

The School District of Palm Beach County

Hagen Road Elementary School



2017-18 Schoolwide Improvement Plan

Hagen Road Elementary School

10565 HAGEN RANCH RD, Boynton Beach, FL 33437

<https://hres.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	A

**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 11/1/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Hagen Road Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

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

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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)
 - Declaration of Independence
 - Constitution of the United States and the Bill of Rights
 - Flag education
 - Civil government: functions and interrelationships
 - History of the United States
 - Principles of Agriculture
 - Florida history
 - Conservation of natural resources
 - Health education
 - Character-development program with curriculum to address: responsibility; citizenship; kindness; respect for authority, and personal property; honesty; charity; self-control; and cooperation.
- In addition, teachers embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

The 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 those behaviors. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc. We utilize the school-wide positive behavior program to enhance the morale of the school. The school has a School-Wide Positive Behavior Support (SwPBS) committee consisting of teachers, staff and PTA which contributes to the success of the program. The SwPBS 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 recognizes and promotes differences among all students. Our school instills an appreciation for multicultural diversity through its anti-bullying campaign during guidance and media classes, structured lessons, and implementation of SwPBS incentive programs such as Roadrunner Tickets. SwPBS refers to the emotional atmosphere we generate around us, the “context” of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, we identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of our SwPBS include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
- Recognizes and values the contributions of all: staff, students, and parents
- Promotes an atmosphere that encourages positive relationships among all stakeholder groups.

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.

At Hagen, the guidance counselor, School Based Team (SBT) and SwPBS will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. The teams will select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. The team will provide and demonstrate to faculty members simple strategies for gaining information about students' cultures. Teachers and staff will attend District provided Professional Development on multicultural offerings; Dual Language team will schedule and plan school wide multicultural project, embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts); and form a representative student task force comprised of diverse multicultural students.

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.

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

The Pillars of Effective Instruction lead Hagen's practices in providing all of our students with opportunities that will support their academic success. All students are:

Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and

technology to maximize student potential.

Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

At Hagen Road, 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.

Teachers provide 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.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by our school. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including fine arts, dances, clubs, field trips, assemblies, and community service activities (such as "Walk for Autism").

c. 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 the SwPBS and behavioral expectations will be made when providing students with positive feedback. 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.

d. 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 needs. 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.

The Roadrunner Club was established to create opportunities for 4th and 5th grade students to mentor kindergarten and first grade students needing either academic or socio-emotional support.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	24	10	12	20	12	9	0	0	0	0	0	0	0	87
One or more suspensions	2	2	1	4	0	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	20	39	38	57	61	59	0	0	0	0	0	0	0	274
Level 1 on statewide assessment	0	0	0	28	29	35	0	0	0	0	0	0	0	92

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	10	3	7	33	27	34	0	0	0	0	0	0	0	114

c. 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, IReady and RRR. This data then determines the students that would receive iii, SAI, tutorials, LLI, Foundations, Wilson and other services. Attendance data is reviewed each month, a reward party is planned for those students who are "present and prompt" . 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 School Based Team.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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, Twittter, Remind, Edline and Class Dojo. During parent conferences, teachers collaborate and promote the positive interactions. Progress is shared through technology such as Dojo, texting, and email. Weekly agendas, progress reports and report cards inform the families of our students' progress.

Additionally, at Hagen Road we soliciting feedback from parents through multiple surveys such as SEQ or Edline surveys. We also offer an Open House, curriculum night, Meet the Teacher, etc. to establish communication and positive interactions between parents, teachers and administrators. At Hagen Road we invite parents to various parent nights such as iReady, FSA and Literacy night in which we provide them with strategies they can use at home to help them support their children's academic performance. This year, at Hagen Road Elementary we plan on hosting a night specifically for parents of SWD.

2. 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, Boynton Beach Kiwanis Club, Business Partnerships, Publix supermarket, Mathenasium, In the Pines, Huntington Learning Center, Caridad, and Parent-Teacher Association among others). 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Saltzman, Robyn	Principal
Lawrence, Celia	Assistant Principal
Lilly, Amy	Teacher, K-12
Navetta, Michelle	Teacher, PreK
Davenport, Cristie	School Counselor
Autero, Mia	Teacher, ESE
Dalton, Timothy	Teacher, K-12
Lejeune, Sasha	Other
Gleicher, Megan	Teacher, K-12
Lemus, Ana	Instructional Coach
Zimmerman, Mandie	Teacher, K-12
DeGennaro, Ashley	Teacher, ESE
Carrara, Lisa	Teacher, K-12
Sansone, Brittany	Teacher, K-12
Ortega, Joni	Teacher, K-12
Reid, Natasha	Teacher, K-12
Alspach, Amy	Teacher, Career/Technical

b. Duties

1. 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: Natasha Araos and Lauren Stone. 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.

The dual language Coach, Ana Lemus will work with the instructional staff to implement a new initiative for the district using Pathways to Biliteracy through the Journey curriculum.

2. 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, PLC data, Literacy data, IReady Data, Performance Matters Data
- * EDW reports (behavior and academic), TERMS, diagnostic, FSA, RRR, journals, portfolios, PBPA
- * Performance Matters Results from FSQ, USA
- * SwPBS data
- * Formal and informal assessments, data chats
- * Discipline Dashboard, OSS, ISS, 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 Professional Learning Communities and Common Planning. We instill an appreciation for multicultural diversity through our anti-bullying campaign addressing bullying prevention through social/emotional learning, 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robyn Saltzman	Principal
Sasha Lejeune	Education Support Employee
Danielle Boccia	Business/Community
Michelle Navetta	Teacher
Mario Basilone	Business/Community
Donna Goray	Education Support Employee
Sara Garcia	Teacher
Candice Heyner	Business/Community
Linda Garfunkel	Business/Community
Richard Garfunkel	Business/Community
Sylvia Furstenberg	Business/Community
Natasha Reid	Teacher
Dionne Smith	Teacher
Adriana Brownstein	Parent
Frances Ramos	Parent
Marissa Wright	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. Preparation of the school's annual budget and plan

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

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lemus, Ana	Teacher, K-12
Dalton, Timothy	Teacher, K-12
Saltzman, Robyn	Principal
Lawrence, Celia	Assistant Principal
Alspach, Amy	Instructional Media
Sansone, Brittany	Teacher, K-12
Zimmerman, Mandie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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, the Dual Language Coach 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. Increase our reading proficiency in third grade.
2. Target our lowest 25%: Researching research based interventions for different areas of weakness and ensuring PD on using interventions that match student deficits.
3. 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.
4. 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.
5. Full Implementation of the Florida State Standards in K-5.
6. 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration

2. 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.

3. 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 parings and planned mentoring activities. All first year teachers participate in the Educator Support Program (ESP). The administration has created monthly meetings for our "Rookie Roadrunners" to discuss and problem solve to meet the individaul new teachers' needs. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 as well as a new Dual Language initiative. 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.

b. Instructional Strategies

1. 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 literacy approach that includes whole group, small group, I-Ready rotations 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 (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 Professional Learning Communities, 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. Students independently use charts and other tools to practice and monitor their own learning.

2. 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 or promotion.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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, IReady and the EDW reports. We will analyze the FY18 FSA results, if available, as our final evaluation of the program. In addition, we will use the LLI, IReady and RRR levels of performance as a measure of growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Hagen Road offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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.

To assist with the transition of school-based and community children into the kindergarten program at [name of school], we engage in the following kindergarten transition activities: Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education), scheduling of a talk/meeting with preschool children's families, holding open house for families of incoming kindergarten children, scheduling kindergarten registrations
scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher, scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like, providing of a summer program for rising kindergarten children at Summer Camp, providing home learning activities to families to help them prepare children for kindergarten entry, and
creating website offerings about transition to kindergarten resources for families.

Screening tools such as FLKRS, I-Ready, 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 instructional planning time 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.

b. College and Career Readiness

1. 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.)

2. 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 Aprenda 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.

3. 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 year, we have added Coding for grades 3-5 each week. This class 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, chromebooks and laptops in various environments. Additionally, students are invited to participate in the school's morning announcements in which they are responsible for managing and producing a morning news show. Students receive training on the A/V Technology system.

We also have a Science Engineering Communication Mathematics and Enrichment (SECME) club where students are provided with opportunities to learn about these disciplines and compete across the district.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.



C. Strategic Goals

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. 1a

G094842

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	75.0
FSA ELA Achievement - Grade 3	68.0

Targeted Barriers to Achieving the Goal 3

- Lack of professional in depth training for best instructional practices
- Parents unaware of how to work with their child(ren)
- Not all students have access to remedial instruction on a timely manner

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady Reading professional development
- Foundations training
- LLI professional development

Plan to Monitor Progress Toward G1. 8

Data will be collected through Performance Matters, EDW reports, RRR, IReady reports and classwork

Person Responsible

Celia Lawrence

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Students will improve on the Diagnostics, FSQs, USA's Iready, and ultimately on the FSA.

Plan to Monitor Progress Toward G1. 8

Data chats will be held by administration with all instructional personnel at least once per trimester and during preschool week.

Person Responsible

Robyn Saltzman

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Pupil progression charts and data chat discussion questions will be reviewed and collected as evidence of progress toward meeting goal.

Plan to Monitor Progress Toward G1. 8

Data chats will be held by administration with L25% of students at least once per year in order to discuss their progress toward meeting their personal goals.

Person Responsible

Celia Lawrence

Schedule

Annually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student data chat forms/goals will be used to provide evidence of progress toward meeting goal.

Plan to Monitor Progress Toward G1. 8

A data wall will be created to monitor the progress of L25% students

Person Responsible

Robyn Saltzman

Schedule

Every 3 Weeks, from 9/4/2017 to 6/1/2018

Evidence of Completion

The data cards and wall will serve as evidence that student performance is being monitored for progress toward meeting the goal.

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1**

 G094842

G1.B1 Lack of professional in depth training for best instructional practices **2**

 B255089

G1.B1.S1 Teachers will continue to receive professional development in iReady in order to deliver effective instruction, differentiated to meet the needs of all students. **4**

 S269526

Strategy Rationale

Giving students and teachers another perspective and more time to learn will allow more opportunity for academic growth. This will be done through PLCs and PDD.

Action Step 1 **5**

Lowest performing students will be identified from IReady data, FSA, RRR and Diagnostics

Person Responsible

Robyn Saltzman

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

The reports will be pulled from IReady, Performance Matters and EDW

Action Step 2 **5**

Provide iReady PD to teachers to implement iReady with fidelity

Person Responsible

Celia Lawrence

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, agendas, copies of presentations

Action Step 3 **5**

Lowest performing students will be placed in triple i groups, where iReady toolkit lessons will be used for remediation by K-5 teachers.

Person Responsible

Celia Lawrence

Schedule

Daily, from 9/25/2017 to 6/1/2018

Evidence of Completion

data chats, pupil progression chart, triple i lesson plans

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

Results will be monitored and recorded through EDW reports.

Person Responsible

Celia Lawrence

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will continue to collect evidence of the student growth with each standard taught through IReady growth and response to instruction reports as well as using Performance Matters baseball card to identify students needs.

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

Student work, iReady data, FSQ/USA data and RRR scores will be used to monitor and support the effectiveness of implementation.

Person Responsible

Celia Lawrence

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Improvement in student performance across various data points.

G1.B1.S2 Teachers in Kindergarten, First grade and resource teacher will teach Foundations to all students. 4

S269527

Strategy Rationale

All students need to be exposed to explicit instruction for letters and sounds and beginning word work.

Action Step 1 5

Teachers will be trained to implement Foundations daily

Person Responsible

Celia Lawrence

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Students will be able to tap out sounds and build words across the curriculum.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will be observed and coached through administration and district personnel.

Person Responsible

Celia Lawrence

Schedule

Every 6 Weeks, from 9/5/2016 to 6/1/2018

Evidence of Completion

Observing instruction and providing actionable feedback to the instructors.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration observes and coaches for improvements, identifying struggling students.

Person Responsible

Celia Lawrence


Schedule

Every 2 Months, from 9/4/2017 to 6/1/2018

Evidence of Completion

Student work with letter sounds and basic word work as well as IReady data.

G1.B1.S3 PLCs will focus on implementing specific and targeted instruction in small group work 4

 S269528

Strategy Rationale

Differentiation and reaching all students ability and need to learn starts with understanding of what we are actually teaching and why,

Action Step 1 5

PLCs will focus on improving direct instruction in small group work to meet individual student needs centered around state standards

Person Responsible

Celia Lawrence

Schedule

Weekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

PLC data will be held in a binder and shared with each staff member on each team

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

PLCs will be held with fidelity

Person Responsible

Celia Lawrence

Schedule

Weekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

PLC notes/agendas and documents will be available for each meeting

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers will be surveyed at the middle and end of the year for increased knowledge of small group instruction and state standards

Person Responsible

Celia Lawrence

Schedule

Triannually, from 10/9/2017 to 6/1/2018

Evidence of Completion

Results from teacher surveys of effectiveness

G1.B2 Parents unaware of how to work with their child(ren) 2

 B255090

G1.B2.S1 We will hold a literacy night modeling behaviors for parents (will be held at the end of January and again in May) 4

 S269529

Strategy Rationale

Parents need direct instruction on how to work with their children

Action Step 1 5

A Literacy in Action team will be formed

Person Responsible

Celia Lawrence

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

The SAC and Literacy team will work together to create a Literacy night for parents

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

The Literacy Team will create stations with teachers modeling best reading practices for instruction that parents can easily replicate.

Person Responsible

Celia Lawrence

Schedule

Semiannually, from 8/28/2017 to 6/1/2018

Evidence of Completion

The Literacy will meet monthly to create and then implement two evening events of learning for parents

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

A survey will be created at the end of the evening for parent reflection of effectiveness

Person Responsible

Celia Lawrence

Schedule

Semiannually, from 8/28/2017 to 6/1/2018


Evidence of Completion

Survey results will give evidence of if evening was effective and meaningful

G1.B3 Not all students have access to remedial instruction on a timely manner 2

 B255091

G1.B3.S1 Master schedule allowing for flexibility for teachers to do LLI with students at a variety of levels. 4

 S269530

Strategy Rationale

Only a small group can participate in LLI at a time and due to different levels, multiple teachers need to be servicing a variety of students at the same time.

Action Step 1 5

The master schedule will be created in a way that allows for teachers to have additional time during their day to provide remediation for those students that need it.

Person Responsible

Robyn Saltzman

Schedule

On 6/1/2018

Evidence of Completion

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

Informal walkthroughs will be performed to monitor for fidelity of implementation.

Person Responsible

Robyn Saltzman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers follow the planned daily schedule.

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

Informal walkthroughs will be performed to monitor for fidelity of implementation.

Person Responsible

Robyn Saltzman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers follow the planned daily schedule.

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

Remediation time is happening at the scheduled time.

Person Responsible

Robyn Saltzman


Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher triple i lesson plans

G1.B3.S2 After school tutorials will be offered for students to receive an additional opportunity **4**

 S269531

Strategy Rationale

Some students need additional, remedial, targeted instruction that extends beyond the instructional day.

Action Step 1 **5**

Students in grades 1-5th will be identified according to RRR levels, iReady scores, diagnostic scores and previous FSA scores.

Person Responsible

Celia Lawrence

Schedule

On 3/16/2018

Evidence of Completion

Various data sources, attendance sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2 **6**

Data and attendance will be tracked to monitor for fidelity of implementation.

Person Responsible

Celia Lawrence

Schedule

Biweekly, from 10/2/2017 to 3/16/2018

Evidence of Completion

iReady progress, RRR progress, FSQ/USA data and attendance

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Final RRR, iReady and FSA data will be used to monitor the effectiveness of the tutorial.

Person Responsible

Celia Lawrence

Schedule

On 6/1/2018









Evidence of Completion

Final RRR, iReady and FSA data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B3.S2.MA1 M384728	Data and attendance will be tracked to monitor for fidelity of implementation.	Lawrence, Celia	10/2/2017	iReady progress, RRR progress, FSQ/ USA data and attendance	3/16/2018 biweekly
G1.B3.S2.A1 A360040	Students in grades 1-5th will be identified according to RRR levels, iReady scores, diagnostic...	Lawrence, Celia	10/2/2017	Various data sources, attendance sheets, lesson plans	3/16/2018 one-time
G1.MA3 M384731	Data chats will be held by administration with L25% of students at least once per year in order to...	Lawrence, Celia	8/14/2017	Student data chat forms/goals will be used to provide evidence of progress toward meeting goal.	5/25/2018 annually
G1.B1.S1.A2 A360034	Provide iReady PD to teachers to implement iReady with fidelity	Lawrence, Celia	8/14/2017	Sign in sheets, agendas, copies of presentations	5/25/2018 triannually
G1.MA1 M384729	Data will be collected through Performance Matters, EDW reports, RRR, iReady reports and classwork	Lawrence, Celia	8/14/2017	Students will improve on the Diagnostics, FSQs, USA's iReady, and ultimately on the FSA.	6/1/2018 weekly
G1.MA2 M384730	Data chats will be held by administration with all instructional personnel at least once per...	Saltzman, Robyn	8/7/2017	Pupil progression charts and data chat discussion questions will be reviewed and collected as evidence of progress toward meeting goal.	6/1/2018 quarterly
G1.MA4 M384732	A data wall will be created to monitor the progress of L25% students	Saltzman, Robyn	9/4/2017	The data cards and wall will serve as evidence that student performance is being monitored for progress toward meeting the goal.	6/1/2018 every-3-weeks
G1.B1.S1.MA1 M384716	Student work, iReady data, FSQ/USA data and RRR scores will be used to monitor and support the...	Lawrence, Celia	8/14/2017	Improvement in student performance across various data points.	6/1/2018 monthly
G1.B1.S1.MA1 M384717	Results will be monitored and recorded through EDW reports.	Lawrence, Celia	8/14/2017	Teachers will continue to collect evidence of the student growth with each standard taught through iReady growth and response to instruction reports as well as using Performance Matters baseball card to identify students needs.	6/1/2018 monthly
G1.B1.S1.A1 A360033	Lowest performing students will be identified from iReady data, FSA, RRR and Diagnostics	Saltzman, Robyn	8/14/2017	The reports will be pulled from iReady, Performance Matters and EDW	6/1/2018 every-3-weeks
G1.B1.S1.A3 A360035	Lowest performing students will be placed in triple i groups, where iReady toolkit lessons will be...	Lawrence, Celia	9/25/2017	data chats, pupil progression chart, triple i lesson plans	6/1/2018 daily
G1.B2.S1.MA1 M384722	A survey will be created at the end of the evening for parent reflection of effectiveness	Lawrence, Celia	8/28/2017	Survey results will give evidence of if evening was effective and meaningful	6/1/2018 semiannually
G1.B2.S1.MA1 M384723	The Literacy Team will create stations with teachers modeling best reading practices for...	Lawrence, Celia	8/28/2017	The Literacy will meet monthly to create and then implement two evening events of learning for parents	6/1/2018 semiannually
G1.B2.S1.A1 A360038	A Literacy in Action team will be formed	Lawrence, Celia	8/28/2017	The SAC and Literacy team will work together to create a Literacy night for parents	6/1/2018 monthly
G1.B3.S1.MA1 M384724	Remediation time is happening at the scheduled time.	Saltzman, Robyn	8/14/2017	Teacher triple i lesson plans	6/1/2018 biweekly
G1.B3.S1.MA1 M384725	Informal walkthroughs will be performed to monitor for fidelity of implementation.	Saltzman, Robyn	8/14/2017	Teachers follow the planned daily schedule.	6/1/2018 monthly
G1.B3.S1.MA1 M384726	Informal walkthroughs will be performed to monitor for fidelity of implementation.	Saltzman, Robyn	8/14/2017	Teachers follow the planned daily schedule.	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1  A360039	The master schedule will be created in a way that allows for teachers to have additional time...	Saltzman, Robyn	8/14/2017		6/1/2018 one-time
G1.B1.S2.MA1  M384718	Administration observes and coaches for improvements, identifying struggling students.	Lawrence, Celia	9/4/2017	Student work with letter sounds and basic word work as well as IReady data.	6/1/2018 every-2-months
G1.B1.S2.MA1  M384719	Teachers will be observed and coached through administration and district personnel.	Lawrence, Celia	9/5/2016	Observing instruction and providing actionable feedback to the instructors.	6/1/2018 every-6-weeks
G1.B1.S2.A1  A360036	Teachers will be trained to implement Foundations daily	Lawrence, Celia	8/14/2017	Students will be able to tap out sounds and build words across the curriculum.	6/1/2018 daily
G1.B3.S2.MA1  M384727	Final RRR, iReady and FSA data will be used to monitor the effectiveness of the tutorial.	Lawrence, Celia	6/1/2018	Final RRR, iReady and FSA data	6/1/2018 one-time
G1.B1.S3.MA1  M384720	Teachers will be surveyed at the middle and end of the year for increased knowledge of small group...	Lawrence, Celia	10/9/2017	Results from teacher surveys of effectiveness	6/1/2018 triannually
G1.B1.S3.MA1  M384721	PLCs will be held with fidelity	Lawrence, Celia	8/22/2017	PLC notes/agendas and documents will be available for each meeting	6/1/2018 weekly
G1.B1.S3.A1  A360037	PLCs will focus on improving direct instruction in small group work to meet individual student...	Lawrence, Celia	8/22/2017	PLC data will be held in a binder and shared with each staff member on each team	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G1.B1 Lack of professional in depth training for best instructional practices

G1.B1.S1 Teachers will continue to receive professional development in iReady in order to deliver effective instruction, differentiated to meet the needs of all students.

PD Opportunity 1

Lowest performing students will be identified from IReady data, FSA, RRR and Diagnostics

Facilitator

Celia Lawrence

Participants

All K-5 English Teachers

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Provide iReady PD to teachers to implement iReady with fidelity

Facilitator

Judy Licata, Ana Lemus

Participants

All K-5 English Teachers

Schedule

Triannually, from 8/14/2017 to 5/25/2018

G1.B1.S2 Teachers in Kindergarten, First grade and resource teacher will teach Foundations to all students.

PD Opportunity 1

Teachers will be trained to implement Foundations daily

Facilitator

Krysten Wysong, Karyl Partridge

Participants

All Kindergarten, first grade and resource teachers as well as Administration

Schedule

Daily, from 8/14/2017 to 6/1/2018

G1.B1.S3 PLCs will focus on implementing specific and targeted instruction in small group work

PD Opportunity 1

PLCs will focus on improving direct instruction in small group work to meet individual student needs centered around state standards

Facilitator

Various classroom teachers

Participants

all teachers

Schedule

Weekly, from 8/22/2017 to 6/1/2018

G1.B3 Not all students have access to remedial instruction on a timely manner

G1.B3.S2 After school tutorials will be offered for students to receive an additional opportunity

PD Opportunity 1

Students in grades 1-5th will be identified according to RRR levels, iReady scores, diagnostic scores and previous FSA scores.

Facilitator

Celia Lawrence

Participants

Targeted teachers

Schedule

On 3/16/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Lowest performing students will be identified from IReady data, FSA, RRR and Diagnostics				\$0.00
2	G1.B1.S1.A2	Provide iReady PD to teachers to implement iReady with fidelity				\$0.00
3	G1.B1.S1.A3	Lowest performing students will be placed in triple i groups, where iReady toolkit lessons will be used for remediation by K-5 teachers.				\$0.00
4	G1.B1.S2.A1	Teachers will be trained to implement Foundations daily				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1421 - Hagen Road Elementary School	School Improvement Funds		\$500.00
5	G1.B1.S3.A1	PLCs will focus on improving direct instruction in small group work to meet individual student needs centered around state standards				\$0.00
6	G1.B2.S1.A1	A Literacy in Action team will be formed				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1421 - Hagen Road Elementary School			\$1,000.00
7	G1.B3.S1.A1	The master schedule will be created in a way that allows for teachers to have additional time during their day to provide remediation for those students that need it.				\$0.00
8	G1.B3.S2.A1	Students in grades 1-5th will be identified according to RRR levels, iReady scores, diagnostic scores and previous FSA scores.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1421 - Hagen Road Elementary School	School Improvement Funds		\$3,000.00
Total:						\$4,500.00