

Escambia County School District

Jackie Harris Preparatory Academy



2020-21 Schoolwide Improvement Plan

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Jackie Harris Preparatory Academy

8190 PENSACOLA BLVD, Pensacola, FL 32534

www.escambiaschools.org

Demographics

Principal: Celestine Lewis

Start Date for this Principal: 6/18/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Jackie Harris Preparatory Academy

8190 PENSACOLA BLVD, Pensacola, FL 32534

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year	2012-13	2011-12	2011-12	2009-10
Grade				C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Jacqueline Harris Preparatory Academy staff and administration is to develop a partnership between the school, the families we serve, and the community in helping each student reach his or her maximum potential: socially, emotionally, and academically. Parents will be consulted for assistance in planning all programs and Title I activities.

Provide the school's vision statement.

The vision of the Jacqueline Harris Preparatory Academy staff and administration is to create a diverse school that works with families and the community to successfully educate all of its students at high levels. Along with support and cooperation of the home and community, we will develop the academic, social, emotional and physical capabilities of each student where they will "Enter to Learn and Depart to Serve."

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Lewis, Celestine	Principal	The duties of the Principal and Assistant Principal is to foster a positive school culture for students, parents/families and staff; ensures that the staff have the necessary tools and resources to assist students in reaching the school's academic goals; enforce safety; maintain discipline; assess teaching methods, monitor student achievement, encourage parental involvement, establish and or revise policies and procedures, administer and oversee the budget and make executive decisions on how to allocate funds; coordinate and develop standardized curricula and implement standards set by the school district, state, and/or federal regulations. hire and evaluate staff and oversee school facilities.
Dixon, Patricia	Assistant Principal	The duties of the Principal and Assistant Principal is to foster a positive school culture for students, parents/families and staff; ensures that the staff have the necessary tools and resources to assist students in reaching the school's academic goals; enforce safety; maintain discipline; analyze school budget and make executive decisions on how to allocate funds; coordinate curriculum; implement curriculum standards set by the school district, state, and/or federal regulations.
Curry, Mamie	Teacher, K-12	Perform duties within grade level according to Florida State Standards to ensure that each student receive instructions on how to be proficient in all content areas and monitor the progress along the way through testing. When necessary, teachers will refer students for other needed resources. Additionally, teachers will provide students with a safe and productive environment to learn; participate in staff development; manage the classroom, meet with parents, and work closely with school staff.
Hendrieth, Cormilla	Teacher, K-12	Perform duties within grade level according to Florida State Standards to ensure that each student receive instructions on how to be proficient in all content areas and monitor the progress along the way through testing. When necessary, teachers will refer students for other needed resources. Additionally, teachers will provide students with a safe and productive environment to learn; participate in staff development; manage the classroom, meet with parents, and work closely with school staff.

Demographic Information

Principal start date

Friday 6/18/2010, Celestine Lewis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

12

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year**

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	36	33	27	33	26	0	0	0	0	0	0	0	189
Attendance below 90 percent	3	8	7	3	15	3	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	2	2	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	15	0	0	0	0	0	0	0	18

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	2	0	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	1	0	1	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 8/26/2020

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	42	44	41	29	20	0	0	0	0	0	0	0	226
Attendance below 90 percent	5	14	14	17	10	10	0	0	0	0	0	0	0	70
One or more suspensions	0	5	8	10	4	5	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	2	5	8	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	8	14	14	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	5	12	11	12	0	0	0	0	0	0	0	44

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	1	8	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	1	0	1	1	1	0	0	0	0	0	0	0	4

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	42	44	41	29	20	0	0	0	0	0	0	0	226
Attendance below 90 percent	5	14	14	17	10	10	0	0	0	0	0	0	0	70
One or more suspensions	0	5	8	10	4	5	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	2	5	8	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	8	14	14	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	5	12	11	12	0	0	0	0	0	0	0	44

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	1	8	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	1	0	1	1	1	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	53%	57%	0%	50%	55%
ELA Learning Gains	0%	55%	58%	0%	51%	57%
ELA Lowest 25th Percentile	0%	52%	53%	0%	43%	52%
Math Achievement	0%	57%	63%	0%	53%	61%
Math Learning Gains	0%	60%	62%	0%	53%	61%
Math Lowest 25th Percentile	0%	52%	51%	0%	45%	51%
Science Achievement	0%	54%	53%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	56%	-25%	58%	-27%
	2018	27%	52%	-25%	57%	-30%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	25%	52%	-27%	58%	-33%
	2018	31%	51%	-20%	56%	-25%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				
05	2019	27%	51%	-24%	56%	-29%
	2018	21%	44%	-23%	55%	-34%
Same Grade Comparison		6%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	13%	55%	-42%	62%	-49%
	2018	20%	54%	-34%	62%	-42%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	25%	58%	-33%	64%	-39%
	2018	17%	58%	-41%	62%	-45%
Same Grade Comparison		8%				
Cohort Comparison		5%				
05	2019	28%	55%	-27%	60%	-32%
	2018	4%	52%	-48%	61%	-57%
Same Grade Comparison		24%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	15%	55%	-40%	53%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	55%	-55%	55%	-55%
Same Grade Comparison		15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15			8							
BLK	28	40	55	20	51	60	16				
FRL	24	40	50	17	48	50	20				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15			8							
BLK	28	40	55	20	51	60	16				
FRL	24	40	50	17	48	50	20				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15			8							
BLK	28	40	55	20	51	60	16				
FRL	24	40	50	17	48	50	20				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	255
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with Disabilities and Science Proficiency.
(Attendance below 90%)
(Out of School Suspensions)

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

4th Grade ELA Learning Gains Declined
3rd Grade Math Learning Gains Declined
(Attendance below 90%)

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science
3rd Grade Math Learning Gains
(Attendance Below 90%)
(More Rigorous Math Curriculum)

Which data component showed the most improvement? What new actions did your school take in this area?

5th Grade Math Gains Increased by 24 Points & 4th Grade Math had Gains of 8 Points.
(Added Sylvan Learning as Tutors for 4th & 5th Grades)
(Added Reading Coach)
(Added Tutors for Small Group Tutoring)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance Below 90%
Number of Level 1 Students in ELA & Math

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase Attendance
2. Increase ELA & Math Gains for Economically Disadvantage and Students with Disabilities.
3. School Safety
4. Student Achievement
5. Parental Involvement

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Based on most recent FSA Data, the Federal Index for JHPA Students with Disabilities was 14%, which falls way below the State Target of 41%.

Measurable Outcome:

The ESSA subgroup will increase 15 points on their Federal Index going from 14% to 29% on the 2020-2021 FSA.

Person responsible for monitoring outcome:

Celestine Lewis (clewis@jhpacademy.org)

Evidence-based Strategy:

- * Provide Intensive Reading & Small Group Interventions.
- * Provide Professional Development on accommodations to students for ESE Teacher & Gen Ed Teachers.
- * Meet regularly with Teachers providing Small Group Instruction for more detailed instructions and corrective feedback.

Rationale for Evidence- based Strategy:

FSA Federal Index Data showed JHPA Students with Disabilities Learning Gains below District and State Levels.

Action Steps to Implement

1. Collaboration amongst Gen Ed and ESE Teacher.
2. Scheduled Data Chats based on Student Assessments such as STAR360, iReady, DRA, SRA, etc.
3. Training & Professional Development s so that Teachers will be able to maximize learning for these Students within the classroom.

Person Responsible

Patricia Dixon (pdixon1@jhpacademy.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

We had 70 students with attendance below 90% which contributes to academic deficiencies. That is 31% of our students.

Measurable Outcome: Our goal for 2020-2021 will be to increase daily attendance percentage by two percent from last years.

Person responsible for monitoring outcome: Patricia Dixon (pdixon1@jhpacademy.org)

Evidence-based Strategy: Our goal at JHPA it to educate our parents, our students and staff about the negative effects of chronic absenteeism in relations to a students education and implement incentives/rewards to increase average daily attendance

Rationale for Evidence-based Strategy: Chronic absenteeism not only affects student achievement, it can affect a student's attitude and behavior at school. When a student has attendance issues, achievement issues and behavior issues it increases their risk of dropping out of school. Increasing education and awareness around the importance of regular school attendance along with providing rewards/incentives for students will have a positive effect on student achievement.

Action Steps to Implement

1. Administration will read "School Leader's Guide to Tackling Attendance Challenges" by Jessica Sprick and Randy Sprick (2019) and share with Faculty.
2. Child Study Meetings to include Administration, Teacher, Parent/Guardian, will be held to discuss students at-risk in attendance to discuss concerns, impact on achievement, and ways the school can help the families improve attendance.

Person Responsible Patricia Dixon (pdixon1@jhpacademy.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

***JHPA has implemented an In School Suspension Program to aid in students attendance due to Out of School Suspensions.**

***JHPA has implemented an Incentive Program to recognize students with Perfect Attendance each grading period in an effort to excite students to attend regularly.**

*** Parents are now notified via Robo Call if student is Tardy or Absent.**

***Added Generation Genius Schoolwide to address K-% Science Standards.**

***Participating in the Accelerated Reading Program.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

JHPA will collaborate with parents, community stakeholders, and school personnel to provide a written Parent and Family Engagement Plan (PFEP). The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. Also, JHPA host Curriculum Night for each grade level so Parents can learn more about the Curriculum. Host a Make-N-Take Workshop for Parents to make an educational tool with their student that they can use at home to assist in their learning. Host Grandparents Literacy Day where Grandparents can come read with a student in promoting Literacy as well as other events for Stakeholders. Other community events include Christmas Cantata, Hispanic Cultural Month Celebration, African American History Performance, Dr. Seuss Read Across America Day.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.