DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2025-2026

In support of strengthening student academic achievement, the Fayetteville City School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the district's expectations and objectives for meaningful parent and family engagement and describes how the district will implement a number of specific parent and family engagement activities.

The Fayetteville City School District agrees to implement the following requirements as outlined by Section 1116**:**

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation between parents and family members of participating children.

- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.

- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of families with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under

Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language families understand.

- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the families of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state department of education.

- The school district will be governed by the following definition of family engagement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

  Family engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

  (A) families play an integral role in assisting their child's learning;

  (B) families are encouraged to be actively involved in their child's education at school;

  (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

  (D) other activities are carried out, such as those described in Section 1116 of the ESEA.

JOINT PLANNING AND DEVELOPMENT OF THE POLICY

It is important to the Fayetteville City School District that all stakeholders be involved in the decisions and actions designed to make the Fayetteville City School District the best it can be. Research shows that school aged children spend 70 percent of their time outside of school. Therefore, it is imperative that our schools have the support and backing of our families. Research also shows that the support from parents is the most important way to improve the schools. The purpose of the Family Engagement Policy is to outline the process and action steps needed to actively involve parents and families in their child's education. The Parent and Family Engagement Policy ensures that parents play an integral role in the development and implementation of the Parent and Family Engagement Plan. This plan ensures that parents and families become active stakeholders, not only in students' educational experiences, but also in the decision-making process outlined to improve the academic success of their child.

The Fayetteville City School District contracts one parent involvement coordinator from each school to facilitate and coordinate the implementation of the Family Engagement Policy. A Parent Involvement Committee is formed at the district and school level. Parents are given the opportunity to serve on this committee based on a survey disseminated at the beginning of each year. This Parent Involvement Committee consists of at least three parent representatives from each of the schools, teachers, community members, counselor, EL teacher, security resource officer and district/school administration. The Parent Involvement Committee meets at least two times a year to revisit the needs assessment for each school, analyze the parent surveys, develop sections of the Parent and Family Engagement District Plan using parent survey data, make additions or changes to the Plan, discuss and edit the Family-School Compact as needed, and monitor progress in the district plan's effectiveness. Gathering input from our families is a very important component of the District Plan. Therefore, Parent Surveys are an integral part of the development of the District Family Engagement Policy. Parent surveys are disseminated in a variety of ways. These surveys are placed on the schools' Facebook pages, on the Website, and paper copies provided through the office. Parents are given opportunities to rate different aspects of the school, mark areas where they want to be involved, give open-ended feedback on the strengths and needs of the school, and provide input in the decision-making of how funds should be allocated. This survey data is collected and posted on the district and school websites and copies provided at the school level.

One of the driving forces of parent and family engagement is the Family-School Compact. This compact outlines the responsibilities of the school, parent, and student. The District Level Parent Involvement Committee meets annually to review the Compact and ensure that it meets the ever-changing needs of parents and students within the district. Family-School Compacts will be stored in the individual classrooms to reference as needed. The district Parent and Family Engagement Plan is placed on the district website and copies will be kept in the libraries of the individual schools to check out and/or reference. The district level Parent and Family Engagement Plans is disseminated to the schools and shared with the school-based planning teams. The schools will be responsible for sharing the plan with their perspective stakeholders.

Each school in the Fayetteville City School System develops a School Improvement Plan that is developed and monitored by a School Improvement Planning Team. It is important that parents serve on this committee to ensure that schools are involving parents in the decision-making and planning stage. Parents are recruited through surveys and PTO meeting venues to serve at the school level along with teachers, staff, students, and administration.

The Fayetteville City School System has worked diligently to develop thorough and diverse methods of communication. Communication is conducted through the traditional means of mass email distribution, School Messenger (a phone call-out program), Remind 101 (a free text messaging app), and the schools' Websites. Social media formats such as Facebook and Twitter also serve as a valuable and immediate form of communication. These venues provide multiple two-way opportunities for success when trying to communicate and gather feedback from parents.

The Fayetteville City School System realizes the importance of providing flexible meeting times and days for parents to ensure that schedules and work hours are considered. Therefore, meetings for parents may be offered as early as 7:00 a.m. and as late as 6:00 p.m. to afford parents the opportunity to attend according to their home and work schedules. Some of these meetings are held during the Parent-Teacher Conferences each semester and on special Parent Training Nights. Meetings are also offered during the day and after school. On occasion, live streaming and google classroom are used to communicate with families.

Communication is equally important for the families who have limited English. A certified EL teacher serves on the Parent and Family Engagement Committee and keeps the schools abreast of families who need additional assistance with communication consisting of translation and information dissemination. Home-Connect flyers are provided to EL families and translators are also available to assist with parent conferences as needed.

TECHNICAL ASSISTANCE:

The Fayetteville City School District will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools. This will assist in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The Fayetteville City School System acknowledges the importance that community stakeholders have in supporting and assisting the schools as well as the homes. Employers, business leaders, philanthropic organizations and local churches are an integral part of the school and serve as a valuable resource for our families. The district ensures that members of the business and

service community serve on the district-level, Parent Involvement Committee. These community members consist of business owners, church advisors, college, and health and human service professionals. The committee also consists of parent representatives from various grade levels and departments. One certified teacher/administrator from each school is contracted to facilitate the implementation of the Parent and Family Engagement Policy/Plan as well as the coordination of these organizations.

At the beginning of the year, parent surveys and PTO meetings are used as a recruiting platform to encourage parents and community organizations to serve on the district-level Parent Involvement Committee. The committee provides support on the development of a district-level survey used to gain input on the strengths and needs of our schools. The Parent Involvement Committee also works together with school personnel to analyze the family-school compact to ensure that it is unique to our system and addresses the areas within the school that need strengthened. A parent-teacher committee has been established and meets once a month to discuss the needs and celebrations of our schools. This committee is also designed to help with the decision-making and the implementation of parent involvement activities needed based on the needs and events centered around the individual schools. A community and parent minority group also meets with the Superintendent once a month.

The Fayetteville City School District requires the schools to hold one or more family engagement activities within the year devoted to the coordination of community organizations and business leaders to come into the schools for a Family Care Fair to provide families access to vendors and booths where they can ask questions and receive valuable information. Some of these organizations include Juniors House, Hands of Mercy, Motlow and TCAT, Centerstone, Clothe Our Kids, Local Churches, and Junior Pro. Family Care Fairs- allows for open two-way communication with outside agencies to see the needs of families up close and personal.

The District realizes the ongoing need to keep teachers, faculty, and staff abreast of the needs of our families; therefore, training is provided during the summers to address these needs. Over 10 hours of training on Emotional Poverty was provided to the FCS staff over the past two years. This training was conducted by Ruby K. Payne, who conducted the research and wrote the book, *Emotional Poverty In All Demographics*. This training provided valuable strategies and techniques for how to reduce anger, anxiety, and violence in the classroom. This past year, professional development was provided to include sessions conducted by Brian Mendler on "Motivating and Managing Hard to Reach Children."

The Fayetteville City School System has worked diligently to develop thorough and diverse methods of communication. Communication is transmitted through the traditional means of mass email distribution, School Messenger (a phone call-out program), Remind 101 (a free text messaging app), two-way Home-School Connect flyers, and the schools' Websites. Social media formats such as Facebook and Twitter also serve as a valuable and immediate form of communication. Of course, the most important form of communication is through face-to-face interaction. Therefore, the Parent Involvement Committee discusses and implements ways to get parents into the school building through various school and community activities. These venues provide multiple two-way opportunities for success when trying to communicate and gather feedback from parents. Google Principal "Talks" for weekly updates as well as student broadcasting systems have been established at each of the schools. These are posted on the Websites and Facebook.

ANNUAL EVALUATION

The Fayetteville City School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by families in activities (with particular attention to families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The Fayetteville City School District will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective family engagement, and to revise, if necessary, its parent and family engagement policies.

The Fayetteville City School System's Parent Involvement Committee will meet at least two times during the year to evaluate the effectiveness of the plan to ensure that it is adequately meeting the needs of our families. An extensive needs assessment will identify strengths in the current parent engagement system as well as barriers that prevent parents and families from being active participants in the school environment. This committee will take into consideration parent input before developing and planning parent involvement activities. The data from the surveys is what will drive the school-based Parent and Family Engagement Plan. The surveys

are carefully designed by the schools within the district to reflect both parent and school needs. The evaluation of this survey will also include the way determining the value of each question (multiple choice and open ended) as well as determining whether it is written in a format and language that all families can understand. Once these surveys have been distributed in multiple formats, online and pencil paper, the data and parent responses will be carefully analyzed to determine changes/additions for the district and school-based plans.

Each school within the district will use the data they have collected to create a Parent and Family Engagement Plan unique to their school. Schools will also design a school-parent compact that outlines how parents, school staff, and the students will share the responsibility for improved student achievement, as well as the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. This parent-teacher compact is reviewed by the Parent Involvement Committee each year to determine changes or additions. In the spring semester of each year, a Parent and Teacher Survey will be distributed to parents and staff members which will give stakeholders the opportunity to provide suggestions for improving school-parent relationships and responsibilities in improving academic achievement for students. Copies of the signed compacts will be kept in the homeroom teachers' classrooms.

Fayetteville City Schools will utilize Language Link telephone translation and translators to eliminate barriers for limited English Proficiency parents.

The Fayetteville City School System will make provisions for schools to provide an overview of the instructional plans used within each grade level during parent curriculum nights and/or open house venues. Parents are given opportunities to ask questions and provide input. Schools will conduct an annual meeting which provides an overview of assessment data, academic goals and the performance of each school.

The district plan will outline the expectations for its schools to ensure that the family engagement policy is implemented by all schools. Each school will maintain a Parent Involvement Plan unique to their individual schools and needs. School plans will be modeled after the district Parent and Family Engagement an in order to maintain consistency and cohesion within the system Fayetteville City Schools community. Dissemination and access to these plans will be outlined within the plan. The assessment will include parent/family panels, parent surveys and analysis, documentation of participation/attendance in meetings and

events, and evidence of opportunities for parents to be involved. Plans will be evaluated by the district level Parent Involvement Committee in the fall of each year. In the spring, each school will present data to document the effectiveness of the school-based Parent Involvement Plan.

RESERVATION OF FUNDS

The **Fayetteville City School District** will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

COORDINATION OF SERVICES

The Fayetteville City School District will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs: such as Title I, Title II, Title III, Voluntary PreK Lottery funds, and the 21st Century afterschool program grant. Homeless Grants through Title I will also allow for home to school visits by a group of educators reaching out to our families and provided needed clothing, supplies and materials. All of these funds and resources are coordinated to encourage and support families in more fully participating in the education of their children.

Several monetary sources are integrated into the financial management and instructional program at each of the schools. Types of funds include Title I, Title II, Title III, and Homeless set asides. All funds and/or resources support the goals of the Parent and Family Engagement Plan. Title I funds are used to pay for teachers and instructional assistants to supplement the regular academic program. Fayetteville Middle School and Ralph Askins Elementary School use Title I funds to pay for reading and math interventionists. The addition of the interventionist supplements the regular academic program by assisting students who are at risk for failure in reading and math. The math and reading interventionists provide extra support during tier one instruction to at risk students as well as special education students in the general education classroom. IDEA and Title II funds are coordinated with Title I funds to provide professional development for the faculty and staff of the schools. This professional development has included emotional poverty training and sessions on motivating/managing hard to reach children. These trainings help faculty and staff emphasize with and better connect and engage with families to effectively engage with our schools and participate in their students' education. Title III funds contribute to materials and supplies needed for our ELL families. General funds and grants secured at the local level from local sources from the district level contribute to the overall instructional program of the school.

Efforts focus on maintaining healthy and safe environments at all schools in the Fayetteville City Schools System. The school coordinates and integrates funds from the Child Nutrition Program

to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for the Free/Reduced priced lunches and applications are processed at the central office to determine eligibility. Funding supports the hiring of three security resource officers who are assigned to each of the schools. A full time nurse is assigned to each school to ensure the health and wellness of our students and the communication of medical needs/concerns to parents. In addition, each school has a school counselor and Title monies fund a system-wide social emotional counselor to help meet the intricate needs of students and their families, sometimes by coordinating with outside agencies.

Before and after school programs are provided with 21st Century grant monies to assist parents who work and require before and after school assistance with childcare. Pre-K programs are also funded through IDEA. IDEA monies are also coordinated to provide training and materials to help our Special Education department communicate and engage effectively with families of students with disabilities. A home-visit team is established at each school to provide school to home interactions and resources and to serve as wellness checks. These home visits will be conducted three times during the year.

Over the past two summers, Ralph Askins Elementary School has received funding from state grants to conduct reading summer camps for at-risk students to improve reading fluency. Parent days were incorporated into these camps to model learning and provide additional information on strategies for families to assist their children at home. This past year, the middle school was also involved in a summer camp to build the skills and gaps for any learning lost as a result of the pandemic.

Establishing a smooth transition from different levels of schooling is important in the Fayetteville City School System. Therefore, carefully designed transition processes are in place. Five PreK classes are developed to provide a firm foundation of early literacy and numeracy before entering Kindergarten. Students moving from the elementary school are invited to the middle school at the end of each school year. This visit includes a guided tour of the facilities and classrooms where they are given the opportunity to meet the teachers and staff. They also get to participate in the viewing of the middle school drama performance. The middle school students transitioning to high school have a variety of opportunities within the year to socialize and participate within the high school setting. These opportunities include guided tours, meet and greet days with teachers and staff, attending pep rallies, and participating in water fun days at the end of each school year. The high school students pursuing college and careers are given multiple opportunities throughout the school year to explore their interests. These include college fairs, GEAR UP grant events, FAFSA informational nights, and hands-on experiences working in areas of interests.

BUILDING CAPACITY OF PARENTS AND FAMILY MEMBERS

The Fayetteville City School District is committed to building the schools' and parents' capacity for strong family engagement, in order to ensure effective involvement of parents and family

members and to support a partnership among its schools in order to improve academic achievement. The Fayetteville City School District will, with the assistance of its schools and families, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and schools.

At each of our schools, we feel it is important to include all stakeholders in the decisions and action steps designed to make our school the best it can be. Research shows that school aged children spend 70 percent of their time outside of school. Therefore, it is imperative that our schools have the support and backing of our families. Research also shows that support from parents is the most important way to improve the schools. The School Improvement Plan includes a section on Parent and Family Engagement. This plan ensures that parents play an integral role in assisting their child's learning as they take part in the decision-making process used to improve the academic success of their child.

A Parent Involvement Committee is formed at the school level. Parents are given the opportunity to serve on this committee based on a survey disseminated at the beginning of each year. This Parent Involvement Committee consists of at least three parent representatives from each of the schools, teachers, community members, counselor, security resource officer and district/school administration. The Parent Involvement Committee meets at least two times a year to revisit the needs assessment for each school, analyze the parent surveys, make additions or changes to the Parent and Family Engagement Plan, discuss and edit the Family-School Compact as needed, and monitor progress in the district plan's effectiveness. Gathering input from our families is a very important component of parent engagement. Therefore, Parent Surveys are an integral part of the development of the Family Engagement Plan. Parent surveys are disseminated in a variety of ways. These surveys are placed on the school Facebook page, on the Website, and paper copies provided through the office. Parents are given opportunities to provide input toward the goals of our school, the volunteering that they would like to do, the parent training that is needed and input on how funds should be allocated.

<u>RALPH ASKINS ELEMENTARY SCHOOL</u>

Ralph Askins School values the partnerships shared between the community and our families. The School Improvement Planning team meets several times during the year to ensure that we are meeting the needs of our families and providing a variety of avenues to include family and community in engagement activities. Four academic-based parent and community engagement venues are implemented each year to ensure that parents and families are getting information regarding their children's academic progress. The Parent-Teacher Organization (PTO) also serves as an active force at RAS providing a variety of family engagement events throughout the year as well as providing a platform for parents to volunteer in the school setting. PTO meetings are held once a month and provide a way for parents to participate in the decision-making process and to collectively share ideas. Parents are also encouraged to serve on committees within the school as their schedules permit. Other

school events are designed to bring the families and community together to school pride and build family involvement. These include Fall Blast, Tiger Track Break-Out Days, House Events, Open Houses, Mother/Son and Father/Daughter Dances, Informational Nights, Math Nights, Community Involvement Fair, and Reading Toolkit Nights.

Since many of our students live with extended family members and grandparents, it is important that we open our doors to all members of the family. RAS has found that the grandparents of our students prove to be, not only supportive of student learning, but have the biggest influence within the family core. Therefore, we devote the month of September to our Grandparents by including them in the *Muffins and Memories Day*. This past year, we had over 525 grandparents walk through our classrooms to share pieces of their past with our students. Videos of these events were captured during this three-day venture and were posted on our website and social media outlets for everyone to see. During these meetings, we were able to share a synopsis of our goals and challenges with Grandparents soliciting their support. One of these goals included our Attendance Rate and the need to improve daily attendance among our student body.

Parent-Teacher Nights also prove to be an effective platform for engaging our parents in the academic goals outlined by the School Improvement Plan. Teachers meet with all parents using a rotating, one-on-one approach where student academic progress and intervention strategies are shared with families. RAS had over 285 parents attend this event. A community fair was provided to the parents where a variety of community partners and service organizations were set up in the lunchroom to share information and provide resources to our families. Cokes, candy and popcorn were also given away to families who attended the different booths. Skyward training, I-Ready and TNReady analysis training was also provided to parents on this night by the interventionists and administration.

The first annual RAS Junior Pro Basketball Program has brought our community and families together in a fun, family competitive spirit. This program provides something for everyone. Students of all ages are invited to participate and play on a team. Family members are encouraged to coach the various teams. Teachers and staff members volunteer their time on Saturdays to man the gate, help with parking, work the time clock, and serve concessions. This was a big success last year and will continue into the upcoming school year. It has proven to be a great way to bring families together over the weekend.

Parent Surveys reflected a need for informative meetings to be provided for our families to teach reading strategies for parents to use at home with students. Therefore, a special night was dedicated to parents called **Parent Toolbox 101: Tools That Build Better Readers**. This night will consist of 20 minute alternating mini-sessions devoted to a variety of reading strategies for parents. Parents had the option to attend different sessions that address the individual needs of their children. Session topics include:

- Effective ways to read with your child
- How to understand the assessments (AimsWeb, TNReady, and STAR)

- What is Nonsense Word Fluency?
- Tapping Out With Tiles Phonics Lesson
- SonDay Intervention Curriculum
- How to overcome barriers with reading
- What is RTI?
- Vocabulary and language building
- Selecting the right books for your Child
- English as a Second Language…How I can help my child

Childcare is provided during these parent nights to allow parents uninterrupted learning. Activities and refreshments are provided to the students.

Math nights are coordinated with the January Parent-Teacher Conferences. This night consisted of Family Math Games, I-Ready Math, and Conquering Math Anxiety. Door prizes and goody bag incentives are provided at each session parents attend.

As students enter fourth grade, we encourage leadership and community partnerships. Therefore, students get the opportunity to become a part of the Beta Club, the Amazing Shake, and the 4-H Club. Parents are encouraged to join induction ceremonies as well as special days where we acknowledge for their participation and leadership responsibilities unique to these initiatives and clubs.

Due to the pandemic and the restrictions placed on our schools to ensure healthy and safe school environments, the passage of parents into our school buildings was very limited. However, creative platforms were created to establish a consistent communication with our families which include virtual parent trainings, lunch programs, virtual school options, and virtual parent and teacher conferences.

FAYETTEVILLE MIDDLE SCHOOL

Fayetteville Middle School recognizes the importance of partnerships formed with parents, stakeholders, and other community organizations. Our school improvement committee meets several times during the school year to ensure we are meeting the needs of families and providing a variety of family engagement activities during the school year. FMS convenes an Annual Title I meeting at the beginning of each school year. Our parent involvement committee meets at least two times annually to review needs assessments for each school, analyze the parent surveys, make additions and/or changes to the Parent and Family Engagement Plan, discuss and edit the Family-School compact as needed, and to monitor progress in the district's plans effectiveness. Gathering information from parents/guardians is a very important part of the Family Engagement Plan. Therefore, parents are given the opportunity to complete a parent survey during the school year. These surveys are placed on the school's website and paper copies can be found in the school office. The surveys give parents the opportunity to make suggestions on how funds should be allocated, trainings needed, goals for our school, and volunteer opportunities they would like to participate in.

In addition to our Annual Title I Parent Meeting, FMS host at least four events geared to Family/Parent Engagement throughout the school year. A Chrome Book Parent/Student night was scheduled at the beginning of the school year. Chromebook parent agreements were signed, deposits paid, and Chromebooks assigned to seventh and eighth grade students. In September a PowerSchool informational meeting was held and parents were given login information and presented with information about Power School, and how to download and use the Power School app on smartphones. The Amazing Shake was held in February. Participating students competed in a practice round with Fayetteville High School students, then a preliminary round with guest judges using special guidelines. Students advancing to the final round competed for the Amazing Shake trophy. The students' families and parents were invited to attend the final round. A TCAP informational meeting will be held prior to the start of TCAP testing. Information will be offered to help parents understand the importance of TCAP testing and ways they can help their student(s) be successful on state testing.
Other school events are designed to bring the families and community together to show school pride and build family involvement. These activities include but are not limited to, athletic events (football, soccer, basketball, swim, baseball, and softball), Tiger Break Out Day, Open House/Parent orientation, Eighth Grade Night, Beta Club Induction Ceremony, and FMS Drama presentation each spring. Teachers, along with parents, guardians, and extended family members are encouraged to attend these activities.

Parent-Teacher conferences are held twice each year. These conference times allows parents/guardians to discuss student's academic goals. Teachers meet with parents one-on-one to discuss academic progress and intervention strategies if appropriate. Parent surveys reflected a need for better communication. Currently, FMS uses a wide array of communication methods that include Remind app, teacher web pages that are updated in a timely manner, school web pages, Facebook, Twitter, LED sign in front of the school with important information scrolling, and robo call technology to distribute urgent and/or important information to all parents and students in a prompt manner.
Fayetteville Middle School recognizes the importance of smooth transitions between elementary school and middle school. Fourth grade students visit and tour FMS each May. During the tour of FMS, students meet administration, faculty, and staff. As special guests, the fourth graders are invited to a special presentation of the school play presented by the FMS Drama Department.

As our eighth grade students transition to high school, Fayetteville High School hosts a Freshman Forum each spring to introduce students to administration, faculty, and staff. After spring commencement, eighth grade students are invited back to FHS for an afternoon of fun and games. The time invested by FHS helps to ensure a smooth transition from middle school to high school. Several eighth grade students also participate in Project Lead the Way, a STEM program, and Algebra I at FHS. These two course offerings also help initiate a smooth transition between FMS and FHS.

Additionally, FMS eight graders and their families are invited to participate in an eighth grade trip each May. This trip coincides with the end of the school year. The trip usually involves historical landmark stops in Washington D.C. and/or New York City area, reinforcing standards taught in eighth grade social studies.

COMMUNITY SERVICES AND PARTNERSHIPS

Collaborating with the community and utilizing resources and services to strengthen school programs is imperative to improving student learning and strengthening family practices. Since Fayetteville City is a small district, there is tremendous access to community partnerships. Some of these programs include Centerstone, Motlow, TCAT, South Central Human Resource Agency, Head Start, Juniors House, Hands of Mercy, the Boy Scouts, the Public Library, Angel Tree, ESL classes through local churches and outreach ministries, and Clothe our Kids. Our granny program also allows our elderly helpers to come into the school to assist our teachers and students. Our community organizations are vital to the success of our school and are invited to our schools for most events as a resource for our families. Many of our families rely on these agencies for food, clothing, mental and physical health, and family crisis.

BOBS Bags, provided by the local church, are given to our students at the end of each week to ensure that they have food in the homes. Clothe Our Kids works with the RAS counselor to provide shoes, clothes and coats for at-risk students. Motlow and the TCAT are a driving force to extend our parents' education to allow for a career path that will sustain their needs. Centerstone partners with RAS to provide mental health care and addiction treatment to our students and families. Hands of Mercy is an inter-denominational community outreach that is supported by local churches to provide personal hygiene items, children's school supplies, and home furnishings to those in need. Angel Tree works closely with our school to provide Christmas gifts to students whose parents need help providing Santa. The School Bank also partners with Fayetteville City Schools to provide students with the opportunity to open their own bank accounts and deposit/withdraw money at the school once a month. Clubs and Organizations are also established at the different schools to keep students involved in outside activities such as Glamour Girls, Boy Scouts, Beta Club, RASM-Refined and Social Men Club, and Garden Club. These clubs are usually teacher sponsored but they incorporate businesses into their activities. These are just a few of the many community partnerships that support our school.

DECISION-MAKING AMONG TEACHERS

Teachers are actively involved in the process used for assessing students. Teachers attend meetings each month that target specific areas to improve academic performance among our students. Depending on the nature of the meetings, the formats vary from grade level meetings, cross-curricular meetings, data meetings, PLCs, faculty meetings and professional development sessions. In each of these meetings, the assessment data is the driving force used to determine the instructional strategies needed to target our academic school-wide goals. Student academic performance is always at the heart of each meeting. Monthly data meetings provide the greatest insight into the assessments that are used at RAS. AimsWeb is used across

all grade levels to provide a screening tool for our Tier groups as well as a benchmark assessment to monitor student progress. Teachers agree that a common assessment is needed to monitor reading fluency as students transition through the grade levels. The CASE assessment is also used as a benchmark assessment for Reading and Math in grades 2-4. Teachers agreed to utilize these assessments since it closely resembles the end of year state assessments/TNReady. The CASE assessment has proven to be a valuable resource for teachers as they analyze and teach the standards. Other assessments are used among grade level teams as they see fit. For example, Kindergarten teachers collectively developed their own informal benchmark assessment based on their units of study that provide insight into student progress. Assessments across grade levels include STAR Reading, I-Ready Reading/Math, PASS, PWRS and other diagnostic assessments that teachers deem beneficial toward student learning.

Teacher input is always important to school improvement. Therefore, we value the information that is gathered in these meetings as we work collectively to develop action steps toward improvement. Teachers are given opportunities throughout the year and into the summer to meet with their grade levels and research curriculum as well as assessments. These meetings determine which curriculum is most beneficial to their students and which assessments give teachers the best insight into strengths and weaknesses in student learning. For example, a first grade teacher had heard about a scientifically research-based program called *Tapping Out with Tiles*. She discussed this with the school improvement committee along with administration and suggested that a team of teachers at RAS visit a school using it. After the visit, we collectively agreed that this phonics system would benefit student learning, so we attended training to implement the program in our K-2nd grade classes. Most assessments are closely tied to the curriculum used within the grade level; therefore, when selecting a curriculum we also review the attached formative assessments.

Grade level meetings and data meetings provide a platform for teachers to express their views toward the formative assessments used in the classrooms. There are times when teachers voice concerns and opinions surrounding the difficulty of an assessment, the lack of information they get from an assessment or even the number of assessments that are given during the year. This information and feedback is used to evaluate and make changes to our action plans toward school improvement. Additionally, surveys are conducted throughout the year and these results are used in the decision-making process.

Teacher representatives from each grade level serve on the Schoolwide School Improvement Planning Team. Teacher input on assessments and curriculum is shared at these meetings to determine is what we are currently using at RAS reflect improvements toward our schoolwide goals in reading and math.