

Orange County Public Schools

# Hungerford Elementary



## 2019-20 School Improvement Plan

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# Hungerford Elementary

230 S COLLEGE AVE, Eatonville, FL 32751

<https://hungerfordes.ocps.net/>

## Demographics

**Principal: Letecia Foster**

Start Date for this Principal: 7/20/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students <b>Students With Disabilities</b>
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: D 2013-14: F
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Orange County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community

#### **Provide the school's vision statement**

To be the top producer of successful students in the nation

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Harris, Letecia	Principal	<p>Develops, implements, and evaluates the programs within the school; provides a common vision for the use of data-based decision-making; ensures implementation of all core program; ensures that the school-based team is implementing MTSS; evaluates existing programs and practices; initiates continued improvement in curriculum and teaching methods; conducts assessment of MTSS skills of school staff; ensures adequate professional development to support MTSS implementation; communicates with parents regarding school-based MTSS plans and activities; observes teachers and provides immediate feedback to improve instruction.</p>
Jones, Sheila	Instructional Coach	<p>On-site professional developers who teach educators how to use proven instructional methods to provide quality instruction. Coaches meet with teachers individually during a planning period or after school to identify specific students' needs and to discuss possible research-validated interventions that might help the teacher address those needs. In order to make it as easy as possible for a teacher to successfully use a new instructional method, coaches alleviate the burden on teachers as much as possible by preparing all handouts, assessments, overheads, and other materials that the teacher needs. They also demonstrate how the new instructional methods or intervention should be taught. In some cases, they provide checklists, reflection forms, or other observation tools.</p>
Brown, Miranda	Instructional Coach	<p>On-site professional developers who teach educators how to use proven instructional methods to provide quality instruction. Coaches meet with teachers individually during a planning period or after school to identify specific students' needs and to discuss possible research-validated interventions that might help the teacher address those needs. In order to make it as easy as possible for a teacher to successfully use a new instructional method, coaches alleviate the burden on teachers as much as possible by preparing all handouts, assessments, overheads, and other materials that the teacher needs. They also demonstrate how the new instructional methods or intervention should be taught. In some cases, they provide checklists, reflection forms, or other observation tools.</p>
Dickerson, Courtney	Administrative Support	<p>Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers through such activities as co-teaching.</p>
Moore-Gordon, Jawanna	Instructional Coach	<p>On-site professional developers who teach educators how to use proven instructional methods to provide quality instruction. Coaches meet with teachers individually during a</p>

Name	Title	Job Duties and Responsibilities
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planning period or after school to identify specific students' needs and to discuss possible research-validated interventions that might help the teacher address those needs. In order to make it as easy as possible for a teacher to successfully use a new instructional method, coaches alleviate the burden on teachers as much as possible by preparing all handouts, assessments, overheads, and other materials that the teacher needs. They also demonstrate how the new instructional methods or intervention should be taught. In some cases, they provide checklists, reflection forms, or other observation tools.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	51	43	31	57	43	46	0	0	0	0	0	0	0	271
Attendance below 90 percent	4	9	1	2	6	3	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	10	0	9	10	0	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	7	18	17	0	0	0	0	0	0	0	42

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	5	1	6	9	3	0	0	0	0	0	0	0	25

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

**Date this data was collected or last updated**

Saturday 7/20/2019

#### Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	7	9	8	8	9	4	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	24	17	19	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	24	15	18	0	0	0	0	0	0	0	57

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	1	11	17	6	0	0	0	0	0	0	0	37

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	7	9	8	8	9	4	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	24	17	19	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	24	15	18	0	0	0	0	0	0	0	57

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	1	11	17	6	0	0	0	0	0	0	0	37

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	57%	57%	39%	56%	56%
ELA Learning Gains	54%	58%	58%	57%	55%	55%
ELA Lowest 25th Percentile	68%	52%	53%	45%	48%	48%
Math Achievement	47%	63%	63%	52%	63%	62%
Math Learning Gains	34%	61%	62%	45%	57%	59%
Math Lowest 25th Percentile	32%	48%	51%	30%	46%	47%
Science Achievement	28%	56%	53%	46%	55%	55%



### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	51 (0)	43 (0)	31 (0)	57 (0)	43 (0)	46 (0)	271 (0)
Attendance below 90 percent	4 (7)	9 (9)	1 (8)	2 (8)	6 (9)	3 (4)	25 (45)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	1 (0)	10 (0)	0 (0)	9 (24)	10 (17)	0 (19)	30 (60)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (24)	18 (15)	17 (18)	42 (57)

#### Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	55%	-12%	58%	-15%
	2018	29%	55%	-26%	57%	-28%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	36%	57%	-21%	58%	-22%
	2018	52%	54%	-2%	56%	-4%
Same Grade Comparison		-16%				
Cohort Comparison		7%				
05	2019	41%	54%	-13%	56%	-15%
	2018	28%	55%	-27%	55%	-27%
Same Grade Comparison		13%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	62%	8%	62%	8%
	2018	41%	61%	-20%	62%	-21%
Same Grade Comparison		29%				
Cohort Comparison						
04	2019	21%	63%	-42%	64%	-43%
	2018	51%	62%	-11%	62%	-11%
Same Grade Comparison		-30%				
Cohort Comparison		-20%				
05	2019	46%	57%	-11%	60%	-14%
	2018	49%	59%	-10%	61%	-12%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	54%	-23%	53%	-22%
	2018	42%	53%	-11%	55%	-13%
Same Grade Comparison		-11%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	31		27	33						
BLK	39	55	68	47	35	31	27				
HSP	55			55							
FRL	38	56	74	46	32	33	29				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	45		13	33						
BLK	39	55	44	51	45	24	38				
HSP	38	60		56	36						
FRL	40	55	45	52	43	30	44				

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	7
Percent Tested	97%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

Hungerford's students performed the lowest in Math learning gains. Our learning gains percentage is 34%. Last year it was 45%. Our learning gains decreased by 11%. This continues to be an area of need. We will continue to provide support, resources and professional development opportunities to our teachers in order to best equip them with the content knowledge and instructional strategies that align to the rigor of the standards.

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

Hungerford's Science achievement showed the greatest decline, decreasing from from 46% to 28%. We will continue to provide support, resources and professional development opportunities to our teachers in order to best equip them with the content knowledge and instructional strategies that align to the rigor of the standards. We are also working to increase opportunities for teachers and leadership to collaborate and plan engaging, standards-based lessons.

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

Hungerford's reading proficiency score was 41% compared to the state's average at 56%. This was Hungerford's biggest gap compared to the state average.

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

Hungerford's ELA lowest 25% learning gains increased from 45% to 68%. Coaches met with teachers individually during a planning period or after school to identify specific students' needs and to discuss possible research-validated interventions that might help the teacher address those needs in order to make it as easy as possible for a teachers

successfully used closed reading instructional method to deliver instruction as well as small group instruction.

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

Hungerford's area of concern is Math. Hungerford's students performed the lowest in Math learning gains. Our learning gains percentage is 34%. Last year it was 45%. Our learning gains decreased by 11%. This continues to be an area of need.

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

1. Hungerford Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.
2. Hungerford Elementary School will increase ELA and Mathematics learning gains in the top 25%.
3. Hungerford Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Hungerford Elementary School will increase ELA and Mathematics learning gains in the top 25%
<b>Rationale</b>	Teachers need to learn how to analyze data to provide effective prescriptive enrichment activities and differentiated instruction, which will ultimately impact on student achievement.
<b>State the measureable outcome the school plans to achieve</b>	Hungerford Elementary School will increase ELA and Mathematics learning gains in the top 25% by twenty percent.
<b>Person responsible for monitoring outcome</b>	Jawanna Moore-Gordon (jawanna.moore-gordon@ocps.net)
<b>Evidence-based Strategy</b>	Teachers will deliver lessons during whole group instruction. Afterwards, the students will be broken into small groups according to their area of concern (phonics, phonemic awareness, fluency, vocabulary, or comprehension, or math skills) for small group instruction using LAFS or MAFS (I-Ready resource.)
<b>Rationale for Evidence-based Strategy</b>	Our district piloted i-ready as one of the on-going assessment pieces to drive instruction. After analyzing the data, intervention resource material from the program is used to provide the necessary instruction that is needed to meet the needs of the struggling students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide professional development on data analysis to provide prescriptive enrichment activities and differentiated instruction.</li> <li>2. Principal and coaches will monitor teachers daily and provide additional support to ensure the transfer from professional development to effective differentiated instruction.</li> <li>3. Provide additional common planning days throughout the school year and summer.</li> <li>4. Provide professional development and planned team building activities to ensure teams work together to communicate effectively, have defined roles, work to meet the vision of the school, and collaborative to ensure a safe and supportive learning environment for all students.</li> <li>5. DPLC Participants will train classroom teachers how to differentiate instruction while using content specific complex text.</li> </ol>
<b>Person Responsible</b>	Letecia Harris (letecia.foster@ocps.net)

<b>#2</b>	
<b>Title</b>	Hungerford Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.
<b>Rationale</b>	Teachers need to learn how to analyze data to provide effective prescriptive enrichment activities and differentiated instruction, which will ultimately impact on student achievement.
<b>State the measureable outcome the school plans to achieve</b>	Hungerford Elementary School will increase ELA and Mathematics learning gains in the lowest 25% by twenty percent.
<b>Person responsible for monitoring outcome</b>	Miranda Brown (miranda.brown@ocps.net)
<b>Evidence-based Strategy</b>	Teachers will deliver lessons during whole group instruction. Afterwards, the students will be broken into small groups according to their area of concern (phonics, phonemic awareness, fluency, vocabulary, or comprehension, or math skills) for small group instruction using LAFS or MAFS (I-Ready resource.)
<b>Rationale for Evidence-based Strategy</b>	Our district piloted i-ready as one of the on-going assessment pieces to drive instruction. After analyzing the data, intervention resource material from the program is used to provide the necessary instruction that is needed to meet the needs of the struggling students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide professional development on data analysis to provide prescriptive enrichment activities and differentiated instruction.</li> <li>2. Principal and coaches will monitor teachers daily and provide additional support to ensure the transfer from professional development to effective differentiated instruction.</li> <li>3. Provide additional common planning days throughout the school year and summer.</li> <li>4. Provide professional development and planned team building activities to ensure teams work together to communicate effectively, have defined roles, work to meet the vision of the school, and collaborative to ensure a safe and supportive learning environment for all students.</li> <li>5. DPLC Participants will train classroom teachers how to differentiate instruction while using content specific complex text.</li> </ol>
<b>Person Responsible</b>	Letecia Harris (letecia.foster@ocps.net)

<b>#3</b>	
<b>Title</b>	Hungerford Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups.
<b>Rationale</b>	Teachers need to learn how to analyze data to provide effective prescriptive enrichment activities and differentiated instruction, which will ultimately impact on student achievement.
<b>State the measureable outcome the school plans to achieve</b>	Hungerford Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups by 20%.
<b>Person responsible for monitoring outcome</b>	Letecia Harris (letecia.foster@ocps.net)
<b>Evidence-based Strategy</b>	Teachers will deliver lessons during whole group instruction. Afterwards, the students will be broken into small groups according to their area of concern (phonics, phonemic awareness, fluency, vocabulary, or comprehension, or math skills) for small group instruction using LAFS or MAFS (I-Ready resource.)
<b>Rationale for Evidence-based Strategy</b>	Our district piloted i-ready as one of the on-going assessment pieces to drive instruction. After analyzing the data, intervention resource material from the program is used to provide the necessary instruction that is needed to meet the needs of the struggling students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide professional development on data analysis to provide prescriptive enrichment activities and differentiated instruction.</li> <li>2. Principal and coaches will monitor teachers daily and provide additional support to ensure the transfer from professional development to effective differentiated instruction.</li> <li>3. Provide additional common planning days throughout the school year and summer.</li> <li>4. Provide professional development and planned team building activities to ensure teams work together to communicate effectively, have defined roles, work to meet the vision of the school, and collaborative to ensure a safe and supportive learning environment for all students.</li> <li>5. DPLC Participants will train classroom teachers how to differentiate instruction while using content specific complex text.</li> </ol>
<b>Person Responsible</b>	Miranda Brown (miranda.brown@ocps.net)

**Additional Schoolwide Improvement Priorities** (optional)

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

Another improvement priority is to ensure Hungerford is a culturally responsive school. In order to address this concern, we will provide opportunities for all employees to learn about



how race, gender and gender expression, ability, religion, social economic class, and different ways of learning affect the climate of the school. The remainder of the Schoolwide Improvement Priorities will be addressed using the same strategies as the other priorities.

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

Hungerford understands the importance of building and sustaining community partnerships that will share the responsibility for children's learning. The relationships are based on mutual respect and acknowledgment of the assets and expertise of each member. As an extension of this partnership, Hungerford emphasizes a broad base of community involvement. We utilize our Partners in Education coordinator to build and sustain effective supportive relationships. Local community partners have donated food, resources and time to assist with the social and instructional needs of our students. The school sustains the partnerships by developing and implementing strategies for promoting an effective school-family-community relationship.

Through title one funds, Hungerford has hired a Parent Engagement Liaison. The goal of the PEL is to establish and improve effective communication between home and school, improve parent and family outreach and coordinate training opportunities for parents and families of students in grades Pre-K through 12th that will positively impact student academic performance. This person will play a vital role in building and sustaining family and community engagement at Hungerford.

### **PFEP Link**

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

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

The Pre-K and Kindergarten programs offer the students a stimulating environment that provides a well-rounded academic curriculum before entering kindergarten. Parents and incoming pre-kindergartners are invited to attend "Meet the Teacher" before the first day of school. In addition, parents are encouraged to eat breakfast with their child and stay for a reading activity on the first day of school. This allows the students the chance to get used to the environment and lessen school anxiety before separating from their parents. The goal is to enhance cognitive, social, emotional, physical and intellectual development. The students are all screened with a developmental skills checklist. The checklist assesses motor skills, creative skills, language arts and mathematics skills. When students enter kindergarten they are screened with FLICKERS and interventions are implemented based on results.

The teachers prepare students academically by implementing organizational skills such as note-taking and various study skills. Fifth-grade students are given the opportunity to visit our zoned middle school for an orientation. This allows the students a chance to get acquainted with the new school. We encourage parents to get involved.

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

Title I, Title II, and Title III dollars are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III to ensure staff development needs are provided.

General Funds at Hungerford Elementary are used to build teacher capacity by providing funding for professional development and supplemental materials.

District support is provided through the ELL department to improve the education of immigrant and English Language Learners.

The District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds will be coordinated with Title I funds to provide after-school tutoring for Level 1 and Level 2 readers.

The school offers an anti-violence and anti-drug program to students that incorporate counseling.

Hungerford Elementary is a Provision 2 School; therefore, our cafeteria serves a well-balanced breakfast and lunch to all participating children at no charge for a period of 4 years.

The students at Hungerford Elementary have been provided the opportunity to participate in the Florida's Fresh Fruit and Vegetable Program. This program is free to all students at Hungerford Elementary. On Tuesdays, Thursdays, and Fridays, students receive a fresh fruit or vegetable.

Through title one funds, Hungerford has hired a Parent Engagement Liaison. The goal of the PEL is to establish and improve effective communication between home and school, improve parent and family outreach and coordinate training opportunities for parents and families of students in grades Pre-K through 12th that will positively impact student academic performance. This person will play a vital role in building and sustaining family and community engagement at Hungerford.

**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**

Hungerford uses many different strategies to bring awareness to college and career awareness. Our theme this year is "We are Super Heroes!" We will begin the school year by discussing the importance of college and careers. Every Friday, our staff wears their college paraphernalia. The classroom doors are adorned with college pennants. We promote digital curriculum through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH launch pad for interactive lessons and digital experiments to provide real-world experiences. During Teach-In, guest speakers are invited to speak to all students about their careers.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Hungerford uses many different strategies to bring awareness to college and career awareness. Hungerford Elementary began the school year by discussing the importance of college and careers. Our teachers and staff outcomes for career readiness are to understand the definition of career readiness and behaviors for student success and be able to articulate why the creation of a college and career ready culture should begin at the elementary level.

Along with teacher knowledge of career readiness, Hunger Elementary promotes the theme school-wide. Every Friday, our staff wear their college paraphernalia. The classroom doors are adorned with college pennants. Hungerford Elementary promotes digital curriculum through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH launch pad for interactive lessons and digital experiments to provide real-world experiences. During Teach-In, guest speakers are invited to speak to all students about their careers. Approximately fifty community volunteers come to read books, teach practical and personal skills such as managing money, and provide ideas for selecting careers.

### Part V: Budget

1	III.A	<b>Areas of Focus: Hungerford Elementary School will increase ELA and Mathematics learning gains in the top 25%</b>	<b>\$0.00</b>
2	III.A	<b>Areas of Focus: Hungerford Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.</b>	<b>\$0.00</b>
3	III.A	<b>Areas of Focus: Hungerford Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups.</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>