

The School District of Palm Beach County

Hagen Road Elementary School



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: A (62%) 2018-19: B (58%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	76%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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SIP Authority

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Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Standish, Bernadette	Principal	<p>As the Principal, Ms. Standish, will monitor and work with all staff to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Standish must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Hoffman, Jessica	Assistant Principal	<p>As assistant Principal, Mrs. Hoffman supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Autero, Mia	Teacher, ESE	<p>The ESE Contact, Mrs. Autero, manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information</p>

Name	Position Title	Job Duties and Responsibilities
		<p>regarding IDEA</p> <p>Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>

Demographic Information

Principal start date

Tuesday 9/14/2021, Bernadette Standish

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

17

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

771

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	129	135	126	119	104	125	0	0	0	0	0	0	0	738
Attendance below 90 percent	41	35	25	24	17	18	0	0	0	0	0	0	0	160
One or more suspensions	2	3	2	0	7	7	0	0	0	0	0	0	0	21
Course failure in ELA	20	26	26	27	31	29	0	0	0	0	0	0	0	159
Course failure in Math	10	28	17	29	33	19	0	0	0	0	0	0	0	136
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	16	19	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	17	35	0	0	0	0	0	0	0	74
Number of students with a substantial reading deficiency	8	14	20	14	11	10	0	0	0	0	0	0	0	77

Using the table above, complete the table below with the number of students by current grade level who have 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	12	22	19	28	34	36	0	0	0	0	0	0	0	151

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	8	0	0	0	0	0	0	0	0	0	9
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 9/20/2022

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	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	

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	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

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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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	71%	59%	56%				67%	58%	57%
ELA Learning Gains	69%						61%	63%	58%
ELA Lowest 25th Percentile	48%						43%	56%	53%
Math Achievement	64%	53%	50%				76%	68%	63%
Math Learning Gains	67%						63%	68%	62%
Math Lowest 25th Percentile	63%						44%	59%	51%
Science Achievement	49%	59%	59%				54%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	54%	9%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	65%	62%	3%	58%	7%
Cohort Comparison		-63%				
05	2022					
	2019	67%	59%	8%	56%	11%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	65%	10%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	69%	67%	2%	64%	5%
Cohort Comparison		-75%				
05	2022					
	2019	76%	65%	11%	60%	16%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	51%	0%	53%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	35	52	41	36	50	48	34				
ELL	58	70	68	53	70	75	17				
ASN	91			100							
BLK	67	67	35	56	69	53	35				
HSP	70	74	65	58	64	63	50				
WHT	72	64	44	72	65	71	52				
FRL	64	69	54	54	66	61	37				
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							
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	96
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	59
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	65
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	63
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FSA ELA Data 2021 Vs. 2022

3rd Grade: 67/73 = +6

4th Grade: 71/88 = +16

5th Grade: 76/76 = +0

FSA Math Data 2021 Vs 2022

3rd Grade: 64/65 = +1

4th Grade: 62/82 = +20

5th Grade: 56/63 = +7

FSA SCI Data 2021 Vs 2022

5th Grade: 46/59 = +12

Based on this data trend our focus will be to increase learning gains and achievement in the area of ELA. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas.

We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their State FAST Assessment (3rd Grade Mandatory Retention).

At Hagen Road, many school-wide initiatives ensured student participation and success. This included 3-5th Grade Tutorial programs (AM&PM), a successful mentoring program, technology enhanced curriculum, scheduled STEM class for students K-5, and bi-weekly PLCS.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on this trend our focus will be to increase learning gains and achievement for grades 3 and 5. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups 5th Grade L25% students, and 3rd Grade SWD.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT.

We

will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

A potential areas of concern is the number of level 1 students on the statewide ELA assessment (48 level 1 students). To address this problem, we adjusted our Reading Intervention blocks in grades K-5 to target our students who have a substantial reading deficiency (Tier 3 Intervention). Both classroom teachers, and SAI supplemental teachers scheduled groups of student to receive intervention in the students' area of need.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level.

Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups monitored for progress. They will receive additional support by teachers ensuring lessons planned are based on the specific needs of the students.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD provided during staff meetings and on professional development days. Assign key members of Leadership to support the students and build relationships with them to motivate and ensure their attendance.

During FY22, the school employed certified teachers; many were new and are still developing their instructional capacity. In addition, we had several teachers resign mid-year leaving those positions vacant and lacking certified teachers, resulting in classes being run by long-term substitutes. There was a significant increase in social-emotional behavioral issues among this subgroup.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was mathematics grades 3-5. Math demonstrated an increase in proficiency (28% increase from the previous school year).
4th Grade Math- 20% Increase with a 76% increase (0% to 76%) in Math Gains for ELLs
5th Grade SWD 31% Increase (17%to 48%) in Math gains
5th Grade ELL 100% Increase (0% to 100%) in Math gains

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 learners were challenged and were taught by a gifted endorsed teacher who provided enrichment activities and increased opportunities for complex thinking.

Another action that contributed to this increase was the strategic scheduling of 4th grade Math students. A 4th grade math group was formed and taught direct, small group instruction by a certified resource teacher.

ELL Students demonstrated the greatest growth in fifth grade, comparing SY22 to SY23 FSA. 5th Grade ELL Students demonstrated a 100% improvement (0% to 100%) in the area of Math Gains. 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 & Math tutorial
2. Strategic math pull-out class
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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

School Wide Goals:

Will increase Grade 3 from 73% to 75% Reading Proficiency for the 2022-2023 school year.

Will increase from 48% to 50% Science Proficiency for the 2022-2023 school year.

If we focus on standards-based instruction to increase learning gains in school-wide ELA Proficiency, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth.

Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. The results of our ELA low 25% and overall ELA learning gains were our lowest performing categories when comparing the FSA scores from SY22 with the scores from SY21.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 23, we will increase the overall percentage of ELA Proficiency on the ELA Progress Monitoring by 2% bringing us to 75%.

Teacher Outcomes: By February of 2023, 50% of our teachers will be effectively utilize small group instruction by ensuring specific focus on differentiation and monitoring to ensure students can show mastery and demonstrate understanding of the standard.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Monitoring 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:
 Review of Lesson Plans
 Data Analysis of FSQs, USAs, iReady, Successmaker, and Diagnostics
 Classroom Walks
 Data Chats
 Formal Observations
 Monitoring SEL

Person responsible for monitoring outcome:

Jessica Hoffman (jessica.hoffman@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for

3rd Grade ELA students will reach this goal by:

1. Attending after school ELA tutorial
2. Receiving intervention using SPIRE & Phonics Based Programs
3. Being provided with differentiated small group instruction
4. Engaging in adaptive technology to offer personalized learning solutions that provide

this Area of Focus.	support/reteach/enrichment at their level such as iReady.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	<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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

#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 Jessica Hoffman (jessica.hoffman@palmbeachschools.org)

#2 SPIRE

1. Analyze data to determine which students will benefit from pull out supplemental support (SPIRE)
2. Create a schedule. Ensure all students with substantial reading deficiencies (as outlined in the Intervention Handbook) are included and represented.
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 Bernadette Standish (bernadette.standish@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 Science

Area of Focus	5th Grade Science Proficiency is an area of focus for our school.
Description and Rationale:	
Include a rationale that explains how it was identified as a critical need from the data reviewed.	On the FY22 FSA, the 5th graders struggled with Science Proficiency, with 48% scoring level 3,4, or 5 on the Statewide Science Assessment. It is evident to see that the 5th grade Science students and Students with Disabilities need immediate attention in order to positively impact student achievement.

Measurable Outcome:**State the specific****measurable outcome the school plans to achieve.****This should be a data based, objective outcome.**

The measurable outcome that Hagen Road Elementary plans to achieve is for our 5th Grade Students to increase from 48% (FY22 FSA) to 50%.

Monitoring:**Describe how this Area of Focus will be monitored for the desired outcome.**

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:
Review of Lesson Plans
Data Analysis of FSQs, USAs, and Diagnostics
Classroom Walks
Data Chats
Formal Observations
Monitoring SEL

Person responsible for monitoring outcome:

Bernadette Standish (bernadette.standish@palmbeachschools.org)

Evidence-based**Strategy:****Describe the evidence-based strategy being implemented for this Area of Focus.**

5th Grade Science students will reach this goal by:

1. Attending after school Science tutorial
2. Teachers and Admin participate in bi-monthly Science PLCs
3. Being provided with hands-on science instruction
4. Grades K-5 participating in STEM Science on a scheduled rotation

Rationale for Evidence-based Strategy:**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Tutorials will provide students with the additional supports for remediation/enrichment as needed and will ensure students receive the additional support for success. Additionally, hands on science experiences will afford students the opportunity to make connections between the science standards and real-world application. Lastly, with STEM Science on the Fine Arts rotation, students will be exposed to science content and curriculum on a regular basis. These STEM lessons are highly engaging for students which promotes engagement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

#1 Science 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 Jessica Hoffman (jessica.hoffman@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 Bernadette Standish (bernadette.standish@palmbeachschools.org)

#3 Planning for Hands on Science Instruction

1. Analyze data to determine strengths and weaknesses in science content area
2. 5th Grade Science teachers work together to plan hands on experiences.
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 Grades K-5 participating in STEM Science on a scheduled rotation

1. Create schedule that accommodates 5th grade receiving STEM Science as part of their Fine Arts rotation (5 day rotation model)
2. Incorporate K-4 classes into STEM Science rotating schedule
3. Analyze school-wide science data to tailor monthly units to fit the needs of the individual grade levels
4. Incorporate Fair Game Benchmarks for 5th grade STEM class
5. Monitor attendance and fidelity of implementation

Person Responsible Bernadette Standish (bernadette.standish@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Hagen Road Elementary integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly presentations. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/ family multicultural nights. Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Responsible, Respectful, and Safe student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. As part of the Project Connect Grant, all teachers have access to the Hero K12 program. To celebrate success, students receive Hero Points which can be redeemed for prizes funded through the grant. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Hagen Road is a Dual Language (English/Spanish) Choice program school. The Goal of the International Studies Choice Program is to create an environment that promotes equity and positive cross-cultural attitudes while students become bilingual and bi-literate. It provides students the opportunity to learn, speak, read and write in two languages. Proficiency in multiple languages will enhance our students' future employment opportunities in the global marketplace.

Hagen Road Elementary adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Grade Level Assemblies, SwPBS, Family Curriculum and Education Nights, Family Workshops, and SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few. Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

Hagen Road Elementary integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts as planned during our Common Planning sessions.

As an early intervention to increase student readiness to enter kindergarten, we offer a Voluntary Prekindergarten (VPK) Program supplemented with a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education, and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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

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.