Marion County Public Schools

Hillcrest

2020-21 Schoolwide Improvement Plan

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Hillcrest

3143 SE 17TH ST, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Lori Manresa Start Date for this Principal: 8/3/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic 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	Northeast
Regional Executive Director	Cassandra Brusca
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 Marion 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.](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)
High School 6-12	Yes	%

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

School Grades History

Year

Grade

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We believe the value of children is not found in their potential for productivity, but merely in their being. We accept and respect their differences as well as their likenesses.

Provide the school's vision statement.

We are dedicated to create a learning environment, which would best benefit all handicapped children. It is our goal to incorporate careful planning with knowledge of each individual child's physical, emotional, social and educational background in order to produce a balanced program. It is our ultimate goal to help all students of Hillcrest develop their own sense of worth by training them to function as independently as they are individually capable of doing.

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
Manresa, Lourdes	Principal	To provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and to provide successful high quality experiences for students in a safe and orderly environment. Supervise all Administrative, Instructional, and Non-Instructional Personnel assigned to the school. (1) Manage and administer the instructional program so as to ensure all students the opportunity to learn. (2) Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. (3) Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. (4) Oversee the administration of the testing program for the school.
Lindsey, Mary	School Counselor	Read, interpret, and follow State Board rules, Code of Ethics, School Board policies, and appropriate state and federal statutes. Knowledge and understanding of child development and the unique needs and characteristics of students served. Knowledge and understanding of guidance and counseling principles, programs, and services. Knowledge of tests and measurement theory, and of community resources and services available for student assistance. Ability to counsel and assist students, parents, and school personnel in the resolution of problems in student learning, behavior, and mental health. Ability to administer student assessment and evaluation instruments. Ability to analyze and use data. Ability to verbally communicate and consult with parents, school personnel, and the public. Ability to maintain sensitivity to multicultural issues. (1) Develop guidance programs based on developmental needs of students, needs assessments, and school, district and state priorities. * (2) Establish priorities through short and long range plans based on student needs as well as school, district, and state priorities. * (3) Communicate goals and services of the counseling programs to school administration, staff, students, and parents. * (4) Review, evaluate, and select a variety of materials to support a well balanced counseling program. * (5) Establish. implement, coordinate, and monitor effective school-wide counseling services and activities. * (6) Establish and follow procedures for appropriate intervention in accordance with school, district, and state guidelines. * (7) Maintain student records according to established guidelines.
Lowe, Cindy	Assistant Principal	To aid the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assist in the operation of all aspects of the school. • Assist in the development, implementation and assessment of the instructional program.

Name	Title	Job Duties and Responsibilities
		• Assist in the administration of the testing program. • Assist in establishing a vision and mission statement. • Assist in the development of the School Improvement Plan. • Assist in the development of the Master Schedule and assignment of staff. • Assist in developing the best possible environment for teaching and learning. • Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. • Assist in implementing and administering negotiated employee contracts. • Assist in providing staff development through in-service training and other developmental activities. • Assist in managing student conduct on school grounds, buses, and after-school activities. • Supervise and monitor the accurate and timely completion of data collection and reporting requirements. • Assist in providing a comprehensive student services plan including guidance, dropout prevention, health services, and attendance.

Demographic Information

Principal start date

Monday 8/3/2020, Lori Manresa

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.*

11

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.*

10

Total number of teacher positions allocated to the school

35

Demographic Data

2020-21 Status (per MSID File)	Active
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Regional Executive Director	Cassandra Brusca
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Year	
Support Tier	
ESSA Status	CS&I
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Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	10	14	16	21	18	20	79	178
Attendance below 90 percent	0	0	0	0	0	0	5	5	6	13	12	8	28	77
One or more suspensions	0	0	0	0	0	0	0	3	6	6	4	5	10	34
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	1	1	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	1	2	0	2	2	8

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	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	3	3

Date this data was collected or last updated

Monday 8/3/2020

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	0	0	0	0	0	0	11	17	13	17	15	17	82	172
Attendance below 90 percent	0	0	0	0	0	0	2	3	0	3	0	3	7	18
One or more suspensions	0	0	0	0	0	0	7	3	4	1	0	2	7	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	16	25	18	11	12	0	0	82

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	1	1	0	2	1	0	3	8

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	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	4	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	0	0	0	0	0	0	11	17	13	17	15	17	82	172
Attendance below 90 percent	0	0	0	0	0	0	2	3	0	3	0	3	7	18
One or more suspensions	0	0	0	0	0	0	7	3	4	1	0	2	7	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	16	25	18	11	12	0	0	82

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	1	1	0	2	1	0	3	8

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	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	4	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%	46%	56%	0%	43%	53%
ELA Learning Gains	0%	48%	51%	0%	46%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	40%	41%
Math Achievement	0%	40%	51%	0%	37%	49%
Math Learning Gains	0%	43%	48%	0%	38%	44%
Math Lowest 25th Percentile	0%	37%	45%	0%	37%	39%
Science Achievement	0%	61%	68%	0%	59%	65%
Social Studies Achievement	0%	71%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(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
06	2019					
	2018					
Cohort Comparison						
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
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

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	6	28	38	4	28	42	6	5			
BLK	7	8									
HSP	6	35		10	10						
WHT	6	29	30	3	28			8			
FRL	6	26	31		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
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	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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	8
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	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
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	13
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	12
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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.

Hillcrest receives a school improvement rating. Based on the 2017-2018 results, ELA learning gains were 25% and improved to 28% in 2018-19. Math learning gains for 2017-2018 were 27.3% and improved to 28% in 2018-2019. Math gains went up by .7% and ELA gains went up by 3%. Improvement ratings were not available 2016-2017 to identify trends in student achievement data. Because of our students severe cognitive disabilities concrete concepts may be more difficult to grasp.

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

N/A

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.

N/A

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

N/A

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

Math and ELA are our two areas of concern. Our students with their severe intellectual disability struggle with these two areas.

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

1. ELA scores on ULS monthly post test and FSAA test scores.
2. Math scores on ULS monthly post test and FSAA test scores.
3. Parent engagement

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	In order to support students social emotional growth and development, parent training is a vital component of school based parent and family engagement program.
Measurable Outcome:	If we build our parent and family capacity in Social Emotional Learning (SEL) strategies, then there will be fewer disruptions to the learning environment allowing for a decrease of 3% in discipline referrals, thus allowing students to maximize their learning potential in and out of school. Hillcrest's 504 discipline referrals during the 2019-2020 school year will be reduced by 3% in 20-21.
Person responsible for monitoring outcome:	Cindy Lowe (cindy.lowe@marion.k12.fl.us)
Evidence-based Strategy:	Center for Autism and Related Disorders (CARD) training for parent support to teach social emotional skills to students. Positive behavior support strategies are implemented at school and strategies that align with PBS are communicated to parents daily for social emotional learning development.
Rationale for Evidence-based Strategy:	CARD is a not for profit agency that supports individuals with disabilities through training, technical assistance and consultation services as well as referrals to other agencies, and public education. http://card.ufl.edu/aboutcard/ PBS is used in conjunction with specialized behavioral strategies implemented on campus that support social emotional development. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5048254/

Action Steps to Implement

CARD training and parental support for behavior.

Person Responsible	Mary Lindsey (mary.lindsey@marion.k12.fl.us)

Daily communication regarding positive behavior support (PBS) that align with school and home.

Person Responsible	Mary Lindsey (mary.lindsey@marion.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Curriculum Mapping To improve our students test scores on the FSAA and the ULS post test it is critical that we give teachers the tools to correlate their daily teaching strategies to the state standards.
Measurable Outcome:	If we create and provide curriculum mapping to teachers that address access points of the Florida Standards then students will increase the FSAA ELA scores from 28% to 29% and math scores from 28% to 29% and target each ESSA subgroup currently below 41% as follows: Students with Disabilities 17% to 18% Black/African American 8% to 9% Hispanic 15% to 16% White 13% to 14% Economically Disadvantaged 12% to 13%
Person responsible for monitoring outcome:	Cindy Lowe (cindy.lowe@marion.k12.fl.us)
Evidence-based Strategy:	Collaborative planning Professional development on curriculum mapping, assessment options, lesson planning and additional curriculum resources. nsuworks.nova.edu/cgi/viewcontent.cgi?article=1008&context=law_facarticles
Rationale for Evidence-based Strategy:	Curriculum mapping is a coordinated effort conducted by faculty members to better understand the scope and sequence of making sure that our teaching strategies and materials are directly in correlation with state standards with will directly correlate with the FSAA (Florida State Alternative Assessment).

Action Steps to Implement

Professional Development on the new curriculum mapping, covering new courses and state standards.

Person Responsible	Lourdes Manresa (lourdes.manresa@marion.k12.fl.us)

Collaborative planning

Person Responsible	Lourdes Manresa (lourdes.manresa@marion.k12.fl.us)

Curriculum committee to align access points to DOE state standards in the all academic areas.

Person Responsible	Lourdes Manresa (lourdes.manresa@marion.k12.fl.us)

#3. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Real-world outcome All Hillcrest, students meet graduation criteria upon receipt of their 24 credits, however, they are provided with the option to defer into a structured work study program. Family and community engagement in education is increasingly recognized as a vital contributor to student academic achievement.
Measurable Outcome:	If our work-study teachers consistently deliver Unique Learning System Transition Program then students will demonstrate mastery by 1% on post testing.
Person responsible for monitoring outcome:	Cindy Lowe (cindy.lowe@marion.k12.fl.us)
Evidence-based Strategy:	Community engagement Work study
Rationale for Evidence-based Strategy:	Hanover Research, (2014). Effective family and community engagement strategies. Retrieved from https://ctschoolchange.org/app/uploads/Hanover-Effective-Family-and-Community-Engagement-Strategies-LEADConnecticut.pdf

Action Steps to Implement

Work study program

Person Responsible	Cindy Lowe (cindy.lowe@marion.k12.fl.us)

Parent Forums

Person Responsible	Lourdes Manresa (lourdes.manresa@marion.k12.fl.us)

Community Based Instruction (CBI)

Person Responsible	Cindy Lowe (cindy.lowe@marion.k12.fl.us)

Community Based Vocational Training (CBVT)

Person Responsible	Cindy Lowe (cindy.lowe@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

Math and ELA are our two areas of concern. Student performance will be monitored through pre and post testing in ULS, along with teacher assessments and FSAA data.

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.

We continuously consult with our teachers, students, families, volunteers and School Advisory Council (SAC) throughout the year. We understand that our stakeholders play a key role in school performance and addressing equity. As such, we start each school year with a meeting (notifications and invitations in English and Spanish) to address the following:
• A description and explanation of the school's curriculum,
• Information on the forms of academic assessment used to measure student progress, and
• Information on the proficiency levels students are expected to meet;
• Explain the school parental Parent and Family Engagement Plan, and school-parent compact;
• Explain the right of parents to become involved in the school's programs and ways to do so;
• Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children.
• Allow for feedback and open discussion.

In order to increase stakeholder engagement and promote a welcoming environment we will offer different modalities (online and paper based) of communication with to our families such as phone, email, Dojo and/ or Remind App, Twitter, school website, teacher webpage, Skyward Parent Portal and school marquee.

Family and community feedback is requested/collected during quarterly SAC meetings, the Annual Parent Survey, Parent and Family Engagement Plan event (Parent Forums) surveys and Schoolwide Improvement Plan surveys.

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: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	$0.00
		Total:	$0.00