

Terrell Independent School District

W. H. Burnett Elementary

2021-2022 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: October 18, 2021

Mission Statement

The mission of the Terrell Independent School District, a community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment; challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

W. H. Burnett Elementary is committed to providing a high-quality early childhood education where students meet or exceed their goals in all developmental areas.

Value Statement

Established in 1883, Terrell Independent School District has a proud history of providing quality education to students. It is our belief that the future of our community, state, and nation hinges on the quality of the student being educated by our school system. Terrell ISD is located east of Dallas, has an approximate enrollment of 4,961 students served by nine campuses.

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at www.terrellisd.org. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus plan.

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Comprehensive Needs Assessment

Revised/Approved: October 18, 2021

Demographics

Demographics Summary

W.H. Burnett Elementary serves as an Early Childhood Education campus with pre-kindergarten three-year-old students, Head Start four-year-old students, and pre-kindergarten four-year-old students.

For our 2020-2021 school year, W.H. Burnett Elementary was comprised of the following student demographics: African American - 25.63%, Hispanic - 46.64%, White - 22.69%, American Indian 0.00%, Asian - 0.42%, Two or More - 4.62%, Hawaiian/Pacific Islander - 0.00%. Student demographics for programs include: Limited English Proficient - 25.4 %, Special Education - 6.8%, Economically Disadvantaged - 100%, At Risk - 25.4%, Homeless - 0.0%. Demographics of Gifted and Talented - 0.00%, CTE - 0.0%, Dyslexia - 0.0% are not customary at this age as testing in these areas is not yet age appropriate.

W.H. Burnett Elementary is dedicated and committed to providing a high-quality early childhood education building a strong child-centered educational foundation. In order to continue this vision, we implement a research-based curriculum and monitor student performance using Circle Progress Monitoring, report card data, and classroom observations. A family engagement plan that serves the needs of the families in Terrell is utilized. We evaluate our program annually using a program evaluation model/tool. Finally, we provide professional development for teachers and staff focused on early childhood best practices to build content knowledge and supply a "toolbox" of effective instructional strategies. Our campus continues to utilize the Conscious Discipline techniques, Fill a Bucket weekly recognition, and initiate the Bridges out of Poverty strategies in order to bring multicultural awareness, embrace diversity, and build a culture of trust and respect. W.H. Burnett Elementary continually addresses the needs of economically disadvantaged students, EL students, and other special student populations. A continued effort is maintained to have staff demographics match student demographics in terms of teacher and staff recruitment. Parent support and training increases parental involvement and knowledge to create a strong parent partnership that will enhance a child's learning experience at W.H. Burnett.

Demographics Strengths

- WHB offers both half and full-day programming to three and four-year-olds.
- Enrollment and registration were offered in various formats with flexible hours including daytime and evening hours.
- 83% of certified teachers are ESL certified.
- Parent Expos (parent nights) are offered virtually with an average attendance of 50 participants for each expo offered.
- Per end of year CLI assessment, the following demonstrated mastery of pre-reading skills assessed:
 - All students: 89.8%
 - AA: 96.7%
 - H: 80.9%
 - W: 90.7%
 - SPED: 82.8%
 - EcoDis: 91.2%
 - EL: 84.4%

- Per end of year CLI assessment, the following demonstrated mastery of mathematical skills assessed:
 - All students: 86%
 - AA: 89%
 - H: 80%
 - W: 88%
 - SPED: 58%
 - Eco Dis: 83%
 - EL: 57%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Decreased enrollment over the past two years from 384 students to 217. **Root Cause:** Parents' concerns regarding COVID-19 and student wellness at school.

Student Learning

Student Learning Summary

Children's Learning Institute (CLI) 2021 EOY Data: Phonological Awareness

Teacher	ALL Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)
Total	89.78%	96.67%	80.94%	90.67%				100.00%	82.81%	91.18%	
HS Average	97%	100%	85%	88%				100%	92%	97%	
PK4	91%	100%	85%	92%				100%	80%	87%	
PK3	87%	88%	88%	92%				100%	81%	87%	
All 4s	94%	100%	85%	90%				100%	86%	93%	

Children's Learning Institute (CLI) 2021 EOY Data: Math

Teacher	ALL Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)
ALL	86%	89%	80%	88%				90%	58%	83%	
HS	93%	96%	96%	88%				100%	75%	93%	
PK4	83%	83%	62%	97%				75%	27%	76%	
PK3	77%	81%	70%	80%				100%	63%	76%	
All 4s	89%	92%	82%	92%				83%	53%	86%	

Rapid Letter Naming

2019 EOY

74%

2020 MOY*

70%

2021 EOY

82%

	2019 EOY	2020 MOY*	2021 EOY
Vocabulary	65%	84%	65%
Syllabication	51%	28%	63%
Onset & Rime	57%	30%	68%
Alliteration	42%	17%	44%
Rhyming	48%	18%	61%
Phonological Awareness Overall	81%	*	93%
Rote Counting	48%	31%	61%
Shape Identification	70%	64%	73%
Number Discrimination	78%	66%	79%
Number Naming	60%	50%	72%
Counting Sets	67%	47%	71%
Operations	33%	22%	49%

To continue to increase student achievement in all areas, W.H. Burnett Elementary will continue to provide ongoing staff development on specific Pre-Kindergarten guidelines during collaborative team meetings. In order for the campus to address using the curriculum with fidelity, classroom teachers and instructional aides must receive training on the Pre-Kindergarten guidelines. Data is analyzed during collaborative team meetings to ensure students are reaching their developmental area goals. Professional development focuses on building the capacity of teachers through the use of the NIET TLR rubric dimensions and subject-specific content development through the use of various resources such as, but not limited to, SAVVAS materials, the literacy continuum published by Fountas and Pinnell, and the Pre-K Outcomes Framework from Region 10. We will build student and parent libraries and provide support for how to use the provided libraries. Using research on early childhood learning, classrooms have been transformed into experiential learning spaces where students are immersed in a theme, such as the Jurassic period, camping grounds, the zoo, under the ocean, in a community, and at the big top. A focus on language and literacy layered with numeracy practice and connections to real-world exposure and experiences is evident through the child-centered intentionally planned lessons and independent practice stations.

W.H. Burnett Elementary's campus goal is communicated to all stakeholders. Goals are implemented and monitored during collaborative team meetings in order to build the instructional capacity of all classroom staff. Students are assessed using CLI's progress monitoring tool at the beginning, middle, and end of the year. Student progress is verified and communicated via report cards and teacher observations.

The Tiger STEM Lab will continue to bring focus on Science, Technology, Engineering, and Math. Students will have the opportunity to experience content integrated projects that focus on literacy objectives.

A systematic MTSS process continues with consistency and fidelity to monitor student academics, behavior, and attendance. Teachers and staff facilitate student awareness of academic and behavioral expectations, and teachers work to track student data and progress using daily/weekly checklists. Data

collected is utilized for parent conferences, ARDs, 504, and SST meetings as well. Student data is analyzed and addressed to adjust instruction to meet the needs of all learners.

Student Learning Strengths

- 100% of teachers utilize the Learning Outcomes Framework in order to better understand the scope and sequence of PKG & vertical alignments.
- Common Formative Assessments are implemented in 100% of classrooms to assess student growth.
- Scheduling changes allow for better chunking of whole group and small group interactions.
- 100% of teachers at WHB receive peer coaching throughout the year.
- The number of bilingual classrooms at WHB has doubled. WHB is initiating dual language in 2021-2022.
- Teachers utilize checklists and anecdotal notes to keep track of running data for student progress and performance.
- CLI Parent Observation tool implemented at BOY in 100% of classrooms.
- Teachers have developed rubrics to better assess student understanding and mastery of skills.
- Overall reading skills grew from 81% to 93% from 2019 to 2021.
- Overall math skills grew from 79% to 84% from 2019 to 2021.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Need to address specific academic needs of all student groups (EL, SPED, Eco Dis, and all ethnicities). **Root Cause:** Need to strengthen Tier 1 instruction using data-driven decision-making.

School Processes & Programs

School Processes & Programs Summary

W.H. Burnett Elementary serves three- and four-year-old students through state-funded pre-kindergarten and federally-funded Head Start.

W.H. Burnett Elementary continues to target specific needs during staff development activities in order to increase student achievement in all areas. High-quality classroom instruction is connected to highly effective instructional strategies and differentiated practices to meet student needs. RTI (Response to Intervention) interventions are identified during SST meetings and student staffing sessions and are implemented for specific students requiring assistance. Staff development may include, but is not limited to the following: collaborative team meetings, vertical alignment activities, peer coaching sessions, classroom management support, technology integration, Region 10 Early Childhood training, and content area professional development.

In order for teachers to have access to a scope and sequence geared toward the needs of W.H. Burnett students, the state curriculum will be implemented with fidelity, and planning support will be offered during planning PLCs following data PLCs. The campus will continue to provide materials for classroom teachers and students that follow district initiatives (Eduphoria Suite, SAVVAS, technology upgrades, Circle Progress Monitoring, and hardware upgrades). Each student has a portfolio of work products to be used for parent conferences and to see the progress of development through the school year.

W.H. Burnett Elementary provides opportunities for staff, students, parents, and the community to provide input for improving the school context. These committees include but are not limited to: teacher representation on the District Educational Improvement Council (DEIC), Student Achievement Leadership Team (SALT), WHB Parent-Teacher Organization (PTO), Campus Site-Based Decision Making Committee (SBDM), math and literacy night committees, Red Ribbon Week Committee, Sunshine Committee, Black History Month Committee, and Field Day Committee. A weekly staff newsletter/calendar will be provided for the upcoming week so that all staff members are knowledgeable of the expectations and meetings that will be held. The master schedule is developed to support uninterrupted instructional time and includes RTI support to students. The campus has established a framework that addresses consistent support for behavior expectations and character development (Changemakers and RTI).

W.H. Burnett Elementary provides a systematic, ongoing needs assessment for technology resources including hardware and software. Students are trained in the use and care of technological equipment. Implementation of basic student technology skills (i.e., keyboarding, technology projects, etc.) are provided depending upon the availability of hardware/devices. Teacher programs such as Eduphoria suite are used to maintain student and teacher growth data. Head Start and PK 4 students have the opportunity to have one-to-one iPad access with signed parent acceptance. PK 3 classrooms have access to 5 iPads per classroom. WHB seeks additional funding opportunities to support the PK 3 classrooms with additional devices to ensure that all WHB classrooms have equitable resources.

School Processes & Programs Strengths

- Horizontal alignment of curriculum (Pre-Kindergarten guidelines), resources, and assessment
- Use of assessment (formative and summative) data to drive decision-making
- Supports and resources are used daily to ensure hands-on activities meet developmental needs of students
- Set scope & sequence, themed learning experiences, and social emotional learning supports
- Family input from surveys, observational checklists for student development, and parent-teacher conferences

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack vertical planning opportunities with primary grades. **Root Cause:** The district calendar of required professional development sessions is full and elementary master schedules across campuses do not align for common planning sessions within the day.

Perceptions

Perceptions Summary

W.H. Burnett Elementary continues to implement the Conscious Discipline model to focus on building relationships with all school stakeholders: students, staff, parents, and community. This model develops self-regulation strategies that can be implemented campus-wide. The campus strives to strengthen communication with parents and the community by utilizing multiple forms of communication including the use of social media, Remind, principal newsletters, and weekly teacher newsletters to parents. Head Start staff will continue to make home visits to build relationships and make connections with parents and students, as per compliance with Head Start performance standards. Parent conferences are held at the beginning of the year in order to communicate grade level and campus expectations and goals, including increased attendance rates. The district continues to upgrade safety features and training. Drills are practiced to teach early learners what to do in case of an actual emergency. Students are recognized for their attendance, excellence in academics and citizenship, and special recognitions. The campus has grading period awards assemblies to recognize students for their successes and efforts applied in the classroom.

W.H. Burnett will increase family and community involvement by implementing a variety of activities that focus on the needs of the campus. The campus provides a volunteer orientation program for the school community to provide clarity in the areas of need. Parent communication for all events such as Meet the Teacher, family math/science nights, literacy nights, parent and teacher conferences, book fairs, etc., are sent home to increase parent participation. The Remind application is used by all classroom teachers and the campus to increase the effectiveness of parent communication systems. The campus works diligently to ensure that all parents have set up a Parent Portal to gain access to their student's progress. Updated parent information is maintained on TxEIS. A parent survey in English and Spanish is utilized to identify specific needs. Facilitation of parent involvement nights will be organized according to feedback from the parental survey. A principal newsletter is sent home quarterly, as well as, teacher newsletters sent weekly. The newsletter/calendar for parents focuses on how parents can assist their children with school activities and provides a school-parent partnership. Our key communicator coordinates to communicate all events at the campus so that social media updates are made, and the campus website is updated with this information. All information sent to parents is available in English and Spanish. W. H. Burnett hosts parent classes to ensure parents are knowledgeable of programs available to students. Through this training, parents can build their knowledge of how to best help their children at home.

Perceptions Strengths

- Learning environments include thematic connections to real world
- Communication is consistent and thorough through classroom and campus-level means
- Attendance procedures allowed for more connection through both synchronous and asynchronous formats

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Family engagement/participation has not met goal of 70%. **Root Cause:** Need to offer different participation formats to families (face to face/virtual).

Goals

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1: Improve SUPPORTS to positively impact student learning.

Evaluation Data Sources: Teacher walkthroughs & evaluations, professional development sign-in sheets and agendas (including collaborative team meetings).

Strategy 1 Details
<p>Strategy 1: Provide and monitor the effective use of instructional RESOURCES and INTERVENTIONS to support and reinforce teaching and learning in targeted subject areas to all student groups.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Monitor the intentional use of DATA to drive instruction by creating student portfolios.</p>
Strategy 3 Details
<p>Strategy 3: Develop a strategic, ongoing, and job embedded PROFESSIONAL DEVELOPMENT plan to build teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support all student groups (ie, EL, SPED, 504, and all ethnicities).</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
Strategy 4 Details
<p>Strategy 4: Support teachers in their growth and development through targeted instructional COACHING and mentoring.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
Strategy 5 Details
<p>Strategy 5: Align the expectations for the Professional Learning Communities (PLC)'s at Work process to focus on monitoring student mastery of essential standards to provide intervention and enrichment.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 6 Details
<p>Strategy 6: Administrators will use concrete MODELS and practical PROTOCOLS for observation and feedback to ensure teachers use high-yield instructional strategies.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
Strategy 7 Details
<p>Strategy 7: Implement the district-developed Multi-Tiered System of Support to provide targeted interventions to struggling students (academic & behavioral needs).</p>

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Need to address specific academic needs of all student groups (EL, SPED, Eco Dis, and all ethnicities). **Root Cause:** Need to strengthen Tier 1 instruction using data-driven decision-making.

School Processes & Programs

Problem Statement 1: Lack vertical planning opportunities with primary grades. **Root Cause:** The district calendar of required professional development sessions is full and elementary master schedules across campuses do not align for common planning sessions within the day.

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 2: Students will achieve LITERACY success through meaningful learning experiences, innovative pathways, and personalized opportunities.

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details
Strategy 1: Align instructional resources to the written, taught, and tested curriculum TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning
Strategy 2 Details
Strategy 2: Host vertical teaming sessions with PK - grade 2 teachers
Strategy 3 Details
Strategy 3: Increase RIGOR and cognitive demand in student tasks using SAVVAS: Three Cheers for Pre-K! and the Outcomes Framework.
Strategy 4 Details
Strategy 4: Provide intervention support to improve the academic performance of students and minimize the literacy achievement gap/increase kindergarten readiness.

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Need to address specific academic needs of all student groups (EL, SPED, Eco Dis, and all ethnicities). Root Cause: Need to strengthen Tier 1 instruction using data-driven decision-making.
School Processes & Programs
Problem Statement 1: Lack vertical planning opportunities with primary grades. Root Cause: The district calendar of required professional development sessions is full and elementary master schedules across campuses do not align for common planning sessions within the day.

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 3: Students will achieve LANGUAGE ACQUISITION in the domains of listening, speaking, reading, and writing.

HB3 Goal

Evaluation Data Sources: OLPT; EL Progress Measures

Strategy 1 Details
Strategy 1: Follow the Outcomes Framework scope & sequence that scaffolds and spirals phonological awareness skills in a strategic order utilizing student skills checklists to verify mastery TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum
Strategy 2 Details
Strategy 2: Increase rigor and cognitive demand in student tasks using play-based, literacy-rich "super seven" stations TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction
Strategy 3 Details
Strategy 3: Ensure language acquisition instructional strategies are provided to support ELs and provide paraprofessionals to assist in serving the needs of English Learner students.
Strategy 4 Details
Strategy 4: Implement the district-developed Multi-Tiered System of Support to provide targeted interventions to struggling students (academic & behavioral needs). ESF Levers: Lever 1: Strong School Leadership and Planning

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Need to address specific academic needs of all student groups (EL, SPED, Eco Dis, and all ethnicities). Root Cause: Need to strengthen Tier 1 instruction using data-driven decision-making.

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 4: Readily and strategically infuse TECHNOLOGY in teaching and learning to improve outcomes for all students.

Evaluation Data Sources: Asset Panda reports; Level UP badges earned

Strategy 1 Details
Strategy 1: Provide technology for all 4-year-old students.
Strategy 2 Details
Strategy 2: Celebrate college and career opportunities by hosting a career day and monthly college days. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Provide early introduction to STEM instruction. TEA Priorities: Connect high school to career and college

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Need to address specific academic needs of all student groups (EL, SPED, Eco Dis, and all ethnicities). Root Cause: Need to strengthen Tier 1 instruction using data-driven decision-making.

Goal 1: Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 5: Evaluate the alignment and effectiveness of the campus' decision-making POLICIES, PROCEDURES, and staff development activities and ensure they are effectively structured to positively impact student achievement (TEC 11.252(d)).

Strategy 1 Details
Strategy 1: Conduct policy review and ensure procedures are in alignment with Board policies.
Strategy 2 Details
Strategy 2: Complete comprehensive needs assessment (CNA) and consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' needs and their root causes.
Strategy 3 Details
Strategy 3: Establish a Site-Based Decision Making Committee of at least two-thirds classroom teachers and meet the other requirements of Board policy BQB(LEGAL) and BQB(LOCAL). WHB will send representative(s) to participate in the District Educational Improvement Council (DEIC) to develop the district improvement plan.

Goal 2: Maintain a high-quality, safe learning environment both physical and social-emotional for high student achievement.

Performance Objective 1: Maintain a safe, clean, orderly environment

Evaluation Data Sources: SSC survey, Attendance rates

Strategy 1 Details
Strategy 1: Follow Return to Learn safety practices & protocols (to include enhanced cleaning and sanitizing by the custodial staff)
Strategy 2 Details
Strategy 2: Follow discipline management plan and all ROAR procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying (TEC 37.083(a)/TEC11.252(a)(3)(D)) to reduce discipline practices that remove students from the classroom. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 2: Maintain a high-quality, safe learning environment both physical and social-emotional for high student achievement.

Performance Objective 2: Increase social-emotional supports

Evaluation Data Sources: Teacher retention rate; discipline rates; attendance rates

Strategy 1 Details
Strategy 1: Build an understanding of social & emotional learning and work with student behaviors through attending professional development and offering parent training & student lessons specific to social/emotional learning and trauma-informed care policies, crisis intervention, drug education, dating violence, sexual abuse, and other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]
Strategy 2 Details
Strategy 2: Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of the student and implement a comprehensive school counseling program including consistent guidance lessons. (TEC 11.252, 33.005) ESF Levers: Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: Ensure campus/Head Start provides school health services and activities including required physical activities (TEC 11.252(d)(10)) and provide components of meals to staff to facilitate classroom family-style eating practices.
Strategy 4 Details
Strategy 4: The campus will follow the district's methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction and (f) homeless services in accordance with TEC 11.252/TEC 11.255.
Strategy 5 Details
Strategy 5: Provide training required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]
Strategy 6 Details
Strategy 6: Add at least 4 multicultural reading selections to each thematic learning space to reflect and show diversity of students.

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Family engagement/participation has not met goal of 70%. Root Cause: Need to offer different participation formats to families (face to face/virtual).

Goal 3: Expect transparency and decisions that support long-term financial stability for high student achievement.

Performance Objective 1: Preserve fiscal responsibility

Evaluation Data Sources: Enrollment numbers; budget audit

Strategy 1 Details
Strategy 1: Communicate within the community and recruit families to generate and maintain enrollment at full capacity ESF Levers: Lever 1: Strong School Leadership and Planning
Strategy 2 Details
Strategy 2: Utilized district automated and digitized systems to maximize efficiency.
Strategy 3 Details
Strategy 3: Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.
Strategy 4 Details
Strategy 4: Maximize grant funding and outside resources to maintain and increase innovation. Ensure funds are utilized as designed by programs (Head Start, Pre-kindergarten, Special Education, Bilingual/ESL)

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Decreased enrollment over the past two years from 384 students to 217. Root Cause: Parents' concerns regarding COVID-19 and student wellness at school.

Goal 4: Expect engagement with parents and the community for high student achievement.

Performance Objective 1: Expect ENGAGEMENT with parents and the community for high student achievement

Evaluation Data Sources: Opportunities provided for family & community involvement; participation rates

Strategy 1 Details
Strategy 1: Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed. (Tiger folders, Remind, classroom newsletters)
Strategy 2 Details
Strategy 2: Provide a list of community social services & resources to parents.
Strategy 3 Details
Strategy 3: Implement use of the CLI Parent Observation tool within the first 45 days of instruction to facilitate positive interactions and constructive conversations during home visits and parent-teacher conferences.
Strategy 4 Details
Strategy 4: Implement home visits across the campus to connect with families and offer support/resources needed/requested.

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Family engagement/participation has not met goal of 70%. Root Cause: Need to offer different participation formats to families (face to face/virtual).

Goal 4: Expect engagement with parents and the community for high student achievement.

Performance Objective 2: Establish, embrace, and support community & business partnerships and involvement for success of students.

Evaluation Data Sources: Survey data; number of partnerships

Strategy 1 Details

Strategy 1: Provide opportunities for community involvement including volunteer events and special programs.

Addendums