

The School District of Palm Beach County

Addison Mizner School



2016-17 Schoolwide Improvement Plan

Addison Mizner School

199 SW 12TH AVE, Boca Raton, FL 33486

<https://ames.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Addison Mizner School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Addison Mizner will provide the highest levels of instruction in reading, writing, science and mathematics for all students. Addison Mizner will increase parental participation in school-related activities. The focus will be to increase student achievement in literacy, mathematics, writing, and science for all students. Technology will be infused into the curriculum and available to all teachers and students. Our mission is to have a technology proficient staff and student body with relevance to instructional strategies. Finally, we will serve students in the least restrictive environment.

b. Provide the school's vision statement.

Addison Mizner envisions students that are able to make well-reasoned, thoughtful and healthy life-long decisions in an ever-changing world. We further believe that all students can learn and be successful, and we will provide proper instruction in a supportive environment to meet this goal.

2. School Environment

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

Addison Mizner promotes academic achievement as well as social and emotional development through the use of a single school culture. To ensure a safe and highly effective learning environment, several programs have been initiated at Addison Mizner to support a single school culture. The School Wide Behavior Plan which promotes fairness, civility, acceptance of diversity, and mutual respect sets the tone for the campus from the very first day and throughout the year. The guidelines for the behavior plan are presented to the students and communicated to the parents. The School Wide Behavior Plan is implemented by every staff member as the children move throughout the campus. The plan is then monitored for its effectiveness. The school updates its action plan during monthly SWPBS Meetings.

Here at Addison Mizner, we instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of School Wide Behavior Plan program. To provide and demonstrate an appreciation for multicultural diversity, our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans.

Addison Mizner demonstrates single school culture in the area of academics. Grade- level Professional Learning Teams analyze academic goals by unpacking standards. Teams utilize weekly meetings where student work and assessments are analyzed to drive instruction. Teams collaborate to develop rigorous lessons.

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

At Addison Mizner, we strive to work cohesively to create an environment where students feel safe and respected. To ensure the safe environment, a School Wide Behavioral Plan with a Behavioral Matrix that guides the stakeholders throughout the campus. "STAR" our Universal Guideline is taught within the classroom and carried out throughout the school. Our Unified Dress Code, Character Counts, Anti-bullying Campaign and Conflict Resolution allows for the development of learning

strategies, social skills, and self-management skills. This instills an appreciation for multicultural diversity. Our Guidance classroom and small focused groups of counseling supports the students at Addison Mizner. When a student needs individual support, the program Check in Check out gives the student one person that can mentor and support that student.

Finally our after-school Scholar Athlete Program supports academic achievement as well as social and emotional development. This school-wide Behavior system creates a positive, caring and supportive environment. It engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Addison Mizner the faculty, staff, students, and parents promote an atmosphere in which all students are encouraged to strive and achieve their greatest potential. It is through focused instruction, clear behavioral expectations and a collaborative effort of all stakeholders that Addison Mizner can achieve a safe and supportive setting that will allow for engaging academics. The School Wide Positive Behavior Plan is the way in which this goal can be met. The Universal Guidelines and the Behavioral Matrix ensure that the stakeholders are aware of the school's expectations. The School Wide Positive Behavior team monitors the progress by reviewing all the data. A school-wide recognition system is in place with students celebrated in the "Star Café".

As part of the school's Fine Arts rotation, the school's Guidance class is a core classroom that instructs students in how to develop Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills for student success that contributes to student engagement which leads to improved academics.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At Addison Mizner, the School-Based Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the School-Based Team. The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiency and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings. Legislative actions support all students achieving benchmarks regardless of their status in general or special education. The SBT will use the Problem Solving Model to conduct all meetings. The Problem Solving Model is a four step process: Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Members of the School-Based Team will utilize the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas. Topics for discussion include, but are not limited to, the following: Assessment scores and the lowest 25%, AYP and subgroups strengths and weaknesses of intensive programs, mentoring, tutoring, and other services. The data sources and management systems are used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

Baseline data: Florida's Assessment Test , Curriculum Based Measurement, Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Spring/Fall Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System, Diagnostic Assessment for Reading (DAR), Progress Monitoring and Reporting Network (PMRN), ACCESS, Office Discipline Referrals, Retentions, Absences, Midyear data Florida Assessment for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR, Palm Beach County Winter Diagnostics, Palm Beach Writes, Progress Monitoring and Reporting Network (PMRN), K-3 Literacy Assessment System, End of year data: Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), FCAT Writes, SRI Scores, Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	8	8	9	11	12	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	5	11	5	10	7	4	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	11	11	12	0	0	0	0	0	0	0	34

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

At Addison Mizner, students who have been identified by the early warning system are placed into Tiers. Data-based decision-making will drive instruction in Tier 1 In Tier 2 and Tier 3. Teachers utilize IReady, a computer- based, common core aligned reading program that provides both enrichment

and remediation for students;
Reflex Math, a math fluency program to assist students with their math fluency; Literacy Leveled Intervention for struggling readers; independent-learning component that helps students enjoy math and apply math skills in a fun, interactive learning environment; and the Marie Carbo Reading Program.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Addison Mizner Elementary is a community school who values the highest levels of performance in reading, writing, science and mathematics for all students. In order to reach this goal, the school along with its stakeholders work towards continuous improvement. Addison Mizner's strong, active parent group collaborates with administration and teachers to support student achievement. The PTA is a dedicated organization that devotes endless hours to support school programs, building improvements, and educational events. Communication is a key piece to building a strong support system. Addison Mizner's mission and vision can be found on its Edline page, PTA website, Twitter, and on Facebook. It is through this positive relationship and increased involvement that we will bring about positive change.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Addison Mizner prides itself in being a community school that reaches out to the surrounding community in order to form a partnership. This year, Addison Mizner Elementary School's PTA and families continued their support of a neighboring school by holding a uniform drive to help less fortunate families supplement students' wardrobes. The school also formed the AMES' Book of the Month Club. Each month, the school as a community celebrates the writers' words and style, and reflects as a community about the message. The book of the month honors our school-wide love of literacy and provide all of us with a common language about books

Addison Mizner continues to support our hydroponic garden along with the Photovoltaic solar panels. This exciting outdoor classroom will promote green energy. The stakeholders at Addison Mizner work together to utilize all of our educational resources to enhance education at the school.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Mills Burke, Kelly	Principal
Boone, Joe	Assistant Principal
Soshnick, Loren	Teacher, K-12
Seiger, Randi	School Counselor
Lamprecht, Lori	Teacher, Adult

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

All members of the School Leadership Team meet weekly to collaborate. At that time, instructional practices, professional development and specific needs to the school are addressed. This includes needs provided by all members of the team (i.e. guidance, ESE, etc.). In addition, the school leadership team are all members of the the School-Based Team and meets weekly to review universal screening data, assessment data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the School-Based Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings. Legislative actions support all students achieving benchmarks regardless of their status in general or special education. The SBT will use the Problem Solving Model to conduct all meetings. The Problem Solving Model is a four step process. Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School-Based Team is comprised of the following members: Principal, Assistant Principal, ESE contact, Psychologist, Classroom Teachers, SAI Teacher, Speech and Language Pathologist, and Guidance Counselor. The principal facilitates and monitors to ensure an effective program is in place. The principal will collaborate with the team to ensure that implementation of intervention support is provided and documented. Finally, effective communication with parents regarding RTI plans and

process are conducted.

Our school integrates Single School Culture by sharing our Universal Guidelines For Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Margaret Harrington	Teacher
Hilda Nunez	Education Support Employee
Ali Cartwright	Parent
Ricardo Perez	Parent
John Boden	Business/Community
Gary Kovacs	Parent
Andrea Cole	Parent
Nancy Roegiers	Teacher
Kelly Mills Burke	Principal
Marni Donnelly	Parent
Jeanne Battaglia	Teacher
Irene Gonedes	Teacher
Chris Burk	Parent
David Loveland	Business/Community
Stacy Jenkins	Parent
Autumn Quiles	Parent
Lukus Smith	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The process of evaluation at Addison Mizner goes through a multi-step process. The school's data is presented and analyzed at several faculty meetings. At team meetings, each team reviews the action plan and evaluates it for effectiveness. The Team Leaders disseminate the information gathered at the team meetings to the Leadership Team. Members of the Leadership team presents the school's data and the evaluation results from the Team and Team Leader's meeting to the SAC. Stakeholder's evaluate the action plan for effectiveness and the information is used to set the new goals.

b. Development of this school improvement plan

Addison Mizner's School Advisory Council assists in the preparation of the school improvement plan and in the preparation of the school's annual budget. The SAC is responsible for final decision making relating to implementation of the provisions of the annual School Improvement Plan. The duties of the SAC members include regular attendance at each meeting.

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

The School Advisory Council assists in the school's annual budget by consistently reviewing the needs of the school according to the School Improvement Plan. They ensure that funds are allocated to support the targeted goals in the plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The School Improvement funds were allocated for the following improvements: \$1,500 towards the Reading Plus a computer based common core aligned reading program that provides both enrichment and remediation for students \$750 for the Lindamood Bell Conference and kit for 2 teachers and stipends for SBT and Testing Coordinator for \$500 each.

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

Yes

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

Since the school is not in compliance with the number of Non-district SAC members, the school will advertise the need for new members through Edline page, PTA website, Twitter, and on Facebook.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Mills Burke, Kelly	Principal
Dlugos, Shantel	Instructional Media
Nunez, Maggie	Paraprofessional
Ostendorf, Alicia	Instructional Media
Lamprecht, Lori	Teacher, ESE
Soshnick, Loren	Teacher, ESE

b. Duties

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

The Literacy Learning Team's major initiative will be to foster a rich literacy environment that focuses on rigorous, and consistent best practices. In order to implement the Common Core Standards with fidelity, the Literacy Team will use Informal conversations that reflect on learning expectations. The team will assess the needs for instructional strategies, cross curricular programs, and professional development.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

To ensure that Addison Mizner is moving towards the School and District's Mission and Vision, the school encourages positive working relationships. Professional Learning Communities meet to analyze student data and collaborate in order to create strategies that meet the students' academic needs. It is through collaboration that student improvement is monitored and modified. A master calendar provides consistent time for teams to utilize these focused meetings

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

At Addison Mizner, the school leaders use a systematic process to determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school's purpose and to strive for continuous improvement. A fiscal resource is available to fund all positions necessary to achieve the school's purpose and direction.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Addison Mizner uses the District implemented Educator Support Program a system of support for new teachers. In the mentoring program, new teachers are paired with a veteran mentor teacher along with a "Buddy" teacher. As a team, the veteran teachers work with the new teacher to guide their transition into teaching, provide instructional strategies as they transition and assimilation into the Addison Mizner school community. Regular meetings are held with the Educational Support Contact to ensure all guidelines are met.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

At Addison Mizner each teacher is part of a Professional Learning Community. Teams work collaboratively to unpack the Florida standards in order to focus on instruction. Meetings support a deeper understanding of the standards to ensure that it drives instruction, in order to raise student achievement. This collaboration builds a opportunities for growth in instructional practice.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

A 90 minute uninterrupted Literacy block is built into the master schedule for each reading instructor at Addison Mizner. Each instructor works as part of a team to analyze and unpack the Language Arts Florida Standards in order to move the students through the continuum. A Balanced Literacy Program which incorporates whole group, small group and one-on-one instruction focuses on the each individual student's needs. A separate iii block is built into the schedule which provides instruction based on student need. Additionally, tutorials are implemented to support student learning.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 30

The SAI teacher and ESE Coordinator will use the IReady Program which provides a comprehensive e-learning program. The program scaffolds, increasing the complexity as the student demonstrates mastery.

Strategy Rationale

To increase student achievement in the lowest 25%, and 3rd grade level 1 students, morning tutorials will be implemented

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Soshnick, Loren, loren.soshnick@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Weekly reports are generated and analyzed by the SAI teacher/ESE Coordinator and classroom teacher.

Strategy: Extended School Day

Minutes added to school year: 60

Afternoon tutorials are offered in both reading and math to increase student achievement with all level 1 and level 2 students. Tutorial teachers use research based strategies to increase student achievements along with the following computer programs: IReady, reflex math.

Strategy Rationale

To increase student achievement for level 1 and level 2 students in reading and math, afternoon tutorials are implemented.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Boone, Joe, joe.boone@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Assessment analysis, EDW/Performance Matters reports, diagnostics

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

The principal works directly with area preschools to provide a guideline of expectations so children can be "kindergarten ready". In the Spring, students and parents are invited to Kindergarten Round-up. Parents are provided information about Addison Mizner and how it promotes academic achievement as well as social and emotional development through the use of a Single School Culture. The school also introduces the School Wide Behavior Plan and the unified dress code to ensure the transition into elementary school is an enriching experience.

Addison Mizner also supports the 5th graders as they transition into Middle School. Each year the middle schools are invited to present their choice programs so that families can make informed decisions about the educational path their children will choose. The school also supports students as they make visits to perspective schools.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If Addison Mizner Elementary delivers effective and relevant instruction to meet the needs of all students, then we will increase reading level on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If Addison Mizner Elementary delivers effective and relevant instruction to meet the needs of all students, then we will increase reading level on grade level by 3rd grade. 1a

G083627

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	95.0
FSA ELA Achievement	83.0

Targeted Barriers to Achieving the Goal 3

- An anticipated barrier is providing effective and relevant differentiated instruction that meets the needs of all students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development to be funded through Internal Funds. Teachers will participate in a collegiate book study in order to promote dialogue that leads to the implementation of new differentiated instructional practices.

Plan to Monitor Progress Toward G1. 8

Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring

Person Responsible

Kelly Mills Burke

Schedule

Monthly, from 8/26/2016 to 6/2/2017

Evidence of Completion

Improvement as indicated on Performance Matters, RRR, SRI

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If Addison Mizner Elementary delivers effective and relevant instruction to meet the needs of all students, then we will increase reading level on grade level by 3rd grade. **1**

 G083627

G1.B1 An anticipated barrier is providing effective and relevant differentiated instruction that meets the needs of all students **2**

 B221963

G1.B1.S1 We will implement differentiated small group instruction that aligns with rigorous academic standards. **4**

 S234203

Strategy Rationale

If teachers participate in a Professional Development Book Study and successfully plan, implement, and monitor small group instruction that emphasizes rigor and aligns with the pillars of effective instruction then student achievement will increase.

Action Step 1 **5**

Addison Mizner will provide Professional Development for its Instructional staff in small group instruction. The instructors will read, discuss, and collaborate with fellow peers in order to create strategies for effective instruction. The book, Who's Doing the work? by Burkins and Yaris will be the focus of the Professional Development as to prevent the anticipated barrier, Professional Development teams will monitor and support each staff member as they utilize the instructional design.

Person Responsible

Kelly Mills Burke

Schedule

Monthly, from 8/26/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Agendas

Action Step 2 5

Addison Mizner will utilize the computerized iReady Program. This program provides differentiated instruction for students at their appropriate level. It also aligns with the common core rigorous standards.

Person Responsible

Lori Lamprecht

Schedule

Weekly, from 8/26/2016 to 6/2/2017

Evidence of Completion

Weekly reports for usage and the individualized reading levels for each student

Action Step 3 5

Addison Mizner will utilize LLI (Language Literacy Intervention Kits). This program provides intensive reading remediation for the most neediest students.

Person Responsible

Loren Soshnick

Schedule

Weekly, from 8/26/2016 to 6/2/2017

Evidence of Completion

The SAI teacher, ESE teacher(s) and classroom teachers will work with students on a daily basis and submit weekly reports on student progress.

Action Step 4 5

Addison Mizner will plan tailored lessons that support the strengths and weaknesses of learners that come from careful analysis, bridging the achievement gap.

Person Responsible

Kelly Mills Burke

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson Plans and observations during walkthroughs/informals

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

Administration will review Lesson Plans, Professional Development Agendas, Professional Learning Community Agendas and complete walkthroughs. Administration will monitor progress by attending Professional Learning Community Meetings.

Person Responsible

Kelly Mills Burke

Schedule

Monthly, from 8/26/2016 to 6/2/2017

Evidence of Completion

Walkthroughs, Agendas, Lesson Plans,

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

Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous instructional design and instructional strategies raised achievement.

Person Responsible

Kelly Mills Burke

Schedule

Monthly, from 8/26/2016 to 6/2/2017

Evidence of Completion

FSQ, Unit Assessments, RRR, EDW Reports, Performance Matters

G1.B1.S2 We will implement intensive Professional Learning Communities that allow teachers to unpack the standards and work collaboratively. 4

 S234204

Strategy Rationale

If teachers participate in weekly PLC's, they will be able to breakdown the standards and collaborate on strategies that will increase student achievement.

Action Step 1 5

Create a master schedule that allows for teachers to meet regularly and collaborate to improve instructional strategies

Person Responsible

Kelly Mills Burke

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

agendas, lesson plans, and classroom walkthroughs

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

Administration will review Lesson Plans, Professional Learning Community Agendas and complete walkthroughs with specific feedback

Person Responsible

Kelly Mills Burke

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Small group instruction that highlights differentiated strategies that meets the individual needs of the learner, lesson plans that demonstrate differentiated small group lessons, reading running record data, and IReady Reports

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

Administration will review Lesson Plans, Professional Learning Community Agendas and complete walkthroughs. Administration will monitor progress by attending Professional Learning Community Meetings, and meet monthly with PLC Team Leaders. Administration will provide resources that support instructional strategies breaking down the standards and conducting a needs assessment survey throughout the year.

Person Responsible

Kelly Mills Burke











Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Walkthroughs, agendas, needs assessment, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M305576	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Mills Burke, Kelly	8/26/2016	Improvement as indicated on Performance Matters, RRR, SRI	6/2/2017 monthly
G1.B1.S1.MA1  M305572	Increased student achievement on multiple assessments that align with the standards will be used to...	Mills Burke, Kelly	8/26/2016	FSQ, Unit Assessments, RRR, EDW Reports, Performance Matters	6/2/2017 monthly
G1.B1.S1.MA1  M305573	Administration will review Lesson Plans, Professional Development Agendas, Professional Learning...	Mills Burke, Kelly	8/26/2016	Walkthroughs, Agendas, Lesson Plans,	6/2/2017 monthly
G1.B1.S1.A1  A301068	Addison Mizner will provide Professional Development for its Instructional staff in small group...	Mills Burke, Kelly	8/26/2016	Lesson Plans, Agendas	6/2/2017 monthly
G1.B1.S1.A2  A301069	Addison Mizner will utilize the computerized iReady Program. This program provides differentiated...	Lamprecht, Lori	8/26/2016	Weekly reports for usage and the individualized reading levels for each student	6/2/2017 weekly
G1.B1.S1.A3  A301070	Addison Mizner will utilize LLI (Language Literacy Intervention Kits). This program provides...	Soshnick, Loren	8/26/2016	The SAI teacher, ESE teacher(s) and classroom teachers will work with students on a daily basis and submit weekly reports on student progress.	6/2/2017 weekly
G1.B1.S1.A4  A301071	Addison Mizner will plan tailored lessons that support the strengths and weaknesses of learners...	Mills Burke, Kelly	8/29/2016	Lesson Plans and observations during walkthroughs/informals	6/2/2017 weekly
G1.B1.S2.MA1  M305574	Administration will review Lesson Plans, Professional Learning Community Agendas and complete...	Mills Burke, Kelly	8/22/2016	Walkthroughs, agendas, needs assessment, lesson plans	6/2/2017 weekly
G1.B1.S2.MA1  M305575	Administration will review Lesson Plans, Professional Learning Community Agendas and complete...	Mills Burke, Kelly	8/22/2016	Small group instruction that highlights differentiated strategies that meets the individual needs of the learner, lesson plans that demonstrate differentiated small group lessons, reading running record data, and IReady Reports	6/2/2017 weekly
G1.B1.S2.A1  A301072	Create a master schedule that allows for teachers to meet regularly and collaborate to improve...	Mills Burke, Kelly	8/22/2016	agendas, lesson plans, and classroom walkthroughs	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If Addison Mizner Elementary delivers effective and relevant instruction to meet the needs of all students, then we will increase reading level on grade level by 3rd grade.

G1.B1 An anticipated barrier is providing effective and relevant differentiated instruction that meets the needs of all students

G1.B1.S1 We will implement differentiated small group instruction that aligns with rigorous academic standards.

PD Opportunity 1

Addison Mizner will provide Professional Development for its Instructional staff in small group instruction. The instructors will read, discuss, and collaborate with fellow peers in order to create strategies for effective instruction. The book, *Who's Doing the work?* by Burkins and Yaris will be the focus of the Professional Development as to prevent the anticipated barrier, Professional Development teams will monitor and support each staff member as they utilize the instructional design.

Facilitator

PD Team, Team Leaders and Administration

Participants

Instructional Staff

Schedule

Monthly, from 8/26/2016 to 6/2/2017

PD Opportunity 2

Addison Mizner will utilize the computerized iReady Program. This program provides differentiated instruction for students at their appropriate level. It also aligns with the common core rigorous standards.

Facilitator

Iready will provide updated training throughout the school year at PDD trainings.

Participants

The students will participate in this e-learning activity and will be monitored by the teacher.

Schedule

Weekly, from 8/26/2016 to 6/2/2017

PD Opportunity 3

Addison Mizner will utilize LLI (Language Literacy Intervention Kits). This program provides intensive reading remediation for the most neediest students.

Facilitator

The SAI, Classroom and ESE Teachers

Participants

Struggling readers, RTI students and students with disabilities

Schedule

Weekly, from 8/26/2016 to 6/2/2017

PD Opportunity 4

Addison Mizner will plan tailored lessons that support the strengths and weaknesses of learners that come from careful analysis, bridging the achievement gap.

Facilitator

Classroom Teachers

Participants

All Students

Schedule

Weekly, from 8/29/2016 to 6/2/2017

G1.B1.S2 We will implement intensive Professional Learning Communities that allow teachers to unpack the standards and work collaboratively.

PD Opportunity 1

Create a master schedule that allows for teachers to meet regularly and collaborate to improve instructional strategies

Facilitator

PLC Leaders

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Addison Mizner will provide Professional Development for its Instructional staff in small group instruction. The instructors will read, discuss, and collaborate with fellow peers in order to create strategies for effective instruction. The book, Who's Doing the work? by Burkins and Yaris will be the focus of the Professional Development as to prevent the anticipated barrier, Professional Development teams will monitor and support each staff member as they utilize the instructional design.				\$764.56
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	110-Administrators	1451 - Addison Mizner School	Other		\$764.56
			Notes: Book (Who's Doing the Work?) was paid for out of the Principals' discretionary fund for a book study on small group instruction. Both books align with the goals of the SIP			
2	G1.B1.S1.A2	Addison Mizner will utilize the computerized iReady Program. This program provides differentiated instruction for students at their appropriate level. It also aligns with the common core rigorous standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		239-Other	1451 - Addison Mizner School	Other		\$0.00
			Notes: The IReady Program was purchased by the district. This program benefits students during the school day, at home and during the aftercare program, which aligns directly with the SIP.			
3	G1.B1.S1.A3	Addison Mizner will utilize LLI (Language Literacy Intervention Kits). This program provides intensive reading remediation for the most neediest students.				\$2,986.60
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1140	239-Other	1451 - Addison Mizner School	Other		\$2,986.60
			Notes: Two kits will be funded from the Golden Bell Grant.			
4	G1.B1.S1.A4	Addison Mizner will plan tailored lessons that support the strengths and weaknesses of learners that come from careful analysis, bridging the acheivement gap.				\$0.00
5	G1.B1.S2.A1	Create a master schedule that allows for teachers to meet regularly and collaborate to improve instructional strategies				\$0.00
Total:						\$3,751.16