

Jackson County School Board

Hope School



2022-23 Ungraded 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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 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 Improvement Rating History	2021-22: Commendable 2020-21: Commendable 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Jackson County School Board on 10/18/2022.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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"

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The population at Hope School is students that have the most severe cognitive disabilities in the District. We also serve some students out of district with the same severe cognitive disabilities. Supports are intensive instruction with a 3:1 ratio. 3:1 ratio is also for Independent Functioning Skills, Safety Supervision as well as Social Settings.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Braxton, Millicent	Principal	School leadership team members meets to review the data and SIP. At the school, the team meets 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 student. School leadership team meets multiple times which include regular emails.
Parrish, Karen	School Counselor	School leadership team members meets to review the data and SIP. At the school, the team meets 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 student. School leadership team meets multiple times which include regular emails.
Hand, Joy	Teacher, ESE	School leadership team members meets to review the data and SIP. At the school, the team meets 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 student. School leadership team meets multiple times which include regular emails.
Melvin, Sherrie	Teacher, ESE	School leadership team members meets to review the data and SIP. At the school, the team meets 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 student. School leadership team meets multiple times which include regular emails.
Wiggins, Tanya	Teacher, ESE	School leadership team members meets to review the data and SIP. At the school, the team meets 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 student. School leadership team meets multiple times which include regular emails.
Burge, Emily	Teacher, ESE	School leadership team members meets to review the data and SIP. At the school, the team meets 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

Name	Position Title	Job Duties and Responsibilities
		assisting the educational needs of our student. School leadership team meets multiple times which include regular emails.
Blackmon, Cynthia	Teacher, ESE	School leadership team members meets to review the data and SIP. At the school, the team meets 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 student. School leadership team meets multiple times which include regular emails.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Not applicable.

Demographic Information**Principal start date**

Monday 7/1/2013, Millicent Braxton

Total number of students enrolled at the school.

104

Total number of teacher positions allocated to the school.

14

Number of teachers with professional teaching certificates?

14

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

14

Identify the number of instructional staff who left the school during the 2021-22 school year.

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data**Early Warning Systems****2022-23**

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	2	5	9	4	9	12	6	7	10	5	9	5	21	104	
Attendance below 90 percent	1	2	2	1	5	6	1	2	3	3	3	3	6	38	
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
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 2022 statewide FSA ELA assessment	0	0	0	0	9	11	5	7	9	5	9	4	2	61	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	8	11	5	7	9	5	1	1	2	49	
Number of students with a substantial reading deficiency	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	5	6	1	2	2	3	3	2	0	24	

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

Date this data was collected or last updated

Friday 8/19/2022

2021-22 - 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	4	8	4	9	9	7	6	9	6	8	4	8	22	104	
Attendance below 90 percent	0	2	2	3	1	1	3	3	2	1	1	4	11	34	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	1	0	2	4	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	1	0	2	4	
Number of students with a substantial reading deficiency	0	0	0	3	1	0	1	1	0	0	1	1	0	8	

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

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		50%	55%					58%	61%
ELA Learning Gains								54%	59%
ELA Lowest 25th Percentile								47%	54%
Math Achievement		36%	42%					55%	62%
Math Learning Gains								52%	59%
Math Lowest 25th Percentile								46%	52%
Science Achievement		48%	54%					44%	56%
Social Studies Achievement		50%	59%					69%	78%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	64	66	30	65	78		79	90			
BLK	69	60		58							
WHT	59	65		67	79		80				
FRL	66	63		75	83		70				
2021 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 2019-20	C & C Accel 2019-20
SWD	66	81		57	56		65				
BLK	69	80		67	70						
WHT	61	75		58	53		60				
FRL	71	89		60	72		67				
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			

ESSA Data Review

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	
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67
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 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	62
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	
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	70
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	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Brigance
iReady
Teacher Generated Checklist
Data Collection of IEP Goals and Short-Term Objective/Benchmarks
Florida Standard Alternate Assessment
Datafolio

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

The most improvement on the FSAA was in the area of Math. The new actions included the use of technology, videos/tutorials, progress monitoring, use of manipulatives, repetition of skills practice, lessons broken down in smaller segments and increased opportunities for practice.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The area that needs the most improvement on the FSAA was in the area of Elementary ELA. All students at Hope are reading below grade level. Our basis for this conclusion were Brigance scores, iReady scores, Lexia, Edmark, FSAA scores and data collection of IEP goals.

What trends emerge across grade levels, subgroups and core content areas?

Growth across the board in all assessed areas. Hope School was rated Commendable for the 2020-2021 and 2021-2022 school year by the Florida Department of Education.

What strategies need to be implemented in order to accelerate learning?

We want our students to continue growth as shown last year. We are incorporating new curriculum and technology.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Professional Development will be on the new curriculum for teachers. Paraprofessionals will be participating in professional development training from PAEC.

Areas of Focus:**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

FSAA Elementary ELA scores dropped a few percentage points on the 2021/2022 test.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Elementary students ELA FSAA scores will improve through the use of evidence based instructional strategies and new curriculum.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

iReady, Brigance, and new curriculum (attainment), teacher made checklist and data on IEP goals will be used for monitoring.

Person responsible for monitoring outcome:

Millicent Braxton (millicent.braxton@jcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will help students practice skills, strategies, and processes through demonstration, examples, clear representation of correct procedures, multiple opportunities for structured practice, differentiated instruction, scaffolding adaptations, and reteaching as necessary.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These evidence based strategies will improve the proficiency rate on the FSAA (ELA) for alternately assessed students.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher professional development
Implementation of new curriculum
paraprofessional in-services
implementation of technology
Teacher/paraprofessional collaboration, teacher/teacher collaboration.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Other specifically relating to Schoolwide Program Improvement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Hope School is a Title I, Part A Schoolwide Program. Improving student achievement is the rationale for serving all students to improve the overall performance of the entire school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improve performance in all graded areas for all subgroups measured on the state accountability system for 2023 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Principal, School Improvement Chair, School Leadership Team, School Advisory Council and the Director of Federal Programs will monitor implementation of the program and measure its effectiveness through progress monitoring data through FAST and District assessments.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Strategies for improvement are identified in the other Areas of Focus within the School Improvement Plan and in the action steps below for the major activities of federally funded education programs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for all strategies chosen are to improve student achievement. More detail is provided for each strategy in the Area of Focus above.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs assessment interview during the Spring prior to the current school year to gauge the needs of the school based on current available data. This document is provided to the SIP Chair that provides it to the School Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is then used to develop the Schoolwide Improvement Plan in floridacims.org using the State Template.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, ESSER II, and ARP funds. After-school tutoring and summer school programs are available to all students

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Transition Services- Students attend Hope School from age 3-22. PreK transitions to Kindergarten introducing students to projected teacher and parents discuss updated IEP. 5th-6th transition by meeting projected teachers and rotation classes. Updated IEP meetings are held with parents. 8th-9th grade transition are already with their teachers and discuss required courses and credits. Students and parents participate in the IEP updates and begin transition process for after school. For 12th-postschool student

are referred to Vocational Rehabilitation. Parents are involved in the final IEP meetings that deal with transitioning to after school success.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources and general fund sources to provide professional learning on standards, utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and instructional practices.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the district can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services if they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Title II, Part A- provides 3-year VAM bonus for highly effective teachers, Beginning Teacher Program Support, professional learning support for teachers earning their Reading and/or ESOL Endorsements.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Homeless Education support the unique needs of students experiencing homelessness with resources for educational needs, emergency housing, mental health supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donated funds support these activities.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

IDEA- The District utilizes funds for support staff to assist schools with process and procedures and additional staff to support ESE students.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Food Service- Community Eligibility Provision for 100% free breakfast and lunch. Participation in snack program.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utilizing per pupil calculations. Staffing is conducted using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

Person Responsible

Millicent Braxton (millicent.braxton@jcsb.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Hope School is performing above 41% of all subgroups represented in the school for calculating federal index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Sign in logs, documentation of resources sent to parents

SIP looks at data and makes decisions on effective practices to guide the decision making for parent engagement.

Surveys and/or polls

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

SIP

Verbal communication (parent/teacher)

Written communication (Notes/texts)

Parent Square

Facebook

Students' planner

Describe how implementation will be progress monitored.

Pre and Post Survey analysis

Sign-in sheets to compare the previous year's attendance to the current year

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
A Pre-Survey and Post-Survey will be developed for parents to input what parent engagement activities they would like to participate in at Hope School.	Parrish, Karen, karen.parrish@jcsb.org