

The School District of Palm Beach County

Hagen Road Elementary School



2016-17 Schoolwide Improvement Plan

Hagen Road Elementary School

10565 HAGEN RANCH RD, Boynton Beach, FL 33437

<https://hres.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hagen Road Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Hagen Road Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Hagen Road Elementary envisions a dynamic collaborative multi-cultural community where education and life-long learning are valued and supported and all learners reach their highest potential and succeed in the global economy.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Academically, our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust- (Fifth grade Safety Patrol students visit the Holocaust Museum in Washington, D.C. in January), hosting a Holocaust survivor speaker
- History of Africans and African Americans
- Hispanic Contributions
- Dual Language K-5 hosts Hispanic Heritage celebration in which Hispanic cultures and traditions are celebrated and honored
- Women's Contributions
- Sacrifices of Veterans, Veteran visitor speaks to students in K-5
- National Holidays
- Art History (Students participate in the District's art fair)

In addition, teachers embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

Behaviorally, Hagen recognizes and promotes differences among all students. Hagen utilizes the school-wide positive behavior program to enhance the morale of the school. The school has a "RoadRunnerS" committee consisting of teachers, staff and PTA which contributes to the success of the

program. The RoadRunnerS committee provides updated information monthly at staff meetings. Data drives the updates of the committee and determines what areas need more consideration to develop the most positive environment.

Hagen strives to recognize the successes of all students and staff, promoting a positive climate. School-wide events engage all stakeholders include the SAC, the PTA and the aftercare program. The PTA is an extremely supportive organization that contributes to the positive climate of the school, while encouraging the community to participate in school events.

The school encourages the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.

Staff also attend District provided Professional Development on multicultural offerings; along with planning a May Day in May to be celebrated with students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Hagen Road Elementary school will create an environment where students feel safe and respected through out the day by articulating, demonstrating, and teaching the specific practices that reflect the application of the school's SwPBS Universal Guidelines RoadRunnerS to the contexts students will encounter and a culture for developing college-going aspirations. The committee meets together monthly to enhance the program.

Administration provides professional development through the Marzano Domain 4 to improve collegiality promoting a positive environment. In addition there are pre and post conferences between the administration and the teachers to determine and provide the most productive and supportive process of instruction. Hagen Road provides guidance in small group settings, individual meetings based on needs for each student, as a class, as well as, to parents when necessary. The students participate in extra curricular activities which promote both academic and social growth. These activities are offered after school, through clubs and SACC.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Hagen Road Elementary will establish a school wide behavioral system that aids in minimizing distractions to keep students engaged during instructional time. More specifically, Universal Guidelines and the RoadRunnerS Responsible, Respectful and Safe behavior matrix will be taught and/or reviewed twice a year to ensure students are aware of school expectations. Class meetings will occur on a frequent basis to include student feedback, references to Universal Guidelines and behavioral expectation will be made when providing students with positive feedback and it will be ensured that differentiation of instruction is taking place to meet the needs of all students while teachers convey and review expectations for each learning activity.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

There are several ways that Hagen Road Elementary ensures that the social-emotional needs of all students are being met. These include providing counseling to students, the use of operational school-based teams (SBT) that meet weekly to discuss students with barriers to academic and social success, and engagement with identified staff (i.e.school counselor, school-based team leader) to provide differentiated delivery of services based on student/school need. This includes core (classroom guidance), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources) which utilize data-based decision making to close academic, social-emotional equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Hagen Road has established an early warning system and a list of early warning indicators used in the system. These data decision rules include attendance below 90 percent, five or more student referrals, and a level 1 or below score on the statewide, standardized assessments in English Language Arts or Mathematics. It is noted that implementation will utilize district data systems to identify students who have attendance, behavioral or academic concerns. We will also ensure that

teachers are made aware of the decisions rules and procedures for notification after students are identified as meeting one of the data decision rules.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	13	12	10	14	7	15	0	0	0	0	0	0	0	71
One or more suspensions	2	2	0	1	1	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	16	45	31	53	48	53	0	0	0	0	0	0	0	246
Level 1 on statewide assessment	0	0	0	41	28	27	0	0	0	0	0	0	0	96

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	11	2	35	27	27	0	0	0	0	0	0	0	106

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students are identified from the data collected from the EDW reports, IReady and RRR. This data then determines the students that would receive iii, SAI, tutorials, LLI, Foundations, Wilson and other services. Attendance data is reviewed each trimester. Parents are notified and sign a Progress Monitoring Plan throughout this process. Students are then brought to the School Based Team to start the Response to Intervention Process. This occurs for all students in the school regardless of the amount of their early warning indicators. After going through the Tiers at each level, students may then be brought to the Child Study Team.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Hagen Road Elementary values the positive relationships that are being established between all stakeholders in the community. The school's mission and vision are shared throughout all school-wide events and are modeled throughout each day. Parents are kept informed through Parent Link call outs, teacher newsletters, PTA newsletters, Twittter, Remind, Edline and Class Dojo. During parent conferences, teachers collaborate and promote the positive interactions. Progress is shared

through technology such as Dojo, texting, and email. Weekly agendas, progress reports and report cards inform the families of our students' progress.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Hagen Road Elementary builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by working closely with intergovernmental, public and private agencies and organizations (including but not limited to the Girl Scouts, Boy Scouts, American Red Cross, Palm Beach County, City of Boynton Beach, Business Partnerships, Publix supermarket, Mathenasium, In the Pines, Huntington Learning Center, Caridad, Parent-Teacher Association). The support of these local businesses are recruited and maintained by SAC and administration. They are an on-going support system by providing financial assistance with school programs that enhance the students academic curriculum, therefore improving student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Saltzman, Robyn	Principal
Lawrence, Celia	Assistant Principal
Lilly, Amy	Teacher, K-12
Navetta, Michelle	Teacher, PreK
Conant, Deborah	Teacher, K-12
Overbey, Gabrielle	Teacher, K-12
Fortin, Ashley	Teacher, K-12
Samarel, Lindsey	Teacher, K-12
Davenport, Cristie	School Counselor
Autero, Mia	Teacher, ESE
Dalton, Timothy	Teacher, K-12
Lejeune, Sasha	Other
Gleicher, Megan	Teacher, K-12
Lemus, Ana	Instructional Coach
Zimmerman, Mandie	Teacher, K-12
Rosenblatt, Terra	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers: (Pre-K, Primary, intermediate and resource): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Area and district based Instructional Coach(es) Reading: Natasha Araos and Lauren Stone. Develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The School-Based Team (SBT), spearheaded by our SAI teacher and guidance counselor, serves to coordinate the functions of RtI, ESE, 504, ESOL, and SAI. The team meets three times a month. The RtI process of tiered instruction is functioning smoothly. Meetings are determined in response to the needs of the students and their teachers. The RtI Leadership Team is a problem solving group that has a focus of assisting teachers with student's deficit areas and with helping students overcome those deficits. In particular, students who score at Level 1 or Level 2 in the District's Diagnostic Test (DDT) or who score at Level 1 or Level 2 on the prior year's FSA will be reviewed as necessary. Additionally, any teacher who identifies a student's performance as below grade-level as well as our lowest 25% of students will initiate the RtI process for those students.

The School Advisory Council will include many of the members of the RtI Leadership Team, their participation in the School Improvement Process is implicit. They will participate in the crafting of the strategies such that the instructional needs of the students and the Professional Development needs of the faculty and staff are included in the School Improvement Plan.

The dual language Coach, Ana Lemus will work with the instructional staff to implement a new initiative for the district using Pathways to Biliteracy through the Journey curriculum.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Hagen Road Elementary will use the following continuous improvement model and data-based problem-solving processes for implementation and monitoring our MTSS and SIP:

- * SBT data, PLC data, Literacy data, IReady Data, Performance Matters Data
- * EDW reports (behavior and academic), TERMS, diagnostic, FSA, RRR, journals, portfolios, PBPA
- * Performance Matters Results from FSQ, USA
- * SwPBS data

- *Formal and informal assessments , data chats
- * Discipline Dashboard, OSS, ISS, attendance, tardy
- *Classroom Walkthroughs, Formal and Informal Observations

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS, RoadRunnerS. Data is collected and information is interpreted and monitored for improvement at faculty meetings, monthly meetings, SAC meetings and during PTA. We update our action plans during Professional Learning Communities and Common Planning. We instill an appreciation for multicultural diversity through our anti-bullying campaign addressing bullying prevention through social/emotional learning, structured lessons, and implementation of SwPBS programs. Hagen Road Elementary School staff ensures that students requiring additional remediation are assisted through differentiated instruction in reading and mathematics. Services are provided by the classroom teacher.

Title II: Services are provided through the District to improve the education of English Language Learners by providing education materials and support. Title II also provides School Improvement Plan (SIP) training and Marzano on-line support.

Title X Homeless: School Counselor plays a role in the identification of homeless students. School counselor provides support and referral to the families to SDPBC resources (Student Intervention Services, free/reduced lunch, SES tutoring) and community resources.

Supplemental Academic Instruction (SAI): SAI funds will be used for one teacher to meet the needs of our academically struggling students according to district and state guidelines.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Robyn Saltzman	Principal
Sasha Lejeune	Education Support Employee
Robert DeGennaro	Teacher
Danielle Boccia	Business/Community
Maureen Forbes	Parent
Michelle Navetta	Teacher
Mario Basilone	Business/Community
Donna Goray	Education Support Employee
Sherica Newson	Parent
Belen Revenga	Teacher
Sara Garcia	Teacher
Candice Heyner	Business/Community
Linda Garfunkel	Business/Community
Richard Garfunkel	Business/Community
Sylvia Furstenberg	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Hagen Road's School Advisory Council is involved with activities, as required by section 1001.452(2) .F.S and includes the evaluation of of last year's school improvement plan, development of the current school improvement plan and preparation of the school's annual budget and plan. The School Advisory Council assisted in determining the effectiveness of the School Improvement Plan. They reviewed and determined which parts were effective and where changes were necessary for the upcoming school year.

b. Development of this school improvement plan

The School Advisory Council assists in determining the strengths and weaknesses of the school. Collaborative-Decision making in which members discuss the plan through monthly meetings in order to meet the needs of the all students.They contribute, and approve of, any decision which are made to the betterment of the school through the SIP.

c. Preparation of the school's annual budget and plan

The SAC does not receive funding through the annual school budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Use of \$300 to purchase laminating roll for teacher made chart and instructional materials. Use of \$1856.00 to purchase school-wide planners for each students in grades K-5.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lilly, Amy	Teacher, K-12
Dalton, Timothy	Teacher, K-12
Fortin, Ashley	Teacher, K-12
Navetta, Michelle	Teacher, PreK
Autero, Mia	Teacher, ESE
Conant, Deborah	Teacher, K-12
Overbey, Gabrielle	Teacher, K-12
Nowak, Danielle	Teacher, K-12
Saltzman, Robyn	Principal
Lawrence, Celia	Assistant Principal
Silva, Christina	Teacher, K-12
Samarel, Lindsey	Teacher, K-12
Davenport, Cristie	School Counselor
Prince, Alina	Teacher, K-12
Alspach, Amy	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, the Dual Language Coach and both administrators. The team uses data to establish the literacy goals for that school year. The team creates a plan of action and meets monthly, (more if necessary) to assess progress towards accomplishing the goals. These goals include:

1. Increase our reading proficiency in third grade.
2. Target our lowest 25%: Researching research based interventions for different areas of weakness and ensuring PD on using interventions that match student deficits.
3. Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests as well as books that have the right complexity levels.
4. Continuing the implementation of the K-5 Reading adoption including fidelity of the 90 minute block, problem solving barriers and providing support to teachers in the implementation.
5. Full Implementation of the New Florida State Standards in K-5.
6. Determines best practices for aligning our standards based report card.

In addition, we will have professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, tutorial grant and other initiatives.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Hagen Road Elementary teachers participate in Professional Learning Communities. Research-based protocols are utilized to focus the meeting in order to address students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed

based on decisions made through collaboration. Relationships are built during planning meetings where teachers collaborate for the best practices of instruction. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. This model is based on using the Pillars of Instruction as a guide for creating collaborative planning.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Hagen Road Elementary has developed effective strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school. The school utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures, participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. Additionally, the school recruits highly qualified instructional personnel by means of strategic internet recruitment, office interviews, emphasis upon the dual language program, and recruitment events and monitors and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time. HRES retains teachers by providing mentors, professional development and special recognition. Teachers are recognized for their success throughout the year at Faculty Meetings, Professional Development Days and staff-wide gatherings. School-wide emails are also sent to share the positive affects and influences that teachers have with their students.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Hagen Road Elementary school's mentoring program includes the rationale for pairings and planned mentoring activities. All first year teachers participate in the Educator Support Program (ESP). The administration has created monthly meetings for our "Rookie Roadrunners" to discuss and problem solve to meet the individual new teachers' needs. ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. More specifically at the school, the mentor and beginning teacher meet on an on-going bases in a professional learning community to discuss evidence-based strategies for each domain.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Hagen Road Elementary teachers and staff ensure that the school's core instructional programs and materials are aligned to Florida's Standards. The school uses the instructional programs and materials that are adopted and supported by the District as well as a new Dual Language initiative. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards; which supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Hagen Road Elementary School satisfies the requirements of 20 U.S.C. & 6314(b)(1) and uses data in defining needs and to differentiate instruction to meet the diverse needs of students. Instruction at Hagen Road Elementary is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments. More specifically, Hagen Road Elementary utilizes: The Rti process, the use of tutorials, the use of intensive reading, and the use of small group instruction to assist students. In addition, the school ensures that every teacher contributes to literacy improvement of every student by holding meetings on a regular basis to make decisions about literacy instruction in the school and analyzing student data as compared to expectations found in the Language Arts Florida Standards (LAFS). Hagen Road Elementary School also utilizes a balanced literary approach that includes whole group, small group, I-Ready rotations and one-on-one instruction based on student needs by creating a schedule with an uninterrupted 90 minute reading block, providing iii instruction based on student needs, providing instruction aligned with the Language Arts Florida Standards for their grade level, providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction), administering assessments which measure instructed standards, monitoring progress at the class and grade level during Professional Learning Communities, conducting data chats with students, creating units of study based on current data, choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry), students self-selecting texts based on RRR levels, students receiving push-in/pull out services for ESE/ELL, and providing LLI (Leveled Literacy Intervention) instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,600

* Providing core academic based tutorial programs to assist those grade three level one students needing additional support based on State Standards Testing.

Strategy Rationale

Provides intervention for student remediation for promotion.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Saltzman, Robyn, robyn.saltzman@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is pulled through the Performance Matters results, IReady and the EDW reports. We will analyze the FY16 FSA results, if available, as our final evaluation of the program. In addition, we will use the LLI, IReady and RRR levels of performance as a measure of growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Hagen Road Elementary School, all incoming Prekindergarten Exceptional Education Students transition into school obtaining Sensory Screening through Child Find. In conjunction with an Initial Fundamental School Planning team, Initial Transitional Planning takes place. Audiological / Vision, evaluation of cognitive, educational development, medical evaluation, therapy notes and evaluation regarding OT, PT, Speech, Language, Social History, Behavioral Observations and Evaluations. An annual Kindergarten round-up is held to provide parents with and overview of the program and provide the keys to success in Kindergarten. The transition to Kindergarten is also facilitated by the implementation of a staggered start during the first week of school and allowing parents to escort their child to class during the first few weeks of school. Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Specifically, the FAIR will be used to assess basic academic skill development and academic school readiness of incoming students. Students may also be assessed with the Bracken Basic Concept Scale-Revised (BBCS-R) to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment may also be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) may be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, incoming Kindergarten students may be assessed in the area of social/emotional development. The Ages and Stages Questionnaire may be completed by the parent/guardian of incoming Kindergarten Students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept and self-efficacy. Screening data will be collected and aggregated prior to September 30, 2015. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Screening tools such as FLKRS, I-Ready, Oral Language Assessments and Reading Running Records will be re-administered as required in order to determine student learning gains. The re-administered tools may be used at mid year and at the end-of-the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs. In Grade 5 students are provided with transitional activities correlated through area middle schools to aid in articulation into middle school.

In addition, all members of the school staff participate in collaborative instructional planning time that meet both informally on a regular schedule. Collaboration occurs across the grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

At Hagen Road Elementary several initiatives and programs have been established to foster a college-going culture and to support and assist all faculty, staff students and families as they work toward achieving college readiness for all students. Some of these initiatives with Single School

Culture include guidance services working with students and families to provide basic college readiness goals. This includes the promotion of the Florida Prepaid College Plan and other planning programs. In addition, each Friday the faculty and staff promote college awareness through college image promotion activities (such as college t-shirt days.)

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Hagen Road Elementary participates in the school choice program and as a Spanish Dual Language Choice Program provides choice students with the capacity to read, write and speak fluent Spanish as certified by the Apprenda skills test. Satisfaction of this requirement prepares our Choice students with proficiency in Spanish as a second language as required to succeed in the global economy. College Career Week is held in the Spring. Students are introduced to a variety of careers and state universities and colleges.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Hagen Road Elementary integrates career and technical education by providing students with basic manual typing skills in grades four and five in our computer lab on a weekly basis. This year, we have added Coding for grades 2-5 each week. This intervention provides students with the technical skills which enhances fast, efficient and proficient keyboarding skills necessary to support as all learners reach their highest academic potential. In addition, students are exposed to using IPADs in various environments.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

After state FSA scores were released, we determined that the FSA Reading scores in 3rd grade were lower than expected as well as 5th grade Science.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

There was inconsistency in teachers throughout the school year.



C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. 1a

 G083658

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
ELA Achievement District Assessment	51.0

Targeted Barriers to Achieving the Goal 3

- Lack of professional in depth training for best instructional practices
- Parents unaware of how to work with their child(ren)

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady Reading professional development
- Foundations training
- LLI professional development

Plan to Monitor Progress Toward G1. 8

Data will be collected through Performance Matters, EDW reports, RRR, IReady results and classwork

Person Responsible

Celia Lawrence

Schedule

Monthly, from 9/5/2016 to 5/30/2017

Evidence of Completion

Students will perform better on the FSQs, Iready, and ultimately on the FSA.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1**

 G083658

G1.B1 Lack of professional in depth training for best instructional practices **2**

 B222042

G1.B1.S1 Teachers will be trained to deliver effective instruction that is relevant by having IReady training to specify students needs and address them with fidelity. **4**

 S234304

Strategy Rationale

Giving students and teachers another perspective and more time to learn will allow more opportunity for academic growth. This will be done through PLCs and PDD.

Action Step 1 **5**

Lowest performing students will be identified from IReady data, FSA and Diagnostics

Person Responsible

Robyn Saltzman

Schedule

Biweekly, from 8/17/2016 to 3/30/2017

Evidence of Completion

The reports will be pulled from IReady, Performance Matters and EDW

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Results will be monitored and recorded through EDW reports.

Person Responsible

Celia Lawrence

Schedule

Every 6 Weeks, from 9/5/2016 to 3/30/2017

Evidence of Completion

Teachers will collect evidence of the student growth with each standard taught

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Both student work, Iready data, FSQ information on Performance Matters, RRR

Person Responsible

Celia Lawrence


Schedule

Monthly, from 9/7/2016 to 3/30/2017

Evidence of Completion

Students scores should improve through all reports

G1.B1.S2 Teachers in Kindergarten and First grade will teacher Foundations to all students 4

 S234305

Strategy Rationale

All students need to be exposed to explicit instruction for letters and sounds and beginning word work.

Action Step 1 5

Teachers will be trained to implement Foundations daily

Person Responsible

Celia Lawrence

Schedule

Daily, from 9/12/2016 to 5/1/2017

Evidence of Completion

Students will be able to tap out sounds and build words across the curriculum.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will be observed and coached through administration and district personnel.

Person Responsible

Celia Lawrence

Schedule

Monthly, from 9/12/2016 to 5/1/2017

Evidence of Completion

Observing instruction and providing actionable feedback to the instructors.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration observes and coaches for improvements, identifying struggling students.

Person Responsible

Celia Lawrence

Schedule

Monthly, from 9/12/2016 to 5/1/2017

Evidence of Completion

Student work with letter sounds and basic word work as well as IReady data.

G1.B1.S3 Master schedule allowing for flexibility for teachers to do LLI with students at a variety of levels. 4

S234306

Strategy Rationale

Only a small group can participate in LLI at a time and due to different levels, multiple teachers need to be servicing a variety of students at the same time.

Action Step 1 5

Identify students in SBT Tier 2 and Tier 3 needing LLI services

Person Responsible

Lindsey Samarel

Schedule

Monthly, from 8/22/2016 to 5/1/2017

Evidence of Completion

SBT coordinator identifies the lowest 25 % of students at each grade level

Action Step 2 5

Teachers at each grade level have to be trained in LLI

Person Responsible

Robyn Saltzman

Schedule

On 5/30/2017

Evidence of Completion

Teachers go to training for the variety of kits.

Action Step 3 5

ELL students that performed below level on Access will be priority for services

Person Responsible

Timothy Dalton

Schedule

Monthly, from 9/5/2016 to 5/30/2017

Evidence of Completion

The ELL Contact will meet with students, track evidence through LLI results and monitor through district assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

SBT leader, administration will review data through LLI documentation

Person Responsible

Celia Lawrence

Schedule

Monthly, from 8/22/2016 to 5/30/2017

Evidence of Completion

Groups will be formed at each grade level based on data from RRR and IReady

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review data with teachers and any professional development needs regarding implementation of LLI

Person Responsible

Lindsey Samarel

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Updated reports will show student progress

G1.B1.S4 Tutorial program will be set up with all programs once teachers are fully trained. 4

 S234307

Strategy Rationale

All students that need remediation in these programs will be invited to a tutorial program in the fall.

Action Step 1 5

Students will be determined based on skills identified after FLKRS and IReady diagnostics.

Person Responsible

Celia Lawrence

Schedule

On 2/17/2017

Evidence of Completion

Data will be collected by teachers of the students in the tutorial groups

Action Step 2 5

Tutorial groups will be set up based on student needs

Person Responsible

Celia Lawrence

Schedule

On 2/17/2017

Evidence of Completion

Students will be grouped. monitored and reported after tutorial program has been completed.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Attendance will be taken and instruction will be monitored

Person Responsible

Celia Lawrence

Schedule

Weekly, from 9/19/2016 to 2/17/2017

Evidence of Completion

Group attendance will be taken and baseline data will be compared to data at the end of the tutorial.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S5 PLCs will focus on implementing specific and targeted instruction in small group work 4

 S234308

Strategy Rationale

Differentiation and reaching all students ability and need to learn starts with understanding of what we are actually teaching and why,

Action Step 1 5

PLCs will focus on improving direct instruction in small group work to meet individual student needs

Person Responsible

Robyn Saltzman

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

PLC data will be held in a binder and shared with each staff member on each team

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

PLCs will be held with fidelity

Person Responsible

Robyn Saltzman

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

PLC notes/agendas and documents will be available for each meeting

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Teachers will be surveyed at the middle and end of the year for increased knowledge of small group instruction

Person Responsible

Robyn Saltzman

Schedule

Triannually, from 11/20/2016 to 5/31/2017

Evidence of Completion

Results from teacher surveys of effectiveness

G1.B2 Parents unaware of how to work with their child(ren) 2

 B222043

G1.B2.S1 We will hold a literacy night modeling behaviors for parents 4

 S234309

Strategy Rationale

Parents need direct instruction on how to work with their children

Action Step 1 5

A Literacy in Action team will be formed

Person Responsible

Celia Lawrence

Schedule

On 5/31/2017

Evidence of Completion

The SAC and Literacy team will work together to create a Literacy night for parents

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The Literacy Team will create stations with teachers modeling best reading practices for instruction

Person Responsible

Celia Lawrence

Schedule

On 5/31/2017

Evidence of Completion

The Literacy will meet monthly to create and then implement an evening of learning for parents

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

A survey will be created at the end of the evening for parent reflection of effectiveness

Person Responsible

Celia Lawrence

Schedule

On 5/31/2017




Evidence of Completion

Survey results will give evidence of if evening was effective and meaningful

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S4.MA1 M305851	[no content entered]		No Start Date		No End Date one-time
G1.B1.S4.MA1 M305852	Attendance will be taken and instruction will be monitored	Lawrence, Celia	9/19/2016	Group attendance will be taken and baseline data will be compared to data at the end of the tutorial.	2/17/2017 weekly
G1.B1.S4.A1 A301279	Students will be determined based on skills identified after FLKRS and IReady diagnostics.	Lawrence, Celia	9/12/2016	Data will be collected by teachers of the students in the tutorial groups	2/17/2017 one-time
G1.B1.S4.A2 A301280	Tutorial groups will be set up based on student needs	Lawrence, Celia	9/12/2016	Students will be grouped. monitored and reported after tutorial program has been completed.	2/17/2017 one-time
G1.B1.S1.MA1 M305845	Both student work, Iready data, FSQ information on Performance Matters, RRR	Lawrence, Celia	9/7/2016	Students scores should improve through all reports	3/30/2017 monthly
G1.B1.S1.MA1 M305846	Results will be monitored and recorded through EDW reports.	Lawrence, Celia	9/5/2016	Teachers will collect evidence of the student growth with each standard taught	3/30/2017 every-6-weeks
G1.B1.S1.A1 A301274	Lowest performing students will be identified from IReady data, FSA and Diagnostics	Saltzman, Robyn	8/17/2016	The reports will be pulled from IReady, Performance Matters and EDW	3/30/2017 biweekly
G1.B1.S2.MA1 M305847	Administration observes and coaches for improvements, identifying struggling students.	Lawrence, Celia	9/12/2016	Student work with letter sounds and basic word work as well as IReady data.	5/1/2017 monthly
G1.B1.S2.MA1 M305848	Teachers will be observed and coached through administration and district personnel.	Lawrence, Celia	9/12/2016	Observing instruction and providing actionable feedback to the instructors.	5/1/2017 monthly
G1.B1.S2.A1 A301275	Teachers will be trained to implement Foundations daily	Lawrence, Celia	9/12/2016	Students will be able to tap out sounds and build words across the curriculum.	5/1/2017 daily
G1.B1.S3.A1 A301276	Identify students in SBT Tier 2 and Tier 3 needing LLI services	Samarel, Lindsey	8/22/2016	SBT coordinator identifies the lowest 25 % of students at each grade level	5/1/2017 monthly
G1.B1.S3.MA1 M305849	Review data with teachers and any professional development needs regarding implementation of LLI	Samarel, Lindsey	8/22/2016	Updated reports will show student progress	5/26/2017 quarterly
G1.MA1 M305857	Data will be collected through Performance Matters, EDW reports, RRR, IReady results and classwork	Lawrence, Celia	9/5/2016	Students will perform better on the FSQs, Iready, and ultimately on the FSA.	5/30/2017 monthly
G1.B1.S3.MA1 M305850	SBT leader, administration will review data through LLI documentation	Lawrence, Celia	8/22/2016	Groups will be formed at each grade level based on data from RRR and IReady	5/30/2017 monthly
G1.B1.S3.A2 A301277	Teachers at each grade level have to be trained in LLI	Saltzman, Robyn	8/22/2016	Teachers go to training for the variety of kits.	5/30/2017 one-time
G1.B1.S3.A3 A301278	ELL students that performed below level on Access will be priority for services	Dalton, Timothy	9/5/2016	The ELL Contact will meet with students, track evidence through LLI results and monitor through district assessments.	5/30/2017 monthly
G1.B2.S1.MA1 M305855	A survey will be created at the end of the evening for parent reflection of effectiveness	Lawrence, Celia	8/31/2016	Survey results will give evidence of if evening was effective and meaningful	5/31/2017 one-time
G1.B2.S1.MA1 M305856	The Literacy Team will create stations with teachers modeling best reading practices for instruction	Lawrence, Celia	9/1/2016	The Literacy will meet monthly to create and then implement an evening of learning for parents	5/31/2017 one-time
G1.B2.S1.A1 A301282	A Literacy in Action team will be formed	Lawrence, Celia	9/1/2016	The SAC and Literacy team will work together to create a Literacy night for parents	5/31/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S5.MA1  M305853	Teachers will be surveyed at the middle and end of the year for increased knowledge of small group...	Saltzman, Robyn	11/20/2016	Results from teacher surveys of effectiveness	5/31/2017 triannually
G1.B1.S5.MA1  M305854	PLCs will be held with fidelity	Saltzman, Robyn	8/23/2016	PLC notes/agendas and documents will be available for each meeting	5/31/2017 biweekly
G1.B1.S5.A1  A301281	PLCs will focus on improving direct instruction in small group work to meet individual student needs	Saltzman, Robyn	8/23/2016	PLC data will be held in a binder and shared with each staff member on each team	5/31/2017 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G1.B1 Lack of professional in depth training for best instructional practices

G1.B1.S2 Teachers in Kindergarten and First grade will teacher Foundations to all students

PD Opportunity 1

Teachers will be trained to implement Foundations daily

Facilitator

Krysten Wysong

Participants

All Kindergarten and first grade teachers as well as Administration

Schedule

Daily, from 9/12/2016 to 5/1/2017

G1.B1.S3 Master schedule allowing for flexibility for teachers to do LLI with students at a variety of levels.

PD Opportunity 1

Teachers at each grade level have to be trained in LLI

Facilitator

District LLI trainers

Participants

All teachers doing LLI groups

Schedule

On 5/30/2017

G1.B1.S5 PLCs will focus on implementing specific and targeted instruction in small group work

PD Opportunity 1

PLCs will focus on improving direct instruction in small group work to meet individual student needs

Facilitator

Robyn Saltzman, Celia Lawrence

Participants

all teachers

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Lowest performing students will be identified from IReady data, FSA and Diagnostics	\$0.00
2	G1.B1.S2.A1	Teachers will be trained to implement Foundations daily	\$0.00
3	G1.B1.S3.A1	Identify students in SBT Tier 2 and Tier 3 needing LLI services	\$0.00
4	G1.B1.S3.A2	Teachers at each grade level have to be trained in LLI	\$0.00
5	G1.B1.S3.A3	ELL students that performed below level on Access will be priority for services	\$0.00
6	G1.B1.S4.A1	Students will be determined based on skills identified after FLKRS and IReady diagnostics.	\$0.00
7	G1.B1.S4.A2	Tutorial groups will be set up based on student needs	\$0.00
8	G1.B1.S5.A1	PLCs will focus on improving direct instruction in small group work to meet individual student needs	\$0.00
9	G1.B2.S1.A1	A Literacy in Action team will be formed	\$0.00
Total:			\$0.00