

Hillsborough County Public Schools

Hammond Elementary School



2020-21 Schoolwide Improvement Plan

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Hammond Elementary School

8008 N MOBLEY RD, Odessa, FL 33556

[no web address on file]

Demographics

Principal: Katarina Arterburn

Start Date for this Principal: 6/8/2020

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (66%) 2016-17: A (76%) 2015-16: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 Hillsborough 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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Hammond Elementary School

8008 N MOBLEY RD, Odessa, FL 33556

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">26%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">36%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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.

Building bright futures, one student at a time!

Provide the school's vision statement.

We will provide a path for success to every Hammond student.

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
Norkas, Sheri	Principal	<ul style="list-style-type: none"> ? Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. ? Administers and develops educational programs for students with mental or physical disabilities. ? Confers with teachers, students, and parents concerning educational and behavioral problems in school. ? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. ? Requisitions and allocates supplies, equipment, and instructional material as needed. ? Directs preparation of class schedules, cumulative records, and attendance reports. ? Walks about school building and property to monitor safety and security. ? Plans and monitors school budget. ? Plans for and directs building maintenance. ? Performs any other duties as assigned. <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>
Arterburn, Katarina	Assistant Principal	<p>Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <ul style="list-style-type: none"> ? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. ? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. ? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. ? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives,

Name	Title	Job Duties and Responsibilities
		<p>as well as empathy for other’s feelings; is adaptable.</p> <ul style="list-style-type: none"> ? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. ? Establishes systematic processes to receive and provide feedback about the progress of work being done. ? Leads by example, setting goals that encourage self and others to reach higher standards. ? Holds high and positive expectations for the growth and development of all stakeholders, including self. ? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. ? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. ? Assists with oversight of and responsibility for the school’s instructional program and its results. ? Assists with oversight of and responsibility for the safety and discipline of school’s students. ? Assists with oversight of and responsibility for the school’s human resources selections, management, and development. ? Assists with oversight of and responsibility for the school’s business and research efforts. ? Assists with oversight of and responsibility for the accuracy and timeliness of the school’s records and reports. ? Assists with oversight of and responsibility for the school’s administration and operation. ? Assists with oversight of and responsibility for the school’s property and physical plant. ? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. ? Performs any other duties as assigned

Demographic Information

Principal start date

Monday 6/8/2020, Katarina Arterburn

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.*

2

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

58

Demographic Data

2020-21 Status (per MSID File)	Active
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Support Tier	
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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	97	104	112	147	92	115	0	0	0	0	0	0	0	667
Attendance below 90 percent	10	1	7	13	2	7	0	0	0	0	0	0	0	40
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	0	0	0	
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	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	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	0	0	0	0	

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	6	10	21	10	14	0	0	0	0	0	0	0	61
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

Thursday 10/29/2020

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	104	119	143	102	123	131	0	0	0	0	0	0	0	722
Attendance below 90 percent	8	5	12	3	2	13	0	0	0	0	0	0	0	43
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	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	0

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	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	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	104	119	143	102	123	131	0	0	0	0	0	0	0	722
Attendance below 90 percent	8	5	12	3	2	13	0	0	0	0	0	0	0	43
One or more suspensions	0	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	0	0	0	0	0
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	0

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	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	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	80%	52%	57%	85%	52%	55%
ELA Learning Gains	69%	55%	58%	72%	55%	57%
ELA Lowest 25th Percentile	53%	50%	53%	68%	51%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	82%	54%	63%	90%	53%	61%
Math Learning Gains	64%	57%	62%	65%	54%	61%
Math Lowest 25th Percentile	52%	46%	51%	69%	46%	51%
Science Achievement	84%	50%	53%	80%	48%	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	84%	52%	32%	58%	26%
	2018	79%	53%	26%	57%	22%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	80%	55%	25%	58%	22%
	2018	83%	55%	28%	56%	27%
Same Grade Comparison		-3%				
Cohort Comparison		1%				
05	2019	80%	54%	26%	56%	24%
	2018	78%	51%	27%	55%	23%
Same Grade Comparison		2%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	85%	54%	31%	62%	23%
	2018	86%	55%	31%	62%	24%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	78%	57%	21%	64%	14%
	2018	89%	57%	32%	62%	27%
Same Grade Comparison		-11%				
Cohort Comparison		-8%				
05	2019	84%	54%	30%	60%	24%
	2018	78%	54%	24%	61%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		6%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	82%	51%	31%	53%	29%
	2018	76%	52%	24%	55%	21%
Same Grade Comparison		6%				
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	40	44	35	46	45	50	67				
ELL	60	55		60	55						
ASN	93			100							
HSP	70	59	40	74	61	55	83				
MUL	74	54		89	77						
WHT	84	74	62	83	62	50	84				
FRL	72	64	52	74	63	52	79				
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	39	34	29	51	33	28	35				
ELL	57			79							
ASN	92			100							
HSP	75	61	61	78	53	63	76				
MUL	73	63		68	50						
WHT	80	52	45	87	57	68	76				
FRL	69	53	38	73	53	57	71				
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	58	44	50	61	44	40					
ASN	90			100							
BLK	90			90							
HSP	74	67	63	86	63	77	71				
MUL	86	93		86	60						
WHT	88	72	69	92	66	69	82				

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
FRL	74	67	64	79	53	62	69				

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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	47
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	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	97
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
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	74
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	71
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	65
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.

Learning gains of the bottom quartile were 50% in Math by January 2020. This was consistent with FSA data from Spring of 2019. Trends consisted of the lack of knowledge of the depth of the math standards.

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

There was no significant decline; however, a strong focus on our bottom quartile must continue in order to ensure learning gains.

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.

There were no significant gaps between our schools' overall performance and the state average. Our school is performing in the top percentages of the district and the state.

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

Learning gains in ELA improved from iReady diagnostic 1 in August 2019 to diagnostic 2 in January 2020. We focused on utilizing paired informational texts to improve the application of reading comprehension skills and had the support of a full time reading coach. We also focused on vocabulary within all content areas.

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

The greatest concern continues to be our bottom quartile in the area of Math.

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

1. Increased student achievement and learning gains for our bottom quartile
2. Supporting the need for increased differentiation for all learners
3. Increased levels of small group and individual support during instruction
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Student achievement will increase for all demographic groups through building the capacity of PLC's to purposefully plan standard based lessons, differentiated, to meet the needs of all learners.

Measurable Outcome: By May 2021, 75% of students in the bottom quartile will show an increase in learning gains.

Person responsible for monitoring outcome: Sheri Norkas (sheri.norkas@hcps.net)

Evidence-based Strategy: Professional development, coaching cycles, grade level and cross grade level Professional learning communities

Rationale for Evidence-based Strategy: Through a focus on supporting teachers to identify specific needs of students and ways to plan for differentiation, student achievement will increase.

Action Steps to Implement

Support and improve the function of our Professional Learning Communities through our Instructional Leadership Team.

Person Responsible Sheri Norkas (sheri.norkas@hcps.net)

Provide ongoing professional development for teachers

Person Responsible Sheri Norkas (sheri.norkas@hcps.net)

Frequent walkthroughs with feedback to improve practice.

Person Responsible Sheri Norkas (sheri.norkas@hcps.net)

Coaching cycles provided by reading coach

Person Responsible Sheri Norkas (sheri.norkas@hcps.net)

Additional Schoolwide Improvement Priorities

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

In addition to the area of focus, our school will continue to focus on making connections and cultivating relationships with students through weekly class meetings, kindness initiatives, and community involvement. These are imperative to student achievement, engagement, and learning gains.

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 focus on building relationships with students and their families. Teachers regularly communicate with families and include them in decisions. We partner with our PTA to create positive relationships and gain support for our school needs. We plan family activities and events for our families.

Parent Family and Engagement Plan (PFEP) Link

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