Addison Mizner School

2021-22 Schoolwide Improvement Plan

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Addison Mizner School

199 SW 12TH AVE, Boca Raton, FL 33486

https://ames.palmbeachschools.org

Demographics

Principal: Nancy Holly

Start Date for this Principal: 7/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2020-21 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (75%) 2016-17: A (72%)
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	
* 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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199 SW 12TH AVE, Boca Raton, FL 33486

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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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 creating an innovative, collaborative community of learners where all students are given the opportunity for equity and access to achieve their highest academic potential. We further want to ensure all students receive a balanced and rigorous curriculum in a safe environment to able to make well-reasoned, thoughtful, and healthy life-long decisions in an ever-changing 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	Position Title	Job Duties and Responsibilities
Holly, Nancy	Principal	As principal of Addison Mizner Elementary school, Mrs. Holly's number one priority is to be the school's instructional leader. To increase academic success, Mrs. Holly thrives on providing all students with equity and access to the curriculum, and ensuring academic success for all students. Using the master board schedule, Mrs. Holly creates balanced classrooms. She also uses teacher evaluation, supervision, Palm Beach Model of Instruction, Profesional Development, Professional Learning Communities coordination, hiring new staff to help make decisions that impact student achievement. Additional responsibilities are listed below: * Assistant Principal supervision * Coaching and mentoring teachers * Deliberate practice for all instructional staff * School Advisory Council * School Safety * School/Community Facilitation * Marzano framework implementation * Consistent parent communication
Dlugos, Shantel	Assistant Principal	As Assistant Principal of Addison Mizner Elementary School, Mrs. Dlugos supports Mrs. Holly in implementing the School Improvement Plan. As an instructional leader, she conducts walkthroughs to oversee standards-based instruction and differentiated instruction in each classroom. Mrs. Dlugos attends Professional Learning Communities, takes part in data analysis, and assists in determining which professional development is needed to support teachers' instructional practices and support struggling students. She is also responsible for coordinating the testing calendar, procedures, and protocols. Mrs. Dlugos is the decision-maker regarding the safety committee, School-Wide Positive Support, and the new teacher mentoring program. Additionally, she monitors discipline in the classroom and tracks the number of referrals..
Parkinson, Renee	Teacher, ESE	As ESE coordinator of Addison Mizner Elementary School, Rennee Parkinson ensures struggling students move through the SBT process with fidelity. She conducts weekly SBT meetings to talk through students' needs and ensure they move through the tier process easily. Mrs. Parkinson collects and analyzes the tier II and III data to see if the implementation of the intervention is effective. Additionally, she holds compliant IEP meetings with the necessary stakeholders to ensure students receive their accommodations and goals that provide them with access to an equitable education.
Seiger, Randi	School Counselor	Mrs. Seiger is our guidance counselor and services students on our fine arts wheel, in small groups and individually, incorporating SEL activities throughout her lessons. She works closely with our BHP to identify and assist students in need.
Lamprecht, Lori	Teacher, K-12	As the SAI teacher for Addison Mizner Elementary, Lori Lamprecht works with the struggling readers primarily in grades 1-3. She monitors the iReady usage in the school. She is an active participant in the SBT meetings. Additionally,

Name	Position Title	Job Duties and Responsibilities
		she works with tier 3 students to ensure the targeted intervention is completed and aligned with the student's goals.
Naylor, Rebecca	Teacher, ESE	Mrs. Naylor is our 504 coordinator. She meets with parents in a compliant 504 meeting to discuss the student's needs and address necessary accommodations to make the student successful in and out of the classroom.
Abell, Melissa	Other	Mrs. Abell is out School Behavioral Health Professional (SBHP). She works with our students and staff to help ensure the social and emotional wellbeing of our students. We have school-wide initiatives promoting a kind and welcoming environment, preventing drug use and bullying, and reducing the stigma of mental health needs. Our SBHP also meets with students in small groups and one-on-one to provide support and to teach them about a range of topics including anger management, anxiety, mindfulness, self-esteem, coping skills, socials skills and more.
Sanchez, Jessica	Other	Mrs. Sanchez works collaboratively and communicates effectively with teachers and leadership to ensure implementation of a rigorous, relevant curriculum and instructional practices that will increase student learning and achievement. Mrs. Sanchez is also Dean of Students for our middle school. She assists with the daily operation of the school, specifically in the areas of attendance, behavior, and discipline prevention and intervention.

Demographic Information

Principal start date

Wednesday 7/28/2021, Nancy Holly

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.*

9

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.*

5

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

1,004

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
11

Demographic Data

Early Warning Systems

2021-22

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	151	166	150	149	137	148	103	0	0	0	0	0	0	1004
Attendance below 90 percent	0	12	10	15	11	14	19	0	0	0	0	0	0	81
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	12	22	9	4	13	3	0	0	0	0	0	0	63
Course failure in Math	0	1	7	4	4	4	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	6	9	4	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	4	11	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	5	12	10	21	21	2	0	0	0	0	0	0	71
FY21 ELA Winter Diag Level 1 & 2	0	0	0	29	28	39	0	0	0	0	0	0	0	96
FY21 Math Winter Diag Level 1 & 2	0	0	0	18	23	24	0	0	0	0	0	0	0	65

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	5	7	6	4	7	2	0	0	0	0	0	0	31

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	0	8	2	0	4	1	0	0	0	0	0	0	15
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 9/20/2021

2020-21 - 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	135	130	133	127	128	158	0	0	0	0	0	0	0	811
Attendance below 90 percent	0	10	4	6	6	5	0	0	0	0	0	0	0	31
One or more suspensions	0	0	2	0	0	4	0	0	0	0	0	0	0	6
Course failure in ELA	0	10	11	12	11	4	0	0	0	0	0	0	0	48
Course failure in Math	3	1	6	6	3	0	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
FY20 ELA Winter Diag Level 1 & 2	0	0	0	32	31	34	0	0	0	0	0	0	0	97
FY20 Math Winter Diag Level 1 & 2	0	0	0	15	16	18	0	0	0	0	0	0	0	49

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	4	3	7	6	6	0	0	0	0	0	0	0	26

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	5	2	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	135	130	133	127	128	158	0	0	0	0	0	0	0	811
Attendance below 90 percent	0	10	4	6	6	5	0	0	0	0	0	0	0	31
One or more suspensions	0	0	2	0	0	4	0	0	0	0	0	0	0	6
Course failure in ELA	0	10	11	12	11	4	0	0	0	0	0	0	0	48
Course failure in Math	3	1	6	6	3	0	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
FY20 ELA Winter Diag Level 1 & 2	0	0	0	32	31	34	0	0	0	0	0	0	0	97
FY20 Math Winter Diag Level 1 & 2	0	0	0	15	16	18	0	0	0	0	0	0	0	49

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	4	3	7	6	6	0	0	0	0	0	0	0	26

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	5	2	1	0	0	0	0	0	0	0	0	0	8
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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				81%	56%	61%	84%	55%	60%
ELA Learning Gains				76%	58%	59%	69%	56%	57%
ELA Lowest 25th Percentile				67%	55%	54%	57%	51%	52%
Math Achievement				87%	53%	62%	87%	52%	61%
Math Learning Gains				73%	55%	59%	74%	54%	58%
Math Lowest 25th Percentile				72%	52%	52%	73%	49%	52%
Science Achievement				77%	45%	56%	84%	49%	57%
Social Studies Achievement					75%	78%		72%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	75%	54%	21%	58%	17%
Cohort Comparison						
04	2021					
	2019	82%	62%	20%	58%	24%
Cohort Comparison		-75%				
05	2021					
	2019	80%	59%	21%	56%	24%
Cohort Comparison		-82%				
06	2021					

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019					
Cohort Comparison		-80%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	85%	65%	20%	62%	23%
Cohort Comparison						
04	2021					
	2019	94%	67%	27%	64%	30%
Cohort Comparison		-85%				
05	2021					
	2019	82%	65%	17%	60%	22%
Cohort Comparison		-94%				
06	2021					
	2019	100%	60%	40%	55%	45%
Cohort Comparison		-82%				
07	2021					
	2019					
Cohort Comparison		-100%				
08	2021					
	2019					
Cohort Comparison		0%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	77%	51%	26%	53%	24%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-77%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:
Grades K-2 we will use iReady for Fall, Winter & Spring; and the Benchmark Unit Assessments
In grades 3-5 we will use ELA and Math diagnostics, iReady, FSQ's and USA's in the Fall, Winter, and Spring.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that gives teachers a foundational understanding of students' strengths and areas of need.
-Successmaker: provides actionable data that gives teachers an understanding of a student's strengths and weaknesses
-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provide ongoing feedback that instructors can use to make adjustments to instruction to improve student learning

ELA and Math Diagnostics provides teachers with additional information on areas they need to reteach, and remediate and areas they improved on.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.1	46.2	73.3
	Economically Disadvantaged	36.6	35.7	68.3
	Students With Disabilities	30.00	20.00	60.00
	English Language Learners	33.3	40.00	55.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		89.8	94.7
	Economically Disadvantaged		87.8	92.9
	Students With Disabilities		75.00	90.00
	English Language Learners		88.9	80.00

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		73.2	77.9
	Economically Disadvantaged		77.1	79.5
	Students With Disabilities		75.00	78..3
	English Language Learners		55.6	80.00
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		93.1	97.00
	Economically Disadvantaged		94.9	97.5
	Students With Disabilities		91.7	100
	English Language Learners		83.3	100

Grade 3			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		89.2	84.7
	Economically Disadvantaged		77.4	69.7
	Students With Disabilities		73.7	63.2
	English Language Learners		83.3	83.3
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		91	83.9
	Economically Disadvantaged		75.8	66.7
	Students With Disabilities		78.9	73.7
	English Language Learners		83.3	71.4

Grade 4			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		87.7	91.4
	Economically Disadvantaged		76.2	76.1
	Students With Disabilities		88.9	87
	English Language Learners		66.7	61.5
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	79.2	89.8	90.9
	Economically Disadvantaged	69.6	84.8	83.3
	Students With Disabilities	54.5	86.4	83.3
	English Language Learners	69.2	92.3	92.9

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		89.6	95
	Economically Disadvantaged		80	90.2
	Students With Disabilities		69	77.4
	English Language Learners		77.8	90
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	94.2	94.3	94.4
	Economically Disadvantaged	86.3	88.5	88.5
	Students With Disabilities	85.2	90	90.3
	English Language Learners	88.9	88.9	90
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	95.2	96.8	98.1
	Economically Disadvantaged	89.1	92	94.1
	Students With Disabilities	85.2	90	90.3
	English Language Learners	87.5	88.9	90

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	57	58	65	61	42	44	37				
ELL	73	83		73	58		45				
ASN	93			93							
BLK	45			40							
HSP	78	77	67	78	63	47	63				
MUL	77			77							
WHT	83	78	80	84	57		76				
FRL	64	71	69	62	53	35	56				
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	45	60	48	65	72	66	39				
ELL	63	92	88	89	77	92	73				

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
ASN	80			100							
BLK	62			77							
HSP	78	78	76	78	73	60	61				
MUL	76	75		90	50						
WHT	83	75	62	91	75	83	82				
FRL	71	74	68	78	72	70	60				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	70
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	69
Total Points Earned for the Federal Index	556
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	67

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diag vs. FSA21 results shows:
ELA: Overall -o.4%
In Gr 3, +2.3 Pts in Gr 4, -3.5 pts in Gr 5. -0.07
Math: Overall decrease of 7.9%
-5.8 pts in Gr 3, -12.7 pts in Gr 4, 9.9- pts in Gr 5
Science: -8.5
Based on the data trend, our focus will be to diminish course failure and increase learning gains and achievement. In addition, our data trends show that a focus on PLCs will increase teacher's best practices by analyzing data and using that information to make informed decisions regarding instruction.
Analyzing data by subgroup will also help focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic, targeted support through various modes of instruction, including technology,
small group, tutorials, data chats, and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation-required assessments and
not graduate from High School in a timely manner.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on our progress monitoring and 2019 State assessments, our greatest need for improvement will be our Professional Learning Communities. We will focus on Standards-Based Instruction and using the Continuous Improvement model to analyze our data, scaffold our instruction and provide small-group differentiated instruction in all core content classes. Teachers collaborating within PLCs will strengthen their instruction, especially in core subjects.
Increasing students learning gains allows our students to develop the skills necessary for future success. It is the foundation for higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.
Increasing students, learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day-to-day.
Ensuring learning gains & progress for ESSA categorized subgroups: we will analyze student data to

identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups are monitored for progress.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For FY19 our goal was to increase our ELA scores in 3rd grade by 10% and during FY21 our FSA scores for ELA indicated that we improved in our 3rd grade ELA by while for 4th and 5th grade decreased by 1 to 2 points. In Math, we notice a decrease across all grade levels. In 3rd grade, we had a decrease of 5.8%, 4th grade decreased by 12.7 %, and 5th grade decreased by 9.9%. Looking at these contributing factors, we see a need in building instructional capacities through our PLCs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area that demonstrated the most improvement was with ELA learning gains. Our lowest 25 increased by 10% from 57% to 67%. Our learning gains increased by 7% from 695 to 76%. In FY19 we focused primarily on planned Professional Learning Communities where teachers collaborated together to ensure their lessons were strategic and focused on all student's needs to create an equitable education. Looking at our grade level data, 4th grade increased 4% in ELA compared to 2018. The 5th-grade cohort increased by 2% in ELA. In math, 4th grade increased 10% compared to 2018.
Overall, we had overall achievement in the following areas:
* ELA +24% achievement
* ELA Learning Gains +18%
* ELA Lowest 25% + 14%
* Math +24% achievement
* Math Learning Gains +11%
* Math Lowest 25% +21%
* Science achievement +24%
The factors that affected our overall greater achievement than the state is that teachers use PLCs to collaborate on lessons, analyze data to drive their instruction, and remediate student's areas of need.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The new actions our school took in this area was to differentiate instruction for all students by creating equitable lessons so all students have the opportunity to learn at their level by giving them the supports to obtain
mastery.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning we need to focus on maximizing time during PLCs. Teachers will focus on deliberate instruction including standards alignment, modeling, coaching, and data analysis to help build teacher capacity to ensure all students are receiving an equitable education and accessible for all ESSA subgroups.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will take part in Professional Development in Professional Learning Community. PLCs are vital in analyzing data and using that information and the Florida Continuous Model to make informed

decisions to teach, remediate, and assess student's learning. Teachers will also take part in Professional Development opportunities in small group differentiated instruction. Small Differentiated instruction provides students with access and meets their individual needs to be successful.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability admin will conduct classroom walkthroughs and look for lagging and leading indicators to provide ongoing support and coaching opportunities for all teachers.
The master board has been created to ensure allotted time has been made for PLCs. After diagnostics, we will provide additional professional development for PLCs and using the data to help in identifying students in need of remediation, and in closing the achievement gap.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Based on the ELA FY21 FSA, 3rd-grade proficiency increased by 2.3%, 5th-grade proficiency decreased 0.07% and 4th grade decreased by 3.5%. Additionally, our Math scores across all grade levels decreased. In 3rd grade, we had a decrease of 5.8%, 4th grade decreased by 12.7 %, and 5th grade decreased by 9.9%. (although impacted by Covid), these numbers are alarming. If we focus on PLCs, we will enhance teachers' best practices. Our data analysis will aid in looking at all sub-groups of students and using the continuous improvement model to teach, enrich, and remediate instruction. By working collaboratively, teachers will increase their instructional capacities, which will then increase student achievement and learning gains in all subject areas.
Measurable Outcome:	Our measurable goal is to increase math proficiency by 10%. In 3rd grade we would increase from 79% to 89%, 4th grade from 81% to 91%, and 5th-grade from 73% to 83%. We understand this will be a challenge due to achievement gaps among grade levels however, collaborating in PLCs is instrumental in closing the achievement gaps and using the Continuous Improvement model to hone in on standards that need reteaching and or remediation.
Monitoring:	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Addison Mizner we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology The monitoring will be supported by key members of the leadership team: Principal Assistant Principals support content and grade levels TOSA Team Leaders
Person responsible for monitoring outcome:	Nancy Holly (nancy.holly@palmbeachschools.org)
Evidence-based Strategy:	1. All grade levels will meet bi-monthly in PLCs and analyze data by sub-group, and use the information gathered to inform their instructional practices. 2 . Differentiated small-Group instruction will be utilized in Math. Through differentiation, students will receive the targeted instruction to enrich, reteach, or remediate. 3. The Double down strategy will be used during the Math block to target high-needs learners. 4. Afterschool Tutors will facilitate Math tutorials to ensure academic success. The groups

will be created after looking at the mid-year diagnostic data to group students based on their strengths and weaknesses.
5. Students will engage in adaptive technology to offer personalized learning solutions to support/enrich/remediate (SuccessMaker)

Rationale for Evidence-based Strategy:

1. Collaborating within PLCs increases teachers instructional capacities by Analyzing data by subgroups and identifying struggling students and remediation
2. Small-group Differentiated instruction creates an equitable culture so all students have an opportunity to be successful.
3. The Double Down Strategy supports our ESSA groups by ensuring our students receive small group instruction twice a day during the Math block.
4. Tutorials ensure student's differentiated needs are met outside the school day in a rotational model of instruction, reteaching, remediation, and acceleration.
5. Use of SuccessMaker with the Math rotation- Every student interaction adjusts instruction in real-time to real learning needs. SuccessMaker delivers tutorials, practice, challenge, and remediation. It instantly adjusts pacing and sequencing.

Action Steps to Implement

1. Grade levels will conduct bi-weekly PLCs
A. Teachers will analyze their data by sub-group
B. Data analysis will provide information that will aid teacher's instructional practices
C. Teachers will use the Continous Improvement Model to teach, reteach, remediate, and enrich their students
D. Teachers will also use the data in identifying students who are in need of additional support

Person Responsible Nancy Holly (nancy.holly@palmbeachschools.org)

2. Small-Group Differentiated Math Instruction:
a. Teachers will disaggregate data to determine strengths and weaknesses in Math.
b. Teachers will create a small group rotational model based on student's needs with proper supports.
c. Teachers will use a variety of modalities and methodologies to assist with instruction for all learners.
d. Teachers will use formative assessments to track student progress.
e. The principal will monitor the small group lesson plans and data analysis (Nancy Holly).

Person Responsible Nancy Holly (nancy.holly@palmbeachschools.org)

3. Double Down Strategy:
a. Leadership will create a master board schedule that will include specific times for support facilitators and resource teachers to push into classrooms to support students with areas of need.
b. Teachers and support facilitators will analyze data to create groups for high-needs students so both teachers work with them twice daily.
c. Teachers will work collaboratively to plan lessons to target student's needs that have a supplemental education plan.
d. Teachers will track student progress and monitor/adjust lessons based on student's needs.
e. The ESE coordinator will monitor the resource teacher schedule, lesson plans, and data analysis (Renee Parkinson.

Person Responsible Renee Parkinson (renee.parkinson@palmbeachschools.org)

4. Afterschool Tutoring:

a. After midyear diagnostic/formative assessments, grade 3-5 teachers will disaggregate the data to determine students that need remediation in certain standards.

b. Tutoring groups will be formed within each grade level. Tutoring will be offered to enrich and remediate students to meet their targeted FSA goals.

c. Teachers will create engaging lessons to keep the attention of students after school while still meeting the student's needs.

d. Teachers will monitor student's progress using quick formative assessments.

e. Monitoring will occur through rigor walks and ongoing student data (Shantel Dlugos)

Person Responsible   Shantel Dlugos (shantel.dlugos@palmbeachschools.org)

5. Adaptive Technology (SuccessMaker):

a. Provide teachers with professional development to assist with the facilitation of the program.

b. Teachers will provide students with a rotational model to ensure all students have access to the programs.

c. Teachers will adjust student's levels based on the results from the adaptive technology.

d. Teachers will engage students in small group instruction based on adaptive technology results.

e. Assistant Principal will monitor technology usage/pass rate (Shantel Dlugos)

Person Responsible   Shantel Dlugos (shantel.dlugos@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 753 out of 1, 395, Moderate when compared to all elementary schools statewide. We reported 0.6 incidents per 100 students. This rating was for a total enrollment of 845, with five incidents for the 2019-2020 school year. When looking at the ranking details the incidents rated are violent incidents.
Our issues fall under fighting and harassment, 0.6 incidents. We had zero property incidents and ranked #1 for Drug/Public Order incidents 0/82 for the county. The incidents we ranked for weapons, disruption on Campus, Other Major Offenses, and Tobacco. Our total reported suspension ranked very low. We had zero in-school suspensions and zero out-of-school suspensions in 2020-2021.
To support our students and make an impact on incidents we will:
At Addison Mizner School, we believe that an environment where students have a positive, consistent, structured set of expectations, is the best foundation for success. Our School-Wide Positive Behavior System is communicated to students through the use of the acronym, S.T.A.R. which stands for Show respect, Try your best, Act responsibly and Ready to learn.

Each classroom on campus has a poster of this acronym along with a matrix that lists positively stated, behaviorally specific ways that students should demonstrate these guiding principles of behavior in every domain of our campus.

We have also created school-wide motivation systems in order to provide positive reinforcement to our students who demonstrate the expected behaviors. All staff members have S.T.A.R.-Bucks to reward any student on campus for following the matrix. The students save these up to spend in our S.T.A.R.-Bucks store which will be open weekly and feature a variety of prizes at varying levels.

Our SWPBS team meets monthly and reviews the Discipline Dashboard. Examining trends of behavioral infractions helps us to improve our systems. Being proactive in the way we address behavior on campus helps improve our outcomes and sets our students and educators up for success.

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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school. In alignment, with school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

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. Shared decisions making is evident with SAC monthly meetings where stakeholders discuss and vote how the school will best serve the needs of each student to foster an equitable education. During PLCs, leaders discuss the student's needs. Collaboratively teachers plan using the Florida standards to build cohesive lessons that reteach, remediate, and enrich students. Our teachers take pride in our student's learning and aim for success.

The School-Wide Positive support team meets monthly to provide incentives to students who act as role models and promote equity and fairness to others. Class rewards are given in the cafeteria for promoting a positive attitude and citizenship.

Character Development is taught during fine arts rotation in guidance. The curriculum consists of patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property; honesty, charity, self-control; racial, ethnic, and religious tolerance; and cooperation. In accordance with FLDOE Rules, 6A-1.094122, F.A.C and Rule 6A-1.094123, F.A.C., our school implements Suite 360 is also integrated into the Suite 360. Topics include youth substance abuse, abuse health education, and child trafficking protection, and awareness. The lessons are taught using the Suite 360 curriculum and presented using the smartboard in a whole group or individually through their portal on the computer. These lessons are recorded and documented.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through lessons. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students 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 Instruction applicable to appropriate grade levels including but not limited to:
(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by

Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	$0.00
		Total:	$0.00