

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Burton Pack Elementary (4001089) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

* Plan Submission

- ☐ School does not utilize Cognia
☒ School utilizes Cognia

* Phase of Plan

- ☒ Initial 5-year plan
☐ Update 1
☐ Update 2
☐ Update 3
☐ Update 4
☐ Update (due to Waiver)

* State and Federal School Improvement Status - if applicable

Priority ▼

School Plan Contact Information

* Name

Ashton Jones

* Phone

8035530304

* Email

ashton.jones@richlandone.org

* Principal's Name

Ashton Jones

* Board of Trustees Chairperson's Name

Aaron Bishop

* Date of Plan Approval by the Board

04/19/2024 

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Burton Pack Elementary (4001089) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Ashton Jones
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Teacher

Name	*	Terri Wood
Name	*	Lenette Trapp

Parent/Guardian

Name	*	Markeeta Bennett
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Community Member

Name	*	Arthur Butler
Name	*	Nichole Bass

School Level Administrators

Name	*	Detra Simmons
Name	*	Ronda Steadman-Maurice

School Read to Succeed Literacy Leadership Team Lead

Name	*	Pamela Livingston
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School Read to Succeed Literacy Leadership Team Member

Name	*	Ashton Jones
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Name	*	Detra Simmons
Name	*	Ronda Steadman-Maurice
Name	*	Lenette Trapp
Name	*	Carole Ann Richardson
Name	*	Terri Wood
Name	*	Latarsha Cleckley

School Improvement Council Member(s)		
Name	*	Ashton Jones
Name	*	Detra Simmons
Name	*	Ronda Steadman-Maurice
Name	*	Maria Green-Washington
Name	*	Iyona Robinson
Name	*	Pamela Livingston
Name	*	Carole Ann Richardson

School Gifted and Talented Coordinator		
Name	*	Dionne Sturdivant

School Federal Programs Coordinator		
Name	*	Dr. Sandra Lindsay Brown

Other Stakeholders		
Position	Name	

(Optional) Enter mission, vision, beliefs, and/or values.		

We are Burton-Pack Elementary, a leader in transforming lives through education, empowering all students to achieve their potential and dreams. We are achieving excellence together.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Burton Pack Elementary (4001089) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA4OQ>

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

Burton-Pack Elementary school is an urban Title I school located in Richland County School District One. The economic description of Burton-Pack's students is representative of a low socio-economic community with many single families that live in apartments and single-family homes. Burton-Pack Elementary school was built in 1998 and occupied in August of 1999. The opening enrollment of the new school was 611 students. Enrollment has declined slowly since that date. Currently, Burton-Pack serves students in PCD(Preschool Children with Disabilities) through fifth grade. As of April 16,2024, Burton-Pack's enrollment is 302 students. Out of the 302 students, there are 145 males and 157 females. Out of 302 students enrolled, 11 are served by McKinney-Vento. Burton-Pack's population is made up of 264, (87%) African-American students, 19(6%) Hispanic/Latino students, 15(5%) students with two or more races, and 4(2%) White students. All students enrolled at Burton-Pack , and in other Richland One School District One schools, are eligible to receive free meals through the Community Eligibility Program (CEP).

Current data shows that out of 302 students, 32(11%) students receive special education services to include, self-contained, learning disabilities, other health impairment, and speech language services. 43(14%) of students have been identified as gifted and talented.

The current number of students at each level are the following: 1 Pre-K 3 student, 28 Pre-K 4 students, 50 Kindergarten students, 37 First Grade students, 55 Second Grade students, 40 Third Grade Students, 45 Fourth Grade students, and 46 Fifth Grade students. Fifth grade students are zoned to attend W.G. Sanders Middle School and W.A. Perry Middle School. Burton-Pack students are zoned for Keenan High School. A few students will feed into C.A. Johnson High School. Burton-Pack has 28 certified teachers on staff. The teacher-student ratios by grade level are as follows: Pre-K-1:19; K-1:25; 1st-1:19;2nd-1:18;3rd-1:20;4th-1:15;5th-1:15.

The MyIGDIs was administered in Fall 2023 and will be administered again in Spring 2024. Currently, the data shows our challenges in Early Literacy are rhyming, sound recognition, and which one doesn't belong.

Early Numeracy data shows that number naming was the greatest challenge for PreK students. This was the greatest strength for students last year. Quantity comparison is shown to be the strongest area of growth. PreK is an intervention for those students who are at-risk and have never been in a formal school setting. Intervention groups have been created to address the areas of weakness and basic skills.

Additional support for teachers in the form of an interventionist for PreK and an IA in each grade level would help increase academic success in both literacy and math. A review of our data indicates that Burton-Pack continues to have some challenges with reading comprehension, basic math facts, language, and writing skills. These challenges are correlated with the reading deficiencies identified on the state and district assessments. There has been periodic growth and fluctuations, however, not enough growth to reach academic goals.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Burton Pack Elementary (4001089) Public School - School Renewal Plan - Rev 0

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

- Results of our K-2 literacy and math assessments show evidence of a need to focus intensively on standards-based instruction, targeted intervention, and literacy integration across all content areas.
- Provide extensive professional development in the use of running records to drive instruction, differentiated small group instruction, and how to teach Guided Reading.
- Teachers will make instructional decisions for students based on data.
- These results also indicate a need for high quality, job-embedded professional learning that focuses on the reading process and reading interventions in grades K-4.
- Being that over 60% of Richland One students do not demonstrate kindergarten readiness upon entering school, there is a need to expand access to high quality early childhood education and early interventions.
- The number and percentage of students in grade 3 who were initially identified for and eventually required summer school intervention to avoid third grade retention reflects the need to strengthen foundation skills in K-2.

* Elementary/Middle (3-8)

- Teachers use a comprehensive formative assessment system to track students' data and provide appropriate interventions in all content areas bi-weekly.
- Provide a more intentional focus on writing across all content areas to increase students writing skills.

- Focus on daily guided reading using research-based strategies to increase reading comprehension.
- A focus on reading with the use of at all grade levels with the use of F&P and Orton Gillingham with fidelity.
- Continue to provide work times without interruption where learning can be maximized during the ELA block daily.
- Provide continuous professional development in the areas of Reading, Mathematics, Writing, Science, and Social Studies. Utilizing a school wide emphasis on the implementation of the state standards, the utilization of data to guide our instruction, and increased rigor based on training that work at all grade levels, we will continue in our efforts to improve student achievement.

* High School (9-12)

N/A

* Teacher/Administrator Quality

- Based on the data reviewed, the district is facing many challenges recruiting and retaining educators. A focus on these efforts will continue.
- Ensuring every student has a properly certified teacher from the first day of class is one of our highest district priorities.
- Teacher retention in high poverty schools is an ongoing problem. There is also difficulty recruiting teachers to high poverty schools.
- Quality, competency-based professional development must be designed in order to increase growth based on student achievement and observations. A competency-based approach to professional development will increase the likelihood that employees' strengths will be maximized and all weaknesses will be addressed, thus positively impacting student achievement.

* School Climate

School Climate

- The student attendance rate has decreased over the past year. Schoolwide and classroom incentives have been put in place to assist with improving attendance.
- The teacher attendance rate has increased over the past year.
- The Suspension Rate has increased from 202 during the 2022-2023 school year to during the 2023-2023 school year. The majority of the disciplinary infractions that occur are a result of altercations in the neighborhood. Burton-Pack has created community partnerships to show visibility and maintain an open line of communication in hopes to work together and be proactive in resolving these altercations before they make it to the school. Richland One will continue utilizing a multi-tiered system of supports, as well as a student advocacy program in every school to continue the reduction of behavioral incidents. Burton-Pack will continue to utilize interventions in ABE,ABC charts, and the Overcoming Obstacles curriculum.
- Percent satisfied with learning environment: Teachers 50 %; Students 83.1%;N/A Parents %
- Percent satisfied with social and physical environment: Teachers 61.9%; Students 79.5%; Parents 100%
- Percent satisfied with school-home relations: Teachers 54.5%; Students 92.0%; Parents 0%

- Parent Literacy/Math Events, Muffins With Moms, Donuts With Dads, Grandparents' Day, Career Fair, and Open House events were hosted by the school.
- Early Parent Education events were held on the topics of Reading with your Children at Home.
- Honors and Awards Recognition Ceremonies, PAW Incentive activities,
- Monthly calendars, weekly parent newsletters from teachers and the Principal.
- The Parent Messenger used to keep parents informed of school events, (school website, auto-dialer, classroom dojo)
- Parent Handbook and School Calendar were also sent home to every family.

Other (such as school priorities)

N/A

* Gifted and Talented

NA

4001 - Richland County School District One (4001) Public District - FY 2025 - Burton Pack Elementary (4001089) Public School - School Renewal Plan - Rev 0**Plan Items)****1 Student Achievement***

Performance Goal:

By 2029, the percentage of students scoring meets or exceeds in ELA will increase from 26.1% to 50% on SC READY.

PM 1.1 Meet annual target goals below.

Analysis of Actual vs. Projected Data:

Baseline 26.1% 2023-2024-Projected Data: 30% 2023-2024-Actual Data: TBD 2024-2025-Projected Data:35% 2024-2025-Actual Data: TBD 2025-2026-Projected Data:40% 2025-2026-Actual Data: TBD 2026-2027-Projected Data:45% 2026-2027-Actual Data: TBD 2027-2028-Projected Data:50% 2027-2028-Actual Data: TBD

S 1.1.1 SC Ready ELA assessment scores

Evidence-Based Research:

Classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive (Dorman, Aldridge, & Fraser, 2006). Young, J., & Young. (2014). Encouragement in the Classroom. Association for Supervision and Curriculum Development. When teachers and administrators examine data as part of the school improvement process, school improvement teams become more efficient and effective, decision making becomes more collaborative, teachers develop more positive attitudes about their own and their students' abilities, and educators begin to feel more in charge of their own destinies," according to Craig Jerald in a 2006 brief on collecting and using data to increase student achievement (p. 2). Jerald, C. D. (n.d.). September 2006 Issue Brief (PDF) - robeson.k12.nc.us. Retrieved March 25, 2019, from http://www.robeson.k12.nc.us/cms/lib6/NC01000307/Centricity/ModuleInstance/18548/Center_IB_Sept06B_-_Data.pdf

AS 1.1.1.1 Tier I Instruction

Action Step:

Strengthen Tier I instruction by using Richland One curriculum guides and support documents to develop lessons plans that are standards based and provide differentiated levels of rigor.

Person Responsible:

ELA teachers,Related Arts teachers,SPED teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
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Title I Part A	Title I Part A	External Consultants	\$1,500.00
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AS 1.1.1.2 Classroom Environment

Action Step:

Utilizing the WICOR AVID Strategies to bring about student organizational skills to be successful learners.

Person Responsible:

ELA teachers,Related Arts teachers,SPED teachers

Estimated Begin Date:

8/1/2014

Estimated Completion Date:

7/31/2029

Funding Application	Grant	Notes	Amount
Other	Other	AVID Resources and professional development	\$3,000.00

AS 1.1.1.3 Curriculum Resource, Best-Practices and Strategies in ELA

Action Step:

Teachers will incorporate curriculum resources/tools, research-based practices (Best Practices), instructional models, and approved Special Education program into ELA instruction. Examples of resources/tools include but not limited to SC Early Learning Standards; Frameworks for K-5, SC Academic Standards; Pacing Guides, K-5; State Content Support Documents; K-5 Districtwide resources (adopted textbooks; early childhood literacy program); Leveled Text; Mastery Connect; RAZ Kids; Reading A to Z; Lexia Core 5;; Enrich; Flocabulary; Literacy Strategies; Reading/Writing Strategies; Comprehension and Vocabulary Strategies; High Yield Strategies (similarities and differences, questions, cues, advanced organizers, nonlinguistic representation, cooperative learning, homework/practice),Orton Gillingham, LETRS, Writer's Workshop, Visible Learning; Literacy Strategies; i-Ready computer program.

Person Responsible:

ELA teachers,Related Arts teachers,SPED teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

7/31/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Update current resources and general funds	\$500.00

2 Student Achievement*

Performance Goal:

By 2029, the percentage of students scoring meets or exceeds in Math will increase from 14.7% to 40% as measured by SC READY.

PM 2.1 Meet annual targets below.

Analysis of Actual vs. Projected Data:

Baseline: 14.7% 2023-2024-Projected Data: 20% 2023-2024-Actual Data: TBD 2024-2025-Projected Data: 25% 2024-2025-Actual Data: TBD 2025-2026-Projected Data: 30% 2025-2026-Actual Data: TBD 2026-2027-Projected Data: 35% 2026-2027-Actual Data: TBD 2027-2028-Projected Data: 40% 2027-2028-Actual Data: TBD

S 2.1.1 SC Ready Math

Evidence-Based Research:

N/A

AS 2.1.1.1 Tier I Instruction

Action Step:

Strengthen Tier I instruction by using Richland One curriculum guides and support documents to develop lessons plans that are standards based and provide differentiated levels of rigor.

Person Responsible:

Math, Related Arts, and Resource Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

7/31/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 2.1.1.2 Manipulatives

Action Step:

Increase the use of hands-on manipulatives and integrate it into Tier I instruction.

Person Responsible:

Math, Related Arts, and Resource Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

7/31/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$0.00

AS 2.1.1.3 Curriculum Resources ,Best Practice Strategies in Math

Action Step:

Teachers will incorporate curriculum resources/tools, research-based practices (Best Practices), instructional models, and approved Special Education program into Math instruction. Examples of resources/tools include but not limited to SC Early Learning Standards; Frameworks for K-5, SC Academic Standards; Pacing Guides, K-5; State Content Support Documents; K-5 Districtwide resources; Dream box; manipulatives; i-Ready computer program.

Person Responsible:

Math,Related Arts,and Resource Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

7/31/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Quarterly P-B Learning	\$3,500.00

3 Student Achievement*

Performance Goal:

By 2029, the percentage of students scoring meets or exceeds in Science will increase from 11.5% to 31.5% on SC READY.

PM 3.1 Meets annual target goals below

Analysis of Actual vs. Projected Data:

Baseline 11.5% 2023-2024-Projected Data: 11.5% 2023-2024-Actual Data: TBD 2024-2025-Projected Data:14.5% 2024-2025-Actual Data: TBD 2025-2026-Projected Data:20.5% 2025-2026-Actual Data: TBD 2026-2027-Projected Data:25.5% 2026-2027-Actual Data: TBD 2027-2028-Projected Data:31.5% 2027-2028-Actual Data: TBD

S 3.1.1 SC Ready Science Assessment Scores

Evidence-Based Research:

There are several studies and research findings to support the need for science to be given equal priority as the other core subjects, so schools should strive for a least 60 minutes of instruction a day (NSTA, 2019). Furthermore, the researchers suggest that students need to be engaged in activities to promote problem-solving and critical thinking as they make connections to their community, country, and the world (McCrae-Jones, 2017). Also, this integration of learning experiences allows students to explore science concepts, make sense of the world around them, and engage in collaborative practices. Lastly, daily high-quality science instruction supports the goals listed in the Profile of the South Carolina Graduate and our College and Career Ready Standards. Fitchett, P. & Heafner, T. (2010).

AS 3.1.1.1 Differentiation of Instruction

Action Step:

Teachers will create classroom learning centers using acquired resources to support students and differentiated learning opportunities.

Person Responsible:

Science teachers, CRT

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, Burton-Pack will reduce the percent of teacher turnover to 10%

PM 4.1 Meet annual targets below.

Analysis of Actual vs. Projected Data:

Baseline:32% turnover rate 2023-2024-Projected Rate:32% 2023-2024-Actual Rate: TBD 2024-2025-Projected Rate:25% 2024-2025-Actual Rate: TBD 2025-2026-Projected Rate:20% 2025-2026-Actual Rate: TBD 2026-2027-Projected Rate:15% 2026-2027-Actual Rate: TBD 2027-2028-Projected Rate:10% 2027-2028-Actual Rate: TBD

S 4.1.1 Transfers and Resignation per HR

Evidence-Based Research:

Hargreaves (2004) stated that if we wanted high-level, deep learning for students, we had to have highly skilled and intellectually able teachers. Hargreaves, A. (2004). Distinction and Disgust: The Emotional Politics of School Failure. International Leadership and Education, 7(1), 27-41. Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.

AS 4.1.1.1 Teacher Recommendations

Action Step:

District will develop a plan that uses a variety of resources to enhance the hiring process, communication, and onboarding.

Person Responsible:

Human Resources
Estimated Begin Date:
8/1/2014
Estimated Completion Date:
7/1/2029

Funding Application	Grant	Notes	Amount
Other	Other	Salaries are determined by years of experiences	\$130,000.00

AS 4.1.1.2 Teacher Mentoring Program

Action Step:

The primary purpose of the mentoring program is to provide new teachers a professional relationship with a mentor for professional growth and development and to retain new teachers in the profession by providing opportunities with a mentor to develop necessary knowledge and skills in teaching. Also to provide mentors opportunities for personal growth through collaboration with new teachers and other mentor teachers. Assist with planning, understanding and effectively using the state standards and pacing guides.

Person Responsible:

Human Resources, School Administration

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

7/31/2029

Funding Application	Grant	Notes	Amount
Other	Other	Teachers are required to attend induction classes	\$1,500.00

5 School Climate*

Performance Goal:

By 2029 the chronic absenteeism rate will decrease to 15%.

PM 5.1 Meet annual target goals below.

Analysis of Actual vs. Projected Data:

Baseline: 46.1% chronic absenteeism 2023-2024-Projected Data: 35% 2023-2024-Actual Data: T BD 2024-2025-Projected Data: 30% 2024-2025-Actual Data: TBD 2025-2026-Projected Data: 25% 2025-2026-Actual Data: TBD 2026-2027-Projected Data: 20% 2026-2027-Actual Data: TBD 2027-2028-Projected Data: 15% 2027-2028-Actual Data: TBD

§ 5.1.1 Multi-Tiered System of Support (MTSS) to Address Attendance

Evidence-Based Research:

A Multi-Tiered System of Support (MTSS) framework is essential to support the whole child when consistent patterns evolve over time. The MTSS framework is important for early identification and intervention, progress monitoring and team-based problem solving with relevant and current data. Harper, A. (2018). More Students Would Benefit From Having a Mentor. educationdive.com Wood, S., & Mayo-Wilson, E. (2012). School-Based Mentoring for Adolescents: A Systematic Review and Meta-Analysis. Research on Social Work Practice, 22(3), 257-269. <https://doi.org/10.1177/1049731511430836>

AS 5.1.1.1 Professional Development

Action Step:

Provide multiple Multi-Tiered System of Support (MTSS) training throughout the year to ensure that all staff members are trained to provide the necessary support for all students to increase student attendance which positively affects behavior, academics, SEL.

Person Responsible:

School Staff

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

7/31/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	All school staff will be trained	\$2,000.00

Assurances

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**Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))**

* <input type="text" value="Yes"/> ▼	Academic Assistance, PreK-3
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* <input type="text" value="Yes"/> ▼	Academic Assistance, Grades 4-12
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* <input type="text" value="Yes"/> ▼	Parent Involvement
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* <input type="text" value="Yes"/> ▼	Staff Development
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* <input type="text" value="Yes"/> ▼	Technology
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* <input type="text" value="Yes"/> ▼	Innovation
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* <input type="text" value="Yes"/> ▼	Collaboration
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* <input type="text" value="Yes"/> ▼	Developmental Screening
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

* N/A ▼	Half-Day Child Development
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* Yes ▼	Developmentally Appropriate Curriculum for PreK-3
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes ▼	Parenting and Family Literacy
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes ▼	Recruitment
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes ▼	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.