

The School District of Palm Beach County

Morikami Park Elementary School



2020-21 Schoolwide Improvement Plan

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Morikami Park Elementary School

6201 MORIKAMI PARK RD, Delray Beach, FL 33484

<https://mpess.palmbeachschools.org>

Demographics

Principal: Stephanie Coletto

Start Date for this Principal: 7/27/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (91%) 2017-18: A (84%) 2016-17: A (83%) 2015-16: A (86%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	21%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Quinones, Stacey	Principal	Provides curriculum assistance, develops systems for school, provides teachers, staff, students and family support.
Hodge-Hargrove, Tonya	Assistant Principal	Assists with instructional support, provides PD for K-2 with reading record, supports new educators
Mercier, Amy	Teacher, K-12	Magnet Coordinator, oversees our choice program IB PYP and provides math intervention
Saraceni, Eve	School Counselor	Provides counseling services to students and parents, assists students with academic success, SBT Leader
Lamb, Michelle	Teacher, K-12	SAI teachers, provides reading and writing intervention, provides reading PD
Deckelmann, Danielle	Teacher, ESE	ESE contact and ESE .5 teacher, meets with parents and work with students
DiLorenzo, Kim	Teacher, ESE	Provide Speech and Language services and family support
Vaillencourt, Amy	Attendance/ Social Work	School Behavioral Professional-provides short term counseling to students and parents, assists with community resources.

Demographic Information

Principal start date

Wednesday 7/27/2011, Stephanie Coletto

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

63

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	141	141	137	130	133	124	0	0	0	0	0	0	0	806
Attendance below 90 percent	0	3	0	0	1	0	0	0	0	0	0	0	0	4
One or more suspensions	0	1	0	2	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	29	20	20	22	32	0	0	0	0	0	0	0	123
Course failure in Math	0	2	6	5	10	9	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	5	3	4	5	0	0	0	0	0	0	0	20

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	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/27/2020

Prior Year - 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	
Number of students enrolled	137	139	139	129	121	130	0	0	0	0	0	0	0	795
Attendance below 90 percent	4	5	3	1	2	1	0	0	0	0	0	0	0	16
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	10	11	6	16	18	10	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	1	1	2	0	0	0	0	0	0	0	4

The number of students with two or more early warning indicators:

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

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	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	
Number of students enrolled	137	139	139	129	121	130	0	0	0	0	0	0	0	795
Attendance below 90 percent	4	5	3	1	2	1	0	0	0	0	0	0	0	16
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	10	11	6	16	18	10	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	1	1	2	0	0	0	0	0	0	0	4

The number of students with two or more early warning indicators:

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

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	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	96%	58%	57%	92%	53%	55%
ELA Learning Gains	85%	63%	58%	71%	59%	57%
ELA Lowest 25th Percentile	85%	56%	53%	68%	55%	52%
Math Achievement	98%	68%	63%	96%	62%	61%
Math Learning Gains	89%	68%	62%	81%	62%	61%
Math Lowest 25th Percentile	94%	59%	51%	83%	53%	51%
Science Achievement	88%	51%	53%	91%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	95%	54%	41%	58%	37%
	2018	95%	56%	39%	57%	38%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	97%	62%	35%	58%	39%
	2018	94%	58%	36%	56%	38%
Same Grade Comparison		3%				
Cohort Comparison		2%				
05	2019	95%	59%	36%	56%	39%
	2018	94%	59%	35%	55%	39%
Same Grade Comparison		1%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	98%	65%	33%	62%	36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	96%	63%	33%	62%	34%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	95%	67%	28%	64%	31%
	2018	99%	63%	36%	62%	37%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
05	2019	98%	65%	33%	60%	38%
	2018	96%	66%	30%	61%	35%
Same Grade Comparison		2%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	88%	51%	37%	53%	35%
	2018	86%	56%	30%	55%	31%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	88	77	75	88	80	87	64				
ELL	100			93							
ASN	97	92		100	100		100				
BLK	93	76		97	86		91				
HSP	98	87	94	98	85	92	88				
MUL	86	70		93	80						
WHT	95	86	89	98	90	97	88				
FRL	92	72	68	96	87	96	72				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	91
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	635
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	80
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	97
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	98
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	89
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	92
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	92
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	83
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Last year on the 3rd grade ELA FSA student proficiency was 95%. FY20 diagnostic shows that currently 91% of 3rd graders are proficient with 9 students predicted a Level 2 and 4 students predicted Level 1. These numbers are higher than the previous year. What we believe is hindering our progress is cognitive confusion among students that receive services from multiple teachers. Students are getting confused as to what strategies to use and when to use them. Student attendance is an issue with excessive tardies and early dismissals, and students are more fatigued this year. Additionally, teachers are not teaching to the full intent and rigor of the standard. Teachers need to fully unpack each standard and align text, task, and talk.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd-grade end of year iReady overall grade-level scores showed the greatest decline. 55 students dropped in their overall score which is 41% of the grade level. Many students exhibited a drop from a late 3rd grade or a mid-third grade to any early third-grade level. Factors that contributed to the decline were the move to distance learning, student motivation, and not being able to effectively monitor students while they were taking the assessment.

4th Grade -

FY19 37 of our lowest 25 ELA were at 77% demonstrating an increase or maintaining proficiency. Possible Learning Gain percent was 86%.

5th Grade -

FY19 33 of our lowest 25 ELA were at 58% demonstrating an increase or maintaining proficiency. Possible Learning Gain percent was 58%

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Positive Gaps in FSA FY19 ELA Proficiency compared to the state

Grade State Morikami

3 58% 95%

4 58% 97%

5 56% 95%

Math Proficiency-positive FSA FY19 gaps compared to the state

Grade State Morikami

3 62% 98%

4 64% 95%

5 60% 98%

6 55% 100%

Teachers individualized instruction based on students' needs. Skills groups were fluid and allowed for skills to be retaught and reassessed for mastery. Students attended before school and after school tutorials. Teachers participated in weekly PLCs, taking a deep dive into data and adjusting instructions as necessary. Students were placed in fluid intervention groups so they would receive the intervention that was personalized to their needs.

Which data component showed the most improvement? What new actions did your school take in this area?

The area that demonstrated the most improvement was ELA.

Our lowest 25 went from 80% on the FY18 FSA to 85% on the FY19 FSA

Our Learning Gains went from 80% on the FY18 FSA to 85% on the FY19 FSA

Actions taken in this area included personalized small group instruction and before school and after school instruction. Monitoring of iReady data and using the iReady platform and assigning lessons based on students' needs.

4th Grade -

FY19 37 of our lowest 25 ELA were at 77% demonstrating an increase or maintaining proficiency.

Possible Learning Gain percent was 86%.

5th Grade -

FY19 33 of our lowest 25 ELA were at 58% demonstrating an increase or maintaining proficiency.

Possible Learning Gain percent was 58%

Our mid-year diagnostic data does not support an increase, however, that data is used to realign our instruction and provide personalized intentional small group instruction so that we may see in an increase on the FSA. We also had planned for before and after school instructions. This plan has been used in the past and we have been successful in demonstrating increases on FSA proficiency and Learning Gains for low 25% and all students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

An area of concern is the number of students with a failure (ND) in ELA. The numbers are high across all grade levels. A follow-up to the numbers would be to cross check and make certain all students marked ND are in SBT and receiving an intervention matched to their reading difficulty. Even though, there are a large number of students with (ND) ELA, they seem to do well when they take the FSA each year. Perhaps it would be appropriate to provide PD to teachers so that they are marking students correctly.

One important factor to consider in this is that the FSA data doesn't always support the teachers marking of ND and a student demonstrates proficiency on the FSA. We have noticed that some students demonstrate a struggle during the school year but by assessment time, they are able to pull of their learning together and demonstrate proficiency.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

Continued increase with 3rd grade ELA achievement. Stagnant at 95%

Continue increasing achievement with 3rd grade ELA students, ensuring progress with our ELLs and SWDs. We have carefully analyzed students data to identify our students which fall under those subgroups. We

reviewed teacher data and have matched up our students to teachers who will lead instruction and to ensure support for the identified students. Students were placed in appropriate intervention groups to receive intervention that was personalized to meet their needs. Groups were fluid so as students needed a change in intervention, it was done immediately.

In providing rigorous ELA instruction, we have set a priority to decrease the amount of level 1's and 2's on statewide assessments: we analyzed data to support our level 1 and level 2 students. Our in-school, during the school day tutorial program ensured student participation and success. Fine Arts teachers schedules were adjusted to provide intervention support to our students. Schedules were

adjusted to ensure

tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance.

Continued increase with ELA learning gains to match proficiency percentage of school.

A priority that has been set is to match learning gains percentage to proficiency percentage in our school. Many times, we see a learning gain with our Level 1, 2, and 3 students but our data shows that Level 4 and 5 students have difficulty showing a learning gain. They can maintain their level but not always grow in that level. We created enrichment groups for our high achieving students that so they can receive a boost in their learning and take a deeper dive into math and ELA standards. We offered 5th grade book club, STEAM, SECME, and AMP math to help increase learning gains with high achieving students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase reading on grade level by 3rd grade
Our 3rd-grade diagnostic proficiency was at 90% which is 5% lower than the 95% proficiency we were at on the FY19 FSA
Rationale
Students reading on grade level will achieve greater academic success.
This area of focus aligns with the District's Strategic Plan to increase reading on grade level to 75% and ensure high school readiness.

Measurable Outcome: Our goal is to increase:
FY19 ELA 95% to FY21 98% ELA of our students proficient in 3rd grade ELA

Person responsible for monitoring outcome: Stacey Quinones (stacey.quinones@palmbeachschools.org)

1. Small-Group Differentiated instruction: The school will utilize teacher chosen resources to provide strategic differentiated instructional support.
2. Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instruction

Evidence-based Strategy: 3. Professional online learning: Raz Kids Plus and iReady platforms targeted for increasing students' mastery of the Florida Standards in reading/ELA. This will provide personalized instruction that is targeted to meet students' specific academic needs.

4. Aligning Complex text, talk, and task. Focus each lesson on the high-quality text. Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by standards. Provide all students with opportunities to engage in the work of the lesson. (productive struggle)

Rationale for Evidence-based Strategy: Developing teachers' instructional expertise through strategic professional learning in PLCs will ensure teachers are planning data-informed instruction that can accelerate students learning to mastery of the standards.

Action Steps to Implement

Pillars of Effective instructions: Students will be immersed in effective, rigorous and relevant standards based instruction, including content required by Florida State Statue 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and writing across the content areas.

- * K-2 will continue providing a systematic phonics program using Foundations
- * Continue with guaranteed academic vocabulary implementation
- * Teachers will continue implementation of mandated curriculum infusing multicultural texts, 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.
- * Teachers will continue to build content knowledge and vocabulary through leveled texts
- * Teachers will continue to expose students to complex text, aligning text, task, and talk
- * Teachers will teach inference skills, distinguishing text-connecting details

- * Teachers will disaggregate data (FSQs and USAs) looking for trends and patterns in each students' data and remediating as necessary.
- * Specific tiered supports will be provided to students

Person Responsible Stacey Quinones (stacey.quinones@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Students are 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 in alignment to S.B. 2.09 with a focus on reading and writing across all content areas.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success (Morikami Park Way) and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment, with school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts and hosting an annual Multicultural Day. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study the music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

Students will immersed student in multicultural texts as applicable to the grade levels including but not limited to: History of the Holocaust, History of Africans and African Americans, Hispanic Contributions, Sacrifices of Veterans, Contributions of Women.

At Morikami, we will continue to recognize our students following the Morikami Park Way through our Golden Globe initiative. Each Friday students are announced on the morning news with administration stating why the student is being recognized.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our faculty and staff will be supported by leadership in a professional community that values, innovation, growth, and collegiality. The administration will foster Morikami Park values by building relationships, nurturing a growth mindset and maintaining physical and social safety and security through effective and open communication.

For our students and families, our number one priority is to build a positive relationship so that we can establish mutual trust and respect. Recent research indicates that students' academics improve if a positive connection is established with the teacher. Morikami Park will cultivate an environment free of fear, judgment, and bias.

Pillars of Effective Instruction: Students are 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 in alignment to S.B. 2.09 with a focus on reading and writing across all content areas.

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Character Development is infused through our IB Learner Profile which includes inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-taker, balanced, and reflective. Students are recognized for demonstrating the Learner Profile through our weekly Golden Globe incentive program. We believe these attributes empower students to become responsible members of our communities. Character-development program (require k-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

To support our students we provide a coherent cognitive experience:

- *Data chats
- *Suite 360
- *SEL
- *Student ambassadors
- *Good Samaritans
- *Counseling/behavior Health Professional
- *Girls on the Run

We engage families and communities in a variety of ways, such as:

- *Parent Nights
- *SAC meetings
- *Parent communication plans; Emails, newsletters
- *Social Media
- *Volunteering
- *Events
- *Business partners

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1951 - Morikami Park Elementary School	General Fund		\$700.00
			<i>Notes: Provide 3rd grade students with Storyworks online platform for complex informational text exposure</i>			
Total:						\$700.00