
Title I Comprehensive Schoolwide Plan
HAGEN ROAD ELEMENTARY SCHOOL (1421)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Last school year, FY23 ELA FSA Data (3rd-5th Grade Proficiency) shows 61% proficiency. SWD Proficiency: 49%, ELL Proficiency: 27.5% FY24 PM 2 data shows that: 46% of students in grades 3-5 met ELA proficiency (Underperformance) 57% of students in grades K-2 met ELA proficiency FY24 PM 2 data shows that: Grades 3-5 SWD PM 2: 18% (Underperformance) Grades K-2 SDW PM 2: 50% Grades 3-5 ELL PM 2: 13% (Underperformance) Grades K-2 ELL PM 2: 52%

2. List the root causes for the needs assessment statements you prioritized.

-End of year skills not mastered prior to the start of a new school year resulting in reading deficiencies. -Paper Vs. Computer testing platform. There is a lack of consistency between the curriculum guidelines and state testing platforms. -Tier 3 Reading Intervention groups are currently too large and cannot adequately target all student deficiencies -Teachers need additional support in providing differentiated instruction/interventions for both ELL and SWD students -Best practices and engagement strategies are under-utilized across content areas -PBS Implementation is a work in progress. While systems are in place, teachers still find it difficult to award students using the school-based tools. -There is often a lack of parent/guardian support for homework, projects, and study guides. The parents wish to support their children, but do not have the tools to do so. -Academic/content specific vocabulary is not consistently or explicitly taught

3. Share possible solutions that address the root causes.

-Summer reading opportunities (access to authentic reading material and instructional materials) -School will provide additional authentic computer based testing practice opportunities. -School will provide additional training opportunities for intervention programs. Access to district approved materials for intervention groups. -For ELL Students- after school language enrichment opportunities & Provide opportunities for teachers to observe best practices for differentiated instruction in reading (reading coach will model, teachers will be provided time to observe peer teachers, District reading/SAI specialists will be invited to model) -Teachers will be invited to participate in a book study on the science of reading (text TBD). Additional PD on best practices to be offered -School will improve the use of technology in classroom instruction to provide more interactive student experiences & 2-way parent communication. -School will support teachers in incorporating strategies for ELL, ESE, and struggling students.

4. How will school strengthen the PFEP to support ELA?

- Communication

Hagen Road will offer continuous communication about school events, curriculum nights, tutorial opportunities in multiple languages. Meetings will have flexible options (in person/virtual).

- Parent Training

Hagen Road will offer Parent Night Events and Parent PDD opportunities to support ELA instruction. -Annual Parent University (iReady, FAST, Test Taking Tips, Parent Link, Parent Portal, Agenda) -Annual Literacy Night

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

- Prepare quality lessons that address Florida standards at the appropriate rigor and complexity outlined within the standards, - Create a climate in the classroom conducive for learning (PBIS initiatives) - Conduct Open House, Kindergarten Transition, and Curriculum Night with Pre K – 5 th grade parents to share curriculum, assessments, classroom procedures and expectations. - Keep the Hagen Road Website updated with current information and instructional resources (family friendly educational websites). - Explain curriculum and assessments, share and interpret performance results, and what the results mean in relation to where the student should be.

- Students

Students will... - Follow the Roadrunner Expectations: Responsible, Respectful, Safe Responsible– be on time, complete assignments, keep school neat and clean, follow directions Respectful – use appropriate language, raise a quiet hand, be kind. Take ownership – admit mistakes, apologize, use manners. Work hard, don't give up, be ready to learn Safe- follow adults' directions, keep hands and feet to myself, be where I belong, walk throughout the building. Always tell an adult if there's a problem. Stay in assigned areas

- Parents

Parents will... Commit to their student's education by: Attending family nights in order to learn more strategies to help my child learn at home and increase science, social studies, technology, reading and math skills. Check out the school website and social media posts. Review homework with their children (including encouraging independent reading). Review and sign agendas daily. Attend parent training. Ensure that children attend school every

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA), including professional development, scheduled PLCs, and district specialist support.

- **Accessibility**

Hagen Road plans to offer continuous communication for homeless/Migrant families (school guidance counselor outreach, school BHP outreach). Hagen road prioritizes physically accessible events (available handicap parking, accessible meeting spaces). Communication will be sent to families in multiple languages in accessible formats (emails, phone call outs, text, letter).

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Last school year, FY23 MATH FSA Data (3rd-5th Grade Proficiency) shows 49% proficiency. SWD Proficiency: 34%, ELL Proficiency: 55% FY24 PM 2 data shows that: 23% of students in grades 3-5 met Math proficiency (Underperformance) FY24 PM 2 Math data shows that: Grades 3-5 SWD PM 2: 6% (Underperformance) Grades K-2 SDW PM 2: 65% Grades 3-5 ELL PM 2: 15% (Underperformance) Grades K-2 ELL PM 2: 44% (Underperformance)

2. List the root causes for the needs assessment statements you prioritized.

- Teachers need additional support in providing differentiated small group instruction/interventions for both ELL and SWD students - Classroom math engagement strategies are under-utilized across content areas - PBS implementation lacks fidelity across all grade levels - Struggling students have difficulty mastering math facts (basic addition, subtraction, multiplication, division) - Parents/guardians are unsure of how to best support their child at home to improve/enrich math skills - Time for remediation and enrichment is limited (pacing, conflicting after school activities or care needs) - Academic/content specific vocabulary is not consistently or explicitly taught - Manipulatives not widely available for all students

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to observe best practices for differentiated instruction in math (math specialist will model, teachers will be provided time to observe peer teachers, District math specialists will be invited to collaborate, plan, and model) Teachers will be invited to participate in a book study on educational math strategies(text TBD) Improve the use of technology in classroom instruction to provide more authentic and interactive student experiences. Support teachers in developing understanding of standards and strategies for ensuring lessons are meeting the rigor of the standard and incorporate strategies for ELL, ESE, and struggling students. Before/After school math fluency camp (tutorial) opportunities School will provide organizational material for math manipulatives, and additional training on math incorporation of math manipulatives

4. How will school strengthen the PFEP to support Math?

- Communication

Hagen Road will offer continuous communication about school events, curriculum nights, tutorial opportunities in multiple languages. Meetings will have flexible options (in person/virtual). Use of school website, school marquee, and social media to advertise meetings and events.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Offer continuous communication about school events, curriculum nights, tutorial opportunities in multiple languages. Meetings will have flexible options (in person/virtual). - Literacy & Math Nights - Parent University (SIS gateway, testing platforms, iReady)

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

School will... -Prepare quality lessons that address Florida standards at the appropriate rigor and complexity outlined within the standards, -Create a climate in the classroom conducive for learning (PBiS initiatives) -Conduct Open House, Kindergarten Transition, and Curriculum Night with Pre K – 5 th grade parents to share curriculum, assessments, classroom procedures and expectations. -Keep the Hagen Road Website updated with current information and instructional resources (family friendly educational websites). -Explain curriculum and assessments, share and interpret performance results, and what the results mean in relation to where the student should be.

- Students

Students will... -Follow the Roadrunner Expectations: Responsible, Respectful, Safe Responsible– be on time, complete assignments, keep school neat and clean, follow directions Respectful – use appropriate language, raise a quiet hand, be kind. Take ownership – admit mistakes, apologize, use manners. Work hard, don't give up, be ready to learn Safe- follow adults' directions, keep hands and feet to myself, be where I belong, walk throughout the building. Always tell an adult if there's a problem. Stay in assigned areas

- Parents

Parents will... Commit to their student's education by: Attending family nights in order to learn more strategies to help my child learn at home and increase science, social studies, technology, reading and math skills. Check out the school website and social media posts. Review homework with their children (including encouraging independent reading). Review and sign agendas daily. Attend parent training. Ensure that children attend school every day. Ensure children get a full night of sleep and have a healthy breakfast at home or at school. Share positivity with Hagen Road Roadrunners.

- Staff Training

Hagen Road will offer PDD opportunities to support Math instruction. PDD offered on best practices for Delivery Quality Lessons Department of teaching and learning invited for PLCs and staff presentations Outside resources such as research based consulting companies Teachers to attend Math Conferences

- Accessibility

Hagen Road plans to offer continuous communication for homeless/Migrant families (school guidance counselor outreach, school BHP outreach). Hagen road prioritizes physically accessible events (available handicap parking, accessible meeting spaces). Communication will be sent to families in multiple languages in accessible formats (emails, phone call outs, text, letter).

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Last school year, FY23 SCIENCE FSA Data (3rd-5th Grade Proficiency) shows 49% proficiency. FY23 Science Diagnostic data shows that: 57% of students in grades 3-5 met SCIENCE proficiency

2. List the root causes for the needs assessment statements you prioritized.

Since Science is only tested in grade 5, there is not enough time scheduled in grades K-4 for Science instruction. Struggling readers find the text challenging, which limits Science comprehension. Academic/content specific vocabulary is not consistently or explicitly taught Teachers need additional support in providing differentiated instruction/interventions for both ELL and SWD students Students do not see themselves reflected in science based texts, materials, and activities Parents/guardians are unsure of how to best support their child at home to improve/enrich science skills Time for remediation and enrichment is limited (30 minute science blocks) Manipulatives not widely available for all students. Hands on Science opportunities not widely available for all students and teachers .

3. Share possible solutions that address the root causes.

School will work with staff to provide creative scheduling opportunities. Adding a Science/STEM class to the fine arts rotation. Provide students with more hands-on opportunities in the classroom (science experiments, science fair). Training for teaching domain specific vocabulary to struggling readers. Integration of Science text across curriculum. Provide opportunities for teachers to observe best practices for differentiated instruction in reading (reading coach will model, teachers will be provided time to observe peer teachers, District reading/SAI specialists will be invited to model) Improve the use of technology in classroom instruction to provide more interactive student experiences. Support teachers in developing understanding of standards and strategies for ensuring lessons are meeting the rigor of the standard and incorporate strategies for ELL, ESE, and struggling students. Provide opportunities for students to engage with hands-on science lessons and participate in district wide science fair, and science competitions.

4. How will school strengthen the PFEP to support Science?

• Communication

Hagen Road will offer continuous communication about school events, curriculum nights, tutorial opportunities in multiple languages. Meetings will have flexible options (in person/virtual). Use of social media (Twitter), school marquee, and school public calendar to notify staff & community about upcoming events and meetings.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) offer continuous communication about school events, curriculum nights, tutorial opportunities in multiple languages. Meetings will have flexible options (in person/virtual). Annual Parent University Annual Math & Science Nights

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

-Prepare quality lessons that address Florida standards at the appropriate rigor and complexity outlined within the standards, -Create a climate in the classroom conducive for learning (PBIS initiatives) -Conduct Open House, Kindergarten Transition, and Curriculum Night with Pre K – 5 th grade parents to share curriculum, assessments, classroom procedures and expectations. -Keep the Hagen Road Website updated with current information and instructional resources (family friendly educational websites). -Explain curriculum and assessments, share and interpret performance results, and what the results mean in relation to where the student should be.

- Students

Students will... -Follow the Roadrunner Expectations: Responsible, Respectful, Safe Responsible– be on time, complete assignments, keep school neat and clean, follow directions Respectful – use appropriate language, raise a quiet hand, be kind. Take ownership – admit mistakes, apologize, use manners. Work hard, don't give up, be ready to learn Safe- follow adults' directions, keep hands and feet to myself, be where I belong, walk throughout the building. Always tell an adult if there's a problem. Stay in assigned areas

- Parents

Parents will... Commit to their student's education by: Attending family nights in order to learn more strategies to help my child learn at home and increase science, social studies, technology, reading and math skills. Check out the school website and social media posts. Review homework with their children (including encouraging independent reading). Review and sign agendas daily. Attend parent training. Ensure that children attend school every day. Ensure children get a full night of sleep and have a healthy breakfast at home or at school. Share positivity with Hagen Road Roadrunners.

• Staff Training

Hagen Road will offer PDD opportunities to support Science instruction. PDD offered on best practices for Delivery Quality Lessons Department of teaching and learning invited for PLCs and staff presentations Outside resources such as research based consulting companies

• Accessibility

Hagen Road plans to offer continuous communication for homeless/Migrant families (school guidance counselor outreach, school BHP outreach). Hagen road prioritizes physically accessible events (available handicap parking, accessible meeting spaces). Communication will be sent to families in multiple languages in accessible formats (emails, phone call outs, text, letter).

Action Step: Classroom Instruction

Hagen Road will utilize two resource positions (k-5) - math/science- to provide push-in and pull-out small group instruction to struggling students identified in data collected SY24 PM3/Spring Star and SY24 Fall Star/PM Diagnostic data.

Budget Total: \$133,391.05

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA Tutorial Gr 3-5, Feb - May - Before/After School - Targeting students performing below level according to PM data	3	\$37.00	2	1	10	Certified	Original	\$2,220.00
	Science Tutorial, Gr 5 - Before/After School - Targeting students performing below level according to PM data	1	\$37.00	2	1	5	Certified	Original	\$370.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Math Tutorial Gr 3-5, Feb - May Before/After School - Targeting students performing below level according to PM data. Also targeting AMP students.	3	\$37.00	2	1	10	Certified	Original	\$2,220.00
Supplies									
	Item				Quantity	Rate	Supply Type	Type	Total
	Pens - 24 Pack				1	\$7.49	General Supplies	Original	\$7.49
	Pencils				2	\$34.99	General Supplies	Original	\$69.98
	Cases of Paper				10	\$44.61	General Supplies	Original	\$446.10
	Shipping				1	\$0.73	General Supplies	Original	\$0.73
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes				1	\$771.75	General Supplies	Original	\$771.75
Resource Teacher	Math/Science Resource Teacher will support grades 3-5 focusing on lower 25% and enrichment activities through teaching AMP classes.								
Resource Teacher	The Math/Reading Resource Teacher will provide intervention support in math/science for Tier 3 students in grades K-5.								

Action Step: Professional Development

Hagen Road will apply instructional materials purchased to increase the consistency and effectiveness of small-group instruction and hands-on materials during science lessons.

Budget Total: \$0.00

Acct Description	Description
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Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$3,980.45

Acct Description	Description									
Parent Support by School Staff	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Lead Teachers: Plan, Deliver, Train Parents - For all three PFEP Parent Trainings		3	\$25.00	3	3	3	Certified	Original	\$2,025.00
Supplies	Item				Quantity	Rate	Supply Type		Type	Total
	Parent Training: Scholastic Primary Home Pack Site Words				50	\$2.88	Program Supplies		Original	\$144.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Refreshments - 50 parents 3 trainings	150	\$3.00	Program Supplies	Original	\$450.00
	Chart Paper - pack of 6	1	\$103.99	General Supplies	Original	\$103.99
	Ink- Lexmark Printer	4	\$87.99	Technology	Original	\$351.96
	10 reams of colored paper	10	\$3.95	General Supplies	Original	\$39.50
	Kindergarten Round-up Materials	1	\$164.00	Program Supplies	Original	\$164.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Hagen Road Elementary is committed to empowering parents and families to support their children's academic development. By providing a world-class education with excellence and equity, we 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.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Dr.O'Mayra Cruz	Principal
Jessica Hoffman	Assistant Principal
Jennifer Harris	Math/Science Coach
Samantha Loyo	Reading Resource/ Instructional Coach
Terah Waterfield	STEM/ Instructional Leaders
Donna Goray	SAC Member/ Community Member
Raymond Thomas	Community Leader
Debi Mandala	PTA Liaison
Laura Conti	PTA Liaison
Jessica Jackson	3rd Grade Teacher/ Team Leader

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents are invited and encouraged to attend school sponsored meetings. These members were selected because they each play an important role in supporting our students at Hagen Road.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.
- Stakeholders will be involved in developing the SWP through SAC (3rd Wednesday of each month, 5:30pm), at monthly PTA meetings (3rd Wednesday of each month 7:00pm), Monthly School leadership meetings (1st Monday of each month), monthly Faculty meetings (2nd Monday of each month). In the spring, stakeholders (admin, leaders, teachers, SAC members, PTA, staff members, community members, parents) met to plan the SWP and make suggestions for the compact and PFEP.
4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.
- Stakeholders met at the Spring CNA Stakeholders meeting (Wednesday, February 21st, 2024 @5:30pm). The outcome was sharing the importance of family trainings and engagement nights for 2025 school year. Hosting homework labs, literacy night, and Math/STEM night. Staff professional development was also a priority. Importance of new support positions highlighted (Reading resource, math resource teacher). The Title I budget was submitted and approved. Compliance evidence was submitted to FSP.

Name	Title
Dr.O'Mayra Cruz	Principal
Jessica Hoffman	Assistant Principal
Jennifer Harris	Math/Science Resource
Samantha Loyo	SAC Chair
Terah Waterfield	Resource Teacher

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Each year, families are invited to attend the Title I Annual Meeting to learn about the school's Title I programs and requirements. Our meeting will be held on September 18, 2024 from 6:15pm to 7:15pm. A recorded version of the presentation will also be posted on our school website (<https://hres.palmbeachschools.org/>) for families to view at their convenience.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

We will notify parents, teachers, and the community of the annual meeting by: - Posting on the school's Master Calendar (for staff), and Public Calendar (public facing) - Paper Flyer Invitations - Parent Link Text Message - Parent Link eMail - School Marquee - Monthly Principal Update (monthly newsletter)

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

- Agenda printed (multiple languages) - School Parent Compact - Parent and Family Engagement Plan (PFEP Summary) - Title I Annual Meeting Powerpoint Presentation - Calendar of annual Title I Events (parent training dates, academic nights) - Title I meeting documentation

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Positive Behavior Intervention Support (PBIS) Classroom Management and Systems

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn how to implement research based PBS strategies into effective parent communication practices.

- What is the expected impact of this training on family engagement?

As a result of this training, families will have the opportunity to play a role in their child's positive behavior experience at Hagen Road Elementary. Teachers will learn how to effectively communicate with parents regarding both positive and challenging behaviors.

- What will teachers submit as evidence of implementation?

Teachers will submit a log of their weekly communications.

- Month of Training

August, 2024

- Responsible Person(s)

Jessica Hoffman, Michael Kanusky

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating Testing Procedures and Testing Results with Families

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn how to obtain, decipher, and communicate student Progress Monitoring testing results to individual families.

- What is the expected impact of this training on family engagement?

Staff training on communicating testing results with families can have a significant positive impact on family engagement in various ways: increased understanding of results and student data. When families understand their child's strengths and areas of concern, they can actively participate in developing appropriate interventions and support strategies.

- What will teachers submit as evidence of implementation?

Parent-teacher conference schedule and documentation of results sent to families.

- Month of Training

November, 2024

- Responsible Person(s)

Jessica Hoffman, Samantha Loyo

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Hagen Road Curriculum Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Curriculum Night will be implemented for parents so parents can learn strategies to help children at home; so that children can increase reading, mathematics, science and writing achievement.

- Describe the interactive hands-on component of the training.

Parents will interact with samples of grade level curriculum including student text, sample assessment questions, sample math manipulatives.

- What is the expected impact of this training on student achievement?

Parents will gain a better understanding of the curriculum, so they can better support the child in the home environment.

- Date of Training

Wednesday, September 11, 2024

- Responsible Person(s)

Jessica Hoffman

- Resources and Materials

- Powerpoint presentation of grade level curriculum overview - Sample student texts (ELA, Math, Science)

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Hagen Road Literacy Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

The purpose of this fun and interactive evening is to provide families with strategies and resources to assist children with reading and writing at home.

- Describe the interactive hands-on component of the training.

Students and families will rotate through literacy based activities to model how students interact with ELA on a daily basis. Examples of rotations include: - Sample Benchmark Reading lesson - Letter writing - Carpet time Read Alouds - Listening to stories to visualize - Cartoon creation

- What is the expected impact of this training on student achievement?

By participating in hands on ELA experiences, parents and families will gain the knowledge to support their children's reading assignments and growth at home.

- Date of Training

Friday, December 13th 5-7pm

- Responsible Person(s)

Jessica Hoffman, Terah Waterfield

- Resources and Materials

- Read aloud stories - Materials for letter writing - Cartoon template - Chromebooks and Google Slide Templates

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Understanding FAST Testing

- What specific strategy, skill or program will parents learn to implement with their children at home?

How to prepare for the annual state testing (grades K-5).

- Describe the interactive hands-on component of the training.

Parents will have the opportunity to review sample test items for ELA, math, and science.

- What is the expected impact of this training on student achievement?

Test scores will increase as a result of parent involvement.

- Date of Training

Wednesday, March 19th 5:30-6:30pm

- Responsible Person(s)

Jessica Hoffman, Samantha Loyo, Jennifer Harris, Ana Queen

- Resources and Materials

- FAST ELA Sample items (Grades 3-5) - FAST Math Sample Items (Grades 3-5) - FAST Writing Sample prompts (Grades 4-5) - Presentation

- Amount (e.g. \$10.00)

0

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney-Vento Program

- Describe how agency/organization supports families.

Students that qualify will be identified and provided necessary services in order to be successful in school. Resources will also be provided, possibly in the form of community agencies for families in need of wrap around services.

- Based on the description list the documentation you will provide to showcase this partnership.

Proof of communication (emails, logs) to district personnel.

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Literacy Coalition

- Describe how agency/organization supports families.

The Literacy Coalition works in partnership with the schools to provide free access to reading tutoring for students reading below grade level.

- Based on the description list the documentation you will provide to showcase this partnership.

Literacy Coalition tutor sign in sheets Schedule of tutors

- Frequency

Weekly (October-May)

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Publix

- Describe how agency/organization supports families.

Publix is a business partner of Hagen Road. In addition to allowing us to host family events at their location, they also provide donations that help support family events at school.

- Based on the description list the documentation you will provide to showcase this partnership.

Sign in sheet Pictures of donations at family events

- Frequency

As needed

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

The school will inform parents about opportunities to partake in Title I programs through the school website, texts, school-wide emails, agendas, newsletters, and the school marquee, and information about the annual meeting. If parents request a virtual meeting, we will provide that option. All emails and letters are sent home in three languages (English, Spanish, and Creole).

- List evidence that you will upload based on your description.

Parent Family Engagement Plan (in all three languages). School-Parent Compact (in all three languages), parent trainings, SAC minutes documenting Title I programming.

- Description

Hagen Road will inform parents about curriculum and proficiency levels through curriculum nights. Report cards and progress reports are sent home each trimester. All parents are encouraged to participate in at least one parent-teacher conference per school year.

- List evidence that you will upload based on your description.

- Curriculum Night presentations - Curriculum Night sign in sheets - Parent conference notes - Parent conference sign in sheets

- Description

Hagen Road will inform parents about curriculum, assessments, and student levels through SAC, parent conferences, progress reports, report cards, and FAST Testing nights.

- List evidence that you will upload based on your description.

Curriculum night presentations, FAST Testing presentations, email documentation from admin regarding dates to send home assessment results.

- Description

The school will inform parents about the opportunities to participate in decision-making through events such as- Meet the Teacher, Open House/ Curriculum Night, and SAC Meetings. Invitations to monthly SAC and PTA meetings highlight the opportunity for involvement in the decision making process.

- List evidence that you will upload based on your description.

Parent Link emails, Parent link texts, Public facing school calendar with posted event dates

- Description

Trainings and meeting dates will be offered at times that are convenient to families such as the evenings and afternoons. In addition, parent trainings and parent teacher conferences will have virtual attendance options.

- List evidence that you will upload based on your description.

Calendar invites, paper invites, Google meet attendance, school calendar

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

We encourage all families to attend meetings and events. School staff will provide supports needed for all families to be able to participate and be engaged in their child's education. We provide translated documents and interpreters (academic reports, flyers), childcare, accessible meeting space, and multiple meeting days and times. School CLFs will also attend meetings for translation purposes.

- List evidence that you will upload based on your description.

Translated compacts, PFEP summaries, academic reports, invitations, flyers, newsletters, letters, calendars, parent-teacher conference notes when translator attended, translated parent link messages, translated letters, agendas, flyers, CLF/sign language facilitator sign-in sheets.

- Description

Hagen Road is an ADA compliant building. There is availability of disabled parking, special seating during meetings as needed.

- List evidence that you will upload based on your description.

Sign-in sheets, notes when vision or hearing support was provided, sample of request to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas.

- Description

Hagen Road offers a welcome packet of information for new families, information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families

- List evidence that you will upload based on your description.

Parent Conference notes, school staff referrals to Migrant Department, meeting notes, flyer of services offered, translated letters, transportation logs, CLF/sign language facilitator timesheets.

- Description

For families experiencing homelessness Hagen Road offers a welcome packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, Student Housing Questionnaire and reaching out to District or other organizations for support.

- List evidence that you will upload based on your description.

Notes on services/support provided, copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, email seeking support for families, flyers, distribution logs for donated uniforms, school supplies, food and transportation logs.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

Annual May Day Celebration

- Brief Description

For the past 56 years, Hagen Road hosts an annual May Day, which is a cultural celebration of the season changing from Spring to Summer. All students grade PreK-5 participate in May Day. Families are invited to watch the school-wide performance. Special school district guests are also included in the celebration. Each class practices and performs a song and dance, and the day concludes with the traditional Maypole dancers.

2. Activity #2

- Name of Activity

Fine Arts Presents: Winterfest

- Brief Description

This annual event is hosted by the Hagen Road Fine Arts team. There are organized winter-themed stations, games, and interactive play. The night concludes with a performance by the Hagen Road Chorus.

3. Activity #3

- Name of Activity

Annual Pro-Kids Show

- Brief Description

The annual Pro-Kids show is a free event for all Hagen students and families. Hosted by the PTA, ProKids performs during the school day, and students are invited back for a free night event with their families. The show focuses on kindness and respect.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Hagen Road Elementary addresses building students' skills outside of the academic subject areas in a variety of ways. We create a Single School Culture of a positive school environment through the use of School Wide Positive Behavior Support Programs (PBIS). As a Project Connect school, we work with a PBIS Specialist to ensure school-wide behaviors and expectations are explicitly taught and rewarded. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly presentations through Guidance Classes. Our PBIS universal school guidelines and matrix is evident through specific practices and students learn to abide by the guidelines to be a Responsible, Respectful, and Safe student. As part of the Project Connect Grant, all teachers have access to SIS Behavior Points. To celebrate success, students receive Hero Points which can be redeemed for prizes funded through the grant. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. At Hagen, the BHP is responsible for Mentoring students and leading Social-Emotional Needs groups. The BHP can also assist with families seeking assistance for Mental Health Resources. In alignment, to school board 2.09 and Florida State statute 1003.42, our school highlights multicultural diversity within the curriculum and the arts. We also have parent/ family multicultural nights. Hagen Road is a Dual Language (English/Spanish) Choice program school. The Goal of the International Studies Choice Program is to create an environment that promotes equity and positive cross-cultural attitudes while students become bilingual and bi-literate. It provides students the opportunity to learn, speak, read and write in two languages. Proficiency in multiple languages will enhance our students' future employment opportunities in the global marketplace. Our Hagen Road PTA works closely with school administration, teachers/staff, and students to support school-wide initiatives that positively promote academic, physical, social and emotional growth for all students and teachers. The PTA provides resources needed to ensure a positive culture and a positive school environment is prioritized.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

The process used to identify students- At Hagen Road, all students receive instruction in the core content areas ELA, Math, Science, and Social Studies. Students are assessed through multiple means throughout the school year. The curriculum is guided by the Florida State BEST Standards. Each student must show grade-level appropriate mastery outlined by the scope of the standard. If a student is showing delays or deficiencies in meeting these standards, they are referred to the Hagen Road School-Based Team. Data sources include (but are not limited to): iReady Diagnostic testing, PM1,2 and 3, and Classroom FSQ/USA Unit assessments. How supports are determined- Tiered intervention supports are determined in grade-level team meetings hosted by Admin and Leadership. Using the school-district provided "Intervention Handbook," each grade level identifies students in need by following the flowcharts provided. Based on specific individual needs, different intervention groups are formed. Students are monitored frequently by the use of FSQ and USAs, iReady Data, What tiered instruction looks like: Tier 1 Implementation: All students at Hagen Road receive Tier 1 instruction. This includes: ELA/Social Studies: Our district provided curriculum is Benchmark Florida. Teachers follow District scope and sequence to deliver standards based instruction to the whole class. Differentiated instruction occurs in small group rotation using Benchmark, iReady, and supplemental materials. Math: Our district provided curriculum is Envision BEST Math Florida. Teachers follow District scope and sequence to deliver standards based instruction to the whole class. Differentiated instruction occurs in small group rotation using Envision, iReady Math, and supplemental materials. Science: Our district provided curriculum is STEMscopes. Teachers follow District scope and sequence to deliver standards based instruction to the whole class. Differentiated instruction occurs in small group rotation. All students participate in the School-Wide Science Fair. SLL: Skills for Life and Learning instruction occurs daily during scheduled Morning Meeting time. Tier 2 Implementation: Tier 2 students receive supplemental targeted small group instruction for an additional 30 minutes outside of the regular ELA block. Hagen Road uses District Approved Tier 2 intervention programs such as SPIRE and Wilson Reading for our targeted tier 2 students. Tier 2 intervention teachers are Reading Certified and certified trained in their subject areas. Tier 3 Implementation: Tier 3 students are determined to have a substantial reading deficiency if they are below the 10% percentile in their grade level. In addition to Tier 2 intervention. Students are provided intensive and explicit instruction that meets his or her specific needs. Parents are notified via the Reading Deficiency Letter

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Hagen Road uses data to drive instruction. This occurs in all content areas (Reading, Math, Science and Social Studies). In addition to core content, Hagen Road offers an enriching Fine Arts program that all students in grades Kindergarten through 5th grade participate in daily. The classes are as follows: Media Center- Students integrate learning about reading interest and student choice to check out a variety of books, center rotations to help strengthen social skills, students learn about safe use of technology, and conduct research projects based on personal interests. Physical Education (PE)- Students practice hand-eye coordination, teamwork, sportsmanship, following routines and procedures while integrating STEM practices in sports! Guidance- Here at the Hagen Road Elementary School our guidance program supports Social Emotional Learning and ways to instill optimal and positive energy in our student's lives at schools and at home. Utilizing our Second Step Curriculum, students engage in collaborative learning to identify and cope with managing emotions, establishing positive and healthy relationships, and using effective communication skills in their everyday lives Art- K-5 students follow a standards-based curriculum encouraging them to experiment, collaborate, examine, critique, and create through various lenses of visual art. Using relevant and current sources of inspiration, students create connections between their creative thinking, and other subject areas. STEM Lab- All students come on a rotating basis during the science block to enjoy this unique hands-on creative experience. Hagen Road offers a variety of afterschool activities to allow students to continue their learning. We host a 12 week tutorial program for students grades 2-5. After school clubs include karate, art, drama, cheer, dance, and tennis. Our award winning Hagen Road after school program allows students the opportunity to receive homework help, as well as interact with a variety of fun-planned activities. Students are encouraged to explore nature, science, math, and art through hands-on activities.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

To expose students to college awareness, we focus on standards-based instruction to increase learning gains in school-wide ELA and Math. In order to increase student achievement and ensure alignment to the District's Strategic Plan, Our instructional priority is to deliver content, concept, or skill that is aligned to the BEST standards and intended learning. 3rd, 4th, and 5th grade students have the opportunity to participate in AMP (Advanced Math Placement) coursework. This allows students to be open to advanced coursework offered in the future at their respective middle school and high schools. Hagen Road is home to the Dual Language Choice Program. Students who participate in the Dual Language program practice becoming bi-literate students, speaking two languages by the time they graduate 5th grade.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

As an early intervention to increase student readiness to enter kindergarten, Hagen Road offers both a Voluntary Prekindergarten (VPK) Program and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education, and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. Marketing efforts are supported by the school district's Transition to Kindergarten launch. We host two Kindergarten Round Ups starting as early as March of the prior school year to invite community families with incoming Kindergarteners to tour the school, meet the teachers, view sample curriculum, and hear about our programs. At the start of the new school year (in August), we host a New to Hagen Family orientation, where administrators present about school-wide policies and procedures. Hagen Road hosts our annual "Meet the Teacher" event which is an important occasion designed to facilitate communication and build a positive relationship between teachers, students, and their families at the beginning of the school year. We welcome parents to experience our welcoming atmosphere, visit the classrooms, meet with the teachers, and ask questions regarding school policies and procedures.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers, tutors, instructional coaches, resource teachers, and Administration have several opportunities to improve the delivery of instruction and the use of data to support instructional decisions. Professional Development Workshops hosted by the content area specialists. Hagen Road teachers participate in ELA, Math and Science Unit cohort training sessions. ESP New Teacher program allows for New Teachers to strengthen their understanding of the Palm Beach County Model of Instruction through monthly PD sessions. Data analysis training occurs monthly with support from our Regional Office "Data Digs." Educational Technology Professional development allows teachers to work with iReady Professionals to strengthen their understanding of Reading and Math diagnostic results and student personal tracks. As part of the Project Connect grant, Hagen Road's PBiS specialist works closely with the school to deliver quarterly professional development in the areas of SLL, Calm Corners, and using PBS Practices to Improve Instruction.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Recruiting and retaining effective teachers, especially in high-need subjects, is essential for maintaining a high-quality education system. Hagen Road utilizes several strategies to recruit and retain teachers. Outreach and Networking is vital to the recruitment process. Each year, we attend multiple events, specifically, District Hosted job fairs, District Level Conferences (Dual Language and Choice Program conferences), and events related to high-need subjects to connect with potential candidates (Annual Leadership Summit). Our Hagen Road ESP (Educator Support Program) supports teachers new to the profession by providing mentorship, guidance, and professional development in their content areas. Hagen Road promotes a positive school culture that focuses on Adult SLL and weekly Adult Check-ins to gauge emotional well being of our staff members. Staff members are encouraged to bring their children to Hagen Road to attend our school. We have many teachers who are also parents to our Roadrunner students. Flexible teaching models and departmentalized options appeal to those who wish to specialize in one content area while partnering with another teacher. Administration attends annual District Hosted Recruitment and Retention seminar to review annual SEQ (School effectiveness questionnaire) data and hear from Keynote speakers regarding the topic of recruitment and retention.