

School Template – 2025-26 Arkansas Engagement Plan
[May 23, 2025]

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed

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

Guiding Questions

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

Parent -Teacher Conferences will be on October 13, 2025 and March 17, 2026 from 1-7 p.m.

1: Wynne High School follows a district process to work with parents and families to develop and review its plans, policies and strategies related to engagement.

1.1 The school plan is established in collaboration with parents and reflects the specific academic improvement needs of the school including programs and practices that enhance engagement and addresses the specific needs of students and their families. [A.C.A. § 6-15-1702(a)]

- Wynne High School understands the importance of involving parents and the community in promoting higher student achievement in accordance with the Arkansas Academic Standards and best practices between the school and those it serves.
- The school has developed and disseminated its Schoolwide Title I Family and Community Engagement Plan for 2025-2026 under leadership of Sandra Jones, Parent Facilitator; Sherry Breckenridge, District Parent Coordinator; Dr. Sandra Smith, Federal Programs Director; and the Title I Family and Community Engagement committee.
- Wynne High School realizes that additional support for families may continue to be needed for 2025-2026.
- The school district has replaced its PLC time, “Smart Start” on Mondays from 7:45-9:00 am, with an “Early Out” time on Wednesdays, in response to parent concerns.
- The school’s Title I FACE Plan is reviewed, updated, and improved twice a year with parents to meet the changing needs of students and their families.
 - The school's plan is updated and revised in the summer as it is integrated into the district's Strategic Plan that is submitted to the state in the AR App and it is reviewed in the fall (September 23, 2025, 1: 00 p.m.) with the FACE committee.

- The school's family and community engagement committee meet twice a year to further develop, review, and update the school's family and community engagement plan.
- The Title I plan developed by family members, school staff, and community implements statewide components and is reviewed and revised at the Schoolwide Title I Spring meeting (March 16 ,2026; 1:00pm, High School Conference Room) along with the Title I program for the next school year.
- Family members engage in the decision-making processes, to improve the academic quality of the school and the school's Title I Program.
- The high school involves families and the community in the development and improvement of Title 1 programs by keeping families informed about family engagement programs, plans, conferences, other activities, and meetings, and shares a report of the district and its schools at the Report to Patrons (September 15, 2025, 6:00 p.m.) facilitated by district staff. The meeting is publicized in advance.
- Data (ATLAS, Test Prep for juniors, Response to Intervention, and CFAs) is used in evaluating the Title I, Part A program along with the curriculum and software programs for home and school use (Learning Express, Naviance, Kahn Academy, and ALEKS).
- Information is reviewed on family participation in school events and family workshops; family needs to assist in student learning; the effectiveness of family engagement strategies; and the engagement of families to support students' academic growth or barriers preventing engagement.
- The committee evaluates the plan and Title I, Part A program in relation to Title I law, data gathered from Title I Needs Assessments conducted Oct. 10 - Dec. 31, 2025 perceptual and visual data named above and information from evaluation forms completed by committee members. The data from these surveys is used to determine school effectiveness and guide the family engagement requirements for professional development as identified in Arkansas Department of Education rules. Surveys are completed by teachers, staff, families, and students, and are placed online by Janet Smith, Technology Integration Specialist.
- Barriers to greater family participation in activities, especially for target sub-populations are identified along with needs of families to assist in children's learning and engage with school staff in the plan.
 - The high school committee determined that communication is still a barrier for parents. They want more channels for communication with teachers and their students' classwork/homework, although there are good changes too like the implementation of the Yellowjacket Newsletter and the Buzz. The school will continue addressing this for 2025-2026 by working to increase 5% in communication and collaboration with families through parent-teacher conferences, open house, advisory conferences, academic nights, school of innovation council meetings, civic organizations, etc.

to create a community of learning among all stakeholders.

- Another barrier is obtaining parental input into the school through completion of the Title I Parent/Guardian Survey. The strategy being implemented is to email all surveys out to parents and utilize the Rooms app for announcements.
- The committee also noted a skills gap between grades with students not having the necessary skills for success in life. Parents feel there is a disconnect. Testing scores do not reflect students' class grades. Strategies identified to close these gaps include reteaching, pretests and posttests, higher expectations for all students, resource sheets with study helps/tools, and tutoring. WYN Time also offers opportunities for closing this learning gap and targets students' individual needs.
- The Family Engagement committee encourages suggestions and revises the Schoolwide TI FACE Plan, TI program, and School Improvement Plan as needed and shares findings with administrators in order to design evidence-based strategies for more effective family engagement. The committee identifies ways to support successful school and family interactions and offers suggestions for School Improvement policies related to FACE.
- The district parent coordinator and technology integration specialist compile the needs assessment data to share with parents/families, staff, and community at committee meetings as part of the spring evaluation of the Title I Program and the Title I Plan.
- **In 2024-2025 a need was identified that PTSA enrollment is declining.** The PTSA worked to improve and build up the PTSA 6-12 in 2024-2025. PTSA began sharing information with families of students in grades 6-12 and placed officers on the board representing each school, 6-8 and 9-12. This effort will continue for 2025-2026 along with recruiting more members to have a presence at activities on the WHS campus.

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

- A diverse committee includes family, community, and former students as shown on the committee page of the plan. Minutes, sign-in, and agenda document meetings. Family members are also engaged in school improvement planning committees such as School Improvement, School of Innovation, Title I Family and Community Engagement, Title I Parents' Advisory Council (PAC), PTSA, Graduate Profile Committee, handbook, and district planning committees on a regular basis. Families collaborate with schools in review of student handbooks.

2: Communication

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

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
- [A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
- [ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
- [ESSA § 1116(c)(2)]

District Calendar of Events 2025-2026 - WPS, WIS, WJHS, WHS, District

July 16, 2025 Arena	New Student Registration	10:00-5:30 p.m.	K-12
July 21, 2025	6 th grade Schedule pick up	8:30-3:30 p.m.	WJHS
July 24, 2025	New Student/Freshman Orientation	6:00 p.m.	WHS
July 28-Aug 1, 2025	District Staff Dev.	8:30 a.m.	TBD
July 28, 2025	7th-8th grade schedule pick up	8:30-3:30 p.m.	WJHS
July 29, 2025	Virtual Orientation Meeting	8 a.m., 12 p.m., 6 p.m.	TBD
July 30, 2025	Back to School/Open House	1-7:00 p.m.	WPS/WIS/WJH
Aug.0 1, 2025	FACE Plans/Family Information Guides/Compacts on line K-12		District Wide
Aug. 02, 2025	Stuff the Bus School Supply Drive	8 am – 3 pm	Walmart
Aug. 05, 2025	Senior Sunrise & Breakfast	6:00 a.m.	TBD
Aug. 05, 2025	School Starts	7:55 a.m.	All Schools
Aug 5-8, 2025	WHS Culture Week		TBD
Aug. 14, 2025	Volunteer Orientation/Training K-12	9:00 a.m.	WPS Workroom
Aug. 15, 2025	New Student Luncheon WIS		Bookroom
Aug. 21, 2025	New Student Luncheon WJHS	11:00 & 12:00 p.m.	WJHS Library
Aug. 28, 2025	WHS Senior Orientation	6:00 p.m.	WHS Auditorium
Aug. 28, 2025	WJHS TI meeting	5:00 p.m.	Library
Sept. 01, 2025	Labor Day-No School/Student /staff holiday		
Sept. 03, 2025	WPS/WIS/WJHS PTA meeting	12:00 p.m.	WPS Cafeteria
Sept.03, 2025	Parents' Advisory Council (PAC)/PTA mtg	12:00 p.m.	WPS Cafeteria
Sept. 04, 2025	SPARC Clubs/Passion Projects	2:00 p.m.	WIS

Sept. 05, 2025	WPS TI meeting	12:30 p.m.	Primary Workroom
Sept. 08, 2025	ASU/ABC Parent Workshop-Kind. Readiness/WCEC	5:00-6:00	WPS Cafeteria
Sept. 8,9,10, 2025	Breakfast with a "Grand" Buddy 3 rd , 4 th , 5 th	7:30 a.m.	WIS Cafeteria
Sept. 09, 2025	WIS TI meeting	1:00 p.m.	WIS Bookroom
Sept. 11, 2025	Districtwide Annual Title I meeting	6:00 p.m.	Admin. Boardroom
Sept. 11, 2025	AR Early Learning Head Start-Kind. Readiness	10:00 a.m.	AR Early Learning
Sept. 15,16,17, 2025	Breakfast with a "Grand" Buddy KF, 1 st , 2 nd	7:30 a.m.	WPS Cafeteria
Sept. 15, 2025	Report to Patrons	6:00-7:00 p.m.	Admin Boardroom
Sept. 23, 2025	WHS TI meeting	1:00 p.m.	WHS Media Center
Sept. 25, 2025	District Title I Meeting	9:00 a.m.	Admin. Boardroom
Sept. 25, 2025	See You at the Pole	TBD	WHS
Oct. 02, 2025	SPARC Clubs /Passion Projects	2:00-3:00 p.m.	WIS
Oct. 6-10, 2025	Student/staff holiday		
Oct. 10-Dec. 31, 2025	Title I Surveys Online		
Oct. 13, 2025	No School for students		
Oct. 13, 2025	Parent/Teacher Conference	1-7 p.m.	K-12 Campuses
Oct. 14, 2025	ASVAB TEST	8:00 a.m.	WHS
October 16, 2025	Yellowjacket Night	5:00-7:00 p.m.	TBD
Oct. 18, 2025	WHS Homecoming Dance	TBD	
Oct. 20, 2025	Financial Aid Night WHS	6 p.m.	WHS Auditorium
Oct. 22, 2025	College & Career Fair Day	TBD	WHS
Oct. 24, 2025	Homecoming Pep Rallies/Homecoming	TBD/7:00 p. m.	WPS, WIS, WJHS, WHS
Oct. 28, 2025	Flu Clinics WIS/WHS		
Oct. 30, 2025	Flu Clinics WJHS/WPS		
Oct. 31, 2025	Teacher In-Service/No School		
Oct. 2025	Fields of Faith	TBD	WHS
Nov. 04, 2025	WIS Spelling Bee	9:00 a.m.	WIS cafeteria
Nov. 05, 2025	WHS Powder Puff	6:00 p.m.	Football field
Nov. 05, 2025	WPS/WIS/WJHS PTA Meeting	5:30 p.m.	WIS Library
Nov. 05, 2025	Parents' Advisory Council (PAC)/WHS PTSA mtg	5:30 p.m.	WIS Library
Nov. 06, 2025	WPS Spelling Bee	1:00 p.m.	WPS Cafeteria
Nov. 06, 2025	SPARC Clubs	2:00-3:00 p.m.	WIS
Nov. 08, 2025	Meet the Jackets Basketball	TBD	Arena
Nov 10, 2025	ASU/ABC Parent Workshop/Jada Sims	5:00-6:00 p.m.	WPS Cafeteria
Nov. 11, 2025	3 rd Grade Veterans Day program	9:30 a.m.	Wynne Baptist Church
Nov. 12, 2025	WJHS Spelling Bee	9:00 a.m.	WJHS Gym
Nov. 13, 2025	AR Early Learning Parent Workshop	10: 00 a.m.	AR Early Learning
Nov. 24-28, 2025	Student/staff holiday/Thanksgiving Break		
Dec. 2025	WPS Christmas Music Programs	TBA	Wynne Baptist Church
Dec. 03, 2025	WHS Fall Signing Day	TBD	
Dec. 04, 2025	SPARC Clubs	2-3:00 p.m.	WIS
Dec. 8-12, 2025	Holiday Spirit Week		
Dec. 19 – Jan. 5, 2026	Christmas Vacation		
Jan. 05, 2026	Staff Development		
Jan. 06,2026	School Reopens after Christmas Break		
Jan. 19, 2026	Student/staff holiday// Martin Luther King Day		
Feb. 3-5, 2026	WPS Farm to you	8:30-3:00 p.m.	WPS Gym
Feb. 04, 2026	WPS/WIS/WJHS PTA meeting	12:00 p.m.	WJHS Library
Feb. 04, 2026	Parents' Advisory Council/WHS PTSA mtg	12:00 p.m.	WJHS Library
Feb. 05, 2026	SPARC Clubs/Passion Projects	2:00 p.m.	WIS
Feb. 12, 2026	AR Early Learning Kind. Registration meeting	10:00 a.m.	AR Early Learning
Feb. 13, 2026	WJHS Social Event/Dance	6:00 p.m.	WJHS
Feb. 19, 2026	WPS/WIS Family Showcase Night	5:30-6:30 p.m.	WPS/WIS
Feb. 23, 2026	ASU/ABC & Jada Sims Kind. Reg. Parent Meeting	5:00-6:00 p.m.	WPS Cafeteria

Mar. 3-5, 2026	Kindergarten Registration	8:30-3:00/4:30-6:30 p.m.	WPS Library
Mar. 05, 2026	SPARC Clubs/Passion Projects	2:00 p.m.	WIS
Mar. 5-8, 2026	WHS Musical	TBA	WHS
Mar. 06, 2026	WPS Title I Spring Review	12:30 p.m.	WPS Workroom
Mar. 10, 2026	WIS Title I Spring Review	12:30 p.m.	WIS Bookroom
Mar. 12, 2026	WJHS Night of the Arts	6:00-8:00 p.m.	WJHS
Mar. 13, 2026	Father-Daughter Dance	TBD	WIS Cafeteria
Mar. 16, 2026	WHS Title I Spring Review	1:00 p.m.	WHS Media Center
Mar. 17, 2026	Parent Teacher Conferences/students out	1:00-7:00 p.m.	WPS/WIS/WJHS/WHS
Mar. 18-20, 2026	Snow Makeup Days or Spring Break		
Mar. 23-27, 2026	Spring Break		
April 02, 2026	WJHS Title I Spring Review	5:00 p.m.	WJHS Library
Apr. 02, 2026	SPARC Clubs	2-3:00 p.m.	WIS
Apr. 06, 2026	Battle of the Books	9:30 a.m.	WIS
Apr. 08, 2026	6 th Grade Pre-Registration Parent Meeting	9:45	WJHS Cafeteria
Apr. 09, 2026	7 th Grade Pre-Registration Parent Meeting	9:45	WJHS Cafeteria
April 10, 2026	8 th grade Pre-Registration Parent Meeting	9:45	WJHS Cafeteria
Apr. 11, 2026	WHS Prom		
Apr. 14, 2026	CTE Completer Program	12-1:30 p.m.	TBD
Apr. 16, 2026	Dist. Title I Program/Federal Program Review	9:00-10:00 a.m.	Admin Boardroom
Apr. 16, 2026	Kicking It With Moms	TBD	WIS Playground
Apr. 23, 2026	Dist. Title I Spring meeting	9:00 -10:15 a.m.	Admin Boardroom
Apr. 30, 2026	Sr. Honors Scholarship Assembly	9:00 a.m.	WHS Auditorium
May 01, 2026	Sr. Signing Day	10:00 a.m.	WHS Auditorium
May 04, 2026	Sr. Breakfast	7:30-9:00 a.m.	WHS Auditorium
May 11, 2026	Letter W Award Banquet	6:00 p.m.	WHS Auditorium
May 12, 2026	Athletic Banquet	TBD	
May 14, 2026	SPARC Clubs/Passion Projects	2:00 p.m.	WIS
May 14, 2026	Senior Walk/Impact Diplomas/Sr. Sunset	TBS	WHS
May 06, 2026	WPS/WIS/WJHS PTA meeting	5:30 p.m.	WPS Cafeteria
May 07, 2026	Parents' Advisory Council (PAC)/WJHS-WHS PTSA mtg	5:30 p.m.	WPS Cafeteria
May 17, 2026	Graduation	5:00 p.m.	1 st National Bank Arena
May 21, 2026	WHS Principal Awards Assembly	10:00 a.m.	WHS Auditorium
May, 2026	WPS Track and Field Day	TBD	WPS Playground
May 25, 2026	Student/Staff Holiday		
May 26, 2026	WHS 8 Sector Breakfast	TBD	WHS
May 29, 2026	Student's last day		
June 01, 2026	Student/Staff holiday		

Preliminary Test Calendar: ELPA21 Mar. 2-Apr. 10, 2026, K12; ALT ELPA 21 Feb. 2-Mar. 27, 2026; The ACT Feb. 24-27, Mar. 2-6, 2026 and Mar. 10-13 & 16-20, 2026 and April 7-10 & 13-17, 2026 Dynamic Learning Maps Instructionally Embedded Window Sept. 08-Dec. 19, 2025 and Feb. 2-May 16, 2026, 3-10; ATLAS Summative Apr. 13-May 15, 2026 3-HS; ATLAS Interims Aug. 1 – Dec. 31, 2025; Jan. 1-Mar. 28, 2026; Work Keys Sept. 22-Dec. 05, 2025 and Feb. 17-May 8, 2026 10-12; 10 PSAT/NMSQT Oct. 1-31, 2025; K-3 ATLAS Literacy Screener Window opens Aug. 1, 2025; K-2 ATLAS Math Screener Window opens Aug. 1, 2025; K-2 ATLAS Assessment Reading and Math, Interim TBD, Summative Apr. 13-May 15, 2026.

3: Building Staff Capacity

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

Guiding Questions

- **3.1: How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:**
 - *the value and utility of contributions of parents [Title I schools]*
 - *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
 - *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
 - *how to respond to parent requests for parent and family engagement activities [Title I schools]*
 - *that parents play an integral role in assisting student learning [all schools]*
 - *how to welcome parents into the School and seek parental support and assistance [all schools]*
 - *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

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

3: Building Staff Capacity

3.1 Many activities are used with school staff to build their capacity to work with parents as equal partners including workshops, conferences, trainings, webinars, and online resources that ensure all staff are aware of the value and utility of parent contributions, communicating and working with parents as partners, and implementing parent programs that build ties between home and school, the need to respond to family engagement activity requests, the role parents play in assisting student learning, the importance of welcoming and seeking parental support, and the school's process for resolving parent concerns. [ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]

- The high school will build the capacity of school staff to improve student achievement and parent communication through professional development and effective teaching in every classroom.
- The school follows the state mandated schedule for professional development on family engagement that meets all requirements for professional development identified in Arkansas Department of Education Rules. It is embedded in staff training annually.
- The district will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective family engagement.
- Engages families in the development of family engagement staff training to improve its effectiveness by encouraging parent suggestions and ideas.
- Staff professional development takes place in PLC's (Professional Learning Communities) and Early Out time to collaborate on the success of meeting school improvement plan goals, FACE Plan goals, and communication with our students and parents, success of lessons, strategies, and activities developed for student improvement.
- Utilize the GRADES Instructional Model based on Marzano's High Reliability Schools and New Art of Science and Teaching to create a clear vision for instruction.

- Monitor instructional practices through walkthroughs, data presentations, and Instructional rounds.
- Staff attend workshops pertinent to their teaching areas to provide personalized learning opportunities and create a community of learning to ensure high quality teaching and learning in all classrooms to improve student outcomes.

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

- ◆
 - Teachers can assess the ADE Family and Community Engagement (FACE) Framework and Toolkit. <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>
 - Following the state's required professional development, parent and family engagement training will be embedded into other professional development sessions for 2025-2026.
 - The training will enhance the awareness and skills of its teachers, support personnel, school leaders, and staff in reaching out to, communicating, and working with family members as equal partners. It involves families in the development of family engagement staff training to improve its effectiveness. The school appreciates that parents have an important role in assisting student learning both at home and at school.
 - Staff train annually on topics such as creating a welcoming environment, recognizing the value of parental contributions, recognizing signs of homelessness, and how to have effective communication with families.
 - Administrators observe family engagement in the high school and provide opportunities for family engagement staff to attend workshops, watch webinars, and engage with programs of other schools to strengthen their skills in family engagement and communication with families, and share information on best practices for family engagement. Family engagement staff attend a Parenting Conference annually where best practices in schools across the state are shared among participants and the APCA Conference in the spring.
 - Staff Development is the responsibility of school administrators with assistance in family engagement training from the school's parent facilitator and district parent coordinator who are available to train staff.
 - Wynne High School's goal is to implement and coordinate family programs that are beneficial to students and families, and the community, seek family assistance and support, and to build strong ties between home, school, and community which we believe that we do. The high school works with families as partners by including them on committees, having them participate in their child's education, sharing information, and gathering their input and ideas.
 - Families are welcomed into the school and family friendly signs are posted throughout the school to guide families to various areas. Staff are friendly and open and encourage family suggestions.
 - Math and Literacy Instructional Facilitators are available to work with families to promote students' academic success. The Media Center's family area has literature for parents to check out. Sandra Jones, Librarian, and the parent facilitator are responsible for this area.

- Requests for family and community engagement activities are encouraged, and the administration responds in a timely manner. Senior parents may participate in the pep rally and are encouraged to do so. In 2025-2026 families of scholarship recipients will be invited to an assembly honoring their child's achievement. Families are invited to attend the Scholarship Banquet honoring the high-achieving students' academic success annually. WHS student athletes are recognized for outstanding performance at the annual Athletic Banquet and are supported by their families' attendance. WHS also conducts an academic and career signing day that parents are invited to attend. The senior breakfast is an event parents/guardians of seniors may attend with students on May 4, 2026.
- W.H.S. facilitates a virtual learning day to allow advisors, students, parents, and counselors to work collaboratively to review and discuss student progress, attendance, discipline, and future plans/goals.
- W.H.S. hosted Graduate Profile meetings with community members to select the preferential characteristics of a Wynne graduate. The school plans to implement graduate profiles in 2026-2027.
- Families are full partners with the school so the district-wide handbook includes the process for resolving parental concerns and all other information related to the schools in the district, its processes, and procedures.
- An overarching goal of Wynne High School is to build ties between home and school recognizing that families are important in students' academic success as evidenced by its Schoolwide Title I Plan, programs, and students' achievement. The school continually works to improve its communication with families, to be inclusive in activities, and by its friendly open environment.

4: Building Parent Capacity

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

Guiding Questions

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

[ESSA § 1116(c)(4)(B)]

- **4.2: How does the School provide assistance to parents in understanding the following:**
 - *the requirements of Title I, Part A*

- *how to monitor their child's progress*
- *how to work with educators to improve the achievement of their children.*

[ESSA § 1116(e)(1)]

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

[ESSA § 1116(e)(2)]

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

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

- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*

[A.C.A. § 6-15-1702(b)(4)(A)]

- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
 - *role play and demonstration by trained volunteers*
 - *the use of and access to Division of Elementary and Secondary Education website tools for parents [<https://dese.ade.arkansas.gov/>]*
 - *assistance with nutritional meal planning*

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

4: Building Parent Capacity

4.1 The School provides opportunities to build parents' capacity and to have a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials. To build parent capacity information is shared on the curriculum, State and local assessments, and the achievement levels of the State academic standards students are expected to meet. [ESSA § 1116(c)(4)(B)]

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

- Family nights, regular PAC meetings, conferences, and activities are held routinely to build staff and parent capacity. (See Calendar of Events for Specific dates.)
- The high school expects to increase student success through its high-quality curriculum and families' support. To further ensure that all students excel in the areas of literacy, mathematics and science and are prepared to launch careers the school offers many career technology education (CTE) completer programs for students in the fields of Agriculture, Food and Natural Resources, Finance, Marketing, Health Science, Hospitality & Tourism, Human Services Education and Training, computer Science, Arts, A/V Technology and Communications, Education, Government and Public Administration, and Work-Based Learning/Internships, among others offered through East Arkansas Community College. Students experience a variety of enriched curricular designs in accordance with the Arkansas Standards for student achievement including inquiry-based learning focusing on Science Technology, Engineering Art Mathematics (STEAM) concepts, blended learning, and foreign languages. The Vanderbilt University Aspirnaut Program, implemented in 2024-2025, offers students unique opportunities to assist in biological research, giving our students an academic edge for college and potential careers.
- Business leaders and employers share requirements and skills needed to succeed in their respective business areas with students for post-secondary career planning in students' advisory classes at W.H.S. and volunteer as guest speakers during Wyn Time.
- 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. Graduates will be College, Career and Life Ready. These programs of study are approved through DESE CTE. There were 82 Senior completers in 2024-2025 for the CTE programs, with four double completers.
- The high school partners with the EACC Secondary Career Center in support of students taking courses on the EACC campus.
- High school students can take both high school and concurrent credit courses at EACC. Students took 286 Concurrent credit classes; 121 AP classes and there were 51 Seniors who graduated with honors from University of Arkansas, East Arkansas Community College.
- Wynne High School received a small business operations grant that will provide a new program of study and a basic equipment kiosk for an onsite store that will be worked by students in the Marketing Business Enterprise course to sell spirit items. The planning is continuing for 2025-2026 as the school spirit store is up and going.
- Fall and spring family nights will be conducted to provide information about school curriculum.
- A Freshmen Orientation/Open House provides curriculum information also. See calendar of events for specific dates.
- High School students will have an opportunity to apply for enrollment in the district's virtual academy. The virtual academy will utilize the Edgenuity Learning Management System which is a standard-based online and blended learning resources. These students remain a part of the Wynne Yellowjacket family and may participate in all school events. The district has a certified teacher for students and families to collaborate with. This virtual program is asynchronous and students work independently.
- Virtual students are also tested on-site in the district and testing data is shared with their virtual platform certified teachers in Edgenuity and families by the Campus Connection Coach, Sherry Breckenridge, and a certified on-site Virtual Academy Director, Coach Justin

Skender.

- The math curriculum is aligned K-11 now with the Reveal Math curriculum.
- In 2022-2023, W.H.S. implemented Critical Reading and then added Critical Algebra for the 2024-2025 school year as added support and intervention to students who struggle academically in these subjects and were at a level 1. Both classes are in addition to students' regular English or math classes.
- Resources such as ALEKS, Desmos, Gizmos, Khan Academy, OnToCollege, Learning Express, and ACT Prep are utilized to supplement classroom instruction and improve student outcomes.
- Assessments and alternate assessments are utilized by the high school to measure student achievement and are explained to parents. The high school supports improving test scores to prepare students to be college and career ready. Testing data provides information to support the learning at each campus. Assessments include MAP testing for ninth and tenth graders which allows students to set goals to reach greater achievement levels, ACT for juniors, which measure students' ability to meet the state's standards and student growth. Wynne High School 's goal is to increase the number of students reaching their Targeted Growth Goal on the spring 2026 ATLAS assessment.
- ASVAB military testing for seniors will be announced.
- Tenth and eleventh graders may take the PSAT.
- ELL students may take the ELPA 21 test.
- Students in Advanced Placement classes take end of course tests for college credit AP testing is online. Students are taking State and local academic assessments including alternate assessments. Copies of the testing results are sent home with students to be shared with their family. Families are provided with information, explanations on how student progress is measured, and the achievement levels for students.
- In May 2025, all Freshmen and other interested students took the Accuplacer in preparation for concurrent credit courses. It will continue to be offered in 2025-2026.
- W.H.S. maintains and continues to improve a fully functioning Tier 2/3 intervention system during WYN Time.
- Counselors may be contacted with questions or concerns.

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

- The curriculum in use follows the State Academic Standards located on the Arkansas Department of Education's website at <https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>
- Wynne High School offers College Prep and Advanced Placement classes for students in support of the high academic standards.
- Students may also participate in concurrent credit classes at University of Arkansas - East Arkansas Community College
- The classes at W.H.S. incorporate challenging content and higher-level thinking skills into the curriculum and in its Gifted and Talented Class.

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

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

meets Federal Guidelines under the direction of the federal programs' director. Information is shared with families to explain Title I and the school's participation including information on budgets and parents' rights to be engaged in their children's education.

- Parents can monitor their child's progress through the Home Access Center, (HAC), Rooms app, student -led parent-teacher conferences, progress reports, by scheduled classroom observations, by being active in family engagement, serving on committees, and communication with teachers.
 - Strategies families can use to support their child's academic progress include:
 - Math/literacy instructional facilitators may provide materials and training to families.
 - School staff and district staff will provide families information about national, state, and local education goals at family events such as the district-wide Annual Title I meeting, Transition family meetings scheduled for spring, 2026 and other family nights.
 - The school conducts family nights in math, literacy, and other topics each semester to engage families in the education of their children and shares strategies for achievement at such nights. Sign in, minutes, and agenda document such events. Examples include: Freshmen Orientation and Open House 10-12, Senior Orientation, and Yellowjacket night, communicating the desire for family support to increase student achievement. (See calendar for dates) In-home visits may be needed to disseminate information to families who cannot participate in events.
 - A High Impact Tutoring grant has been received to support struggling students with tutoring in math and literacy. Students may be engaged in the program called On to College.
 - .
- The **high school literacy night, “Yellowjacket Night”, October 9, 2025**, will provide information to parents and students regarding available online academic programs, such as Learning Express. This event will be a district-wide event for families in a walk-through setting. Staff will develop math, literacy, science, and other activities to share information on the curriculum. Fine arts groups and clubs may offer fun support to the event. Local businesses and community will participate by distributing appropriate information on various topics. This is a very positive relationship-building event for the entire school district.
- The school shares information with families that enables them to work with educators to improve students' academic success by means such as being engaged with the school, attending meetings, checking their child's progress, and through two-way communication between home and school.
 - Staff may email, call, or text a parent regarding a student so that families are aware of students' progress.
 - Staff may also give families suggestions on how to work with their child to keep them focused and on track to graduate high school.

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

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

- The school provides materials and training to help families work with their children to improve academic achievement, such as the academic standards, math/literacy training, software programs, and using technology at internet safety nights including sharing information about the harms of copyright piracy to foster family engagement.
- Math/literacy nights provide training to families and/or supplemental materials to use at home in working with children. Families may receive training for use of online software for home use such as Aleks or Desmos, Learning Express, Khan Academy and ACT Prep. Staff will also share strategies to support student's academic progress with parents at nights. Students and family will participate in developmentally appropriate activities at such nights also. The high school conducts math and literacy nights annually (See calendar for specific dates).
- Technology may be demonstrated at math/literacy/science nights or technology on Home Access Training (HAC) and the Learning Management System (Edgenuity). Staff are always available to assist families with technology.
- Technical assistance is provided through professional development for staff such as Google Classroom, Eschool training, Triand training, and keyboarding classes for all students. Families are assisted with technology needs as requested. Families may request additional supports from the District Parent Center also.
- Adult literacy training for family support may be obtained through the Cross County Literacy Council, a community partner and through University of Arkansas: EACC.
- Information is shared with families on trauma and abuse such as the Children's Advocacy Center of Eastern Arkansas provides by distributing brochures and data during National Child Abuse Prevention Month.
- Wynne High School has an onsite social/emotional counselor.
- In order to allow families to partner with teachers to support their child's academic achievements, the district provides a parent resource center open daily 8:00 a.m.-4:00 p.m. to support families as equal partners in education and provide resources to support students' academics and responsible parenting.
- A district parent coordinator is available and provides resources like student skill packets and checkout materials for families to learn about child development, child-rearing practices, family support, and to help families work with their child to improve achievement in literacy, math, science, etc. Computers are available. Families may seek assistance with social, emotional, and academic needs, and visit educational websites.
- The district family and community engagement coordinator is available to support virtual students with academic issues and often helps families who have experienced a trauma or hardship with access to resources such as insurance, DHS, and medical assistance.
- **The District Parent Center located at 1500 N. Lemons St. (phone 870-587-0350) promotes family and community engagement.**
- **Workshops planned for 2025-2026 include topics like college planning, financial aid, and social and emotional well-being for students and staff.** The district parent coordinator distributes information to families on topics like trauma, abuse, career planning, social media safety, etc. Videos may be posted such as SmacTalk, a social media awareness

platform, topics put out by DESE for family support. All the workshops, events, activities, and information shared support responsible parenting.

- District and school level family newsletters with family tips are posted online under the Parent Center link at www.wynneschools.org
- The district parent coordinator provides information to family/community partners about volunteer opportunities at a Districtwide Volunteer Orientation, (August 14, 2025 9:00 a.m. in the Primary School workroom) as the requirements for volunteering in schools are explained and new ideas are solicited. Participants receive a Volunteer Handbook.
- Volunteers are honored in various ways at each Title I school in the district.
- **Interest Surveys** are conducted annually with family members to determine volunteer interests and a volunteer directory is created for staff use.
- A District Volunteer Resource Book has been developed by the district parent coordinator to assist families with community needs too.
- Volunteering is one way that families support a child's learning. The district offers volunteer opportunities and promotes positive use of extracurricular time. Class observations may be scheduled as needed and appropriate.

4.4: The school involves parents of students at all grade levels in a variety of roles, including being engaged in their child's education, volunteer activities, being engaged in activities that support learning and classroom instruction, participating in school decisions, collaboration with the community, developing school goals and priorities, and evaluating the effectiveness of the School Improvement Plan. [A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]

Some roles for parents are to be involved in their child's education, be engaged in school decisions, and in developing school goals and priorities:

- Wynne High School recruits family members to serve on its School Improvement committee to develop the Title I Application. The Schoolwide Title I Plan is part of the Title I program, and is used to develop the Title I Application. The high school's family and community engagement planning, and the school improvement planning will show alignment and are comprehensive and coordinated. **The link is provided for the Family and Community Engagement Plans and the School Level Improvement Plans which are part of the Strategic Plan in the AR App: <https://www.wynneschools.org/page/state-required-information>**
- The School Improvement Plan is developed in collaboration with the parent, family, and community. Our curriculum will focus on our Math and Literacy goals by providing a safe, supportive, and collaborative culture with rich standards-based curriculum.
- W.H.S. will continue to increase the number of students reading on grade level on assessments.
- By becoming a School of Innovation, W.H.S. is transforming the school's climate and culture which continue to be a focus for 2025-2026 along with student agency.
- W.H.S. implemented a student and staff school culture committee that meets monthly and this will continue for 2025-2026.
- All W.H.S. students 9-12 will choose a personalized pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships and/or

externships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Technology Center.

- W.H.S. is working toward implementation of Graduate Profiles too.
- Teaching will become more effective in classes making the content more relative. The school will utilize blended learning in its Wyn Time instruction which is a time for extra classroom support and to make up work, support, assessment, and staffing. The school also offers virtual learning options through Edgenuity.
- Include more research-based reading strategies that will engage students in literacy. The school will offer strategies to enhance student self-management of learning.
- Teachers will incorporate growth mindset strategies and student-focused learning in classrooms to make real world connections.
- The Title I Family and Community Engagement program focuses on goals from the School Improvement Plan as shown in several sections including but not limited to 4.4.
- In order to promote the math, science, and literacy goals, the high school will continue to provide math and literacy parent nights and activities to support families and will include more reading strategies like the Critical Reading class to engage students.
- All the many community collaborations discussed in the Title I FACE Plan support making the content more relative for students.
- The FACE Engagement Committee and School of Innovation Council plans to participate in a community breakfast on September 23, 2025.
- There is also alignment between the Title I FACE planning and the Health and Wellness planning. Activities and events are planned to support healthy living, physical activity, and healthy eating habits. Staff participate in health and wellness challenges during the year. The plans show alignment in the Farm to You project which high school students participate in to promote healthy living with the Cross County Extension Office, district family and community engagement coordinator, and the primary school.
- Parents may be active in the School of Innovation Council which aids in setting goals and priorities for the high school students.
- The School Improvement Plan and Family and Community Engagement are evaluated each spring in the Federal Programs meeting on April 16, 2026 and the Title I spring meeting on April 30, 2026. Evaluations are completed by breaking into sub-groups to go through the plans by discussing, revising, and updating them as needed. The committees also discuss goals and priorities for the next year. They identify barriers and how to address them as shown in 1.1.

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

- Working in the concession stand at sports events
- Chaperoning a field trip
- Volunteering to be a guest speaker for a specific academic area using one's skills: for example, a nurse may give a presentation to the Medical Professions Class
- Volunteering to feed or sponsor activities for sports teams at W.H.S.

- Attending a parent curriculum night
- Attending a college and career planning night like Sr. Orientation (see calendar for date.)
- Serving as a PTSA member
- Monitoring their child's academic achievement
- Ensuring that students are completing assignments and projects
- Mentoring a student
- Attending special family/community lunches or receptions
- Attending family education workshops
- Serving on various school and district committees.

4.5: The school promotes and supports responsible parenting through the creation of a district-wide parent center K-12 and the allocation of funds to purchase parenting books and informative materials which are placed in the district parent center where the materials are advertised and families can check materials out to support families and student learning.

[A.C.A. § 6-15-1702(b)(4)(A)]

- The school has a district parent center for families and students in grades K-12 that is open and available for families' use Monday through Friday from 8:00-4:00 p.m. (See 4.3 for details about the parent center.)
- The district parent coordinator works in collaboration with high school counselors to meet the needs of students and families through the parent center such as needs for food, clothing, shelter, help with services provided by the Department of Human Services, and help for foster and homeless students, especially unaccompanied youth at the high school.
- The parent center is a place families can go for support, a listening ear, and help to direct them back into the schools for the assistance they may need. The parent center will work closely with students and families displaced to ensure families' needs are met until such time as they are back in stable permanent housing.
- The district parent coordinator works with high school staff to reach out to families of students who are struggling academically or for school support that is needed.

4.6 The school provides instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including role play with trained volunteers, the use of and access to Department of Education website tools for parents and assistance with meal planning as needed.

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

- Arkansas Department of Education website tools such as the Family and Community Engagement Toolkit may be found at
<https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>
- Evidence based strategies for family engagement are shared with families via the parent center and school.
- Role play and demonstration by a trained volunteer is planned through family workshops on social and emotional well-being, college planning, and financial aid for 2025-2026. (See calendar for dates.) Professional community and business leaders may exhibit role-play and demonstration of career paths in CTE courses. All CTE classes have one guest speaker per semester.
- Family Workshops for 2025-2026 are scheduled. (See 4.3)

- The district family and community engagement coordinator will provide families with assistance on meal planning as needed. At times the parent center conducts workshops on budgeting or grocery shopping as needed too.
- See 4.4 for roles that family and community members may participate in at Wynne High School to increase their engagement, support, and collaboration for student learning.

5: Coordination

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

Guiding Questions

- *5.1: How does the School investigate and utilize community resources in the instructional program?*

[ADE Rules Governing Parental Involvement Section 5.06]

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

[ESSA §1116(e)(4)]

- *5.3: In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*

[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

5: Coordination

5.1 Wynne High School coordinates with other organizations, businesses, and community partners, including alumni to provide support, services, and resources to families which strengthens the school's programs, family practices, and student learning. [ESSA §1116(e)(4)]

- In 2024-2025, WHS continued to coordinate with community partners, organizations, churches, and businesses as it began the work of rebuilding the high school and moving into a temporary building for the next 2-3 years. Ground has been broken and the rebuilding of WHS has begun. It will be completed in April, 2027.
- The school investigates and utilizes community resources in its instructional program by enlisting the aid of the community on its school committees. These committee members then share ways in which they are available to supplement the instructional programs. At other times someone offers their assistance to the school based upon their personal skill set

as guest speakers in Wyn Time.

- **Community stakeholders serve on the Council of Innovation and participate in an 8 Sector Breakfast.**
- **The district parent coordinator offers suggestions of community programs that will supplement classroom instruction.**
- The high school benefited from the district's High Impact Tutoring Grant to aid struggling students in literacy and math.
- The high school hosts an annual College and Career Fair in which representatives from colleges, universities, and businesses are present to share information and guide students toward their chosen career path. This was very successful in 2024-2025 and is planned for 2025-2026.
- Activities are conducted with Project Based Learning and the community such as the EAST program and EAST Night Out hosted across the district annually. EAST conducts its annual night for families and community. EAST in WIS, WJHS, and WHS were awarded a super booth award for 2024-2025 at the conference. (See calendar for date.)
- The New Start, Alternative Learning program hosts a Breakfast with the community monthly to promote positive interaction and mentoring between students and community members in its instructional program.
- The high school will engage in other activities that will use community resources, strengthen school programs, practices, and learning.
- High school students are regularly engaged in community service projects such as the HOSA Blood Drive and School choir and Triple A sing in nursing homes. Youth Alive participates in a canned food drive. Fellowship of Christian Athletes holds Fields of Faith annually. ROTC collaborates with Wynne Primary Track and Field Day. Students participate in the Wynne Christmas Parade and Campus and city-wide cleanup. These activities promote good citizenship, giving back to the community, and school programs.
- The Horticulture class participates in a greenhouse project with the community by selling plants they grow each spring such as vegetables and flowers.
- Community resources support the high school's sports teams by providing meals when they are traveling.
- The W.H.S. Senior students and Special Services Department staff work the "Wolf Project" to learn job skills through a partnership with County Line Irrigation to harvest pecans and sell them. Students make \$0.50 per pound.
- The school obtains resources through grants such as Cross County Community Foundation and other grantees as available.
- The school collaborates with the Cross County Library and its staff in support of the school's programs, practices, and learning

5.2: The school integrates activities with other Federal, State, and local programs that include helping students transition to high school and postsecondary schools or careers, parent center resources, and providing wraparound services that allows families to send their child to school ready and able to focus on learning. [ESSA §1116(e)(4)]

- Other programs such as Senior Orientation Night, Financial Aid Night, and College and Career Fair are collaborated with area colleges, universities, technical institutes, and the United States Military branches to share information with students and their families as they prepare for post-secondary education plans. WHS also conducts Get Real Here's the Deal as life-skills training.
- The school also encourages building communication between campuses and engages families in smooth transitions from one school to the next by raising families' awareness of procedures and relative information including expectations for students' achievement at pre-registration meetings. In 2024-2025 W.H.S. hosted a night for incoming Freshmen entitled "What's Next?" to learn about coming to the high school campus. This is a pre-registration night to allow students to become familiar with the curriculum and campus. This will continue for 2025-2026.
- Students have personalized learning pathways, flexible block scheduling, and work-based learning experiences (internships), and Senior exit conferences.
- Families are partners with staff and are involved in the decisions affecting course selection at pre-registration meetings annually that are facilitated by school and district staff.
 - **8th-9th registration meeting takes place annually in the WJHS cafeteria.**
Appointments may be made with counselors. For career planning and post-secondary opportunities see Section 5.2.
- Guest speakers share information on career paths and real-life skills needed in various careers through students' advisory period.
- HOSA, health occupation students and the Child Care Management classes participate in rotation with the hospital, clinics, and area daycare facilities to promote their career path programs and collaborate in district programs such as Farm to You in other schools.
- The high school has numerous clubs such as its Robotics team, eSports, Skills USA, FFA, ROTC, and others that collaborate with community and business leaders in clubs that enhance student achievement and learning.
- A Parent Resource Center is available with resources for parents and strategies to support student learning, allow parents to be engaged and meets families' needs. **See 4.3 for details.**

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

- The high school families can participate in a PTSA 9-12 organization that is for senior high school parents, and students. A membership drive is conducted annually. Sherry Breckenridge and Sandra Jones are liaisons to the PTSA. PTSA leaders are included in decision making for the district. PTSA funds a scholarship for a senior annually.
- PTSA normally provides a breakfast for the Senior Class each year.

6: Annual Title I Meeting (Title I schools)

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

Guiding Questions

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

[ESSA § 1116(c)(1)]

6: Annual Title I Meeting

6.1 The district-wide Annual Title I meeting is used to inform parents and families of the requirements of Title I, the school's participation, and the parents' rights to be involved in their child's education.

The school does this by:

- Notifying and advertising the Annual Title I meeting via newspaper, marquee, Facebook, radio, etc.
- Conducting a **district-wide Annual Title I meeting on September 11, 2025 at 6:00 p.m. in the Admin Boardroom.**
- At the Annual Title I meeting, district staff present a PowerPoint presentation of the Title I program and the school's participation and that outlines parents' rights. Information is shared on the curriculum in use, having highly qualified staff, the budget with funding allocations for federal programs and how the funds are spent, the Family and Community Engagement Plan and compact, national, state, and local education goals, the challenging State Academic Standards, the School Report Card, and assessments given to students.
- Parents' rights are shared including the right to request meetings, attend conferences, participate in children's educational decisions, see progress reports, keep the teacher informed about events and issues that affect a child's behavior or work at school, join the Parents' Advisory Council, schedule a classroom observation, see assessment reports, and ask for auxiliary aids and services to afford parents an equal opportunity to participate in the Title I, Part A programs as a disabled parent.

7: School-Parent Compact (Title I schools)

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

Guiding Questions

- **7.1: How does the School jointly develop a School-Parent Compact which does the following:**
 - Outlines how parents, the entire School staff, and students will share the responsibility

for improved student academic achievement

- Addresses the importance of regular two-way, meaningful communication through:
 - conferences (no fewer than 2 each year)
 - frequent reports on progress
 - reasonable access to staff
 - opportunities to volunteer
 - observation of classroom activities

[ESSA § 1116(d)]

- **7.2: How do families access the compact in order to understand the shared responsibility for improved student academic achievement?**
 - including parent-teacher conferences in elementary Schools, at least annually
 - Include a link or insert the language of the compact to demonstrate this requirement has been met.

[ESSA § 1116(d)(2)(A)]

7: School - Parent Compact

7.1 The school recognizes that parents/families are equal partners in students' education, therefore, the school has developed a compact that outlines the shared responsibility of parents, students, and staff for students' achievement; the importance of regular meaningful communication through conferences, progress reports, access to staff, volunteer opportunities, and observation of classroom activities. The school works with parents, staff, and students in creating and using a Title I School-Parent-Student Compact distributed by August 1, 2025 and signed by stakeholders using the following process:

[ESSA § 1116(d)]

- The **compact outlines that students should** attend school; families may monitor HAC and assignments, attend conferences and be engaged in parent events. Students attend school ready to learn and engage, complete assignments, and communicate with teachers, and share information with their family at home. Teachers are supportive of students and families and monitor students' progress to communicate and engage with families in an effective supportive environment.
- The compact addresses family/teacher communication on a continuous basis through **Parent/Teacher Conferences held two times a year on October 13, and March 17**, and regular communication between home and school in a language families understand.
- Frequent reports of **students' progress**,
- **Reasonable access to staff** through email, remind, and conferences or phone calls
- The district parent coordinator provides information to parent/family/community partners about volunteer opportunities at a District wide **Volunteer Orientation, (August 14, 2025, 9:00-9:30 a.m.)** as the requirements for volunteering in schools are explained and new ideas are solicited. Participants receive a Volunteer Handbook. This information is shared in schools' Title I FACE Plans too.
- **Volunteering** is one way that parents/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. Families may volunteer in various roles such as mentoring, helping in a classroom, being a guest speaker in classes, participating in parent workshops and orientation events,

- reading with a student, and participating in the school setting (see 4.4).
- Staff are encouraged to use the volunteer interest surveys and directory which lists volunteers' interests and availability to volunteer. The district parent coordinator secures volunteers for the schools through the district's volunteer program
- The compact becomes part of the Title I Family and Community Engagement Plan and is reviewed annually in the fall (September 23, 2025 and March 16, 2026), and revised as needed.**

7.2: Families access the compact in order to understand the shared responsibility for improved student academic achievement, including two conferences per year. This requirement is met by: [ESSA § 1116(d)(2)(A)]

- The compact is one of the means by which the school and families will build and develop a partnership to help children achieve the state's high academic standards.
- The compact is shared with families the first week of school by being sent home in hard copy. Parents sign documentation of viewing and discussing the compact with their child. Three attempts are made to collect the data.
- The compact is shared and discussed with families at parent-teacher conferences held two times yearly.

8: Reservation of Funds (Title I schools)

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

Guiding Questions

- 8.1: If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):***
 - How is the School spending those funds?*
 - How does the School determine the priority of how funds are spent?*
 - Who is involved in determining that?*

[ESSA § 1116(a)(3)(A)]

- 8.2: How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?***

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

8: Reservation of Funds (Title I schools)

8.1 The school uses Title I, Part A funds set-aside for parent and family engagement programs and activities. [ESSA § 1116(a)(3)(A)]

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

development. In 2024 the “Propio” language translation program was purchased for use with ELL students and families

- The school determines the priority of how funds are spent according to the schools with the highest needs focusing on sub-populations such as homeless, foster, migrant, economically disadvantaged, highly mobile, special needs, etc.
- Wynne High School uses family engagement funds to support at least one of the five areas approved by law.
- The allocation of funds is determined by the federal program’s coordinator in collaboration with the assistant superintendents, building administrators, district parent coordinator and building parent facilitator.

8.2 Wynne High School provides opportunities for parents and family members to be involved in providing input into how the funds are used by:

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

- **Participating in Parents’ Advisory Council Meetings, other committee meetings, and offering suggestions.** PAC meetings encourage K-12 parents to share needs and suggestions to promote student achievement, review the school participation in the Title I program and use of funds. PAC officers and district staff facilitate meetings.
 - See Calendar for specific dates

p.m. at Administrative Services

Assurances

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

✓ **A.1:** The School understands that annually by August 1, the public School’s Engagement Plan shall be developed, or reviewed and updated.

[ADE Rules Governing Parental Involvement Section 3.02.3]

✓ **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:

- the School Engagement Plan
- a parent-friendly explanation of the School and District’s Engagement Plan
- the informational packet
- contact information for the parent facilitator designated by the School.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]

✓ **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]

✓ **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]

✓ **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District’s Engagement Plan summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

✓ **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:

- to help organize meaningful training for staff and parents,
- to promote and encourage a welcoming atmosphere, and
- to undertake efforts to ensure that engagement is recognized as an asset to the School.

[A.C.A. § 6-15-1702(c)(1-2)]

✓ **A.7:** The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.

[A.C.A. § 6-15-1702(b)(6)(B)(ii)]

✓ **A.8:** The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.

[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

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

[ADE Rules Governing Parental Involvement Section 3.02.2]

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

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

[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

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

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

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

[A.C.A. § 6-15-1702(b)(6)(B)]

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

[ESSA § 1116(a)(3)(D)]

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

[ESSA § 1116(b)(4)]

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

[ESSA § 1116(c)(4)(C)]

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](#)

School Name:	Wynne High School
School Engagement Facilitator Name:	Sandra Jones
Plan Revision/Submission Date:	May 22, 2025
District Level Reviewer Name, Title:	Stephanie Lyons, Assistant Superintendent
District Level Approval Date:	

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)
Dusty	Meek	Principal 9-12
Tommie	Westbrook	Assistant Principal 9-12
Clark	McBride	Dean of Students 9-12
Sandra	Jones	Parent Facilitator 9-12
Leanna	Burton	Mental Health Counselor
Sherry	Breckenridge	District Parent Coordinator
Dr. Sandra	Smith	Federal Programs Coordinator
Lori	Bundren	Parent 9th
Mercedes	Kellum	Parent 9th
Myra	Byers	Parent 9th
Christine	Williams	Parent 10th
Jessie	Wilson	Parent 10th
Kimberly	Beavers	Parent 10 th
Elizabeth	Mills	Parent 10th
Kristy	Davis	Parent 11th
Michelle	Wingo	Parent 11th
Kathryn	Broadbent	Parent 11th
Kisha	Scott	Parent 12th
Kara	Meredith	Parent 12th
Jenna	Earls	Parent 12th

Jennifer	Warren	Parent 12 th
Aliana	Irby	11 th Student
Jed	Yates	12th Student

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