Robert J. Burch Elementary
Title I Annual Stakeholder Meeting

Facilitator: Principal, **LISA HOWE**

Date: May 18, 2022

Time: 11:30 am – 2:15 pm

Thank you for joining us today!

Please sign in.

Today's Goal: To engage our stakeholders in the continuous school improvement process for the purpose of improving student academic achievement and building the capacity of staff and families

AGENDA

- Continuous School Improvement Process Overview
- Data Review and Input
- Comprehensive Needs Assessment Review and Input
- Overarching Needs and Root Causes Review and Input
- Action Steps and Implementation Plan Review and Input
- Family Engagement Plan and Compact Review and Input
- Next Steps
- Adjourn

Title 1

Burch qualifies as a schoolwide Title 1 school because of the number of students qualifying for free or reduced meals.

Title 1 funds are to specifically used to increase academic achievement of all students and to ensure equitable access

Georgia's Systems of Continuous Improvement Process

Comprehensive Needs Assessment (What to Improve)

- Coherent Instructional Systems
- Effective Leadership
- Professional Capacity
- Family and Community Engagement
- Supportive Learning Environment

School Improvement Plan (How to Improve)

- Identify Needs & Set Goals
- Select Interventions
- Plan Implementation
- Implement Plan
- Examine Progress

Comprehensive Needs Assessment (CNA)

Stakeholder Collaborative Committees:

- Collect and analyze data
- Self-evaluate and reflect to identify strengths and areas for growth
- Identify overarching needs and root causes
- Recommend action steps and implementation plans

Data Overview
Demographic, Process, Perception, Achievement

- 10 minute walking tour of data
- 4 stops on the tour
- Jot down observations, questions, possible root causes
- We'll share at the end of the walking tour

District and School Strategic Plan Alignment Goals 2020-2024

FCBOE CLIP - Consolidated LEA Improvement Plan

Goal #1: By 2024, all students will meet their individual subgroup performance targets as established through the state accountability model.

Goal #2: By 2024, Fayette County Public Schools will reflect a safe and healthy educational experience with an average rating of 5 stars as measured by the CCRPI Climate Star rating system.

Burch SIP - Schoolwide Improvement Plan

Goal #1: By 2024, all students will meet their individual subgroup performance targets as established through the state accountability model.

Goal #2: By 2024, Burch Elementary School will reflect a safe and healthy educational experience among faculty, students, and families as measured by the state and school-based climate surveys.

Demographic Data:
Observations, Questions, Possible Root Causes

Observations:
- The number of Tier 3 students has increased
- Attendance rate has remained the same about the same
- Behavior referrals went way down last year and is back up this year (regular year)

Questions:
- Have policies at Kenwood affected the number of students labeled as economically disadvantaged? Will it continue to impact us?
- What does inappropriate behavior refer to? It's a vague category. (Is this a more developmentally appropriate way to label certain behaviors?)

Possible Root Causes:
- We've received lots of students new to Burch with lots of gaps; students who were kindergarteners or first graders in 2020 have lots of foundational gaps
- Since March 2020 it has been more difficult to receive the services and appointments students need
- Behavior: Students transitioning back from virtual need to readjust to the structure and expectations of school

Perception Data:
Observations, Questions, Possible Root Causes

Observations:
- Parents feel welcome, but are less informed and/or given less opportunities for shared decision-making or providing feedback. (Survey results = 11%)
- Most people feel positive about Burch
- There aren't many parent/staff responses on the survey (70 parents, only 30/90 staff)

Questions:
- Why do parents/visitors feel welcome, but do not feel like they have a voice?
- What can we do to help with buses and kids feeling safe?
- How can we show parents they're encouraged to share in our decision making?
- Could we host K-2 and 3-5 events where kids hang out (play on the playground with popsicles) while parents get to mingle and know each other?

Possible Root Causes:
- For that 11%: Perhaps the relationship still feels superficial. For example, I may be welcome in your home, but that doesn't make me "part of the family". So, while visitors are welcome, they are not part of the shared decision-making.
- Most family nights/curriculum nights have been virtual. Has this led to feeling disconnected?
- Due to the pandemic, we don't know the families as well because they haven't been in the building. Once families are in the building more, we can involve them more in things like PTO and school council and such.

Process Data:
Observations, Questions, Possible Root Causes

Observations:
- High parent participation in workshops and conferences
- The percentage of Hispanic students receiving Gifted services is half of the amount of Hispanic students receiving EIP and ECS services
- High amount of positive student recognition

Questions:
- How does this data differ from last year?
- What should we do to help increase participation in parent conferences?
- How closely are the ACCESS assessment and gifted testing scheduled? If the ESOL students go through 3-5 days of access testing and them immediately into gifted testing, there could be fatigue...?

Possible Root Causes:
- High number of positive student recognition - Consistent reminders from PBIS to do shout-outs

Achievement Data:
Observations, Questions, Possible Root Causes

Observations:

- K-2 students are making tremendous progress according to Dibels data
- 2-5 RI data has not made as much progress to meet year goal
- STAR Math data did not meet year goal
- There are performance gaps on Milestones as well
- There are gaps, but there is evidence of growth

Questions:

Possible Root Causes:

- K-2 progress - LETRS training
- 2nd - 4th graders - have gaps due to Covid, hybrid schedules, etc.

Data: Overarching Needs, Growth Areas

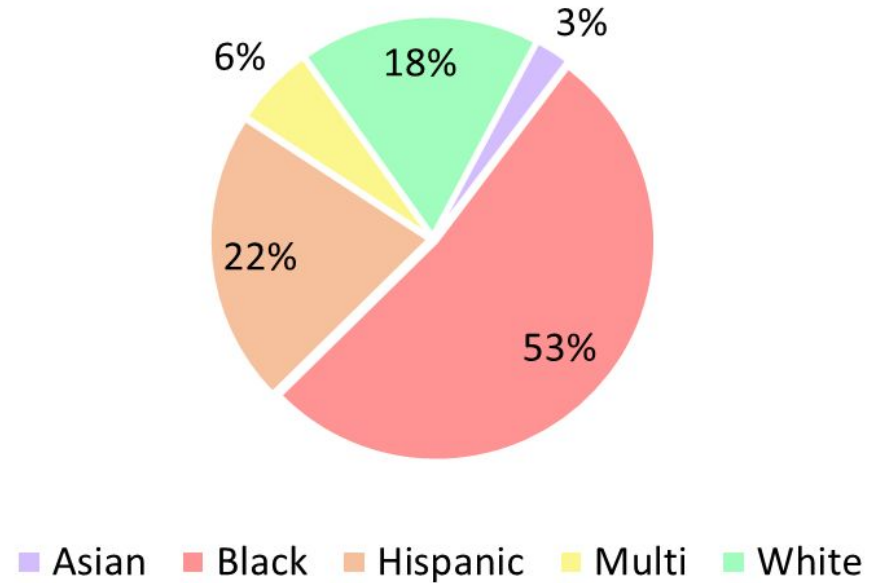- To close gaps (of subgroups)

- To build school culture

Demographic Data
All Students

Robert J. Burch Elementary	18-19	19-20	20-21	21-22
Overall Enrollment	**584**	**602**	**580**	**554**
Asian	3%	2%	2%	3%
Black or African/Am	43%	45%	48%	53%
Hispanic/Latino	29%	28%	24%	22%
Multi	6%	7%	6%	6%
White	18%	18%	19%	18%

21-22 Burch Student Demographics

3%
6%
18%
22%
53%

■ Asian ■ Black ■ Hispanic ■ Multi ■ White

Robert J. Burch Elementary School	18-19	19-20	20-21	21-22	
Percent of Economically Disadvantaged	55.77%	52.08%	50.80%	42.93%	⬇
Percent of Exceptional Children	15.75%	12.96%	12.65%	12.39%	⬇
Percent of Gifted Students	8.73%	10.13%	10.60%	9.16%	⬇
Percent of Tier 2 Interventions students	34.42%	32.06%	31.80%	35.01%	⬆
Percent of Tier 3 Interventions students	9.93%	7.48%	9.23%	12.75%	⬆
Percent of Section 504 Students	2.23%	2.66%	2.22%	2.33%	⬆

Robert J. Burch Elementary	18-19	19-20	20-21	21-22
Average student attendance rate (Days attended/Days enrolled)	95.2%	96.5%	97.0%	95.1%
Percentage of students at attendance risk (10 days or more)	11.5%	5.5%	15.3%	13.9%

Number of Students 10 or More Absences

59 Unexcused

88 Excused
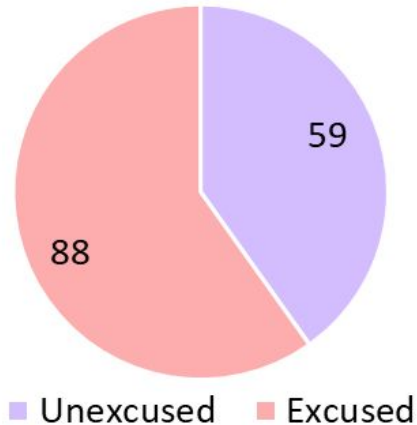
- Unexcused
- Excused

10 or More Unexcused Absences by Ethnicity

- White 12%
- Asian 2%
- Multi 5%
- Hispanic 15%
- Black 66%
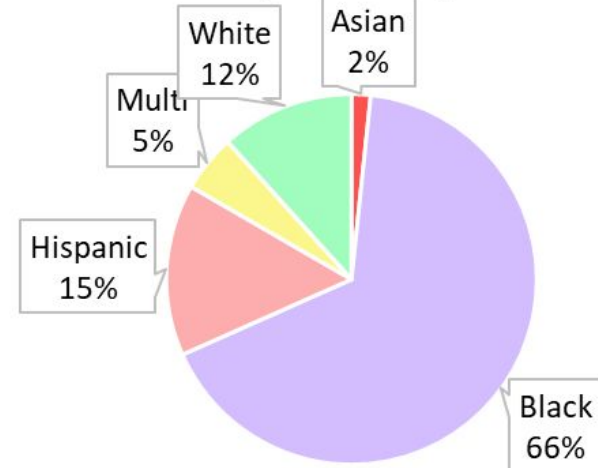
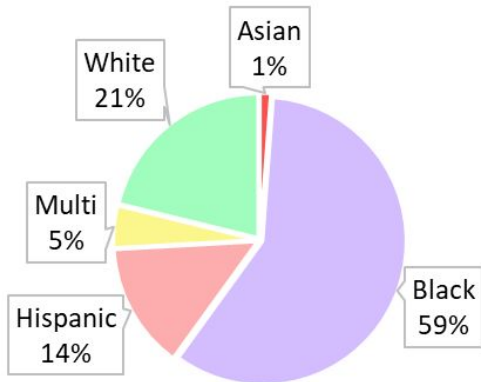| Robert J. Burch Elementary School		18-19	19-20	20-21	21-22
Discipline	Incidents	128	88	33	81
	Students	72	44	23	49
	Percent of students w/In-school Suspension	4.45%	3.99%	TFS	2.53%
	Top offense	Physical Aggression	Physical Aggression	Physical Aggression	Inappropriate Behavior

21-22 Discipline Events by Race/Ethnicity

Asian 1%
White 21%
Multi 5%
Hispanic 14%
Black 59%

21-22 Discipline Events by ECS

ECS 20%
Non-ECS 80%
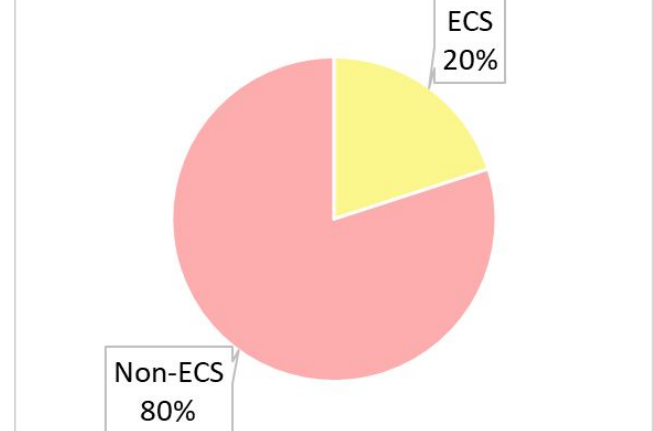
Process Data

21-22 Instructional Program Participation

Program	Participation
EIP Read	101
EIP Math	88
ESOL	66
ESOL-M	19
Gifted	50
ECS	36

21-22 EIP R by Ethnicity

- Asian 0%
- White 18%
- Multi 7%
- Hispanic 12%
- Black 63%

21-22 EIP M by Ethnicity

- Asian 0%
- White 15%
- Multi 6%
- Hispanic 25%
- Black 54%

21-22 ECS by Ethnicity

Asian 0%
White 20%
Multi 8%
Hispanic 25%
Black 47%
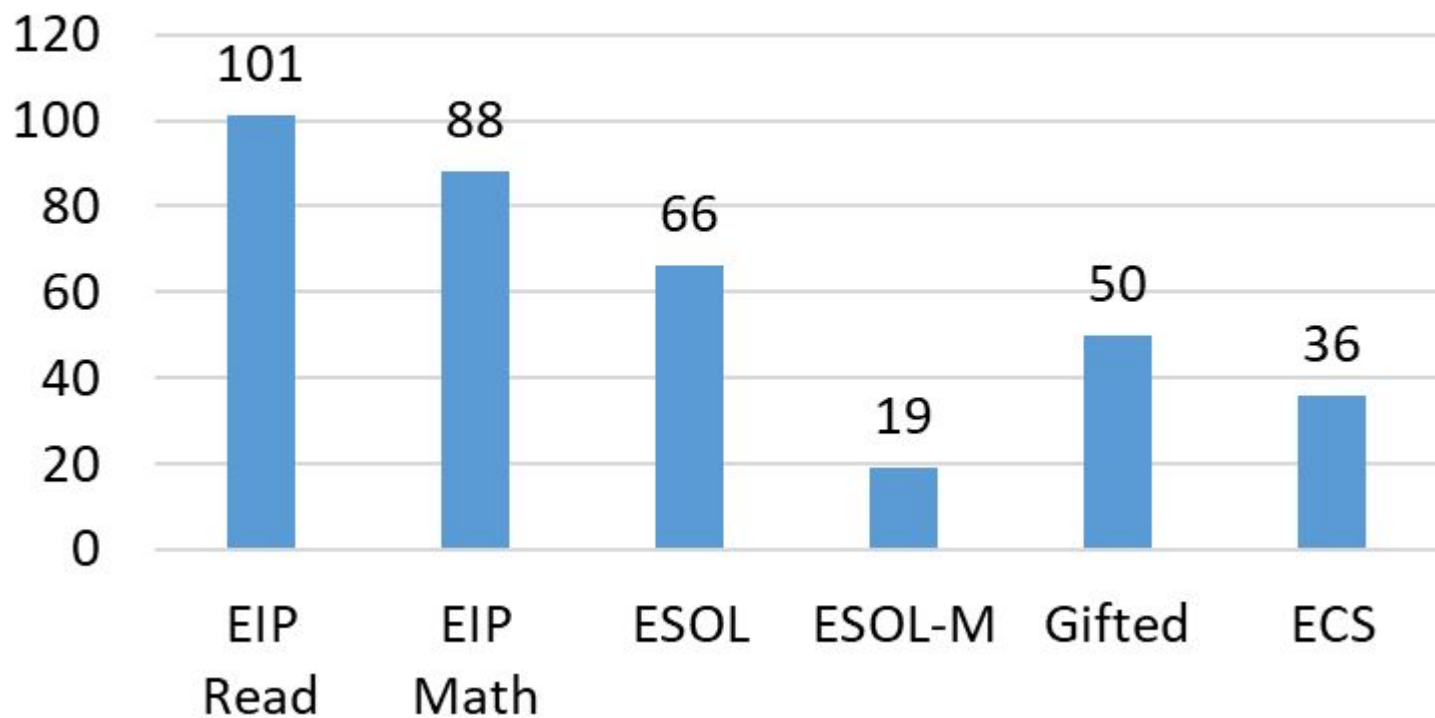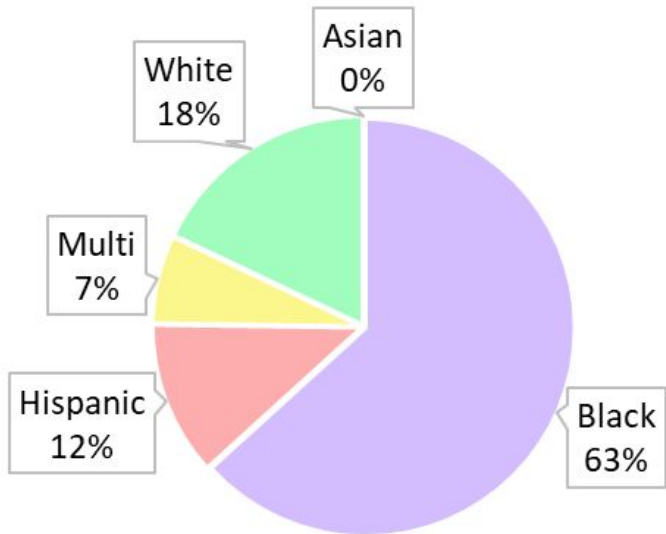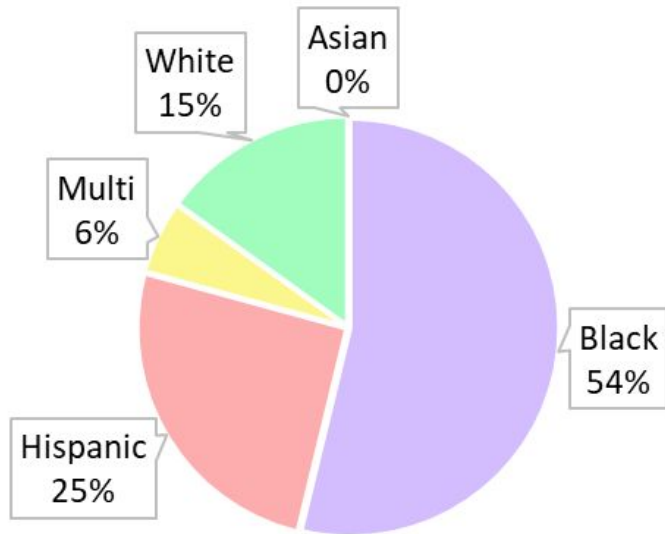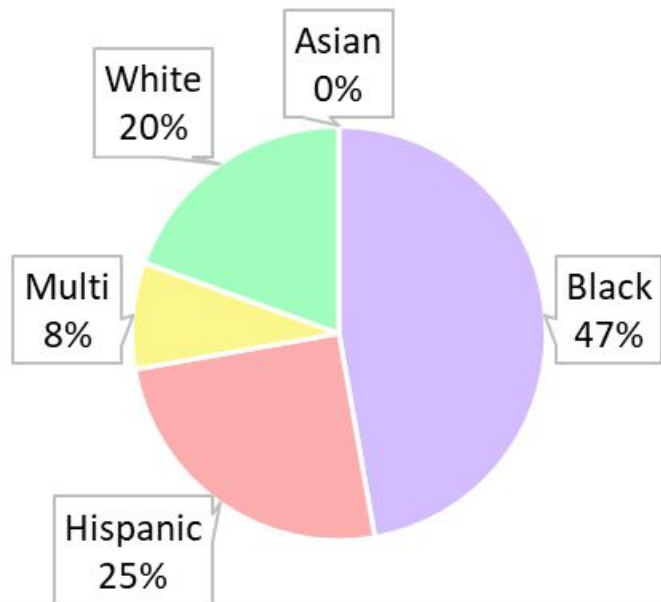
21-22 Gifted by Ethnicity

Asian 2%
White 30%
Multi 14%
Hispanic 12%
Black 42%
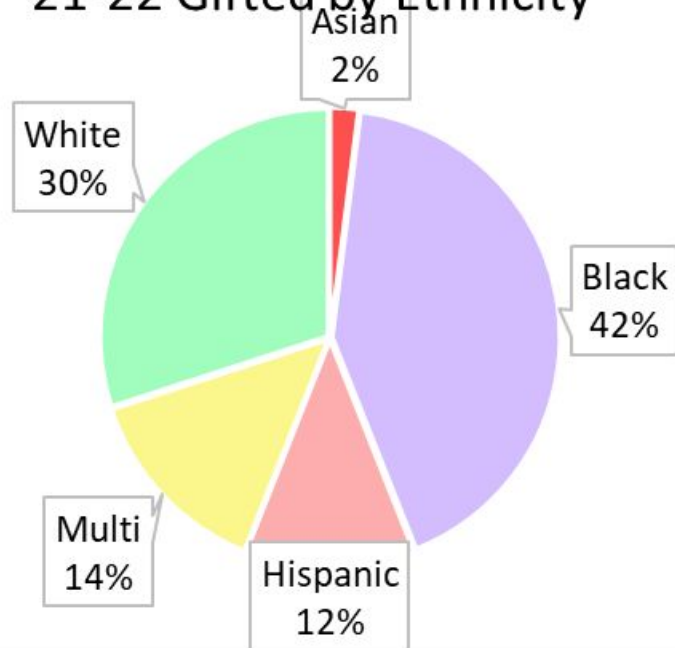
Other Process Data

Robert J. Burch Elementary School	21-22
Positive Student Recognition	908
Positive Staff Recognition	373
Extended PLC per Grade level	8
Parent Participation in Workshops	364
Parent Participation in Conference Days	70%

Perception Data

Title 1 Parent Survey Responses

Survey Question	Percentage of Yes Responses	Percentage of No Responses
I feel welcome when I enter the school.	100	0
The school schedules parent/teacher conferences in a flexible way so that I can engage.	100	0
The School-Parent Compact provides a meaningful way to communicate with my child's teacher.	95.8	4.2
I feel knowledgeable about state performance standards, assessments, and expectations for my child at school.	95.8	4.2
I know how to help my child with his/her homework.	98.6	1.4
My child receives additional academic help when needed.	97.2	2.8
The school provides workshops, informational events and parent resources.	95.8	4.2
Have you had the opportunity to provide feedback or been involved in the shared-decision making process at your school?	88.6	11.4
I feel knowledgeable about the Title I program.	88.6	11.4
I have been encouraged to volunteer or participate in supplemental activities at the school.	88.6	11.4

■ Percentage of Yes Responses ■ Percentage of No Responses
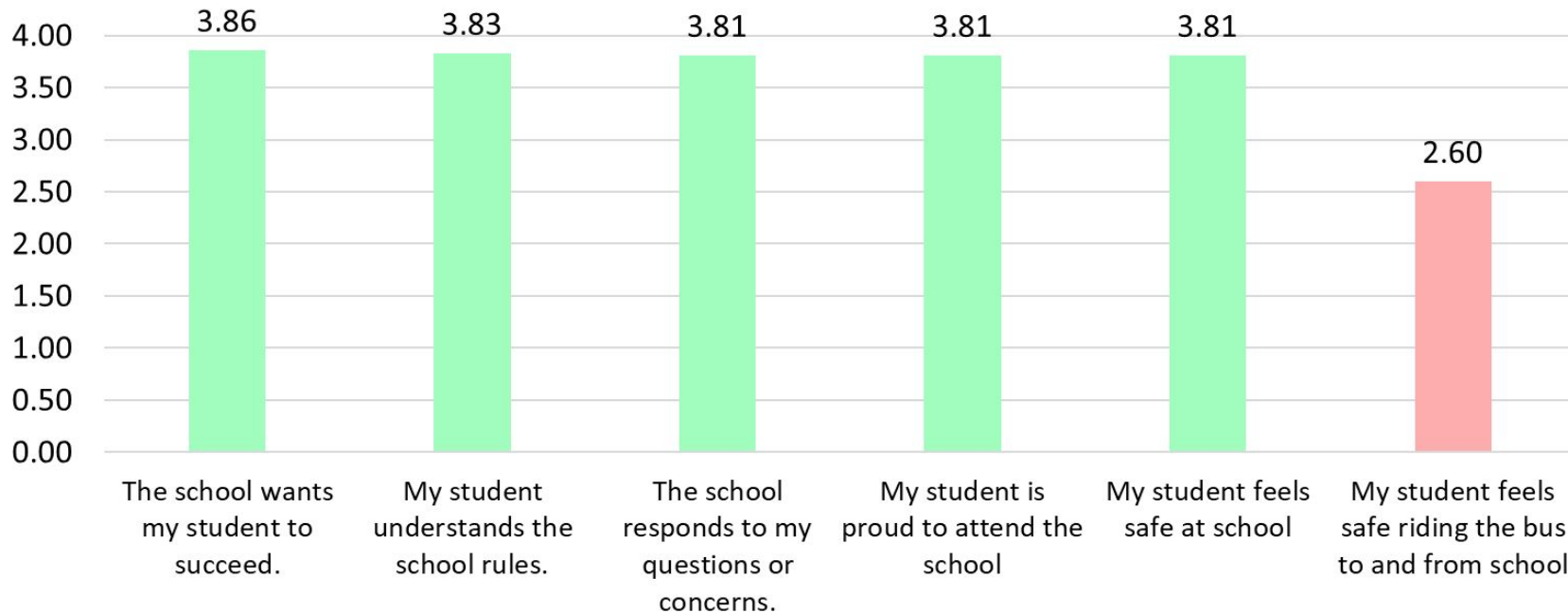
21-22 Fayette County Schools Parent Climate Survey
70 Responses from January 2021
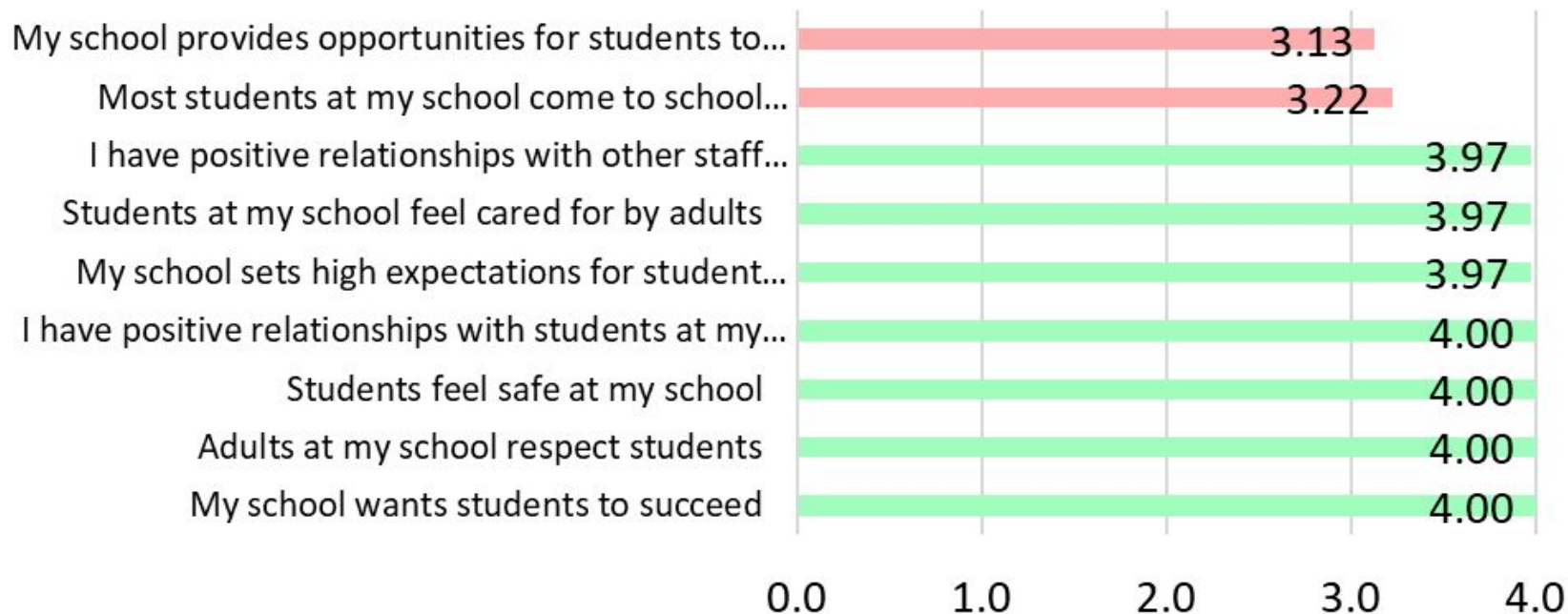Overall Score 3.67
Highest Scores and Scores Under 3.0

Scoring Guide: 4 - Strongly Agree, 3 - Agree, 2 - Somewhat Disagree, 1 - Strongly Disagree

21-22 Fayette County Schools Personnel Climate Survey
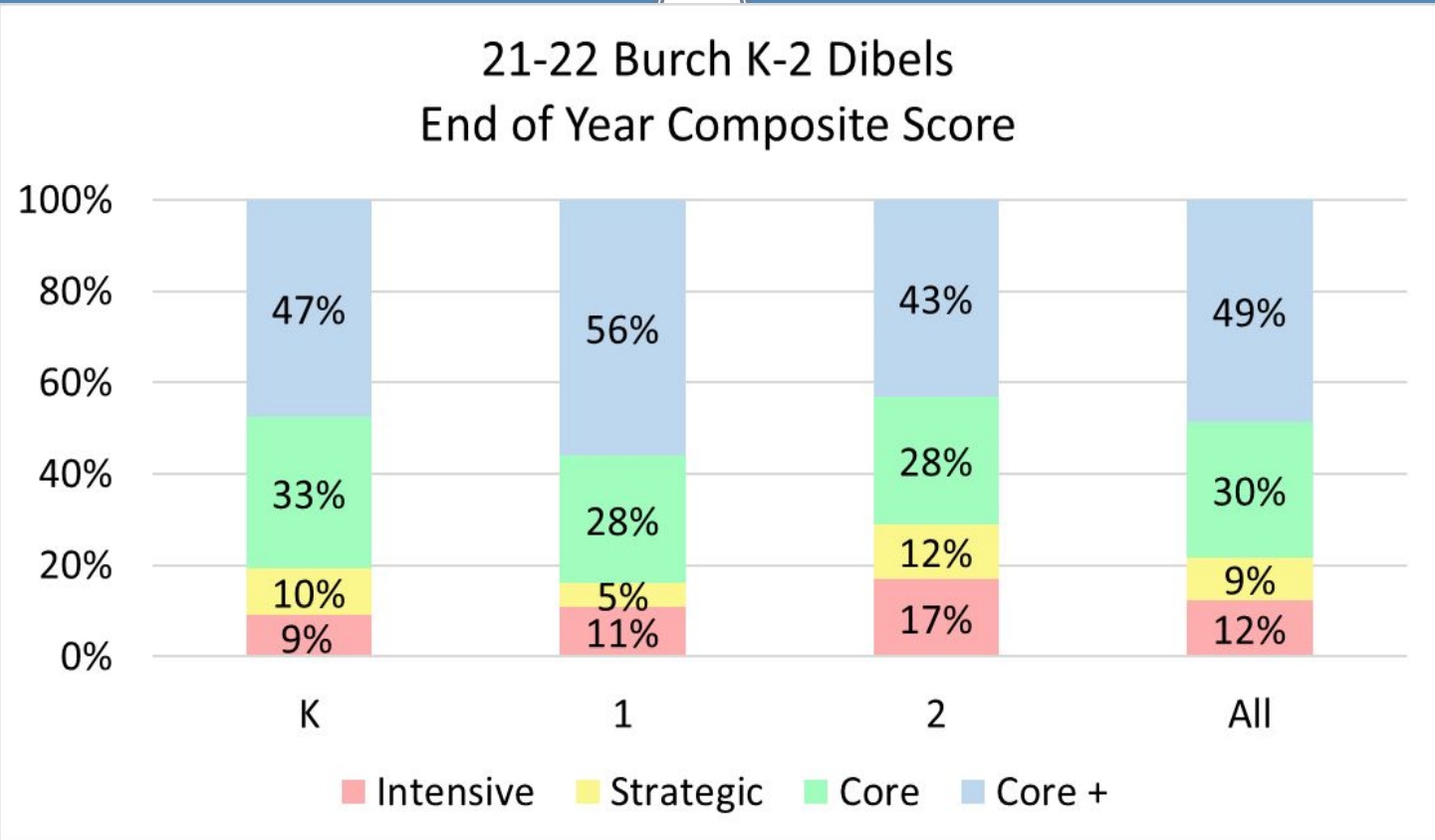32 Responses from January 2021
Overall Score 3.71
Highest and Lowest Scores

Statement	Score
My school provides opportunities for students to…	3.13
Most students at my school come to school…	3.22
I have positive relationships with other staff…	3.97
Students at my school feel cared for by adults	3.97
My school sets high expectations for student…	3.97
I have positive relationships with students at my…	4.00
Students feel safe at my school	4.00
Adults at my school respect students	4.00
My school wants students to succeed	4.00

Student Achievement
21-22 Dibels, RI, STAR, 20-21 Milestones

Goal: Grades K-2 EOY at or above proficient on Dibels composite score from at or above 65% Result - 79%

21-22 Burch K-2 Dibels
End of Year Composite Score

Grade	Intensive	Strategic	Core	Core +
K	9%	10%	33%	47%
1	11%	5%	28%	56%
2	17%	12%	28%	43%
All	12%	9%	30%	49%

Goal: Increase grades 2-5 EOY proficient or higher Reading Inventory score from 59% to 65%. Result - **63%**
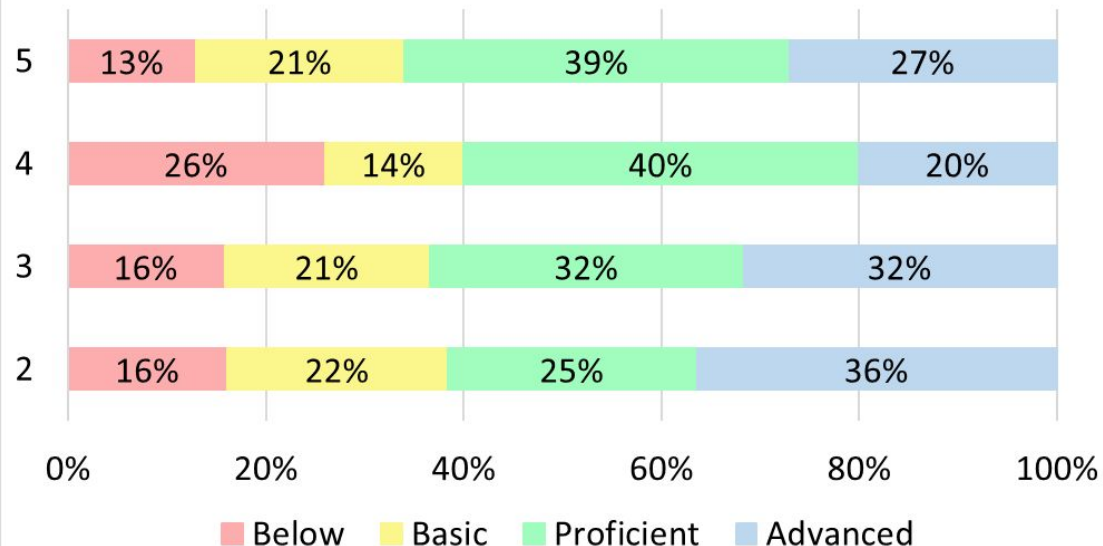
21-22 Burch Reading Inventory
End of Year Proficiency

29%
18%
19%
34%
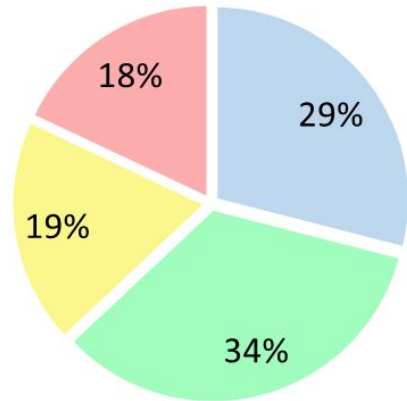
■ Advanced ■ Proficient ■ Basic ■ Below

21-22 Burch Reading Inventory
End of Year Proficiency by Grade

Grade	Below	Basic	Proficient	Advanced
5	13%	21%	39%	27%
4	26%	14%	40%	20%
3	16%	21%	32%	32%
2	16%	22%	25%	36%

0% 20% 40% 60% 80% 100%
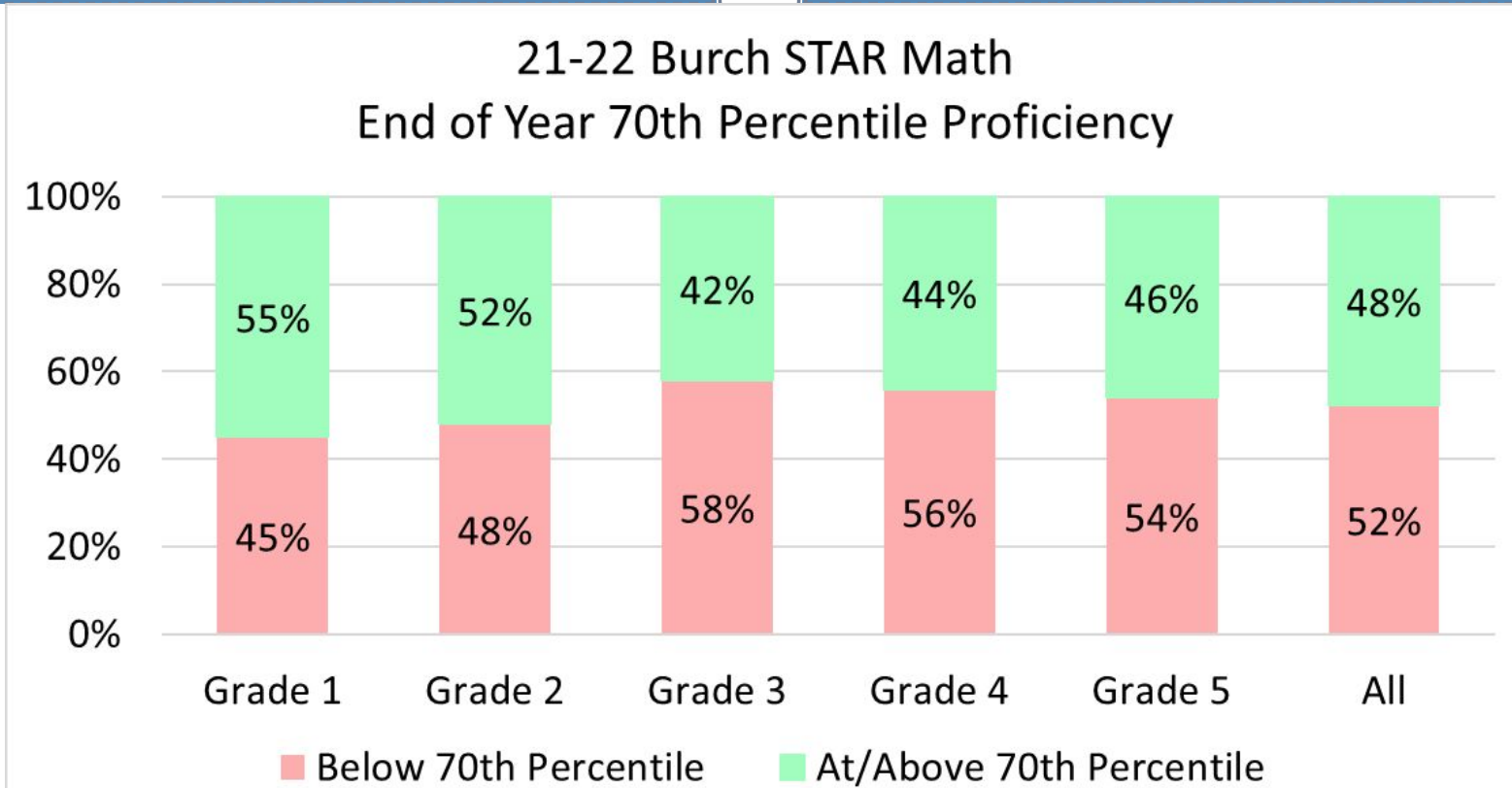
■ Below ■ Basic ■ Proficient ■ Advanced

Goal: Increase grades 2-5 EOY proficient or higher Reading Inventory score from 59% to 65%. Result - **63%**

Robert J. Burch Elementary (355 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD			
American Indian/Alaskan Native	0	N/A			
Asian	6		50%	33%	17%
Black/African American	196	17%	20%	32%	30%
Economically Disadvantaged	0	N/A			
Female	175	15%	18%	34%	33%
Gifted and Talented	0	N/A			
Hispanic	78	24%	22%	37%	17%
Limited English Proficiency	0	N/A			
Male	180	20%	21%	33%	26%
Migrant	0	N/A			
Pacific Islander	0	N/A			
Students with Disabilities	0	N/A			
Two or More Races	14	14%	14%	36%	36%
White/Caucasian	61	13%	11%	34%	41%

Goal: Increase the numbers of grades 1-5 students scoring at or above the 70th percentile on the end of year STAR Math assessment from 46% to 55% Result - **48%**
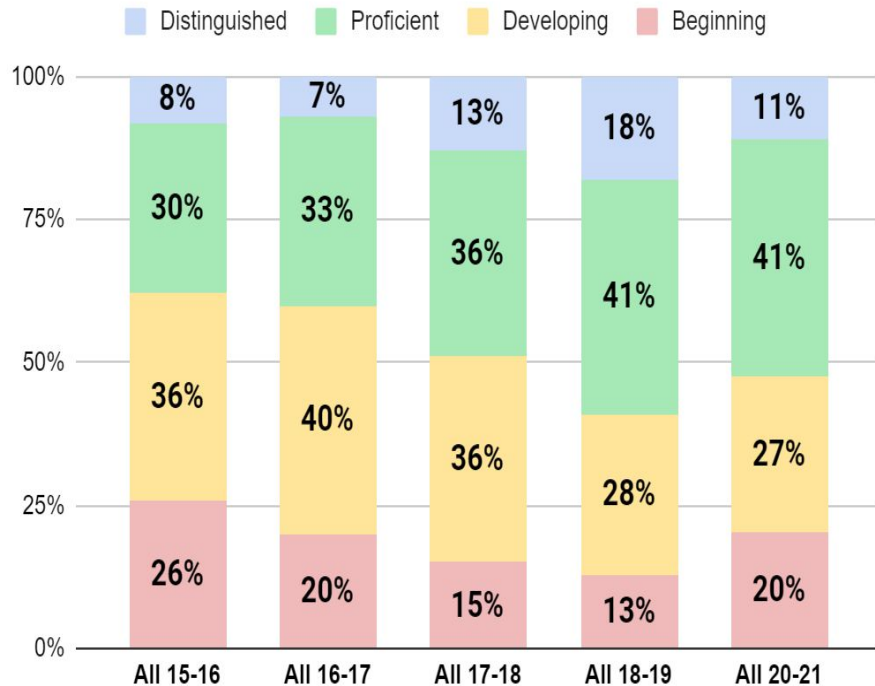
21-22 Burch STAR Math
End of Year 70th Percentile Proficiency

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	All
At/Above 70th Percentile	55%	52%	42%	44%	46%	48%
Below 70th Percentile	45%	48%	58%	56%	54%	52%

■ Below 70th Percentile   ■ At/Above 70th Percentile

Data not yet available
Goal: 21-22 ELA at/above proficient from 52% to 60%
Goal: 21-22 math at/above proficient from 45% to 51%

GMAS 5 Year ELA Proficiency - All Students

Distinguished　Proficient　Developing　Beginning

	All 15-16	All 16-17	All 17-18	All 18-19	All 20-21
Distinguished	8%	7%	13%	18%	11%
Proficient	30%	33%	36%	41%	41%
Developing	36%	40%	36%	28%	27%
Beginning	26%	20%	15%	13%	20%

GMAS 5 Year Math Proficiency - All Students

Distinguished　Proficient　Developing　Beginning

	All 15-16	All 16-17	All 17-18	All 18-19	All 20-21
Distinguished	9%	12%	11%	11%	15%
Proficient	28%	29%	40%	38%	30%
Developing	45%	42%	38%	38%	41%
Beginning	18%	17%	11%	13%	14%
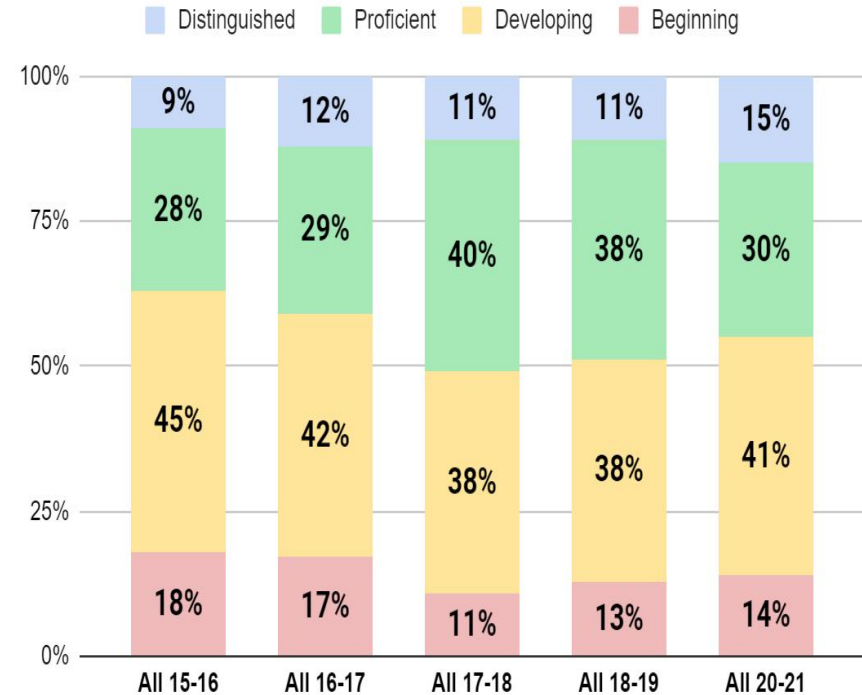
Goal: Reading on/above grade level from 74% to 80%
Goal: 21-22 ELA at/above proficient from 52% to 60%
Goal: 21-22 math at/above proficient from 45% to 51%

21-22 Milestones Preliminary Data

Grade	Reading On/Above Grade Level	ELA Level 3 & 4	Math Level 3 & 4
3	72%	53%	51%
4	59%	42%	54%
5	83%	48%	53%

Goal: Closing gaps among sub-groups
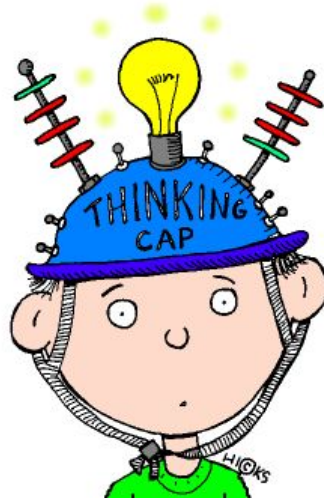Measure: 20-21 GMAS
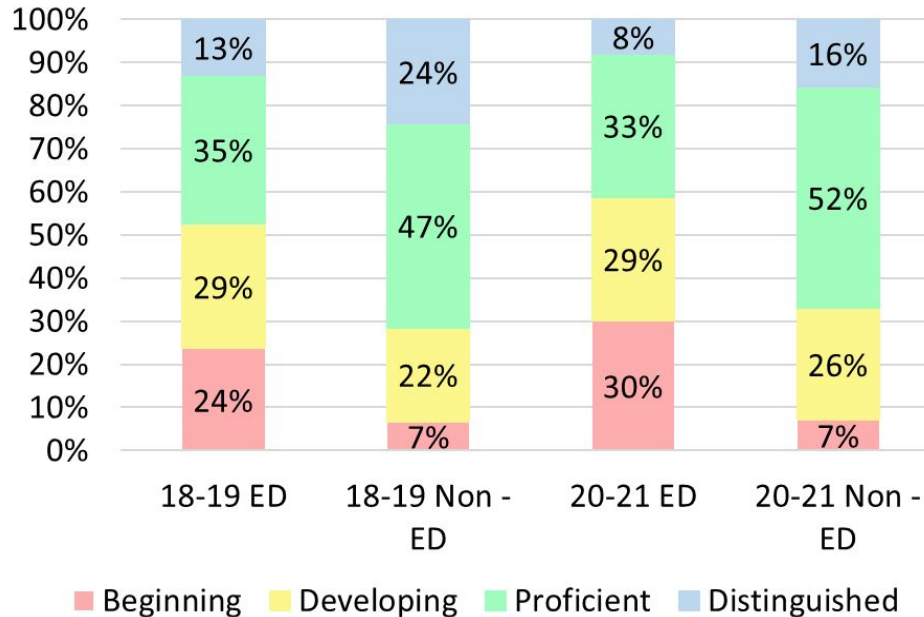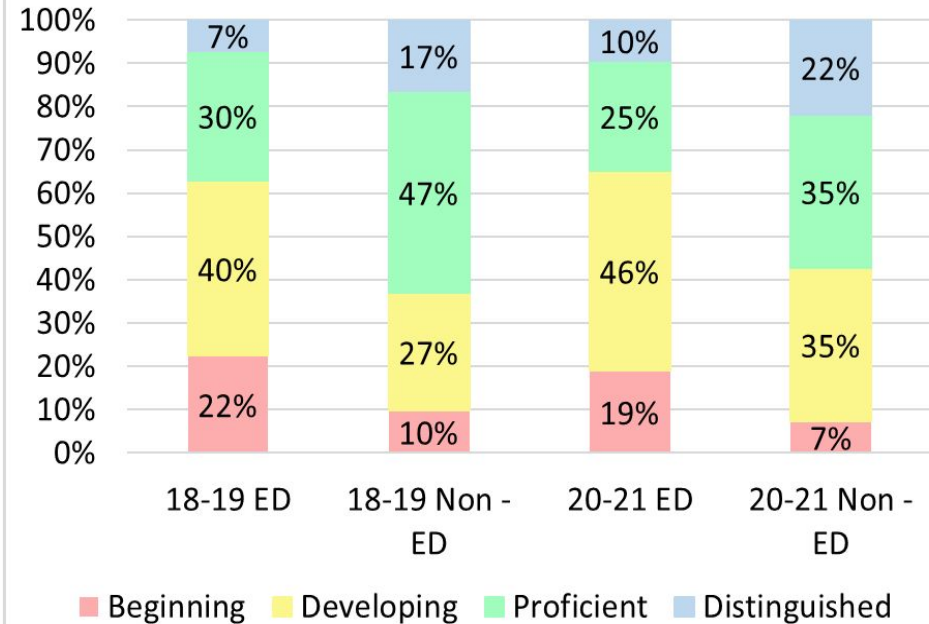
Goal: Closing gaps among sub-groups
Measure: 20-21 GMAS

20-21 Burch GMAS ELA
Race/Ethnicity (groups > 15)
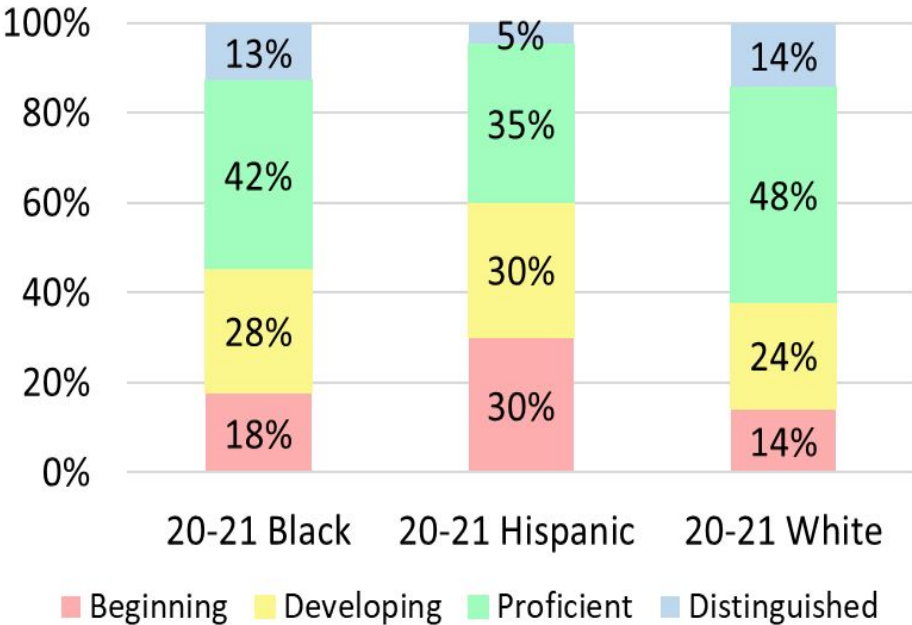
20-21 Burch GMAS Math
Race/Ethnicity (groups > 15)
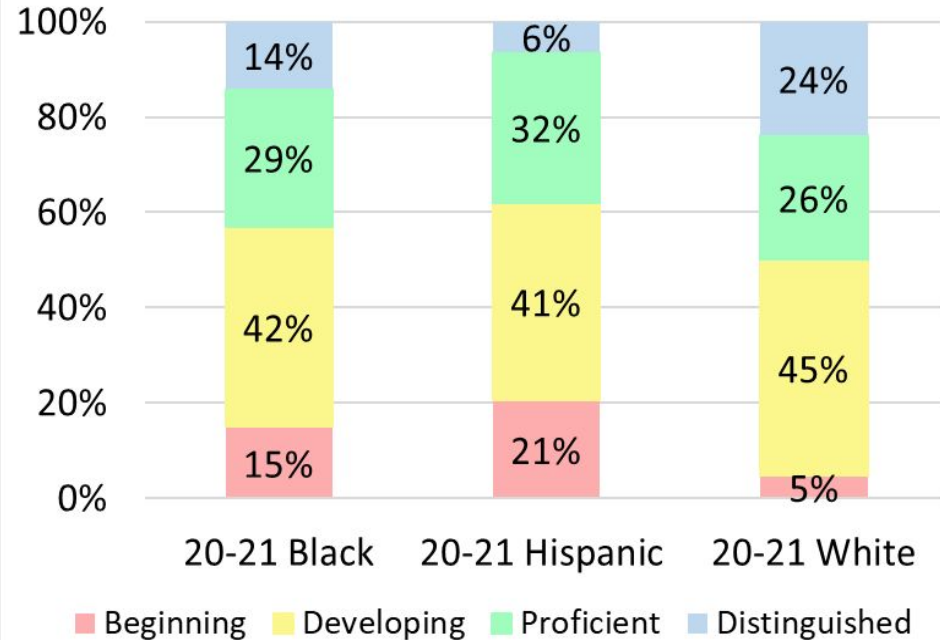
Data Questions?

AGENDA

✅ Continuous School Improvement Process Overview

✅ Data Review and Input

- Comprehensive Needs Assessment Review and Input
- Overarching Needs and Root Causes Review and Input
- Action Steps and Implementation Plan Review and Input
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Comprehensive Needs Assessment (CNA)

Stakeholder Collaborative Committees:

✅ Collect and Analyze Data

 Self-evaluate and reflect to identify strengths and areas for growth

Identify overarching needs and root causes

Coherent Instructional System

STRENGTHS	GROWTH AREAS
- We are closing the reading gaps through the systematic interventions that we have in place - Solid Tier 1 reading instruction which is leading to growth for students at all reading levels - Incorporating PLC to plan lessons and formative assessments, analyze data, develop calendars - Students monitoring progress of their weekly goals, grades and benchmark assessments - The collaborative MTSS process to monitor intervention effectiveness and students' growth - Effectively using technology hardware and programs to engage students and monitor progress	- Provide targeted interventions for missing previous grade level math concepts - Continue to increase student ownership of learning and goal setting - Universal grading and feedback procedure - Provide students opportunities to gain independence and solve real world problems

Effective Leadership

STRENGTHS	GROWTH AREAS
- School has implemented time, resources, professional learning, and accountability to increase student achievement and engagement - Resources (personnel, time, facilities, materials) are monitored to support continuous safety, school climate, and effectiveness - Leadership, Grade Level, PBIS, Action Teams, and PLC Team Leads for Action Teams meet at least one time per month - Surveys are sent to faculty to gain collaborative input and shared decision making - Committees are formed to plan and make decisions regarding school events and modifications - Parents and stakeholders feel the communication is strong and there is an open line of communication with teachers	- Continue professional learning focused on data analysis and using subgroup data to increase instructional effectiveness - Increase inclusion of stakeholders to develop, communicate, and implement policies - Grade levels should decide upon common goals and define how the student growth will look for their students

Professional Capacity

STRENGTHS	GROWTH AREAS
- Inclusion of ELA (in addition to math) in the planning, data analysis, and formative assessment creation of PLCs - Increased opportunities for teacher leadership with newly formed committees - Opportunities for PL were available through the school, county, RESA, and other agencies - Continued PL for the PLC process was held over the summer and a committee meets monthly to discuss the effectiveness of the PLCs - Ongoing LETRS training for primary grades teachers, ESOL teachers, EIP teachers, and the Special Education teachers	- Refine PLC format to create more cohesion across the grade levels - Continue training and support of PLCs, more inclusive of support staff - Provide more opportunities for differentiated professional learning specific to teacher needs and data - Create a systematic way to evaluate the effectiveness of PL

Family & Community Engagement

| STRENGTHS	GROWTH AREAS
● Multiple opportunities for building capacity through workshops, informative sessions, and resources. Interpreters provided (in person and virtually) ● Parent participation in Parent Teacher Meetings, Schoology Training, Student Conferences, and Parent Workshops and Family Events ● Multiple methods of communication to inform and engage parents/families; social media, Schoology, e-blast, bilingual communication to be able to connect all students ● Survey data shows a welcoming environment ● Processes are in place to support emotional and physical needs of students and families ● Provide more resources to students who need them	● Increase the cohesiveness of grade level and school communication ● Increase parent knowledge and proficiency of grade level content and strategies ● Increase communication of student academic growth, development, and reporting practices

Supportive Learning Environment

STRENGTHS	GROWTH AREAS
● Academically challenging and supportive learning environments are consistently evident ● LETRS training has increased instructional skills among staff in the area of literacy/reading. ● Practices and procedures that maintain a safe, orderly learning environment are developed, communicated, and consistently implemented. ● School staff consistently provides a comprehensive system of support to maximize the personal growth and development of students. ● School staff consistently recognizes and celebrates the achievements and accomplishments of students and staff.	● Increase college and career readiness development opportunities by embedding exposures to careers into all teacher's lesson plans and plan a yearly career day/week each year to involve stakeholder participation. ● Improve on task behaviors and student ability to take responsibility for their own actions. ● Ensure opportunities for growth and development of high achieving students

CNA Questions?
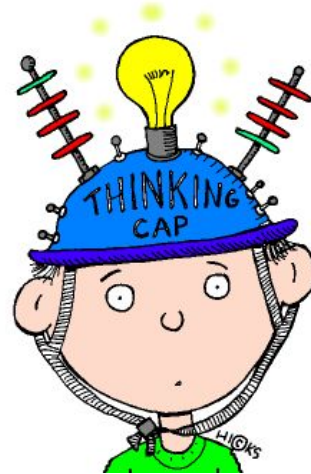
Today's Goal: To engage our stakeholders in the continuous school improvement process for the purpose of improving student academic achievement and building the capacity of staff and families

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✅ Continuous School Improvement Process Overview

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✅ Comprehensive Needs Assessment Review and Input

- Overarching Needs and Root Causes Review and Input
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Overarching Needs

Increase student literacy and math achievement and close achievement gaps.

Enhance school culture, climate, safety, and connections among faculty, students, parents, and community.

Increase student literacy and math achievement and close achievement gaps

Root Causes

1. COVID-19 and learning loss still impacting students
2. Varying levels of teacher expertise in research-based instructional pedagogy
3. Limited needs-based and sustained professional learning
4. Students' limited English literacy skills, vocabulary, background knowledge, and experiences
5. Students' limited number sense, understanding of base ten, and application of skills and knowledge
6. Students present different learning styles, rates, and needs
7. Inconsistent parent capacity to support student growth and achievement
8. Limited student interest or strength-based learning and/or enrichment opportunities

Enhance school culture, climate, safety, and connections among faculty, students, parents, and community

Root Causes

1. Continued need for safe, welcoming, and respectful school environment
2. Continued need for input and shared decision making
3. Continued need for community collaboration and involvement
4. Varying levels of staff expertise in supporting the needs of diverse students and families
5. Varying levels of social-emotional and cultural competency among students
6. Inconsistent parent capacity to support student growth and development
7. Multiple methods of communication can be confusing or result in information overload

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School Improvement Goals

By 2024, all subgroups will meet their performance targets as established through the state accountability model.

By 2024, Burch Elementary School will reflect a safe and healthy educational experience among faculty, students, and families as measured by state and school-based climate surveys.

Building Capacity

By 2024, all students will meet their individual subgroup performance targets as established through the state accountability model.

Root Causes

- COVID-19 and learning loss still impacting students
- Varying levels of teacher expertise in research-based instructional pedagogy
- Limited needs-based and sustained professional learning
- Students' limited English literacy skills, vocabulary, background knowledge, and experiences
- Students' limited number sense, understanding of base ten, and application of skills and knowledge
- Students present different learning styles, rates, and needs
- Inconsistent parent capacity to support student growth and achievement
- Limited student interest or strength-based learning and/or enrichment opportunities

Action Steps

1. Support effective Tier 1 instruction and the implementation of the state's instructional framework inclusive of clear teacher and student behaviors for all students, including EL, SWD, and at-risk students
2. Build staff capacity to use evidence-based practices to support student growth, achievement, and development
3. Build families' awareness and proficiency of academic expectations for students to support growth and achievement
4. Support student engagement, academic, and developmental growth and provide equitable access to student support programs and interventions

Input Opportunity - Goal 1

Break Out Groups - 12 minutes

- Review assigned action steps and implementation plans

  - [Group 1 - Goal 1, action steps 1, 2](#)

  - [Group 2 - Goal 1 action steps 1, 2](#)

  - [Group 3 - Goal 1 action steps 3, 4](#)

  - [Group 4 - Goal 1 action steps 3, 4](#)

- Provide input for revision, additions, etc. on the document

- Report back to large group at end of session

Sharing!

Goal 1: Increase student literacy and math achievement and close achievement gaps.

- Common PLC Template needed
- Would like to see more training in instructional practices. What are we doing to make sure teachers have access to strategies for all levels of students?
- House strategies in Google folder so they are readily available for teachers. Need to design lessons with multiple ways to perform tasks.
- Substitutes are needed for professional learning and teacher collaboration, but they can't be paid for with Title funds. Other alternatives are possible like donations, but those can't be counted on consistently.
- Better advertising for the parent resource room so parents know what's in there.
- Parent liaison could do a virtual tour of the Parent Resource Room.
- Resources needed to help parents interpret report cards.
- Encourage parents to use the Parent Resource Center once they are in the building more frequently.
- Add grading policies to 9 week curriculum nights so parents understand report cards.
- Make sure homework is consistent across grade levels. We need vertical alignment.
- Include support staff in PLC meetings.

Enhance school culture, climate, and safety connections among faculty, students, parents, and community

Root Causes

- Continued need for safe, welcoming, and respectful school environment
- Continued need for input and shared decision making
- Continued need for community collaboration and involvement
- Varying levels of staff expertise in supporting the needs of diverse students and families
- Varying levels of social-emotional and cultural competency among students
- Inconsistent parent capacity to support student growth and development
- Multiple methods of communication can be confusing or result in information overload

Action Steps

1. Provide opportunities for involvement and shared decision making
2. Create a culture that ensures safety, a sense of belonging, collective efficacy, and a growth mindset for all stakeholders
3. Build family capacity and provide resources to support student growth and development
4. Increase the effectiveness of communication for all stakeholders

Input Opportunity - Goal 2

Break Out Groups - 12 minutes

- Review assigned action steps and implementation plans
  - [Group 1 - Goal 1, action steps 3, 4](#)
  - [Group 2 - Goal 1 action steps 3, 4](#)
  - [Group 3 - Goal 1 action steps 1, 2](#)
  - [Group 4 - Goal 1 action steps 1, 2](#)
- Provide input for revision, additions, etc. on the document
- Report back to large group at end of session

Sharing!

Goal 2: Enhance school culture, climate, and safety connections among faculty, students, parents, and community

- Add Burch Student Council so students have input in decision making.
- Emphasize that parent conferences and surveys are a form of shared decision making so parents are aware we want their feedback.
- Support the bus environment so students feel safe on the bus
- Have a dedicated time in schedules for morning meetings
- Bring back Student Ambassadors and Beta Club.
- Burch Parent Glossary will be at the Stakeholders Meeting next year to help parents understand data.
- Promote parent workshops better.
- Develop more consistent communication strategies (Dojo, newsletters, eblasts, videos)
- Schoology parent training is very important. Teach parents about the mastery tool in Schoology so find how their children are doing with each standard.
- Communicate the ways workshops can be helpful to parents to encourage attendance.
- Use parent friendly language.
- Grab the parents' attention with workshop "marketing".
- Do we want all grade levels to send a team newsletter each Friday? Perhaps include a video to show what's coming up and how it'll be taught
- Important documents should go home in English and students' home languages

Today's Goal: To engage our stakeholders in the continuous school improvement process for the purpose of improving student academic achievement and building the capacity of staff and families

AGENDA

✅ Continuous School Improvement Process Overview

✅ Data Review and Input

✅ Comprehensive Needs Assessment Review and Input

✅ Overarching Needs and Root Causes Review and Input

✅ Action Steps and Implementation Plan Review and Input

• Family Engagement Plan and Compact Review and Input

• Next Steps

• Adjourn

Family Engagement Plan and Compact Review

Stakeholder input on the Family Engagement Plan and Academic Compacts has been collected and reviewed.

If you would like to review the 21-22 documents and provide your input, please follow the links below and email your feedback to Libertad Wooten, wooten.libertad@mail.fcboe.org

Burch Family Engagement Plan
Grade Level Academic Compacts

What's Next In the Process?

Upcoming Initiatives

May 31, 2022	- FY22 CNA-SIP Completed (100%) Draft in SLDS Due - FY22 Parent Engagement Plan Due in SLDS (100%) - FY22 Parent-Student-Teacher Academic Compacts Due - FY22 Evidence-based Documentation Draft Due
June 30, 2022	- FY21 Title I Program EOTY Evaluation Due - FY22 Title I Budget Draft Due - FY22 Evidence-based Documentation Final Due

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✅ Next Steps

• Adjourn

Thank You For Joining Us Today!

- QUESTIONS?

- ADJOURN