

The School District of Palm Beach County

Addison Mizner School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	30%
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	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.

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.

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 and safe environment to meet this goal.

School Leadership Team

Membership

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

Name	Title
	Principal
Boone, Joe	Assistant Principal
Parkinson, Renee	Teacher, ESE
Seiger, Randi	School Counselor
Lamprecht, Lori	Teacher, Adult
Harrington, Margaret	Teacher, K-12
Dlugos, Shantel	Teacher, K-12

Duties

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

Joshua Davidow will monitor literacy based action steps as stipulated as within the SIP.
Joe Boone will oversee the implementation of differentiated instruction to support struggling students and monitor the results using FSQs and USAs.
Shantel Dlugos will be overseeing K-5 PLCs and ensuring standard based instruction is used.
Margaret Harrington will monitor the ELL Students curriculum and supporting them in the classroom.
Lori Lamprecht will work with the struggling readers in grades 1-3 and closely monitor the progress of all struggling readers throughout the school.
Renee Parkinson will monitor the progress of ESE students throughout the school.

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	10	16	13	9	12	16	0	0	0	0	0	0	0	76
One or more suspensions	1	0	2	2	0	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	19	22	3	15	0	7	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	14	16	12	0	0	0	0	0	0	0	42

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	2	3	0	12	4	6	0	0	0	0	0	0	0	27

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	2	0	3	3	5	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	2	0	3	3	5	0	0	0	0	0	0	0	0	13

Date this data was collected

Thursday 8/2/2018

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	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

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	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

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?

When looking at our data and comparing one year from the next, our ELA lowest 25th percentile has declined by 6%, Math learning gains increased 10%. Our subgroup data is demonstrating that both our FRL and SWD have had a decline of 4% within ELA learning gains.

Which data component showed the greatest decline from prior year?

Our greatest decline was English Language Arts learning gains for our lowest 25%. ELA proficiency stayed the same, while our math proficiency and learning gains increased.

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

In comparison to the state, our school has experienced increased achievement in all areas.

- * ELA - +28% achievement
- * ELA Learning Gains +14%
- * ELA Lowest 25% +9%
- * Math +25% achievement
- * Math Learning Gains +25%
- * Math Lowest 25% +26%
- * Math Lowest 25% +26%
- * Science achievement +29%

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

When looking at our school data we increased 13% in science and 10% in math learning achievement compared to last year. Looking at our grade level data, 5th grade increased 4% in ELA compared to last year's 5th graders and the cohort increased 2%. In math, 5th grade increased 9% compared to last year 5th graders and 5% compared to their cohort.

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

The actions that led to this increase was a focus on standards-based Instruction in math while remediating weak standards continuously. Also, targeting instruction for struggling students daily, using data to drive the differentiated instruction. Finally, tighter PLC meetings that support analyzing data to drive standard based instruction.

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	84%	55%	60%	83%	44%	55%
ELA Learning Gains	69%	56%	57%	67%	52%	54%
ELA Lowest 25th Percentile	57%	51%	52%	60%	49%	49%
Math Achievement	87%	52%	61%	86%	43%	56%
Math Learning Gains	74%	54%	58%	75%	47%	54%
Math Lowest 25th Percentile	73%	49%	52%	73%	42%	48%
Science Achievement	84%	49%	57%	73%	37%	52%
Social Studies Achievement	0%	72%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	10 (7)	16 (8)	13 (3)	9 (4)	12 (10)	16 (14)	0 (0)	0 (0)	0 (0)	76 (46)
One or more suspensions	1 (0)	0 (0)	2 (2)	2 (0)	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	6 (2)
Course failure in ELA or Math	19 (11)	22 (11)	3 (3)	15 (5)	0 (6)	7 (6)	0 (0)	0 (0)	0 (0)	66 (42)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (13)	16 (12)	12 (18)	0 (0)	0 (0)	0 (0)	42 (43)

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	84%	56%	28%	57%	27%
	2017	86%	54%	32%	58%	28%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	78%	58%	20%	56%	22%
	2017	83%	57%	26%	56%	27%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				
05	2018	85%	59%	26%	55%	30%
	2017	81%	52%	29%	53%	28%
Same Grade Comparison		4%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		2%				
06	2018					
	2017					
Cohort Comparison		-81%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	82%	63%	19%	62%	20%
	2017	86%	62%	24%	62%	24%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	84%	63%	21%	62%	22%
	2017	85%	64%	21%	64%	21%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				
05	2018	90%	66%	24%	61%	29%
	2017	81%	61%	20%	57%	24%
Same Grade Comparison		9%				
Cohort Comparison		5%				
06	2018	100%	56%	44%	52%	48%
	2017	0%	55%	-55%	51%	-51%
Same Grade Comparison		100%				
Cohort Comparison		19%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	84%	56%	28%	55%	29%
	2017					
Cohort Comparison						
08	2018					
	2017					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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	48	46	42	55	56	48	65				
ELL	58	56	55	68	75	70					
ASN	100	100		100	91						
HSP	81	60	46	84	75	68	80				
MUL	88	73		88	64						
WHT	84	69	61	87	74	74	86				
FRL	74	61	55	79	67	69	74				

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	54	63	46	53	48	38	47				
ELL	67	73		75	73						
HSP	82	70	63	82	63	67	75				
MUL	88			76							
WHT	84	66	61	86	64	63	77				
FRL	77	71	59	78	66	80	60				

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	To ensure progress towards student achievement within the lowest 25% of ELA instruction to support the expectations of Long Term Outcome #2 Ensure High School Readiness
Rationale	<p>-Lowest 25% of ELA is the lowest performing area, showing the greatest decline from 2017 to 2018</p> <p>-SWD and FRL showed the greatest declines from 2017-2018 in Lowest 25% of ELA (-4).</p> <p>-This area of focus aligns with the District Strategic Plan to Increase reading on grade level to 75% and ensure 75% high school readiness.</p>
Intended Outcome	Improve Lowest 25% of ELA by 10%, from 57% to 67% by 2019 to be on target for meeting the LTO of the Strategic Plan by 2021.
Point Person	Joshua Davidow (joshua.davidow@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction - Students are exposed to rigorous tasks implemented through strategic focussed lessons infusing the full of intent of the Florida State Standards and content required by the Florida State Statute 1003.42 while continuing to develop a single school culture and appreciation for multicultural diversity in alignment to S.B. policy 2.09 with a focus on reading across all content areas. Instruction will also be infused as applicable to appropriate grade levels including but not limited to:</p> <ul style="list-style-type: none"> (a) History of the Holocaust (b) History of African and African Americans (c) Women's Contribution (d) Sacrifices of Veterans, and the value of Medal of Honor recipients <p>1. Addison Mizner will participate in Professional Learning Communities to disaggregate data from formative assessments to plan focussed lessons that support strengths and weaknesses of learners to bridge the achievement gap to meet the needs of diverse learners and promote a positive learning environment to ensure equity in access for all. (Davidow)</p> <p>2. In alignment to school board 2.09 and Florida State statute 1003.42, our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, Holocaust, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of African Americans, Latino and Hispanics and women within US History.</p> <p>3. Addison Mizner will implement a single school culture by utilizing Depths of Knowledge question stem starters to implement rigor throughout strategic focussed lessons infusing the content required by S.B. Policy 2.09.</p> <p>4. Addison Mizner will successfully implement and monitor differentiated small group instruction that aligns with the pillars of effective instruction to ensure equity in access.</p> <p>5. Addison Mizner will utilize LLI (Language Literacy Intervention Kits) to provide intensive reading remediation for the struggling students.</p> <p>6. Addison Mizner will utilize the computer IReady program to provide differentiated instruction for students at their present level to support the rigorous standards taught in the classroom.</p> <p>7. Addison Mizner will implement before and afterschool tutoring to enrich and remediate students to meet their targeted FSA goals.</p>
Person Responsible	Joshua Davidow (joshua.davidow@palmbeachschools.org)
Plan to Monitor Effectiveness	

Description	1. The administration will monitor lesson plan effectiveness by conducting formal and informal observations to observe the level of rigor in the classroom.
	2. Increased student achievement on multiple formative assessments: Iready, Diagnostics; FSQs; USAs; and PBPA; and FSA that align with the standards to ensure effectiveness on rigorous standards taught.
Person Responsible	Joshua Davidow (joshua.davidow@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.

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 SIS Gateway, PTA website, Twitter, and on Facebook. It is through this ongoing relationship and increased involvement that we will bring about positive change.

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.

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 through the RTI process. 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. 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 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. At AMES, all students are exposed to equitable and accessible education.

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 the Kindergarten Round-up. Parents are provided with 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 to elementary school is an enriching experience.

Our students are given the opportunity for enrichment through our Accelerated Math Program which begins in third grade.

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 prospective schools.

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 principal facilitates and monitors to ensure an effective academic program is in place through classroom rigor walks. The principal will collaborate with the leadership team to ensure that the implementation of the intervention, support, and enrichment are provided and documented. The administration has ongoing communication with teachers, students, and parents.

Our school integrates Single School Culture (S.B. 2.09) by sharing our Universal Guidelines For Success, following our Behavioral Matrix and teaching Expected Behaviors for all students, communicating with parents, and monitoring SwPBS. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of PBS programs. In alignment with the expectations FL 1003.42 and S.B. policy 2.09, our school is developing a community to honor and respect our diverse cultures. Within the Fine Arts and classrooms, our students are exposed to music and dances of other cultures. In art, students are exposed to pieces of multiple artists throughout the world. In our media center and classroom libraries, our students have the opportunity to choose books written by diverse authors and/or learn about multiple diverse cultures.

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:

\$1,734.00