

The School District of Palm Beach County

# Hagen Road Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Hagen Road Elementary School

10565 HAGEN RANCH RD, Boynton Beach, FL 33437

<https://hres.palmbeachschools.org>

## Demographics

**Principal: Bernadette Standish**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	76%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (59%) 2016-17: B (59%) 2015-16: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Standish, Bernadette	Principal	Supervise origination and implementation of the SIP. This includes data analysis, gathering parent input, coordinating and monitoring schedules, overseeing instruction, and monitoring the effectiveness and completion of the strategies and action steps.
Lawrence, Celia	Assistant Principal	Assist in creation of the SIP and monitor the implementation of the plan. This includes attending PLC's, data analysis and data chats, classroom observations, and mid-year SIP review to determine progress towards goals.
Autero, Mia	Teacher, ESE	Assist in the implementation of the school improvement plan. Participate in grade level data chats with the ESE team to monitor IEP goal progress and data collection. Participate in the SBT meetings and overall process.
Zimmerman, Mandie	Teacher, K-12	Assist in the implementation and creation of the SIP. Assist in determining which professional development is needed to support instructional practices of teachers. Provides direct instruction to students identified as needing supplemental instruction.
Reid, Natasha	Teacher, K-12	Assist in the creation of the SIP and in the implementation of the plan. Participates in the SBT and CST process, determining professional development goals on PD Team and determining effective instructional practice during PLCs.

### Demographic Information

**Principal start date**

Monday 7/1/2019, Bernadette Standish

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Total number of teacher positions allocated to the school**

59

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	76%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (59%) 2016-17: B (59%) 2015-16: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>



<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	122	120	115	114	109	112	0	0	0	0	0	0	0	692
Attendance below 90 percent	0	19	13	13	1	4	0	0	0	0	0	0	0	50
One or more suspensions	0	6	0	1	3	1	0	0	0	0	0	0	0	11
Course failure in ELA	0	22	34	21	36	26	0	0	0	0	0	0	0	139
Course failure in Math	0	13	18	10	22	15	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	18	14	23	20	0	0	0	0	0	0	0	90

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 9/14/2020

### Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	132	120	116	110	109	112	0	0	0	0	0	0	0	699
Attendance below 90 percent	26	4	7	6	11	5	0	0	0	0	0	0	0	59
One or more suspensions	2	4	3	0	4	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	21	46	35	55	53	54	0	0	0	0	0	0	0	264
Level 1 on statewide assessment	0	0	0	41	28	27	0	0	0	0	0	0	0	96

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	5	7	23	27	27	0	0	0	0	0	0	0	99

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	11	6	7	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	132	120	116	110	109	112	0	0	0	0	0	0	0	699
Attendance below 90 percent	20	16	18	1	6	21	0	0	0	0	0	0	0	82
One or more suspensions	5	0	3	3	2	4	0	0	0	0	0	0	0	17
Course failure in ELA or Math	25	40	27	35	30	36	0	0	0	0	0	0	0	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	17	20	19	19	19	25	0	0	0	0	0	0	0	119

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	11	6	7	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	67%	58%	57%	65%	53%	55%
ELA Learning Gains	61%	63%	58%	60%	59%	57%
ELA Lowest 25th Percentile	43%	56%	53%	43%	55%	52%
Math Achievement	76%	68%	63%	65%	62%	61%
Math Learning Gains	63%	68%	62%	68%	62%	61%
Math Lowest 25th Percentile	44%	59%	51%	55%	53%	51%
Science Achievement	54%	51%	53%	54%	51%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	54%	9%	58%	5%
	2018	56%	56%	0%	57%	-1%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	65%	62%	3%	58%	7%
	2018	65%	58%	7%	56%	9%
Same Grade Comparison		0%				
Cohort Comparison		9%				
05	2019	67%	59%	8%	56%	11%
	2018	59%	59%	0%	55%	4%
Same Grade Comparison		8%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	65%	10%	62%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	69%	63%	6%	62%	7%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	69%	67%	2%	64%	5%
	2018	72%	63%	9%	62%	10%
Same Grade Comparison		-3%				
Cohort Comparison		0%				
05	2019	76%	65%	11%	60%	16%
	2018	60%	66%	-6%	61%	-1%
Same Grade Comparison		16%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	51%	0%	53%	-2%
	2018	59%	56%	3%	55%	4%
Same Grade Comparison		-8%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	37	31	49	43	32	24				
ELL	48	56	60	74	72	60	50				
ASN	87			93							
BLK	55	56	42	56	52	39	33				
HSP	65	61	52	80	74	56	54				
WHT	73	66		83	55		68				
FRL	60	56	42	69	59	41	42				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	51	54	41	47	28	30				
ELL	37	72	71	48	66	53	20				
ASN	64	80		93	70						
BLK	45	63	77	49	58	48	50				
HSP	59	66	60	73	62	19	60				
MUL	80			90							
WHT	78	63		77	65		70				
FRL	50	61	65	58	58	38	49				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	36	37	28	43	53	53	17				
ELL	55	56	40	53	58	38					
ASN	71			93							
BLK	49	57	37	50	55	35	39				
HSP	61	56	39	66	78	62	57				
MUL	86			71							
WHT	79	68		73	68	60	60				
FRL	53	51	36	54	61	50	44				

### ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

**Data Reflection**

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

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

When looking at the subgroup data for FY19, we found that our students with disabilities (SWD) had the lowest achievement in Math and English Language Arts. Additionally, our lowest 25% of students failed to make learning gains that are comparable to other subgroups.

During the midyear assessment (winter diagnostics) students with disabilities in fourth grade demonstrated an increase of 18.6 points in ELA, while third and fifth grade had a decline of 13.6 and 29.8 points respectively.

The contributing factors to this disproportionate performance was lack of consistent personnel. Although students always received their required services, there were personnel shifts in the middle of the year that unfortunately affected student performance. Additionally, the fourth grade team consistently collaborates and plans their lessons together, which the other intermediate teams do not. This is a contributing factor to the third and fifth grade declining performance.

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

When looking at our grade level data within achievement, our school had a 8% decline from 2019 in Science. We went from 59% to 51%. Additionally, we demonstrated a 2% gap in comparison to the state. This was due to lack of instructional time dedicated to reviewing fair game benchmarks and hands-on experiments. Our lowest 25% of students have consistently been outperformed by other groups of students. A major factor that contributed to this decline was having lack of consistent personnel to service those students. Although students always received the support and instruction they needed, there was a shift in provided which affected students performance.

The data below outlines the decrease of ELA performance from FY18 to FY19:

ELA FY18 L25%: 64% vs ELA FY19 L25%: 43%

This subgroup of students historically fluctuates; it has become a pattern of concern for many years at Hagen Road.

SWD and ELL had drastic declines in ELA Learning Gains

FY18 SWD ELA LG: 51% vs FY19 SWD ELA LG: 37%

FY18 ELL ELA LG: 72% vs FY19 ELL ELA LG: 56%

FY19 DIAG vs FY20 DIAG had declines in Grade 5 ELA: -4.5 points and Science -1.4

FY19 FSA vs FY20 DIAG had declines in Grade 5 Math: -9.6 points and Science -5.4

It is important to note that comparing FY19 Diagnostics to FY20 Diagnostics there were major declines in Grade 5 overall. ELA was -29.8 and Science -16.6 This decline can be attributed to team members not participating consistently in PLCs and common planning.

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

Our ELA L25% had the greatest negative gap when compared to the state average. Our school had a 43% proficiency; while the state had 53% proficiency for L25% of students. Unfortunately, this has been a trend at Hagen Road Elementary for several years. We attribute this negative performance to the master schedule and teaching assignments. Some years, intermediate teachers are departmentalized and the literacy block is limited to 90 minutes, while other years when classes are self contained, the teacher has more flexibility to allot more time for ELA small groups or the ability to



incorporate reading with other subjects. When two different teachers are teaching ELA and Science, it makes it challenging for the content to be carried through between subjects and teachers.

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

The data component that showed the most improvement was within fifth grade mathematics.

In FY 18 60% of fifth graders were proficient, while in FY19 that number increased to 76%.

The new actions that contributed to this increase was that these cohort of students were enrolled in advanced math placement since grade 3. These advanced learner were challenged and were taught by a gifted endorsed teacher who provided enrichment activities and increased opportunities for complex thinking.

The data below shows comparisons between state and local assessments with the greatest improvement by subject and grade level:

FY19 DIAG vs FY20 DIAG Grade 4 ELA +12.3 points

FY19 DIAG vs FY20 DIAG Grade 4 Math +15 points

FY19 FSA vs FY20 DIAG Grade 4 ELA +14 points

FY19 FSA vs FY20 DIAG Grade 4 Math +7.7 points

Students with disabilities demonstrated the greatest growth in fourth grade ELA, FY19 DIAG vs FY20 DIAG with an increase of 18.6 points. This improvement is attributed to having experienced teachers collaborating with one another to plan and instruct our students with disabilities. A double down approach was utilized as an instructional strategy to ensure the success of each SWD.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

A potential area of concern as reflected on the EWS data from Part I are the amount of second grade students (34) who have course failure in ELA. This is concerning because those students are scheduled to take the third grade FSA the following year. Ensuring that primary students are prepared to enter intermediate grade levels is of the utmost importance in order to achieve the goal of 75% proficiency in reading by 2021.

In addition to this data, another area of concern are the amount of kindergarten students with less than 90% attendance. Creating good attendance habits at an early age is essential to learning and development. At Hagen Road Elementary, we believe that young students should have a solid foundation in order to establish life long academic success. These areas will require strategic planning and consistent progress monitoring.

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

At Hagen Road Elementary we focus on student achievement, student learning gains and overall social emotional growth. We believe that if we dedicate time to the following priorities we will ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear path to success
- Increasing motivation
- Measuring progress with fidelity
- Giving focus & purpose for all learning
- Providing opportunities for students to be challenged and think critically.

Our priorities are:

1. ESSA Subgroups - Our students with disabilities and English language learners subgroups indicate



that we need to provide additional support to help with achievement in all content areas. This includes but is not limited to: mentoring, tutorials, focused teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner.

2. Science instruction and performance is an area that needs improvement in the upcoming school year. We can achieve improved performance by ensuring that science teachers receive a solid and consistent block of time for instruction. Furthermore, science needs to be integrated in reading as much as possible in order to continuously expose students to fair game benchmarks. Hands- on experiments need to be planned for more frequently to provide opportunities for students to interact with the complex content.

3. Provide additional time for teacher collaboration - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/ participating with the coaching continuum model, and incorporate research based strategies. Additionally, support facilitation and ELL teachers need to be provided with time to meet with their collaborating teachers in order to plan effective lessons for their students that require the additional support.

### Part III: Planning for Improvement

#### Areas of Focus:

## #1. ESSA Subgroup specifically relating to Students with Disabilities

<b>Area of Focus Description and Rationale:</b>	The ELA learning gains of students with disabilities is an area of focus for our school. This subgroup of students had a decrease of 14 points in ELA from 51% in FY18 to 37% in FY19. It is evident to see that the double digit drop requires immediate attention in order to positively impact student achievement for students with disabilities.
<b>Measurable Outcome:</b>	The measurable outcome that Hagen Road Elementary plans to achieve is for our students with disabilities to achieve 52% of ELA learning gains.
<b>Person responsible for monitoring outcome:</b>	Celia Lawrence (celia.lawrence@pbcharterschools.org)
<b>Evidence-based Strategy:</b>	<p>Students with disabilities will reach this goal by:</p> <ol style="list-style-type: none"> <li>1. Attending after school ELA tutorial</li> <li>2. Receiving intervention using Foundations or LLI</li> <li>3. Being provided with differentiated small group instruction</li> <li>4. Engaging in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level such as iReady and Raz Kids</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	Tutorials will provide students with the additional supports for remediation/enrichment as needed and will ensure students receive the additional support for success. Foundations and LLI are both research based interventions with proven, successful outcomes that will support SWD with ELA proficiency. Additionally, small group instruction will afford students the opportunity to receive individualized instruction in a small group more tailored for their needs. Lastly, iReady and Raz Kids has adaptive features that will tailor instruction to each individual student's needs. These technologies are highly engaging for students which motivates them to complete lessons in order to access games.

## Action Steps to Implement

#1

1. Select tutors based on data
2. Analyze data to determine scope and sequence
3. Provide time for tutors to collaborate and plan lessons
4. Monitor attendance and fidelity of implementation

#2

1. Analyze data to determine which students will benefit from either Foundations or LLI
2. Create a schedule
3. Monitor attendance, progress and fidelity of instructional implementation

#3

1. Analyze data to determine strengths and weaknesses in content area
2. Create all rotational schedule to ensure all students are being supported at their current level of performance
3. Create lesson plans utilizing a variety of methodologies to support all learners
4. Develop ongoing formative assessments to track student learning
5. Monitor attendance and fidelity of implementation

#4

1. Offer professional development to ensure appropriate use of technology.

2. Develop a schedule to ensure all students have access to technology
3. Engage students in instruction based on performance

**Person Responsible** Celia Lawrence (celia.lawrence@pbcharterschools.org)

## #2. ESSA Subgroup specifically relating to Economically Disadvantaged

**Area of Focus Description and Rationale:** Our lowest 25% of students have consistently been outperformed by other groups of students.  
The data below outlines the decrease of ELA performance from FY18 to FY19:  
ELA FY18 L25%: 64%  
ELA FY19 L25%: 43%  
  
This subgroup of students historically fluctuates and it has become a pattern of concern for many years at Hagen Road Elementary.

**Measurable Outcome:** The measurable outcome that Hagen Road Elementary plans to achieve is for L25% students in ELA is to achieve 53% ELA proficiency.

**Person responsible for monitoring outcome:** Bernadette Standish (bernadette.standish@palmbeachschools.org)

**Evidence-based Strategy:** The implementation of HERO K12 and a mentorship program will be used to motivate and monitor the academic and socio-emotional progress of L25% students. Additionally, L25% of students will participate in after school tutorials and small group remedial instruction using Foundations and LLI.

**Rationale for Evidence-based Strategy:** HERO K12 is a research based program used to highlight positive behavior and equips students with a mindset of improvement. Tutorials will provide students with the additional supports for remediation/enrichment as needed and will ensure students receive the additional support for success. Foundations and LLI are both research based interventions with proven, successful outcomes that will support L25% with ELA proficiency. Additionally, small group instruction will afford students the opportunity to receive individualized instruction in a small group more tailored for their needs.

## Action Steps to Implement

1. L25% of students will be identified
2. L25% of students will be paired with an academic and SEL mentor
3. L25% will participate in ELA tutorials
4. Teachers will create a small group rotation schedule
5. Teachers will receive professional development in Foundations and LLI to ensure proper implementation
4. Progress monitoring will occur on a weekly basis

**Person Responsible** Celia Lawrence (celia.lawrence@pbcharterschools.org)

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction the History of the Holocaust, History of African Americans, study of the contributions of Hispanics and Women to the United States, and the Sacrifices of Veterans in serving our country.**

**Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science Achievement and ELA Achievement of the Lowest 25th Percentile of Students will demonstrate positive data gains as a result from the action steps developed for both Areas of Focus as well.**

**Students are continuously engaged in rigorous standards-based activities which highlight multicultural diversity within the arts. Throughout the school year, the school hosts and students participate in art expos and music programs of different cultures, countries, and eras. Students have access to books about cultures and contributions of Black and African Americans, Latino and Hispanics, and women in US History. Fifth grade studies the Holocaust and patrols visit the Holocaust Memorial Museum in Washington, DC. (School Board Policy 2.09 and Florida State 1003.42) This access to ongoing multi cultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community.**

**Hagen Road Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS/HERO K12 programs. These actions influence student achievement and create an environment conducive to learning.**

**HRES Elementary School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. We integrate Single School Culture by sharing our Universal Guidelines for Success, Single School Culture Scripts, Grade Level Assemblies, Family Nights, Curriculum Nights, and SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS.**

## **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Hagen Road Elementary School prioritizes building positive school culture and environment which emphasizes a positive relationship between all stakeholders in our community. It is important that every member of our community feels supported and valued.

Some ways we positively involve teachers are through collegial activities, such as creating wellness rooms throughout the school building. Virtually, teachers are supported through a variety of helpful resources found in the weekly electronic newsletter and on the Hagen Road Teacher Wellness Google Classroom Page, which helps support their physical, mental, and social needs. Teachers also utilize the Hagen Road SWPIS website to access SEL resources for parents, students, and teachers. Through this website, they can also locate SEL professional development, leave positive praise for colleagues, and post suggestions that benefit our SWPIS program. To ensure that teacher input is valued, teacher leaders are represented and included in all decision-making committees. Electronic surveys are often used to encourage the input of all staff members as well.

Hagen Road values the relationship we have with our families. To engage our families we keep our parents informed through Parent Link call outs and texts in English and Spanish, school and teacher website calendars and posts, teacher newsletters, PTA newsletters, Twitter, and the marquee in front of the school. During parent conferences, teachers collaborate and promote positive interactions. Parents are kept in communication with specific student progress by use of weekly agendas, progress reports, report cards, and educational family nights. Additionally, at Hagen Road, we solicit feedback from parents through multiple surveys such as SEQ. We also offer an Open House, curriculum nights, Parent University, and Meet the Teacher event 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 ad Literacy night where every parent is provided with strategies they can use at home to help them support their child's academic performance. In addition, parents are invited to our SAC meetings and participate as active members.

Hagen Road ensures that all students' social-emotional needs are being met in a variety of formats. Through our guidance fine arts course, students receive lessons addressing self-esteem, bullying, problem-solving strategies, and other facets that fall under the socio-emotional umbrella. We also have a mentoring program that targets our L25% of students to provide social-emotional and academic support. Through this program, students make meaningful connections with staff members they meet regularly throughout the school year. To encourage positive student behaviors our school utilizes the Hero K12 program. Through this program, students participate in a virtual token economy program where they earn points when exhibiting targeted positive behaviors. Students are then able to redeem points for virtual or tangible rewards.

Broad stakeholders are also valued members of our community. Many of our teachers work closely with

local universities to serve as mentors for their preservice teachers. We also work with our business partners to host a career week in which students are exposed to technical and professional careers.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	1421 - Hagen Road Elementary School	School Improvement Funds		\$2,000.00
			<i>Notes: Tutorial Funds</i>			
	0000	239-Other	1421 - Hagen Road Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Professional Development</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Economically Disadvantaged</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	1421 - Hagen Road Elementary School	School Improvement Funds		\$2,000.00
			<i>Notes: Tutorial</i>			
	0000	239-Other	1421 - Hagen Road Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Mentorship</i>			
<b>Total:</b>						<b>\$5,500.00</b>