

Calhoun County School District

Blountstown Elementary School



2020-21 Schoolwide Improvement Plan

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Blountstown Elementary School

20883 NE FULLER WARREN DR, Blountstown, FL 32424

www.blountstownelementary.org

Demographics

Principal: Jonetta Dawson

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General 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)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (56%) 2016-17: C (46%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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 Calhoun 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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Blountstown Elementary School

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www.blountstownelementary.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>35%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

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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.

Because we believe in the potential of all children, we at Blountstown Elementary School are dedicated to creating a safe place where all children: know they are cared for, develop respect for themselves and others, understand they are accountable for their own choices, gain a sense of responsibility for their environment, and accept the challenge to learn. This is our mission.

Provide the school's vision statement.

Vision

Blountstown Elementary School will produce life long learners.

Blountstown Elementary School believes that:

- *Students' learning needs should be the chief priority and primary focus of decisions impacting the work of the school.
- *Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- *A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- *A safe and physically comfortable environment promotes student learning.
- *Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- *The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

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
Barrett, Megan	Teacher, K-12	
Frye, Melody	School Counselor	
Hall, Kathryn	Teacher, K-12	
Shuler, Sherri	Teacher, K-12	
Tomlinson, Janet	Teacher, K-12	
Peacock, Casey	Teacher, PreK	
Willis, Sandy	Teacher, K-12	
Brogden, Stephanie	Principal	
Daniels, Ragina	Teacher, K-12	
Dawson, Jonetta	Assistant Principal	

Demographic Information

Principal start date

Monday 7/1/2019, Jonetta Dawson

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.*

1

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.*

4

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General 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)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	88	69	75	75	75	72	0	0	0	0	0	0	0	454
Attendance below 90 percent	15	10	12	15	12	10	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	0	0	2	2	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12

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	1	0	0	2	7	0	0	0	0	0	0	0	10

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	5	5	1	0	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 10/14/2020

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	80	84	74	71	80	98	0	0	0	0	0	0	0	487
Attendance below 90 percent	13	10	8	7	7	9	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	8	7	0	6	5	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	22	19	0	0	0	0	0	0	0	41

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	1	1	0	10	7	0	0	0	0	0	0	0	19

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	9	16	10	0	0	1	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	80	84	74	71	80	98	0	0	0	0	0	0	0	487
Attendance below 90 percent	13	10	8	7	7	9	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	8	7	0	6	5	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	22	19	0	0	0	0	0	0	0	41

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	1	1	0	10	7	0	0	0	0	0	0	0	19

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	9	16	10	0	0	1	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	60%	60%	57%	55%	55%	55%
ELA Learning Gains	60%	60%	58%	55%	55%	57%
ELA Lowest 25th Percentile	52%	52%	53%	41%	41%	52%
Math Achievement	66%	66%	63%	56%	56%	61%
Math Learning Gains	49%	49%	62%	46%	46%	61%
Math Lowest 25th Percentile	27%	27%	51%	25%	25%	51%
Science Achievement	53%	53%	53%	46%	46%	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	57%	62%	-5%	58%	-1%
	2018	57%	62%	-5%	57%	0%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	60%	61%	-1%	58%	2%
	2018	64%	60%	4%	56%	8%
Same Grade Comparison		-4%				
Cohort Comparison		3%				
05	2019	57%	57%	0%	56%	1%
	2018	60%	52%	8%	55%	5%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	71%	67%	4%	62%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	71%	77%	-6%	62%	9%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	65%	70%	-5%	64%	1%
	2018	65%	65%	0%	62%	3%
Same Grade Comparison		0%				
Cohort Comparison		-6%				
05	2019	55%	56%	-1%	60%	-5%
	2018	64%	53%	11%	61%	3%
Same Grade Comparison		-9%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	56%	-5%	53%	-2%
	2018	71%	62%	9%	55%	16%
Same Grade Comparison		-20%				
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	33	39	42	30	25	15	13				
BLK	44	50	47	56	53	27	25				
HSP	57	64		57	64						
MUL	53	80		65	40						
WHT	64	61	48	68	47	27	59				
FRL	56	56	52	64	49	26	49				

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	30	38	42	30	32	31	36				
BLK	26	26	28	43	19	7	35				
HSP	68	73		59	53						
MUL	65	64		76	64						
WHT	68	57	71	72	63	48	74				
FRL	53	52	57	61	54	41	65				

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	24	34	39	25	31	18	11				
BLK	38	44	31	38	34	29	38				
HSP	47	67		42	40						
MUL	63	42		56	58						
WHT	59	57	44	62	48	24	49				
FRL	45	50	33	44	35	24	38				

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)	TS&I
OVERALL Federal Index – All Students	52
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	367
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	53
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	50
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.

The 2019 Math Lowest 25th Percentile data component performed the lowest at 27%. The 2018 Math Lowest 25th Percentile data component also performed the lowest at 36%. Low performance can be attributed by the loss of a month of instructional time due to Hurricane Michael. Blountstown Elementary School was destroyed by Hurricane Michael in 2018 resulting in the majority of classrooms having to relocate to other campuses. The relocation resulted in an adjustment period for both teachers and students.

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

The 2019 Science Achievement data component was 53% and the 2018 Science Achievement data component was 69%. A decline in performance can be attributed by the loss of a month of instructional time due to Hurricane Michael. The majority of our classrooms were relocated to other campuses, resulting in an adjustment period for both teachers and students.

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.

The 2019 Math Lowest 25th Percentile data component had the biggest gap when compared to the state. The 2019 Math Lowest 25th Percentile data component was at 27% and the state was 51%. BES was 24% under the state average. A gap in performance can be attributed to the loss of a month of instructional time due to Hurricane Michael. The majority of our classrooms were relocated to other campuses, resulting in an adjustment period for both teachers and students. There were also numerous inconsistencies in instruction due to unforeseen changes in faculty after the hurricane.

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

The 2018 ELA Learning Gains data component showed the most improvement. BES went from 54% in 2018 to 60% in 2019. BES was also 2% above the state average. BES provided early morning and afternoon tutoring for all students.

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

A potential area of concern is poor attendance across all grade levels. If students are not here to receive instruction they will not experience growth. Many of our most struggling students are often absent or tardy. BES will continue to work with families to ensure children are here and on time as well as adjust and monitor our attendance plan. BES will be implementing a new communication tool called ParentSquare which will hopefully help BES stay in touch with parents and remind them about the importance of attending school and arriving on time.

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

1. Students with disabilities
2. Math Lowest 25% Percentile
3. Math Learning Gains

- 4. Third Grade ELA Scores 2021
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students with Disabilities; Students with disabilities learning gains data in math dropped from 32% in 2018 to 25% in 2019. The lower 25% learning gains dropped from 31% in 2018 to 15% in 2019. SWD dropped from 36% in 2018 to 13% in 2018 in Science Achievement.
Measurable Outcome:	Students with disabilities will show an improvement in math learning gains from 25% to 32%.
Person responsible for monitoring outcome:	Stephanie Brogden (stephanie.brogden@calhounflschools.org)
Evidence-based Strategy:	BES is Implementing small group instruction targeting low performing students using SPIRE. SPIRE is a research based reading instruction program designed to improve reading skills in struggling readers. Small group as well as individual instruction in the classroom is also being provided for math as a way to close the gap. After-school tutoring will begin in January of 2021 to target reading, math, and science.
Rationale for Evidence-based Strategy:	BES is implementing SPIRE because it is a research based program designed for intensive intervention. The program is designed to incorporate the Orton-Gillingham approach, which involves systematic, explicit, sequential, multi-sensory, phonics-based, and emotionally sound instruction.

Action Steps to Implement

1. Title I inclusion teachers will pull small groups for instruction
2. Early morning tutoring will be available beginning in January of 2021
3. Afternoon tutoring will be available to students beginning in January of 2021
4. Updated math curriculum to implement a higher level of rigor and resemble FSA format
5. Implement a reading boot camp for struggling students in kindergarten through fifth grade
6. Implementing Kindergarten Boot Camp using Letterland Intervention Kit in order to insure that all kindergarten students are kindergarten ready.

Person Responsible Stephanie Brogden (stephanie.brogden@calhounflschools.org)

Additional Schoolwide Improvement Priorities

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

As our school prepares for both online and brick and mortar learning, we will focus more than ever on strengthening relations with students and families.

We will do that by the following:

Collaboration - Families and community organization are vital to student success. Authentic teamwork by both parties is critical. Teachers will share data and resources to support student learning in and out of the classroom via ParentSquare, notes homes, phone calls, emails, school website, and Google Classroom.

Cooperation - Schools and families working together to provide the best education possible for students.

Communication - Sharing information and being transparent is critical. We plan to create a meaningful system for all voices to be heard and incorporate their feedback into the decision-making process by providing them with regular opportunities to share feedback and concerns via surveys, virtual parent conferences, and ParentSquare .

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.

Parental involvement is key to student success. Blountstown Elementary strives to involve parents as much as possible. This year parents participated in a drive-by or face to face Open House depending on the grade level. Teachers gave out Parental Involvement calendars at Open House and encouraged parents to stay in touch via ParentSquare, phone calls, emails, or Google Classroom. Parent Conferences will be held virtually in the fall.

Parents are advised how to check grades using the FOCUS parent portal, how to sign up for Accelerated Reader emails, and how to access information on the BES website.

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: Students with Disabilities	\$0.00
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	Total: \$0.00
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