



“The Greater Owensboro/Daviess County community will be a place where students want to be in school, families are engaged, and resources are shared by all through collaboration.”

Daviess County Public Schools

Burns Elementary Community School Action Plan Snapshot

<p>All students of Burns Elementary School:</p> <ul style="list-style-type: none"> ● are physically, mentally, socially and emotionally healthy. ● are equipped to transition and succeed in their chosen pathway. ● live and learn in stable and supportive environments. ● experience robust partnerships between school, family and community. ● succeed academically and elementary students enter Kindergarten ready to learn. <p>Attendance, Behavior, and Course/Academic Performance are the headline indicators that will be monitored to see if we are achieving the desired results above.</p>
<ul style="list-style-type: none"> ● Top 1-3 Bright Spots and Why (Based on Community, Family, and School Input): <ul style="list-style-type: none"> ○ Multiple resources in place to meet students’ mental health and behavioral needs, according to the FRYSC survey. Our district employs social workers, school counselors to meet students’ needs, along with implementing our Bobcat Squad. ○ Collaboration with GOPED (Greater Owensboro Partnership for Early Development) allows staff to engage with preschool parents to strive for kindergarten readiness. Implementation of Ready4K and Checkmarks. ○ Utilizing our preschool wrap-around program has closed gaps for those students and increased achievement. Preliminary assessment reveals that students who participated in the preschool wrap-around gained academic and social skills. <p>Why? Collaborations with local partners continue to yield benefits in the areas of health, mental health and basic needs.</p> ● Top 1-3 Areas of Concern and Why (Based on Community, Family, and School Input): K-readiness/Family Engagement/Developmentally Appropriate Behavior <ul style="list-style-type: none"> ○ Local leadership team and community members discussed during collaborative meetings (preschool enrollment has decreased due to only providing one-way transportation. Based on Brigance scores, 67% of BES students enter kindergarten NOT ready to learn). ○ The development of age appropriate social and emotional skills continues to be a concern through the early grades. A focus on developing appropriate skills will decrease the number of behavior related incidents. ○ Continue to provide family engagement opportunities <p>Why? We arrived at this strategy through community conversations where we reviewed progress of the action plan in the current year and made plans for the upcoming year. We reviewed the pillar-base asset map information, as well as discussion with key stakeholders.</p>

Area of Concern #1: Kindergarten Readiness		
Strategy #1: Summer Programming/Kindergarten Intervention		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<ul style="list-style-type: none"> ● Provide feedback for parents on student readiness and individualized “at home” information for summer break. ● Provide integrated student supports for students most in need to prepare for Kindergarten 	<ul style="list-style-type: none"> ● Summer 2025 ● Kindercamp ● Ongoing ● The interventionist will keep and analyze the data for K Readiness, Preschool wrap-around, behavior, and attendance. She will also conduct the targeted groups for behavior and attendance with support of counselor and FRC. These will take place at least twice per month, with a focus on targeted behavior strategies and these will be communicated with families. She will continue to prepare and execute the K Readiness summer programming with the FRC. The Interventionist will meet with families to explain K readiness tools/manipulatives provided by GOPED and how to work with students at home. 	<ul style="list-style-type: none"> ● Interventionist/ FRYSC ● PLFO/GOPED ● Principal/ Interventionist ● PLFO/ Independence Bank/River Valley Behavioral Health/ County Commissioner/

Area of Concern #2: Family Engagement
Strategy #2: Back-to-school and Family Engagement Nights

Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<ul style="list-style-type: none"> ● Increase family & community engagement ● Ensure that positive behavior, academic success and good attendance are valued by students and families ● Encourage family support of educators 	<ul style="list-style-type: none"> ● Plan family engagement events with family and student input ● *Provide events at times that families support ● *Celebrate success with the Bobcat Breakfast 	<ul style="list-style-type: none"> ● Interventionist/ FRYSC, Chick-fil-A Breakfast sponsor, River Valley Behavioral Health

Area of Concern #3: Developmentally Appropriate Behavior		
Strategy #3: Bobcat Squad/Bobcat Behavior Interventions		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<ul style="list-style-type: none"> ● To provide appropriate supports for students identified as at risk for behavior and attendance ● To encourage positive results with community based service opportunities for identified students ● To encourage developmentally appropriate behavior for at risk students ● To provide community based learning opportunities for students 	<ul style="list-style-type: none"> ● Targeted layered group of students to encompass both behavior and attendance concerns. ● Students in this group will meet twice a month. ● One monthly student session will focus on a chosen characteristic/topic. ● We will bring in community members to present on these topics and complete activities with the students. The second meeting each month will be an out of school experience centered around the monthly topic for those who reach the target monthly incentive based on CICO data. 	<ul style="list-style-type: none"> ● Interventionist / FRYSC / Counselor ● community partners