

**Wynne Public Schools
Report to Patrons
2023-2024
September 18, 2023
6:00 P.M.**

Mrs. Stacie Schlenker
President

Welcome

Dr. Kenneth Moore, Superintendent

Mrs. Stephanie Lyons, Assistant Superintendent

Mr. Eric Foister, Assistant Superintendent

Mission and Vision

Theme: Love, Serve, Teach, Inspire

Mission Statement: To commit to the learning, achievement, safety, and wellbeing of the whole child.

Vision Statement: Every graduate of the Wynne School District will leave prepared for success in the 21st Century.

Core Beliefs: Integrity, Pride, Community

Purpose of Annual Report to Public

- Academic Goals
- Progress Toward District and School Goals
- Accreditation Status
- Data Updates



WYNNE PRIMARY SCHOOL

Ms. Blair Wiley, Principal

Mrs. Kristi Conner, Assistant Principal

Equipping students with a world-class education and inspiring them to be respectful, responsible citizens.

Wynne Primary Academic Goals

Students will improve their metacognition and self management skills:

- Bee student, counselor check in, Choose Love curriculum

Increase student academic achievement through:

- Systems of Support, Take Flight, targeted curriculum training, SOAR funding

Parental and Community Involvement:

- Parent/community volunteers for classrooms and school events, community speakers and programs, sponsorships for incentives and events



Wynne Primary Celebrations

- *Increase in enrollment
- * BEE Students and Staff
- *School of Innovation
- *PEER funds for student and staff celebrations
- *AGFC grant wildlife/environmental



WYNNE INTERMEDIATE SCHOOL

Mrs. Shirley Taylor, Principal

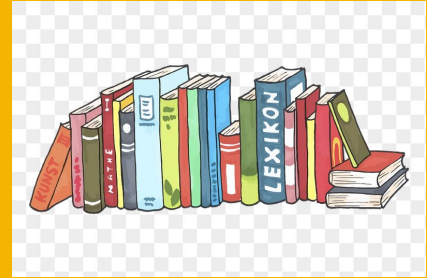
Mr. Edwin Butterworth, Assistant
Principal

WIS Shout-Outs & Celebrations

- Counselor Character Ed Word of the Week & Perfect Attendance
- PE Class Spotlight & All-Stars
- House reveal
- Displaced Classrooms & ALL staff working tirelessly!
- One Book, One School: The One and Only Ivan
 - book tasting, math & lit activities, PE-vocab, & art-projects



WIS Academic Goals



- Increase student achievement by decreasing the percentage of students in need of support
 - Restructured master schedule to protect all core instruction, Hive Time for targeted interventions, enrichments, and Take-Flight
- Track Student Progress
 - NWEA, Data Warehouse, Data Goal Sheets
- Building Character through connection and community
- Data Update
 - shout out to 3rd grade for Math & ELA ACT Scores
 - School- Wide Meeting Spring PEER Goals



Wynne Jr. High School



Our Mission

WJHS will prepare students for higher achievement to embrace tomorrow's challenges.

Our Vision

WJHS will prepare students for higher achievement by creating positive relationships through partnership with families and the community to empower students for a successful life, not only in academics, but in their families, communities, and as citizens of the larger society.



Josh Wingo
Principal



Blake Marsh
Asst. Principal



Klayton Jumper
Dean of Students

WJHS-Inside the Halls

- Student & Teacher of the Month
- Be Pro Be Proud Truck Visit
- Science Engagement with Experiments
- Virtual Reality Career Exploration
- FBLA National Winners
- The Willie Spears Experience
- Radio Ad production by WJHS EAST
- Student-Led classrooms
- True Colors Personality Groups



WJHS ACADEMIC GOALS

1.Create Student Agency and Voice

- Flight period/Passion Projects
- Advisory
- 8th grade students can take Algebra 1 and Physical Science for High School Credit

2.Increased Student Achievement and Growth

- Student Data trackers - students log progress towards mastery of essential skills in math
- Inclusion in Math, Literacy and Science
- NWEA 6th grade 51% met growth in Math, and 42% in Reading
- NWEA 7th grade 50% met growth in Math, and 63% in Reading
- NWEA 8th grade 75% met growth in Math, and 70% in Reading

3.Increase Parental Involvement

- Annexed with WPS/WIS PTA
- Open House

4,Building Character

- Choose Love- Counselors go into advisory and do a character building lesson each quarter (Courage, Gratitude, Forgiveness, and Compassion and Action)



Wynne High School

VISION STATEMENT

Building students for future success and leadership

MISSION STATEMENT

To educate students for tomorrow through innovation

Mr. Dusty Meek, Principal

Mr. Marc Griffin, Assistant Principal

Mrs. Tommie Westbrook, Dean of Students

WHS Shout-Outs & Celebrations

- Data
- Staff overcoming many obstacles to still continue teaching and learning
- Everyone who stepped up to help as we navigated 4 campuses, multiple Open Houses, plans, and first days of school
- Working toward SOI Designation
- WYN Time, Advisory, Virtual Academy
- Student Body (Resilient, Flexible, School Spirit, Athletics, Esports, Band, Choir, Drama, CTE)
- 2023 Graduation, 2023 Prom - Ms. McGough, & Prom Committee
- Mary Bob Hay, 2022-23 WPS Teacher of the Year



WHS Academic Goals

1) Transform School Culture and Climate

- Decrease in Discipline Referrals, Increased Attendance Rate, Decrease in F's, Increased Faculty Satisfaction, Culture Committee

2) Create Student Agency and Choice

- Increased Concurrent Credit Enrollment & Hours, Increased AP Enrollment, Virtual Academy enrollment 114, Student Leadership Team

3) Graduate College and Career Ready Students

- Increased Ave. AP Score, Increase in ACT Composite Mean Score, ACT Reading Increased 1.0 point, Average ACT Score increased in All Four Areas, Increase in CTE Enrollment, ACT Bootcamp

4) Increase Parental and Community Involvement

- Senior Activities, Open House/Orientation, Freshman What's Next Night, Guest Speakers, CTE Showcase, College and Career Fair

5) Improve Student Achievement and Growth

- Awarded \$23,150 in PEER Incentive Money
- ACT Aspire Reading INS decreased 7%, Ready/Exceeding above State Average, INS below State Average, 97% of Students grew
- NWEA Math Ready/Exceeding Grew 12% and INS decreased 14%

6) Encourage and Provide Adult Learning Opportunities

- Guided Coalition, Personalized PD Opportunities, Guest Speakers, Conferences, PLCs, Learning Journeys, Peer Collaboration, Coaching & Modeling Strategies, Learning Walks, Teacher Led PLCs, PEER Network

Special Services

Mrs. Glenda Vance, Special Services Director

**Mrs. Schunda Murphy, Special Services Assistant
Director**

Wynne Special Services Department

At the Wynne School District, we ensure that the needs of all students are met by:

- ★ Following Child Find requirements under state and federal IDEA regulations and 504 regulations to determine eligibility
- ★ Ensuring IEP and 504 eligible students receive access to the general education curriculum
- ★ Ensuring eligible students receive access to educationally necessary speech therapy, occupational and physical therapy, as well as other related services
- ★ Providing funding for early interventions for those Kindergarten students who have not been exposed to readiness skills due to lack of access to Pre-K programs, environmental issues or other factors, and those who are struggling to obtain those skills necessary for academic success
- ★ Providing the Least Restrictive Environment for students based on the IDEA continuum of services (Indirect, Resource, 1:15, 1:10, Homebound/Hospital)
- ★ Partnering with Pre-K programs, private/homeschools, local mental health agencies and DCFS
- ★ Contracting with consultants for specific student needs
- ★ Providing support and professional development for teachers and administrators
- ★ Serving approximately 414 exceptional students on IEPs and 202 students on 504 plans

Inclusion

We applied and were chosen with 10 other schools in Arkansas to participate in the Effective Practices for Inclusive Education Project with DESE and Novark Education.

- ★ Students in grades K-8 are in the general education classroom.
 - In grades K-8 some students receive services in 1:10 & 1:15 setting formally known as self-contained.
 - A Strategy Specialist plans and teaches with the general education teacher daily. They have equal access of all students in the classroom. Every students has access to both teachers.
 - More intentional planning occurs for enrichment and remediation for students.
- ★ Students are exposed to essential skills with tools like Texthelp and extensions on Google Suite.
- ★ Data has shown that students in year 2 of inclusion increased their knowledge with essential skills that can be applied in future careers.
- ★ Teachers participated in a in-district Summer training and ongoing trainings this year. Administration paired the team teachers with common planning.
- ★ Parents are involved in the decision making process for their child's setting.
- ★ Beginning with students in grade 6, the IEP team will decide the path regarding a Certificate of Attendance or a Diploma.
- ★ Colleges with inclusive programs require a diploma.
- ★ We are using People First language rather than disability first.

Federal Programs, State and Local Funds, Family and Parent Engagement

**Dr. Sandra Smith, Federal Programs Coordinator,
District Grant Writer, POC Novice Teachers**

2023-24 Federal, State and Local Funds

FEDERAL FUNDS:

- TI Part A Grant-\$1,151,823.79
 - Parent and Family Engagement-Actively engage parents, guardians, family members, and community in our schools
 - Every campus and the district have a Parent and Family Engagement Plan
- TIIA Grant-\$114,972.34
- TIV Grant-\$90,143.83
- TV (RLIS) Grant-\$75,253.12

All Federal grants are used to support Wynne Primary, Wynne Intermediate, Wynne Jr. High, and Wynne High School in improving student achievement.

STATE AND LOCAL FUNDS:

- Enhanced Student Achievement-\$816,146.00
- Professional Development Funding-\$93,117.00
- ALE Funding-\$57,394.00

ESA funds provide quality professional learning opportunities throughout the district including the provision of counselors, a career coach, dyslexia interventionists, tutors, a district nurse, a district parent coordinator, academic facilitators, SRO's in conjunction with the Wynne Police Department, materials to enrich math, literacy, science, and computer software.

Other Grant Opportunities



- Project SERV Grant-\$320,305.00
- Arkansas Community Foundation Tornado Recovery Grants-\$25,000
- BRIC Grant

Communications

Mr. Aaron Russell, District Communications Officer

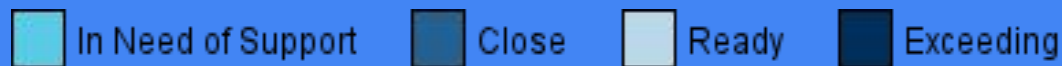


Wynne School District Communications

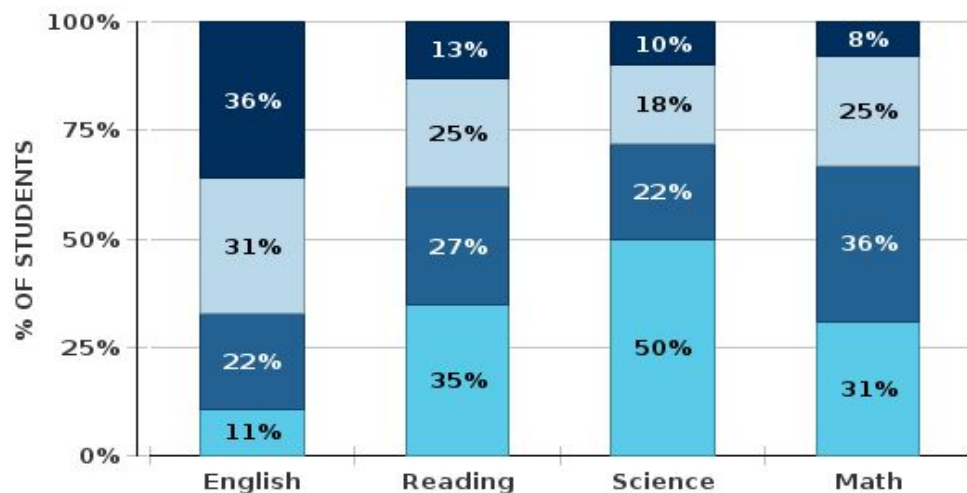
- We have streamlined our approach to communications to ensure stakeholders glean the most information from the least amount of sources.
- Created multiple district platforms for stakeholders to follow. IE: Facebook, Twitter, Instagram, Threads. We have also worked to disseminate information about our district via radio and television when applicable.
- We can now contact parents in real-time to alert them of any emergency or pertinent information through Rooms.
- We have developed a consistent school brand. Our brand is how we look and sound. The goal of the communications department is to put the best face possible on all internal and out-facing information released by the Wynne School District.

Testing

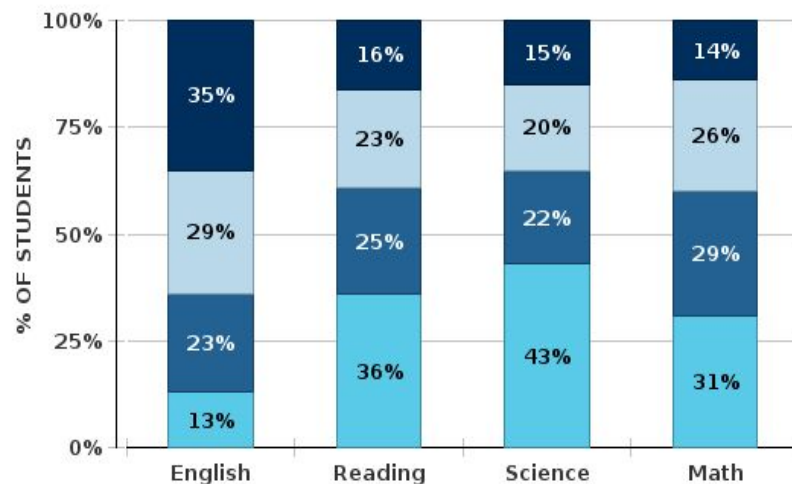
Mr. Eric Foister, Assistant Superintendent



WYNNE SCHOOL DISTRICT



ARKANSAS DEPARTMENT OF EDUCATION





In Need of Support



Close



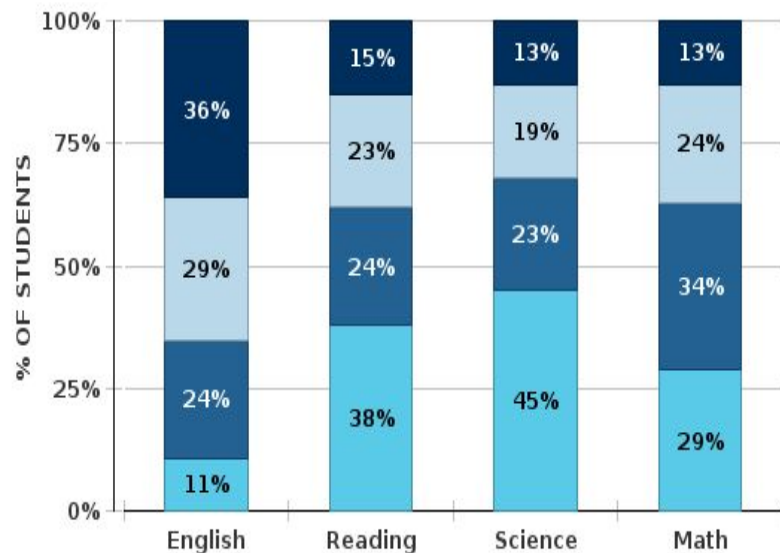
Ready



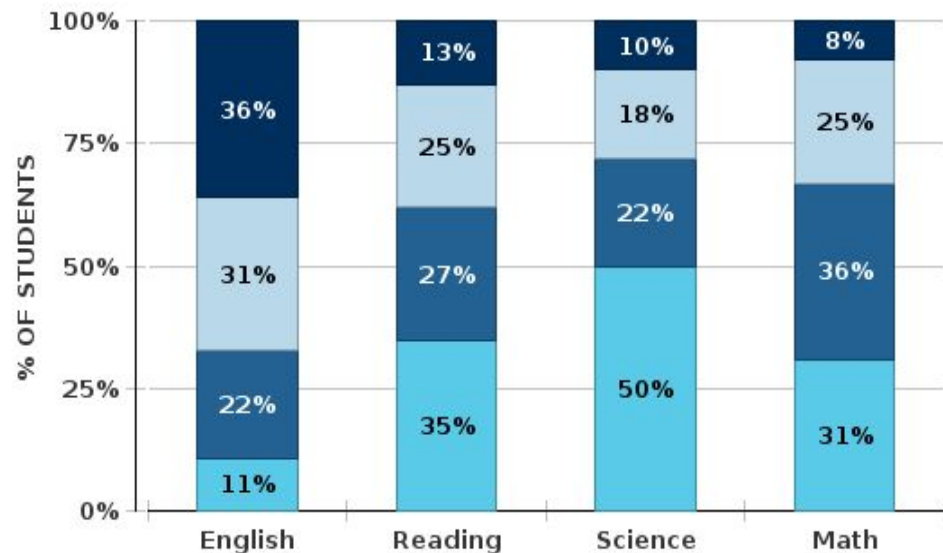
Exceeding

2022 vs 2023

WYNNE SCHOOL DISTRICT



WYNNE SCHOOL DISTRICT



Accountability, Health and Wellness, Child Nutrition, Minority Recruitment Plan

Mrs. Stephanie Lyons, Assistant Superintendent

My School Info-Accountability

- Access Accountability-at-a-Glance Reports
- Access ESSA School Index Reports

[Department of Education -My School Info](#)

School Improvement Plans

Wynne Primary, Wynne Intermediate, Wynne Jr. High, Wynne High School and the District Plans include goals for each school year and literacy plans.

[School Improvement Plans](#)

Minority Recruitment Plan

- Annually the Wynne School District submits a minority recruitment plan to the Department of Education because the district has more than 5% African-American or other minority students
- Plan includes short and long term goals and improvements
- Wynne Administrators attend college fairs, post jobs online on the school website, list jobs on AAEEA, and make phone calls to recruit staff.
- All teachers receive a mentor in the Wynne School District if they are a year one, year two, or year three teacher to support their career
- [Minority Recruitment Plan](#)

Health and Wellness

The Health and Wellness Committee meets quarterly to review the school menus, school health index, school improvement, wellness policy, state nutrition standards and state physical activity standards. All schools use funds from vending machines and Pepsi funds are used for student enrichment activities.

Dr. Kenneth Moore, Superintendent of Wynne Public Schools

District Updates

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund
(ARP ESSER)**

LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)

District Information

District Name	Wynne School District
District LEA#	1905000
City	Wynne
Superintendent Name	Kenneth Moore
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/548/WSD/3497492/LEA_Assurances_Budget_7.1.23.pdf
Date posted	July 1, 2023

Directions: The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

1. **Creating Safe and Healthy Learning Environments:** Determine if ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	Actions or systems implemented to prevent, prepare for, and respond to COVID-19. Meeting the nutritional needs of underserved students.	\$53,538.84 (Budgeted) \$53,538.84 (Spent)

		Supporting student mental health needs. Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. Providing healthy learning environments.	
196, 197	Facilities	School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.	\$1,039,560.79 (Budgeted) \$1,035,734.05 (Spent)
198	Transportation	Transportation costs to reduce the spread of COVID-19.	

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will use the funds it reserves under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidence based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of [Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes](#). Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

ARP ESSER total allocation \$5,760,397.90 __minimum 20% set-aside \$ __ 1,152,079.58 __

Program Code	Evidence-based interventions	Description	Projected Amount
170, 180, 184	Accelerating learning through instructional approaches.	In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials	\$1,141,791.92 Budgeted \$1,141,791.92 Spent

170, 180, 182, 184	Accelerating learning through instructional approaches.	Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).	\$42,972.88 (Budgeted) \$42,972.88 (Spent)
170, 180, 182, 184	Accelerating learning through instructional approaches.	Out-of-school time programs: Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3).	\$14,293.75 (Budgeted) \$14,293.75 (Spent)
170, 180, 184	Accelerating learning through instructional approaches.	Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3).	\$197,828.18 (Budgeted) \$197,828.18 (Spent)
170, 180	Supporting equitable access and effective use of technology	Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).	\$165,779.95 (Budgeted) \$165,779.95 (Spent)
180, 181, 182	Using data about students' opportunity to learning to help target resources and support	Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3).	
170, 180, 182, 183, 184, 185	Addressing resource inequities	Ensure students have equitable access to a well-rounded education, (based on sub-group data) (effect size 1.29, Tier 3) -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators	\$253,547.19 (Budgeted) \$253,547.19 (Spent)
180, 182	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3)	
170, 180, 182, 183, 184, 185	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	\$182,536.35 (Budgeted) \$182,536.35 (Spent)

200	Special Education	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards	\$60,117.81 (Budgeted) \$60,117.81 (Spent)
-----	-------------------	--	---

2.A. Process for Monitoring Implementation: Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description: Intervention efforts will be closely monitored by a district team that includes building level administrators, district curriculum director, and the district school improvement specialist. Student academic success levels will be utilized in modifying student plans in the years ahead. The team will take a close look at students that were disproportionately impacted by COVID-19 to measure what specific plans should exist for those students. The monitoring team will meet regularly and modify student plans as necessary.


2.B. Process for Evaluating Implementation: Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation: The district will utilize multiple points of data to assess and measure the impact of the student interventions. Some of these data points will include Dibels, ACT Aspire, iReady scores. Other, more subjective data points will be gathered by asking questions of classroom teachers and parents about student progress and mental health status.

3. Supporting Educator and Staff Stability and Well-Being: Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.	\$1,753,056.19 (Budgeted) \$1,753,056.19 (Spent)
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	\$43,648.64 Budgeted \$43,648.64 Spent

191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	\$570,184.61 (Budgeted) \$570,184.61 (Spent)
166	Loss of Revenue	Loss of Revenue due to declining enrollment of 90 students during Covid Pandemic	\$241,540.80 Budgeted \$241,540.80 (Spent)

Kenneth Moore 	June 1, 2022
SUPERINTENDENT NAME (printed) and SIGNATURE	DATE

Any Questions?

Jackets Don't Just Survive We THRIVE"

Once a Jacket Always a Jacket!!!

