The School District of Palm Beach County

Addison Mizner School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	32%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Addison Mizner School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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 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 the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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 facilitate the highest of academic standards, teachers common plan weekly. Teams utilize weekly meetings to analyze student data streams and share strategies for corrective instruction. Grade level teams also participate in Professional Learning Communities where teachers analyze academic targets by unpacking standards.Teams collaborate to develop differentiated rigorous instructional strategies. Students also take part in their academic success by articulating the academic targets, analyzing their own data. and creating personal goals for success.
To ensure a safe and highly effective learning environment, several programs have been initiated at Addison Mizner to support a single school culture. The Positive 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 Positive 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 PBS Meetings.
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. We also include Declaration of Independence, Constitution of the United States and the Bill of Rights, Republican form of government, Flag education, History of the United States, Principles of Agriculture, Effects of alcohol and narcotics, Kindness to animals, Florida history, Conservation of natural resources, Health education, free enterprise, and Character-development program. Finally the Administration and Faculty will monitor the current state of cultural awareness. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice and equity gaps

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 Positive 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.
This Positive 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. Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 Performance Assessment Spring/ Fall Diagnostics,
Palm Beach Performance Assessment, 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 Performance Assessment, Progress Monitoring and Reporting Network (PMRN), K-3 Literacy Assessment System, End of year data:Florida Assessment for Instruction in Reading (FAIR), Florida Parformance Assessment Test (FSA), PBPA , IReady 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	7	8	3	4	10	14	0	0	0	0	0	0	0	46
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	11	11	3	5	6	6	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	13	12	18	0	0	0	0	0	0	0	43

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	1	0	1	6	4	5	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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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 enlisting even more business partnerships than previous years. These partners make generous donations to the school during various fundraising events.

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

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
Parkinson, Renee	Teacher, ESE
Seiger, Randi	School Counselor
Lamprecht, Lori	Teacher, Adult
Harrington, Margaret	Teacher, K-12

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 legislative actions that 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 PBS programs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Daniele Trevathan	Parent
Hilda Nunez	Education Support Employee
Ali Cartwright	Parent
Gary Kovacs	Parent
Nancy Roegiers	Teacher
Kelly Mills Burke	Principal
Marni Donnelly	Parent
Jeanne Battaglia	Teacher
Chris Burk	Parent
David Loveland	Business/Community
Stacy Jenkins	Parent
Autumn Quiles	Parent
Kristina Dignam	Teacher
Daniele Trevathan	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 a two day Ron Clark Conference , 2 teacher stipends for SBT and Testing Coordinator for $500 each and 1787.72 for an after school tutorial for 3-5 students in reading.

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
Nunez, Maggie	Paraprofessional
Lamprecht, Lori	Teacher, ESE
Root, Virginia	Teacher, K-12
Dlugos, Shantel	Teacher, K-12
Gibell, Gina	Teacher, K-12
Boone, Joe	Assistant Principal

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 Florida Standards with fidelity, the Literacy Team will use Informal conversations that reflect on learning expectations. The team will asses the needs for instructional strategies, cross curricular programs, and professional development.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential
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
Lamprecht, Lori, lori.lamprecht@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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

*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 Positive Behavior Plan and the unified dress code to ensure
the transition into elementary school is an enriching experience.
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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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

1 = 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 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 on grade level by 3rd grade. 1a

🔍 G094859

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	95.0
Statewide Science Assessment Achievement	80.0
FSA ELA Achievement - Grade 4	85.0
FSA ELA Achievement - Grade 3	86.0
FSA ELA Achievement - Grade 5	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 specialized training during PDD days to 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 8/14/2017 to 6/1/2018

Evidence of Completion
Improvement as indicated on Performance Matters, RRR, iready

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

1 = 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 on grade level by 3rd grade. [1]

🔍 G094859

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

🔍 B255172

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

🔍 S269632

Strategy Rationale

If teachers participate in Professional collaboration to implement rigor through preplanned questioning using the Depth Of Knowledge question stem starters 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 allocate time for collaboration for its Instructional staff in the area of small group instruction. The instructors will collaborate with fellow peers in order to create rigor through preplanned questioning using the DOK question stem starters in order to create strategies for effective instruction. The collaboration time allocated is 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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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

Lori Lamprecht

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 acheivement gap.

Person Responsible

Kelly Mills Burke

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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

🔑 S269633

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 8/14/2017 to 6/1/2018

Evidence of Completion

agendas, lesson plans, and classroom walkthroughs

Action Step 2 5

The teachers will devote PLC meetings for data analysis, creating scales, creating lessons that include rigours student tasks aligned to standards

Person Responsible

Joe Boone

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

agendas, lesson plans, 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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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
		2018			
G1.MA1 M384956	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Mills Burke, Kelly	8/14/2017	Improvement as indicated on Performance Matters, RRR, iready	6/1/2018 monthly
G1.B1.S1.MA1 M384952	Increased student achievement on multiple assessments that align with the standards will be used to...	Mills Burke, Kelly	8/14/2017	FSQ, Unit Assessments, RRR, EDW Reports, Performance Matters	6/1/2018 monthly
G1.B1.S1.MA1 M384953	Administration will review Lesson Plans, Professional Development Agendas, Professional Learning...	Mills Burke, Kelly	8/14/2017	Walkthroughs, Agendas, Lesson Plans,	6/1/2018 monthly
G1.B1.S1.A1 A360218	Addison Mizner will allocate time for collaboration for its Instructional staff in the area of...	Mills Burke, Kelly	8/14/2017	Lesson Plans, Agendas	6/1/2018 monthly
G1.B1.S1.A2 A360219	Addison Mizner will utilize the computerized iReady Program. This program provides differentiated...	Lamprecht, Lori	8/14/2017	Weekly reports for usage and the individualized reading levels for each student	6/1/2018 weekly
G1.B1.S1.A3 A360220	Addison Mizner will utilize LLi (Language Literacy Intervention Kits). This program provides...	Lamprecht, Lori	8/14/2017	The SAI teacher, ESE teacher(s) and classroom teachers will work with students on a daily basis and submit weekly reports on student progress.	6/1/2018 weekly
G1.B1.S1.A4 A360221	Addison Mizner will plan tailored lessons that support the strengths and weaknesses of learners...	Mills Burke, Kelly	8/14/2017	Lesson Plans and observations during walkthroughs/informals	6/1/2018 weekly
G1.B1.S2.MA1 M384954	Administration will review Lesson Plans, Professional Learning Community Agendas and complete...	Mills Burke, Kelly	8/14/2017	Walkthroughs, agendas, needs assessment, lesson plans	6/1/2018 weekly
G1.B1.S2.MA1 M384955	Administration will review Lesson Plans, Professional Learning Community Agendas and complete...	Mills Burke, Kelly	8/14/2017	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	6/1/2018 weekly
G1.B1.S2.A1 A360222	Create a master schedule that allows for teachers to meet regularly and collaborate to improve...	Mills Burke, Kelly	8/14/2017	agendas, lesson plans, and classroom walkthroughs	6/1/2018 weekly
G1.B1.S2.A2 A360223	The teachers will devote PLC meetings for data analysis, creating scales, creating lessons that...	Boone, Joe	8/14/2017	agendas, lesson plans, classroom walkthroughs	6/1/2018 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 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 allocate time for collaboration for its Instructional staff in the area of small group instruction. The instructors will collaborate with fellow peers in order to create rigor through preplanned questioning using the DOK question stem starters in order to create strategies for effective instruction. The collaboration time allocated is 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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 disbilities

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

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

Facilitator

Classroom Teachers

Participants

All Students

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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