Wynne Public Schools
Report to Patrons
2024-2025
September 16, 2024
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

Building Hardworking, Independent thinkers
who are Valued and Excellent.

WPS Commitments

We are committed to being respectful, responsible, cooperative, and kind.

We are committed to have clear and consistent procedures and expectations.

We are committed to nurture students to build a growth mindset and find joy.

We are committed to high expectations for students and staff.

We are committed to demonstrating a positive attitude.

wynne primary academic goals

nwea

	MATH		READING
K	55th	K	58th
Grade 1	47th	Grade 1	47th
Grade 2	47th	Grade 2	41st

*Building HIVE Time

*Small Group Instruction TNTP

*Tier 1 Instruction Great Minds

*Colleague Visits

*PLTW Science

wynne primary celebrations

Implementation of clearly defined behavior matrix 41%

New Student celebrations

Additional Experiences for Students   PEER & PTA

Student Incentives for Academic, Behavior, Attendance

Wynne Intermediate School

Mrs. Shirley Taylor, Principal

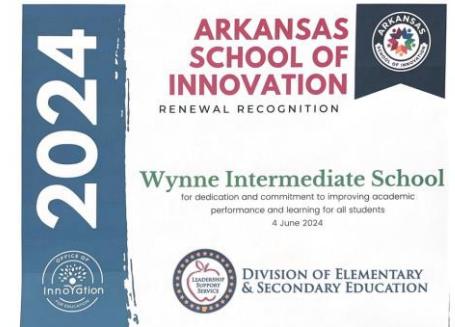## Mr. Edwin Butterworth, Assistant Principal

Mission: Each student at Wynne Intermediate School will mature academically, socially, and emotionally using their hands, hearts, and minds.

Vision: We place individual student success above all else.

WIS Celebrations & Successes

- School of Innovation Renewal
- House Reveal
- SPARC Clubs (WHS/WJH/community leaders)

WIS Academic Goals

- EoY Map Data:

  Reading Growth: 3rd -67%, 4th -60%, 5th -56%

  Math Growth: 3rd -57%, 4th -52%, 5th -45%

- Master schedule changes (protected core time)

  Personalized Learning Times

- Building wide SWARM time

- Phonics First levelized groups 3rd & 4th
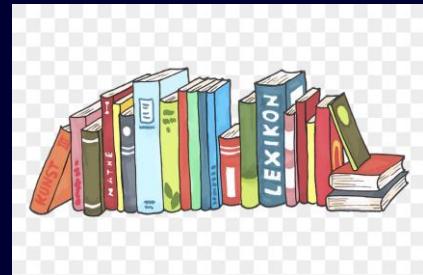
Wynne Jr. High School

Josh Wingo
Principal

Blake Marsh
Asst. Principal

Klayton Jumper
Dean of Students

INSIDE *the* HALLS at WJHS

WJHS ACADEMIC GOALS

EOY Map Growth

Math

6th grade 50%

7th grade 51%

8th grade 46%

Reading

6th grade 52%

7th grade 62%

8th grade 64%

Offering Algebra 1 and Physical Science to 8th grade students

Meet our Peer goal in Reading and Math

Received over $30000 in grant money to help improve student success

Awarded students for attendance and grades at the end of the year.

Wynne High School

Mr. Dusty Meek, Principal
Mr. Marc Griffin, Assistant Principal
Mrs. Tommie Westbrook, Dean of Students

ARKANSAS SCHOOL OF INNOVATION

Wynne High School

Pride • Excellence • Community

VISION STATEMENT
Building students for future success and leadership

MISSION STATEMENT
To educate students for tomorrow through innovation

1) Maintain Positive School Culture and Climate
2) Create Student Agency and Choice
3) Graduate College, Career, and Citizen Ready Students
4) Increase Parental and Community Involvement
5) Improve Student Achievement and Growth
6) Encourage and Provide Adult Learning Opportunities

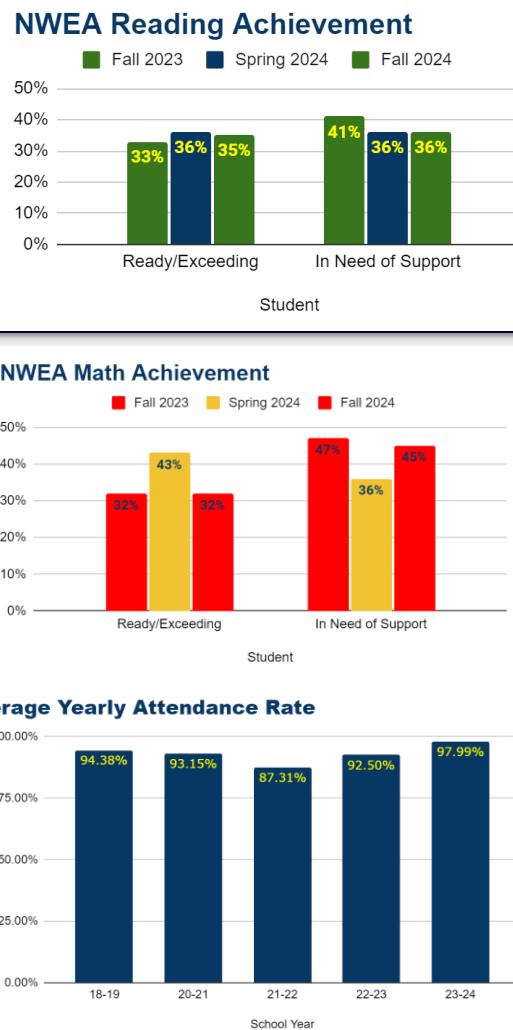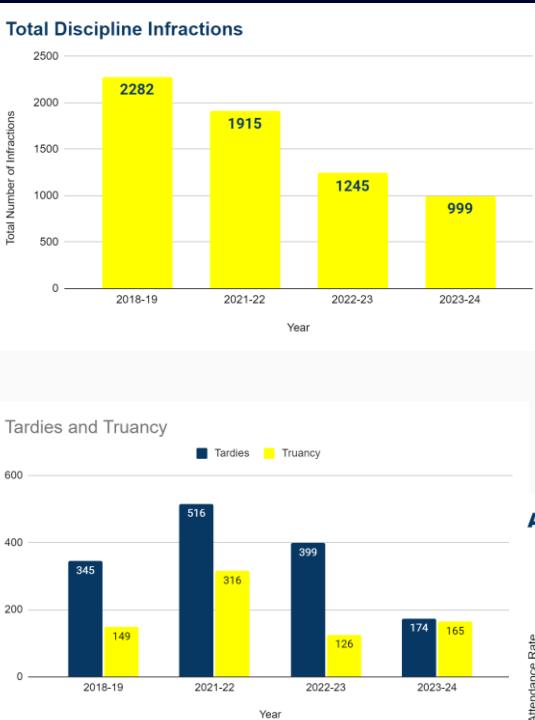Wynne High School

WHS NORMS
BE PRESENT
BE RESPECTFUL
USE TIME WISELY
LEAVE NO TRACE

G	Stating clear objectives and **goals** to introduce/conclude daily lessons, and that students interact with over the course of the year
R	Supporting **reading** with intentional strategies to increase fluency, vocabulary, and comprehension
A	Engaging students in their learning with **activities** that require the application of skills/content
D	Planning and providing time for quality questioning and **discussion** to clarify and articulate understanding
E	Assessing and **evaluating** the learning and making instructional changes to reflect the needs of students
S	Providing **supports** to ensure all learners have access to grade level instruction
!	Creating a **positive** classroom

INNOVATION RALLY

Graduate Profile

Culture of Success

- **Teacher Attendance improved 10%**
- **Student, Teacher, and Parent Satisfaction + 80%)**
- **97% of Freshmen on Track (On Time) Credits**
- **Awarded $42,450 in PEER Incentive Money over last 2 years**
- **57% Staff Members w/ Advanced Degrees**
- **4,643.60 Hours of PD 2023-24 (74% +60 Hours & 8 staff members above 100 Hours)**
- **Virtual Enrollment - 129 Students**

Total Discipline Infractions

Tardies and Truancy

NWEA Reading Achievement

NWEA Math Achievement

Average Yearly Attendance Rate

College, Career, & Citizen Ready

CTE Enrollment Numbers

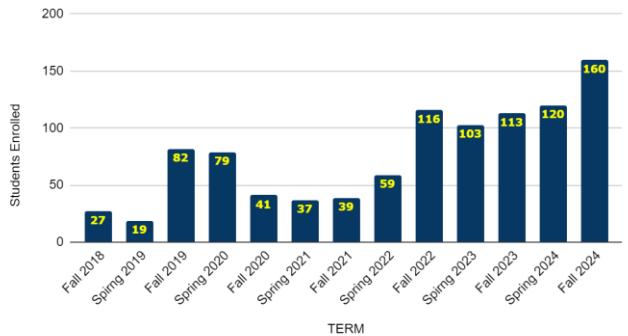| School Year	Enrollment Numbers
2018-19	967
2019-20	918
2020-21	1034
2021-22	963
2022-23	1170
2023-24	1150
2024-25	990

AP Enrollment

Year	Student Enrollment
2020-21	79
2021-22	63
2022-23	50
2023-24	99
2024-25	129
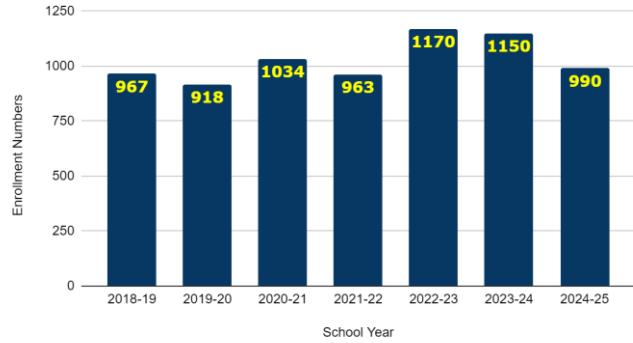
Students Enrolled in Concurrent Credit Courses

TERM	Students Enrolled
Fall 2018	27
Spring 2019	19
Fall 2019	82
Spring 2020	79
Fall 2020	41
Spring 2021	37
Fall 2021	39
Spring 2022	59
Fall 2022	116
Spring 2023	103
Fall 2023	113
Spring 2024	120
Fall 2024	160
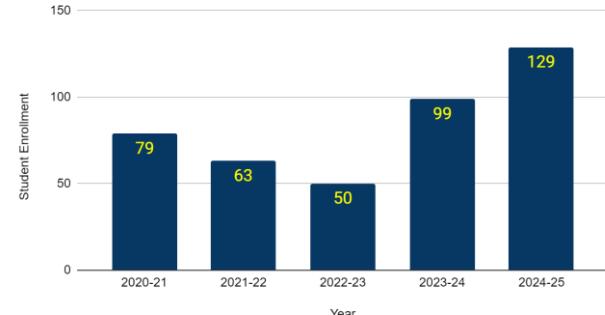
Concurrent Credit Hours Completed

TERM	Hours Completed
2018-19	225
2019-20	788
2020-21	385
2021-22	420
2022-23	832
2023-24	1283
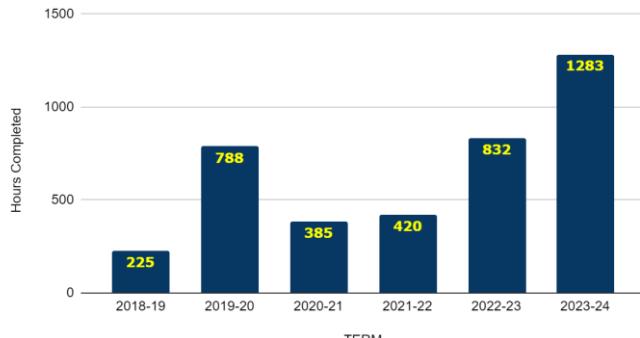
Special Services

Mrs. Glenda Vance, Support Services Director

Mrs. Schunda Murphy, Support Services Assistant Director

Wynne Support Services Department

❖ **Special Education Services**
- ➢ Indirect, Inclusion, Resource, 1:10, 1:15, Homebound, Virtual
- ➢ Contracted services= Speech, Occupational and Physical therapies
- ➢ Mental Health Services= MOUs with 4 local agencies.
- ➢ Students with disabilities receiving 504 services to date =   232
- ➢ Students with IEP receiving services to date= 420 (P-74, I-92, JH-116, HS-138)
- ➢ Source of funds for 504 services=State/Local funds, no allocations for 504 services
- ➢ Increased state summative score over the past 3 years.

❖ **GT Services**
- ➢ K-2 Whole Group Enrichment 30 min. weekly for all students
- ➢ 3-5 Resource Pull out, EAST
- ➢ 6-8 GT Seminar & Honors Classes, and EAST
- ➢ 9-12 Honors, Advanced Placement, and Concurrent Credit

Inclusion

DESE Trainer of Trainers, Community of Practice and Effective Inclusive Practice District

- ❖ **2023-24** DESE recommended that all K-6 students receive core instruction in general education curriculum.
- ❖ **2029-30** ALL students who receive a regular diploma will have to have credits awarded from courses taught by content certified teachers.
  - ➢ Students currently in resource classes grades 8-12 will continue to receive credits toward a regular diploma even if not receiving instruction from a core content certified teacher.
- ❖ **Purpose-** An intentional focus on inclusive practices to ensure all students have meaningful access to core instruction.
- ❖ **Support-** Mrs. Vance and Ms. Murphy are providing ongoing support and monthly meetings

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

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

2024-25 Federal, State and Local Funds, Health and Wellness, **Child Nutrition**

Federal Funds
- Title I Part A-$1,142,561.78+(23-24 Carryover=$132,690.95)=$1,275,252.73
- Title II A-$146,737.14
- Title IV-$83,532.52
- TV-$86, 684.52

State & Local Funds
- PD-$90,055+(23-24 Carryover=$37,151.80) Total=$127,206.80
- ESA-$793, 550
- ALE-$104, 189

The **Health and Wellness, Child Nutrition Committee** meets quarterly to review the school menus, school health index, school improvement, wellness policy, state nutrition standards and state physical activity standards.

Other Grant Opportunities

- Project SERV-$320,305.00

- High-Impact Tutoring-$234,885.00

- Yellowjacket Foundation-$4,700

- Junior High Aviation Program-$21,000

Communications

WYNNE COMMS

Mr. Aaron Russell, District Communications Officer

Wynne School District Communications

WYNNE COMMS

- Key initiatives for '24-'25: Solidify Communication with Families/Stakeholders, District Branding, and Website Redevelopment.

Goals

1. Provide families/stakeholders with accurate and timely updates about emergencies, events, transportation, and facilities.
2. Emergency Communication:
   - Established a reliable system for communicating important updates during emergencies, ensuring parents are informed quickly and effectively. (Thrillshare)
   - Use text alerts system for urgent messages.

Wynne School District Communications

WYNNE COMMS

Strategies for Growth:

1. Content Creation:
   - Developed a content calendar for regular posts on social media platforms, including photos, videos, and success stories from students and staff. (Most posts are viewed at 9-11 AM and 1-3 PM)
   - Utilize our colors and logos to strengthen our brand and make our posts uniform across all platforms.
2. Website Redevelopment:
   - Ensure the school website is user-friendly and regularly updated with news, events, and resources.
   - Ellie Britt will conduct a website audit and create updated web pages across the district.
3. Utilize Instagram Video Content:
   - Create short videos featuring student projects, school events, or messages from the district.
   - Limit video content to short features: 1 - minute, 3 - minutes, 5 - minutes. (Most videos are viewed for an average of ~1-2 minutes.)
   - EAST Social Media Interns - Baxley Vaught and Karis Maino

Testing

Mr. Eric Foister, Assistant Superintendent

Minority Recruitment Plan

Mrs. Stephanie Lyons, Assistant Superintendent

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/548/WSD/2307693/2024-2025_Recruitment_and_Retention_Plan.pdf

Dr. Kenneth Moore, Superintendent of Wynne Public Schools

District Updates

ESSER Funds and ARP Update

Construction - Projects, Insurance, FEMA

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/1467874/LEA_Assurances_Budget_5.1.24.pdf
Date posted	May 1, 2024

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)

Program Code	Practice	Description	Projected Amount
		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) $1,039,560.79 (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 *(signature)* | May 1, 2024 |
| SUPERINTENDENT NAME (printed) and SIGNATURE | DATE |

Building Projects

- New Administration Building - Estimated completion January 2025
- Junior High Office Renovation - Estimated completion January 2025
- New Football Locker Room - Estimated completion May 2025
- New Tennis Courts/Track Field Events - Estimated completion May 2025
- New Kindergarten Wing - Estimated completion May 2026
- New High School - Estimated completion March 2027

Insurance/FEMA

- Current Insurance Status
- Current Projects with FEMA

Any Questions?

Together, We Swarm!