# Coffeyville Public Schools Strategic Plan 2020-2025





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# What's inside...


Message from the Superintendent

Graduation/Post-Secondary Success

Individual Plan of Study

Civic Engagement

Social Emotional Learning

Kindergarten Readiness




# Message from the Superintendent



Our Kansas Education Commissioner, and Coffeyville graduate, has established a new definition for education in our state, including a new vision, mission, motto, and outcomes for measuring progress.

Vision
Kansas leads the world in the success of each student.

Mission
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents.

Motto
Kansans Can

Outcomes for Measuring Progress
- Graduation/Post- Secondary Success
- Individual Plan of Study
- Civic Engagement
- Social-Emotional Learning
- Kindergarten Readiness

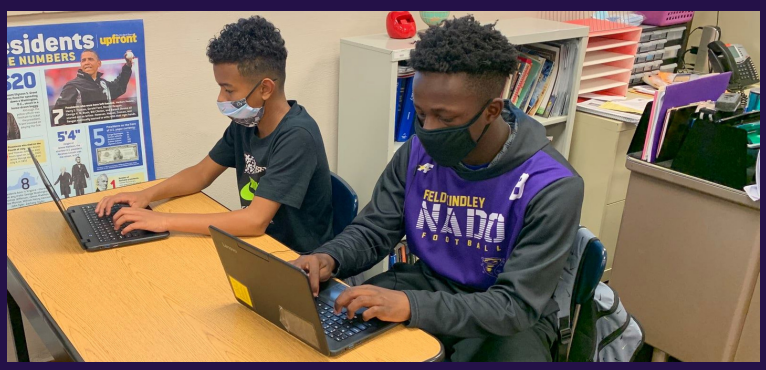
This new vision of education in Kansas and, particularly Coffeyville, raises expectations for our students, staff, and the community as a whole. Coffeyville Public Schools does not exist in a vacuum and depends on the support of the community. This is a very exciting time in education as we move away from the dependence of high-stakes testing and begin to focus on other measures that we know produce the skills and traits we want from our graduates. The Outcomes for Measuring Progress will only be attainable with the support of every resource we have as a community; school district staff, parents, college, and local businesses. Together, we can make Coffeyville's public school system the best school system in the state.

Dr. Craig A. Correll
Superintendent – Coffeyville Public Schools









# GRADUATION/POST-SECONDARY SUCCESS

**Goal:** By 2025 we will have a five-year average graduation rate of 90%. The district will have a 10% increase in the effective rate by 2025.

**Vision:** Students will develop, implement, evaluate, and revise their IPS with a growth mindset.

## Action Step #1: Preventing Credit Deficiencies

| **Action Item 1.1: Implement Alternative Courses for Language Arts & Math** |
|---|
| ***Reasoning:***<br>Not every student's IPS includes a College education.<br>To provide a curriculum that aligns with their IPS goals. |
| ***Assigned to:***<br>Counselors, ELA department, Math department, and Admin. |
| ***Implementations Steps/Details:***<br>Add applied level language arts and math classes that align with students' IPS. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>December 2020, May 2021, September 2021, and December 2021. |
| ***Due Date:***<br>January 2022 |

| **Action Item 1.2: Identify Students That Are Credit Deficient** |
|---|
| ***Reasoning:***<br>Students that are credit deficient are more likely to not graduate. |
| ***Assigned to:***<br>Mentors, Counselors, and Admin |
| ***Implementations Steps/Details:***<br>Identify students that are credit deficient for their grade level. Create an academic plan to recover those credits before the end of their senior year. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Beginning and end of every school year. |
| ***Due Date:***<br>Beginning of every school year. |

| **Action Item 1.3: Develop Intentional Communication With Parents** |
|---|
| ***Reasoning:***<br>Parents need to be aware of their student's graduation progress to increase support from home. |
| ***Assigned to:***<br>Mentors, Counselors, and Admin |
| ***Implementations Steps/Details:***<br>New grade cards that identify credits earned and needed. Calls from mentors and admin discussing the academic plan. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>At the end of each semester. |
| ***Due Date:***<br>All |

## Action Step #2: Increase The Number of High School Students Earning Industry-Recognized Certificates While In High School

| **Action Item 2.1: Allow Elective High School Credit for The Industry-Recognized Certificates.** |
|---|
| ***Reasoning:***<br>Motivates students to work towards a certificate while still in high school. |
| ***Assigned to:***<br>Counselors, Admin, and the Board of Education. |
| ***Implementations Steps/Details:***<br>Seek approval from the BOE to allow students to earn credit for completing certificates. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>January 2020, May 2021, and September 2021. |
| ***Due Date:***<br>January 2022 |

| **Action Item 2.2: Increase The Number of Industry-Recognized Certificate Opportunities Available to Students** |
|---|
| ***Reasoning:***<br>When students earn a certificate while still in high school it increases our effective rate. |
| ***Assigned to:***<br>CTE teachers, Counselors, and Admin. |
| ***Implementations Steps/Details:***<br>Offer certificate testing in CTE classes. Ensure that faculty meet requirements for offering certificate testing. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>January 2020, May 2021, and September 2021. |
| ***Due Date:***<br>January 2022 |

| **Action Item 2.3: Assist Students With Certificate Cost** |
|---|
| ***Reasoning:***<br>Remove financial barriers preventing students from obtaining certificates. |
| ***Assigned to:***<br>The Board of Education and Admin. |
| ***Implementations Steps/Details:***<br>Seek board office approval to use CTE funds to offer reimbursement to students who complete certificates. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>January 2020, May 2021, and September 2021. |
| ***Due Date:***<br>January 2022 |

## Action Step #3: Continue To Increase The Number of Students Earning College Credits/Technical Credentials and Concentrators In CTE Pathways

| **Action Item 3.1: Students Earn College Credit for an Industry-Recognized Certificate** |
|---|
| ***Reasoning:***<br>Increase the number of students earning college credit or industry-recognized certificates. It enables the student to be more marketable. |
| ***Assigned to:***<br>Counselors, Admin, and CTE teachers. |
| ***Implementations Steps/Details:***<br>Correlate each endorsement/certification with an equal number of credit hours.<br>Increase the number of articulation agreements. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>End of each Semester. |
| ***Due Date:***<br>May 2021 |

| **Action Item 3.2: 90% of High School Graduates Will Have Earned at Least 6 College Credits** |
|---|
| ***Reasoning:***<br>Increase the number of concurrent classes taught at the high school.<br>Enroll more students in College classes according to their IPS. |
| ***Assigned to:***<br>Counselors, Admin, and Mentors. |
| ***Implementations Steps/Details:***<br>Mentors work with students to have a complete IPS. Increase marketing the different programs to parents and students. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>End of each Semester. |
| ***Due Date:***<br>May 2021 |

| **Action Item 3.3: 70% of The Students Will Be A Concentrator In A CTE Pathway** |
| --- |
| ***Reasoning:***<br>It enables the student to be more marketable. |
| ***Assigned to:***<br>Counselors, Admin, and Mentors. |
| ***Implementations Steps/Details:***<br>Mentors work with students to have a complete IPS. Increase marketing the different programs to parents and students. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>End of each Semester. |
| ***Due Date:***<br>May 2021 |

| **Action Item 3.4: The Elementary and Middle School Will Expose All Students To The Different Pathways Starting In The Fourth Grade** |
| --- |
| ***Reasoning:***<br>Students will be able to make more informed decisions about their career path before entering high school. |
| ***Assigned to:***<br>Elementary Counselors, Teachers, and Admin. |
| ***Implementations Steps/Details:***<br>Provide time and resources for students to explore different career pathways. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>End of each Semester. |
| ***Due Date:***<br>May 2022 |

## Action Step #4: Increase The Number of Students Participating In PPCE Classes/Work-Based Experiences/OJT

| **Action Item 4.1: Develop A Standard-Based Rubric For Work-Based Experiences That Reflects The Different Levels Credits That Can Be Earned** |
|---|
| ***Reasoning:***<br>Job shadowing should not be worth the same credits as an internship type assignment. Allow students to contract for their grade and credits according to the competencies met (Standards-based grading). |
| ***Assigned to:***<br>Counselors and Mentors. |
| ***Implementations Steps/Details:***<br>Develop the standards-based rubric. |
| ***Starting Date:***<br>September 2022 |
| ***Monitor Date:***<br>End of each Semester. |
| ***Due Date:***<br>January 2021 |

| **Action Item 4.2: 50% of Students Will Have Participated In A Work-Based Experience Before Graduation** |
|---|
| ***Reasoning:***<br>Student exposure to careers related to their IPS to make informed decisions about their future career choice. Increase the number of students that know their career path by graduation. |
| ***Assigned to:***<br>Counselors and Mentors. |
| ***Implementations Steps/Details:***<br>Students will work with mentors and counselors to locate a place to do their work-based experience aligned with their IPS.<br>Create a database of interested employers. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>End of each Semester. |
| ***Due Date:***<br>May 2025 |

| **Action Item 4.3: Help Provide Opportunities For Students To Do A Day-Long Job Shadowing Their Junior Year.** |
| --- |
| ***Reasoning:***<br>This will help students make informed decisions about their future work-based learning opportunities. It will enhance their senior project resume. |
| ***Assigned to:***<br>Counselors and Mentors. |
| ***Implementations Steps/Details:***<br>Students will have time during SCOPE to research, sign-up, and schedule their job shadowing experience. |
| ***Starting Date:***<br>September 2021 |
| ***Monitor Date:***<br>End of each Semester. |
| ***Due Date:***<br>May 2025 |



# Individual Plan of Study

**Goal:** At the end of the 12th grade, ALL students will have a comprehensive digital portfolio including an educational plan, an overview of student interest and skills, and a review of community engagement and volunteer experience resulting in a 5% increase in the district's effectiveness rate over five years.
**Vision:** Students will develop, implement, evaluate, and revise their IPS with a growth mindset.

## Action Step #1: Increase Engagement Opportunities With Diverse Stakeholders In The Development & Implementation of The IPS

| **Action Item 1.1: Engage All Stakeholders In An Annual Survey To Gather Input And Baseline Data To Gauge Awareness And Purpose of IPS. E: 5.2** |
|---|
| ***Reasoning:***<br>To ensure stakeholders are fully aware of the purpose of the IPS and eliminate confusion. |
| ***Assigned to:***<br>IPS Committee. |
| ***Implementations Steps/Details:***<br>Create a brief digital survey in google docs to guide IPS Committee decisions. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2025 |

**Kansans Can Rubric Key**
E:1 Scope of IPS
E:2 Curriculum Integration
E:3 Student Career Development
E:4 Family Engagement
E:5 Administration and Policy

"I feel more confident in my learning when I have a plan for my future."-FKHS Student

| **Action Item 1.2: Provide Professional Development To Teachers/Staff On Best Practices of Facilitating The IPS Process. E: 5.2** |
| --- |
| ***Reasoning:***<br>To ensure teachers/staff have the proper tools and knowledge to implement the IPS effectively. |
| ***Assigned to:***<br>IPS Committee, District Curriculum Director, and Building Admin. |
| ***Implementations Steps/Details:***<br>Provide opportunities during PD sessions for staff to ask questions and address concerns about the IPS process. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2023 |

| **Action Item 1.3: Student-Led Conferences Are In Place Each Quarter To Engage Families. E: 4.1** |
| --- |
| ***Reasoning:***<br>Create student ownership with their IPS. |
| ***Assigned to:***<br>IPS Committee, and Teachers. |
| ***Implementations Steps/Details:***<br>Set calendar dates on the district calendar for student-led conferences. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Every Semester |
| ***Due Date:***<br>May 2022 |

| **Action Item 1.4: Implement Incentives To Encourage & Motivate Students To Develop Their IPS. E: 4.1** |
|---|
| ***Reasoning:***<br>To motivate and engage students in the IPS process. |
| ***Assigned to:***<br>IPS Committee, and Teachers. |
| ***Implementations Steps/Details:***<br>Reward kids that complete IPS assignments. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Every Quarter |
| ***Due Date:***<br>May 2021 |

| **Action Item 1.5: Multiple Career Interest Inventories/Assessments Are In Place To Guide Students IPS. E: 4.2** |
|---|
| ***Reasoning:***<br>To assess what students are wanting to learn about currently and in the future. |
| ***Assigned to:***<br>IPS Committee, Counselors, and Teachers. |
| ***Implementations Steps/Details:***<br>Integrate Xello into SCOPE class so students can begin learning what careers interest them. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Every Quarter |
| ***Due Date:***<br>May 2021 |

| **Action Item 1.6: Family Engagement Barriers Are Assessed To Guide Decisions & District Goals. E: 4.1** |
|---|
| ***Reasoning:***<br>To ensure the IPS for all students is achieved successfully. |
| ***Assigned to:***<br>IPS Committee, Counselors, and Admin. |
| ***Implementations Steps/Details:***<br>Utilize communication channels with families to address concerns. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Every Semester |
| ***Due Date:***<br>May 2025 |

## Action Step #2: Integrate The IPS Into The District's Curriculum

| **Action Item 2.1: Adopt An Aligned K-12 Curriculum Focusing On Career Paths And Exploration. E: 2.1/ 2.3 /2.1** |
|---|
| ***Reasoning:***<br>To ensure the district's curriculum is aligned and students have meaningful learning experiences. |
| ***Assigned to:***<br>IPS Committee, Curriculum Director, and Counselors. |
| ***Implementations Steps/Details:***<br>Collaborate with teachers, curriculum director, admin, and counselors to ensure curriculum offers courses that are relevant, authentic, and focused on career development. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>September 2023 |

| **Action Item 2.2: Adopt Multiple Engagement Opportunities With Families To Help Plan For Their Child's IPS. E: 2.2 / 4.2** |
|---|
| ***Reasoning:***<br>Families play a critical role in student achievement. |
| ***Assigned to:***<br>IPS Committee, Admin, and Counselors. |
| ***Implementations Steps/Details:***<br>Schedule student-led conferences and other opportunities for families to be engaged in student career goals. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>September 2024 |

| **Action Item 2.3: Expand & Provide Transparency of CTE Course Opportunities In The District's Curriculum. E: 2.3/ 2.3** |
|---|
| ***Reasoning:***<br>CTE courses are excellent learning experiences for students who do not desire college. |
| ***Assigned to:***<br>IPS Committee, Admin, and Counselors. |
| ***Implementations Steps/Details:***<br>Recruit and retain CTE teachers, provide adequate resources to CTE courses, and create CTE exposure opportunities for students to learn and explore. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>September 2023 |

| **Action Item 2.4: Ensure Diverse Student Populations Are Engaged & All Student Population Needs Are Met. E: 2.4** |
| --- |
| ***Reasoning:***<br>Diverse student populations may struggle with their IPS. It is important to provide targeted support for achievement. |
| ***Assigned to:***<br>IPS Committee, SPED Teachers, IEP Team, and 504 Staff. |
| ***Implementations Steps/Details:***<br>Collaborate and develop regular meeting sessions with ESOL teachers, SPED teachers, 504 staff, and IEP staff. Develop and implement resources that help and support all students IPS. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Every Semester |
| ***Due Date:***<br>October 2025 |

| **Action Item 2.5: Create Student Schedules Based On Interests & Career Paths. E: 2.2 / 1.2** |
| --- |
| ***Reasoning:***<br>Enrollment selections are driven by IPS, student interests and career paths. |
| ***Assigned to:***<br>Counselors, Academic Advisor, and SCOPE Teachers. |
| ***Implementations Steps/Details:***<br>Students will, in collaboration with counselors, parents and teachers, refer to the college/career goals outlined in their IPS to make enrollment decisions. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Every Semester |
| ***Due Date:***<br>October 2025 |

## Action Step #3: Integrate A Comprehensive Digital Portfolio For All Students

| **Action Item 3.1: Create A List of All Items That Need To Be Included In The Digital Portfolio For All 7th-12th Grade Students. E: 3.1/ 3.2 /1.1** |
|---|
| ***Reasoning:***<br>To ensure students have a comprehensive plan that prepares them for a successful career. |
| ***Assigned to:***<br>IPS Committee |
| ***Implementations Steps/Details:***<br>Included in IPS: resume, cover letter, letters of recommendation, career interest inventories, strengths finder and other essential artifacts. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Every Semester |
| ***Due Date:***<br>September 2021 |

| **Action Item 3.2: Create Work-Based Experiences For Students To Include In IPS. E: 3.3/ 1.5/ 1.4** |
|---|
| ***Reasoning:***<br>To engage students in real world learning experiences that help shape their IPS. |
| ***Assigned to:***<br>IPS Committee, Counselors, and Teachers. |
| ***Implementations Steps/Details:***<br>Students engage in job shadowing, internships, entrepreneurships, and other real work experiences. These experiences are included in each student's portfolio. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Every Quarter |
| ***Due Date:***<br>May 2025 |

| **Action Item 3.3: Integrate Senior Projects Into IPS Portfolio. E: 3.5/3.6** |
| --- |
| ***Reasoning:***<br>Student's senior project is an integral component of their learning experiences and career goals. |
| ***Assigned to:***<br>IPS Committee, Counselors, and Teachers. |
| ***Implementations Steps/Details:***<br>Create a location in the portfolio to include each student's Senior Project. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2021 |

| **Action Item 3.4: A Digital Portfolio Is Accessible In The Infinite Campus System For Parents/Families To View. E: 4.1** |
| --- |
| ***Reasoning:***<br>To ensure parents/families and students have easy access to IPS. |
| ***Assigned to:***<br>IPS Committee, and the IT Department. |
| ***Implementations Steps/Details:***<br>Communicate with the IT Department to create a space in Infinite Campus for the IPS tab. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Every Quarter |
| ***Due Date:***<br>May 2021 |

## Action Step #4: Increase & Reform District Policy Decisions On IPS Data

| **Action Item 4.1: Established Times To Evaluate IPS Effectiveness To Guide Policy. E: 5.1** |
|---|
| ***Reasoning:***<br>It is essential to know if the IPS is being effective and if policy reform needs to occur for improvement. |
| ***Assigned to:***<br>IPS Committee, Admin, and The Board of Education. |
| ***Implementations Steps/Details:***<br>Collaborate with the Board of Education and administration on ways to improve the IPS effectiveness. |
| ***Starting Date:***<br>September 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2020 |

| **Action Item 4.2: Engage All Stakeholders In An Annual Survey To Gather Perception Data To Gauge Effectiveness of IPS. E: 5.2** |
|---|
| ***Reasoning:***<br>To receive feedback and guide IPS decisions. |
| ***Assigned to:***<br>IPS Committee, Admin, and The Board of Education. |
| ***Implementations Steps/Details:***<br>Create a brief digital survey in google docs to guide IPS Committee decisions. |
| ***Starting Date:***<br>May 2021 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2025 |

| **Action Item 4.3: Create Q/A Sessions With All Stakeholders To Ensure IPS Is Effective and Efficient. E: 5.2** |
|---|
| ***Reasoning:***<br>To receive feedback and guide IPS decisions. |
| ***Assigned to:***<br>IPS Committee, Admin, and The Board of Education. |
| ***Implementations Steps/Details:***<br>Schedule Q/A sessions with building site counsels to answer questions and guide IPS decisions. |
| ***Starting Date:***<br>May 2021 |
| ***Monitor Date:***<br>Every Semester |
| ***Due Date:***<br>May 2024 |

| **Action Item 4.4: Utilize IPS Data In Determining Hiring Decisions. E: 5.3/ 5.4** |
|---|
| ***Reasoning:***<br>To provide interest based courses to students. |
| ***Assigned to:***<br>Human Resources and District Admin |
| ***Implementations Steps/Details:***<br>Collect data based on student interest inventories and enrollment choices to guide hiring and course offerings. |
| ***Starting Date:***<br>May 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2024 |

# Civic Engagement

**Goal:** All eligible schools within the Coffeyville Public School system will be recognized by the Kansas State Department of Education Civic Advocacy Network for their efforts in actively involving students in civic engagement opportunities.
**Vision:** To prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

| **Action Item 1.1: Provide Staff With Professional Development Opportunities Concerning Civic Engagement** |
|---|
| ***Reasoning:***<br>Staff must be equipped with the knowledge, skills, and instructional practices to provide students with regular civic learning activities. |
| ***Assigned to:***<br>District Administration, Building Administrations, and Teachers. |
| ***Implementations Steps/Details:***<br>District and building administration will provide professional development opportunities for staff that are centered around civic engagement. Teachers will seek out opportunities to engage in professional development in this area. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2025 |

| **Action Item 1.2: Provide Instruction In Government, History, Law, and Democracy** |
|---|
| ***Reasoning:***<br>Quality classroom instruction, beginning in pre-Kindergarten Is the foundation for civic learning. |
| ***Assigned to:***<br>District Administration, Building Administrations, and Teachers. |
| ***Implementations Steps/Details:***<br>Teachers will incorporate cross-curricular instruction where appropriate. Efforts will be made to increase enrollment in law and public safety courses. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2024 |

| **Action Item 1.3: Incorporate Discussion of Current Events Into The Classroom** |
| --- |
| ***Reasoning:***<br>Discussing current events in a structured environment enables students to learn to appreciate differing perspectives and engage productively with potentially controversial issues. |
| ***Assigned to:***<br>Building Administrations, Teachers, and Students. |
| ***Implementations Steps/Details:***<br>Building administration and teachers will provide opportunities for students to engage in discussion concerning local, national, and world events and how they relate to the students' lives as citizens. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>As needed |
| ***Due Date:***<br>August 2021 |

| **Action Item 1.4: Design And Implement Community Service Programs** |
| --- |
| ***Reasoning:***<br>Community Service helps students practice what they have learned about civic engagement. |
| ***Assigned to:***<br>District Administration, Building Administrations, Teachers, Parents/Community, and Students. |
| ***Implementations Steps/Details:***<br>Coffeyville Public Schools will work with the community to create community service programs for all students. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2023 |

| **Action Item 1.5: Offer Extracurricular Activities That Involve Civic Engagement** |
| --- |
| ***Reasoning:***<br>Civic engagement activities that take place outside of the classroom offer students the opportunity to use their skills and knowledge in real life scenarios. |
| ***Assigned to:***<br>Building Administration, Teachers, Parents/Community, and Students. |
| ***Implementations Steps/Details:***<br>Through collaboration with local organizations students will participate in community service projects. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>As needed |
| ***Due Date:***<br>May 2023 |

| **Action Item 1.6: Encourage Students To Participate In School Government** |
| --- |
| ***Reasoning:***<br>Participation in school government provides students an arena to practice their civic skills. |
| ***Assigned to:***<br>Building Administration, Teachers, Parents/Community, and Students. |
| ***Implementations Steps/Details:***<br>Students will be encouraged to participate in school government through building designated activities (student elections). |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2022 |

| **Action Item 1.7: Encourage Student Participation In Simulations of Democratic Processes and Procedures** |
|---|
| ***Reasoning:***<br>Simulations of this nature increase civic knowledge and give students opportunity to practice important soft skills. |
| ***Assigned to:***<br>Building Administration, Teachers, Parents/Community, and Students. |
| ***Implementations Steps/Details:***<br>Students will simulate democratic processes/procedures within students organizations, clubs, and government. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2022 |

| **Action Item 1.8: Foster Community & Family Involvement In Civic Engagement Opportunities** |
|---|
| ***Reasoning:***<br>Coming together as a whole school community to involve students in real-life civic engagement opportunities enables students to put their knowledge and skills to use. |
| ***Assigned to:***<br>District Administration, Building Administration, Teachers, Parents/Community, and Students. |
| ***Implementations Steps/Details:***<br>Seek out community organizations, area businesses, and individuals to partner with students to participate in civic engagement opportunities. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2023 |

# Social Emotional Learning

**Goal:** Coffeyville Public Schools will align with state and national norms in the identification of students who are in need of tier 2 and tier 3 supports; 80% tier 1, 15% tier 2, & 5% tier 3 by embedding social-emotional learning, centered around the Kansas Social, Emotional, and Character Development Standards, into the educational environment for all grade-levels.
**Vision:** To promote the development of appropriate interpersonal relationships and empathy with peers and adults, awareness of regulation and skills for self-management, and the ability to make responsible decisions and set goals to improve the overall functioning and well-being of all students at Coffeyville Public Schools by utilizing locally selected measures that are aligned with state standards and evidence-based curriculum and interventions.

## Action Step #1: Valid & Aligned Measures

| **Action Item 1.1: Development of A Standardized System of Collecting & Analyzing Social-Emotional Data, Primarily From A Strengths-Based Approach.** |
|---|
| ***Reasoning:***<br>To inform decisions regarding programming system-wide and interventions with individuals or groups of students supported by SECD standards. Data produced will be actionable at the student, classroom, building and district levels. |
| ***Assigned to:***<br>District Administration, Building Administration, District SEL Team, and Building SEL Team. |
| ***Implementations Steps/Details:***<br>Review current sources of data quarterly (SRSS-IE, Behavior, Suspensions, Attendance, KCTC, Clinic Visits, MH Referrals & Survey Data).<br>- Determine other areas to measure.<br>- **Goals will be set, monitored, and reviewed twice annually for each cohort.** |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Twice Yearly |
| ***Due Date:***<br>May 2023 |

| **Action Item 1.2: Wellness** |
|---|
| ***Reasoning:***<br>The education and activities to promote healthy lifestyles for students and staff and adopt an overall integrated school-based wellness. |
| ***Assigned to:***<br>District Administration, Building Administration, and the District Wellness Team. |
| ***Implementations Steps/Details:***<br>- Continue to build a district wellness team.<br>- Develop a district wellness program (ex. Incentive, education/training, resources). |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2025 |

| **Action Item 1.3: Crisis Management** |
|---|
| ***Reasoning:***<br>Crisis management is the process by which an organization deals with a disruptive and unexpected event that threatens to harm the organization or its stakeholders. Forming a comprehensive plan to address a variety of possible scenarios helps to create a culture where students and staff feel safe and are able to learn. |
| ***Assigned to:***<br>District Administration, Building Administration, District Crisis Team, and the Counseling Staff. |
| ***Implementations Steps/Details:***<br>- District crisis team will meet monthly.<br>- Each building will develop crisis teams for responding to crises during and after the school day.<br>- District team will develop procedures will be outlined for crises related to mental health, behavior, grief, & suicide.<br>- Comprehensive suicide plan and protocols will be developed in the areas of prevention and intervention. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2022 |

| **Action Item 1.4: Policy** |
| --- |
| ***Reasoning:***<br>SEL should be embedded in the district's handbooks, staff, professional learning and budget in order to provide a common language and goals for building relationships and improving communication across the district. |
| ***Assigned to:***<br>District Administration, Building Administration, and the District SEL Team. |
| ***Implementations Steps/Details:***<br>-Handbooks revised yearly with an emphasis of moving towards a focus on social emotional learning and implementing restorative practices. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2022 |

| **Action Item 1.5: Parent Engagement** |
| --- |
| ***Reasoning:***<br>To engage families in SEL development, schools need to create strong relationships, partner with families on goals for their children and receive ongoing support. |
| ***Assigned to:***<br>District Administration, Building Administration, District SEL Team, and Teachers. |
| ***Implementations Steps/Details:***<br>- District will host one event each year focused on parent engagement centered on social emotional learning district-wide.<br>- **Each building will host one building-specific engagement event centered on social emotional learning.**<br>**-** Student-Led Conferences include SEL component (7-12). |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2022 |

## Action Step #2: Student Growth

| **Action Item 2.1: Embed SECD Standard/Core Competencies Into School Culture** |
|---|
| ***Reasoning:***<br>SECD Standards/Core Competencies include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, Relationship Skills, and Core Principles. |
| ***Assigned to:***<br>Building Administration, Counselors, and Teachers. |
| ***Implementations Steps/Details:***<br>- SEL Curriculum Taught at least weekly<br>- Self Regulation Interventions<br>- Regulation Instruction including yearly refresh for every grade.<br>- Restorative Practices integrated in discipline and conflict resolution<br>- Counselor lessons (small group & one-on-one)<br>- **Each building will present a plan to address and teach SECD standards at a developmentally appropriate level.**<br>**- Each building will set goals to show growth in student competencies.** |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Twice Yearly |
| ***Due Date:***<br>May 2025 |

| **Action Item 2.2: Tiered Supports** |
|---|
| ***Reasoning:***<br>Tier 1 behavior supports are behavioral strategies that all students have access to. These interventions set the foundation for behavior in the classroom.<br>Tier 2 supports are for students who, according to data, do not respond to tier 1 supports or lack age-appropriate social skills needed to meet expectations.<br>Tier 3 supports are for students who, according to the data, do not respond to tier 1 or tier 2 supports. At tier 3, schools provide highly intensive and individualized behavioral supports.<br>Tiering is based on the designated SEL screener & coordinating data. |
| ***Assigned to:***<br>Building Administration, Counselors, and Teachers. |
| ***Implementations Steps/Details:***<br>- Students will be screened using the designated social emotional screener - Tier 1 supports (curriculum and school-wide expectations) will be evaluated and implemented in all buildings with fidelity measured twice a year.<br>- Students that are designated as at-risk will have tier 2 & tier 3 interventions with regular progress monitoring.<br>- **Each building will present a plan to design and implement tiered interventions at a developmentally appropriate level annually.** |

***Starting Date:***
August 2020

***Monitor Date:***
Twice Yearly

***Due Date:***
May 2024

**Action Item 2.3: Intentional Instruction In The Area of Self-Efficacy**

***Reasoning:***
Fall 2020 survey data demonstrated that self-efficacy is a common area of need district wide. Self efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. It also reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

***Assigned to:***
District Administration, Building Administration, and Counselors.

***Implementations Steps/Details:***
- District and school-wide education on self-efficacy at the student and teacher level.
- **Targeted tier 2, small group instruction with progress monitoring through survey data and other relevant factors.**

***Starting Date:***
August 2021

***Monitor Date:***
Quarterly

***Due Date:***
May 2022

## Action Step #3: Improved School Climate

| **Action Item 3.1: School Climate & Culture** |
|---|
| ***Reasoning:***<br>School climate reflects how members of the school community experience the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. School climate improvement produces benefits for all students. Students are more likely to engage in school and develop positive relationships when schools participate in an intentional effort to improve and sustain school climate. |
| ***Assigned to:***<br>Building Administration and District Administration. |
| ***Implementations Steps/Details:***<br>- Surveys geared at measuring climate and culture will be administered twice a year in all buildings and one time a year district-wide. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Twice Yearly |
| ***Due Date:***<br>May 2021 |

| **Action Item 3.2: Bullying Awareness & Prevention** |
|---|
| ***Reasoning:***<br>Bullying is a serious and pervasive behavior that adults and students have a responsibility to stop. Schools must have clear and comprehensive prevention practices and policies that address all forms of bullying and harassment and emphasize prevention; timely, consistent intervention; social-emotional supports for victims and bullies; and clear, effective disciplinary policies. |
| ***Assigned to:***<br>Building Administration, District Administration, Counselors, and Teachers. |
| ***Implementations Steps/Details:***<br>- District Wide Policy will be kept up-to-date.<br>- Building handbooks will reflect procedures that align with state and district policy for handling bullying.<br>- Education will be provided annually for all grade-levels in the area of bullying.<br>- Students with referrals in bullying will participate in interventions targeted toward bullying prevention. |

| |
|---|
| ***Implementations Steps/Details:***<br>- District Wide Policy will be kept up-to-date.<br>- Building handbooks will reflect procedures that align with state and district policy for handling bullying.<br>- Education will be provided annually for all grade-levels in the area of bullying.<br>- Students with referrals in bullying will participate in interventions targeted toward bullying prevention. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Yearly |
| ***Due Date:***<br>May 2025 |



## Action Step #4: Clear Improvement Cycle

| **Action Item 4.1: District & Building SE Teams** |
|---|
| ***Reasoning:***<br>Analysis of data and a strategic way to communicate to all stakeholders is an integral part to implementation of a district-wide SEL plan. A district SEL team will meet monthly to review data and possible improvements. That information will flow down to the building level as well monthly to ensure fidelity of our SEL program. |
| ***Assigned to:***<br>District SEL and Building SEL. |
| ***Implementations Steps/Details:***<br>- Monthly District SE Meetings<br>- Monthly Building SE Meetings<br>- Analysis of Data<br>- Communication between buildings about success and failures district-wide.<br>- **Every building will develop a yearly SEL plan that has goals related to each action item on the strategic plan** |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Monthly |
| ***Due Date:***<br>May 2021 |

| **Action Item 4.2: Professional Development & Training** |
|---|
| ***Reasoning:***<br>Effective implementation of SEL and Trauma Informed practices requires intentional training, discussion and analysis of best practices. A change from traditional practices requires quality professional development that is frequent in it's delivery. |
| ***Assigned to:***<br>District Administration and Building Administration. |
| ***Implementations Steps/Details:***<br>- Professional development scheduled yearly in the area of SEL.<br>- Monthly trainings at the building level.<br>- Training for SECD Standards.<br>- SEL Training at New Staff Orientation.<br>- Twice a year training for classified staff. |

***Starting Date:***
August 2020

***Monitor Date:***
Yearly

***Due Date:***
May 2023

**Action Item 4.3: Social Emotional Learning Communication Plan**

***Reasoning:***
Similar to training, communication about building and district SEL plans and practices must be frequently delivered to all relevant teams and stakeholders.

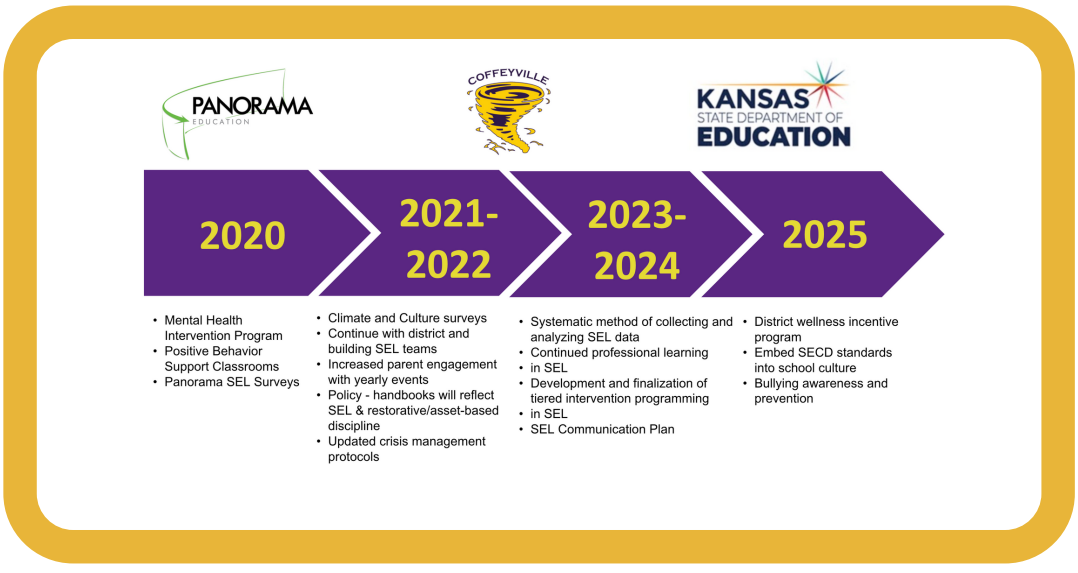
***Assigned to:***
District Administration, Building Administration, Counselors, and Teachers.

***Implementations Steps/Details:***
- Website
- Newsletter
- Social Media - buildings and district will post monthly about a SEL topic
- Site Council Meetings - SEL will be topic at least once a year

***Starting Date:***
August 2020

***Monitor Date:***
Yearly

***Due Date:***
May 2024



# Kindergarten Readiness

**Goal:** By May 2025, 80% of 4 year olds attending ELC will score in the green zone (Tier1) for the myIGDI Literacy subtests. By May 2025, 80% of 4 year olds attending ELC will score in the green zone (Tier1) for the myIGDI numeracy subtests.
**Vision:** USD 445 will support kinder bound students as they enter kindergarten ready to learn and socialize successfully.

## Action Step #1: COMMUNITY PARTNERSHIPS

| **Action Item 1.1: Structure** |
|---|
| ***Reasoning:***<br>District demonstrates meaningful partnerships to advance community-wide early childhood initiatives (i.e. shared professional development across all early childhood providers; support for community-based child care; health fairs; child find activities; community-wide screening strategy, referrals; shared space/ funding); and seamless transitions between programs/services. |
| ***Assigned to:***<br>District Admin, PAT, ELC Admin, Transition Coordinator, Community members, Childcare providers, Coffeyville Coalition for School Readiness. |
| ***Implementations Steps/Details:***<br>Coffeyville Coalition for School Readiness meets to make plans to increase consistency across the community.<br><br>Sign children up for Imagination Library upon enrollment into a program. |
| ***Starting Date:***<br>Spring 2021 |
| ***Monitor Date:***<br>By the end of each semester (December and May annually). |
| ***Due Date:***<br>Annually |

| **Action Item 1.2: Coordination** |
| --- |
| ***Reasoning:***<br>The community deliberately cultivates a broad, deep understanding of child development that is rooted in local cultural practices. |
| ***Assigned to:***<br>District Staff, PAT, ELC Admin, Transition Coordinator, Community members, Childcare providers in Coffeyville. |
| ***Implementations Steps/Details:***<br>Collaborative efforts with community:<br>Spoke to Rotary  Sept 2020<br>Coffeyville Coalition for School Readiness |
| ***Starting Date:***<br>September  2020 |
| ***Monitor Date:***<br>Ongoing to meet each semester |
| ***Due Date:***<br>May 2021 |

| **Action Item 1.3 Needs Assessment** |
| --- |
| ***Reasoning:***<br>The district aligns resources and priorities to address the needs identified in the needs assessment. District early learning programs supplement and support the community's overall early childhood system. |
| ***Assigned to:***<br>District Staff, ELC Admin, Transition Coordinator, Community members, and Childcare providers in Coffeyville. |
| ***Implementations Steps/Details:***<br>Offer PD to local childcare providers, CPR, First Aid, Imagination Library for all children 0-5. |
| ***Starting Date:***<br>Spring 2021 |
| ***Monitor Date:***<br>Annually |
| ***Due Date:***<br>Spring 2022 |

| **Action Item 1.4 Kansas Family Engagement and Partnership Standards for Early Childhood** |
| --- |
| ***Reasoning:***<br>The district has documented interaction with a parent advisory committee and demonstrated initiation of recommendations from that advisory group. |
| ***Assigned to:***<br>ELC Site Council Members, ELC Admin, and Transition Coordinator. |
| ***Implementations Steps/Details:***<br>Recruit Site Council members.<br>Schedule meetings 6 times per year.<br>Create a meeting agenda with Guest speakers.<br>Encourage Parent attendance/contribution to meetings. |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>6 times annually |
| ***Due Date:***<br>May 2021 |



## Action Step #2: Data

| **Action Item 2.1: Developmentally Appropriate Practice** |
| --- |
| ***Reasoning:***<br>Across all early learning settings, demonstrates how administrators, staff members and families have a collaborative responsibility for implementing intentionally designed learning experiences for each child that are:<br>-Individually and age appropriate.<br>-Aligned with previous and future age levels/grades to enhance the learning continuum.<br>-Based on reliable and valid data.<br>-Improve development, learning and behavioral outcomes. |
| ***Assigned to:***<br>Curriculum Director, ELC Admin, ELC Counselor, Instructional Coach, Teachers, and Teacher Assistants. |
| ***Implementations Steps/Details:***<br>PK/K Standards Based Grade Card<br>To be completed at the end of each quarter.<br>ASQ3<br>ASQ:SE<br>To be completed within 30 days of start.<br>SRSS<br>Administered Fall and Spring<br>(October & March)<br>mylGDI Literacy/Numeracy<br>(Fall/Winter/Spring) |
| ***Starting Date:***<br>August 2020 |
| ***Monitor Date:***<br>Each quarter for standards based grade cards. |
| ***Due Date:***<br>May 2021 |

| **Action Item 2.2: Parent Education** |
| --- |
| ***Reasoning:***<br>All parent education programs deliver an evidence-based model with research-informed tools and curriculum.<br>USD 445 PAT has obtained Parents As Teachers Blue Ribbon Affiliate status in 2020. |
| ***Assigned to:***<br>Parents as Teachers, Transition Coordinator, Counselor, and Family Advocates. |
| ***Implementations Steps/Details:***<br>Survey of parents to gather info on what classes are needed<br>Gather resources<br>Provide training<br>Survey for parent and staff satisfaction |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Ongoing<br>Annually<br>Monitor December and May |
| ***Due Date:***<br>May Annually |



## Action Step #3: Quality Workforce

| **Action Item 3.1: Credentialing** |
|---|
| ***Reasoning:***<br>All preschool teachers providing publicly funded preschool services have an endorsement for early childhood education.<br>All assistant teachers/teacher aides/paraprofessionals providing publicly funded preschool services have at least a child development associate certificate or an associate of arts in early childhood education or related field. |
| ***Assigned to:***<br>District Admin, Curriculum Director and Building Admin. |
| ***Implementations Steps/Details:***<br>Recruit/hire highly qualified staff.<br>On-going training and support for staff. |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Annually |
| ***Due Date:***<br>Spring 2021 |

| **Action Item 3.2: Professional Development** |
|---|
| ***Reasoning:***<br>The district intentionally schedules professional learning opportunities so that early learning providers who provide child care and preschool during the school day can access professional development. |
| ***Assigned to:***<br>District Curriculum Director, PD Committee, ELC Admin, School Counselor and Instructional coach. |
| ***Implementations Steps/Details:***<br>Continuing education for teachers and staff to improve knowledge and skills in order to facilitate individual, school-wide, and district wide improvements for increasing student success.<br>Mentoring programs for new teachers. |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Monthly |
| ***Due Date:***<br>Spring 2021 |

| **Action Item 3.3: Ongoing Support** |
| --- |
| ***Reasoning:***<br>The district's early childhood team shares effective practices and uses of observation with community early childhood providers. |
| ***Assigned to:***<br>ELC Admin and staff requested to present. |
| ***Implementations Steps/Details:***<br>ELC presentations to the school board, CCEI, and community partners. |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Annually |
| ***Due Date:***<br>Spring 2021 |

| **Action Item 3.4: Leadership** |
| --- |
| ***Reasoning:***<br>District leaders (superintendent, administrators, principals, other key personnel) support strong early childhood programming throughout the state. |
| ***Assigned to:***<br>District and Building Admin. |
| ***Implementations Steps/Details:***<br>Participate in KSDE, KDHE, and Children's Cabinet meetings/conferences. |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Quarterly |
| ***Due Date:***<br>Spring 2021 |

## Action Step #4: Health & Safety

| **Action Item 4.1: Nutrition** |
|---|
| ***Reasoning:***<br>LC actively participates in the Child and Adult Care Food Program (CACFP) and meets CACFP requirements. We serve all meals and snacks family style:<br>• Four to eight hours: One snack and one meal.<br>• Eight to 10 hours: Two snacks and one meal or one snack and two meals. |
| ***Assigned to:***<br>Lead Cook, Teachers and Assistants and ELC Admin. |
| ***Implementations Steps/Details:***<br>Menus are followed, serving sizes meet requirements, family style meals and snacks, and reporting of meals consumed. |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Daily |
| ***Due Date:***<br>Spring 2021 |

| **Action Item 4.2: School Wellness Policy** |
|---|
| ***Reasoning:***<br>Early childhood is recognized in school wellness policy in the areas of nutrition, nutrition promotion and education, physical activity and integrated school-based wellness. Early childhood is engaged in the process to shape the school wellness policy. The district demonstrates that it follows best practices for early childhood programming. |
| ***Assigned to:***<br>ELC Admin, Teachers, Assistants, and Counselor. |
| ***Implementations Steps/Details:***<br>Implement Second Step Curriculum to prepare children with self-regulation. |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Weekly |
| ***Due Date:***<br>Spring 2021 |

| **Action Item 4.3: Healthy Children** |
| --- |
| ***Reasoning:***<br>The school district supports community efforts to create safe, developmentally appropriate, maintained spaces for all children to play throughout the community. |
| ***Assigned to:***<br>ELC Admin, Teacher and Assistants, and BG Tots after school programming. |
| ***Implementations Steps/Details:***<br>State regulations are followed through KDHE licensing to maintain safety. |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Daily |
| ***Due Date:***<br>Spring 2021 |

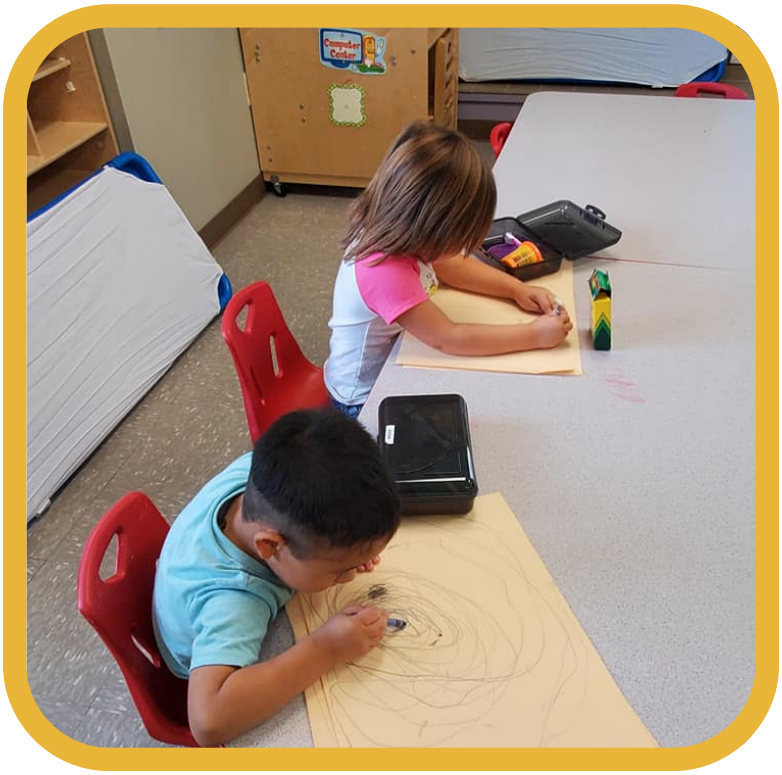


## Action Step #5: Inclusion & Accessibility

| **Action Item 5.1: Inclusion** |
| --- |
| ***Reasoning:***<br>Established policies to eliminate expulsion, suspension or other exclusionary discipline. These extraordinary measures are used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that can't otherwise be reduced or eliminated by the provision of reasonable modifications. Should a situation arise where there is documented evidence that all possible interventions and supports have been exhausted, and it is unanimously determined that another setting is more appropriate for the well-being of the child in question, all parties, including the receiving program, work together to develop and implement a seamless transition plan. The district's data shows zero expulsions or suspensions for children ages birth through 5. |
| ***Assigned to:***<br>Care Team, School Counselor, ELC Admin, Tri-County Resource Teacher, PBS teacher, and the Social Emotional Case Manager. |
| ***Implementations Steps/Details:***<br>Regulation Station in operation, tier 3 classroom support for behavior in operation, and weekly planning meetings. |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Weekly<br>CARE TEAM meetings |
| ***Due Date:***<br>May 2021 |

## Action Step #6: Transitions Into Kindergarten

| **Action Item 6.1: Transition Planning** |
| --- |
| ***Reasoning:***<br>Kindergarten transition planning is identified and intentional for all children, family and staff members, taking into account transitions between programs, from home to school and from preschool to kindergarten. |
| ***Assigned to:***<br>ELC Admin, Transition Coordinator, CES Admin, ELC/CES Teachers, Family Advocates, Resource teachers for PK/K, and the School Psychologist. |
| ***Implementations Steps/Details:***<br>Round Up, Kinder Camp, Kinder Teachers VIsit all Preschools, Kinder Bound PACT Night, and Transition Meetings. |
| ***Starting Date:***<br>Spring 2021 |
| ***Monitor Date:***<br>Annually |
| ***Due Date:***<br>June<br>Annually |



| **Action Item 6.2: Kindergarten Readiness Snapshot Participation** |
| --- |
| ***Reasoning:***<br>Data used to:<br>*Design environments and instruction to meet the needs of incoming kindergarteners.<br>*Support aligned teaching practice and program planning.<br>*Support personalized instruction.<br>*Promote positive teacher family relationships. |
| ***Assigned to:***<br>ELC staff, CES Kindergarten Staff, Parents, ELC/CES Resource Teachers, ELC/CES, Counselors, and the School Psychologist. |
| ***Implementations Steps/Details:***<br>Potential Data used:<br>mylGDI Literacy<br>mylGDI Numeracy<br>Observations<br>SIT Data<br>ASQ:3<br>ASQ: SE<br>SRSS |
| ***Starting Date:***<br>Fall 2020 |
| ***Monitor Date:***<br>Annually |
| ***Due Date:***<br>Spring 2021 |







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