

The School District of Palm Beach County

# Hagen Road Elementary School



## 2021-22 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: 9/14/2021

<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>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	76%
<b>2020-21 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%)
<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>	

\* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	55%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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### SIP Authority

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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	Position Title	Job Duties and Responsibilities
Standish, Bernadette	Principal	<p>As Principal of Hagen Road Elementary, Ms. Standish manages or supervises all aspects of the educational program. The Principal shall 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.</p> <p>Additional Responsibilities include:</p> <ul style="list-style-type: none"> <li>- Supervision of Assistant Principal</li> <li>- Deliberate Practice for all Staff</li> <li>- Discipline referral monitor</li> <li>- Employee Building Council</li> <li>- Marzano Framework Activities</li> <li>- SAC</li> </ul>
Reid, Natasha	Other	<p>Assist in the creation of the SIP and the implementation of the plan. Participates in the SBT and CST process, determining professional developmental goals on PD team and determining effective instructional practice during PLCs.</p>
Autero, Mia	Other	<p>Assist in the implementation of the SIP. 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.</p> <p>-Provides teachers with research based instructional strategies to ensure ESE students receive all the support they need for success.</p>
Zimmerman, Mandie	Teacher, K-12	<p>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.</p>
Hoffman, Jessica	Assistant Principal	<p>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. Other duties include:</p> <ul style="list-style-type: none"> <li>- Overseeing Building Operations</li> <li>- Attending PLCs</li> <li>- Monitoring Deliberate Practice</li> <li>- Business Partner Liaison</li> <li>- Monitor Student Behavior and Referrals</li> <li>- Attend SBT Meetings</li> <li>- Monitor and Oversee School's Tutorial Programs</li> </ul>

## Demographic Information

### Principal start date

Tuesday 9/14/2021, 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.*

6

**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.*

6

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

59

**Total number of students enrolled at the school**

743

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

### Demographic Data

## Early Warning Systems

### 2021-22

**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	131	121	103	118	128	115	0	0	0	0	0	0	0	716
Attendance below 90 percent	0	15	7	10	11	5	0	0	0	0	0	0	0	48
One or more suspensions	0	1	0	0	2	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	30	37	42	37	44	0	0	0	0	0	0	0	190
Course failure in Math	0	13	30	31	57	51	0	0	0	0	0	0	0	182
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	5	7	27	30	25	34	0	0	0	0	0	0	0	128
FY 21 ELA Winter Diagnostic LVL 1/2	0	0	0	43	44	55	0	0	0	0	0	0	0	142
FY 21 Math Winter Diagnostic LVL 1/2	0	0	0	29	46	68	0	0	0	0	0	0	0	143

**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	19	27	29	41	44	0	0	0	0	0	0	0	160

**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	1	1	2	0	11	0	0	0	0	0	0	0	16
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**

Tuesday 9/14/2021

**2020-21 - 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	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	

**2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				67%	58%	57%	62%	57%	56%
ELA Learning Gains				61%	63%	58%	64%	61%	55%
ELA Lowest 25th Percentile				43%	56%	53%	64%	56%	48%
Math Achievement				76%	68%	63%	69%	65%	62%
Math Learning Gains				63%	68%	62%	62%	63%	59%
Math Lowest 25th Percentile				44%	59%	51%	36%	53%	47%
Science Achievement				54%	51%	53%	59%	56%	55%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	63%	54%	9%	58%	5%
Cohort Comparison						
04	2021					
	2019	65%	62%	3%	58%	7%
Cohort Comparison		-63%				
05	2021					
	2019	67%	59%	8%	56%	11%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	65%	10%	62%	13%
Cohort Comparison						
04	2021					
	2019	69%	67%	2%	64%	5%
Cohort Comparison		-75%				
05	2021					
	2019	76%	65%	11%	60%	16%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	51%	0%	53%	-2%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Hagen Road Elementary will utilize a variety of progress monitoring tools to monitor student proficiency.

FSQs/ USAs- Middle and End of ELA/Math Units

iReady Diagnostics- 3x's Beginning of Year, Middle of School Year, and End of School Year

Successmaker- Ongoing Throughout School Year

District Diagnostics- Winter 2021/2022

iStation- Dual Language Program Proficiency

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.8	39.5	57.1
	Economically Disadvantaged	35.3	30.9	51.5
	Students With Disabilities	27.8	27.8	35.3
	English Language Learners	37.5	33.3	46.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		80.3	90.8
	Economically Disadvantaged		75.4	88.9
	Students With Disabilities		76.5	89.5
	English Language Learners		57.9	68.4
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.5	38.1	52.5
	Economically Disadvantaged	33.8	26.8	42.5
	Students With Disabilities	15.8	13.6	21.7
	English Language Learners	20.0	19.0	35.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		79.6	78.0
	Economically Disadvantaged		73.5	72.2
	Students With Disabilities		70.6	70.6
	English Language Learners		72.7	56.5

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62.7	46.8	56.6
	Economically Disadvantaged	57.8	38.5	50.8
	Students With Disabilities	18.2	18.2	27.3
	English Language Learners	11.8	6.3	25.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	68.1	77.1	61.7
	Economically Disadvantaged	66.7	73.0	52.8
	Students With Disabilities	41.7	27.3	52.9
	English Language Learners	33.3	56.3	31.6
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.2	27.3	34.9
	Economically Disadvantaged	34.7	21.6	26.0
	Students With Disabilities	28.6	23.3	20.0
	English Language Learners	13.3	0.0	5.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61.7	60.7	59.3
	Economically Disadvantaged	53.1	53.8	50.0
	Students With Disabilities	43.3	43.3	37.5
	English Language Learners	28.6	35.3	33.3

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.2	23.2	33.3
	Economically Disadvantaged	41.1	22.1	50.0
	Students With Disabilities	21.4	14.3	70.0
	English Language Learners	20.0	0.0	10.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	75.2	74.1	74.6
	Economically Disadvantaged	74.2	68.7	64.7
	Students With Disabilities	72.0	69.2	65.4
	English Language Learners	80.0	80.0	83.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	72.0	78.6	89.9
	Economically Disadvantaged	69.0	76.5	90.4
	Students With Disabilities	61.9	68.0	77.8
	English Language Learners	44.4	54.5	75.0

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	38	50	43	39	19		33				
ELL	46	68	73	37	21		41				
ASN	100			73			70				
BLK	54	41		48	7	18	32				
HSP	64	68		53	19		24				
WHT	68	63		61	30		55				
FRL	62	60	58	51	20	18	45				
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							

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
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				

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO



English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

FY 21 Winter Diag vs. FSA21 results show:

FY 21 ELA: +14 pts in Gr 3, +4 pts in Gr 4, +8 pts in Gr 5

Math: +11 pts in Gr 3, +15 pts in Gr 4, +15 Gr. 5

Science: -13 pts Gr 5

SWD: +1%

Based on this data trend, our focus will be to diminish 3rd grade ELA level 1's and increase learning gains and achievement. Our data trends show that a focus on 3rd grade literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the rigor of grade level standards. We will specifically focus on our 3rd grade ELA students to increase proficiency from 65% to 75%. We will also focus on our 4th grade math students to increase proficiency from 57% to 75%. We will strategically schedule SWD and tier students into targeted support groups. Students will receive additional support through various modes of instruction including adaptive technology, small group, tutorials, data chats, and progress monitoring. Our bi-weekly grade level PLCS, common planning, and Winter Tutorial sessions will ensure student participation and success. Through strategic scheduling, Fine Arts teachers will participate in supplemental ELA instruction for struggling students.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Two potential areas of concern are the number of 3rd grade students who are not proficient on the 3rd grade ELA FY19 FSA, and the number of students demonstrating proficiency on the 4th grade Math FY19 FSA. Our focus is to increase both areas to 75% proficiency. iReady, FY19 FSA, and Winter Diagnostic data indicate significant numbers of students who are scoring below grade level in reading skills measured by the Florida State Standards. To address this problem, we implemented targeted pull-out intervention groups using the SPIRE program. Our staff attended multiple trainings to effectively implement the program and learn new strategies. Additionally, 3rd grade ELA teachers attend bi-weekly PLCs and common plan to effectively use data based small group instruction in the classroom. FSQs and USAs monitor student progress, and teachers continually analyze data to support students in their small groups. Targeted support is also provided for all struggling learners with an emphasis on ELL and SWD students. Winter tutorial groups will serve as an additional support for 3rd grade ELA students. 4th Grade Math teachers attend bi-weekly PLCs and common plan to effectively use data based small group instruction in the classroom. Successmaker and classroom assessments monitor student progress, and teachers continually analyze data to support students in their small groups. Winter tutorial groups will serve as an additional support for 4th grade math students.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

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.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

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.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Improvement was made by several school initiatives:

1. Strategically planned after school ELA tutorial
2. Receiving scheduled intervention using the LLI and Foundations Program
3. Students were provided with differentiated small group instruction
4. Students engaged in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level such as iReady and Successmaker
5. Teachers participated in bi-monthly PLCs to analyze data and plan for standards based instruction

**What strategies will need to be implemented in order to accelerate learning?**

Standards Based Instruction will continue to be a primary focus during planning, instruction, professional learning communities, and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at their grade level. Our small group instruction and tutorial programs ensure student participation and success.

Increase student proficiency in Literacy and Math through:

1. After school tutorials
2. Incorporate the resources from iReady and Successmaker (iStation for Dual Language students) to ensure teachers are supporting all learners with small group instructions specifically our SWDs.
3. Continue SwPBS points and incentive program to support student behaviors and academics

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development is key to ensure all staff will understand the delivery and execution of all strategies. Staff will participate in collaborative training for:

Differentiation

Standards Based Instruction

SwPBS

SEL

Technology in the Classroom

Small Group Instruction

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Hagen Road offers additional services that will be implemented to ensure sustainability of improvement in the next year and beyond. In order to ensure all students learn and demonstrate growth toward their grade level proficiency, we will focus on:

1. Reading Achievement
2. Math Achievement
3. Science Achievement
4. SEL needs of both students and staff. Morning meetings have been embedded in the daily master schedule.

We have set up the following initiatives to help attain our school wide goals:

1. Tutorial sessions for students in grades K-5.
2. Teachers are disaggregating data in PLCs to identify areas of weakness, create targeted lessons, and plan for small group instruction to close the achievement gap.
3. Increase consistent use of iReady and Successmaker in the classroom. This is closely monitored by teachers and administration
4. We have implemented a fully functional STEM lab for all students in grades K-5 to focus on hands on, standards based science lessons.
5. We will continue our partnership with the Project Connect grant and collaborate with our specialist to utilize Hero Points as a school-wide Positive Behavior system.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	<p>Third Grade ELA proficiency is an area of focus for our school. On the FY19 FSA, the third graders had the lowest proficiency of 3-5. This trend continues on the FY21 Winter Diagnostic.</p> <p>3rd Grade FY19 FSA ELA- 63. FY21 Winter Diagnostic- 51  4th Grade FY19 FSA ELA- 65. FY21 Winter Diagnostic- 53  5th Grade FY19 FSA ELA- 67 FY21 Winter Diagnostic- 56  Students with Disabilities FY19 FSA- 31% Winter Diagnostic- 30%</p> <p>It is evident to see that the 3rd grade ELA students and Students with Disabilities need immediate attention in order to positively impact student achievement.</p>
<b>Measurable Outcome:</b>	<p>The measurable outcome that Hagen Road Elementary plans to achieve is for our 3rd Grade Students to increase from 63% (FY19 FSA) to 75%, and for students with disabilities to increase from 31% (FY19 FSA) to 41% proficiency.</p>
<b>Monitoring:</b>	<p>Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data they need to make decisions about instruction and differentiated support for the students. At Hagen Road, we strategically plan several monitoring techniques:</p> <p>Review of Lesson Plans  Data Analysis of FSQs, USAs, iReady, Successmaker, and Diagnostics  Classroom Walks  Data Chats  Formal Observations  Monitoring SEL</p>
<b>Person responsible for monitoring outcome:</b>	<p>Jessica Hoffman (jessica.hoffman@palmbeachschools.org)</p>
<b>Evidence-based Strategy:</b>	<p>3rd Grade ELA and SWD students 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 SPIRE</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.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<p>Tutorials will provide students with the additional supports for remediation/ enrichment as needed and will ensure students receive the additional support for success. SPIRE is a 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 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.</p>

**Action Steps to Implement**

- #1 Tutorials
1. Select and employ 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

**Person Responsible** Natasha Reid (natasha.reid@palmbeachschools.org)

#### #2 SPIRE

1. Analyze data to determine which students will benefit from pull out supplemental support (SPIRE)

2. Create a schedule

3. Monitor attendance, progress and fidelity of instructional implementation

**Person Responsible** Mandie Zimmerman (mandie.zimmerman@palmbeachschools.org)

#### #3 Small Group Instruction

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

**Person Responsible** Jessica Hoffman (jessica.hoffman@palmbeachschools.org)

#### #4 Technology

1. Scheduled in small group rotations

2. Teacher assigned lessons and/or adaptive tracks

3. Data chats/reflection in PLC

**Person Responsible** Jessica Hoffman (jessica.hoffman@palmbeachschools.org)



**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	<p>4th Grade proficiency is an area of focus for our school. On the FY19 FSA, the 4th graders had the lowest proficiency of 3-5. This trend continues on the FY21 Winter Diagnostic.</p> <p>3rd Grade FY19 FSA Math- 75%. FY21 Math Winter Diagnostic- 48%</p> <p>4th Grade FY19 FSA Math- 69%. FY21 Math Winter Diagnostic- 31%</p> <p>5th Grade FY19 FSA Math- 76%. FY21 Math Winter Diagnostic- 34%</p> <p>Students with Disabilities FY19 FSA Math- 39% Winter Diagnostic- 40%</p> <p>It is evident to see that the 4th grade Math students and Students with Disabilities need immediate attention in order to positively impact student achievement.</p>
<b>Measurable Outcome:</b>	<p>The measurable outcome that Hagen Road Elementary plans to achieve is for our 4th Grade Students to increase from 69% (FY19 FSA) to 75%, and for students with disabilities to increase from 39% (FY19 FSA) to 49% proficiency.</p> <p>Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data they need to make decisions about instruction and differentiated support for the students. At Hagen Road, we strategically plan several monitoring techniques:</p>
<b>Monitoring:</b>	<p>Review of Lesson Plans</p> <p>Data Analysis of FSQs, USAs, iReady, Successmaker, and Diagnostics</p> <p>Classroom Walks</p> <p>Data Chats</p> <p>Formal Observations</p> <p>Monitoring SEL</p>
<b>Person responsible for monitoring outcome:</b>	<p>Bernadette Standish (bernadette.standish@palmbeachschools.org)</p>
<b>Evidence-based Strategy:</b>	<p>4th Grade ELA and SWD students will reach this goal by:</p> <ol style="list-style-type: none"> <li>1. Attending after school Math tutorial</li> <li>2. Teachers and Admin participate in bi-monthly PLCs</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 Successmaker</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<p>Tutorials will provide students with the additional supports for remediation/ enrichment as needed and will ensure students receive the additional support for success. Additionally, small group instruction will afford students the opportunity to receive individualized instruction in a small group more tailored for their needs. Lastly, Successmaker 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.</p>

**Action Steps to Implement****#1 Math Tutorials**

1. Select and employ 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

**Person Responsible** Natasha Reid (natasha.reid@palmbeachschools.org)

## #2 PLCs

1. Analyze data in bi-monthly PLCs 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

**Person Responsible** Jessica Hoffman (jessica.hoffman@palmbeachschools.org)

## #3 Differentiated Small Group Instruction

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

**Person Responsible** Jessica Hoffman (jessica.hoffman@palmbeachschools.org)

## #4 Technology

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
4. Admin and teachers monitor usage and performance

**Person Responsible** Jessica Hoffman (jessica.hoffman@palmbeachschools.org)

## Additional Schoolwide Improvement Priorities



Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Hagen Road Elementary School ranked #410 out of 1,395 elementary schools in the state. We are ranked #34 out of 82 elementary schools in the county. We are currently identified as a "Low Incident" school.**

**Hagen Road's total reported suspensions rank #597 out of 1,395 elementary schools in the state. We are ranked #42 out of 126 elementary schools in the county. We are currently identified as a "Moderate/Middle" school.**

**In order to decrease discipline referrals and increase positive interactions with our students, the School Wide Positive Behavior Committee meets monthly to review data and plan for school wide incentives. 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.**

**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. 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.**

**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 socioemotional 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.**

## 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.

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. 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 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 support teachers are through a variety of helpful resources found in the maintenance of staff wellness rooms, weekly electronic newsletter, daily updates Google Document, 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 and Google Classroom 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 and 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.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The stakeholders involved in promoting a positive culture and environment at Hagen Road Elementary School include the principal, assistant principal, teachers/staff members, PTA / HRES parents, students, and our Project Connect Coach/Specialist.

**Principal/Assistant Principal:** Actively supports and participates in the SWPBIS committee to promote our universal guidelines of being Responsible, Respectful, and Safe. Maintains staff wellness rooms to promote positive physical, social and emotional health. Daily / weekly electronic communication to all staff members via school newsletters and "Positive Vibes" Google Document which keeps all staff members informed with daily updates. Conducts staff polls and provides opportunities for staff feedback to ensure a positive school culture. Actively communicates with families via emails and Parent-Link Callouts in Spanish and English. Organizes school-wide events to positively promote academic, physical, social, and emotional wellness for all stakeholders. Conduct positive walkthroughs to observe the positive culture and environment of school.

**Teachers / Staff members:** Actively participates in the SWPBIS committee to promote our universal guidelines of being Responsible, Respectful, and Safe. Teachers/Staff members also teach and model expected behaviors in all settings based on our behavior matrix. Our Hero K12 virtual token economy program is also utilized by all staff members to promote positive student behavior. Social-Emotional Learning is also promoted by teachers through Morning Meetings which take place in every classroom through targeted lessons. Teachers and staff members serve as mentors for L25% of students to promote positive relationships and increased self-esteem. In addition, teachers regularly communicate in a variety of ways with families regarding student progress and keep them informed of upcoming events. Teachers/Staff members also utilize Wellness rooms for collegial activities and to promote Social and Emotional Health.

**PTA / HRES Parents:** Works closely with school administration, teachers/staff, and students to support school-wide initiatives that positively promote academic, physical, social and emotional growth for all students and teachers. Provides resources needed to ensure a positive culture and environment is prioritized.

Students: Students are provided with opportunities to give meaningful feedback regarding initiatives and ways to promote a positive culture and environment. Many positive student representatives model and promote positive student behavior expectations based on the school-wide behavior matrix. Students utilize the HeroK12 program to virtually redeem points earned for being respectful, responsible, and safe.

Project Connect Coach/Specialist: Actively works with school administration and teachers/staff members to promote SWPBIS and SEL supports and resources. Works closely with the SWPBIS committee to promote and create school-wide initiatives, matrices, and guidelines. Aids in the maintenance and promotion of the virtual HeroK12 program. Provides professional development that identifies positive interventions, tools, and resources utilized by teachers to promote positive student behavior.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00