2013-2014 SCHOOL IMPROVEMENT PLAN

Hagen Road Elementary School

10565 HAGEN RANCH RD

Boynton Beach, FL 33437

561-292-6700

www.edline.net/pages/hagen_road_elementary_school

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	61%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	71%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Hagen Road Elementary School

Principal
Richard Hughes

School Advisory Council chair
Danielle Nowak

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Christie Davenport	Guidance Counselor
Candice Brodie	Teacher

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The school meets demographic representation in our SAC membership of parents, teachers, administration business partners and community members.

Involvement of the SAC in the development of the SIP

Collaborative-Decision making in which members discuss the plan through monthly meetings in order to meet the needs of the all students.

Activities of the SAC for the upcoming school year

Business partnerships will be established through collaborations with school. Including school taking part in community involvement. Analyze mid year diagnostic data used for reporting to the State.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Richard Hughes

Principal	Years as Administrator: 28	Years at Current School: 8

Credentials	Ed.D.- Nova Southeastern University, Early Childhood Education; M.Ed.- Florida Atlantic University, Administration and Supervision; B.S.- Florida State University, Early Childhood Education/ Elementary Education: A.A- Palm Beach Community College, Early Childhood Education Certification: Early Childhood Education; Nursery, Kindergarten, Elementary Education 1-6: School Principal all levels
Performance Record	Principal of Hagen Road Elementary: for the past eight consecutive years from 2005-2013.

Staci Valbrun

Asst Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	B.S: West Virginia University; Business Administration Certification: Florida Atlantic University; Elementary Education K-6 Certification: ESOL M.S.: Nova Southeastern University: Reading K-12 Specialist Degree: Florida Atlantic University: Educational Leadership
Performance Record	Assistant Principal at Hagen Road Elementary from 2012-2013. In 2011-2012: Instructional Support Team Leader for South Area (Area 1) of Palm Beach School District. In 2010-2011: Reading Instructional Specialist for the West Area (Area 3) of Palm Beach School District.

Classroom Teachers

# of classroom teachers

49

 # receiving effective rating or higher

49, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

, 0%

 # ESOL endorsed

49, 100%

 # reading endorsed

, 0%

 # with advanced degrees

20, 41%

 # National Board Certified

2, 4%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

15, 31%

 # with 6-14 years of experience

27, 55%

 # with 15 or more years of experience

20, 41%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

1, 25%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Supplements are provided to team leaders, organization sponsors, and etc. Employees with advanced degrees will receive additional pay. Supplemental salaries for services the entire contractual period are paid. Regular meetings of new teachers with the principal. Partnering new teachers with veteran staff. Soliciting referrals from current employees. District Job Fair.

Teacher Mentoring Program/Plan

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Heidi Foster-Nationally Board Certified; Clinical Education trained
Timothy Dalton-Nationally Board Certified
Clinical Education trained teachers: Connie Mackenzie, Jeanne Hoffman, Joanne Gaydos, Karen Reagan, Lorraine Brunner, Danielle Nowak, Sandi Stewart, Rena Roseff-Tornopsky, Deborah Conant, Robert Degennaro and Lisa Carrara.
Mentoring Plan: The mentor and men tee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the men tee. Time is given for the feedback, coaching and planning. Also the trained reading experts are modeling lessons and using reading and writing strategies to teach Language Arts concepts.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Hagen Road Elementary will use the following data-based problem-solving processes for implementarion and monitoring our MTSS and SIP:
• SBT data, LTM data, Literacy data
• EDW reports (behavior and academic), TERMS, diagnostic, FCAT, RRR, journals, portfolios
• SwPBS data
• Discipline Dashboard, OSS, ISS, ODR, attendance, tardy
• Classroom Walkthroughs

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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: (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Area and district based Instructional Coach(es)Reading/Math/Science:Develops, leads, and evaluates 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.

Area and district based Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1 (Universal Interventions), Tier 2 (Targeted Interventions), and Tier 3 (Intensive Intervention) targets and focus attention on deficient areas will be discussed. Input will also be gathered from entire staff and parents. Topics for discussion include, but are not limited to, the following:
•FCAT scores and the lowest 25%
•AYP and subgroups
•strengths and weaknesses of intensive programs
•mentoring, tutoring, and other services.
The RtI/Inclusion Facilitator/SAI teacher will provide professional development for the SAC members on the Rti process

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
Florida Comprehensive Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retention
Absences
Midyear data:
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-4 Literacy Assessment System
End of year data:
K-4 Literacy Assessment System
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based RtI Team and district RtI Specialist will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model
Data-based decision-making to drive instruction
Progress Monitoring
Selection and availability of research-based interventions
Tools utilized to identify specific discrepancies in reading
Initial identification of struggling learners
Individual professional development will be provided to classroom teachers, as needed.
In order for parent to understand MTSS and build capacity in data-based problem solving our school will have the follow activities: Curriculum Night, Open House, PTO, SAC, Edline blasts, newsletters Contact parent prior to an SBT meeting (invitation to attend meeting) and parent conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,000

* Providing core academic based tutorial programs to assist those grade three through five level one and two students needing additional support based on the Fall diagnostic.
* Providing unlimited online access to all grade three through five students to supplement math instruction available through Reflex math.
* Providing unlimited online access to all grade three through five students to supplement reading instruction available through Reading Plus.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Through diagnostic and FCAT data.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal, tutors and classroom teachers.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Richard Hughes	Principal

Name	Title
Staci Valbrun	Assistant Principal
Lindsey Sameral	SAI Teacher
Mia Autero	ESE Team Leader

How the school-based LLT functions

The LLT meets monthly to discuss literacy topics, concerns, and initiatives. The members are responsible for collecting and disseminating information to their team.

Major initiatives of the LLT

The major initiatives of the LLT this year will be ensuring consistency, fidelity, and accuracy of the literacy assessment system. Additionally, the fidelity of iii groups will be addressed, updated and monitored.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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. Kindergarten students are assessed prior to or 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 prosocial behavior, self-regulation, self-concept and self-efficacy. Screening data will be collected and aggregated prior to September 10, 2012. 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 FAIR, 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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	63%	No	69%
American Indian				
Asian				
Black/African American	48%	51%	Yes	53%
Hispanic	65%	61%	No	69%
White	77%	73%	No	79%
English language learners	32%	24%	No	39%
Students with disabilities	40%	38%	No	46%
Economically disadvantaged	58%	51%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	63%	65%
Students scoring at or above Achievement Level 4	110	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	251	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	51	76%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	71	80%	82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	66%	68%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	60%	62%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	75	64%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	59%	No	66%
American Indian				
Asian				
Black/African American	50%	49%	No	55%
Hispanic	60%	54%	No	64%
White	69%	67%	No	72%
English language learners	46%	27%	No	51%
Students with disabilities	54%	38%	No	59%
Economically disadvantaged	52%	50%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	59%	61%
Students scoring at or above Achievement Level 4	103	54%	56%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	262	69%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	51	73%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	57%	59%
Students scoring at or above Achievement Level 4	33	50%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	13	1%	0%
Students who are not proficient in reading by third grade	45	34%	5%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. In grades 3-5, 69% of the students will achieve mastery on the 2013 FCAT 2.0 Reading test.

G2. In grades 3-5 66% of the students will achieve a proficient level on the 2013 FCAT 2.0 Mathematics Test.

G3. in grade 5 59% of the students will achieve a proficient level on the 2013 FCAT 2.0 Science Test.

G4. In grade 4 66% of student will recieve a score of 3.5 on the FCAT 2.0 Writing.

Goals Detail

G1. In grades 3-5, 69% of the students will achieve mastery on the 2013 FCAT 2.0 Reading test.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal
- Use of the School District of Palm Beach County's district-wide K-5 Balanced Literacy Program(Scholastic leveled books and libraries, Palm Beach County School District's Learning Village, Fountas and Pinnell's Continuum of Literacy Learning and Palm Beach County Reading Running Records) which incorporates benchmark assessments, reading running records to determined reading levels, gradient of text to select books, attending to elements of proficient reading: decoding, comprehension and fluency, providing differentiated instruction, guided reading (small group instruction), working with words, oral language, self-selected reading (independent, partner, one on one, book club, teacher conferences, and small group work), mini-lessons and shared reading (whole group instruction) using leveled books including writing as a support system to teach Common Core State Standards in Reading, Next Generation State Standards (Tested Benchmarks) and assessment/data, aligned to Marzano's instructional strategies and the Art and Science of Teaching.
- Use of computer-based instruction including FCAT Explorer, Scholastic Reading Counts, Tumble Books, Brain Pop/ Brain Pop Junior, NetTreker, and World Book.

Targeted Barriers to Achieving the Goal
- Students lack of background knowledge, oral language skills, language foundation skills, phonics, decoding, vocabulary, and essential elements of high- quality literacy education.
- Teacher adjustment to the Implementation of a new Literacy Roll out correlated to the District-Wide K-5 Balanced Literacy Program.

Plan to Monitor Progress Toward the Goal

In grades 3-5 69% of the students will achieve a proficient or higher level on all assessments (the 2013 FCAT 2.0 Reading Test, Palm Beach County Reading Diagnostics, and Core K-12 assessments).

Person or Persons Responsible
Administration, classroom teachers

Target Dates or Schedule:
A review of the results of the FCAT 2.0 when obtained. A review of the Palm Beach County Reading Diagnostic results when obtained A review of the results Core K-12 Education Tests weekly and monthly when obtained.

Evidence of Completion:
During data chats (with teachers and students) criteria (evidence) will be determined to evaluate the response (positive, questionable, or poor), the plans to address each type of response, the targeted barriers such as changing conditions, and the need for additional teaching strategies or interventions that need to be created to intensify, modify or terminate strategies for instruction.

G2. In grades 3-5 66% of the students will achieve a proficient level on the 2013 FCAT 2.0 Mathematics Test.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Use of new Common Core standards instruction materials (GO Math, Think Central) offered by the School District of Palm Beach, and District's unit based instruction called Learning Village, as a support system to teach Common Core State Standards in Mathematics, Next Generation State Standards (Tested Benchmarks) and assessment/data, aligned to Marzano's instructional strategies and the Art and Science of Teaching.
- Use of K-12 computer based technology program including FCAT Explorer, Riverdeep, Brain Pop, Brain Pop Junior, Reflex Math (grades 2-5), Gizmos.

Targeted Barriers to Achieving the Goal
- Students unfamiliar with new Common Core Standards in Mathematics and Next Generation Sunshine State Standards.

Plan to Monitor Progress Toward the Goal

In grades 3-5 66% of the students will achieve a proficient or higher level on all assessments (the 2013 FCAT 2.0 Mathematics Test, Palm Beach County Math Diagnostics, and Core K-12 assessments).

Person or Persons Responsible
Administration, classroom teachers, math contact

Target Dates or Schedule:
A review of the results of the FCAT 2.0 when obtained. A review of the Palm Beach County Math Diagnostic results when obtained A review of the results Core K-12 Education Tests weekly and monthly when obtained.

Evidence of Completion:
During data chats (with teachers and students) criteria (evidence) will be determined to evaluate the response (positive, questionable, or poor), the plans to address each type of response, the targeted barriers such as changing conditions, and the need for additional teaching strategies or interventions that need to be created to intensify, modify or terminate strategies for instruction.

G3. in grade 5 59% of the students will achieve a proficient level on the 2013 FCAT 2.0 Science Test.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Use of Houghton Mifflin Harcourt Science Fusion instructional materials and district wide Learning Village. Sensational science activities provided to students and online resources through the series.

Targeted Barriers to Achieving the Goal
- Students in fifth grade lacking in foundational scientific knowledge.

Plan to Monitor Progress Toward the Goal

In grade 5 59% of the students will achieve a proficient or higher level on all assessments (the 2013 FCAT 2.0 Science Test, Palm Beach County Science Diagnostics, and Core K-12 assessments).

Person or Persons Responsible
Administration, 5th grade science teachers

Target Dates or Schedule:
A review of the results of the FCAT 2.0 when obtained. A review of the Palm Beach County Math Diagnostic results when obtained A review of the results Core K-12 Education Tests weekly and monthly when obtained.

Evidence of Completion:
During data chats (with teachers and students) criteria (evidence) will be determined to evaluate the response (positive, questionable, or poor), the plans to address each type of response, the targeted barriers such as changing conditions, and the need for additional teaching strategies or interventions that need to be created to intensify, modify or terminate strategies for instruction.

G4. In grade 4 66% of student will recieve a score of 3.5 on the FCAT 2.0 Writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Use of the School District of Palm Beach County's district-wide K-5 Balanced Literacy Program(Scholastic leveled books and libraries, Palm Beach County School District's Learning Village, Fountas and Pinnell's Continuum of Literacy Learning and Palm Beach County Reading Running Records) which incorporates benchmark assessments, reading running records to determined reading levels, gradient of text to select books, attending to elements of proficient reading: decoding, comprehension and fluency, providing differentiated instruction, guided reading (small group instruction), working with words, oral language, self-selected reading (independent, partner, one on one, book club, teacher conferences, and small group work), mini-lessons and shared reading (whole group instruction) using leveled books including writing as a support system to teach Common Core State Standards in Reading, Next Generation State Standards (Tested Benchmarks) and assessment/data, aligned to Marzano's instructional strategies and the Art and Science of Teaching.

Targeted Barriers to Achieving the Goal
- Teacher adjustment to the implementation of a new Literacy Roll out correlated to the District-Wide K-5 Balanced Literacy Program.

Plan to Monitor Progress Toward the Goal

In grade 4, 66% of students will receive a score of 3.5 on all assessments (Florida Writes, Palm Beach County's Florida Writes, and teacher prompts).

Person or Persons Responsible
Administration, fourth grade writing teachers.

Target Dates or Schedule:
A review of the results of the Florida Writes. A review of the Palm Beach County's Florida Writes results when scored. A review of the results of student responses to teacher prompts, daily/weekly on demand prompts.

Evidence of Completion:
During data chats (with teachers and students) criteria (evidence) will be determined to evaluate the response (positive, questionable, or poor), the plans to address each type of response, the targeted barriers such as changing conditions, and the need for additional teaching strategies or interventions that need to be created to intensify, modify or terminate strategies for instruction.

Action Plan for Improvement

Problem Solving Key

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

G1. In grades 3-5, 69% of the students will achieve mastery on the 2013 FCAT 2.0 Reading test.

G1.B1 Students lack of background knowledge, oral language skills, language foundation skills, phonics, decoding, vocabulary, and essential elements of high- quality literacy education.

G1.B1.S2 Use of Mondo's Oral Language-Reading and Writing (K-3) Let's Talk About It, a supplementary intervention designed to increase oral language reading and writing proficiency, Fountas and Pinnell's Prompting Guide Part 1 for Oral Reading and Early Writing, that select the specific language that will work best for children, Fountas and Pinnell's Prompting Guide Part 2 for Comprehension, Thinking, Talking and Writing, that prose questions related to reading comprehension behaviors for thinking within, beyond, and about the text, and Reading Plus program (after school tutorial).

Action Step 1

Provide oral language assessment measuring receptive language to all K-3 students (not including those with previous scores more than 11) and Reading Plus base line assessment to all low performing (based on Fall Diagnostics) grade three through five students.

Person or Persons Responsible

Classroom teacher, Assistant Principal, tutors

Target Dates or Schedule

By October 30, 2013.

Evidence of Completion

Completed oral language assessment of all K-3 students and base line assessments (Fall Diagnostics and initial Reading Plus assessment).

Facilitator:

Assistant Principal, classroom reading teachers and tutors.

Participants:

All reading teachers and tutors.

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

Students in K-3 receptive learning.

Person or Persons Responsible

Assistant Principal, classroom teacher

Target Dates or Schedule

October 30, 2013 and on-going for newly enrolled students

Evidence of Completion

Completed Oral Language Assessments for all students.

Plan to Monitor Effectiveness of G1.B1.S2

Mondo's Oral Language Assessment which assess receptive language (scores 0-15). Based upon the scores, instructional strategies will be provided (0-4: read to, oral language reading, shared reading; 5-7: read to, oral language reading, shared reading, guided instructional reading; 8-12: oral language reading, shared reading, guided instructional reading; 13-15 oral language reading, guided instructional reading).

Person or Persons Responsible

Assistant Principal, classroom teachers

Target Dates or Schedule

On-going based upon needs.

Evidence of Completion

Oral language proficiency of students in K-3.

G1.B2 Teacher adjustment to the Implementation of a new Literacy Roll out correlated to the District-Wide K-5 Balanced Literacy Program.

G1.B2.S1 Provide on-going professional development and in service through District offerings for teachers to familiarize with new Literacy Roll out and Common Core State Standards for reading.

Action Step 1

Provide lists of training dates offered at District sites for Literacy Roll Out.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Through out the year.

Evidence of Completion

Completion of training's and teacher knowledge of Literacy Roll out and Common Core State Standards.

Facilitator:

District and school-based reading facilitators.

Participants:

All reading teachers.

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

Reading teachers knowledge of Literacy Roll out and Common Core State Standards.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Classroom assessments, walk- throughs, data chats with students.

Plan to Monitor Effectiveness of G1.B2.S1

*The final assessment results will be obtained from the 2013 FCAT 2.0 Reading Test administered in April 2014. *Bi-yearly assessment results obtained from the Palm Beach County Reading Diagnostic Testing Program (September 2013/December 2013). * On-going assessments through the use of Core K-12 Assessments (Weekly and Monthly as determined by the district and school) will be used to assess student progress.

Person or Persons Responsible

*The State of Florida through Pearson in the use of FCAT 2.0. *The School District of Palm Beach County Department of Research and Evaluation in the use of the Palm Beach County Reading Diagnostic Tests. *Core K-12 Education Company tests as administrators of the Core K-12 Assessment System. Classroom teachers and the administration as analyzers of all testing data.

Target Dates or Schedule

FCAT 2.0 in April 2014 Palm Beach County Reading Diagnostic Testing in September 2013 and December 2013 Core K-12 Education Tests weekly and monthly as needed.

Evidence of Completion

* Sixty-nine percent or higher proficiency of all students in Grades 3-5 on the April 2014 FCAT 2.0. * Sixty-nine percent or higher proficiency of all students in Grades 3-5 on the December 2013 Palm Beach County Reading Diagnostic Testing Program. * Sixty-nine percent or higher proficiency of all students in Grades 3-5 on the weekly or monthly Core K-12 Education Tests provided. A successful response will equal sixty-nine percent or higher. A questionable response will be between 67-69% followed by reteaching/retesting of the Standard to all non-proficient students. A poor response will be below 67% followed by reteaching/retesting of the Standard to all non-proficient students.

G2. In grades 3-5 66% of the students will achieve a proficient level on the 2013 FCAT 2.0 Mathematics Test.

G2.B2 Students unfamiliar with new Common Core Standards in Mathematics and Next Generation Sunshine State Standards.

G2.B2.S1 Provide professional development through District offerings for teachers to familiarize with Common Core State Standards for infusion into instruction and student acclamation.

Action Step 1

Provide possible lists of training offered at District sites.

Person or Persons Responsible

Administration, Math Contact

Target Dates or Schedule

Throughout the year

Evidence of Completion

Completion of training's and teacher knowledge of Common Core State Standards.

Facilitator:

District and school-based facilitators.

Participants:

All mathematics teachers in grades K-5.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Teacher knowledge of Common Core State Standards in Mathematics.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Classroom assessments, walk- throughs, data chats with students using Marzano scales.

Plan to Monitor Effectiveness of G2.B2.S1

*The final assessment results will be obtained from the 2013 FCAT 2.0 Mathematics Test administered in April 2014. *Bi-yearly assessment results obtained from the Palm Beach County Math Diagnostic Testing Program (September 2013/December 2013). * On-going assessments through the use of Core K-12 Assessments (Weekly and Monthly as determined by the district and school) will be used to assess student progress.

Person or Persons Responsible

*The State of Florida through Pearson in the use of FCAT 2.0. *The School District of Palm Beach County Department of Research and Evaluation in the use of the Palm Beach County Math Diagnostic Tests. *Core K-12 Education Company tests as administrators of the Core K-12 Assessment System. Classroom teachers and the administration as analyzers of all testing data.

Target Dates or Schedule

FCAT 2.0 in April 2014 Palm Beach County Math Diagnostic Testing in September 2013 and December 2013 Core K-12 Education Tests weekly and monthly as needed.

Evidence of Completion

* Sixty-six percent or higher proficiency of all students in Grades 3-5 on the April 2014 FCAT 2.0. * Sixty-six percent or higher proficiency of all students in Grades 3-5 on the December 2013 Palm Beach County Math Diagnostic Testing Program. * Sixty-six percent or higher proficiency of all students in Grades 3-5 on the weekly or monthly Core K-12 Education Tests provided. A successful response will equal sixty-six percent or higher. A questionable response will be between 64-66% followed by reteaching/retesting of the Standard to all non-proficient students. A poor response will be below 64% followed by reteaching/retesting of the Standard to all non-proficient students.

G3. in grade 5 59% of the students will achieve a proficient level on the 2013 FCAT 2.0 Science Test.

G3.B2 Students in fifth grade lacking in foundational scientific knowledge.

G3.B2.S7 Individual student assessments of science "Big Ideas" though School District of Palm Beach Fall/Winter Diagnostics.

Action Step 1

Assess student knowledge of Science Big Ideas through School District of Palm Beach Fall/Winter Diagnostics assessment.

Person or Persons Responsible

Administration, fifth grade science teachers.

Target Dates or Schedule

September 2013, December 2013.

Evidence of Completion

Individual scores of the diagnostics assessments.

Facilitator:

Team leader grade 5.

Participants:

All fifth grade science teachers.

Plan to Monitor Fidelity of Implementation of G3.B2.S7

Individual student assessments of science Big Ideas.

Person or Persons Responsible

Administration, fifth grade science teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Individual student assessments , data chats, classroom walk throughs, teacher completion and knowledge of Science Big Idea.

Plan to Monitor Effectiveness of G3.B2.S7

*The final assessment results will be obtained from the 2013 FCAT 2.0 ScienceTest administered in April 2014. *Bi-yearly assessment results obtained from the Palm Beach County Science Diagnostic Testing Program (September 2013/December 2013). * On-going assessments through the use of Core K-12 Assessments (Weekly and Monthly as determined by the district and school) will be used to assess student progress.

Person or Persons Responsible

*The State of Florida through Pearson in the use of FCAT 2.0. *The School District of Palm Beach County Department of Research and Evaluation in the use of the Palm Beach County Science Diagnostic Tests. *Core K-12 Education Company tests as administrators of the Core K-12 Assessment System. Classroom teachers and the administration as analyzers of all testing data.

Target Dates or Schedule

FCAT 2.0 in April 2014 Palm Beach County Science Diagnostic Testing in September 2013 and December 2013 Core K-12 Education Tests weekly and monthly as needed.

Evidence of Completion

* Fifty-nine percent or higher proficiency of all students in grade 5 on the April 2014 FCAT 2.0. * Fifty-nine percent or higher proficiency of all students in grade 5 on the December 2013 Palm Beach County Science Diagnostic Testing Program. * Fifth-nine percent or higher proficiency of all students in grade 5 on the weekly or monthly Core K-12 Education Tests provided. A successful response will equal fifty-nine percent or higher. A questionable response will be between 57-59% followed by reteaching/retesting of the Standard to all non-proficient students. A poor response will be below 57% followed by reteaching/retesting of the Standard to all non-proficient students.

G4. In grade 4 66% of student will recieve a score of 3.5 on the FCAT 2.0 Writing.

G4.B1 Teacher adjustment to the implementation of a new Literacy Roll out correlated to the District-Wide K-5 Balanced Literacy Program.

G4.B1.S6 All literacy teachers will plan collaboratively at each grade level to chose common assessment prompts, power writes organizers, narrative frames, and story map to guide and enhance student writing. Plans will be shared among all grade levels, ELL/ESE teachers, so that students needed primary level frames/maps can receive instruction at their appropriate writing level. Learning teams will meet in collaboration to established uniformed scoring standards and to collect sample compositions to demonstrate specific scoring standards.

Action Step 1

Provide lists of training dates offered at District sites for Literacy Roll Out.

Person or Persons Responsible

Departmentalized writing teachers in grade 4.

Target Dates or Schedule

Throughout the year

Evidence of Completion

Completion of training's and teacher knowledge of Literacy Roll out and Common Core State Standards.

Facilitator:

District and school-based facilitators.

Participants:

All fourth grade writing teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S6

Writing teachers knowledge of Literacy Roll out and Common Core State Standards.

Person or Persons Responsible

All writing teachers in K-5

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Classroom assessments, walk- through's, writing conferences with students.

Plan to Monitor Effectiveness of G4.B1.S6

*The final assessment results will be obtained from the 2013 FCAT 2.0 Writing Test administered in February 2014. *Tri-yearly assessment results obtained from the Palm Beach County; Florida Writes Tests. * On-going assessments through the use of mini-lessons; such as journal writing, authentic writing assessment, responses to reading, conference notes, on demand writing pieces.

Person or Persons Responsible

Administration, 4th grade writing teachers

Target Dates or Schedule

FCAT Writes 2.0 in February 2014 Palm Beach County Florida Writes Tests every trimester. Daily and weekly prompts as needed as determined by the teacher.

Evidence of Completion

* Sixty-six percent or higher proficiency of all students in Grade 4 on the February 2014 FCAT Writes 2.0. * Sixty-six percent or higher proficiency of all students in Grade 4 on the Palm Beach County Florida Writes assessment. A successful response will equal sixty-six percent or higher. A questionable response will be between 64-66% followed by reteaching/retesting of the Standard to all non-proficient students. A poor response will be below 64% followed by reteaching/retesting of the Standard to all non-proficient students.

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anitbullying campaign, 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 I, Part C-Migrant: A District Migrant Liaison provides services and support to students and parents. Our Assistant Principal is our primary migrant services contact.

Title 1, Part D: Our District receives funds to support the Educational Alternative Outreach Program. Services are coordinated under the direction of our districts Alternative Education Department.

Title II: Services are provided through the District to improve the education of English Language Learners by providing education materials and 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. In grades 3-5, 69% of the students will achieve mastery on the 2013 FCAT 2.0 Reading test.

G1.B1 Students lack of background knowledge, oral language skills, language foundation skills, phonics, decoding, vocabulary, and essential elements of high- quality literacy education.

G1.B1.S2 Use of Mondo's Oral Language-Reading and Writing (K-3) Let's Talk About It, a supplementary intervention designed to increase oral language reading and writing proficiency, Fountas and Pinnell's Prompting Guide Part 1 for Oral Reading and Early Writing, that select the specific language that will work best for children, Fountas and Pinnell's Prompting Guide Part 2 for Comprehension, Thinking, Talking and Writing, that prose questions related to reading comprehension behaviors for thinking within, beyond, and about the text, and Reading Plus program (after school tutorial).

PD Opportunity 1

Provide oral language assessment measuring receptive language to all K-3 students (not including those with previous scores more than 11) and Reading Plus base line assessment to all low performing (based on Fall Diagnostics) grade three through five students.

Facilitator

Assistant Principal, classroom reading teachers and tutors.

Participants

All reading teachers and tutors.

Target Dates or Schedule

By October 30, 2013.

Evidence of Completion

Completed oral language assessment of all K-3 students and base line assessments (Fall Diagnostics and initial Reading Plus assessment).

G1.B2 Teacher adjustment to the Implementation of a new Literacy Roll out correlated to the District-Wide K-5 Balanced Literacy Program.

G1.B2.S1 Provide on-going professional development and in service through District offerings for teachers to familiarize with new Literacy Roll out and Common Core State Standards for reading.

PD Opportunity 1

Provide lists of training dates offered at District sites for Literacy Roll Out.

Facilitator

District and school-based reading facilitators.

Participants

All reading teachers.

Target Dates or Schedule

Through out the year.

Evidence of Completion

Completion of training's and teacher knowledge of Literacy Roll out and Common Core State Standards.

G2. In grades 3-5 66% of the students will achieve a proficient level on the 2013 FCAT 2.0 Mathematics Test.

G2.B2 Students unfamiliar with new Common Core Standards in Mathematics and Next Generation Sunshine State Standards.

G2.B2.S1 Provide professional development through District offerings for teachers to familiarize with Common Core State Standards for infusion into instruction and student acclamation.

PD Opportunity 1

Provide possible lists of training offered at District sites.

Facilitator

District and school-based facilitators.

Participants

All mathematics teachers in grades K-5.

Target Dates or Schedule

Throughout the year

Evidence of Completion

Completion of training's and teacher knowledge of Common Core State Standards.

G3. in grade 5 59% of the students will achieve a proficient level on the 2013 FCAT 2.0 Science Test.

G3.B2 Students in fifth grade lacking in foundational scientific knowledge.

G3.B2.S7 Individual student assessments of science "Big Ideas" though School District of Palm Beach Fall/Winter Diagnostics.

PD Opportunity 1

Assess student knowledge of Science Big Ideas through School District of Palm Beach Fall/Winter Diagnostics assessment.

Facilitator

Team leader grade 5.

Participants

All fifth grade science teachers.

Target Dates or Schedule

September 2013, December 2013.

Evidence of Completion

Individual scores of the diagnostics assessments.

G4. In grade 4 66% of student will recieve a score of 3.5 on the FCAT 2.0 Writing.

G4.B1 Teacher adjustment to the implementation of a new Literacy Roll out correlated to the District-Wide K-5 Balanced Literacy Program.

G4.B1.S6 All literacy teachers will plan collaboratively at each grade level to chose common assessment prompts, power writes organizers, narrative frames, and story map to guide and enhance student writing. Plans will be shared among all grade levels, ELL/ESE teachers, so that students needed primary level frames/maps can receive instruction at their appropriate writing level. Learning teams will meet in collaboration to established uniformed scoring standards and to collect sample compositions to demonstrate specific scoring standards.

PD Opportunity 1

Provide lists of training dates offered at District sites for Literacy Roll Out.

Facilitator

District and school-based facilitators.

Participants

All fourth grade writing teachers.

Target Dates or Schedule

Throughout the year

Evidence of Completion

Completion of training's and teacher knowledge of Literacy Roll out and Common Core State Standards.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In grades 3-5, 69% of the students will achieve mastery on the 2013 FCAT 2.0 Reading test.	$3,467
G2.	In grades 3-5 66% of the students will achieve a proficient level on the 2013 FCAT 2.0 Mathematics Test.	$2,945
	Total	$6,412

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Total
PTO	$2,945	$0	$2,945
Internal accounts.	$0	$3,467	$3,467
Total	$2,945	$3,467	$6,412

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. In grades 3-5, 69% of the students will achieve mastery on the 2013 FCAT 2.0 Reading test.

G1.B1 Students lack of background knowledge, oral language skills, language foundation skills, phonics, decoding, vocabulary, and essential elements of high- quality literacy education.

G1.B1.S2 Use of Mondo's Oral Language-Reading and Writing (K-3) Let's Talk About It, a supplementary intervention designed to increase oral language reading and writing proficiency, Fountas and Pinnell's Prompting Guide Part 1 for Oral Reading and Early Writing, that select the specific language that will work best for children, Fountas and Pinnell's Prompting Guide Part 2 for Comprehension, Thinking, Talking and Writing, that prose questions related to reading comprehension behaviors for thinking within, beyond, and about the text, and Reading Plus program (after school tutorial).

Action Step 1

Provide oral language assessment measuring receptive language to all K-3 students (not including those with previous scores more than 11) and Reading Plus base line assessment to all low performing (based on Fall Diagnostics) grade three through five students.

Resource Type

Evidence-Based Program

Resource

Reading Plus program ($442), Fountas and Pinnell Prompting Guides ($3025)

Funding Source

Internal accounts.

Amount Needed

$3,467

G2. In grades 3-5 66% of the students will achieve a proficient level on the 2013 FCAT 2.0 Mathematics Test.

G2.B2 Students unfamiliar with new Common Core Standards in Mathematics and Next Generation Sunshine State Standards.

G2.B2.S1 Provide professional development through District offerings for teachers to familiarize with Common Core State Standards for infusion into instruction and student acclamation.

Action Step 1

Provide possible lists of training offered at District sites.

Resource Type

Technology

Resource

Online (Reflex Math) resource supplementing the Florida K-12 Core standards in mathematics.

Funding Source

PTO

Amount Needed

$2,945