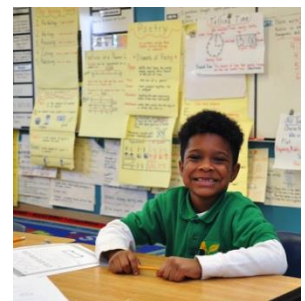
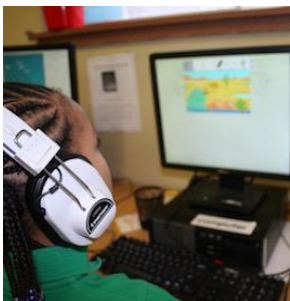




HOPE COMMUNITY PUBLIC CHARTER SCHOOL

Developing Character, Enriching Minds



Lamond Campus

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Tolson Campus

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2019-2020 Annual Report

Christopher Cody, Board Chair

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School Leader List for 2019 – 2020



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ANNUAL REPORT NARRATIVE

I. School Description

Mission Statement

Hope Community Public Charter School (Hope Community PCS) is proud to be an Imagine School. Hope is supported by Imagine Schools, Inc., by receiving on-going support from the Regional Director, Regional Academic Coaches and National Curriculum Specialist. As an Imagine School, Hope is committed to a set of shared values that guide the operation of the school, a philosophy of decentralized leadership where those closest to specific tasks or problems are the decision-makers, and Six Measures of Excellence that let us know how we are doing in the areas that are most important to us. We are part of a network of over 50 schools nationwide with a passion to help parents educate their children.

*It is our **mission** to shape the hearts and minds of our scholars positively, by providing them with an academically rigorous, content rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.*

Hope's mission statement is based on the "Three C's" principle. It establishes the foundation for our scholars to demonstrate Hope's vision and model our mission through **C**ontent, **C**haracter and **C**ommunity. The "Three C's" principle is defined as follows:

1. Content

Hope Community PCS is a Core Knowledge school. Hope Community PCS utilizes the Core Knowledge curriculum developed by E.D. Hirsch to teach rigorous content to scholars in grades Pre-K3 through 8th grade. Implementation of the Core Knowledge Curriculum requires collaboration between teachers, administrators, and parents. The Core Knowledge's scope and sequence are founded on the belief that literacy depends on a shared knowledge. Core Knowledge clearly articulates that content must be sequenced and reflects what scholars are to learn in each subject. Hope Community PCS teachers use the Core Knowledge scope and sequence to guide their planning.

2. Character

Character is at the core of our daily actions and interactions. We are constantly developing character and enriching minds. This starts with the modeling of appropriate character by our teachers, staff and parents. We believe that scholars must see character enacted in the lives of others so that it can become real to them. Another explicit way that character is nurtured in our scholars is through the context of classroom lessons, whether it is language arts, science, or physical education. In addition to embedding character in our daily actions, we explicitly teach a monthly core virtue and performance character traits that are research based and proven to improve academic achievement.

Hope PCS is also very intentional about the embedded curriculum that shapes the culture of a school. Our major priority here is establishing rituals that make up our daily life, including the way that we begin each day with Monday morning meetings and announcements, the way we share meals together, the way we encourage a sense of stewardship of the building, and the way we celebrate together.

3. Community

Community is an essential part of school life, and it is our hope that through relationships among and between the school, families, and the greater community, the goal of teaching children to be people of character will be reinforced. As we collectively pursue our mission and vision, we commit to:



- ✦ *Helping our scholars know that they are members of a particular community in a particular place, and that they are accountable to that community;*
- ✦ *Involving ourselves in the local community, as well as inviting our local community members to involve themselves in our work;*
- ✦ *Recognizing the strengths rather than the limitations of every member of our community, and modeling relationships of mutual respect;*
- ✦ *Prioritizing the needs of our scholars and families;*
- ✦ *Developing continuity between home and school, and respecting cultural and educational differences that may exist; and*
- ✦ *Treating parents as full partners and active participants in the educational process.*

The formation of a strong community within the school begins with the way we have structured the school into four (4) academies within each campus. Our Early Childhood Program (Pre-K3 & Pre-K4), Elementary (K - 5th), and Middle School (6th - 8th) and arts and athletics grade levels make up our academic community. Each academy works as a team to plan, participate in events and serves as a task force for one of the Measures of Excellence. Our goal is to create a place in which children can build trusting relationships with others, where staff can work closely with scholars and other staff members, and where families and community members can work in relationship to aid the learning and growth of our scholars.

4. Academic Growth and Positive Character Development

The Imagine Schools Academic Excellence Framework (AEF) is directly aligned to the school excellence plan. The school excellence plan is our roadmap to achieving our goals. Each of our stakeholders, leaders, teachers, scholars, parents, and governing board play a critical role in helping to frame how our school will optimize teaching and learning, in order to improve academic excellence and growth for our scholars. The school excellence plan follows a cycle of improvement that encompasses four (4) main actions: establish, equip, engage, and evaluate. The actions are defined as follows:

- ✦ **Establish:** *Setting goals to attain and develop our path to reach our goals;*
- ✦ **Equip:** *Obtain the necessary resources (knowledge, strategies, relationships, capital, technology) we need to accomplish our goals;*
- ✦ **Engage:** *Employ resources and taking the necessary steps to execute our plan;*
- ✦ **Evaluate:** *Assess the outcomes and taking stock of the effectiveness of our plan in accomplishing our goals.*

5. Imagine Schools Six (6) Measures of Excellence

We monitor and evaluate our school performance based on six measures of excellence. These measures clarify expectations and the metrics by which we measure the results. They are:

1. **Shared Values** of integrity, justice, and fun allow every teacher, student, and parent associated with Imagine Schools to unite around common themes that guide our collective behavior.
2. **Parent Choice and Satisfaction** are the most reliable indicators of the quality of our schools.
3. **Academic Growth** balances instruction in reading, math, science, social studies, and the arts, and is measured by student learning gains as well as proficiency.
4. **Positive Character Development** in our schools is a high priority. We strive for growth in scholars' character measured by positive changes in behavior and world view.
5. **Economic Sustainability** means every school in our family is financially able to stand on its own, which is the best indicator of that school's ability to continue educating children over the long term.
6. **New School Development** enhances our ability to reach more children, more families, and more communities. As we increase our family of schools, more opportunities abound for Imagine Schools' educators to grow professionally as well.



Hope Community PCS Program

At Hope we are one school with two campuses. The school program at Lamond serves grades Pre-K3 through 5th grade. The school program at Tolson serves grades Pre-K3 through 8th grade.

Academic Standards

Hope Community PCS utilizes the Common Core State Standards (CCSS) to determine the academic levels to which scholars are taught and assessed. At the start of the 2005-2006 school year, the District of Columbia introduced revised, more challenging learning standards throughout the educational system. The academic standards are descriptions of what scholars should comprehend in order to be deemed proficient in a particular area of study.

These standards are uniform in order to set high expectations for each scholar and teacher throughout the educational system.

Teachers also use the Core Knowledge curriculum, in addition to having strong academic standards, Hope Community PCS utilizes textbooks, which have been aligned to the District of Columbia Academic & CCSS. Curriculum frameworks and curriculum mapping have also been established to translate the knowledge and skills described in the standards into clear, specific guidance for teachers.



Hope Community PCS scholars, along with all District of Columbia Public School scholars, will administer the Partnership for Assessment of Readiness for College and Careers (PARCC) Test. This standardized assessment is the major tool used to measure scholar progress toward achieving proficient performance relative to the District of Columbia's academic content standards. Scholars at Hope Community PCS also use the Star Renaissance Test, four times a year as an additional standardized assessment and academic achievement tool.

Curriculum/Academic Resources

Hope Community PCS uses the Core Knowledge curriculum developed by E.D. Hirsch (from the University of Virginia), Reading Street the Houghton Mifflin Reading program Read 180, as well as Lessons in Literacy accompanying classroom sets to complement our language arts studies in English, literacy, and grammar. Pearson Education publishes all of our Core Knowledge History and Geography textbooks and also provides supplemental activities.

Hope uses the enVision Math Expressions Program for our elementary school and the Holt curriculum for our middle school.

Each teacher has an alignment tool, which helps them to align all curricular components with CCSS in a curriculum scope and sequence so that there are no gaps or overlaps in material covered.

In addition to the core subjects emphasized at Hope Community PCS, the scholars study several special subject areas including Art, Music, and Physical Education/Health. These special area courses are aligned with CCSS in each respective area of study and instruction.

Instructional and Organizational Approach

Our instructional and organizational approach meets these curriculum goals through a focus on: academy leaders, Balanced Literacy, CCSS, data driven decisions, differentiated instruction, direct teaching model, learning centers, project based learning, response to intervention (RTI) and professional learning communities. The descriptions are as follows:

- ❖ **Academy Leaders** – Our school is structured into 5 major academies. Each academy has a designated academy leader to guide and coordinate the efforts of the team. Each academy, meets a minimum of once a week, for strategic planning, to analyze data, and to discuss academic initiatives.
- ❖ **Balanced Literacy** – Balanced Literacy is an instructional approach that integrates various modalities into literacy instruction. Assessment based-planning is at the core of this approach. The Balanced Literacy approach is characterized by explicit skill instruction and the use of authentic text. We have adopted the Balanced Literacy approach in our Kindergarten through 8th grade classrooms where scholars are spending 90 uninterrupted minutes in the reading block. The components of our literacy block include a read aloud, a phonics lesson, a whole group lesson focusing on the priority standard(s), small group instruction, and then ending with a literacy wrap up to assess scholars on that day’s objective. Teachers are likewise utilizing their academy assigned paraprofessional to meet intensely with small intervention groups.
- ❖ **Common Core State Standards** – Learning tasks are centered and guided by the CCSS and Core Knowledge. Hope Community PCS’ teachers will design activities that focus student use of time on academic content. Attention is directed to the content outlined by Core Knowledge at specific grade level and ages. Learners who are actively engaged in learning tasks that focus on explicit instructional objectives make more progress toward achieving those objectives.
- ❖ **Data Driven Decisions** – Teachers use data to make informed decisions about the instructional needs of scholars. Benchmark assessments allow teachers to plan meaningful and engaging lessons for scholars based on data. Also, between the benchmark assessments our teachers progress-monitor their scholars to ensure that each student is making adequate progress towards mastery. The frequent progress monitoring also provides more opportunities for teachers to re-teach standards and differentiate instruction at a high level. Teachers collaborate every month to analyze student data from benchmark assessments, progress monitoring, teacher observations, attendance, formative, and summative assessments and character data in order to:
 - ✚ Determine strengths and weaknesses
 - ✚ Create flexible learning groups and re-teach
 - ✚ Develop differentiated lesson plans base on the diverse individual needs of scholars

- ❖ **Differentiated Instruction** – Through data driven decisions, teachers at Hope Community PCS strive to effectively teach scholars of varying readiness, interests, and experiences in the world. In our classrooms, teachers begin instruction where scholars are. They accept it and build upon the premise that learners differ in important ways.

- ❖ **Direct Teaching** – Hope Community PCS’ instructional approach to learning requires that scholars develop deep content knowledge in order to create meaning. This requires a balance of student inquiry and direct teaching. Hope Community PCS’ teachers will use direct teaching to enhance student ability to develop content knowledge and make content connections. These include:
 - ✚ Daily review of essential concepts, homework, and re-teaching
 - ✚ Engagement with new content/skills, but in small steps
 - ✚ Guided student practice with careful teacher monitoring
 - ✚ Clarifying feedback and reinforcement of success
 - ✚ Individual practice
 - ✚ Weekly and monthly reviews of key content/skills
 - ✚ Differentiated small group instruction

- ❖ **Learning Centers** – A learning center is typically a designated area within the classroom that provides scholars with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning. Our centers will focus on important learning concepts and contain materials that promote individual student growth. Our centers are filled with manipulatives, art materials, books, and other instructional tools. Scholars visit the centers to complete an assignment or learn through different activities. Our centers are designed for scholars to participate in activities that help them see curriculum subjects in real-time, hands-on ways.



Working both independently and in small groups, scholars are provided with time and space to complete a project or learn about a subject in a more in-depth fashion.

A learning center is governed by rules that scholars are well aware of and requires scholars to be responsible and accountable for their own learning. The power of learning centers lies in the fact that scholars who "didn't get it the first time" or need information presented in a different light receive a more individualized lesson than a whole-class lesson could ever provide. This allows our teachers to provide more time with scholars individually or in small groups, helping scholars learn curriculum materials in their own way and style.

Hope Community PCS uses Waggle, Performance Coach, Support Coach, Reading Eggs, Math Seeds and Head Sprout as supplemental instructional support for scholars. These instructional resources allow us to provide intense intervention for our scholars below grade level.

- ❖ **Project-Based Learning** – Projects are essential to developing content knowledge and building upon prior knowledge. Projects can achieve this goal through multidisciplinary instruction. Teachers will plan projects that support grade level themes. Project-based learning is an effective strategy to extend student learning. Projects allow scholars to investigate, construct knowledge, problem solve, and use multiple forms of creative expression. Projects help scholars build conceptual understanding and provide opportunities to engage scholars in meaningful, creative activities.
- ❖ **Professional Learning Communities** – Through weekly Professional Learning Team (PLTs) meetings, teachers are engaged in analyzing student work and data, sharing best practices, and creating action plans to increase student achievement. More importantly, teachers have an opportunity to learn new instructional strategies and techniques that are research and evidence based that build teacher capacity and increase student achievement.
- ❖ **Scholar Success Time** – We meet the diverse learning need of our scholars by providing them with “Scholar Success Time.” The designated block of time embeds Tier II plans into the student’s daily instructional program. The Scholar Success Time block is scheduled for thirty minutes in the morning and thirty minutes in the afternoon. The primary focus is reading and math. During this time scholars are provided with Tier II interventions. The targeted intervention is planned and delivered by the classroom teacher and interventionists. If scholars are not progressing and are struggling, then we begin the Student Support Team (SST) process to determine Tier III interventions. This is a well-documented process that includes various stakeholders to determine what is in the best interest of the student.

English Language Development Program

English Language Development (ELD) is a component of a total program designed to serve the needs of English Language Learners (ELL). ELD is a specific curriculum that addresses the teaching of the English language according to the level of proficiency of the ELL student. All learners acquire English faster and easier if the curriculum they receive and the methodologies utilized to deliver the curriculum are finely tuned to their evolving fluency. The ELD curriculum is essential to the success of all ELL scholars and is closely linked to the first goal of bilingual education; English language proficiency. All ELL scholars must, by law, receive ELD instruction in addition to the core curriculum.

ELD is a part of the daily program for every ELL student at Hope Community PCS. It is neither relegated to a nonspecific exposure to the English language through activities with English only scholars (i.e., during Physical Education, Music and Art etc.) nor is it the only instruction ELL scholars receive. It is a vital, planned, specific component of the total education that is offered to all scholars.

To maximize comprehension, retention and speed in acquiring English language proficiency, research shows that ELD must be taught in real-life settings where the language is used in context and the atmosphere of the classroom is free of anxiety. Thematic instruction connects the ELD curriculum, which can be student or teacher-generated. Examples of Thematic Instruction concepts are: safety, personal information, ecology, immigration, etc. A short unit on dinosaurs or apples does not constitute thematic instruction. Themes can move from concrete to abstract as scholars build background knowledge and vocabulary. The curriculum standards for Hope Community PCS English Language Development include thematic instruction units that are recommended for each level of English language acquisition.

English Language Learners and Special Education

❖ Special Education

Hope Community PCS abides by all applicable laws regarding special education in public schools. Hope's staff includes a Special Education Director, Student Support Coordinators, Special Education and ELL Teachers, Social Workers and a School Psychologist. Hope Community Charter PCS currently has the following programming to support those students with special needs; two Self-Contained Non-Categorical Programs, Primary and Intermediate. We also have two Special Education Resource Classes and two EL Resource classes to support those scholars who need services in and outside of the classroom. We have additional supports from Paraprofessional and Dedicated Aide support where appropriate. Our devoted Mental Health Team and Culture Team provides our scholars with character building through SEL curriculum that reaches beyond the school walls into the community. Our collaborative approach across our campuses assure that we are meeting the needs of all students in all settings.

❖ ELL Scholar Placement

All parents at enrollment are given a Home Language Survey to indicate the primary language spoken in the home. If English is indicated, scholars are assumed to be English proficient. If any language other than English is checked, the scholar's name will be submitted to the Office of Bilingual Education in order to check the status of previous testing. If this office has testing information, they will send it to the school to become a part of the scholar's permanent file. All other scholars are assessed at the school level using OSSE approved programs to determine their English proficiency level by the ELL Coordinator. English Language Development Program.

English Language Development (ELD) is a component of a total program designed to serve the needs of English Language Learners (ELL).

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❖ **Special Education/ELL**

Hope Community PCS abides by all applicable laws regarding special education in public schools. Hope's staff includes a Special Education Directors, Student Support Coordinators, Special Education and ELL Teachers, Social Workers and a School Psychologist, as well as, General Education Teachers to meet the needs of special education scholars and assist in proper placement. Paraprofessionals and D.A's are assigned to support teachers and students where needed. Hope's teachers and Mental Health Team also provide support to families through office hours where they assist with counseling and or needed access to resources for parents. Our Synchronous and A-synchronous instruction provides families with flexibility in student learning and student study or remediation support. Our chosen virtual platforms are uniform which makes parent access easy to navigate.

❖ **ELL Scholar Placement**

All scholars are given a home language survey for parents to indicate the primary language spoken in the home. When English is indicated, scholars are presumed English proficient. If any language other than English is checked, the scholar's name is submitted to the Office of Bilingual Education to check the status of previous testing. If the Office of Bilingual Education has testing information, it forwarded to Hope to become a part of the scholar's permanent file. Scholars where there was no information are tested at the school level to determine their English Proficiency level by the ELL Coordinator or assigned EL Teacher. Assessment data is shared with the family and when appropriate prescriptive EL plans are created by the EL team. For optimum success the plans are shared with all content teachers directly serving the EL scholar.

Brief Description of Key Mission-Related Programs

The after school and before school programs support Hope Community PCS' commitment to academic content, character, and building community through academic support for our most at-risk scholars, excellent staff role models and hands-on learning clubs wherein scholars gain confidence and skills. The out-of-school, on-site programming is directly tied to Hope's Core Knowledge curriculum and D.C. Standards objectives through staff training and the curriculum materials used.

Busy parents can rest assured that the after-school program provide tons of fun and learning, all in a safe, convenient place. School administrators look to Champions as a partner, delivering high-quality educational programs and committed to better student outcomes. Our after-school program operates between the hours of 3:45pm and 6:30pm.

COVID-19 Distance Learning

In response to COVID-19, Hope leadership prepared a comprehensive online plan and training for teachers, to ensure continued instruction. We began with the use of WebEx as our instructional delivery platform, but transitioning to the use of Zoom. Teachers provided live virtual instruction for scholars in Pre-K through 8th grade. Hope schools also provided packets for scholars and parents to complete in the event that virtual instruction was not the best option.

To monitor progress, teachers used a combination of Google Classroom and Class DoJo to collect assignments. In addition, teachers administered virtual assessments through the use of the Star Renaissance platform, in which teachers were provided formative and summative data.

School-Year and Hours of Operation

Hope Community PCS' 2019-2020 school-year began August 26, 2019 and ended May 29, 2020 due to the COVID-19 Pandemic. The school's hours of operation were from 7:45 am to 4:00 pm, Monday through Friday. The early riser program began at 6:30 am and extended day programming concluded at 6:00 pm.

Parent Involvement Efforts

There is strong parent involvement and partnerships at both campuses. The activities that bring parent involvement include but are not limited to: Open Door Policy, New Parent Orientation, Open House, Back-to-School Night, Curriculum Nights, Twenty (20) Parent Volunteer Hours, Parent Workshops, Parent Data Meetings, and Parent/Teacher conferences are scheduled at least three (3) times a year. Our parents also participate in many field trips, fundraisers, as well as, various activities held at both campuses, they are as follows:

Lamond:

- ✚ Casual For A Cause: Breast Cancer and Diabetes
- ✚ Monthly Parent Meetings
- ✚ We're Buddies, Not Bullies – Bully Prevention Kick Off
- ✚ Hispanic Heritage Program
- ✚ Fall Festival – Storybook Character Day
- ✚ Core Knowledge Exhibition of Scholars Work
- ✚ STEAM Night
- ✚ Science Fair
- ✚ Sweetheart Dance
- ✚ Character Conference
- ✚ Quarterly Parent Engagement Events
- ✚ Parent of the Month Award
- ✚ Holiday Gala
- ✚ Science Exploration Night
- ✚ Black History Showcase
- ✚ PAC (Parent Advisory Council)
- ✚ Exploratory Field Trips

Tolson:

- ✚ Breast Cancer Awareness Day – Paint The School Pink Casual For A Cause
- ✚ We're Buddies, Not Bullies – Bully Prevention Kick Off
- ✚ Hispanic Heritage Program
- ✚ Middle School Character Conference Week
- ✚ Black History Showcase
- ✚ Family Fall Night
- ✚ Fall Festival – Storybook Character Day
- ✚ Core Knowledge Exhibition of Scholars Work
- ✚ Parent of the Month Award
- ✚ S.T.E.A.M.
- ✚ The "Meet Parents at The Door" campaign
- ✚ iParent Meetings
- ✚ School-wide Fundraisers
- ✚ Monthly Parent Engagement
- ✚ Exploratory Field Trips

As a result of these efforts, we have been able to build a strong cohesive relationship with our parents. This has allowed us to develop a clear understanding that success of our scholars is only achieved through home school partnerships and collaborations. The support and cooperation of parents are vital to helping each scholar reach his or her full potential.

Early Childhood

Hope Community PCS is a Core Knowledge school. The Early Childhood utilizes the Core Knowledge Preschool Sequence to reach each of our scholars' needs. Our teachers also utilize data from CLASS observations and other assessments to drive instruction within each of the classes to ensure each of our scholars are prepared and ready for Kindergarten.

Elementary

Hope Community PCS is a Core Knowledge school that utilizes *Reading Street* and *enVision Math* curriculum to guide the teaching of thematic units. *CraftPlus* is used as an additional resource to support the teaching of the Writing CCSS in Grades K-5. Our classroom teachers utilize Core Knowledge sequence as well as FOSS/Delta Science Kits to support Science and Social Studies instruction.

Middle School

Hope Community PCS implements the *Houghton Mifflin Collections* program in the Middle School ELA classroom and Prentice Hall in the Middle School Math classroom to meet the needs of diverse learners while fostering mastery of the CCSS. In support of the Next Generation Science Standards, our Science classroom uses *Pearson Interactive Science* that is also aligned with the Core Knowledge units. Middle School Social Studies instruction is aligned with Core Knowledge and uses Holt Education as a resource in teaching the standards and thematic units. We also continue to provide additional language arts support through our Humanities program which focuses on scholar responses to classical and current literary text.

Each Hope Community PCS teacher has a scope sequence that aligns the CCSS with each curricular component, to ensure a cohesive instructional program. In addition to the core subjects emphasized at Hope Community PCS, the scholars participate in Art, Music, Physical education, Technology, and Spanish. Hope Community PCS is transitioning into a STEAM school where each content area is closely aligned to the rigors and hands-on approach of STEAM instruction. These specialized content areas are aligned with the respective standards for the area of study and instruction.

Athletics and Activities Department

Extra-curricular activities are essential to providing scholars with a well-rounded education. The Athletics and Activities Department of Hope is committed to engaging as many scholars as possible by providing them with an array of quality extra-curricular programs that foster positive character development, promote teamwork, teach healthy living habits, and build scholars' self-esteem.

The Department will operate with four guiding principles listed below with a brief description of what each means. They are as follows:

❖ Structure

Because Hope offers its scholars multiple extra-curricular activities, it is necessary for the Department to develop, implement, and evaluate policies that govern all of its extra-curricular programs. These policies will set clear expectations with the goal of improving every program and positively contributing to the school's culture and operation.

❖ **Quality**

We want scholars to be excited to join and remain a part of an extra-curricular program. For this to be possible, the programs offered by the Department need to be quality programs that teach appropriate skills and knowledge, push scholars to improve themselves, and make participating fun in our Arts and Athletics Department.

❖ **Increased Participation**

The Department wants to see as many scholars as possible participating in its programs. The effect on a student who participates in a sport or club is remarkable. Scholars learn valuable life-skills; gain a greater appreciation for their education; develop pride in themselves, their team/club, and their school. The impact on the school is equally positive. Its culture will strengthen, parent satisfaction will improve, scholars will show greater academic growth, and the number of behavior incidents will decrease.

❖ **Connecting to the Classroom**

The Department understands the positive impact its programs can have on scholars, especially when it comes to their behavioral and academic development. These extra-curricular programs and the policies of the Department will support the expectations set with in the classroom and throughout the school, as well as promote the idea of “Academics First, Activities Second.”

Meeting our Mission

Hope Community PCS continues to move positively in its mission to provide scholars with a content rich and rigorous learning environment that provides opportunities for character development and academic enrichment.

The Hope Lamond Campus has continued to maintain a positive trajectory towards Tier 1 status for the past 3 years; showing year over year improvement in the areas of attendance, and CLASS; as well as, exhibiting continued academic growth through an increase in PARCC performance. The school continues to work to improve re-enrollment and is in the stages of strategic planning for a transportation plan that would assist in eliminating the barrier that parents face when choosing to stay or exit the school.

The Hope Tolson Campus has maintained Tier 2 status over the past 3 years. Although they have shown a decline in the overall PMF score, they have maintained high performance in the areas of attendance, CLASS and re-enrollment. With a change of leadership, strong academic initiatives have been implemented to tackle the challenge of building up academic deficits of scholars and moving them to grade level standards mastery; resulting in an increase in future PARCC performance.

II. School Performance

Performance and Progress

Hope Community PCS has adopted the DCPCSB Performance Management Framework (PMF) as goals. Per the Annual Report Guidelines School Year 2019-2020: *“For schools that have adopted the PMF as goals, please report on progress toward the indicators in the framework(s) relevant to your LEA.”*

Lamond

The Hope Lamond Campus provides a purposeful and personalized educational program focused on accelerating achievement of scholars in Pre-K3 through 5th grade. Hope Lamond has begun working on building community and business partnerships to support our learning community.

Hope Lamond continues to see steady increases in scholar performance on the Star assessment in both ELA and Math. The leadership team, along with teachers, dissected the data and looked at common trends from year to year. In addition, each scholar's data is tracked from year to year to identify their growth with Hope Lamond. This data shows continued growth on the Star assessment of the majority of scholars who remain with Lamond from year to year. The instructional staff worked collaboratively during in-service to conduct a root cause analysis and establish a growth plan for the 2019–20 school year. Included in this plan were opportunities for weekly data disaggregation and development of instructional next steps. The instructional program also includes Scholar Success Time which provides intentional personalized instruction at each scholar’s performance level based on Star data. These learning opportunities are established to provide enrichment to scholars who are performing at/above expectation and intervention for those in need of skill development to build up deficits. Hope Lamond is confident that student growth will continue to rise on the Star assessment in the 2020-2021 school year.

The Lamond campus has also been working to continue to maintain an above average attendance rate by forming an attendance team that proactively works with families to reduce any barriers that may hinder daily attendance. The team consists of the front office staff, our school social worker, counselor and leadership team as needed. The Lamond campus also has the services of Catholic Charities as an additional resource.

Re-enrollment was a big push for the 2019-2020 school year also. Efforts began early in 2020 to educate parents on how to re-enroll and the importance of securing their scholar’s seat at Lamond. We incentivized teachers to have their classes obtain 100% re-enrollment and spoke with parents daily about re-enrolling.

Tolson

Similar to its sister school, the Hope Tolson Campus provides a purposeful and personalized educational program focused on accelerating achievement of scholars in Pre-K3 through 8th grade. The 2019–2020 school year was primarily focused on the improvement cycle and identifying evidence-based practices that will promote growth over time. While under new leadership, Tolson sought to improve from the previous two years of decline through intentional planning and additional academic support.

Hope Tolson continues to see steady increase in scholar performance on the Star assessment in both ELA and Math. The Instructional Leadership Team, made up of teacher leaders, conducted a need assessment and looked at common trends in the data from year to year. In addition, each scholar's data is tracked from year to year to identify their growth with Imagine Hope Tolson. This data shows that the majority of scholars who remain with Tolson after kindergarten continue to show growth each year on the Star Assessment. The instructional staff worked collaboratively during in-service to conduct a root cause analysis and established a growth plan for the 2019–20 school year, which included a specialized focus on achievement of our Latinx population. Outlined in this school excellence plan were opportunities for weekly data disaggregation and development of instructional action steps, and included practices such as monthly data dives by the classroom teachers where scholars' data was analyzed after each lesson to determine the effectiveness of the lesson and the level of understanding for each scholar. The instructional action steps also included Scholar Success Time, which aimed to provide intentionally planned, personalized instruction at each scholar based on his/her performance level according to the most recent Star data. Scholar Success Time was an Imagine schools' initiative and an identified Tier 1 evidence-based strategy for providing school-wide interventions. The learning opportunities for staff included providing a full day each month of guided planning for scholar success time based on student data; a professional development led by the instructional coaches. Through the monthly data dives, scholar success time, and intentional planning with instructional coaches, Hope Tolson is confident that student growth will continue to rise on the Star assessment.

At-Risk Funding

Was used to support McKinney-Vento families, and families in need to purchase uniforms, school supplies, field trips afterschool activities and program fees. As well as, tutoring and sports activities and clubs to name a few.

Lessons Learned and Actions Taken

When analyzing all data points around academic performance of scholars we have identified the following as areas of focus moving forward:

- ✚ Bridging the gap between skill deficit and proficiency expectations in our scholars with the greatest academic challenges; specifically, our ELL and SPED scholars.
- ✚ Increasing classroom discourse, and depth of knowledge delivered through instructional practices.
- ✚ Monthly “Coffee and Conversations” with School Leaders and families.
- ✚ Implementation of restorative practices and Social Emotional Learning for scholars and families (restorative circles when conflicts arise and quarterly SEL sessions for families led by professional school counselor).

Increased Academic Growth with an emphasis on robust student engagement and differentiated instruction:

- ✚ Inclusion of Scholar Success Time to provide opportunities for intentional and personalized skill development
- ✚ Adjusted instructional schedule to provide extended time for vertical grade team planning
- ✚ Yearlong Professional Development Calendar focused on areas of need for instructional staff – literacy and problem solving strategies
- ✚ Interventionist provided academic support and enrichment
- ✚ Literacy focused PLC meetings
- ✚ Implementation of technology throughout school
- ✚ School-wide Walkthrough Data focusing on teacher evaluation indicators and school wide initiatives
- ✚ Parent Advisory Committee

- ✚ Response to Intervention model and implementation of the Student Intervention Team (SIT) to monitor the progress of our scholars in need of academic support
- ✚ Implementation of the School Enrichment Model for scholars in need of academic enrichment
- ✚ Advanced Reading Challenge

Improved Parent involvement by providing interactive activities and multiple avenues for involvement:

- ✚ Implemented our Promising Practice program – Caught Being Good, JIF Jars, Conflict Carpet
- ✚ Continued Implementation Of Parent Advisory Council
- ✚ Parent Volunteer Hours – “Got 20” program tracking parent volunteer hours outside each classroom and included on school-wide data dashboard
- ✚ iParent (Imagine Parent) Sessions on Bullying, Curriculum, CCSS, PARCC Assessment, Discipline, Reading an IEP, Advocating for the Child Effectively and High School Application Process and Transitions
- ✚ Parent Teacher Conference Days built into the school calendar
- ✚ Quarterly Family/Community Engagement Activities

Unique Accomplishments

Hope’s unique accomplishments support the foundation for our scholars to demonstrate our vision and model our mission through content, character and community. As we continue to strengthen and support our scholars, staff, families, and community as one unit.

Hope Tolson adopted the “House System”. Implementing the House System at Hope Tolson will provide benefits that will deeply impact students and teachers alike. The purpose of the House System:

- ✚ **CULTURE OF BELONGING:** Houses provide students with a culture of belonging.
- ✚ **SCHOOL-WIDE COMMUNITY:** The House System is a unique and creative cross age group approach to building a community that will strengthen the social and academic lives of students.
- ✚ **CHARACTER BUILDING:** The House System builds character with a reward system that goes beyond something like earning a piece of candy from a candy jar for doing something good.
- ✚ **HEALTHY COMPETITION:** It’s important for the House System to promote a sense of healthy competition — this encourages students to learn how to be team players, contribute their efforts toward a group, and learn that those who work hard and stick with it are often the ones rewarded.

The Houses are as follows, listed in no particular order:

Zulu – Power, strength, character, courage, tiger (symbol - crossed arms or z arm)

Color: Green

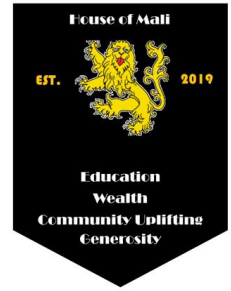
History: The Kingdom of Zulu, sometimes referred to as the Zulu Empire or the Kingdom of Zululand, was a monarchy in Southern Africa that extended along the coast of the Indian Ocean from the Tugela River in the south to Pongola River in the north 1816-1879. Shaka Zulu used his strength, courage, and unique fighting methods to become one of the fiercest warriors in the clan. He was soon a commander in the army.



Mali – Education, wealth, community uplifting, generosity, lion (symbol - diamond)

Color: Black

History: The Mali Empire was an empire in West Africa from c. 1235 to 1670. The empire was founded by Sundiata Keita and became renowned for the wealth of its rulers, especially Mansa Musa. As well as the education of Timbuktu.



Aztec – Spirituality, friendship, responsibly, eagle (symbol- eagles claws)

Color: Red

The Aztec Empire, was an alliance of three city/states: Mexico-Tenochtitlan. These three city-states ruled the area in and around the Valley of Mexico from 1428 until the combined forces of the Spanish conquistadores and their native allies under Hernán Cortés defeated them in 1521 - Famous leader Moctezuma known for wealth, spirituality, science/calendar and floating gardens.



Gaul – Honor, trust, respect, dreamers – Wolf (G-phi symbol)

Color: Blue

Gaul (Latin: Gallia) was a historical region of Western Europe during the Iron Age that was inhabited by Celtic tribes, encompassing present day France, Luxembourg, Belgium, most of Switzerland, and parts of Northern Italy, Netherlands, and Germany, particularly the west bank of the Rhine. Known for bravery, strength and highly respected for defeating the Roman Empire.



The Lamond and Tolson campuses are proud to serve in the Washington, DC community. Our awards and distinctions continue to highlight the achievements of our scholars, staff, and community who have worked vigorously to showcase our successes.

Lamond	Tolson
Teacher of The Year – Ms. Christen Hamilton	Teacher of the year – Ms. Carlette Goodson

List of Donors

The Lamond and Tolson campuses did not receive any monetary and/or in-kind donations.

DATA REPORT

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

III. Lamond

LEA Name: Hope Community PCS
Campus Name: Lamond
Ages Served: Ages 3 – 11
Grades Served: PK-3 – 5
Overall Audited Enrollment: 234
Enrollment by Grade Level: <ul style="list-style-type: none"> ❖ PK-3 Audited Enrollment – 33 ❖ PK-4 Audited Enrollment – 35 ❖ KG Audited Enrollment – 27 ❖ Grade 1 Audited Enrollment – 40 ❖ Grade 2 Audited Enrollment – 20 ❖ Grade 3 Audited Enrollment – 33 ❖ Grade 4 Audited Enrollment – 22 ❖ Grade 5 Audited Enrollment – 24
Total Number of Instructional Days – 120
Suspension Rate – 1.7%
Expulsion Rate – 0%
Instructional Time Lost to Discipline – 0.04%
In-Seat Attendance – 90.5%
Average Daily Attendance – <i>No Action Necessary</i>
Mid-Year Withdrawals – 3.4% (8 students)*
Mid-Year Entries – 1.3% (3 students)
Promotion Rate – 98.1%
Faculty and Staff Data Points
Teacher Attrition Rate – 10.5%
Number of Teachers – 18
Teacher Salary: <ol style="list-style-type: none"> 1. Average: \$62,961.34 2. Range – Minimum: \$36,050.00 Maximum: \$130,000.00
Executive Compensation: <ol style="list-style-type: none"> 1. \$130,000.00 2. \$120,000.00

IV. Tolson

LEA Name: Hope Community PCS
Campus Name: Tolson
Ages Served: Ages 3 – 14
Grades Served: PK-3 – 8
Overall Audited Enrollment: 473
Enrollment by Grade Level: <ul style="list-style-type: none"> ❖ PK-3 Audited Enrollment – 41 ❖ PK-4 Audited Enrollment – 39 ❖ KG Audited Enrollment – 32 ❖ Grade 1 Audited Enrollment – 42 ❖ Grade 2 Audited Enrollment – 32 ❖ Grade 3 Audited Enrollment – 53 ❖ Grade 4 Audited Enrollment – 39 ❖ Grade 5 Audited Enrollment – 50 ❖ Grade 6 Audited Enrollment – 51 ❖ Grade 7 Audited Enrollment – 49 ❖ Grade 8 Audited Enrollment – 45
Total Number of Instructional Days – 120
Suspension Rate – 8.9%
Expulsion Rate – 0%
Instructional Time Lost to Discipline – 0.14%
In-Seat Attendance – 90.6%
Average Daily Attendance – <i>No Action Necessary</i>
Mid-Year Withdrawals – 3.4% (16 students)*
Mid-Year Entries – 0.6% (3 students)*
Faculty and Staff Data Points
Teacher Attrition Rate – 14.3%
Number of Teachers – 28
Teacher Salary: <ol style="list-style-type: none"> 1. Average: \$60,327.32 2. Range – Minimum: \$36,050.00 Maximum: \$120,000.00
Executive Compensation: <ol style="list-style-type: none"> 1. \$120,000.00 2. \$110,000.00 3. \$100,000.00

Student Demographics:

234 Enrolled Scholars (Lamond)

473 Enrolled Scholars (Tolson)

Tolson	Lamond	Demographics
93%	89%	African American (non-Hispanic)
7%	11%	Hispanic
0%	0%	Asian Pacific Islander
0%	0.3%	Caucasian (non-Hispanic)
0%	0%	American Indian/Alaskan Native
0%	.01%	Other
45	17	Special Education
46	46	English Language Learners

LEA Three (3) Year Data Trends for Tolson and Lamond Campuses

Student Attendance Rates

	2017 – 2018	2018 – 2019	2019 – 2020
Tolson	96.6%	92.7%	90.6%
Lamond	94.8%	93.9%	90.5%

Student Retention Rates

	2017 – 2018	2018 – 2019	2019 – 2020
Tolson	99%	86%	85%
Lamond	81%	86%	84%

Number of Suspensions

	2017 – 2018	2018 – 2019	2019 – 2020
Tolson	21	18	16
Lamond	8	8	6

Number of Expulsions

	2017 – 2018	2018 – 2019	2019 – 2020
Tolson	0	0	0
Lamond	0	0	0

APPENDICES

V. Staff Roster (2019 – 2020)

Tolson

Last Name	First Name	Title	Qualifications
Anderson	Leonard	5 th Grade Teacher	BS
Baylor	Kandice	Paraprofessional	HS
Boone	Taryn	MS Science Teacher	BS
Bryant	Chelsey	School Nurse	BS
Burton	Karen	Kindergarten Teacher	BS
Burwell	Roquel	Paraprofessional	HS
Chisholm	Tyshawn	4 th Grade Teacher	MA
Evans	Victoria	Paraprofessional	BS
Exum	Britnee	Kindergarten Teacher	MA
Favatas	Laura	SPED Pull-Out Intermediate Primary	PHD
Garcia	Zuyapa	Cafeteria Assistant	HS
Graham	Antoine	Facilities Assistant	HS
Griffith	Nikkia	1 st Grade Teacher	MA
Harper	E'lena	MS Language	BS
Harrison	Tabbetha	MS Reading	BS
Hendje	Achille	Teacher on Assignment	BS
Holland	Teraesa	Art Teacher	BS
Jackson	Shavannah	Teacher on Assignment	MA
Johnson	Robert	Pre-K Teacher	BS
Jones	Nikita	2 nd Grade Teacher	MA
Jones	Teairai	ELL Interventionist	HS
Lee Gilmore	Chanise	Paraprofessional	HS
Lewis	Shenell	2 nd Grade Teacher	BS
Mojica	Renee	Library Media	BS
Moore	Que'Shonda	3 rd Grade Teacher	BS
Murphy	James	Facilities	HS
Pratt	Angelica	Paraprofessional	HS
Proctor	James	Facilities Manager	HS
Ramirez	Gladys	Cafeteria Assistant	HS
Rodriguez	Reynaldo	Cafeteria Manager	HS
Simpson	Verneita	Teacher Assistant	BS
Smith	Ebony	Pre-K Teacher	HS
Stafford	Justice	Social Worker	MA

Last Name	First Name	Title	Qualifications
Thompson	Necandra	Media Specialist	MA
Tobias	Courtney	Paraprofessional	HS
Upshur	Andrea	Paraprofessional	HS
Walker	Lauren	Intermediate Self-Contained	MA
Wallace	Michelle	Pre-K Teacher	BS
Washington	Iania	Facilities Assistant	HS
Washington-Taylor	Erica	Primary Self-Contained	MA
Watson	Lucy	Early Childhood Coach	MA
Womack	Robin	Paraprofessional	HS
Wood	Kenneth	Physical Education	BS
Yeldell	Tiffany	SPED Coordinator	MS

Lamond

Last Name	First Name	Title	Qualifications
Adem	Sameya	3 rd Grade Teacher	MS
Arnold	Tiffany	Academic Regional Coach	MA
Bisram	Cherry	Pre-K4 Teacher	BA
Brooks	Berkley	Library Media	HS
Burgess	Edward	Facilities Assistant	HS
Carter	Latisha	SPED Teacher	BA
Cruz	Ana	Paraprofessional	AS
Debraux	Shanese	Pre-K3 Teacher	MA
Dixon	Antonio	Kindergarten Teacher	BA
Dunn	Richard	Education Assistant	BA
Edmonds	John	Cafeteria Assistant	HS
Fennell	April	Office Manager	HS
Fennell	Nicholas	Physical Education	BS
Fowler	Maria	SPED Teacher	MA
Gordon	Tiffani	4 th Grade Teacher	MA
Greene	Pamela	Cafeteria Manager	HS
Grondalski	Heather	Kindergarten Teacher	BS
Hamilton	Christen	2 nd Grade Teacher	BA
Henderson	Kyeko	SPED Coordinator	MA
Henry	Adrian	Art Teacher	BS
Kim	Sun	Math Mastery	MS
LeNoir	Anjelie	Pre-K3 Teacher	BA
Lovelace	Jenne	SPED Aide	HS
Majano	Sandra	Enrollment Specialist	BA

Last Name	First Name	Title	Qualifications
McCray	Tremayne	ELL Resource Teacher	BS
McNeill	Curtis	Facilities Manager	HS
Nicholes	Bobby	Teacher Assistant	HS
Pam	Chiquita	Paraprofessional	AS
Pela	Okiemute	Principal	MS
Pinkney	Domeecia	Paraprofessional	HS
Poindexter	Christius	Reading Interventionist	MA
Porter	Alyson	Kindergarten Teacher	BA
Robinzine	Michele	Assistant Principal	BS
White	Phyllis	3 rd Grade Teacher	BS
Wildgoose	Duwan	1 st Grade Teacher	MA
Williams	Darrius	Facilities Assistant	HS
Young-Myrie	Kinya	Music Teacher	BS

Shared Staff

Last Name	First Name	Title	Qualifications
Knecht	Jason	Director of Athletics and Activities	BS
McWilliams	Trina	Operations Coordinator	HS
Obeng	Carllistus	School Psychologist	MS

Regional Support

Last Name	First Name	Title	Qualifications
Creighton-Wade	Sade	Operations Manager	MBA
Davis	Carolyn	Regional Director	DR
Ellis-Hicks	Nashandra	Regional Academic Coach	MA
Garcia	Ana	Regional Operations Director	MA
Johnson-Chavis	Tina	Manager, Human Resources	HS

VI. Board Roster (2019 – 2020)

Name	Board Position	DC Resident
Christopher Cody	Board Chair	No
Rebecca Doherty	Vice Chair	Yes
Orinthia Harris	Secretary	No
Austin Alderdice	Member	No
Susan Sabella	Member	Yes
Adam Adler	Member	Yes
Dana Bogle	Member	No
David Sigman	Member	Yes
Stacy Boykin	Member	Yes
Kerry Smith	Parent Member – Lamond	Yes
Alteria Brown	Parent Member – Tolson	Yes

VII. Unaudited Year-End 2019 – 2020 Financial Statement

Income Statement

Hope Community

July 2019 through June 2020

Income Statement	
Revenue	
State and Local Revenue	14,782,462
Federal Revenue	901,094
Private Grants and Donations	9,957
Earned Fees	97,801
Total Revenue	15,791,314
Expenses	
Salaries	6,466,358
Benefits and Taxes	1,528,820
Contracted Staff	339,893
Staff-Related Costs	30,231
Rent	3,137,360
Occupancy Service	528,748
Direct Student Expense	987,199
Office & Business Expense	2,447,978
Total Expenses	15,466,586
Operating Income	324,728
Extraordinary Expenses	
Depreciation and Amortization	176,667
Total Extraordinary Expenses	176,667
Net Income	148,061

VIII. Approved 2019 – 2020 Budget

FY21 Budget

Hope Community

SY20-21

Revenue

State and Local Revenue	14,804,956
Federal Revenue	1,395,835
Private Grants and Donations	50,000
Earned Fees	100,000
Revenue Total	16,350,791

Expenses

Salaries	7,564,337
Benefits and Taxes	1,852,077
Contracted Staff	60,000
Staff-Related Costs	57,000
Rent	3,228,862
Occupancy Service	662,345
Direct Student Expense	1,186,107
Office & Business Expense	2,811,874
Expenses Total	17,422,601

NET ORDINARY INCOME (1,071,810)

Extraordinary Expenses

Depreciation and Amortization	88,148
Extraordinary Expenses Total	88,148

TOTAL EXPENSES 17,510,749

NET INCOME (1,159,958)

IX. Other Appendices

Acronym Table

Acronym	Name	Definition
CCSS	Common Core State Standards	<p>State education chiefs and governors in 48 states collaborated together to develop the Common Core, a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. The standards promote equity by ensuring all scholars are well prepared to collaborate and compete with their peers in the United States and abroad. Unlike previous state standards, which varied widely from state to state, the Common Core enables collaboration among states on a range of tools and policies, including the:</p> <ul style="list-style-type: none"> • Development of textbooks, digital media, and other teaching materials • Development and implementation of common comprehensive assessment systems that replace existing state testing systems in order to measure student performance annually and provide teachers with specific feedback to help ensure scholars are on the path to success • Development of tools and other supports to help educators and schools ensure all scholars are able to learn the new standards
PARCC	Partnership for Assessment of Readiness for College and Careers (PARCC)	<p>The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether scholars are on track to be successful in college and their careers.</p> <p>These high quality K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, scholars, and parents better information whether scholars are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs.</p>
ELL	English Language Learners	Scholars who speak a language other than English at home and score below proficient on English assessments when they enter into the school system.
FOSS	Full Option Science System	FOSS bridges research and practice by providing tools and strategies to engage scholars and teachers in enduring experiences that lead to deeper understanding of the natural and designed world.
HOUSSE	High, Objective, Uniform State Standards of Evaluation	Demonstrates subject matter competency for certain categories of teachers.

HQT	Highly Qualified Teacher	A highly qualified teacher or paraprofessional must hold a bachelor's degree, be fully licensed and demonstrate subject-matter competency in the core academic areas in which the person teachers.
IDEA	Individuals with Disabilities Education Act	IDEA was originally enacted by Congress in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education, just like other children. The law has been revised many times over the years.
IEP	Individualized Education Plan	A written educational program plan designed to meet a child's individual needs.
LEA	Local Education Agency	The LEA is the sponsor of the charter school.
NCLB	No Child Left Behind	A 2001 federal law that states that a teacher must be highly qualified to teach the demonstrated subject matter.
OSSE	Office of the State Superintendent of Education	The Office of the State Superintendent of Education (OSSE) is the State Education Agency for the District of Columbia charged with raising the quality of education for all DC residents. OSSE serves as the District's liaison to the U.S. Department of Education and works closely with the District's traditional and public charter schools to achieve its key dedicated tasks.
PCSB	Public Charter School Board	PCSB regularly evaluates DC public charter schools for academic results, compliance with applicable local and federal laws and fiscal management, and holds them accountable for results.
PLC	Professional Learning Committee	Teachers have an opportunity to collaborate with their colleagues on an on-going basis to design meaningful lessons and to improve the teaching and learning process that are designed to provide timely assistance to all teachers.
PMF	Performance Management Framework	Is a measure used by elementary and middle schools to reflect the academic performance standards of scholars.
RTI	Response to Intervention	Three Tiered method of academic and behavioral intervention used in the United States to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research base instructional interventions for children who continually have difficulty.
SST	Student Support Team	A collaborative group of individuals such as the principals, teachers, and support staff members and family that provide student level data and documentation in the specific area of needs for the student. The collaborative group or team collectively works to develop an appropriate intervention to support the needs and goals for that student. The teacher and school officials will carry out the teams desired intervention plan for the following 6-8 weeks. The team will reconvene after the 6-8 weeks of intervention to review all student level data for progress.