History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Dreher High (4001004) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
8/21/2024 10:46:23 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/25/2024 1:19:58 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/25/2024 1:19:54 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/18/2024 4:04:13 PM	Lawrence Eberlin	Status changed to 'School Renewal Plan Completed'.	S
4/11/2024 11:18:03 PM	Lawrence Eberlin	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:16 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

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<u>21st Century Graduate Profile</u>

* 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
[NA ▾]

School Plan Contact Information

* Name
Dr. L. Joseph Eberlin

* Phone
803-253-7000

* Email
lawrence.eberlin@richlandone.org

* Principal's Name
Dr. L. Joseph Eberlin

* Board of Trustees Chairperson's Name
Rev. Dr. Aaron Bishop

* Date of Plan Approval by the Board
04/23/2024 🗓

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Stakeholder Names

Principal

Name	*	Dr. L. Joseph Eberlin

Teacher

Name	*	Mrs. Nicole Mesimer
Name	*	Mrs. Katie Pfrommer

Parent/Guardian

Name	*	Ms. Brittany Benjamin
Name	*	Mr. Doyle Covert

Community Member

Name	*	Mr. Shep Headley
Name	*	Dr. Deborah Billings

School Level Administrators

Name	*	Mr. Carroll Kelley
Name	*	Ms. Cindy Jowers
Name	*	Dr. Carl Georgie
Name	*	Mr. Jacob Baxter
Name	*	Ms. Ariel Asouzu

School Read to Succeed Literacy Leadership Team Lead

Name	* Mr. Carroll Kelley

School Read to Succeed Literacy Leadership Team Member

Name	* Mrs. Michelle Powell

School Improvement Council Member(s)

Name	* Mrs. Marcia Zug
Name	* Mr. David Wheeler
Name	* Mr. John Humphries
Name	* Mrs. Sally McCants

School Gifted and Talented Coordinator

Name	* Mr. Kevin Kirkley

School Federal Programs Coordinator

Name	* N/A

Other Stakeholders

Position	Name

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

We are Dreher, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Dreher High (4001004) 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=eT0yMDIzJnQ9SCZzaWQ9NDAwMTAwNA

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

2023 CELEBRATIONS:

- AP Passing Rate: 74.6% pass (3 or higher)
- 29 AP Capstone Scholars
- 6 National Merit Scholars 2022-2023
- 6 National Merit Semifinalist 2023-2024
- 83.1 % pass on Algebra1 EOC (+18.2%)
- 84.4% pass on English 2 EOC (+4.2%)
- The State Best High School Silver Award
- #3 HS in Midlands, #11 in SC (US News)
- AP School Honor Roll Recognition

2018	2019	2022	2023
Academic Achievement 18.1/30 Points Good	Academic Achievement 17.22/30 Points Good	Academic Achievement 13.8/25 Points Good	Academic Achievement 14.14/25 Points Good
Preparing for Success 5.62/10 Points Good	Preparing for Success 5.32/10 Points Good	Preparing for Success 3.27/5 Points Excellent	Preparing for Success 4.07/10 Points Average

English Learners' Progress Not Rated	English Learners' Progress Not Rated	English Learners' Progress 5.75/10 Average	English Learners' Progress 4.19/10 Average
Graduation Rate--87.4% 22.44/30 Points Good	Graduation Rate—86.8% 22.09/30 Points Good	Graduation Rate—90.2% 20.09/25 Points Excellent	Graduation Rate—88.2% 19.08/25 Points Good (HSS—85%, 545/641)
College & Career Readiness 18.4/25 Points Good	College & Career Readiness 20.8/25 Points Excellent	College & Career Readiness--67.4% 16.85/25 Points Average	College & Career Readiness—66.9% 16.72/25 Points Average
Student Engagement 0.5/5 Points Unsatisfactory	Student Engagement 3/5 Points Average	School Climate 6.02/10 Points Average	School Climate 2.95/5 Points Average
Overall Rating 65/100 Points Good	Overall Rating 68/100 Points Excellent	Overall Rating 66/100 Points Good	Overall Rating 61/100 Points Good

2023 ACADEMIC ACHIEVEMENT (14.14/25):
Algebra 1 went from 64.9% to 83.1% pass rate on 2023 EOC (AA males at 76.4%; Hispanic at 68.4%). Recent STAR testing, 56.7% of 9th at / above benchmark and 58.2 of 10th at / above benchmark (38.7% of AA males and 43.5% of AA females at urgent / intervention level). English 2 went from 80.2% to 84.4% pass rate on 2023 EOC (AA males 67.2%; Hispanic male at 64.3%; Disabled at 34.6%; LEP at 28.6%). Recent STAR testing, 41.9% of 9th at / above benchmark; only 22.6% of 10th at / above benchmark (69.3% AA males and 52% of AA females at urgent and intervention).

2023 PREPARING FOR SUCCESS (4.07/10):
Biology 1 went from 65.1% to 57.7% pass rate (AA males at 26.0%; AA female at 46.5%; Hispanic at 57.7%; Disabled at 19.5%; LEP at 36.4%). US History went from 72.3% to 67.4% pass rate (AA males at 39.7%, AA females at 44.4%, LEP at 0.0%, Disabled at 13.0%).

2023 ENGLISH LANGUAGE LEARNERS (4.19/10):
ACCESS – 43 ML students tested in 2023, currently 47 for 2024. From 2023, 41.9% (18/43) ML students made progress toward proficiency goal. This school year we have approximately 10 languages among our ML students with 5-7 who considered to be illiterate in their native language.

2023 GRADUATION RATE (19.08/25):
Cohort of 2024 (9GR21): 270 enrolled, 17 drop-outs, 24 super juniors, and 2 non-diploma students. Projected range for 2024 Grad Rate is 84.1% to 93%. If all possible 9GR21 graduates and all dropouts are located, then highest possible grad rate is 99.3%.

2023 COLLEGE AND CAREER READINESS (16.72/25):
Cohort of 2023, 9GR20, 66.9% overall with 39.6% college and career ready, 42.2% college ready, and 64.5% career ready. SPED CCR at 22% (goal to reach 31% to meet state expectation. (97 CTE Completers, 42 national or state credentials.) WIN--9GR21: 62.5% overall with 66% math, 81.1% data, and 79.8% reading pass rates. Dual Enrollment--89.9% of classes with a C or better (48 students, 79 classes).

2023 School Climate Survey Data (2.95/5):

Student Surveys: 46.5% disagree textbooks are helpful, 34.4 grounds are clean, 61.9 bathrooms are clean, 35.2 students behave in class, 46.5 students behave well out of class; 62.7 agree that adults prevent bullying, 87.8 feel safe before / after hour, 94.7 safe during school.

Teacher Surveys: 77% agree relevant PD opportunities, roughly 80% halls and bathrooms are clean, 93.3% students behave in class, 82.4% students behave outside of class, 70.2 school or district provide bullying prevention training, 25.7 has been bullied by a student, 70.3 morale is high, 87.9 appreciated for good work, and over 90% feel safe before, during, and after school.

SCDE Report Card: satisfied with learning environment: 92.1% teachers, 83.1% students, 80.2% parents; satisfied with school environment: 92.2% teachers, 83.2% students, 79.9% parents; satisfied with home relations: 91.7% students and 75% parents.

Updated Report Card Criteria for 2024:
ACADEMIC ACHIEVEMENT (25)
PREPARING FOR SUCCESS (10)
MULTILINGUAL LEARNERS' PROGRESS (10)
GRADUATION RATE (19)
COLLEGE & CAREER READINESS (19)
HIGH SCHOOL STUDENT SUCCESS (12)
SCHOOL CLIMATE (5)
TOTAL = 100

GOALS:
1) MAINTAIN / IMPROVE ALG 1 & ENGL 2 EOC SCORES
2) IMPROVE BIO 1 AND US HIST EOC SCORES
--AA MALE SCORE TO 51%+
3) RAISE THE CCR RATING TO 71%+
--SPED CCR TO 31%+
4) RAISE THE GRAD RATE TO 90%+

Executive Summary of Needs Assessment Data

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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)

N/A

* Elementary/Middle (3-8)

N/A

* High School (9-12)

Dreher High School will continue to focus all curricular EOCEP subject area exams, graduation rates, and college/career readiness rates. We will also continue our efforts to support our African American males and students with disabilities subgroups. Also, Dreher will focus on increasing Student Engagement by building a common language through clarity (Learning Intentions and Success Criteria) and teacher capacity through the use of best practices and specific instructional strategies.

Dreher's testing data points and graduation rate are above the state average. We will continue to focus on the individual needs of our students to keep them on track for graduation in 4 years, exiting high school as college or career ready.

* Teacher/Administrator Quality

Dreher High School will continue to utilize in-house, UofSC PDS, district and state staff development and support to prepare and retain the teachers we recruit. Our goal is to be under 8% turnover by the year 2024 while providing our students excellent instruction. We will continue to utilize the SCTS 4.0 system to evaluate teacher competency and competency based professional development to increase the likelihood that employees' strengths will be maximized and all weakness addressed. This approach will positively impact student achievement.

* School Climate

Dreher High School will continue to expand multi-tiered support services (MTSS), student advocacy programs, and Trauma-Informed Care techniques to diminish discipline referrals, out-of-school, and in-school suspensions. These efforts will positively impact the school climate and translate into higher student achievement.

Other (such as school priorities)

N/A

* Gifted and Talented

N/A

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 85% of students will pass the the End of Course Examinations Program assessments in English I, Algebra I, Biology and U. S. History.

PM 1.1 By 2025, 75% of students will pass the EOCEP exams in Algebra I, English II, Biology I, and US History.

Analysis of Actual vs. Projected Data:

2023 Data Points: Algebra I - 83.1%, Biology I - 57.7%, English II - 84.4%, US History - 67.4%, Overall All Courses - 73.2%

S 1.1.1 Increase in EOCEP Exam pass rates through intervention services/activities.

Evidence-Based Research:

Test Prep and Review Strategies for Grades 9-12 - Help Students Prepare For and Take All Kinds (Nast, 2019)

AS 1.1.1.1 Provide monthly professional learning opportunities for all EOCEP staff to include district and school-based collaboration.

Action Step:

Instructional strategies will be developed in bi-weekly PLCs and progress towards goals monitored through sharing student work, CFA results, MC and STAR data, and lesson plan review. Administrators will meet with PLC members and Leadership Team members to develop strategies and review progress. SLOs will focus on EOC strategies when appropriate. Classroom observations will be used to monitor the implementation of instructional practices. Incorporate faculty-led learning walks (PIE Walks--present, involved, and engaged).

Person Responsible:

Joe Eberlin, Cynthia Jowers

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

AS 1.1.1.2 Provide direct academic support to students before school, after school, and occasionally on Saturdays in sessions led by results-proven instructors/tutors.

Action Step:

Academic Assistance and EOCEP Preparation sessions will be offered to students enrolled in EOCEP courses weekly. These sessions will concentrate on standards tested and will allow for small group and individual support for students. The staffed tutoring room will allow for basic tutoring without appointments in any subject area.

Person Responsible:

Cynthia Jowers

Estimated Begin Date:

10/15/2024

Estimated Completion Date:

5/31/2025

Funding Application	Grant	Notes	Amount
Other	Other	Funded through component budget - additional pay.	$10,800.00

AS 1.1.1.3 Provide targeted assistance for teachers needing additional support.

Action Step:

Team leaders and staff members will serve as mentors to all first year instructors and a peer evaluator during their second year. The API will also provide instructional coaching and assist in researching strategies for improvement.

Person Responsible:

Cynthia Jowers

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

2 Student Achievement*

Performance Goal:

By 2029, 85% of students who are graduating with a high school diploma will demonstrate college and/or career readiness.

PM 2.1 By 2025, 70% of all students graduating with a high school diploma will demonstrate college and/or career readiness.

Analysis of Actual vs. Projected Data:

2023 Data: 66.9% CCR

S 2.1.1 Increased CCR rate through direct intervention and programming. Increased performance on ACT, SAT, and WIN.

Evidence-Based Research:

The Growing Importance of College and Career Readiness (Brodersen, 2000)

AS 2.1.1.1 Professional learning opportunities in support of teacher preparation for WIN administration.

Action Step:

Research, acquire, distribute, and train relevant staff members on strategies for supporting teacher and student preparation for the WIN test.

Person Responsible:

Carroll Kelley

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

4/25/2025

AS 2.1.1.2 Establish an explicit process to monitor CCR data points.

Action Step:

The CDF, API, Counseling Staff, Database Specialist, and CTE Teachers will develop a tracking system in addition to what is provided by AARE to monitor individual students. This process will be driven by the graduation rate team, but will include CTE AP and Staff.

Person Responsible:

Joe Eberlin, Carroll Kelley, Katrina Sims (CDF)

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

3 Student Achievement*

Performance Goal:

By 2029, 92% of Dreher High School will graduate within 4 years of entering 9th grade.

PM 3.1 By 2025, 88% or more of the 9GR students at Dreher High School will graduate on-time (within four years of entered ninth grade).

Analysis of Actual vs. Projected Data:

2023 Data: 88.2% 9GR Graduation Rate

S 3.1.1 Annual increase in graduation rate of at least 0.7%.

Evidence-Based Research:

Continuing implementation of successful strategies used to achieve past graduation rates that have led to the successful achievement of this goal. Combining these efforts with futures initiatives such as Visible Learning and Trauma-Informed Instructional Practices, will achieve this goal for 9-GR Cohorts for the 2023-2028 SRP. Evidence of the effects of visible learning are part of R1's professional development. Staff professional learning in visible learning are based on "Make Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners" (Richardt, Church, and Morrison, 2011).

AS 3.1.1.1 Graduation Rate Team Implementation and Activities

Action Step:

The principal, API, counselors, database specialist, social workers, and registrar will continue to track attendance and academic progress of students at-risk of not graduating. The registrar will continue to keep information on withdrawals and request for records to update administrators, the database specialist, counselors, and other members of the graduation team.

Person Responsible:

Joe Eberlin, Cynthia Jowers, and Kevin Kirkley

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

AS 3.1.1.2 Leverage District-Level Mentors

Action Step:

Leverage district-level human resources such as Dr. Prince, Dr. Smalls, Dr. Coles, and others to assist us in mentoring student at-risk of not graduating on time.

Person Responsible:

Joe Eberlin, Cynthia Jowers, and Carroll Kelley

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

AS 3.1.1.3 Individualized graduation plan meeting with at-risk students and parents.

Action Step:

The API assigned to the senior class and all counselors meeting on a weekly or bi-weekly basis with at-risk students to review attendance, grades, behavior, and credit acquisition.

Person Responsible:

Joe Eberlin and Cynthia Jowers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, Dreher High School will reduce the percent of annual teacher turnover to lower than 7.0%.

PM 4.1 By 2025, Dreher High School will reduce the percent of annual teacher turnover to lower than 12%.

Analysis of Actual vs. Projected Data:

Average turnover rate for last three years is roughly 11.5%.

S 4.1.1 Annual reduction of attrition rate among teachers.

Evidence-Based Research:

Solving the Teacher Shortage: How to Attract and Retain Excellent Education (Podolsky, Kini, Bishop, and Darling-Hammond, 2016)

AS 4.1.1.1 Beginning Teacher Support

Action Step:

Certified mentor assigned to all beginning teachers that will then transition to a peer evaluator during said teacher's second year (Annual One). Jump Start beginning teacher support sessions. Department chairperson "check ins" with beginning teachers. Administrative "check ins" with beginning teachers. District-based induction program.

Person Responsible:

Carroll Kelley and Joe Eberlin

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

AS 4.1.1.2 Staff-Based Morale Boosting Programs

Action Step:

When the faculty generates effort beyond the call to run additional programs they generally garner some positive response. The Sunshine Committee is one example of a program which promotes kindness and well-being among the faculty, staff, and students and focuses on recognitions.

Person Responsible:

Sunshine and Trauma Informed Committee (STIC) and Joe Eberlin

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

5 School Climate*

Performance Goal:

Starting in 2029, the percentage of students, teacher, and parents who participate in the EOC Report Card Survey will be at or above 85% annually.

PM 5.1 By 2025, 80% of students, staff, and parents will respond to the SC Report Card School Climate Survey questions. This will be sustained through 2029 (end of plan).

Analysis of Actual vs. Projected Data:

In 2023, 86% of the staff responded, 82.2% of students responded, and the parent data is 50 parents total responded, roughly 4.3%.

S 5.1.1 Consistent participation in the survey annually at 80%.

Evidence-Based Research:

The advantages of involving parents and other community members in school decision-making are well acknowledged. Public involvement enhances public support of our schools. School can be more responsive to community and student needs with additional input. Parents can participate in decisions that affect their children and have more of a sense of ownership in their schools. School Leadership Handbook for Excellence, Edited by Smith and Piele, page 132.

AS 5.1.1.1 Information Blasts

Action Step:

Provide consistent messaging about the survey window annually through email, phone, flyers, and social media.

Person Responsible:

Joe Eberlin

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

AS 5.1.1.2 SIC Support

Action Step:

Leverage SIC members in an effort to increase parental involvement via the survey.

Person Responsible:

Joe Eberlin

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

6 School Climate*

Performance Goal:

By 2029, the percentage of students and teachers satisfied with the learning environment will increase to 95%.

PM 6.1 By 2024-2025, the percentage of teachers and students satisfied with the school learning environment will increase by 3%

Analysis of Actual vs. Projected Data:

Actual 2023 data: 86.6% Projected Data: 89% Actual Data:

S 6.1.1 South Carolina State Report Card School Climate Survey Ratings Indicator.

Evidence-Based Research:

Continuing implementation of successful strategies used to achieve past graduation rates that have led to the successful achievement of this goal. Combining these efforts with futures initiatives such as Visible Learning and Trauma-Informed Instructional Practices, will achieve this goal for 9-GR Cohorts for the 2023-2028 SRP. Evidence of the effects of visible learning are part of R1's professional development. Staff professional learning in visible learning are based on "Make Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners" (Richardt, Church, and Morrison, 2011).

AS 6.1.1.1 Work closely with teachers to enhance student engagement through the implementation of classroom instructional strategies (best practices).

Action Step:

Instructional strategies will be developed in bi-weekly PLCs and progress towards goals monitored through sharing student work, CFA results, MC and STAR data, and lesson plan review. Administrators will meet with PLC members and Leadership Team members to develop strategies and review progress. SLOs will focus on EOC strategies when appropriate. Classroom observations will be used to monitor the implementation of instructional practices. Incorporate faculty-led learning walks (PIE Walks--present, involved, and engaged).

Person Responsible:

Joe Eberlin, Cynthia Jowers, all admin team, and dept leaders

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

Assurances

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

*	N/A ▼	**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).
*	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).
*	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.
*	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.
*	Yes ▼	**Technology**
		The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
*	Yes ▼	**Innovation**
		The school funds innovative activities to improve student learning and accelerate the performance of all students.
*	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.
*	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.
*	N/A ⌄	**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.