



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Addison Mizner Elementary School

199 SW 12TH AVE

Boca Raton, FL 33486

561-362-3100

www.edline.net/pages/addison_mizner_es

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 24%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Addison Mizner Elementary School

Principal

Kelly Mills Burke

School Advisory Council chair

Jeanne Battaglia/Frank Chapman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joe Boone	Assistant Principal
Loren Soshnick	SAI Teacher
Diane Mullen	ESE Coordinator
Holly Sanders	Guidance Counselor

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- Frank Chapman SAC Co-Chairperson -Principal Director
- Jeanne Battaglia Sac Co-Chairperson Instructional Staff
- Ann Chapman Parent Not District
- Charli Lynn Parent Not District
- Lauraleigh Gould Parent Not District
- Ayesha Jamil Parent Not District
- Ali Cartwright Parent Not District
- Rick Perez Parent Not District
- Gary Kovacs Parent Not District
- Jodi Shegota Parent Not District
- John Boden Business Partner
- Chris Kassover Parent Not District
- Kelly Mills Burke Administration
- Lisa Owens Instructional Staff

Stasia Baxley Instructional Staff
Jasmin Deboo Instructional Staff
Lori Lamprecht Instructional Staff
Renee Parkinson instructional Staff
Polly Moorman Instructional Staff

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

For the 2014 school year, the school advisory council members will work with the principal to address the need for professional development in order to facilitate the implementation of Common Core. The SAC will continue to monitor the SIP throughout the year by continuously updating information as needed.

Projected use of school improvement funds, including the amount allocated to each project

Reading Plus: Computer Based Common Core Aligned Reading Program that provides both enrichment and remediation for students. Up to 2,500 dollars has been allocated towards the program.
Reflex Math: Math Fluency Program to assist students with their fluency. Up to 500 dollars has been allocated towards the program.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kelly Mills Burke		
Principal	Years as Administrator: 11	Years at Current School: 1
Credentials	M. Ed., Educational Leadership, Florida Atlantic University; M. Ed., Specific Learning Disabilities, Florida Atlantic University; English Speakers of Other Languages Endorsement; School Principal All Levels; B.S., Mentally/Physically Handicapped and Elementary, California University of Pa.	
Performance Record	FY 13 AMES: Rdg. 82% Math 86% Writing 88% Sc. 82% A, AMO: NO FY 12 "B" No AYP Olympic Heights High School FY 11 "B" NO AYP Olympic Heights High School FY 10 "A" No AYP Olympic Heights High School FY 09 " B" No AYP Olympic Heights High School FY 08 " A" No AYP Olympic Heights High School FY 07 "B" No AYP Olympic Heights High School FY 06 " B" N AYP Olympic Heights High School FY 05 " A" Boca Middle School AYP yes FY 04 " A" " A" Boca Middle School AYP yes --	

Joseph Boone		
Asst Principal	Years as Administrator: 16	Years at Current School: 16
Credentials	Professional Educator's Certificate BS Elementary Education, State University of New York at Plattsburgh; BA Sociology, State University of New York at Plattsburgh; MS Educational Leadership, State University of New York at Plattsburgh; Pd.D. Educational Leadership, Lynn University, Boca Raton, Florida; Principal Certification State of Florida Professional Educator's Certificate Endorsements: Elementary Education; ESOL; School Principal (All Levels)	
Performance Record	Assistant Principal of Addison Mizner since 1997; Grade: A all years. Made AYP all years. 2004-2005: Reading and Math 95% Writing 92% 2005-2006: Reading and Math: 96% Writing: 88% 2006-2007: Reading and Math: 95% Writing: 87% Science 88% 2007-2008: reading:95%Math 94% Writing 88% Science:83% 2008-2009:Reading: 97%;Math 96% Writing:95% Science 87% 2009-2010: Reading 96% Math 97%Writing 93% Science 97% 2010-2011: Reading 96% Math 96% Writing 90% Science 90% 2011-2012: Reading 85% Math 84% Writing 94% Science 86% 2012-2013: Reading 82% Math 86% Writing 88% Science 82%	

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

51

receiving effective rating or higher

51, 100%

Highly Qualified Teachers

98%

certified in-field

50, 98%

ESOL endorsed

45, 88%

reading endorsed

4, 8%

with advanced degrees

19, 37%

National Board Certified

2, 4%

first-year teachers

3, 6%

with 1-5 years of experience

7, 14%

with 6-14 years of experience

28, 55%

with 15 or more years of experience

26, 51%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

11

receiving effective rating or higher

11, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Addison Mizner uses its mentoring program to support new teachers. In the mentoring program, new teachers are paired with a veteran teacher. Regular meetings are held with the Clinical Education Leader and their mentors. Finally, the school's National Board Certified teachers meet with new staff members to discuss or model best practices.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 with and documented. Finally effective communication with parents regarding RTI plans and process are conducted.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The School-Based Team will meet 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 deficiencies and appropriate researchbased 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

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:

FCAT scores and the lowest 25% AYP and subgroups strengths and weaknesses of intensive programs mentoring, tutoring, and other services.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Florida Comprehensive Assessment Test (FCAT)
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)
Comprehensive English Language Learning Assessment (CELLA)
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)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The School-Based Team will provide in-service to the faculty on designated professional development days (PDD). These inservice opportunities will include, but are not limited to, the following: Problem Solving Model
Consensus building
Positive Behavioral Intervention and Support (PBIS)
Data-based decision-making to drive instruction
Progress Monitoring
Selection and availability of research-based interventions
Tools utilized to identify specific discrepancies in reading.
Individual professional development will be provided to classroom teachers, as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 60

To increase student achievement in the lowest 25%, morning tutorials are offered. The SAI teacher uses the Reading Plus Computer Based Program which aligns with common core standards.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

SAI Teacher, Administration

Strategy: Before or After School Program

Minutes added to school year: 60

To increase student achievement in the lowest 25%, afternoon tutorials are offered in both reading and math. Tutorial teachers use research based strategies to increase student achievement.

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Assessment analysis, EDW reports, diagnostics

Who is responsible for monitoring implementation of this strategy?

Classroom Teachers, Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kelly Mills Burke	Principal
Lauren Jones	1st Grade Teacher
Maggie Nunez	Media Clerk
Stephanie Sanders	1st Grade Teacher
Lindsey Smith Woods	2nd Grade Teacher
Lauren Soshnick	SAI Teacher

How the school-based LLT functions

The Literacy Learning Team meets once a month and its primary focus is to support teachers through collaboration with school leaders. This collaboration focuses on curriculum, instructional design and assessments. These professional practices are monitored and adjusted systematically in response to student data.

Major initiatives of the LLT

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 asses the needs for instructional strategies, cross curricular programs, and professional development.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every Teacher in the school is a reading teacher. Teachers have a 90 minute reading block daily which includes a whole group activity, guided reading, and individual assistance as needed Teachers integrate

reading throughout all subject areas daily. In addition, during iii time, each teacher provides students with enrichment and/or remediation as needed.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The principal works directly with area preschools each spring. Students and parents are invited to Kindergarten Round-up. Area preschools are given expectations for children to be "kindergarten ready" .

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	90%	82%	No	91%
American Indian				
Asian	93%	91%	No	94%
Black/African American				
Hispanic	91%	80%	No	92%
White	91%	84%	No	92%
English language learners				
Students with disabilities	69%	46%	No	72%
Economically disadvantaged	83%	70%	No	85%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	20%	21%
Students scoring at or above Achievement Level 4	290	62%	63%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	358	77%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	35	73%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	63%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		22%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	128	88%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	89%	86%	No	90%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American				
Hispanic	93%	84%	No	93%
White	89%	87%	No	90%
English language learners				
Students with disabilities	73%	58%	No	75%
Economically disadvantaged	88%	76%	No	89%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	125	26%	27%
Students scoring at or above Achievement Level 4	274	58%	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	353	76%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	42	83%	84%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	34%	35%
Students scoring at or above Achievement Level 4	74	47%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		
Students scoring at or above Level 7	[data excluded for privacy reasons]		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	922	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	3	0%	0%
Students who are not proficient in reading by third grade	34	20%	0%
Students who receive two or more behavior referrals	4	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Addison Mizner and its school family value the highest levels of performance in reading, writing, science and mathematics for all students. Our school also has a strong and active parent group that works with administration and teachers to support student achievement. The PTA is a dedicated organization that devotes endless hours to support and enhance school programs. Presently we would like to increase membership and parent involvement in our PTA meetings

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By June 2014, Addison Mizner will increase PTA involvement by 1%	468	51%	52%

Area 10: Additional Targets

Additional targets for the school

Addison Mizner Elementary School will infuse 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
- * Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By 2014, Addison Mizner Addison Mizner Elementary School will infuse the content required by Florida Statute 1003.42(2) and S.B.Policy 2.09 (8)(b) by 1%	480	52%	100%

Goals Summary

- G1.** By June, 2014, students achieving at or above proficiency in science will increase 2%.
- G2.** By June, 2014, students achieving level 3.5 in writing will maintain the current level or increase 2%
- G3.** By June, 2014, the percentage of students in Lowest 25% making learning gains in Mathematics will increase by 1%
- G4.** By June, 2014, students achieving above proficiency in mathematics will increase 2%
- G5.** By June, 2014, students achieving a proficiency of a level 3 in Reading will maintain the current level of performance or increase by 3 %.
- G6.** By June, 2014, students achieving a performance level of 4, or 5 in Reading will increase by 1%.
- G7.** By June 2014, students in the lowest 25%in Reading will make learning gains by increasing by 1%.
- G8.** By June, 2014, students achieving proficiency in Math will maintain the current level of performance or increase by 2%.

Goals Detail

G1. By June, 2014, students achieving at or above proficiency in science will increase 2%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- FCAT Explorer, Sciencesaurus, Hands on Labs, Discovery Streaming

Targeted Barriers to Achieving the Goal

- Recognize that students have varying abilities and to build on that prior knowledge.

Plan to Monitor Progress Toward the Goal

EDW data, Student Achievement, Assessment Analysis

Person or Persons Responsible

Teachers , Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

EDW Data, Diagnostics, Assessment Analysis

G2. By June, 2014, students achieving level 3.5 in writing will maintain the current level or increase 2%

Targets Supported

- Writing

Resources Available to Support the Goal

- Lucy Calkins, Learning Village Resources, Writers Workshop, Professional Development

Targeted Barriers to Achieving the Goal

- In addition to the elements of focus, organization, and support, the students need to pay greater attention to conventions and the quality of details.

Plan to Monitor Progress Toward the Goal

Palm Beach Writes Data, Student Achievement, Assessment Analysis

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Palm Beach Writes Data, Student Achievement, Assessment Analysis

G3. By June, 2014, the percentage of students in Lowest 25% making learning gains in Mathematics will increase by 1%

Targets Supported

Resources Available to Support the Goal

- tutorials; math manipulatives; Think Central, Math reflex, differentiated instruction,

Targeted Barriers to Achieving the Goal

- An anticipated barrier is the ability to read complex and multifaceted mathematical problems

Plan to Monitor Progress Toward the Goal

Lesson Plans, Team Meeting agendas, Team Leader Meetings, Assessment Analysis Forms, Walk through

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

EDW data, Assessment Analysis, Diagnostics

G4. By June, 2014, students achieving above proficiency in mathematics will increase 2%

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- An anticipated barrier is to provide instruction and strategies that move towards conceptual knowledge with an abstract and quantitative reasoning while providing differentiation.

Plan to Monitor Progress Toward the Goal

Focused classroom walkthroughs; lesson plan review; ongoing progress monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Diagnostics, EDW reports, Data analysis

G5. By June, 2014, students achieving a proficiency of a level 3 in Reading will maintain the current level of performance or increase by 3 %.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Fountas and Pinnell, SRA Labs, Reading Plus, Learning Village, Learning Teams meetings

Targeted Barriers to Achieving the Goal

- An anticipated barrier to achieving the goal is a consistent implementation of Common Core instruction.

Plan to Monitor Progress Toward the Goal

Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improvement as indicated on Diagnostics, RRR, SRI, EDW reports,

G6. By June, 2014, students achieving a performance level of 4, or 5 in Reading will increase by 1%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Professional Development; Collaboration

Targeted Barriers to Achieving the Goal

- An anticipated barrier would be the consistent implementation of differentiated instruction

Plan to Monitor Progress Toward the Goal

Focused classroom walkthroughs; lesson plan review; ongoing progress monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Diagnostics, SRI, RRR, EDW reports

G7. By June 2014, students in the lowest 25% in Reading will make learning gains by increasing by 1%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Balanced Literacy Program, Fountas and Pinnell, SRAReading Labs, Reading Plus Limited Resources for implementing reading intervention strategies

Targeted Barriers to Achieving the Goal

- Limited support staff to implement reading intervention strategies

Plan to Monitor Progress Toward the Goal

Focused classroom walk troughs, Ongoing monitoring, Lesson Plan Review

Person or Persons Responsible

Administrators, SAI Teacher,ESE Teachers, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Diagnostics, SRI, EDW reports, Reading Plus Reports,

G8. By June, 2014, students achieving proficiency in Math will maintain the current level of performance or increase by 2%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Fountas and Pinnell, SRA Labs, Reading Plus, Learning Village, Learning Teams meetings

Targeted Barriers to Achieving the Goal

- Anticipated barrier to achieving the goal is the high-level reading strategies needed by students to predict, evaluate, and use complex reasoning in order to solve word problems.

Plan to Monitor Progress Toward the Goal

Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improvement as indicated on Diagnostics, RRR, SRI, EDW reports,

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By June, 2014, students achieving at or above proficiency in science will increase 2%.

G1.B1 Recognize that students have varying abilities and to build on that prior knowledge.

G1.B1.S1 To increase knowledge and learning, teachers will use scaffolding to facilitate a student's ability to build on prior knowledge and internalize new information. The teacher will motivate a student's interest, simplify the information so it is more manageable, and model clear expectations. Finally curriculum compacting is necessary to cover all Common Core Standards.

Action Step 1

Collaboration and Communication among Learning Teams, Data Analysis,

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing and adjusted when goals are met or new strategies are necessary

Evidence of Completion

Assessments, EDW data, Diagnostics

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

Lesson Plans, Walk through Assessment Analysis

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

EDW data, Assessment Analysis, Diagnostics

Plan to Monitor Effectiveness of G1.B1.S1

Assessment Analysis, EDW data, Diagnostics

Person or Persons Responsible

Teachers , Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement

G2. By June, 2014, students achieving level 3.5 in writing will maintain the current level or increase 2%

G2.B1 In addition to the elements of focus, organization, and support, the students need to pay greater attention to conventions and the quality of details.

G2.B1.S1 To obtain high levels of proficiency and meet the growing rigor of the standards, students need to use precise and specific language when writing. The use of figurative language is used for dramatic effect and revision should high-light and convey the meaning of the text. Through the use of mini-lessons, conferencing and differentiation we can move towards continual growth.

Action Step 1

Teacher collaboration, Assessment analysis

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing and adjusted to differentiate

Evidence of Completion

Lesson Plans, Team Meeting Agendas, Assessment Analysis

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Lesson Plans, Data Analysis Forms, Palm Beach Writes, Walk through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

EDW data, Assessments, Palm Beach Writes

Plan to Monitor Effectiveness of G2.B1.S1

Writing Assessments, Anecdotal Notes, Assessment Analysis Forms

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

EDW data, Palm Beach Writes

G3. By June, 2014, the percentage of students in Lowest 25% making learning gains in Mathematics will increase by 1%

G3.B1 An anticipated barrier is the ability to read complex and multifaceted mathematical problems

G3.B1.S1 In order to engage in mathematical thinking, students need to achieve a deeper cognitive process using a set of complex behaviors to demonstrate this deeper level of understanding. Students need to develop reading comprehension and thinking skills in order to seek out solutions, predict, and evaluate word problems. Since word problems have considerable amounts of information to decode and organize it is essential to remove cognitive barriers. Vocabulary strategies are necessary to identify and clarify unknown words before a student can critically read the problem.

Action Step 1

Teachers will meet weekly to evaluate instructional strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, data analysis, Anchor charts. Math logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1

walk through, team meeting agendas

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, EDW data, assessment analysis, Diagnostics

Plan to Monitor Effectiveness of G3.B1.S1

Assessment analysis,

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing and adjusted as improvement or if a strategy doesn't produce the results

Evidence of Completion

EDW reports, Diagnostic results, Student Products

G4. By June, 2014, students achieving above proficiency in mathematics will increase 2%

G4.B1 An anticipated barrier is to provide instruction and strategies that move towards conceptual knowledge with an abstract and quantitative reasoning while providing differentiation.

G4.B1.S1 Teachers participate in Professional Learning opportunities in which they learn about new instructional strategies. These strategies promote critical thinking and actively engage students. Kagan like structures will be utilized as students write about Mathematics to build on their conceptual knowledge. Differentiated instructional approaches should be adapted in relation to the individual students in the classroom.

Action Step 1

As part of a learning community, teachers will share Kagan- like strategies to build conceptual thinking. Learning team meetings given the teachers the opportunities to discuss strategies that worked and reflect positive growth.

Person or Persons Responsible

Teachers; Professional Development team

Target Dates or Schedule

Ongoing and adjusted to facilitate growth

Evidence of Completion

EDW reports;, Common assessments; Diagnostics

Plan to Monitor Fidelity of Implementation of G4.B1.S1

walk through; data analysis

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing to facilitate continuous improvement

Evidence of Completion

Lesson Plans; EDW reports; Team meeting agendas; Professional Development agendas

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. By June, 2014, students achieving a proficiency of a level 3 in Reading will maintain the current level of performance or increase by 3 %.

G5.B1 An anticipated barrier to achieving the goal is a consistent implementation of Common Core instruction.

G5.B1.S1 Implement a balanced Literacy Program that is research-based such as the reading program based on Fountas and Pinnell, The teams will also utilize SRA Labs in order to increase comprehension. Learning Teams will analyze student data to define instructional goals and plan instruction. The teachers will use enhanced and enriched activities to support the curriculum. Differentiated instruction will be provided to ensure that each child has a challenging learning experiences and that all students have sufficient opportunities to develop learning, and thinking that lead to success at the next level. The teachers will utilize the resources found on Learning Village to guide and focus the Common Core Standards.

Action Step 1

Learning teams will monitor and adjust curriculum, instruction, and assessments in response to data from multiple assessments of student learning and along with an examination of professional practice. Collaboration within the team will support improved instruction and student learning.

Person or Persons Responsible

Learning teams, Administration

Target Dates or Schedule

The teams will meet once a week to to communicate and collaborate.

Evidence of Completion

EDW data, Diagnostics, lesson Plans, Walkthroughs

Facilitator:

PD Team, Team Leaders and Administration

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Diagnostics, RRR, SRI ,EDW reports, minutes from Leadership Team Meetings

Plan to Monitor Effectiveness of G5.B1.S1

Multiple assessments that align with Common Core standards will be used to ensure that the effectiveness of the instructional design and instructional strategies that ensure achievement is met

Person or Persons Responsible

Learning teams, administration

Target Dates or Schedule

Learning teams meet once a week

Evidence of Completion

G6. By June, 2014, students achieving a performance level of 4, or 5 in Reading will increase by 1%.

G6.B1 An anticipated barrier would be the consistent implementation of differentiated instruction

G6.B1.S1 Teachers participate in Professional Learning opportunities in which they learn about new instructional strategies. These strategies promote critical thinking and actively engage students. Differentiated instructional approaches should be adapted in relation to the individual students in the classroom.

Action Step 1

A needs survey will assess the types of Professional Development needed. Differentiation through the integration and implementation of technology into the classroom.

Person or Persons Responsible

Professional Development Team

Target Dates or Schedule

Professional Development Day

Evidence of Completion

Lesson plans; walk through; EDW reports

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Walk through, EDW data, Professional Data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing so plan can be revised

Evidence of Completion

Increase in student achievement

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. By June 2014, students in the lowest 25% in Reading will make learning gains by increasing by 1%.

G7.B1 Limited support staff to implement reading intervention strategies

G7.B1.S1 A instructor will use the District approved Balanced Literacy Program based on Fountas and Pinnell. Learning Team Meetings will be used to analyze data. The ESE and SAI teachers will support and monitor the improvement of instructional practices of teacher in order to meet the needs of the lowest 25%. The school will use SRA Reading Labs and Reading Plus Intervention Program to raise achievement.

Action Step 1

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.

Person or Persons Responsible

School -Based Team; ESE TTeacher; SAI Teacher; Classroom Teacher

Target Dates or Schedule

Ongoing and adjusted as student shows growth

Evidence of Completion

Diagnostics/EDW reports; RRR; Data assessments

Plan to Monitor Fidelity of Implementation of G7.B1.S1

The School -Based Team will analyze data to monitor the student's progress Strategies and direction can be adjusted to make sure there is continuous improvement.

Person or Persons Responsible

School -Based Team, Administration

Target Dates or Schedule

On going and adjusted as the student progresses

Evidence of Completion

EDW reports; Data analysis, Teacher Grade Book

Plan to Monitor Effectiveness of G7.B1.S1

class room walk through; Data Analysis,

Person or Persons Responsible

Administration, School - Based Team

Target Dates or Schedule

Ongoing and adjusted as student makes progress

Evidence of Completion

Lesson Plans; Data Analysis, Communication between teachers and School-Based Team

G8. By June, 2014, students achieving proficiency in Math will maintain the current level of performance or increase by 2%.

G8.B1 Anticipated barrier to achieving the goal is the high-level reading strategies needed by students to predict, evaluate, and use complex reasoning in order to solve word problems.

G8.B1.S1 In order to think mathematically, we will implement a balanced Literacy Program that is research-based such as the reading program based on Fountas and Pinnell, The teams will also utilize SRA Labs in order to increase comprehension. Learning Teams will analyze student data to define instructional goals and plan instruction. The reading strategies acquired through the reading program will set the foundation which will allow students to interpret, predict and evaluate word problems.

Action Step 1

Learning teams will monitor and adjust curriculum, instruction, and assessments in response to data from multiple assessments of student learning and along with an examination of professional practice. Collaboration within the team will support improved instruction and student learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Once a week

Evidence of Completion

EDW reports; Data analysis; Diagnostics

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Learning teams will monitor and adjust curriculum, instruction, and assessments in response to data from multiple assessments of student learning and along with an examination of professional practice. Collaboration within the team will support improved instruction and student learning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Diagnostics, RRR, SRI ,EDW reports, minutes from Leadership Team Meetings

Plan to Monitor Effectiveness of G8.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G5. By June, 2014, students achieving a proficiency of a level 3 in Reading will maintain the current level of performance or increase by 3 %.

G5.B1 An anticipated barrier to achieving the goal is a consistent implementation of Common Core instruction.

G5.B1.S1 Implement a balanced Literacy Program that is research-based such as the reading program based on Fountas and Pinnell, The teams will also utilize SRA Labs in order to increase comprehension. Learning Teams will analyze student data to define instructional goals and plan instruction. The teachers will use enhanced and enriched activities to support the curriculum. Differentiated instruction will be provided to ensure that each child has a challenging learning experiences and that all students have sufficient opportunities to develop learning, and thinking that lead to success at the next level. The teachers will utilize the resources found on Learning Village to guide and focus the Common Core Standards.

PD Opportunity 1

Learning teams will monitor and adjust curriculum, instruction, and assessments in response to data from multiple assessments of student learning and along with an examination of professional practice. Collaboration within the team will support improved instruction and student learning.

Facilitator

PD Team, Team Leaders and Administration

Participants

Instructional Staff

Target Dates or Schedule

The teams will meet once a week to to communicate and collaborate.

Evidence of Completion

EDW data, Diagnostics, lesson Plans, Walkthroughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	By June, 2014, students achieving a proficiency of a level 3 in Reading will maintain the current level of performance or increase by 3 %.	\$5,100
Total		\$5,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
PTA	\$5,100	\$5,100
Total	\$5,100	\$5,100

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G5. By June, 2014, students achieving a proficiency of a level 3 in Reading will maintain the current level of performance or increase by 3 %.

G5.B1 An anticipated barrier to achieving the goal is a consistent implementation of Common Core instruction.

G5.B1.S1 Implement a balanced Literacy Program that is research-based such as the reading program based on Fountas and Pinnell, The teams will also utilize SRA Labs in order to increase comprehension. Learning Teams will analyze student data to define instructional goals and plan instruction. The teachers will use enhanced and enriched activities to support the curriculum. Differentiated instruction will be provided to ensure that each child has a challenging learning experiences and that all students have sufficient opportunities to develop learning, and thinking that lead to success at the next level. The teachers will utilize the resources found on Learning Village to guide and focus the Common Core Standards.

Action Step 1

Learning teams will monitor and adjust curriculum, instruction, and assessments in response to data from multiple assessments of student learning and along with an examination of professional practice. Collaboration within the team will support improved instruction and student learning.

Resource Type

Evidence-Based Materials

Resource

Scholastic Reading Inventory Online Lab Program for grades 1-5 to increase reading comprehension

Funding Source

PTA

Amount Needed

\$5,100