

The School District of Palm Beach County

Hagen Road Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

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
Navetta, Michelle	Teacher, PreK
Davenport, Cristie	School Counselor
Autero, Mia	Teacher, ESE
Lejeune, Sasha	Other
Gleicher, Megan	Teacher, K-12
Zimmerman, Mandie	Teacher, K-12
DeGennaro, Ashley	Teacher, ESE
Carrara, Lisa	Teacher, K-12
Sansone, Brittany	Teacher, K-12
Ortega, Joni	Teacher, K-12
Reid, Natasha	Teacher, K-12
Alspach, Amy	Teacher, Career/Technical
Fuller, Larissa	Teacher, K-12

Duties

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. Additionally, our school focuses on the Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards

and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09.

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) will assist to 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) members: including SAI, ESE contact, Guidance Counselor, Administration 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 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 District Dual Language Coach will work with the instructional staff to implement a new initiative for the district using the Benchmark Curriculum for grades K-2.

Early Warning Systems

Year 2017-18

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	24	10	12	20	12	9	0	0	0	0	0	0	0	87	
One or more suspensions	2	2	1	4	0	1	10	0	0	0	0	0	0	20	
Course failure in ELA or Math	20	39	38	57	61	59	274	0	0	0	0	0	0	548	
Level 1 on statewide assessment	0	0	0	31	20	35	0	0	0	0	0	0	0	86	

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	3	7	8	30	23	43	0	0	0	0	0	0	0	114

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	2	8	11	10	0	0	0	0	0	0	0	33
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	24	10	12	20	12	9	0	0	0	0	0	0	0	87
One or more suspensions	2	2	1	4	0	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	20	39	38	57	61	59	0	0	0	0	0	0	0	274
Level 1 on statewide assessment	0	0	0	28	29	35	0	0	0	0	0	0	0	92

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	10	3	7	33	27	34	0	0	0	0	0	0	0	114

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	24	10	12	20	12	9	0	0	0	0	0	0	0	87
One or more suspensions	2	2	1	4	0	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	20	39	38	57	61	59	0	0	0	0	0	0	0	274
Level 1 on statewide assessment	0	0	0	28	29	35	0	0	0	0	0	0	0	92

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	10	3	7	33	27	34	0	0	0	0	0	0	0	114

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest 25% in Math scored 36% proficiency. This is not a trend. The 5th grade performed the lowest at 60% but it was a 4% increase from the FY17 school year. All math grade levels improved overall but the lowest 25%. In the subgroups our SWD performed at 27% proficiency which was a drop from the 36% in FY17. The SWD continue to be our lowest performing subgroup.

Which data component showed the greatest decline from prior year?

Lowest 25% of Math students. The students were 55% proficient last year and dropped to 36%. 3rd grade Reading dropped 10 points from 66% to 56% and the 5th grade Reading dropped from 61% to 59%. The ELL students dropped from 55% proficiency to 37%.

Which data component had the biggest gap when compared to the state average?

Math lowest 25% is at 36% for the school and the state average is 47%.

Which data component showed the most improvement? Is this a trend?

The lowest 25% in ELA showed the most improvement This was a large jump from the previous year and not a trend. The school improved from 43% to 64%. The 4th grade improved from 60% to 65% in Reading. The 4th grade improved in Math from 67% to 72%.

Describe the actions or changes that led to the improvement in this area.

The students were monitored for fidelity of iii, after-school tutorial with research and standards based materials, master schedule revised to reflect additional time for small group instruction with standards and researched based materials, targeted attendance through positive reinforcement incentives, additional reading support with the Fine Arts teachers. Tier 3 support of Foundations for the lowest 25%. The Literacy in Action team created 2 evenings of literacy nights.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	57%	56%	60%	52%	52%
ELA Learning Gains	64%	61%	55%	66%	56%	52%
ELA Lowest 25th Percentile	64%	56%	48%	63%	51%	46%
Math Achievement	69%	65%	62%	64%	61%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	62%	63%	59%	66%	61%	58%
Math Lowest 25th Percentile	36%	53%	47%	51%	51%	46%
Science Achievement	59%	56%	55%	50%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24 (24)	10 (10)	12 (12)	20 (20)	12 (12)	9 (9)	87 (87)
One or more suspensions	2 (2)	2 (2)	1 (1)	4 (4)	0 (0)	1 (1)	10 (10)
Course failure in ELA or Math	20 (20)	39 (39)	38 (38)	57 (57)	61 (61)	59 (59)	274 (274)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (28)	20 (29)	35 (35)	86 (92)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	56%	0%	57%	-1%
	2017	66%	54%	12%	58%	8%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	65%	58%	7%	56%	9%
	2017	60%	57%	3%	56%	4%
Same Grade Comparison		5%				
Cohort Comparison		-1%				
05	2018	59%	59%	0%	55%	4%
	2017	61%	52%	9%	53%	8%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	69%	63%	6%	62%	7%
	2017	65%	62%	3%	62%	3%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	72%	63%	9%	62%	10%
	2017	67%	64%	3%	64%	3%
Same Grade Comparison		5%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	60%	66%	-6%	61%	-1%
	2017	56%	61%	-5%	57%	-1%
Same Grade Comparison		4%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	56%	3%	55%	4%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	51	54	41	47	28	30				
ELL	37	72	71	48	66	53	20				
ASN	64	80		93	70						
BLK	45	63	77	49	58	48	50				
HSP	59	66	60	73	62	19	60				
MUL	80			90							
WHT	78	63		77	65		70				
FRL	50	61	65	58	58	38	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	36	37	28	43	53	53	17				
ELL	55	56	40	53	58	38					
ASN	71			93							
BLK	49	57	37	50	55	35	39				
HSP	61	56	39	66	78	62	57				
MUL	86			71							
WHT	79	68		73	68	60	60				
FRL	53	51	36	54	61	50	44				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	To ensure student achievement within all grade levels and sub groups by focusing on ELA-Vocabulary in alignment with the District's Strategic Plan; LTO #1 and #2.
Rationale	Student FSA achievement showed minimal gains and increasing vocabulary through the grade levels will allow for increased student achievement reaching all subgroups and grade levels.
Intended Outcome	If we deliver effective and relevant vocabulary instruction to meet the needs of all students, then we will increase reading on grade level by third grade.
Point Person	Celia Lawrence (celia.lawrence@pbcharterschools.org)

Action Step

Description	Each grade level will use grade specific vocabulary words on a daily basis to enrich their current instruction. There will be a school-wide weekly vocabulary word with incentives for students to use them with fluency and accuracy. including cognates to enhance Reading skills.
Person Responsible	Robyn Saltzman (robyn.saltzman@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	Students will be "caught" by principal and others using the words in action. Students will have an interactive vocabulary journal documenting vocabulary progress towards mastery. Classroom bulletin boards will reflect vocabulary learned. Word of the Week will be posted in multiple locations to increase visibility and usage.
Person Responsible	Robyn Saltzman (robyn.saltzman@palmbeachschools.org)

Activity #2	
Title	To ensure student achievement within all grade levels and sub groups by focusing on Math for Lowest 25% in alignment with the District's Strategic Plan; LTO #2
Rationale	Students made gains in Math but the lowest 25% of students did not. The majority of these students are not proficient in math facts and math foundational knowledge.
Intended Outcome	To deliver effective and relevant instruction to meet the needs of all students in Math.
Point Person	Robyn Saltzman (robyn.saltzman@palmbeachschools.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. identify lowest 25 % of students to take pre assessment of math facts 2. create 3 tutorial groups to meet one day a week 3. Students will have morning access to IReady lessons 4. Teachers will be given materials and IReady access 5. Set up tutorial from September to November to master facts 6. Post assessment for multiplication facts
Person Responsible	Robyn Saltzman (robyn.saltzman@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>Students will take a pre-assessment to determine students knowledge.</p> <p>Students take a post assessment to determine knowledge gained.</p>
Person Responsible	Natasha Reid (natasha.reid@palmbeachschools.org)

Activity #3	
Title	Develop a single school culture in alignment to SB Policy 2.09 and FL. State Statute 1003.42 to support all students emotional and academic growth through Social Emotional Learning
Rationale	Student achievement improves when they feel supported and valued in the classroom by their teachers and their classmates. Students will reach their highest potential to succeed in the global economy.
Intended Outcome	Ensure a safe and supportive school climate that promotes the social/emotional and academic development of all students.
Point Person	Danielle Nowak (danielle.nowak@palmbeachschools.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. PTA has assisted in creating positive and motivational sayings around the school 2. A mural is being painted to represent a positive daily thought 3. Morning Meeting will occur in each classroom 3-5x a week 4. SEL curriculum will be taught through guidance 5. Classroom teachers will "catch" students being kind 6. Student kindness will be shared on morning announcements. 7. Kindness garden will be created.
Person Responsible	Danielle Nowak (danielle.nowak@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>Artwork monitored by principal.</p> <p>Morning meeting monitored by teacher and principal.</p> <p>Guidance will teach SEL daily.</p> <p>Kindness tickets will be collected weekly and shared on announcements.</p>
Person Responsible	Danielle Nowak (danielle.nowak@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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, Twitter, 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.

Additionally, at Hagen Road we soliciting feedback from parents through multiple surveys such as SEQ or Edline surveys. We also offer an Open House, curriculum night, Meet the Teacher, etc. to establish communication and positive interactions between parents, teachers and administrators. At Hagen Road we invite parents to various parent nights such as iReady, FSA and Literacy night in which we provide them with strategies they can use at home to help them support their children's academic performance. This year, at Hagen Road Elementary we plan on hosting a night specifically for parents of SWD.

PFEP Link

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

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 needs. 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. The Roadrunner Club was established to create opportunities for 4th and 5th grade students to mentor kindergarten and first grade students needing either academic or socio-emotional support.

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Hagen Road offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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 an overview of the program. 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. 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. 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.

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

In alignment to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with in US History. Our fifth grade focuses on the Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC. 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.

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.)

Part V: Budget	
Total:	\$3,350.00