

The School District of Palm Beach County

# Hagen Road Elementary School



2015-16 School Improvement Plan

## Hagen Road Elementary School

10565 HAGEN RANCH RD, Boynton Beach, FL 33437

[www.edline.net/pages/hagen\\_road\\_elementary\\_school](http://www.edline.net/pages/hagen_road_elementary_school)

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	68%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Hagen Road Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

Hagen Road Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported and all learners reach their highest potential and succeed in the global economy.

#### School Environment

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

Academically, our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust- (Fifth grade Safety Patrol students visit the Holocaust Museum in Washington, D.C. in January), hosting a Holocaust survivor speaker
- History of Africans and African Americans
- Hispanic Contributions
- Dual Language K-5 hosts Hispanic Heritage celebration in which Hispanic cultures and traditions are celebrated and honored
- Women's Contributions
- Sacrifices of Veterans, Veteran visitor speaks to students in K-5
- National Holidays
- Art History (Students participate in the District's art fair)

In addition, teachers embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

Behaviorally, Hagen recognizes and promotes differences among all students. Hagen utilizes the school-wide positive behavior program to enhance the morale of the school. The school has a "RoadRunnerS" committee consisting of teachers, staff and PTA which contributes to the success of the

program. The RoadRunnerS committee provides updated information monthly at staff meetings. Data drives the updates of the committee and determines what areas need more consideration to develop the most positive environment.

Hagen strives to recognize the successes of all students and staff, promoting a positive climate. School-wide events engage all stakeholders include the SAC, the PTA and the aftercare program. The PTA is an extremely supportive organization that contributes to the positive climate of the school, while encouraging the community to participate in school events.

The school encourages the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.

Staff also attend District provided Professional Development on multicultural offerings; along with planning a May Day in May to be celebrated with students.



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

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

Administration provides professional development through the Marzano Domain 4 to improve collegiality promoting a positive environment. In addition there are pre and post conferences between the administration and the teachers to determine and provide the most productive and supportive process of instruction. Hagen Road provides guidance in small group settings, individual meetings based on needs for each student, as a class, as well as, to parents when necessary. The students participate in extra curricular activities which promote both academic and social growth. These activities are offered after school, through clubs and SACC.

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

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

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

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

### **Early Warning Systems**

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

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

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

teachers are made aware of the decisions rules and procedures for notification after students are identified as meeting one of the data decision rules.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	4	11	12	11	7	60
One or more suspensions	1	2	1	1	2	2	9
Course failure in ELA or Math	19	34	33	41	43	31	201
Level 1 on statewide assessment	0	0	0	29	19	24	72

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	3	5	9	6	5	35

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

Students are identified from the data collected from the EDW reports. This data then determines the students that would receive iii, SAI, tutorials, LLI, Foundations, Wilson and other services. Parents are notified and sign a Progress Monitoring Plan throughout this process. Students are then brought to the School Based Team to start the Response to Intervention Process. This occurs for all students in the school regardless of the amount of their early warning indicators. After going through the Tiers at each level, students may then be brought to the Child Study Team.

### Family and Community Involvement

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

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

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

#### Will the school use its PIP to satisfy this question?

No

#### PIP Link

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

#### Description

Hagen Road Elementary values the positive relationships that are being established between all stakeholders in the community. The school's mission and vision are shared throughout all school-wide events and are modeled throughout each day. Parents are kept informed through Parent Link call outs, teacher newsletters, PTA newsletters and Edline. During parent conferences, teachers collaborate and promote the positive interactions. Progress is shared through technology such as Mojo, texting, and email. Weekly agendas, progress reports and report cards inform the families of our students' progress.

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

Hagen Road Elementary builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by working closely with intergovernmental, public and private agencies and organizations (including but not limited to the Girl Scouts, Boy Scouts, American Red Cross, Palm Beach County, City of Boynton Beach, Business Partnerships, Publix supermarket, Mathenasium, In the Pines, Huntington Learning Center, Caridad, Parent-Teacher Association). The support of these local businesses are recruited and maintained by SAC and administration. They are an on-going support system by providing financial assistance with school programs that enhance the students academic curriculum, therefore improving student achievement.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Saltzman, Robyn	Principal
Keene, Trudy	Teacher, K-12
Nowak, Danielle	Teacher, K-12
Lawrence, Celia	Assistant Principal
Lilly, Amy	Teacher, K-12
Navetta, Michelle	Teacher, PreK
Conant, Deborah	Teacher, K-12
Overbey, Gabrielle	Teacher, K-12
Fortin, Ashley	Teacher, K-12
Samarel, Lindsey	Teacher, K-12
Davenport, Cristie	Guidance Counselor
Autero, Mia	Teacher, ESE
Dalton, Timothy	Teacher, K-12
Lejeune, Sasha	Other

**Duties**

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

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

Select General Education Teachers: (Pre-K, Primary, intermediate and resource): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction

with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Area and district based Instructional Coach(es) Reading: Ann Friedman and Liz Harbour: Develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support

for assessment and implementation monitoring.

The School-Based Team (SBT), spearheaded by our SAI teacher and guidance counselor, serves to coordinate the functions of RtI, ESE, 504, ESOL, and SAI. The team meets three times a month. The RtI process of tiered instruction is functioning smoothly. Meetings are determined in response to the needs of the students and their teachers. The RtI Leadership Team is a problem solving group that has a focus of assisting teachers with student's deficit areas and with helping students overcome those deficits. In particular, students who score at Level 1 or Level 2 in the District's Diagnostic Test (DDT) or who score at Level 1 or Level 2 on the prior year's FSA will be reviewed as necessary. Additionally, any teacher who identifies a student's performance as below grade-level as well as our lowest 25% of students will initiate the RtI process for those students.

The School Advisory Council will include many of the members of the RtI Leadership Team, their participation in the School Improvement Process is implicit. They will participate in the crafting of the strategies such that the instructional needs of the students and the Professional Development needs of the faculty and staff are included in the School Improvement Plan.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Hagen Road Elementary will use the following continuous improvement model and data-based problem-solving processes for implementation and monitoring our MTSS and SIP:

- \* SBT data, LTM data, Literacy data
- \* EDW reports (behavior and academic), TERMS, diagnostic, FCAT, RRR, journals, portfolios, PBPA
- \* Performance Matters Results from FSQ, USA
- \* SwPBS data
- \* Formal and informal assessments
- \* Discipline Dashboard, OSS, ISS, ODR, attendance, tardy
- \* Classroom Walkthroughs, Formal and Informal Observations

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS, RoadRunnerS. Data is collected and information is interpreted and monitored for improvement at faculty meetings, monthly meetings, SAC meetings and during PTA. We update our action plans during Learning Team Meetings and Common Planning. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Hagen Road Elementary School staff ensures that students requiring additional remediation are assisted through differentiated instruction in reading and mathematics. Services are provided by the classroom teacher.

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

Plan (SIP) training and Marzano on-line support.

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

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

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Robyn Saltzman	Principal
Danielle Nowak	Teacher
Tracy Oller	Parent
Nuria Spencer	Business/Community
Sasha Lejeune	Education Support Employee
Robert DeGennaro	Teacher
Danielle Boccia	Business/Community
Maureen Forbes	Parent
Michelle Navetta	Teacher
Patricia Torres	Business/Community
Mario Basilone	Business/Community

#### Duties

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

##### *Evaluation of last year's school improvement plan*

Hagen Road's School Advisory Council is involved with activities, as required by section 1001.452(2) .F.S and includes the evaluation of of last year's school improvement plan, development of the current school improvement plan and preparation of the school's annual budget and plan. The School Advisory Council assisted in determining the effectiveness of the School Improvement Plan. They reviewed and determined which parts were effective and where changes were necessary for the upcoming school year.

##### *Development of this school improvement plan*

The School Advisory Council assists in determining the strengths and weaknesses of the school. Collaborative-Decision making in which members discuss the plan through monthly meetings in order to meet the needs of the all students.They contribute, and approve of, any decision which are made to the betterment of the school through the SIP.

##### *Preparation of the school's annual budget and plan*

The SAC does not receive funding through the annual school budget.

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

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

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Lilly, Amy	Teacher, K-12
Keene, Trudy	Teacher, K-12
Dalton, Timothy	Teacher, K-12
Fortin, Ashley	Teacher, K-12
Navetta, Michelle	Teacher, PreK
Autero, Mia	Teacher, ESE
Conant, Deborah	Teacher, K-12
Overbey, Gabrielle	Teacher, K-12
Nowak, Danielle	Teacher, K-12
Saltzman, Robyn	Principal
Lawrence, Celia	Assistant Principal
Silva, Christina	Teacher, K-12
Castillo, Eliana	Teacher, K-12
Samarel, Lindsey	Teacher, K-12
Davenport, Cristie	Guidance Counselor
Prince, Alina	Teacher, K-12

#### Duties

##### **Describe how the LLT promotes literacy within the school**

The LLT group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. The team creates a plan of action and meets monthly, (more if necessary) to assess progress towards accomplishing the goals. These goals include:

1. Target our lowest 25%: Researching research based interventions for different areas of weakness and ensuring PD on using interventions that match student deficits.
2. Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests as well as books that have the right complexity levels.
3. Continuing the implementation of the K-5 Reading adoption including fidelity of the 90 minute block, problem solving barriers and providing support to teachers in the implementation.
4. Full Implementation of the New Florida State Standards in K-5.



5. Determines best practices for aligning our standards based report card.

In addition, we will have professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, tutorial grant and other initiatives.

## Public and Collaborative Teaching

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

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

Hagen Road Elementary teachers participate in Learning Team Meetings. Research-based protocols are utilized to focus the meeting in order to address students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Relationships are built during planning meetings where teachers collaborate for the best practices of instruction. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Hagen Road Elementary has developed effective strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school. The school utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures, participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. Additionally, the school recruits highly qualified instructional personnel by means of strategic internet recruitment, office interviews, emphasis upon the dual language program, and recruitment events and monitors and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time. HRES retains teachers by providing mentors, professional development and special recognition. Teachers are recognized for their success throughout the year at Faculty Meetings, Professional Development Days and staff-wide gatherings. School-wide emails are also sent to share the positive affects and influences that teachers have with their students.

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

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

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

**Instructional Strategies**

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

Hagen Road Elementary School satisfies the requirements of 20 U.S.C. & 6314(b)(1) and uses data in defining needs and to differentiate instruction to meet the diverse needs of students. Instruction at Hagen Road Elementary is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments. More specifically, Hagen Road Elementary utilizes: The RtI process, the use of tutorials, the use of intensive reading, and the use of small group instruction to assist students. In addition, the school ensures that every teacher contributes to literacy improvement of every student by holding meetings on a regular basis to make decisions about literacy instruction in the school and analyzing student data as compared to expectations found in the Language Arts Florida Standards (LAFS). Hagen Road Elementary School also utilizes a balanced literary approach that includes whole group, small group, and one-on-one instruction based on student needs by creating a schedule with an uninterrupted 90 minute reading block, providing instruction based on student needs, providing instruction aligned with the Language Arts Florida Standards for their grade level, providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction), administering assessments which measure instructed standards, monitoring progress at the class and grade level during Learning Team Meetings, conducting data chats with students, creating units of study based on current data, choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry), students self-selecting texts based on RRR levels, students receiving push-in/pull out services for ESE/ELL, and providing LLI (Leveled Literacy Intervention) instruction. . .

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



**Strategy: After School Program**

**Minutes added to school year: 3,600**

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

**Strategy Rationale**

Provides intervention for student remediation for promotion.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Saltzman, Robyn, robyn.saltzman@palmbeachschools.org

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

Data is pulled through the Performance Matters results and the EDW reports. We will analyze the FY15 FSA results, if available, as our final evaluation of the program. In addition, we will use the LLI RRR levels of performance as a measure of growth.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

At Hagen Road Elementary School, all incoming Prekindergarten Exceptional Education Students transition into school obtaining Sensory Screening through Child Find. In conjunction with an Initial Fundamental School Planning team, Initial Transitional Planning takes place. Audiological / Vision, evaluation of cognitive, educational development, medical evaluation, therapy notes and evaluation regarding OT, PT, Speech, Language, Social History, Behavioral Observations and Evaluations. An annual Kindergarten round-up is held to provide parents with and overview of the program and provide the keys to success in Kindergarten. The transition to Kindergarten is also facilitated by the implementation of a staggered start during the first week of school and allowing parents to escort their child to class during the first few weeks of school. Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Specifically, the FAIR will be used to assess basic academic skill development and academic school readiness of incoming students. Students may also be assessed with the Bracken Basic Concept Scale-Revised (BBCS-R) to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment may also be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) may be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, incoming Kindergarten students may be assessed in the area of social/emotional development. The Ages and Stages Questionnaire may be completed by the parent/guardian of incoming Kindergarten Students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept and self-

efficacy. Screening data will be collected and aggregated prior to September 30, 2015. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Screening tools such as FAIR, Oral Language Assessments and Reading Running Records will be re-administered as required in order to determine student learning gains. The re-administered tools may be used at mid year and at the end-of-the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

In Grade 5 students are provided with transitional activities correlated through area middle schools to aid in articulation into middle school.

In addition, all members of the school staff participate in collaborative learning communities that meet both informally on a regular schedule. Collaboration occurs across the grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### **College and Career Readiness**

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

At Hagen Road Elementary several initiatives and programs have been established to foster a college-going culture and to support and assist all faculty, staff students and families as they work toward achieving college readiness for all students. Some of these initiatives with Single School Culture include guidance services working with students and families to provide basic college readiness goals. This includes the promotion of the Florida Prepaid College Plan and other planning programs. In addition, each Friday the faculty and staff promote college awareness through college image promotion activities (such as college t-shirt days.)

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

Hagen Road Elementary participates in the school choice program and as a Spanish Dual Language Choice Program provides choice students with the capacity to read, write and speak fluent Spanish as certified by the Apprenda skills test. Satisfaction of this requirement prepares our Choice students with proficiency in Spanish as a second language as required to succeed in the global economy. College Career Week is held in the Spring. Students are introduced to a variety of careers and state universities and colleges.

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

Hagen Road Elementary integrates career and technical education by providing students with basic manual typing skills in grades four and five in our computer lab on a weekly basis. This intervention provides students with the technical skills which enhances fast, efficient and proficient keyboarding skills necessary to support as all learners reach their highest academic potential. In addition, students are exposed to using IPADs in various environments.

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

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

#### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers incorporate research-based successful strategies into their Reading practices, then student learning will increase.

## Strategic Goals Detail

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

**G1.** If teachers incorporate research-based successful strategies into their Reading practices, then student learning will increase. 1a

G070089

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	67.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	95.0
ELA/Reading Gains District Assessment	67.0

**Resources Available to Support the Goal** 2

- Students will use iStation regularly.
- Parents will be invited to school events supporting their students as readers.
- Resources will be supplied by homeroom teachers to parents.
- Word work using the Words Their Way and the Fountas and Pinnell Word Study
- FSA Test item specification

**Targeted Barriers to Achieving the Goal** 3

- Supplemental academic references for students to use during and after school
- Student reading learning gains are not improving due to changes in financial resources.
- The lowest 25% of students struggle with vocabulary attainment.
- Students proficiency on District Assessments need to increase.

**Plan to Monitor Progress Toward G1.** 8

Improvement will be evident on District Assessments

**Person Responsible**

Celia Lawrence

**Schedule**

Biweekly, from 9/30/2015 to 6/1/2016

**Evidence of Completion**

Monitoring will take place through LTMS after each reassessment

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** If teachers incorporate research-based successful strategies into their Reading practices, then student learning will increase. **1**

 **G070089**

**G1.B1** Supplemental academic references for students to use during and after school **2**

 **B182412**

**G1.B1.S1** Students will be introduced to the iStation program, parents will be given directions how to access the research based reading program at home. **4**

 **S194138**

### Strategy Rationale

Students need more specific practice with skills and parents need to feel like they can contribute and support their child's learning.

### Action Step 1 **5**

Teachers will get training with the iStation reading program. Parents will get information about how to access iStation for home use.

### Person Responsible

Celia Lawrence

### Schedule

On 6/1/2016

### Evidence of Completion

The teachers will have a sign-in sheet as evidence of the training. The teachers will have students using the program.

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

Administration will review istation usage

**Person Responsible**

Robyn Saltzman

**Schedule**

Biweekly, from 9/30/2015 to 6/1/2016

***Evidence of Completion***

Administration will monitor the istation implementation to ensure that teachers are using the program efficiently and effectively.

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

Students improvement in reading will be recognized and reteaching will occur.

**Person Responsible**

Celia Lawrence


**Schedule**

Monthly, from 9/30/2015 to 6/1/2016

***Evidence of Completion***

Ms. Lawrence will identify the student with the most growth in each class.

**G1.B2** Student reading learning gains are not improving due to changes in financial resources. 2

 B182413

**G1.B2.S1** Hagen went from a Title 1 school to a non-Title 1 school therefore eliminating resources and funding for programs. 4

 S194139

### Strategy Rationale

Materials and resource need to be provided at the same level as prior in order to increase reading achievement.

### Action Step 1 5

Teachers will increase their classroom library materials.

#### Person Responsible

Robyn Saltzman

#### Schedule

Monthly, from 10/6/2015 to 6/1/2016

#### Evidence of Completion

Classroom walkthroughs and informal and formal observations. Teacher libraries will be sorted by RRR level, genre and Fountas and Pinell levels.

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walkthroughs, student book checkouts and weekly shopping

#### Person Responsible

Celia Lawrence

#### Schedule

Biweekly, from 10/2/2015 to 6/1/2016

#### Evidence of Completion

Students will all have grade level appropriate reading materials that they check out each week from their classroom libraries.



**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Students USA will show evidence of growth and FSQ will show growth in Reading comprehension

**Person Responsible**

Celia Lawrence

**Schedule**

Monthly, from 9/30/2015 to 9/30/2015

**Evidence of Completion**

Both the FSQ and USAs will reflect growth in proficiency after each assessment.

**G1.B3** The lowest 25% of students struggle with vocabulary attainment. 2

 B182414

**G1.B3.S1** Teachers need training on Words Their Way and Word Study. 4

 S194140

**Strategy Rationale**

When teachers have the professional development and feel comfortable teaching word work, students will be more successful learning how to read and write words correctly, therefore increasing vocabulary in all content areas.

**Action Step 1** 5

Teachers will be trained in Word Study and Words Their Way

**Person Responsible**

Robyn Saltzman

**Schedule**

Every 6 Weeks, from 9/16/2015 to 6/1/2016

**Evidence of Completion**

Teachers will have created small groups for individual word work.

## Action Step 2 5

Area Reading Staff Developers will come and assist teachers in trainings and observations

### **Person Responsible**

Celia Lawrence

### **Schedule**

Biweekly, from 9/30/2015 to 6/1/2016

### ***Evidence of Completion***

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walkthroughs and lesson plans

### **Person Responsible**

Robyn Saltzman

### **Schedule**

Every 3 Weeks, from 9/16/2015 to 6/1/2016

### ***Evidence of Completion***

Teachers will be using Word Study and Words Their Way on a daily basis with their students

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data chats around student progress

### **Person Responsible**

Celia Lawrence


### **Schedule**

Triannually, from 9/16/2015 to 6/1/2016

### ***Evidence of Completion***

Students will improve their writing using the correct spelling and apply it appropriately to their writing.

**G1.B4** Students proficiency on District Assessments need to increase. 2

 B182415

**G1.B4.S1** Teachers will become more familiar with FSA expectations 4

 S194141

**Strategy Rationale**

Knowing the standards and what is expected for testing will assist teachers to be more focused on instructional practices

**Action Step 1** 5

Each grade level will unpack testing standards to identify essential components including determining Learning Goals and creating scales

**Person Responsible**

Celia Lawrence

**Schedule**

Biweekly, from 10/1/2015 to 6/1/2016

***Evidence of Completion***

LTM agendas will show Test Item Specifications reviewed at each meeting

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Classroom walkthroughs and formal and informal observations

**Person Responsible**

Celia Lawrence

**Schedule**

Biweekly, from 10/8/2015 to 6/1/2016

***Evidence of Completion***

Scales for the standards will be present and used within each lesson.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Scales will be worked on in Common planning and LTM

**Person Responsible**

Celia Lawrence

**Schedule**

Monthly, from 10/8/2015 to 6/1/2016

**Evidence of Completion**

Grade level scales will be created to match each Learning Goal for each unit of instruction

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will get training with the iStation reading program. Parents will get information about how to access iStation for home use.	Lawrence, Celia	10/8/2015	The teachers will have a sign-in sheet as evidence of the training. The teachers will have students using the program.	6/1/2016 one-time
G1.B2.S1.A1	Teachers will increase their classroom library materials.	Saltzman, Robyn	10/6/2015	Classroom walkthroughs and informal and formal observations. Teacher libraries will be sorted by RRR level, genre and Fountas and Pinell levels.	6/1/2016 monthly
G1.B3.S1.A1	Teachers will be trained in Word Study and Words Their Way	Saltzman, Robyn	9/16/2015	Teachers will have created small groups for individual word work.	6/1/2016 every-6-weeks
G1.B4.S1.A1	Each grade level will unpack testing standards to identify essential components including determining Learning Goals and creating scales	Lawrence, Celia	10/1/2015	LTM agendas will show Test Item Specifications reviewed at each meeting	6/1/2016 biweekly
G1.B3.S1.A2	Area Reading Staff Developers will come and assist teachers in trainings and observations	Lawrence, Celia	9/30/2015		6/1/2016 biweekly
G1.MA1	Improvement will be evident on District Assessments	Lawrence, Celia	9/30/2015	Monitoring will take place through LTMS after each reassessment	6/1/2016 biweekly
G1.B1.S1.MA1	Students improvement in reading will be recognized and reteaching will occur.	Lawrence, Celia	9/30/2015	Ms. Lawrence will identify the student with the most growth in each class.	6/1/2016 monthly
G1.B1.S1.MA1	Administration will review istation usage	Saltzman, Robyn	9/30/2015	Administration will monitor the istation implementation to ensure that teachers are using the program efficiently and effectively.	6/1/2016 biweekly
G1.B2.S1.MA1	Students USA will show evidence of growth and FSQ will show growth in Reading comprehension	Lawrence, Celia	9/30/2015	Both the FSQ and USAs will reflect growth in proficiency after each assessment.	9/30/2015 monthly
G1.B2.S1.MA1	Classroom walkthroughs, student book checkouts and weekly shopping	Lawrence, Celia	10/2/2015	Students will all have grade level appropriate reading materials that they check out each week from their classroom libraries.	6/1/2016 biweekly
G1.B3.S1.MA1	Data chats around student progress	Lawrence, Celia	9/16/2015	Students will improve their writing using the correct spelling and apply it appropriately to their writing.	6/1/2016 triannually

**Palm Beach - 1421 - Hagen Road Elementary School - 2015-16 SIP**  
*Hagen Road Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Classroom walkthroughs and lesson plans	Saltzman, Robyn	9/16/2015	Teachers will be using Word Study and Words Their Way on a daily basis with their students	6/1/2016 every-3-weeks
G1.B4.S1.MA1	Scales will be worked on in Common planning and LTM	Lawrence, Celia	10/8/2015	Grade level scales will be created to match each Learning Goal for each unit of instruction	6/1/2016 monthly
G1.B4.S1.MA1	Classroom walkthroughs and formal and informal observations	Lawrence, Celia	10/8/2015	Scales for the standards will be present and used within each lesson.	6/1/2016 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If teachers incorporate research-based successful strategies into their Reading practices, then student learning will increase.

**G1.B1** Supplemental academic references for students to use during and after school

**G1.B1.S1** Students will be introduced to the iStation program, parents will be given directions how to access the research based reading program at home.

### PD Opportunity 1

Teachers will get training with the iStation reading program. Parents will get information about how to access iStation for home use.

#### Facilitator

Celia Lawrence, Trudy Keene, Joanne Gaydos

#### Participants

All classroom teachers

#### Schedule

On 6/1/2016

**G1.B3** The lowest 25% of students struggle with vocabulary attainment.

**G1.B3.S1** Teachers need training on Words Their Way and Word Study.

### PD Opportunity 1

Teachers will be trained in Word Study and Words Their Way

#### Facilitator

Ann Friedman and Liz Harbour

#### Participants

All classroom teachers

#### Schedule

Every 6 Weeks, from 9/16/2015 to 6/1/2016

## PD Opportunity 2

Area Reading Staff Developers will come and assist teachers in trainings and observations

### Facilitator

Ann Friedma and Liz Harbour

### Participants

all classroom teachers

### Schedule

Biweekly, from 9/30/2015 to 6/1/2016

**G1.B4** Students proficiency on District Assessments need to increase.

**G1.B4.S1** Teachers will become more familiar with FSA expectations

## PD Opportunity 1

Each grade level will unpack testing standards to identify essential components including determining Learning Goals and creating scales

### Facilitator

Robyn Saltzman, Celia, Lawrence, Lori Harbaruk and Betsy Bozhilov

### Participants

all classroom teachers

### Schedule

Biweekly, from 10/1/2015 to 6/1/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Teachers will get training with the iStation reading program. Parents will get information about how to access iStation for home use.				\$0.00
2	G1.B2.S1.A1	Teachers will increase their classroom library materials.				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	1421 - Hagen Road Elementary School	School Improvement Funds		\$900.00
			Notes: Teachers will be given funding to supplement their current libraries.			
3	G1.B3.S1.A1	Teachers will be trained in Word Study and Words Their Way				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	1421 - Hagen Road Elementary School	School Improvement Funds		\$100.00
			Notes: Administration will purchase teacher editions of Words Their Way teacher editions for word sort activities			
4	G1.B3.S1.A2	Area Reading Staff Developers will come and assist teachers in trainings and observations				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	1421 - Hagen Road Elementary School	School Improvement Funds		\$3,500.00
			Notes: Funds will be used to purchase RAZ kids for teachers use.			
5	G1.B4.S1.A1	Each grade level will unpack testing standards to identify essential components including determining Learning Goals and creating scales				\$0.00
Total:						\$4,500.00