

Duval County Public Schools

Brookview Elementary School



2020-21 Schoolwide Improvement Plan

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Brookview Elementary School

10450 THERESA DR, Jacksonville, FL 32246

<http://www.duvalschools.org/brookview>

Demographics

Principal: Tracey Kendrick

Start Date for this Principal: 5/28/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: C (48%) 2017-18: C (48%) 2016-17: B (57%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* 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 Duval 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Brookview Elementary School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

Provide the school's vision statement

Brookview Elementary School is committed to equipping students with the tools they need for academic, personal and social achievement.

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
Kendrick, Tracey	Principal	Lead the team in data analysis and instructional improvement.
Daniel, Jessica	Teacher, K-12	As the reading coach, she will analyse student data of our lowest performing quartile and determine interventions to help these students improve.
Taylor, Tammy	Assistant Principal	Lead the team in data analysis and instructional improvement.

Demographic Information

Principal start date

Thursday 5/28/2020, Tracey Kendrick

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.*

9

Total number of teacher positions allocated to the school

28

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (48%) 2017-18: C (48%) 2016-17: B (57%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide Math 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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 5/28/2020

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	29	84	74	81	91	91	0	0	0	0	0	0	0	450
Attendance below 90 percent	28	21	27	18	22	27	0	0	0	0	0	0	0	143
One or more suspensions	3	1	1	0	2	7	0	0	0	0	0	0	0	14
Course failure in ELA or Math	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	25	39	55	56	55	83	0	0	0	0	0	0	0	313

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	19	31	42	41	41	58	0	0	0	0	0	0	0	232

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	17	7	13	73	15	1	0	0	0	0	0	0	0	126
Students retained two or more times	25	39	44	58	106	132	0	0	0	0	0	0	0	404

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	29	84	74	81	91	91	0	0	0	0	0	0	0	450
Attendance below 90 percent	28	21	27	18	22	27	0	0	0	0	0	0	0	143
One or more suspensions	3	1	1	0	2	7	0	0	0	0	0	0	0	14
Course failure in ELA or Math	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	25	39	55	56	55	83	0	0	0	0	0	0	0	313

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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	17	7	13	73	15	1	0	0	0	0	0	0	0	126
Students retained two or more times	25	39	44	58	106	132	0	0	0	0	0	0	0	404

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	47%	50%	57%	45%	50%	56%
ELA Learning Gains	59%	56%	58%	48%	51%	55%
ELA Lowest 25th Percentile	63%	50%	53%	42%	46%	48%
Math Achievement	51%	62%	63%	61%	61%	62%
Math Learning Gains	44%	63%	62%	51%	59%	59%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Lowest 25th Percentile	31%	52%	51%	36%	48%	47%
Science Achievement	38%	48%	53%	51%	55%	55%

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	45%	51%	-6%	58%	-13%
	2018	40%	50%	-10%	57%	-17%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	44%	52%	-8%	58%	-14%
	2018	46%	49%	-3%	56%	-10%
Same Grade Comparison		-2%				
Cohort Comparison		4%				
05	2019	48%	50%	-2%	56%	-8%
	2018	39%	51%	-12%	55%	-16%
Same Grade Comparison		9%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	61%	-8%	62%	-9%
	2018	53%	59%	-6%	62%	-9%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	49%	64%	-15%	64%	-15%
	2018	61%	60%	1%	62%	-1%
Same Grade Comparison		-12%				
Cohort Comparison		-4%				
05	2019	46%	57%	-11%	60%	-14%
	2018	53%	61%	-8%	61%	-8%
Same Grade Comparison		-7%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	49%	-14%	53%	-18%
	2018	49%	56%	-7%	55%	-6%
Same Grade Comparison		-14%				
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 2016-17	C & C Accel 2016-17
SWD	15	58	63	27	40	33	10				
ELL	33	50	67	42	47	40	31				
ASN	46	47		52	35		36				
BLK	44	56	40	40	41	27	33				
HSP	38	50	56	56	50	43	33				
MUL	48	65		52	35		40				
WHT	53	71	83	56	48	36	43				
FRL	45	57	62	49	41	27	40				

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 2015-16	C & C Accel 2015-16
SWD	25	38	41	41	50	43	31				
ELL	25	48	35	50	44	26	20				
ASN	62	69		85	65		81				
BLK	38	42	50	49	44	33	39				
HSP	37	41	29	56	52	30	50				
MUL	39	25		58	50		42				
WHT	49	57	53	64	51	54	50				
FRL	42	46	41	59	51	38	51				

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	404

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	49
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
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	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American 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	57
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	49
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

Only 31% of the Lowest Quartile made gains in Math. Overall math proficiencies and percent gains have been falling since 2016-17. Standards and content limits must be studied by instructional teams in order to ensure students are prepared for grade level standards testing.

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

Science achievement dropped from 51% to 38% in 2019. Statistically, with standards aligned science instruction, science proficiencies should match or exceed reading proficiencies (47%).

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

Math lowest quartile was 20 points off the state average.

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

Reading gains for the lowest quartile showed the greatest improvement. Aggressive interventions targeting the lowest quartile were key.

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

Two areas of concern are chronic absenteeism amongst 20% of students and an average of Level 1 on state assessment exceeding 50%.

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

1. Increase attendance of all students
2. Increase percentage of students meeting Reading Proficiency
3. Increase percentage of students meeting Math Proficiency
4. Increase percentage of students meeting learning gains in math for the lowest quartile
5. Increase percentage of students meeting Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Parent involvement in the school is low. This was identified as an area of Focus on the 5 Essentials Survey. It was the lowest scoring indicator on the survey. Teachers do not feel that parents are involved in the school due to lack of support for their students education and poor attendance at parent events and failure to attend conferences.

Measureable Outcome: Brookview will increase the rating of parent involvement in the schools on the 5 Essentials Survey in the 2020-2021 school year to Neutral or higher rating.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Hold parent conferences on a designated Early Release Day, signing up all parents for a conference. This will allow of positive parent conferences to occur, not just conferences to discuss when things are going wrong.

Rationale for Evidence-based Strategy: By advertising a parent conference day to the whole school, parents will see conferences as a norm and not just a means of dealing with a misbehavior or an academic concern. Conferences need to be more focused on student strengths and highlight their growth to make parents more receptive when a student is struggling.

Action Steps to Implement

Identify 2 Designated Parent Conference Days and advertise them to all parents starting at the beginning of the school year

Person Responsible [no one identified]

Train Teachers on positive parent conference guidelines and expectations

Person Responsible [no one identified]

Invite all parents to sign-up for a time slot on conference days. Title I materials including printers and supplies will ensure all parents are reached, using not just digital tools, but also hard copies sent home with students.

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Teacher-Parent trust is the lowest rated indicator on the 5 Essentials Survey. Both parents and teachers feel that their relationship needs improvement. Teachers want to feel supported by parents and parents want to know how to support their students.

Measureable Outcome: The school will improve the rating of Teacher-Parent Trust to Neutral or higher on the 5 Essentials Survey for the 2020-2021 School Year.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Implement the use of Class Dojo School-wide. Utilize Dojo to send parents pictures of their students throughout the day, messages about things happening in the classroom, celebrations, and shout outs.

Rationale for Evidence-based Strategy: Dojo allows parents and teachers to communicate quickly and efficiently. Parents rate this app very highly. They feel connected to their child as a learner. Parents enjoy getting pictures of their child as a learner. Teachers that utilize this app connect with more parents on a daily basis. By utilizing it school wide it becomes the norm and will allow for an increase in parent engagement.

Action Steps to Implement

Hold SDMT Meeting to gain school wide approval to implement Dojo

Person Responsible [no one identified]

Advertise joining Dojo with all parents. Include this in enrollment packets and beginning of the year packets.

Person Responsible [no one identified]

Monitor the frequency of communication and positive pictures to parents to increase use. Celebrate and award those teachers that use most frequently.

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale: Students scored safety on the playground, hallways, and bathrooms at the school as neutral on the 5 Essentials Survey. Students do not feel strong about being safe in the common areas of the school.

Measurable Outcome: Improve the student safety survey results to Strong or Higher for the 2020-2021 5 Essentials Survey

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Improve monitoring on the playground by giving teachers assigned posts to reduce teachers congregating together. Reduce bathroom issues by only having monitored students in the Gang Bathroom. Students sent in pairs will use the K Hall Bathrooms. Increase monitors and stagger dismissal for 4th and 5th grade to reduce congestion and improve adult monitoring.

Rationale for Evidence-based Strategy: Playground- Students feel unsafe on the playground. This is due to lack of monitoring by teachers. By assigning teachers posts on the playground, we are ensuring that all areas are being monitored and teachers will no longer be able to socialize together.

Bathrooms- By only allowing students that are with a teacher to use the gang bathrooms, students will have less opportunities to create problems in these bathrooms, causing students to feel unsafe.

Hallways- By improving monitoring and staggering dismissal for 4th and 5th, we will reduce congestion and improve adult-student interaction.

Action Steps to Implement

Have climate and culture team create new school norms for playground, hallways, and bathrooms.

Person Responsible [no one identified]

Train teachers on new expectations during pre-planning

Person Responsible [no one identified]

Train Students on new common area expectations.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Most students at BVE are experiencing the negative impact of The Opportunity Myth. In order to be successful academically, students require grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.

Measureable Outcome: 90% of our content core teachers will use common planning and Professional Learning Communities to implement successful standards based instruction, tasks, and assessments.

Person responsible for monitoring outcome: Tracey Kendrick (kendrickt1@duvalschools.org)

Evidence-based Strategy: Instructional delivery will be focused in meeting the expectations of the standard through tasks and assessments. We will use the Standards Walkthrough Tool to measure core classroom daily instructional alignment to standards.

Rationale for Evidence-based Strategy: Students are engaged and often successful in the classroom, but only 47% of students at BVE can perform grade level standards in reading and 51% in math as evidenced by the 2019 Florida Standards Assessment. This indicates a disconnect between instruction and the grade-level standards. BVE must ensure that students are receiving standards aligned instruction in order to be successful on state exams and have the tools to meet subsequent progression of standards.

Action Steps to Implement

The admin team and coaches will provide in-service on the learning arc planning template. Title I funded media specialist will participate in the training and work with teams to align library units with standards being taught in the classroom. Title I tutors will be involved in the training and will work with grade level content teachers on key standards. Training all of our instructional team members in standards-based instruction ensures that students receive strong, consistent learning direction. This will improve student achievement in reading and math.

Person Responsible Tammy Taylor (taylort7@duvalschools.org)

The admin team and coaches will monitor implementation of standards based instruction through standards-based walkthroughs. Assisting in implementation and monitoring are Title I-funded Reading Coach and Math Coach.

Person Responsible Tracey Kendrick (kendrickt1@duvalschools.org)

Assess our progress through self monitoring through the Standards Based Continuum template monthly.

Person Responsible Tammy Taylor (taylort7@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

Leadership will work to provide standards-based instructional and pedagogical training specifically in the area of math, as data illustrates a declining achievement trend. For example, we are working to secure INTEL Math training for our teachers.

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.

To build positive relationships with parents, families, and community stakeholders, the school will host several family events throughout the year. This gets families involved in the school and builds relationships. We will host literacy night to give parents information about how to help their students in reading and writing. We host Math night to show parents how to support their students with the math curriculum. We also host a fun science event with lots of experiments that engage the whole family. We also host a testing night to give parents information on all district and state testing requirements. Additionally, we will build a teaching culture of learning and sharing through PLCs and common planning as coaches, teachers, and administrators work together to teach and learn best practices.

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

1	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00