programs like Farm to You or Get Real-Here's the Deal, chaperones, and serve on various committees.

**3.3 The Wynne School District conducts outreach to all Title I, Part A parents and family members, especially to the economically disadvantaged, disabled, those with limited English proficiency, limited literacy, families of highly mobile and high poverty such as migrant, or those from racial or ethnic minorities. The district will reach out to and provide opportunities for these families to be involved in the school and students' achievement. [ESSA § 1116(a)(1)]**

- o The district works to eliminate language barriers with its English Language Learners with district staff.

- o Title I and district funds are set aside to assist in eliminating barriers to family and community engagement.

- o District family engagement staff, counselors, ELL Coordinator, and McKinney Vento/Foster Liaison make home visits to keep families engaged in students' education, health, and social needs.

- o A recruiter from the Crowley's Ridge Educational Service Cooperative works with migrant families and connects with the district parent coordinator. They communicate regularly with families of students in the Migrant, McKinney Vento Homeless Assistance, Foster, and English Language Learner programs to meet the needs of these populations.

- o The district provides a McKinney Vento Homeless Assistance Liaison to work with the homeless population which often includes the above sub-populations as well.

- o Outreach posters are placed in local establishments such as the library, police and sheriff's department, laundromats, and hotels with contact information for the district's liaison.

- o The McKinney Vento Liaison trains all staff annually in meeting the needs of homeless and foster students, and eliminating barriers, and shares how these services wrap around the other sub-populations.

- o All students in the district complete the state's residency form to identify homeless students.

- o The McKinney Vento liaison collaborates with the 2nd Chance Shelter in Wynne to place homeless families as warranted and the two work together to establish housing, stability, and other needs for the families.

- o For 2023-2024, the McKinney Vento Liaison identified 130 homeless and displaced students belonging to 70

families as a result of the March 31 tornado. This will impact the needs for McKinney Vento students and their families as they begin the 2023-2024 school year. The district and liaison will continue to provide support and resources to these families as needed such as food, school supplies, hygiene items, cleaning supplies, social and emotional resources and support, and help finding rental properties.

- o The McKinney Vento Consortium provided food and supplies with AARP funds for families displaced by the tornado which will continue to be distributed for 2023-2024. This included items like snacks, lotion, hygiene kits male and female, socks, school supplies, backpacks, hair brushes, etc.

**Barriers with the district's homeless population identified under the McKinney Vento Homeless Assistance Act are also eliminated through the coordination and collaboration of school staff and community as the liaison works with families of students identified to meet their needs.** Students' educational achievement is monitored with staff and families are contacted to keep them informed and engaged in students' educational, emotional, and health needs. The district collaborates with several community entities such as health care professionals and retail facilities to meet the needs of students under the McKinney Vento status such as obtaining clothing or food.

Families may need help in obtaining shelter. Homeless students are signed up for the 363 Backpack program that provides food for weekends.

- o The highest priority populations above are invited to attend parenting workshops conducted by the district.

- o In collaboration with Literacy for Life, the parent center often distributes books at parent nights or in the extended day programs to promote improving literacy skills at home to the student groups in 3.3. Literacy for Life plans to provide books to students in 2023-2024.

- o Foster students and migrant are also identified through the district's enrollment forms. Foster students' needs are met through staff and collaboration between the district's foster liaison and D.C.F.S. The community engagement coordinator works with migrant students as needed.

- o ELL students are identified through the Home Language Survey. These students' needs are addressed through Marjorie Crawford, ESL Coordinator, and Sherry Breckenridge, District Family and Community Engagement Coordinator.

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#### **4: Coordination**

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

##### *Guiding Questions*

- **4.1:** *How does the district coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
  - o *public preschool programs such as Head Start*
  - o *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
  - o *wraparound services that allow families to send their children to school ready and able to focus on learning*

*[ESSA § 1116(e)(4)]*

**4.1 The district provides additional supports, services, and resources to families that encourage and support parents in fully participating in the education of their children. This is accomplished by coordinating and integrating programs and activities with other Federal, State, and local programs including preschool and Head Start programs, transitional activities for elementary, middle, high, and postsecondary schools or careers, and by providing wraparound services and events that allow families to send their children to school ready and able to focus on learning. [ESSA § 1116(e)(4)]**

- The district coordinates with Federal programs like **Title I** and **state categorical funds such as ESA, Professional Development** and with **state Child Welfare agencies**. It also coordinates and integrates

### **area preschools and Head Start into its plans.**

o The district collaborates with primary school staff and local preschool programs to host orientation programs for families and students entering kindergarten. The district parent coordinator and school staff work with the pre- k link and attend preschool collaboration meetings.

o Kindergarten screening sessions are conducted annually for kindergarten students.

o Kindergarten parent orientation is conducted in-person to provide families with information on entering public school **(See calendar for dates)**.

o Tours of the primary school are provided to preschool facilities as requested.

o Meetings are hosted for local preschool families on topics like kindergarten readiness, behavior, literacy strategies, and kindergarten pre-registration to enhance parenting skills of preschool families while connecting them to the district's programs and preparing them for kindergarten.

**o Parent meetings @ ASU/ABC Preschools Sept. 11, Nov. 6, 2023 Feb. 26, 2024, 5:00 p.m.**

**o Parent meetings @ Wynne Community Enlightenment Sept. 11, Nov. 6, 2023, 2:45 p.m., Feb. 26, 2024, 5:00 p.m.**

**o Parent meetings @ Arkansas Early Learning Center Sept. 7, Nov. 16, 2023, Feb. 08, 2024, 10:00 a.m.**

o Written notifications are given to preschool families for entry into kindergarten. Transitions conferences are held. Ongoing contact occurs between the district parent coordinator, special education services, schools, and area preschool programs and directors leading up to kindergarten registration. The school and district parent coordinator collaborate with area preschools to ensure that students are enrolled for kindergarten and have the proper documentation.

o Primary School counselors set appointments with preschool families to register that do not attend Kindergarten Registration.

o The district has a coordinated involvement program in which the activities of the district enhance the involvement strategies of other programs such as Arkansas Early Learning Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, ASU/ABC Preschool, Wynne Community Enlightenment, Walker's Learning Academy, Kids for the Future, local private and church preschool programs like Emily's Place, Wynne Baptist Wee School, and Methodist Day School, Cross County Collaboration for Pre-Schools, PTA/PTSA.

**• The district schedules activities to help students transition between schools and promotes career and post-secondary education planning with events such as College and Career Development at W.J.H.S. as part of Night of the Arts, College Fair Day for grades 11-12 on October 11, 2023, 10:00- 12:00 p.m.; Financial Aid Night, October 03, 2023, 5:30 p.m.; and the advisories' embedded career planning activities.** Job shadowing programs take place 8-12. The Be Pro Be Proud truck visits the junior and senior high campus for career planning. Grades K-5 have study units on careers and Career Assemblies with community, dress-up days, and guest speakers in classrooms. School staff, counselors, and district parent coordinator facilitate these events.

o In order to better prepare our students with disabilities for life after high school, we have increased and implemented more inclusive practices to allow students to access more of the general curriculum with their peers. Students with disabilities in grades K-6 are in the general education classroom for core instruction. Supplementary services will continue to be provided in conjunction with the regular classroom placement.

o K-12 engage families in smooth transitions from one school to the next by raising families' awareness of procedures and relative information including expectations for students' achievement. District staff facilitate in planning for students' academic success and post- secondary education with families through pre-registration family meetings, workshops, career path planning, field trips to area colleges such as the eighth-grade trip to East Arkansas Community College, and Students' Success Plans.

o The district realizes that extra transitional support will may still be necessary for the 2023-2024 school year due to the recent tornado and will provide support as needed.

- **Second to third grade family orientation May, 2024**
- **Fifth to sixth grade family orientation February 22, 2024, 9:00 and 9:45 a.m.**
- **Eighth grade pre-registration family sessions Apr. 2-4, 2024, TBD**

o The district's high school will continue to use a daily advisory period, Wynn Time in which students build personal relationships and a relationship with their mentor teacher which is very beneficial to ninth graders in planning their educational path.

o High school students may also need support for 2023-2024 as they transition to the temporary high school while the permanent building is being constructed. We recognize that students lost their high school in the tornado, moved into a temporary building to complete 2022-2023 and will now begin 2023-2024 in a temporary facility.

• **The district has an active role and consultation for the participation of community, volunteers, and business leaders such as doctors, pharmacies, churches, hospitals, and clubs in fostering family engagement and improving students' achievement and helping students with career planning. It recognizes that community resources strengthen the schools' programs, family practices, and student learning as they engage the schools in safety, education, career, and post-secondary goals, and enhance students' academic skills and interests.**

o 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/Wynn Time classes at W.H.S.

o 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 2023-2024 for the CTE programs.

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

o High school students can take both high school and concurrent credit courses at EACC as well as participate in work-study.

o Wynne High School received a small business operations grant that will provide a new program of study and a basic equipment kiosk for a store on site that will be worked by students in the Marketing Business Enterprise course. These plans may be delayed due to the construction of the new school.

o **The district parent coordinator collaborates with the high school annually to provide Get Real – Here's the Deal, a real-life financial planning program to prepare seniors for real life, budgeting, credit history and credit cards, utilities, and purchasing (Spring 2024) that is a community collaboration with the University of Arkansas, Division of Agriculture, SNAP-Ed Cross County, local business leaders, and volunteers integrating engagement strategies from businesses.** For 2023-2024 the plan is to have a hands-on career day for seniors and to provide juniors with the Get Real-Here's the Deal simulation.

• Organizations such as the Wynne Fire Department, Wynne Police Department, Cross County Sheriff's Department, CrossRidge Community Hospital, Cross County Library, Village Creek State Park, Parkin Archeological State Park, Walmart, local banks, Entergy, Woodruff Electric, KAIT 8, Dental Hygiene Education programs, East Arkansas Community College, local business leaders, clubs, or the Cross County Extension Office are regularly engaged in the district's schools and instructional programs.

o The Cross County Library conducts programs such as Literacy nights and the summer reading program, to train and provide resources for families. They sponsored Battle of the Books for students in grades 3-5 to promote literacy.

o Literacy for Life is a local entity that provides literacy materials to support students' achievement in the after-school and summer school programs. For 2023-2024 they plan to support students in the at-risk categories and/or displaced students with literacy skills materials.

o **CrossRidge Community Hospital and the University of Arkansas Agricultural Division (Cross County Extension Office) participate regularly in providing the Farm to You and Farmers' Market exhibit for students in grades K-2 to promote healthy living, physical exercise, and healthy eating (February 6-8, 2024).** This program also has a role for high school students in ROTC, FCCLA, FFA, and health-medical professions programs to mentor younger students as station presenters. Another program is the Arkansas Grown Foods program conducted in 3rd and 6th grade annually. Information on healthy nutrition goes home to families and promotes healthy living as students engage in nutrition lessons and eating new foods. Data shows that more students and their families are trying new foods.

o A new program implemented for 2021-2022 in collaboration with U of A, Agriculture Division, SNAP ED Cross

County was Teen Cuisine, a cooking class that was conducted in the food and nutrition classes. These were very successful in 2022-2023 and will be continued for 2023-2024 as part of the School of Innovation.

- o The district's New Start Program for students in an alternative school environment collaborates with the community providing a monthly breakfast for students to interact positively with community leaders on the second Friday each month.

- o HOSA and Childcare students participate in clinical rotations with community businesses to promote success in their chosen career path.

- o The district supports three schools that engage in project-based learning in EAST programs for grades 3-12 and collaborate with families and the business community to implement the programs' projects. EAST Night Out is held annually in conjunction with a parent night for families and community members to engage with EAST students.

- Students work on numerous community projects like a children's book, Yellowjacket Community Garden Downtown, A hygiene closet, supporting the Animal Shelter, for example.

- o The district supports the community it serves by participating in Farm Fest, a local celebration, to promote the Wynne School District and showcase its student clubs; however this was not done in June 2023 due to the tornado.

- o Students in the district are regularly involved with community service projects involving families and community such as the HOSA Blood Drive 9-12, ROTC cadets singing at nursing homes, Youth Alive canned food drive, Go Jim Go for St. Jude's Children's Hospital in grades 3-5, and this year many school groups and students have helped with community clean-up after the tornado and with preparing meals to be distributed in the community immediately following the tornado.

- o Students across the Wynne School District are fortunate to have community and family support for the many clubs, sports teams, and activities that students participate in. Students excel not only in academics with many students obtaining college scholarships, but also in extracurricular activities such as Esports who were state-runner up in 2023-2024, the Trap Team who placed 2nd in tournament in the spring, and the Lady Jacket Softball team who were the regional runner-up in May 2023.

- o The Vanderbilt University Medical Center's (VUMC) Aspirnaut Program is installing a Science Lab at Wynne High School. It will be a chemical biology research lab as part of a pilot program for the Aspirnaut STEM pipeline for Diversity and Wellness in the STEM workforce. The project will begin in 2023-2024.

- **The district provides wraparound services to aid in students' educational success.**

- o These services will be enhanced for 2023-2024, if awarded, through the Project Serv and Stronger Connections grants the district has applied for following the tornado.

- o The district collaborates with mental health agencies and child welfare agencies to promote students' social - emotional health and well - being. Agencies provided workshops for staff after the tornado on social and emotional well-being. There are plans to provide students with services in 2023-2024.

- o Counselors from outside agencies come into the district to provide services to students K-12.

- o The district supports family outreach for potential direct student service options like Public School Choice fitting state guidelines.

- o The district collaborates with the Cross County Health Unit and school nurses to provide flu clinics, November 7 and 9, and other immunization clinics for students in the district.

- o Students with food needs are connected to the 363 Backpack program which provides food and snacks for students on weekends or to the district parent center.

- o The district meets the needs of the whole child with wraparound services which may include, doctor, dental, vision, or counseling referrals. Following the tornado, the school became a shelter and food site for families; Later resources were distributed through the district parent center and schools to meet families' needs and to help with providing information and resources. The district also posted information about FEMA and Red Cross, etc. on social media and the district's website.

## **5: Evaluation and Reservation**

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

### *Guiding Questions*

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
  - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*  
[ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
  - *Who is responsible?*
  - *When will it be conducted?*
  - *How will parent input be solicited?*
  - *How will it be disseminated?*
  - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
    - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
    - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
    - *strategies to support successful school and family interactions*  
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
  - *How will the findings of the evaluation be shared with families and the community?*  
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to 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 LEA spending those funds?*
  - *How is the LEA determining the priority of how funds are spent?*
  - *Who is involved in determining that?*  
[ESSA § 1116(a)(3)(A)]
- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*  
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

**5.1 The district evaluates the content and effectiveness of its district program, plan, and FACE Plans at each school in the district in improving the academic quality of all schools. The information below shows how the plans are reviewed and approved for each school to ensure that each school plan is in full compliance with applicable codes. [ADE Rules Governing Parental Involvement Section 4.03]**

• **The Title I Family and Community Engagement Plan 2023-2024 for each school in the district is developed in committee, and families and community engage in the process of school review and improvement under Every Student Succeeds Act (ESSA). It is reviewed by the parent facilitator and building administrator for each school, and district family and community engagement coordinator, before being reviewed and approved for the district by Stephanie Lyons, Assistant Superintendent. Building FACE Plans 2023-2024 were submitted for review and approval on May 19, 2023.**

**The parent facilitator on each campus is responsible for engaging parents, community, and the district parent coordinator in the process of review at the building level to facilitate engagement between the district and the schools it serves. The district coordinator guides the process with the parent facilitators. The building level FACE committee follows the same process the district committee does. Meetings are conducted in September and March, annually, at each school for the family engagement committee and school/district community council to review, discuss, and revise the FACE Plan/Title I Compact and review the Title I Needs Assessments. The committees use Title I Needs Assessment and**



building data, along with information shared from the School Improvement, Health and Wellness, and other committees as it pertains to improving the academic quality of the schools.

- After discussion, the committee members complete an evaluation form each spring that is kept on file with the FACE Plan for the year. The component checklist is utilized in the evaluation.

- **2023-2024 Building level FACE plans were approved on July 27th 2023**

- **2023-2024 FACE plans will be reviewed again at the Title I Spring meetings in March and May, and evaluated for the 2023-2024 school year. (See calendar for school and district meeting dates.)**

**5.2 The district utilizes a process of review and evaluation of the content and effectiveness of the Engagement Program including its Family and Community Engagement Plans that is conducted at both the building and district level with their corresponding committees. [ESSA § 1116(a)(3)(D)(i-iii);**

**A.C.A. § 6-15-1702(b)(9)]**

- **The Federal Programs Coordinator and District Family and Community Engagement Coordinator are responsible for conducting the review process for the district at three meetings held on September 14, 2023, April 18, and May 09, 2024 at 9:00 a.m.**

- **They also serve as the liaison between the district and each school in the district to collaborate with the parent facilitator at each school and its administrator to ensure that the same process is completed in September and March on each school's campus with its corresponding committee. (See calendar for individual school dates.)**

**Parent input is solicited through:**

- o **Facilitating the Spring Federal Programs/School Improvement and Title I meetings, the federal programs coordinator and district parent coordinator engage the district's schools, family members, and community in the evaluation of the Title I, Part A program's family and community engagement efforts partially by using a comprehensive Title I Needs Assessments 2022-2023 completed by teachers, families, and students.**

- o **The assessment is one tool used to determine the effectiveness of district programs including the success of the Title I program, annually.**

- o The district aligns its needs assessments with the indicators targeted in the School Improvement Plans. Families assist in the evaluation procedures for the Title I Needs Assessments and Title I program.

- o The district uses the data from surveys and other sources to guide the Family and Community Engagement requirements for professional development as identified in Arkansas Department of Education rules.

- o Data is used to plan speakers and agendas for family nights; identify Family and Community Engagement barriers and the needs of family members; develop strategies to support successful school and family interactions; and serve as a guide to the School Improvement Plan along with other relevant data and information.

- o Comments and suggestions guide the district in its long-range planning.

- o Policies and district practices are analyzed to ensure family participation with the district including the process to resolve parent and family concerns. Policies may be written or revised to meet students' needs such as the Homeless Policy.

- o The district parent coordinator and technology integration specialist are responsible for placing the assessments on line and compiling the data from the Needs Assessments to share with district administrators and staff to utilize at the building level each spring.

- o Staff, community, and family evaluate ways to expand family participation.

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

- o **The committee evaluates the plan in relation to Title I law, perceptual data gathered from needs assessments conducted Nov. - Dec. 2022, and information from evaluation forms completed by the committee.** Other perceptual and visual data (DIBELS, NWEA MAP (Measure of Academic Progress), Response to

Intervention, Lexia Reading, AR Reading, Phonics First, ACT Aspire ACT Interims, Pre-ACT, ACT Prep for juniors) are used to evaluate the Title I, Part A program along with curriculum, research-based programs like Dyslexia, Barton, and software programs for home/school use (Lexia, Dream Box, Reflex Math, Learning Blade, Near Pod, Engage New York, IXL English, Aleks, and Khan Academy).

o The summer school and extended day programs are evaluated and the district analyzes how its funds are utilized. **2023 Summer School is in-person for students June 12-15 and June 19-22 from 7:30 a.m. - 12:00 p.m. Summer school will be utilized to close achievement gaps and help students with skill retention and credit recovery due to the tornado.**

o The district committees make changes and updates to the Title I Plan/program as warranted which is part of the District School Improvement Plan.

**The district disseminates information from the evaluation by:**

- Sharing the minutes of the spring review meetings with the district's administrators and building principals, who can then share the findings with staff and families.
- Information is also disseminated to the family engagement and school councils again in the fall meetings.
- Information is disseminated through the district leadership team.
- The evaluation information from each school is shared with the district's Title I committee at the Title I Spring meeting, and School Community Council which includes parents, community, and staff.

**The district ensures that the evaluation of the Engagement Program in Title I schools includes:**

Barriers to greater participation by parents, especially those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, are highly mobile, high poverty, or of any racial or ethnic minority;

- Covid created barriers to families and volunteers in the school; the district will continue to encourage volunteer and family participation for 2023-2024.
- **WIS** grades 3-5 identified continued better communication as a barrier to greater participation by families. The district has a district wide communications director to send out district wide Remind notices for families, press releases and to post to social media accounts like Facebook, Twitter, and Instagram.
- A barrier to families supporting their children at home was identified by the Intermediate school's committee. WIS will continue to provide families with resources for the literacy and math programs and will provide strategies for parents to use at home with their child.

The **Junior High** committee identified a lack of knowledge for parents regarding the use of the Home Access Center, Google Classroom, and mid-level software programs technology skills as a barrier to participation in students' learning. This barrier will be addressed by providing a parent workshop again for 2023-2024 early in the school year with the technology department and/or department teachers in core subjects.

- **W.J.H.S.** identified a lack of students' confidence to interact with teachers and ask for help as a barrier to students' learning. This will be addressed in the new FLIGHT class that students will participate in for 2023-2024.
- **The committee at W.H.S.** identified students and families needing help with the math curriculum as a barrier to student learning. This will be addressed in 2023-2024 by investigating a tutoring program and/or ways to help students with the curriculum.

**Needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers;**

- The **Primary School** identified a need for parents to know how to help their children at home especially in mathematics. This was first addressed in 2022-2023 by sending home a skill month letter with unit overview information. For 2023-2024, the school will consider incorporating more strategies, utilizing on-line tutorials, and possibly bringing parents in to the school for a day in the life of their child's academics.
- Families of students in **grades K-2** have a need for tutoring resources which will be investigated. Currently, East Arkansas Community College and the Boys and Girls Club of Cross County provides tutoring assistance for families.

The district's extended day programs and summer school programs provide extra assistance for students too.

- **Students at WIS continue to need support on building social and emotional skills.** The evaluation

showed that students do not have good coping skills. The need is being addressed through utilizing Rebekah Ross as a social and emotional learning counselor. Strategies will be shared with students.

- The School Resource Officers are participating in mental health training to better interact with students.
- 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 which was a need identified on the 2022-2023 surveys.
- The WIS continues to work to increase student achievement in science. This need is being addressed through Project Lead the Way. A mobile science lab is being utilized for 2023-2024 to increase student learning.
- **The high school committee identified a need for parents to have math help for their children through in-house tutoring, on-line videos/help sessions, or strategies that are shared with families. This will be a priority for 2023-2024.**

**Strategies to support successful school and family interactions include;**

- Address the need for better communication across the district; a district-wide communication system is in place for 2023-2024 with a district-wide communication staff.
- The school and district School Improvement Plans 2023-2024, Title I Family and Community Engagement Plans 2023-2024, Health and Wellness Plans 2023-2024, and the Student Success Plans 2023-2024 show alignment and share priorities.
- The district's Professional Learning Committees (PLCs) are in place to address the need for strategies and student/family support; additionally, FLIGHT and Wynn Time have been implemented to support students' success.
- Leadership teams and various committees with stakeholders from all strata including parents, community, students, and staff are in place for support.
- A district curriculum specialist as well as math and literacy instructional facilitators in all schools in the district are available for family support.
- A family and community engagement and volunteer program acknowledging parents, families, and community as equitable partners in the academic quality of the district
- The district's counselors and district parent coordinator are assigned as points of contact for the district's schools to follow-up on students who may be struggling or failing as a strategy to improve students' achievement and will continue to do so in 2023-2024.
- Family nights are conducted in the district to support school and family interactions.
- Interventionists offer student support to facilitate closing learning gaps in at-risk students.
- The district engages in Response to Intervention for student needs and is using the RTI Scheduler for 2023-2024.
- The district supports families with alternative learning education.
- The district supports families with virtual school options.
- The district support families who are displaced and/or rebuilding since the tornado with resources.
- Wynne Public Schools and its teachers were awarded \$75,000 dollars from the Arkansas Public School Resource Center (APSRC) Crowley's Ridge by the Peer Network. The funds were presented to the district's teachers for summative student growth in addition to funds received previously.

**5.3 The district uses the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools by: [ESSA § 1116(a)(2)(E)]**

- **Policies are reviewed and revised as needed by the Superintendent and district leadership team.**
- **Sharing the minutes from the committee's spring meeting with the building administrators and district administrators.**
- **The principal of each campus shares the minutes and the committee's findings with building staff. New evidence-based strategies are developed as needed to support student learning and families.**

- Findings are shared with stakeholders at the district's Title I spring meeting.
- The district will use the committee's findings as a guide for parent workshops to be hosted in 2023-2024 on helping children at home and social and emotional well-being.
- As a result of barriers identified by the intermediate school in 2021-2022, the Ron Clark House System was implemented improve the school culture and provide positive incentive and behavior reinforcement for 2022-2023 which was accomplished. This shows using the findings to implement new strategies to improve the academic quality of the school and promote social and cultural inclusion.
- For 2023-2024, the district is using the findings from all the FACE committees spring meetings to continue making improvements in communication with parents and families.

**5.4 The LEA is required to set aside funds for parent and family engagement as part of receiving a Title I, Part A allocation greater than \$500,000 using family input, staff, students, stakeholders, and needs assessment data. [ESSA § 1116(a)(3)(A)]**

- The district is spending those funds for family and community engagement activities/nights, family resources, family and community engagement staff salaries, and professional development, in support of the district's schools with the highest needs.
- The district determines the priority of how funds are spent by supporting at least one of the five areas approved by law.
- The federal programs coordinator oversees the allocation of funds with suggestions from administrators, the district parent coordinator, and families engaged in the schools that are consistent with the district's family and community engagement plan.

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

- Parents' Advisory Council (PAC) meetings encourage parents K-12 to share needs and suggestions to promote student achievement, review the school's participation in the Title I program and use of funds. **PAC officers and district staff facilitate meetings Sept. 6, 2023, 4:30 p.m., WJHS; Nov. 1, 2023, 4:30 p.m. WHS; Feb. 7, 2024, 4:30 p.m., WJHS; and May 1, 2024, 4:30 p.m., WHS. PAC officers are Lori Wilson, President; Kisha Scott, Vice President; and Jessie Wilson, Secretary. The PTSA and PAC meetings will combine for 2023-2024 for convenience.**
- Stakeholder input at committee meetings.
- The budget for engagement activities and programs is shared with parents and family members at the district-wide Annual Title I Meeting, September 14, 2023, 6:00 p.m.

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

**Please read the following statements closely.**

- **A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan. [A.C.A. § 6-15-1704(a)(1-2)]
- **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks. [A.C.A. § 6-15-1704(a)]
- **A.3:** LEA understands that the District Engagement Plan must be made available to families

and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available. [A.C.A. § 6-15-1704(a)]

- **A.4:** LEA 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.5:** LEA 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.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested. [A.C.A. § 6-15-1703(b)]
- **A.7:** LEA 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.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes. [ESSA § 1116(a)(3)(A)]
- **A.9:** LEA 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.10:** LEA understands its obligation to submit to the State any comments from parents who deem the 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.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. [ESSA § 1116(e)(14)]
- **A.12:** LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator, and the district military education coordinator shall be included in the establishment and adoption of a public school district's and public school's parent and family engagement plan. [A.C.A. § 6-28-116(2)(A)(3)(B)]

**(Please Note: This form will not save unless the following box has been checked.)**

☒ By checking this box, the LEA understands the legal requirements and will meet them accordingly.

#### LEA Information

<b>District/LEA Name:</b>	Wynne School District
<b>District Engagement Coordinator's Name:</b>	Sherry Breckenridge
<b>Plan Revision/Submission Date:</b>	5/11/2023-7/27/2023
<b>District Level Reviewer Name, Title:</b>	Stephanie Lyons, Assistant Superintendent

#### 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)
Lauren	Dodson	K-2 Parent/Alumni
Aaron	Caldwell	K-2 Parent
Jennifer	Warren	K-2 Parent
Cassandra	Maggitt	K-2 Grandparent

Nicole	Adams	3-5Parent
Melanie/David	Burnett	3-5Parents

#### **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>
Vanity	Williams	3-5 Parent
Jessica	King	6-8 Parent
Jessie	Wilson	6-8 Parent/PTA
Leslie/Steven	Wood	6-8 Parent, 3-5 Parent
Kisha	Scott	9-12 Parent/District Parent
Benny	McDowell	9-12 Parent

#### **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>
Jenna	Earls	9-12 Parent/PTSA
Lori	Wilson	District Parent/PAC President
James	Green	9-12 Parent
Richard	Dennis	Community-Wynne Police Department
David	West	Community-Cross County Sheriff's Office
Becky	Edgin	Community-Cross County Bank

#### **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>
Martha	Futrell	Community-Crossridge Community Hospital
Beth	Ratliff	Community-Wynne Baptist Wee School Director
Elizabeth	Rodgers	Community-First Financial Bank
Heather	McBride	Community-EACC/Parent
Millie	Collins	Community-Cross County Extension Office
Kitty	Bingham	Community-Cross County Health Unit

#### **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>
Sunne	Moore	Connect Care-Foster
Dr. Kenneth	Moore	Superintendent
Stephanie	Lyons	Assistant Superintendent
Eric	Foister	Assistant Superintendent
Glenda	Vance	Special Education Supervisor
Dr. Sandra	Smith	Federal Programs Coordinator

#### **Committee Members, Role**

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Sherry	Breckenridge	District Community & Family Engagement Coordinator
Lori	Bundren	6-8 Parent
Elizabeth	Mills	6-8 Parent
Beth	Huff	3-5 Parent
Aniah	Irby	11th Student
Jed	Yates	10th Student

#### 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)

(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.)

#### Parent and Family Engagement: Required Uploads for 2023-24

Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. **Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here:** <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>

As part of federal monitoring, the following items are required to be uploaded into Indistar in the **2023-2024 Engagement** folder by October 1, 2023:

The Engagement Plan was <u>developed jointly with parents</u> , agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)	<p><b>Evidence that the LEA involves parents in the development of the District Engagement Plan (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- One example of a Committee meeting sign-in sheet that clearly identify parents in attendance <u>and</u> minutes from that committee meeting</li> <li>- One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input</li> </ul> <p>(The following information should be located on the District website.) <b>Evidence of how the Engagement Plan is disseminated to families and the community</b></p> <ul style="list-style-type: none"> <li>- Required: posted to district website by August 1st</li> <li>- Required: parent-friendly summary as supplement in student handbooks</li> </ul>
	<i>[Upload the below documentation for one Title I school. LEA should maintain documentation for EACH Title I school at the local level to be available for upload</i>

LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to <b>build parent capacity</b> . ESSA §1116 (e)(1-5,14)	<p><i>into Indistar at the request of the SEA.]</i></p> <p><b>Evidence that the Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- Title I meeting agenda/minutes/slide deck</li> <li>- One example of parent/teacher conference documentation showing how teachers work with families on these topics</li> </ul> <p><b>Evidence that the Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</b></p> <ul style="list-style-type: none"> <li>- Photos of parent resource centers or links to digital resource centers</li> <li>- Resources posted to the website, LMS, social media, etc.</li> <li>- Recordings or agendas from workshops to address literacy or math strategies</li> <li>- Tutorials/videos posted on website and/or social media</li> <li>- Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement</li> </ul>
LEA should <b>use the annual evaluation findings</b> to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)	<p><b>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</b></p> <ul style="list-style-type: none"> <li>- Survey results with meeting minutes</li> <li>- Focus group notes/minutes/reports</li> <li>- Written reports citing data indicating how the LEA will respond with policies, plans, and/or practices</li> </ul>
At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)	<p>LEA must <b>upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the <u>2023-2024 Engagement</u> folder by October 1, 2023</b> verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search <a href="#">TransAct ParentNotices</a> for document "TPQ-01" for editable template in 10 languages, if needed.</p>

## References

### State

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

### Federal

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

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.



## DESE Reviewer Responses

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### **Section 1 - Jointly Developed Expectations and Outcomes**

- ☐ Changes Required  
☒ Compliance is Met
- 

#### **Comments:**

9/22/2023 FScott

Thank you for your timely submission! It is clear that you have invested a great deal of time and effort in planning for 2023-2024 and engaging your families. Your plan has been accepted! Please be sure to hit the "submit" button so that a PDF of your plan will be saved.

Love how you referenced data and its correlation to how you plan for the upcoming year.

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### **Section 2 - Building Staff Capacity through Training and Technical Assistance**

- ☐ Changes Required  
☒ Compliance is Met
- 

#### **Comments:**

9/22/2023 FScott

Exceptional, referenceable and compliant plan

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### **Section 3 - Building Parent Capacity**

- ☐ Changes Required  
☒ Compliance is Met
- 

#### **Comments:**

9/22/2023 FScott

This section is compliant and referenceable. Careful thought to how to engage parents and families is obvious, especially in light of the tornado damage last year.

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### **Section 4 - Coordination**

- ☐ Changes Required  
☒ Compliance is Met
- 

#### **Comments:**

9/22/2023 FScott

This section is compliant and referenceable.

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**Section 5 - Evaluation and Reservation**

- ☐ Changes Required
  - ☒ Compliance is Met
- 

**Comments:**

9/22/2023 FScott

This section is compliant and referenceable.

Thank you for including such detail on the process used for the development, review, and approval of school-level engagement plans as well as how the district determines how to spend engagement funds.