

Hagen Road Elementary School



2014-15 School Improvement Plan

Hagen Road Elementary School

10565 HAGEN RANCH RD, Boynton Beach, FL 33437

www.edline.net/pages/hagen_road_elementary_school

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

61%

Alternative/ESE Center

No

Charter School

No

Minority

71%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 lifelong learning are valued and supported and all learners reach their highest potential and succeed in the global economy.

School Environment

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

The faculty and staff at Hagen Road Elementary school establishes a single school culture belief system which incorporates practices regarding positive academic, behavior and climate. Our school will infuse the content required by Florida Statue 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appreciate grade levels, including but not limited to the history of Holocaust, history of Africans and African Americans, Hispanic contributions, women's contributions and sacrifices of Veterans. In addition and more specifically, faculty members will be provided simple strategies for gaining information about students' cultures, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students, and schedule and plan school wide multicultural events (such as May Day, Cinco de Mayo, African American History month, Veteran's Day, Women's History Month and Holocaust Remembrance Day).

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

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

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

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

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

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

Early Warning Systems

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

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	10	11	11	9	3	56
One or more suspensions	0	4	1	2	3	0	10
Course failure in ELA or Math	26	37	25	28	35	36	187
Level 1 on statewide assessment	0	0	0	29	19	24	72

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	8	5	24	20	21	83

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

Intervention strategies employed by Hagen Road to improve the academic performance of students identified by the early warning system include a multi-disciplinary team to problem solve and create action plans to serve the identified students, and the use of Reading Plus, SAI, iii, Tutorials, LLI, Wilson, Lively Letters, Reflex Math, Touch Math and Foundations as academic interventions.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Hagen Road Elementary builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by working closely with intergovernmental, public and private agencies and organizations (including but not limited to the Girl Scouts, Boy Scouts, American Red Cross, Palm Beach County, City of Boynton Beach, Business Partnerships, Publix supermarket, Mathenasium, In the Pines, Huntington Learning Center, Caridad, Parent-Teacher Association).

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Hughes, Richard	Principal
Bence, Jennifer	Teacher, K-12
Berkowitz, Nicole	Teacher, ESE
Jacobs, Robyn	Teacher, K-12
Keene, Trudy	Instructional Coach
Nowak, Danielle	Teacher, K-12
Ortega, Joni	Teacher, K-12
Shaw, Tina	Teacher, ESE
Smith, Julia	Teacher, K-12

Duties

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

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

Select General Education Teachers: (Pre-K, Primary, intermediate and resource): 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.

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 data-based problem-solving processes for implementation 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

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 anti-bullying 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 I School Wide program to include support from Area 2 Support Team, curriculum support, literacy cohorts. Through Title 1 HRES implemented Leveled Learning Literacy (LLI), ESE pre-k programs, and the Second Grade Academy.

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Richard Hughes	Principal
Danielle Nowak	Teacher
Traci Oller	Parent
Nuria Spencer	Business/Community
Pat Torres	Business/Community
Jozelia Richardson	Teacher
Sasha Lejeune	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Hagen Road's School Advisory Council is involved with activities, as required by section 1001.452(2) .F.S and includes the evaluation of of last year's school improvement plan, development of the current school improvement plan and preparation of the school's annual budget and plan.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

No

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bence, Jennifer	Teacher, K-12
Winschell, Brittany	Teacher, K-12
Shaw, Tina	Teacher, K-12
Valbrun, Staci	Assistant Principal
Keene, Trudy	Instructional Coach
Dalton, Timothy	Teacher, K-12
regan, karen	Teacher, K-12
kaplan, erica	Teacher, K-12
richardson, jozelia	Teacher, K-12
gaydos, joanne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, and representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and my meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: Literacy Night, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

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

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

Hagen Road Elementary teacher participate in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

HRES has developed effective strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school. The school utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures, participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants.

Additionally, the school recruits highly qualified instructional personnel by means of strategic internet recruitment, office interviews, emphasis upon the dual language program, and recruitment events and monitors and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time. HRES retains teachers by providing mentors, professional development and special recognition.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Hagen Road Elementary school satisfies the requirements of 20 U.S.C. & 6314(b)(1) and uses data in defining needs and to differentiate instruction to meet the diverse needs of students. Instruction at Hagen Road Elementary is modified or supplemented to assist students having difficulty attain the proficient or advanced level on state assessments. More specifically, Hagen Road Elementary utilizes the Rti process, the use of tutorials, the use of intensive reading, and the use of small group instruction to assist students. In addition, the school ensures that every teacher contributes to literacy improvement of every student by holding meetings on a regular basis to make decisions about literacy instruction in the school and analyzing student data as compared to expectations found in the Language Arts Florida Standards (LAFS), utilizes a balanced literary approach that includes whole group, small group, and one-on-one instruction based on student needs, creating a schedule with an uninterrupted 90 minute reading block, providing instruction based on student needs, providing

instruction aligned with the Language Arts Florida Standards for their grade level, providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction), administering assessments which measure instructed standards, monitoring progress at the class and grade level during Learning Team Meetings, conducting data chats with students, creating units of study based on current data, choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry), students self-selecting texts based on RRR levels, students receiving push-in/pull out services for ESE/ELL, and providing LLI (Leveled Literacy Intervention) instruction. . .

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

Strategy: Summer Program

Minutes added to school year: 3,600

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

Strategy Rationale

Provides intervention for student remediation for promotion.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hughes, Richard, richard.hughes@palmbeachschools.org

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

Through diagnostic and FCAT data.

Student Transition and Readiness

PreK-12 Transition

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

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

At Hagen Road Elementary School, all incoming Prekindergarten Exceptional Education Students transition into school obtaining Sensory Screening through Child Find. In conjunction with an Initial Fundamental School Planning team, Initial Transitional Planning takes place. Audiological / Vision, evaluation of cognitive, educational development, medical evaluation, therapy notes and evaluation regarding OT, PT, Speech, Language, Social History, Behavioral Observations and Evaluations. An annual Kindergarten round-up is held to provide parents with and overview of the program and provide the keys success in Kindergarten. The transition to Kindergarten is also facilitated by the implementation of a staggered start during the first week of school and allowing parents to escort their child to class during the first few weeks of school. Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the FAIR will be used to assess basic academic skill

development and academic school readiness of incoming students. Students may also be assessed with the Bracken Basic Concept Scale-Revised (BBCS-R) to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment may also be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) may be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, incoming Kindergarten students may be assessed in the area of social/emotional development. The Ages and Stages Questionnaire may be completed by the parent/guardian of incoming Kindergarten Students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept and self-efficacy. Screening data will be collected and aggregated prior to September 30, 2014. 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. In Grade 5 students are provided with transitional activities correlated through area middle schools to aid in articulation into middle school.

College and Career Readiness

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 Monday the faculty and staff promote college awareness through college image promotion activities (such as college t-shirt days.)

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

Hagen Road Elementary participates in the school choice program and as a Spanish Dual Language Choice Program provides choice students with the capacity to read, write and speak fluent Spanish as certified by the Apprenda skills test. Satisfaction of this requirement prepares our Choice students with proficiency in Spanish as a second language as required to succeed in the global economy.

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

Hagen Road Elementary integrates career and technical education by providing students with basic manual typing skills through the "Type to Learn" skills-based program for students in grades four and five in our computer lab on a weekly basis. This intervention provides students with the technical skills which enhances fast, efficient and proficient keyboarding skills necessary to support as all learners reach their highest academic potential. In addition, our School-wide Guidance Program provides career awareness, goal setting opportunities and life-long skills required to succeed in the global economy.

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers, staff, and caretakers at Hagen Road Elementary will engage students in instruction that is rigorous, relevant and meets high expectations, then Hagen Road will reach the school's SMART Goals or targets.
- G2.** If teachers and staff at Hagen Road Elementary facilitate Reading and Writing across all content areas, then Hagen Road will reach the school's SMART goals or targets.
- G3.** If teachers and staff at Hagen Road Elementary participate in effective Common Planning and Collaboration then Hagen Road will reach the school's SMART Goals or targets.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers, staff, and caretakers at Hagen Road Elementary will engage students in instruction that is rigorous, relevant and meets high expectations, then Hagen Road will reach the school's SMART Goals or targets. 1a

 G041979

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	73.0
FAA Science Proficiency	69.0
FAA Writing Proficiency	85.0

Resources Available to Support the Goal 2

- Fountas and Pinnell Intermediate and Primary Prompting Guides, reading coach, iObservation tools

Targeted Barriers to Achieving the Goal 3

- Teachers, staff, students and caregivers lack a complete understanding of the components of rigorous and relevant instruction.

Plan to Monitor Progress Toward G1. 8

Teachers lack a complete understanding of the components of rigorous and relevant instruction.

Person Responsible

Staci Valbrun

Schedule

Monthly, from 10/27/2014 to 5/25/2015

Evidence of Completion

90 percent of the teachers will display teacher effectiveness as measured by iobservation (Domain 1/ elements 24-35,39-41) walkthroughs, informal and formal observations.

G2. If teachers and staff at Hagen Road Elementary facilitate Reading and Writing across all content areas, then Hagen Road will reach the school's SMART goals or targets. 1a

G041959

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
FAA Writing Proficiency	85.0

Resources Available to Support the Goal 2

- District professional development, Learning Village, Reading Coach, Learning Team Meetings
-

Targeted Barriers to Achieving the Goal 3

- Teachers have a difficult time providing effective differentiated small group instruction to low performing students

Plan to Monitor Progress Toward G2. 8

Teacher effectiveness will be displayed through the use of iobservation (in Domain 1/Elements 1-41) and/or data chats with teachers which incorporate critical and compelling data conversations (purposeful, topic consistent or inconsistent with other assessments, connected to the instructional strategies that were used, and identifying the next steps based upon data shared) and will display adherence to the time allotted for instruction as specified in the master schedule.

Person Responsible

Richard Hughes

Schedule

Every 6 Weeks, from 10/27/2014 to 5/25/2015

Evidence of Completion

Unless in an emergency situation, when observed, 100 percent of the teachers will display an adherence to the scheduled times found in the master schedule.

G3. If teachers and staff at Hagen Road Elementary participate in effective Common Planning and Collaboration then Hagen Road will reach the school's SMART Goals or targets. 1a

G041902

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0
ELA/Reading Lowest 25% Gains	86.0
FCAT 2.0 Science Proficiency	69.0
FAA Writing Proficiency	85.0

Resources Available to Support the Goal 2

- Team Leaders, District professional-development, Collaborative training through Safe Schools

Targeted Barriers to Achieving the Goal 3

- Lack of scheduling for Common Planning and Collaboration.

Plan to Monitor Progress Toward G3. 8

Collection of collaborating and common planning meeting minutes, agendas, artifacts

Person Responsible

Staci Valbrun

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

All team leaders with complete monthly common planning meeting agendas and minutes reflecting dialogue displaying demonstration of data reviews incorporating analysis interpretation, developed plans, the enhancement of teacher pedagogical skills (through reflection and professional growth) and program review to ensure that the practices and interventions are in place to help all students meet individual achievement goals as indicated by the data.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key

G1. If teachers, staff, and caretakers at Hagen Road Elementary will engage students in instruction that is rigorous, relevant and meets high expectations, then Hagen Road will reach the school's SMART Goals or targets. **1**

 **G041979**

G1.B1 Teachers, staff, students and caregivers lack a complete understanding of the components of rigorous and relevant instruction. **2**

 **B102142**

G1.B1.S1 The reading coach, effective teachers, and administration will provide professional development on rigor, relevance and higher order thinking across the content areas to teachers staff, students, and caretakers. **4**

 **S113335**

Strategy Rationale

Without a complete understanding of the components of rigorous and relevant instruction, teachers will be unable to provide complex tasks involving hypothesis generation and testing necessary for higher order instruction and learning.

Action Step 1 **5**

Provide professional development to teachers on rigor, relevance and higher order thinking

Person Responsible

Staci Valbrun

Schedule

Monthly, from 10/27/2014 to 5/25/2015

Evidence of Completion

PDD Agendas, LTM agendas, student samples, artifacts, Marzano Teacher Evaluation

Action Step 2 5

Provide bi-monthly parent trainings to educate parents on strategies with their students to increase student achievement through critical thinking and on-going communication with parents.

Person Responsible

Staci Valbrun

Schedule

Every 2 Months, from 10/6/2014 to 5/8/2015

Evidence of Completion

Sign-in sheets, agendas, parent evaluations, parent survey, SAC minutes, flyers, Edline, parent call outs

Action Step 3 5

Provide students with rigorous on-line programs to facilitate the use of higher order and critically thinking

Person Responsible

Danielle Nowak

Schedule

Daily, from 9/22/2014 to 5/8/2015

Evidence of Completion

online reports from Reading Plus and Reflex Math

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

Teachers lack a complete understanding of the components of rigorous and relevant instruction.

Person Responsible

Danielle Nowak

Schedule

Monthly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Teachers will be provided with monthly professional development training and guidance in Teaching and Learning, coaching, mentoring by the team leader, their peers and other professionals related to methods to increase instructional rigor and relevance.

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

Teachers lack a complete understanding of the components of rigorous and relevant instruction.

Person Responsible

Danielle Nowak

Schedule

Monthly, from 9/29/2014 to 5/25/2015


Evidence of Completion

Teachers will be provided monthly training and guidance in Teaching and Learning by Team Leaders, Peers, and other educational professionals relating to building capacity to increase instructional rigor and relevance.

G2. If teachers and staff at Hagen Road Elementary facilitate Reading and Writing across all content areas, then Hagen Road will reach the school's SMART goals or targets. 1

 G041959

G2.B1 Teachers have a difficult time providing effective differentiated small group instruction to low performing students 2

 B102078

G2.B1.S1 Provide resource teachers to assist the classroom teacher with targeted small group instruction to low performing students 4

 S113263

Strategy Rationale

Low performing students require more small group targeted instruction in order to close the achievement gap

Action Step 1 5

The opportunity to learn (protected instructional time).

Person Responsible

Richard Hughes

Schedule

Daily, from 10/27/2014 to 6/1/2015

Evidence of Completion

Evidence corresponding to the Teacher Evaluation Model Domain 1/ Elements 14-23.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Except in emergency instances, all daily instructional blocks will incorporate a minimum of 90 minutes for language arts blocks and 60 minutes and will be uninterrupted.

Person Responsible

Richard Hughes

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Walkthroughs, informal and formal observations and reviews of lesson plans all correlating to the master schedule will display that (except in emergency instances) all teachers will provide uninterrupted daily instruction 100 percent of the time.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Uninterrupted instructional times for language arts and mathematics.

Person Responsible

Richard Hughes

Schedule

Monthly, from 10/27/2014 to 6/1/2015


Evidence of Completion

Time adherence and teacher effectiveness displayed through the use of iobservation (in Domain 1) and monitoring of the daily schedule through observations.

G3. If teachers and staff at Hagen Road Elementary participate in effective Common Planning and Collaboration then Hagen Road will reach the school's SMART Goals or targets. 1

 G041902

G3.B1 Lack of scheduling for Common Planning and Collaboration. 2

 B101895

G3.B1.S1 Establish and implement regular Common Planning throughout grade levels and across grade levels. 4

 S113085

Strategy Rationale

Provides teachers with opportunities to observe and discuss effective teaching.

Action Step 1 5

Common Planning and Collaborations meetings

Person Responsible

Staci Valbrun

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Documented common planning minutes, agendas, artifacts, data chats, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monthly evidence of Common Planning throughout and across grade levels.

Person Responsible

Staci Valbrun

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Common planning meeting minutes will be turned Monthly and report participants, minutes reflecting discussion of effective teaching techniques, data integration, and conversations around the instructional model to reinforce expectations for effective instruction.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Evidence of the effectiveness of Common Planning throughout grade levels and across grade levels.

Person Responsible

Staci Valbrun

Schedule

Semiannually, from 11/3/2014 to 6/1/2015

Evidence of Completion

Seventy-five percent of the teachers will display effective lesson plan formation and documented usage as displayed by semiannual lesson plan reviews and seminannual observations as verified by an achievement of the rating of "Applying" or greater relating to iobservation Domain 2 and 3, Elements 42-51.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Common Planning and Collaborations meetings	Valbrun, Staci	8/18/2014	Documented common planning minutes, agendas, artifacts, data chats, lesson plans	6/5/2015 monthly
G2.B1.S1.A1	The opportunity to learn (protected instructional time).	Hughes, Richard	10/27/2014	Evidence corresponding to the Teacher Evaluation Model Domain 1/ Elements 14-23.	6/1/2015 daily
G1.B1.S1.A1	Provide professional development to teachers on rigor, relevance and higher order thinking	Valbrun, Staci	10/27/2014	PDD Agendas, LTM agendas, student samples, artifacts, Marzano Teacher Evaluation	5/25/2015 monthly
G1.B1.S1.A2	Provide bi-monthly parent trainings to educate parents on strategies with their students to increase student achievement through critical thinking and on-going communication with parents.	Valbrun, Staci	10/6/2014	Sign-in sheets, agendas, parent evaluations, parent survey, SAC minutes, flyers, Edline, parent call outs	5/8/2015 every-2-months
G1.B1.S1.A3	Provide students with rigorous on-line programs to facilitate the use of higher order and critically thinking	Nowak, Danielle	9/22/2014	online reports from Reading Plus and Reflex Math	5/8/2015 daily
G1.MA1	Teachers lack a complete understanding of the components of rigorous and relevant instruction.	Valbrun, Staci	10/27/2014	90 percent of the teachers will display teacher effectiveness as measured by iobservation (Domain 1/ elements 24-35,39-41) walkthroughs, informal and formal observations.	5/25/2015 monthly
G1.B1.S1.MA1	Teachers lack a complete understanding of the components of rigorous and relevant instruction.	Nowak, Danielle	9/29/2014	Teachers will be provided monthly training and guidance in Teaching and Learning by Team Leaders, Peers, and other educational professionals relating to building capacity to increase instructional rigor and relevance.	5/25/2015 monthly
G1.B1.S1.MA1	Teachers lack a complete understanding of the components of rigorous and relevant instruction.	Nowak, Danielle	9/29/2014	Teachers will be provided with monthly professional development training and guidance in Teaching and Learning,	5/25/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				coaching, mentoring by the team leader, their peers and other professionals related to methods to increase instructional rigor and relevance.	
G2.MA1	Teacher effectiveness will be displayed through the use of iobservation (in Domain 1/Elements 1-41) and/or data chats with teachers which incorporate critical and compelling data conversations (purposeful, topic consistent or inconsistent with other assessments, connected to the instructional strategies that were used, and identifying the next steps based upon data shared) and will display adherence to the time allotted for instruction as specified in the master schedule.	Hughes, Richard	10/27/2014	Unless in an emergency situation, when observed, 100 percent of the teachers will display an adherence to the scheduled times found in the master schedule.	5/25/2015 every-6-weeks
G2.B1.S1.MA1	Uninterrupted instructional times for language arts and mathematics.	Hughes, Richard	10/27/2014	Time adherence and teacher effectiveness displayed through the use of iobservation (in Domain 1) and monitoring of the daily schedule through observations.	6/1/2015 monthly
G2.B1.S1.MA1	Except in emergency instances, all daily instructional blocks will incorporate a minimum of 90 minutes for language arts blocks and 60 minutes and will be uninterrupted.	Hughes, Richard	9/30/2014	Walkthroughs, informal and formal observations and reviews of lesson plans all correlating to the master schedule will display that (except in emergency instances) all teachers will provide uninterrupted daily instruction 100 percent of the time.	5/29/2015 monthly
G3.MA1	Collection of collaborating and common planning meeting minutes, agendas, artifacts	Valbrun, Staci	9/8/2014	All team leaders with complete monthly common planning meeting agendas and minutes reflecting dialogue displaying demonstration of data reviews incorporating analysis interpretation, developed plans, the enhancement of teacher pedagogical skills (through reflection and professional growth) and program review to ensure that the practices and interventions are in place to help all students meet individual achievement goals as indicated by the data.	5/29/2015 monthly
G3.B1.S1.MA1	Evidence of the effectiveness of Common Planning throughout grade levels and across grade levels.	Valbrun, Staci	11/3/2014	Seventy-five percent of the teachers will display effective lesson plan formation and documented usage as displayed by semiannual lesson plan reviews and seminannual observations as verified by an achievement of the rating of "Applying" or greater relating to iobservation Domain 2 and 3, Elements 42-51.	6/1/2015 semiannually
G3.B1.S1.MA1	Monthly evidence of Common Planning throughout and across grade levels.	Valbrun, Staci	9/8/2014	Common planning meeting minutes will be turned Monthly and report participants, minutes reflecting discussion of effective teaching techniques, data integration, and conversations around the instructional model to reinforce expectations for effective instruction.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers, staff, and caretakers at Hagen Road Elementary will engage students in instruction that is rigorous, relevant and meets high expectations, then Hagen Road will reach the school's SMART Goals or targets.

G1.B1 Teachers, staff, students and caregivers lack a complete understanding of the components of rigorous and relevant instruction.

G1.B1.S1 The reading coach, effective teachers, and administration will provide professional development on rigor, relevance and higher order thinking across the content areas to teachers staff, students, and caretakers.

PD Opportunity 1

Provide professional development to teachers on rigor, relevance and higher order thinking

Facilitator

District Professional Developer(s), Reading Coach, Team Leaders, Team Members

Participants

Classroom Teachers

Schedule

Monthly, from 10/27/2014 to 5/25/2015

G3. If teachers and staff at Hagen Road Elementary participate in effective Common Planning and Collaboration then Hagen Road will reach the school's SMART Goals or targets.

G3.B1 Lack of scheduling for Common Planning and Collaboration.

G3.B1.S1 Establish and implement regular Common Planning throughout grade levels and across grade levels.

PD Opportunity 1

Common Planning and Collaborations meetings

Facilitator

SAFE Schools/Learning Team Facilitator Trainer

Participants

Leadership Team Members

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: If teachers, staff, and caretakers at Hagen Road Elementary will engage students in instruction that is rigorous, relevant and meets high expectations, then Hagen Road will reach the school's SMART Goals or targets.	54,040
Goal 2: If teachers and staff at Hagen Road Elementary facilitate Reading and Writing across all content areas, then Hagen Road will reach the school's SMART goals or targets.	66,248
Goal 3: If teachers and staff at Hagen Road Elementary participate in effective Common Planning and Collaboration then Hagen Road will reach the school's SMART Goals or targets.	32,939
Grand Total	153,227

Goal 1: If teachers, staff, and caretakers at Hagen Road Elementary will engage students in instruction that is rigorous, relevant and meets high expectations, then Hagen Road will reach the school's SMART Goals or targets.		
Description	Source	Total
B1.S1.A1 - Parent Night	Title I Part A	2,502
B1.S1.A1 - Reading Coach (.5)	Title I Part A	32,939
B1.S1.A1 - Reading Plus	Title I Part A	3,000
B1.S1.A1 - Reflex Math	Title I Part A	2,400
B1.S1.A2 - Paper and ink for parent communication, parent training materials, literacy books, refreshments, chart paper, general office supplies, laminating film.	Title I Part A	2,502
B1.S1.A3 - Reflex Math and Reading Plus on-line subscriptions	Title I Part A	10,697
Total Goal 1		54,040

Goal 2: If teachers and staff at Hagen Road Elementary facilitate Reading and Writing across all content areas, then Hagen Road will reach the school's SMART goals or targets.		
Description	Source	Total
B1.S1.A1 - Classroom resource teacher	Title I Part A	65,878
B1.S1.A1 - Paper, ink, chart paper, etc. for classroom use	Title I Part A	370
Total Goal 2		66,248

Goal 3: If teachers and staff at Hagen Road Elementary participate in effective Common Planning and Collaboration then Hagen Road will reach the school's SMART Goals or targets.		
Description	Source	Total
B1.S1.A1 - Part-time Learning Team Facilitator	Title I Part A	32,939
Total Goal 3		32,939