

The School District of Palm Beach County

Morikami Park Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	12

Morikami Park Elementary School

6201 MORIKAMI PARK RD, Delray Beach, FL 33484

<https://mpess.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	19%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Working together with Open and Inquiring minds to develop Responsible and Respectful citizens who are Lifelong learners Dedicated to success within a global society.

Provide the school's vision statement.

Morikami Park Elementary School is committed to excellence in "Educating Today's Children for Tomorrow's World."

School Leadership Team

Membership

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

Name	Title
Quinones, Stacey	Principal
Hodge-Hargrove, Tonya	Assistant Principal
Mercier, Amy	Teacher, K-12
Saraceni, Eve	School Counselor
Lamb, Michelle	Teacher, K-12
Deckelmann, Danielle	Teacher, ESE
DiLorenzo, Kim	Teacher, ESE

Duties

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

The principal and assistant principal provide a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the MTSS/RTI Leadership Team is implementing RtI processes
- assessment of RtI skills of the school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities

The other members of the Leadership Team will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance to teachers.

Early Warning Systems

Year 2017-18

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	3	2	3	4	4	0	0	0	0	0	0	0	23
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	12	7	7	9	9	2	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	0	2	1	0	0	0	0	0	0	0	3

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	1	0	0	2	0	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	2	0	2	0	0	0	0	0	0	0	0	4

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

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	5	6	2	5	3	5	0	0	0	0	0	0	0	26
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	9	13	2	16	19	14	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	2	0	4	0	0	0	0	0	0	0	6

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	0	0	0	1	1	2	0	0	0	0	0	0	0	4

Year 2016-17 - Updated

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	5	6	2	5	3	5	0	0	0	0	0	0	0	26
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	9	13	2	16	19	14	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	2	0	4	0	0	0	0	0	0	0	6

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	0	0	0	1	1	2	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Learning gains FY17 81% to FY18 73%

Math learning gains of L25 FY17 83% to FY18 75%

Yes, this is a trend with the learning gains decreasing for the past 3 years.

Learning gains do not match proficiency percentages.

Which data component showed the greatest decline from prior year?

Math learning gains for all students and L25. Both areas dropped by 8%.

Which data component had the biggest gap when compared to the state average?

Our scores are above the state average so we did not demonstrate a gap.

Which data component showed the most improvement? Is this a trend?

ELA learning gains for L25 had the biggest increase from FY17 68% to FY18 80%. No, we have been demonstrating decreases since 2016 so in FY18, we showed an increase but it was not as high as the data in FY16 83%.

Describe the actions or changes that led to the improvement in this area.

School focus on ELA gains. A WIG (Wildly Important Goal) was developed specifically for reading gains and was monitored weekly with 3 leading data markers. Teachers conducted guided/skill groups daily and PLCs were held every 8 days with a focus on reading benchmarks. Teachers created their own scope and sequence for teaching. Teachers used test specs and question stems and rigor was increased, matching text, task, and talk. Data monitoring was regularly conducted. Tutorials were held before/during/after school.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	94%	57%	56%	93%	52%	52%
ELA Learning Gains	80%	61%	55%	79%	56%	52%
ELA Lowest 25th Percentile	80%	56%	48%	83%	51%	46%
Math Achievement	97%	65%	62%	94%	61%	58%
Math Learning Gains	73%	63%	59%	86%	61%	58%
Math Lowest 25th Percentile	75%	53%	47%	84%	51%	46%
Science Achievement	86%	56%	55%	86%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (5)	3 (6)	2 (2)	3 (5)	4 (3)	4 (5)	23 (26)
One or more suspensions	0 (1)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)
Course failure in ELA or Math	12 (9)	7 (13)	7 (2)	9 (16)	9 (19)	2 (14)	46 (73)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (2)	2 (0)	1 (4)	3 (6)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	95%	56%	39%	57%	38%
	2017	96%	54%	42%	58%	38%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	94%	58%	36%	56%	38%
	2017	92%	57%	35%	56%	36%
Same Grade Comparison		2%				
Cohort Comparison		-2%				
05	2018	94%	59%	35%	55%	39%
	2017	88%	52%	36%	53%	35%
Same Grade Comparison		6%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	96%	63%	33%	62%	34%
	2017	96%	62%	34%	62%	34%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	99%	63%	36%	62%	37%
	2017	98%	64%	34%	64%	34%
Same Grade Comparison		1%				
Cohort Comparison		3%				
05	2018	96%	66%	30%	61%	35%
	2017	94%	61%	33%	57%	37%
Same Grade Comparison		2%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	86%	56%	30%	55%	31%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	88	79	83	84	69	73	75				
ASN	100	100		100	74						
BLK	89	81	85	89	65	58	79				
HSP	92	73	71	95	75	70	79				
MUL	92			100							
WHT	96	78	83	98	72	80	89				
FRL	95	75	82	94	70	71	71				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	72	57	57	87	75	73	60				
ASN	97	60		100	93		92				
BLK	86	63	70	95	70	73	87				
HSP	93	80	78	94	88	89	100				
MUL	90			100							
WHT	93	70	65	97	79	82	87				
FRL	84	64	63	95	66	71	91				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Increase reading on grade level by 3rd grade

Students reading on grade level will achieve greater academic success

Rationale This area of focus aligns with the District's Strategic Plan to increase reading on grade level to 75% and ensure 75% high school readiness

Intended Outcome Increase ELA 3rd grade proficiency by 2% points to continue to meet the LTO of the District's Strategic Plan by 2021.

Point Person Tonya Hodge-Hargrove (tonya.hodge-hargrove@palmbeachschools.org)

Action Step

Description

- teachers will continue to provide effective, rigorous and relevant, standards based instruction
- teachers and administration will continue to participate in relevant and researched based professional development
- teachers and administration will continue to participate in and conduct Professional Learning Community meetings following the Standards Based PLC cycle
- teachers will continue to expose students to complex text aligning text, task and talk
- teachers and administration will participate in a book study - Jan Richardson - The Next Step Forward in Guided Reading
- teachers will assess, decide and guide instruction (Jan Richardson)
- students will complete various assessments (FSQs, iReady Standards Mastery) with fidelity
- teachers will plan differentiate guided/skill groups
- teachers will continue implementation of mandated curriculum infusing multicultural texts
- teachers will consistently expose students to academic vocabulary

Person Responsible Tonya Hodge-Hargrove (tonya.hodge-hargrove@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

- assistant principal will conduct ongoing classroom observations, data analysis and monitoring of best practices
- teachers will monitor student's performance and understanding of learning objective/ outcome
- teachers and administration will conduct ongoing data analysis formative and summative assessments, performance matters, FSQ's and USA's, reading running records and iReady)and adjust instruction accordingly
- teachers will identify students with academic difficulties/deficiencies and submit to SBT/Rtl

Person Responsible Tonya Hodge-Hargrove (tonya.hodge-hargrove@palmbeachschools.org)

Activity #2	
Title	To increase ELA and Math learning gains for all students and L25
Rationale	Math learning gains showed the greatest decline for all students and L25, decreased by 8% points. ELA learning gains are inconsistent year to year since 2016. This area of focus is aligned to the District's Strategic Plan to ensure high school readiness
Intended Outcome	Improve math learning gains for all students and L25 by 10% points in both areas, learning gains all students to 83% and L25 to 85%. Continue to increase ELA learning gains for all students and L25 by 5% points in both areas that are currently at 80% to 85%.
Point Person	Stacey Quinones (stacey.quinones@palmbeachschools.org)
Action Step	
Description	Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on reading, writing and math. <ul style="list-style-type: none"> - Develop a school-wide WIG for both ELA and Math - Grade levels will develop a grade level WIG based on their current data - Provide PD on academic vocabulary for content areas - Students will complete 45 minutes of iReady math and reading weekly - Students will be held accountable for knowledge of standards taught by completing exit tickets, assessments, and keeping interactive notebooks - PLCs to collaborate and plan rigorous instruction - Support services will be provided to students not meeting the standards
Person Responsible	Stacey Quinones (stacey.quinones@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> - Weekly WIG data (iReady, small group, walkthroughs) will be collected, analyzed, and posted - Administration will monitor instruction and student performance through weekly walkthroughs and data - Teachers will use data to plan instruction and remediate as needed through small groups - Diagnostic data will be analyzed
Person Responsible	Stacey Quinones (stacey.quinones@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school's vision and mission statement is shared with parents at our Curriculum Night and our School Advisory Council meetings. Teachers hold two conferences a year with parents to keep them informed of their child's progress. Teachers update their Edline page twice a month to keep parents updated with school happenings. At the end of the school year, parents are invited to student led conferences. We also host a variety of evenings for our parents to keep updated with curriculum and participate with their child. They include:

Literacy Night

Math Night at Publix

Science Night

FSA Informational Night

PFEP Link

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

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.

Our guidance counselor provides a variety of group counseling to our students. She also meets with students individually to provide support when needed. Day to day, the staff affect students in a positive manner. We are a visible presence in the hallways and classrooms, making ourselves available to students. Our students are very comfortable approaching us to discuss their concerns. We offer the best resources we know, human resources. Our teachers volunteer to mentor students and we regularly assign a mentor to a student that needs a push in the positive direction.

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

Strategies used to assist preschool children in their transition are:

*Parents and students attended an orientation in May to receive information to assist in preparing students for kindergarten

*Teachers assess students literacy development prior to the start of the school year

*A staggered start schedule is implemented to assist students in transitioning

*Kindergarten students are assigned 5th grade buddies at the beginning of the school year to assist with classroom adjustment and confidence in being a Morikami student. They read together once a week.

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 Leadership Team 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, Rtl/ Leadership Team, guidance counselor) and report back on all data collected for further discussion at future meetings.

The assistant principal maintains an inventory of all resources and is responsible for delivery of the materials to teachers. At weekly meetings data analysis is conducted to determine the impact of the resources being utilized.

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

Part V: Budget

Total:

\$8,500.00