

The School District of Palm Beach County

Hagen Road Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Hagen Road Elementary School

10565 HAGEN RANCH RD, Boynton Beach, FL 33437

<https://hres.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Standish, Bernadette	Principal	The Principal will monitor and work with all staff listed above 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. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Hoffman, Jessica	Assistant Principal	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.
Autero, Mia	Other	The ESE Coordinator 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 regarding IDEA 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Our ESOL Coordinator works in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A school district officer (SRO) is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator works in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's, USA's, iReady Diagnostics and FAST Progress Monitoring, Florida Standard Assessments.

The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PMs 1, 2, & 3 in English Language Arts & Math) Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments,

Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of

speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	68%
2022-23 Economically Disadvantaged (FRL) Rate	76%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	34	36	36	23	20	23	0	0	0	172	
One or more suspensions	3	4	5	3	1	0	0	0	0	16	
Course failure in English Language Arts (ELA)	27	34	49	39	27	33	0	0	0	209	
Course failure in Math	14	23	23	30	18	28	0	0	0	136	
Level 1 on statewide ELA assessment	0	0	0	18	13	26	0	0	0	57	
Level 1 on statewide Math assessment	0	0	0	20	28	31	0	0	0	79	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	34	49	39	27	33	0	0	0	209	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	22	26	33	37	30	39	0	0	0	187

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	41	35	25	24	17	18	0	0	0	160	
One or more suspensions	2	3	2	0	7	7	0	0	0	21	
Course failure in ELA	20	26	26	27	31	29	0	0	0	159	
Course failure in Math	10	28	17	29	33	19	0	0	0	136	
Level 1 on statewide ELA assessment	0	0	0	13	16	19	0	0	0	48	
Level 1 on statewide Math assessment	0	0	0	22	17	35	0	0	0	74	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	14	20	14	11	10	0	0	0	77	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	22	19	28	34	36	0	0	0	151

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	41	35	25	24	17	18	0	0	0	160	
One or more suspensions	2	3	2	0	7	7	0	0	0	21	
Course failure in ELA	20	26	26	27	31	29	0	0	0	159	
Course failure in Math	10	28	17	29	33	19	0	0	0	136	
Level 1 on statewide ELA assessment	0	0	0	13	16	19	0	0	0	48	
Level 1 on statewide Math assessment	0	0	0	22	17	35	0	0	0	74	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	14	20	14	11	10	0	0	0	77	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	22	19	28	34	36	0	0	0	151

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	53	53	71	59	56	65		
ELA Learning Gains				69			60		
ELA Lowest 25th Percentile				48			63		
Math Achievement*	51	57	59	64	53	50	56		
Math Learning Gains				67			20		
Math Lowest 25th Percentile				63			15		
Science Achievement*	50	54	54	49	59	59	41		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	50	56	59	79			53		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	45			
AMI				
ASN	81			
BLK	49			
HSP	53			
MUL	60			
PAC				
WHT	67			
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	61			
AMI				
ASN	96			
BLK	59			
HSP	65			
MUL				
PAC				
WHT	63			
FRL	60			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			51			50					50
SWD	34			33			38				5	44
ELL	45			44			41				5	50
AMI												
ASN	83			78							2	
BLK	56			44			26				5	53
HSP	55			48			54				5	56
MUL	73			47							2	
PAC												
WHT	71			57			66				4	
FRL	54			45			45				5	45

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	71	69	48	64	67	63	49					79
SWD	35	52	41	36	50	48	34					67
ELL	58	70	68	53	70	75	17					79
AMI												
ASN	91			100								
BLK	67	67	35	56	69	53	35					86
HSP	70	74	65	58	64	63	50					76
MUL												
PAC												
WHT	72	64	44	72	65	71	52					
FRL	64	69	54	54	66	61	37					78

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	65	60	63	56	20	15	41					53
SWD	38	50	43	39	19	0	33					40
ELL	46	68	73	37	21		41					53
AMI												
ASN	100			73			70					
BLK	54	41		48	7	18	32					
HSP	64	68		53	19		24					55
MUL												
PAC												
WHT	68	63		61	30		55					
FRL	62	60	58	51	20	18	45					48

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	56%	5%	54%	7%
04	2023 - Spring	65%	58%	7%	58%	7%
03	2023 - Spring	61%	48%	13%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	90%	54%	36%	54%	36%
03	2023 - Spring	67%	57%	10%	59%	8%
04	2023 - Spring	35%	52%	-17%	61%	-26%
05	2023 - Spring	45%	56%	-11%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	51%	-2%	51%	-2%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

FAST ELA Data 2022 (FSA) Vs. 2023 (FAST)

School Wide: 70% Vs. 62%

3rd Grade: 72% Vs. 60%

4th Grade: 75% Vs. 65%

5th Grade: 62% Vs. 60%

FAST Math Data 2022 (FSA) Vs. 2023 (FAST)

School Wide: 62% Vs. 60%

3rd Grade: 65% Vs. 55%

4th Grade: 75% Vs. 35%

5th Grade: 46% Vs. 45%

FSA Science Data 2022 Vs. 2023

5th Grade: 46% Vs. 49%

The data component that showed the lowest performance was 4th Grade Math. One of the important contributing factors to note is the large class sizes from the 4th grade level. Even with push in and pull out support, homerooms were larger than the other grade levels. One of the 4th grade teachers was out for a majority of the school year on leave. Even though a long-term substitute replaced her for the time, the impact on the student performance was noted.

Lack of small group standards based instruction was another contributing factor to the grade level performance. Instead of targeted planning as a response to data, whole group instruction was utilized with a uniform note taking system.

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

The data component that showed the greatest decline from the prior year is 4th Grade Math. FAST Math Data 2022 (FSA) Vs. 2023 (FAST) 4th Grade: 75% Vs. 35%, a 40% overall decrease from the prior year.

The data component that showed the lowest performance was 4th Grade Math. One of the important contributing factors to note is the large class sizes from the 4th grade level. Even with push in and pull out support, homerooms were larger than the other grade levels. One of the 4th grade teachers was out for a majority of the school year on leave. Even though a long-term substitute replaced her for the time, the impact on the student performance was noted.

Lack of small group standards based instruction was another contributing factor to the grade level performance. Instead of targeted planning as a response to data, whole group instruction was utilized with a uniform note taking system.

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

STATE 3rd Grade ELA FAST % Lvl 3 or Above:22%
SCHOOL 3rd Grade ELA FAST % Lvl 3 or Above: 26%
+4%

STATE 4th Grade ELA FAST % Lvl 3 or Above:33%
SCHOOL 4th Grade ELA FAST % Lvl 3 or Above: 38%
+5%

STATE 5th Grade ELA FAST % Lvl 3 or Above:36%
SCHOOL 4th Grade ELA FAST % Lvl 3 or Above: 43%
+7%

STATE 3rd Grade Math FAST % Lvl 3 or Above:10%
SCHOOL 3rd Grade Math FAST % Lvl 3 or Above: 16%

STATE 4th Grade Math FAST % Lvl 3 or Above: 12%
SCHOOL 4th Grade Math FAST % Lvl 3 or Above: 4%
-8%

STATE 5th Grade Math FAST % Lvl 3 or Above:16%
SCHOOL 5th Grade Math FAST % Lvl 3 or Above: 3%
-13%

5th Grade MATH had the greatest gap compared to the State scores. One important factor is in SY23, 45 Hagen Road 5th grade students participated in AMP Math. These students took the 6th grade Math

FAST, with 100% showing proficiency. These 45 student scores get "counted" as 6th grade math rather than 5th, which shows an imbalance of percentages (more approaching students than proficient).

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

5th Grade Science showed the most improvement.

FSA Science Data 2022 Vs. 2023

5th Grade: 46% Vs. 49%

In order to increase Science FSA scores for the 2023 school year, Hagen Road strategically planned to increase Science exposure to all 5th grade students by adding STEM (Science, Technology, Engineering, and Math) to the Fine Arts Rotation schedule.

STEM class highlighted Fair Game Benchmarks which aims to reteach topics that were previously covered in grades K-4.

In addition to Fair Game Benchmarks, the STEM teacher planned with the 5th grade science teachers during bi-weekly PLCS to support the 5th grade science Scope and Sequence.

Targeted 5th grade students attended an 8 week Science tutorial program that specifically reviewed standards the students previously did not demonstrate mastery.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and 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 follow all Florida statutes, rules, and contractual mandates.

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

Priority 1: Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Priority 2: Use of the double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups.

Priority 3: Continue push in model for ELA and Math block for SWDs and ELLs

Priority 4: Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

Priority 5: Continue to support PBIS: Positive Culture and Environment: Policy 2.09 and Required Instruction Florida State Statute 1003.42

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

(g) History of Holocaust

(h) History of Africans and African Americans

- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

SwPBS Action Steps:

- a. Cafeteria assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Trimester celebrations are held

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards-based instruction to increase learning gains in 3rd Grade ELA , 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 and 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 3rd Grade ELA was a low performing category when comparing the scores from one year to the next. SY22, our 3rd graders were 72% proficient. SY23, our 3rd graders were 61% proficient. An 11% decrease.

Measurable Outcome:

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

By February 2024, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 66%. By May 2024, Hagen Road will attempt to increase gains by 9% for a total of 75% proficiency on the PM3 FAST Assessment.

Monitoring:

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

Monitoring is a key detail in achieving student progress. 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. Our goal is to monitor for implementation and for impact.

Monitoring Techniques at Hagen Road Elementary will include:

Review of Lesson Plans during bi-weekly team common planning
Data Analysis lead by coaches in bi-weekly PLCs
Classroom walks
Student attendance
Trimester Data Chats
Formal Observations
Professional Learning Communities attendance/participation
Monthly monitoring of FSQ, USA, and iReady Diagnostic data

Person responsible for monitoring outcome:

Jessica Hoffman (jessica.hoffman@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. ELA teachers will incorporate the use of technology-based programs including iReady Reading.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively

unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the FAST Assessment.
2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. iReady has aided in significantly increasing student achievement when the programs used with fidelity.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Small Group Instruction

1. Students will be assessed using USAs and FSQs. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

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

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from PM1 and the Fall iReady diagnostic and place students accordingly.

FAST Tutorial

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for afterschool tutorials based on results from PM1, iReady Diagnostics, FSQs, and USAs

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

By When: Tutorials will begin during the second Trimester. Students will be chosen based on data. They will be grouped based on need. Tutorials will continue through May of 2024.

Instructional Technology

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will develop a rotational schedule to ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.
4. Students are rewarded for usage

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

By When: Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology, iReady. Students will utilize the program during the ELA block.

PLCs and PD

1. Development of a PLC schedule to include all content area teachers, resource teachers, and fine arts.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

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

By When: PLCs and Professional Development will begin within the first month of the start of the new school year. PDs will be determined based on data and observations of classroom walks.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Small Group Instruction

1. Students will be assessed using USAs and FSQs. Teacher will utilize Differentiated Instructional strategies and small group instruction in all Math classes.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

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

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from PM1 and the Fall iReady diagnostic and place students accordingly.

FAST Tutorial

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to during tutorials.

3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for afterschool tutorials based on results from PM1, iReady Diagnostics, FSQs, and USAs

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

By When: Tutorials will begin during the second Trimester. Students will be chosen based on data. They will be grouped based on need. Tutorials will continue through May of 2024.

Instructional Technology

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will develop a rotational schedule to ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.
4. Students are rewarded for usage

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

By When: Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology, iReady. Students will utilize the program during the Math block.

PLCs and PD

1. Development of a PLC schedule to include all content area teachers, resource teachers, and fine arts.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

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

By When: PLCs and Professional Development will begin within the first month of the start of the new school year. PDs will be determined based on data and observations of classroom walks.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SY 23 Office Discipline Referrals:

Aug- 8

Sept- 3

Oct- 5

Nov- 7

Dec- 2

Jan- 5

Feb- 11

March- 1

April- 11

May- 7

Total: 59

SY22 Comparison Total 52 (+7)

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

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

Student Outcomes:

Reducing the amount of discipline referrals by 10% by December 2023 and by another 10% by the end of the year.

Teacher practice outcomes:

By December 2023, 80% of our teachers will positively reinforce student behaviors using Hagen Hero Points

By February 2024, 100% of our teachers will positively reinforce student behaviors using Hagen Hero Points

Monitoring:

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

Scheduling pulling of teacher hero point usage at monthly PBS meetings.

Person responsible for monitoring outcome:

Jessica Hoffman (jessica.hoffman@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) SWPBS

2) Schoolwide Discipline Plan

3) CHAMPS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SWPBS- As part of the Project Connect Grant, Hagen Road receives funding which allows us access to a PBS Specialist to work with our teachers and students in the areas of PBS and SLL.

Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. Hagen Road Behavior Matrix outlines: Responsible, Respectful, and Safe behaviors.

CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations. CHAMPS PD offered throughout the year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No