



Strategic School Improvement Planning 2023-2024  
for  
**Early Learning Center**  
Sumner-Bonney Lake School District

**Our Promise:**

Our promise in the Sumner-Bonney Lake School District is to **know, value, and support** every student, helping them **graduate ready** to pursue a **promising future**. The SBLSD promise comes with a commitment to promote a district culture of **fair and inclusive practices**, where each student receives **equitable access** to the opportunities, resources and supports to **succeed and thrive**. Achieving this commitment honors our deeply held belief that **EQUITY** is achieved when each student receives what they need to graduate prepared for success after high school.

**Our plan incorporates an emphasis on the following characteristics of highly effective schools:**

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning Focused Professional Learning
- Supportive Learning Environment
- High Level of Community and Parent Involvement

**Our plan has been reviewed and endorsed by the following:**

Phase:	Date(s):	Persons Involved:	Notes:
Develop/Refine	8/30-11/8	ELC Staff	
Staff Review	11/15	ELC Leadership Team	
Parent Review	11/15	ELC PTA Liaisons	
District Review			

Additional Comments:  
Click here to enter text.

*Laurie Spolund*

11/21/23

Principal Signature

Date



The Sumner Early Learning Center brings together Daffodil Valley Kindergarten, Maple Lawn Kindergarten, District Preschool and Childcare Programs to provide a space for innovative learning opportunities designed for our youngest students. This Early Learning Center will serve as a model for additional centers to be built in other regions of the district to address growth and provide the highest quality opportunities for preschool and kindergarten students.

### Our Mission

To provide children with developmentally appropriate, individualized, and responsive educational experiences to empower each one to be curious, joyful, and influential learners.

### Our Vision

That each and every child, regardless of their background, reaches their full potential with a strong foundation and graduates from high school with the skills and knowledge needed for success in career, college and life.

### Our Guiding Principles:

We believe all children are capable, competent learners and thrive when:

- Each child's differences in needs, skills and abilities are recognized and supported as they develop as individuals.
- Each child is provided accessible opportunities to learn through active participation, discovery, interaction, creativity, problem-solving, language, conversation, and play.
- Each child has secure relationships with adults in environments that are safe, positive, play-based, age-appropriate, and balanced between independence and structure.
- Each child's own language is valued for the contribution it makes to their learning and that of others and they can participate in decisions that affect them.
- Adults understand that each child communicates through their behavior, so that they can respond and help find positive ways for them to communicate their needs to others,
- Previous early learning experiences are honored and each child is given the time, space and support to acclimate to a public school setting.
- Families are empowered as children's first and most important teachers.
- Families, schools and communities collaborate and are involved in shared decision making to support each child's growth and development.
- Educational leaders have a deep understanding of child development, cultural responsiveness, and instructional practices to effectively support, align resources, and advocate for teachers, staff, families and students.
- All staff are committed to continuous learning and professional growth to model lifelong learning for children.



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	2019-20		2020-21		2021-22		2022-23		2023-24	
<b>Total ELC Kindergarten</b>	<b>191</b>		<b>143</b>		<b>145</b>		<b>162</b>		<b>135</b>	
MLE Kindergarten	104	54.5%	80	55.9%	62	42.8%	91	56.2%	67	49.6%
DVE Kindergarten	87	45.5%	65	45.5%	83	57.2%	71	43.8%	68	50.4%
Total Males	107	56.0%	75	52.4%	75	51.7%	84	51.9%	67	49.6%
Total Females	84	44.0%	68	47.6%	70	48.3%	78	48.1%	68	50.4%
Total Multilingual (ML) Students	22	11.5%	16	11.2%	16	11.0%	18	11.1%	21	15.6%
Total Students on IEPs	15	7.9%	15	10.5%	12	8.3%	21	13.0%	12	8.9%
Students receiving McKinney-Vento services					6	4.1%	6	3.7%	10	7.4%
Free and Reduced ELC%					36%		38%		46%	
Free and Reduced DVE %					56%		51%		56%	
Free and Reduced MLE %					29%		31%		31%	
Average number of students per classroom teacher - ELC Kindergarten	21.4		20.4		18.1		20.3		16.9	
Average number of students per classroom teacher - MLE 1st Grade			20.2		20.8		17.8		21.2	
Average number of students per classroom teacher - DVE 1st Grade			15.2		14.3		14.6		15	
<b>Part Day Preschool (AM and PM)</b>					66 24 students on IEPs		62 28 students on IEPs		62 28 students on IEPs	
<b>Childcare (full day)</b>					42		43		40	

**Where are we now?**

The Sumner-Bonney Lake Strategic Plan guides the work of school improvement plans. By adhering to the goals embedded within the plan, we achieve district-wide alignment, maintain a focus on data-driven analysis, and set a clear direction for the individual needs of each building.

Administrators lead this work by conducting a comprehensive needs assessment involving input from a wide range of stakeholders including staff, students, families, and community members. Based on an extensive review of data, each building is responsible for identifying goals that support the strategic plan. Action plans are developed to make sure each goal is properly executed with measurable outcomes. To monitor the effectiveness of implementation, buildings will engage in cycles of continuous improvement and monitor and adjust accordingly.

Below is a summary that highlights the strengths and areas for improvement related to goals in the strategic plan.

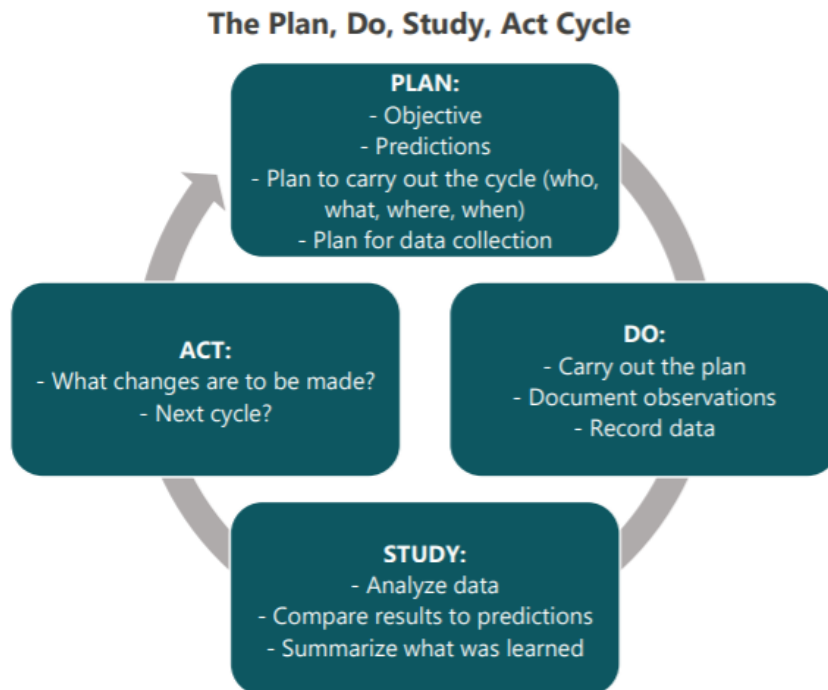
<b><u>Content Area:</u></b>	<b><u>Summary of Data Analysis</u></b>
<p><b>Literacy</b></p> <p><u>Connected Goal Areas:</u></p> <p><i>Goal 1: Success in the Early Years</i></p> <p><i>Goal 3: Academically-Prepared Critical Thinkers</i></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<ul style="list-style-type: none"> <li>● We collected various sources of Literacy data for the ELC team to analyze including Aimsweb, ESGI progress monitoring, and CKLA Unit Assessments. We reviewed data from the 22-23 school year and compared to 23-24 as well as previous years, including our first cohort that took the 3rd Grade SBA in the spring of 23.</li> <li>● We created multiple visuals to compare different cohorts, Maple Lawn and Daffodil, and looked at subgroups such as students on IEPs, Multilingual learners, students on Free and Reduced lunch supports, and race/ethnicity differences.</li> <li>● We also evaluated our systems and culture to identify what we need to continue doing, stop doing, and start doing. Our systems for communication and clarity regarding student performance in foundational reading skills are strong. Our focus on strong relationships supported our students and staff during a challenging year with increased behaviors. We identified an area of growth as including all staff (especially paras and support staff) in our problem solving and planning for interventions.</li> <li>● Areas of strength for literacy include:             <ul style="list-style-type: none"> <li>○ Increasing the % of students at low risk from fall to spring for Aims ELB.</li> <li>○ Reducing the gap between MLE and DVE students at risk from Fall to Spring</li> <li>○ Meeting our goal of 90% of students mastering Unit 5</li> <li>○ Meeting our goal of 80% of EL Students mastering Unit 5</li> <li>○ School wide focus on foundational skills</li> <li>○ Flexibility in our intervention system to meet the individual needs of students not yet reaching their full potential</li> <li>○ EL students making more than 1 point of growth in Oral Language WIDA scores.</li> </ul> </li> <li>● Areas of growth include:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Gap between DVE and MLE entering kindergarten at risk in Fall of 23 is significant (62% of DVE students vs. 31% of MLE students)</li> <li>○ Gap between DVE and MLE 1st grade students in 22-23 increased</li> </ul>
<p><b>Mathematics</b></p> <p><u>Connected Goal Areas:</u></p> <p><i>Goal 1: Success in the Early Years</i></p> <p><i>Goal 3: Academically-Prepared Critical Thinkers</i></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<ul style="list-style-type: none"> <li>● From August 2023 to October 2023, we analyzed math data including Aimsweb Number Naming Fluency, Quantity Total Fluency and Concepts and Applications for the Class of 2035 and 2036 (current).</li> <li>● We also looked at ESGI data including number identification and counting</li> <li>● We compared and contrasted the cohort data as well as separating DVE from MLE</li> <li>● Strengths we noticed: <ul style="list-style-type: none"> <li>○ 79% of all ELC students scored above the 30th percentile for ELB (Goal was 80%)</li> <li>○ The number of students in the low risk category for Aimsweb Early Numeracy (ENB) increased from 79 (49%) to 119 (73%) from fall to spring.</li> <li>○ The discrepancy between DVE and MLE in math (Aimsweb ENB) is lower than literacy. (DVE 67% low risk - MLE - 77% low risk in spring)</li> <li>○ 94% of students recognized numbers 0-30 as shown in ESGI</li> <li>○ 84% of students could count to 100 by 10s and 1s as shown on ESGI</li> </ul> </li> <li>● Areas of growth include: <ul style="list-style-type: none"> <li>○ 47% of EL students were above the 30th percentile for ELB. We didn't meet our goal.</li> <li>○ We did not have a progress monitoring measure for Quantity fluency.</li> <li>○ We lack a common intervention system for addressing gaps in math skills.</li> </ul> </li> </ul>
<p><b>Discipline</b></p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>Data we analyzed included, OSPI School Report Card - Demographic Data; WaKIDS Data 2019-2023 - Comparison MLE/DVE, Student Groups, Historical; Aimsweb data 2019-2023; LAP Qualification Data - 2019-2023; PKSI/ELC Parent Survey - Previous school experience; ELC SWIS Data 2019-2023; Attendance data; Universal Screener data; Class size data; CEE Data; Tiered Fidelity Inventory</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>● Tiered Fidelity Inventory shows our Tier 1 and 2 systems are strong (80 and 85%.</li> <li>● More ELC Students show kindergarten readiness than the state average.</li> <li>● Many students have pre k experiences</li> <li>● ELC students outperform non ELC students in 1st grade Aimsweb data</li> <li>● Transitioned 12 preschool students with IEPs from district programs</li> </ul>

	<ul style="list-style-type: none"> <li>• Even with a significant number of students with challenging behaviors, we were able to meet end of year academic outcome goals for the majority of students.</li> </ul> <p>Areas for Growth:</p> <ul style="list-style-type: none"> <li>• Tier 3 Fidelity was at 65% on TFI.</li> <li>• Fewer Hispanic and low income students demonstrated readiness in all areas.</li> <li>• Students who registered late were less likely to have attended preschool</li> <li>• The gap between low income and non low income has persisted</li> <li>• Fewer DVE students demonstrate readiness than MLE</li> <li>• Increase in SWIS behavior reports in 22-23</li> <li>• Attendance impacted student growth</li> </ul>
<p><b>Social-Emotional</b></p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>• 87.4% of students demonstrate readiness skills in Social Emotional (Fall 23 GOLD)</li> <li>• 70% can identify how to start calming down and 77% can name one problem solving skill (Second Step Post test)</li> <li>• All ELC Classroom teachers utilize Restorative Circles in their classrooms regularly. All teachers report an improvement in behavior and willingness to engage since implementing circles.</li> </ul> <p>Areas for Growth:</p> <ul style="list-style-type: none"> <li>• Students who registered after May had less preschool experience than those who registered early</li> <li>• Fewer students are able to identify at least one calm down skill this year (74%)</li> <li>• Increase in number and percentage of families experiencing homelessness and needing family resources.</li> <li>• Increase in number of students with the characteristics of 2-3 year olds</li> </ul>
<p><b>Attendance:</b></p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<ul style="list-style-type: none"> <li>• SPED Subgroup had the highest attendance, McKinney Vento had the weakest attendance.</li> <li>• Our system for monitoring attendance data monthly was helpful in communicating with our families</li> <li>• Due to the lack of exposure to groups of others during the pandemic, most kindergarten students during the 22-23 school year had many illnesses. This had a huge impact on attendance rates.</li> <li>• We tailored our communication with families to balance the contradictory messages of the importance of attendance with the importance of keeping your child home when ill.</li> <li>• Our attendance rates improved slightly through the year</li> <li>• We implemented a mid year intervention to support students' whose attendance had impacted their academic progress. This was successful in catching them up on missed letter sound knowledge, however their overall progress was still impacted by the amount of absences.</li> </ul>

**What's the process we'll use to determine effectiveness?**

After schools complete a comprehensive review of building based data, goals will be firmly established. Goals will include benchmarks for learning, frequently measure progress toward established targets, and determine next steps in order to improve instructional practice and student learning. A results-oriented cycle of inquiry will be implemented to provide buildings with a framework for continuous improvement.



Source: OSPI Academic and Student Well-Being Plan: Planning Guide 2021

On the following pages, continuous improvement plans are outlined for the K-12 Common Goal, the Grade Band Common Goal and, if applicable, the School Specific Goal for the 23-24 school year.

## K-12 Common Goal

### Goal 4: Elimination of Disparities in Student Access and Success

Every student will receive fair and equitable treatment regarding discipline practices, enrollment and success in rigorous coursework, and access to a formalized academic and social-emotional support system to eliminate gaps and disproportionalities.

By 2026, discipline data will show no disproportionalities (0%) in suspensions and expulsion rates across all student groups.

By 2026, there will be a 10% increase in the enrollment and completion rates of students taking advanced coursework and specialized programs in all student groups.

#### Equity Looks Like:

Every student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.

### K-12 Common Goal: Measure of Student Progress #1

#### 4C. Percent of students with suspensions and expulsions.

**Problem of Practice:** Students enter kindergarten with a wide range of experiences. Many of the current kindergarten students did not have exposure to preschool, play groups, or even being in large groups (park, store, playground, etc.) during their preschool years. The stress and potential trauma that families were experiencing during the pandemic had an impact on the development and language of our students. We hypothesize that there is a disproportionality in the impact the pandemic had based on student groups. Our incoming kindergarten data shows an increase in challenging behaviors over the past few years. Our staff knows that we need to focus on safety and relationships before we can get to academics. We see behavior as communication and need to teach, re-teach, remind, and reinforce expectations for all students and we have an increased number of students that need modifications and resources to support them during the school day.

**Theory of Action:** Based on the data and root cause analysis we completed, we believe... if we continue our focus on trauma informed practices, maintain and improve our responsive tiered systems of support and build resilience, we will see an decrease in challenging behaviors.

#### **Schoolwide Student Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

By February of 2024, we will see a decrease in the number of students who show at risk externalizing behaviors from 15 students to 10 students as shown on the Universal Screener. 7 of the 15 students are DVE and all but one are boys.

#### **Highest Leverage Subgroup Student Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-*

The 7 students who scored a 2, 3, or 4 on Aggressive Behavior on the Fall Universal Screener will show a decrease of at least 1 point by February 2024 as shown on the Universal Screener. 5 of these students are DVE students.



<i>oriented, Timely/Time-bound, Inclusive, and Equitable)</i>	
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<b>How will we get there?</b>			
<b>Action Steps to be Completed</b> <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		<b>Monitoring of Action Plan</b> <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
School wide	Provide ongoing and embedded professional learning on restorative practices and equitable practices as they apply to behavior and language development specifically towards students of poverty. Include deescalation training for all staff. ----- <i>District Equity Training Days - Staff Learning Meetings</i>	10/13	All ELC Classroom teachers are utilizing circles within their classroom day. All report an increase in engagement from implementation.
Subgroup	Refine and implement a multi-tiered framework of evidence based teaching practices that promote social and emotional skills of all children, prevent challenging behavior of children at risk of challenging behavior, and provides individualized interventions for children with persistent challenging behavior. Develop individualized tracking and student profiles for students with persistent challenges. Monitor challenging behaviors through ongoing SWIS Data Analysis at Leadership meetings. ----- <i>Leadership meetings.</i>		
School wide	Engage families in two-way conversations about how to access school and community resources to support students' academic, behavioral, and life success. Include regular engagement opportunities through different formats to reduce barriers to engagement for families with additional challenges. ----- <i>Title 1 Parent Engagement Requisitions</i>		

# Grade Band Common Goal

## Goal 1: Success in the Early Years

Every student will acquire the social-emotional awareness and academic skills that will position each student for success by the end of Grade 3.

By 2026, 80% of 3rd grade students will be meeting or exceeding grade-level standards in ELA.  
 By 2026, 80% of 3rd grade students will be meeting or exceeding grade-level standards in mathematics.

### Equity Looks Like:

Every student, regardless of background or experience, can access opportunities and experience success in acquiring the academic and social-emotional skills for a successful transition out of Grade 3.

## Grade Band Common Goal: Measure of Student Progress #1

### 1D. Percent of students attaining grade-level proficiency in **Reading by Grade 3.**

#### Problem of Practice:

**Theory of Action:** Based on the data and root cause analysis we completed, we believe... if we are impeccable with our first instruction of letter sound knowledge using our core curriculum and have a data based, responsive system to identify and intervene with prerequisite skills, including language, fine motor and executive function skills, then almost all kindergarten students will have the foundation they need for becoming skilled readers.

#### Schoolwide Student Proficiency Goal(s):

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

90% of ELC Kindergarten students will demonstrate mastery of CKLA Unit 5 assessment on ESGI (sounds, blending, dictation) by February 2024 so that they are automatic with their decoding and encoding to provide a solid foundation to become skilled readers.

#### Highest Leverage Subgroup Student Proficiency Goal(s):

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

The percentage of ELC students in the High Risk Category in Aimsweb Early Literacy Benchmark will decrease from 47% in Fall of 2023 to less than 10% in Spring of 2024. The discrepancy between DVE students and MLE students in High Risk category will be less than 5%.

## How will we get there?

<b>How will we get there?</b>			
<b>Action Steps to be Completed</b> <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		<b>Monitoring of Action Plan</b> <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
School Wide	Implement regular literacy and language data analysis, including universal screening for language deficiencies to identify students needing extra support for language and foundational literacy skills. ----- <i>PLC and Staff Learning Meetings</i>	10/2/23	Aimsweb Auditory Vocabulary analysis and WIDA scores - added language intervention for students below 26th percentile
		11/13/23	Unit 3 post - 51% Mastered after 1st instruction - 90% mastered Unit 3 sounds Unit 4 pre test -
School wide	Refine instructional strategies as a whole school. Implement common chants, hand motions and definitions for vocabulary words. Include paraeducators in language supports through weekly conversation questions and plan-do-review prompts during Learning Centers. ----- <i>Building budget</i>		
School wide	Enhance students' understanding of letter-sound relationships using a common embedded mnemonics approach to promote engagement and memory for all students especially those with language challenges. Gradually release these supports as students generalize the letter sound spelling. Continue using it as a prompt for students who continue to struggle with target letter sounds. ----- <i>Building budget</i>	8/30/23	Whole staff training - teacher understanding and practice of all movements and chants
		9/7/23	ESGI and Aimsweb data
		11/29/23	ESGI pre test data from Unit 3, 4, and 5 compared to prior years.
School wide	Establish a system for vertical teaming between K-1 focusing on common language, instructional routines and data analysis to remove barriers so that students experience a seamless transition to 1st grade, especially for students at highest risk. -----		

	<i>DVE Title I, Staff learning meetings, Leadership</i>		
School wide	<p>Conduct a series of parent engagement opportunities focused on fostering language and literacy at home. Opportunities include in person workshops, informal conversations, take home kits, on-demand videos and in school volunteer activities to reach a wide range of parent schedules and remove barriers to participating.</p> <p>----- <i>Title 1 Parent Engagement Requisition</i></p>		
School wide	<p>During individual student growth goal meeting with teachers, goals will be developed and shared in a common document. This shared document in addition to our data wall, data spreadsheet and progress monitoring will support teachers in their collective efficacy in supporting student growth. Our PLC meetings will have a focus on using data to support intervention supports for students not yet meeting learning potential. Monitoring of progress for LWSF will occur monthly and analysis of WIN+ supports will occur at least every 6 weeks. At the end of Unit 5, staff will do a deep analysis of student outcomes for mastery of letter sound correspondence, decoding, and encoding. Students at highest risk not yet mastering will need additional support during core instruction. Teachers will create a walk to skills system to address this gap.</p> <p>----- <i>Building budget</i></p>	10/30/23	<p>Increased engagement and success with conversations around SGG and having a school wide focus for TPEP Criterion. Keeping the data in one location will support accountability with monitoring the sub group data at a teacher level.</p>

**Grade Band Common Goal: Measure of Student Progress #2**

**1D. Percent of students attaining grade-level proficiency in Math by Grade 3.**

**Problem of Practice:** 13% of our ELC students were at high risk (Tier 3) for their Spring Aimsweb composite in Math. Math is another area where there is a discrepancy between skill acquisition for DVE and MLE students. 80% of MLE students met the Tier 1 goal (30th percentile) in Spring 22 compared to 71% of DVE students. This year for our fall data 31% of DVE students are at high risk (Tier 3), compared to 18% of MLE students.

**Theory of Action:** Based on the data and root cause analysis we completed, we believe... if we focus on strong Tier 1 math instruction using our Core curriculum and adapting to meet student needs, kindergarten students will have a strong foundation in numeracy.

**Schoolwide Student Proficiency Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

By May of 2023, 80% of Kindergarten students will be at the 30th percentile or higher in Aimsweb math composite (ENB). The discrepancy between DVE and MLE students will reduce from a 19% difference in Fall (DVE 29% below 30th percentile, MLE 10% below 30th percentile) to less than 5% difference by Spring.

**Highest Leverage Subgroup Student Proficiency Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

By May of 2023, 75% of our kindergarten students receiving ML supports will be at the 30th percentile or higher in Aimsweb math composite (ENB)

**How will we get there?**

<b>Action Steps to be Completed</b> <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>				<b>Monitoring of Action Plan</b> <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review		
School wide	Using ESGI monthly progress monitoring data and Aimsweb benchmark, identify students who would benefit from additional strategic instruction and intervention of foundational math skills during afternoon WIN block. ----- <i>Building budget</i>				

School wide	<p>Analyze Eureka math lessons and incorporate a common formative assessment for Module 4. Identify and collaborate as a PLC on ways to increase Tier 2 supports within the classroom.</p> <p>-----</p> <p><i>Building budget</i></p>		
School wide	<p>Include mathematical language analysis in math instruction to support our low language learners including our Multilingual students. Provide hands on experiences and demonstrations, student friendly definitions, chants, and total physical responses for high leverage words.</p> <p>-----</p> <p><i>Building budget</i></p>		
School wide	<p>Conduct a series of parent engagement opportunities focused on fostering learning at home, including math.. Opportunities include in person workshops, informal conversations, take home kits, on-demand videos and in school volunteer activities to reach a wide range of parent schedules and remove barriers to participating.</p> <p>-----</p> <p><i>Title I parent engagement requisition</i></p>		
School wide	<p>Whole school focus on Criterion 1 to align practices. Using outside resources (Pyramid Model, Illinois State P-3 examples, etc.) to ensure we are aligned with best practices for kindergarten students with concrete examples that are relevant to our daily instruction.</p> <p>-----</p> <p><i>Building budget</i></p>		