Hagen Road Elementary School

2019-20 Schoolwide Improvement Plan

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Hagen Road Elementary School

10565 HAGEN RANCH RD, Boynton Beach, FL 33437

https://hres.palmbeachschools.org

Demographics

Principal: Bernadette Standish

Start Date for this Principal: 7/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (59%) 2016-17: B (59%) 2015-16: B (60%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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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	Job Duties and Responsibilities
Standish, Bernadette	Principal	Supervise origination and implementation of the SIP. This includes data analysis, gathering parent input, coordinating and monitoring schedules, overseeing instruction, and monitoring the effectiveness and completion of the strategies and action steps.
Lawrence, Celia	Assistant Principal	Assist in creation of the SIP and monitor the implementation of the plan. This includes attending PLC's, data analysis and data chats, classroom observations, and mid-year SIP review to determine progress towards goals.
Autero, Mia	Teacher, ESE	Assist in the implementation of the school improvement plan. Participate in grade level data chats with the ESE team to monitor IEP goal progress and data collection. Participate in the SBT meetings and overall process.
Zimmerman, Mandie	Teacher, K-12	Assist in the implementation and creation of the SIP. Assist in determining which professional development is needed to support instructional practices of teachers. Provides direct instruction to students identified as needing supplemental instruction.
Reid, Natasha	Teacher, K-12	Assist in the creation of the SIP and in the implementation of the plan. Participates in the SBT and CST process, determining professional development goals on PD Team and determining effective instructional practice during PLCs.
Fuller, Larissa	Teacher, K-12	Provides direct instruction to students identified as needing supplemental and/ or intensive instruction. Assists with monitoring effective practices, implementation of school improvement plan goals and participates in SBT process.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	132	120	116	110	109	112	0	0	0	0	0	0	0	699
Attendance below 90 percent	26	4	7	6	11	5	0	0	0	0	0	0	0	59
One or more suspensions	2	4	3	0	4	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	21	46	35	55	53	54	0	0	0	0	0	0	0	264
Level 1 on statewide assessment	0	0	0	41	28	27	0	0	0	0	0	0	0	96

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	5	7	23	27	27	0	0	0	0	0	0	0	99

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	1	0	11	6	7	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

43

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	7	8	30	23	43	0	0	0	0	0	0	0	114

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	7	8	30	23	43	0	0	0	0	0	0	0	114

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	67%	58%	57%	65%	53%	55%
ELA Learning Gains	61%	63%	58%	60%	59%	57%
ELA Lowest 25th Percentile	43%	56%	53%	43%	55%	52%
Math Achievement	76%	68%	63%	65%	62%	61%
Math Learning Gains	63%	68%	62%	68%	62%	61%
Math Lowest 25th Percentile	44%	59%	51%	55%	53%	51%
Science Achievement	54%	51%	53%	54%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	132 (0)	120 (0)	116 (0)	110 (0)	109 (0)	112 (0)	699 (0)
Attendance below 90 percent	26 (24)	4 (10)	7 (12)	6 (20)	11 (12)	5 (9)	59 (87)
One or more suspensions	2 (2)	4 (2)	3 (1)	0 (4)	4 (0)	1 (1)	14 (10)
Course failure in ELA or Math	21 (20)	46 (39)	35 (38)	55 (57)	53 (61)	54 (59)	264 (274)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	41 (31)	28 (20)	27 (35)	96 (86)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	54%	9%	58%	5%
	2018	56%	56%	0%	57%	-1%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	65%	62%	3%	58%	7%
	2018	65%	58%	7%	56%	9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		9%				
05	2019	67%	59%	8%	56%	11%
	2018	59%	59%	0%	55%	4%
Same Grade Comparison		8%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	65%	10%	62%	13%
	2018	69%	63%	6%	62%	7%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	69%	67%	2%	64%	5%
	2018	72%	63%	9%	62%	10%
Same Grade Comparison		-3%				
Cohort Comparison		0%				
05	2019	76%	65%	11%	60%	16%
	2018	60%	66%	-6%	61%	-1%
Same Grade Comparison		16%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	51%	0%	53%	-2%
	2018	59%	56%	3%	55%	4%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	37	31	49	43	32	24				
ELL	48	56	60	74	72	60	50				
ASN	87			93							
BLK	55	56	42	56	52	39	33				
HSP	65	61	52	80	74	56	54				
WHT	73	66		83	55		68				
FRL	60	56	42	69	59	41	42				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the subgroup data across the board our SWD is below 41% and L25% of students had a 23% drop in ELA performance. The contributing factors were lack of human resources. An ELL and .5 ESE position was gained through the 11th day count and the hiring process was delayed. Historically, this subgroup has under-performed; teacher professional development and awareness of this subgroup is lacking.

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

The greatest decline from the prior year was with the L25% of students. Teachers were not aware of which students were in this subgroup and interventions lacked.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that displayed the greatest gap when compared to the state average was science. The district adopted a new science series that varied greatly from previous adoptions. Materials and resources were delivered late and teacher professional development in using/ navigating resources lacked greatly.

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

The data component that showed the most improvement was 5th grade math. Students were taught in small, differentiated groups. ESE and ELL support was provided with fidelity. Additionally, two classes looped with their teacher/class which allowed instruction to begin from day one as procedures, routines, and relationships were already established.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the EWS data from Part I, two areas of concern exist. The number of students in primary grades with a failure in ELA. This means students do not have a solid foundation in reading before entering third grade and facing the state assessment. Also, the count of students with less than 90% attendance.

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

1.Identify L25% of students
2.Increase the performance of L25% of students
3. Provide resources for L25% of students
4. Monitor/increase attendance
5. Maintain or increase achievement levels in all other subgroups and subjects

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase on grade level reading proficiency in Grade 3 by 14 percentage points, 61% to 75%.
Rationale	Our District's Strategic Plan has a long term outcome of increasing on-grade level reading by Grade 3 to 75% by the year 2021. We need to increase this level in order to meet the District's long term outcome. Research shows that when students do not read on grade level by Grade 3 their high school graduation rate is impacted negatively.
State the measurable outcome the school plans to achieve	The intended outcome is that at least 75% of our Grade 3 students will meet proficiency standards and be on grade level by FY20.
Person responsible for monitoring outcome	Celia Lawrence (celia.lawrence@pbcharterschools.org)
Evidence-based Strategy	1. Principal and Assistant Principal will walk through classrooms on a regular basis and provide specific feedback to teachers to improve instruction. Teachers are monitored through informal walkthroughs and team lesson plans to ensure they are implementing what is being discussed at PLCs. 2. Primary teachers will utilize iReady and Fundations as core instructional resources to ensure students are decoding and comprehending grade level text.
Rationale for Evidence-based Strategy	1. Continuous classroom monitoring is a proven method that improves instruction and is a crucial step in the FCIM Model and PB Model of Instruction. 2. iReady and Fundations are research based resources that are aligned with ELA State Standards; they have proven to increase student performance. iReady creates unique learning paths for each student according to their deficiencies and Fundations offers support in phonics and phonological awareness that allows students to decode unfamiliar words.
Action Step	
Description	1. Educate parents (parent universities and conferences) regarding standards and goals for students in Grades K-3, so they can better support their children in reading. 2. Offer free small group instructed tutorial before and after school that will intentionally target striving learners in grades K-3. 3. Provide professional learning opportunities for teachers to create standards based and differentiated instruction. 4. Create a monitoring schedule for classroom walk throughs and a systemic way of communicating feedback for improvement for teachers 5. Offer PD and coaching support with Fundations and iReady for teachers
Person Responsible	Celia Lawrence (celia.lawrence@pbcharterschools.org)

#2	
Title	Increase overall SWD to 45% & Low 25 ELA increase to 75% proficiency
Rationale	The SWD and L25% of students have historically under-performed all other demographic subgroups at our school. By increasing the proficiency of our SWD and L25% in ELA, we can decrease the learning gap of minority students and achieve a school A rating.

State the measurable outcome the school plans to achieve	The measurable outcome our school plans to achieve is for our SWD increase to 45% ELA proficiency and L25% of students to increase ELA proficiency to 75%.
Person responsible for monitoring outcome	Celia Lawrence (celia.lawrence@pbcharterschools.org)
Evidence-based Strategy	1. Ensure all L25% of students are identified and receiving appropriate interventions (during the school day and after school tutorials for academic and/or social-emotional needs). 2. Create systemic procedures for monitoring L25% students' academic performance. 3. Implement a mentoring program so each L25% student has an adult that cares for them at school and serves as a personal educational liaison.
Rationale for Evidence-based Strategy	Research has shown that students who connect to a caring adult at school outperform students who don't have the same support. The mentoring program will ensure each L25% student is monitored by a staff member; additionally, they will be provided with opportunities to attend tutorials during convenient times and interventions of
Action Step	
Description	1. Identify L25% students and match each of them with a mentor. 2. Monitor L25% student performance in all assessments and social-emotional interactions 3. Create an ELA tutorial for L25% of students to attend 4. Monitor SWD progress in development of IEP goals and CST meetings 5. Create a SWD tutorial program to increase overall reading proficiency
Person Responsible	Celia Lawrence (celia.lawrence@pbcharterschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Students are immersed in rigorous tasks 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 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to: The History of the Holocaust, The History of Black and African Americans, The Contributions of Latino and Hispanics, The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History. Our school integrates Single School Culture by sharing our Hagen Expectations for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment to school board 2.09 and Florida State statue 1003.42, our school highlights multicultural diversity within the curriculum and

through our choice program. Our students participate in activities and studies including, but not limited to, art expos of different cultures. In music our students study the music of different eras and countries and in media, our library selection is filled with books related to the variety of cultures. The SwPBS team will maintain and plan for a positive and supportive climate and culture. This will support all school initiatives including those in the SIP. A positive school climate
contributes to the success of students and their relationships with their teachers.

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 Schoolwide Improvement Plan 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 in English and Spanish, texts, website calendars and posts,
teacher newsletters, PTA newsletters, Twittter, the marquee in front of the school.

During parent conferences, teachers collaborate and promote the positive interactions. Parents are kept in communication with specific student progress by use of: weekly agendas, progress reports, report cards, and educational family nights.

Additionally, at Hagen Road we soliciting feedback from parents through multiple surveys
such as SEQ. We also offer an Open House, curriculum night, and Meet the
Teacher event 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 were every parent is provided with strategies they can use at
home to help them support their children's academic performance.

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.

Hagen Road Elementary ensures that all students' social-emotional needs are being met by having a guidance fine arts on the wheel. Students receive lessons addressing self-esteem, bullying, problem-solving strategies and other facets that fall under the socio-emotional umbrella.
Additionally, a mentoring program is set up for L25% of students in order to provide them not only academic but social-emotional support.

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 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.

Additionally, we collaborate with feeder middle schools and host orientations on our campus to facilitate fifth grade students' transition to middle school. Our school counselor provides parents with guidance for selecting electives and core instructional classes. IEP transition meetings are held to ensure ESE students are set up for success in their transition to middle school.

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 & monitoring MTSS & SIP:
SBT, PLCs, Literacy, IReady, Performance Matters, EDW reports (behavior and academic), SIS, diagnostic, FSA, RRR, journals/portfolios, PBPAs, FSQ, USA, Formal & Informal assessments & Discipline Dashboard.
Classroom Observations: In alignment, to school board 2.09 and Florida State statue 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/Hispanics and women with in US History. We focus on the Holocaust studies and culminate it with a visit to the Holocaust Memorial Museum in Washington DC.
We share universal guidelines for success, follow behavioral matrix, teaching expected behaviors, communicating with parents, & monitoring SwPBS. Data is collected and information is interpreted/ monitored for improvement at faculty meetings, SAC meetings and during PTA. Action plans are updated during PLCs & Common Planning. We instill an appreciation for multicultural diversity through anitbullying campaigns, celebrations of various cultures, addressing issues through social/emotional learning & structured lessons. School staff ensures that students requiring additional remediation are assisted through differentiated instruction.
Title II: Services 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 & referrals to SDPBC & community resources.
Supplemental Academic Instruction funds used for one teacher to meet the needs of academically struggling students according to district/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.) Lastly, Hagen Road hosts a career week in which students are exposed to technical and professional careers. The link is made between attending college or a post high-school institution in order to increase college and career awareness.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase on grade level reading proficiency in Grade 3 by 14 percentage points, 61% to 75%.				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000		1421 - Hagen Road Elementary School	School Improvement Funds		$5,000.00
			Notes: Tutorials			
2	III.A.	Areas of Focus: Increase overall SWD to 45% & Low 25 ELA increase to 75% proficiency				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	1421 - Hagen Road Elementary School	School Improvement Funds		$2,000.00
			Notes: Take home books/supplies for L25% of students. Socials for students and mentors to build relationships			
					Total:	$7,000.00