Hope School

2020-21 Schoolwide Improvement Plan

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Hope School

2958 CHEROKEE STREET, Marianna, FL 32446

http://hope.jcsb.org

Demographics

Principal: Millicent Braxton

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
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)	96%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White 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 was approved by the Jackson County School Board on 10/20/2020.

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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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)
Combination School PK-12	Yes	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Jackson County School Board on 10/20/2020.

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.

Hope School's Mission is to provide a safe secure setting to deliver the instruction and resources needed to help each student reach their maximum potential to become as independent as possible at home, in the community, and during post-secondary education.
"WE SOAR WITH PRIDE"

Provide the school's vision statement.

The purpose of the Jackson County School District is to prepare all students for success as educated and caring citizens by inspiring and building good character and a passion for life-long learning-building a better community one student at a time.
Hope School's vision statement: "WE SOAR WITH PRIDE"

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
Braxton, Millicent	Principal	School leadership team members met to review the data and SIP. At the school, the team met with teachers and staff to collect and analyze student data. The data analysis assisted with interventions based on individual student needs and provided support with technology. The leadership team meets multiple times with PTO, SAC committee, and grade groups to make decisions assisting the educational needs of our students. School leadership team meets multiple times which include regular emails. .
Parrish, Karen	School Counselor	School leadership team members met to review the data and SIP. At the school, the team met with teachers and staff to collect and analyze student data. The data analysis assisted with interventions based on individual student needs and provided support with technology. The leadership team meets multiple times with PTO, SAC committee, and grade groups to make decisions assisting the educational needs of our students. School leadership team meets multiple times which include regular emails. .
Hand, Joy	Teacher, ESE	School leadership team members met to review the data and SIP. At the school, the team met with teachers and staff to collect and analyze student data. The data analysis assisted with interventions based on individual student needs and provided support with technology. The leadership team meets multiple times with PTO, SAC committee, and grade groups to make decisions assisting the educational needs of our students. School leadership team meets multiple times which include regular emails. .
Blackmon, Cynthia	Teacher, ESE	School leadership team members met to review the data and SIP. At the school, the team met with teachers and staff to collect and analyze student data. The data analysis assisted with interventions based on individual student needs and provided support with technology. The leadership team meets multiple times with PTO, SAC committee, and grade groups to make decisions assisting the educational needs of our students. School leadership team meets multiple times which include regular emails. .
Wiggins, Tanya	Teacher, ESE	School leadership team members met to review the data and SIP. At the school, the team met with teachers and staff to collect and analyze student data. The data analysis assisted with interventions based on individual student needs and provided support with technology. The leadership team meets multiple times with PTO, SAC committee, and grade groups to make decisions assisting the educational needs of our students. School leadership team meets multiple times which include regular emails. .
Redmon, Karen	Teacher, ESE	School leadership team members met to review the data and SIP. At the school, the team met with teachers and staff to collect and analyze student data. The data analysis assisted with interventions based on individual student needs and provided support with technology. The leadership team meets multiple times with PTO, SAC committee, and grade groups to make decisions assisting the educational needs of our students. School leadership team meets multiple times which include regular emails. .

Name	Title	Job Duties and Responsibilities
Melvin, Sherrie	Teacher, ESE	School leadership team members met to review the data and SIP. At the school, the team met with teachers and staff to collect and analyze student data. The data analysis assisted with interventions based on individual student needs and provided support with technology. The leadership team meets multiple times with PTO, SAC committee, and grade groups to make decisions assisting the educational needs of our students. School leadership team meets multiple times which include regular emails. .

Demographic Information

Principal start date
Monday 7/1/2013, Millicent Braxton

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.*

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.*

Total number of teacher positions allocated to the school
15

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
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)	96%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White 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	5	3	9	7	7	7	12	3	9	5	12	10	21	110
Attendance below 90 percent	0	0	1	0	1	2	3	1	0	0	4	1	2	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	1	1	0	1	3	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	1	1	0	1	3	6

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	0	0	0	0	0	0	1	1	1	1	3	7

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	1	1	1	0	3	7

Date this data was collected or last updated

Monday 8/31/2020

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	10	9	7	6	8	3	8	3	12	12	7	8	19	112
Attendance below 90 percent	5	3	1	2	4	2	2	1	7	5	4	2	8	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	0	1	1	1	0	4

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	0	0	0	0	0	0	0	1	0	0	0	1

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	0	0	0	0	0	0	0	0	0	1	0	0	11	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	9	7	6	8	3	8	3	12	12	7	8	19	112
Attendance below 90 percent	5	3	1	2	4	2	2	1	7	5	4	2	8	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	0	1	1	1	0	4

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	0	0	0	0	0	0	0	1	0	0	0	1

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	0	0	0	0	0	0	0	0	0	1	0	0	11	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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%	58%	61%	0%	53%	57%
ELA Learning Gains	0%	54%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	47%	54%	0%	41%	51%
Math Achievement	0%	55%	62%	0%	55%	58%
Math Learning Gains	0%	52%	59%	0%	54%	56%
Math Lowest 25th Percentile	0%	46%	52%	0%	49%	50%
Science Achievement	0%	44%	56%	0%	51%	53%
Social Studies Achievement	0%	69%	78%	0%	61%	75%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(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					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018	0%	54%	-54%	55%	-55%
Cohort Comparison		0%				
06	2019					

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	58%	-58%	52%	-52%
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018	0%	62%	-62%	61%	-61%
Cohort Comparison		0%				
06	2019					
	2018	0%	52%	-52%	52%	-52%
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018	0%	54%	-54%	55%	-55%
Cohort Comparison						
08	2019					
	2018					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	57	48		50	47		48	81		60	
BLK	50	10		43	17						
WHT	59	65		54	60		50	88			
FRL	61	50		52	26		54	87			

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
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

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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	
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
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	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

No Data from last year due to COVID-19. Prior year: Grade 3 & 4 ELA. No Trends. Contributing factors: Hurricane Michael made landfall on October 10.Our district was damaged, we had extended power outages, with schools closing for 18 days, including weekends. One teacher resigned after Hurricane Michael resulting in students being moved to existing classes. Another teacher retired. This created an adjustment period as students and staff acclimated to larger classrooms. Due to being displaced, some students did not return immediately after school resumed.

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

No Data from last year due to COVID-19. Prior year:Grade 5 ELA. Hurricane Michael made landfall on October 10.Our district was damaged, we had extended power outages, with schools closing for 18 days, including weekends. One teacher resigned after Hurricane Michael resulting in students being moved to existing classes. Another teacher retired. This created an adjustment period as students and staff acclimated to larger classrooms. Due to being displaced, some students did not return immediately after school resumed. One student enrolled from a district that had been affected (displaced) by the hurricane and another student enrolled after
displacement from foster care.

.

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.

No Data from last year due to COVID-19. Prior year: NA

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

No Data from last year due to COVID-19. Prior year: ELA 7th, 9th, 10th; Teachers participated in professional development on instructional practices, collaborated with peer teachers through grade group meetings, and peer
observations. Teachers participated in a book study, trained paraprofessionals with
instructional practices, Role of the Para in the IEP process,Disabilities Awareness, How to use foldables to support Student learning, Para 101, Using the proximity strategy to guide student behavior, ABCs of Behavior, How to assist a student with sensory diffculties, Using the prompt hierarchy to support student engagement, How to assist a student with reading PK/K,4-6,and middle/high school, More reading strategies for all grade level, incorporated new technology, (i.e. Apple Tv, document camera,communication devices, etc.), and new curriculum.

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

No Data from last year due to COVID-19. Prior year:We had one student retained in 9th grade due to not meeting the mandatory hours required by the state of Florida for seat time. We had eleven 12th graders retained as a
deferred classification and will/can attend school until they are 22 years of age per ESE laws. At this time we have no EWS concerns.

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

1. Improving student performance for African-American students.
2. Attendance

3. Graduation Rate
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	No Data from last year due to COVID-19. Prior year: 63% (5/8 students taking the FSAA) of Middle school African-American students did not score proficient on ELA/Math FSAA scores.
Measurable Outcome:	Middle school African-American students (6th-8th) ELA FSAA scores will improve through the use of evidenced based instructional strategies and new curriculum.
Person responsible for monitoring outcome:	Millicent Braxton (millicent.braxton@jcsb.org)
Evidence-based Strategy:	Teachers will help students practice skills, strategies, and processes through demonstration, examples, clear representation of correct procedure, multiple opportunities for structured practice, differentiated instruction, scaffolding adaptations, and retaught as necessary.
Rationale for Evidence-based Strategy:	These evidence based strategies will improve the proficiency rate on the FSAA (ELA/math) for alternately assessed students.

Action Steps to Implement

1. Teacher professional development (instructional practices/subject area content)(Book Study-Behavior Code)
2. Implementation of new curriculum,
3. Paraprofessional professional development (Behavior Code-Book Study)
4. Implementation of technology,
5. Teacher/paraprofessional collaboration, teacher/teacher collaboration

Person Responsible	Millicent Braxton (millicent.braxton@jcsb.org)

Additional Schoolwide Improvement Priorities

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

Attendance:
1. Phone Calls after two consecutively missed days
2. Monthly meetings with principal and school counselor to monitor attendance and follow up with
students/families.
3. Letters sent home after 5 unexcused absences

Graduation:
1. Monitor students' tracking sheet
2. Monitor EWS in Focus
3. High Expectations

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.

PTO/SAC/SIP meetings
Volunteer programs
Harvest Day
Holiday Program
Awards Day
Progress Reports
Positive phone calls
Daily or weekly notes sent home
Newsletter
Holiday meals provide by the lunchroom (when COVID restriction lifts)

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: African-American				$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	644-Computer Hardware Non-Capitalized	0202 - Hope School	Title, I Part A		$4,600.00
	5100	369-Technology-Related Rentals	0202 - Hope School	Title, I Part A		$400.00
	5100	120-Classroom Teachers	0202 - Hope School	Title, I Part A		$1,400.00
	5100	369-Technology-Related Rentals	0202 - Hope School	Title, I Part A		$2,500.00
			0202 - Hope School	Title, I Part A		$100.00
			Notes: Books from the Book Fair for parent night.			
					Total:	**$9,000.00**