Morikami Park Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 8/1/2011

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
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 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%)
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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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)
Elementary School PK-5	No	23%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Quinones, Stacey	Principal	Provides curriculum assistance, develops systems for school, provides teachers, staff, students and family support. Principal oversees and approves the master schedule, attends SBT meetings, attends PLC, offering input on best instructional practices.
Hodge-Hargrove, Tonya	Assistant Principal	Assists with instructional support, provides PD for K-2 with reading record, supports new educators through the ESP program. AP works closely with staff when developing school's master schedule, attends weekly grade level PLCs and SBT meetings.
Mercier, Amy	Magnet Coordinator	Magnet Coordinator, oversees our choice program IB PYP and provides math intervention
DiLorenzo, Kim	Teacher, ESE	Provide Speech and Language services and family support.
Behrens, Danielle	Teacher, K-12	SAI teachers, provides reading and writing intervention, provides reading PD
Mays, Tiffany	School Counselor	Provide support to students, parents and staff.
Danielovich, Hillary	Behavior Specialist	Provide support to students, staff, and parents
Paradise, Kate	Teacher, ESE	ESE contact/assist students and parents

Demographic Information

Principal start date

Monday 8/1/2011, 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.*

7

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.*

9

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

800

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.

2

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	140	133	138	134	126	130	0	0	0	0	0	0	0	801
Attendance below 90 percent	0	2	0	0	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	19	16	21	19	33	0	0	0	0	0	0	0	108
Course failure in Math	0	3	7	15	9	19	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	14	18	15	3	2	0	0	0	0	0	0	0	52
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	14	18	0	0	0	0	0	0	0	32
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	5	12	0	0	0	0	0	0	0	17

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	7	12	7	17	0	0	0	0	0	0	0	47

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	1	0	0	1	0	0	0	0	0	0	0	2
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

Tuesday 7/20/2021

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	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	

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	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	

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				96%	58%	57%	94%	57%	56%
ELA Learning Gains				85%	63%	58%	80%	61%	55%
ELA Lowest 25th Percentile				85%	56%	53%	80%	56%	48%
Math Achievement				98%	68%	63%	97%	65%	62%
Math Learning Gains				89%	68%	62%	73%	63%	59%
Math Lowest 25th Percentile				94%	59%	51%	75%	53%	47%
Science Achievement				88%	51%	53%	86%	56%	55%

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	95%	54%	41%	58%	37%
Cohort Comparison						
04	2021					
	2019	97%	62%	35%	58%	39%
Cohort Comparison		-95%				
05	2021					
	2019	95%	59%	36%	56%	39%
Cohort Comparison		-97%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	98%	65%	33%	62%	36%
Cohort Comparison						
04	2021					
	2019	95%	67%	28%	64%	31%
Cohort Comparison		-98%				
05	2021					
	2019	98%	65%	33%	60%	38%
Cohort Comparison		-95%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	88%	51%	37%	53%	35%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used for ELA for grades K-5 was iReady's , fall, winter, and spring diagnostic. For math K-5, the district's unit assessments were used and for Grade 5 science, the district's unit assessments were used. After each i-Ready diagnostic or unit assessment, teachers disaggregated the data during PLCs and plan instruction to remediate deficiencies. Progress monitoring provides teachers and administration with valuable data, so that we can understand the students' current level of performance and what steps we need to initiate for the student to grow in their understanding of the standards.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69.2	70.7	88.0
	Economically Disadvantaged	65.7	65.7	82.9
	Students With Disabilities	36.8	47.4	57.9
	English Language Learners	33.3	33.3	66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	96.4	97.9
	Economically Disadvantaged	n/a	91.9	94.67
	Students With Disabilities	n/a	78.9	84.2
	English Language Learners	n/a	66.7	66.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67.2	64.2	82.8
	Economically Disadvantaged	63.0	59.3	74.1
	Students With Disabilities	32.1	21.4	46.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	100	98.5
	Economically Disadvantaged	n/a	100	100
	Students With Disabilities	n/a	100	96.4
	English Language Learners	n/a	100	100

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	83.1	74.2	89.5
	Economically Disadvantaged	67.7	54.8	77.4
	Students With Disabilities	57.1	47.6	81.0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	98.4	96.8
	Economically Disadvantaged	n/a	96.8	93.5
	Students With Disabilities	n/a	100	90.5
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64.3	61.1	71.4
	Economically Disadvantaged	53.8	38.5	46.2
	Students With Disabilities	20.0	16.0	32.0
	English Language Learners	100	100	100
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	93.8	96.2	97.7
	Economically Disadvantaged	80	83.3	89.7
	Students With Disabilities	80	88	95.8
	English Language Learners	100	100	100

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62.2	43.7	n/a
	Economically Disadvantaged	48.5	39.4	n/a
	Students With Disabilities	22.7	4.5	n/a
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	96.7	98.3	99.2
	Economically Disadvantaged	93.9	97.0	97.0
	Students With Disabilities	91.3	95.7	95.7
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	100	100
	Economically Disadvantaged	n/a	100	100
	Students With Disabilities	n/a	100	100
	English Language Learners	n/a	100	100

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	87	86	100	86	62	69	52				
ASN	96	90		96	90		100				
BLK	94	80		94	90		80				
HSP	90	83		92	69		80				
MUL	96			87							
WHT	94	78	87	94	75	88	83				
FRL	89	82	82	82	67	54	82				
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				

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
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				

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	83
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	579
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	77
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	94
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	88
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	83
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	92
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	86
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	77
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?

When analyzing the ELA i-Ready data, Grades 1 & 2 demonstrated statistically significant growth from fall to spring.
* Grade 1 fall-69.2% , spring 88.0%, which was an 18.8% increase in student increasing their performance.
* Grade 2- fall-67.2%, spring 82.8%, which was an increase of 15% of students increasing their performance.

We did not appreciate that amount of growth in i-Ready with grades 3-5.
*Grade 3 fall-83.1, spring 89.5, which was a 6.4% increase in student performance. Although, the i-Ready growth was not high, it is important to note that 96% of 3rd graders demonstrated proficiency on the FY21 ELA FSA.
*Grade 4, fall-64.3, spring 71.4, which was a 7.1% increase in student performance. On the FY21 ELA FSA, 90% of the students demonstrated proficiency.
*Grace 5, fall-66.2%, winter 43.7, a decrease at -18.5%. Due to FSA, 5th graders did not take the spring i-Ready. However, their FSA scores showed that 93% of 5th graders were proficient on the FY21 FSA.

The increase in FSA proficiency on grades 3-5 is supported by the students high scores on the district's ELA unit assessments.

When analyzing the math, all grade levels appreciated gains from fall to spring. In 1sr grade, ELL students did not demonstrate growth but remained at 66.7% from winter to spring. In grade 2, all subgroups performed at 96% or higher from winter to spring. In grades 3-5, all subgroups performed at 90% or higher during winter and spring.

Science scores remained consistent with all subgroups at 100%.

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

Some areas of concern are that multiracial students and SWD proficiency rate was 86% and 88%, which is below the 90% and above percentage for all other subgroups. Another notable concern is that ELA learning gains do not match each subgroups proficiency level, multiracial students ELA learning gain was 70%, a 16% discrepancy from proficiency, SWD learning gain was 77%, an 11% difference from proficiency level of students, Black students had a 93% proficiency level and a 76% learning gain. A school-wide initiative to rectify this is the implementation of guaranteed vocabulary for all grades K-5. Each grade had developed a master list of academic vocabulary students must know by the end of the school year. The vocabulary words are chosen based on the standards and

then cross referenced with other grade levels, deciding when the words should first be introduced. Teachers also incorporate complex text during their reading lessons, aligning text, talk, and task. Small group skill/strategy instruction occurs daily, providing focused individualized lessons.

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

Students do well in reaching proficiency but struggle to demonstrate a learning gain, meaning they are not demonstrating one year of growth for one year of learning. Students are in need of a more individualized instructional plan, one that is geared toward the reading strands they have not yet mastered. A one size fits all in teaching will not net a gain for students. Implementing a deeper dive into leading data, analyzing if for trends with students, noting standards not mastered and then providing individualized standards-based remedial instruction to those students. Research shows that implementing a tutorial during the school day nets a better pay-off than an afterschool program. With this in mind, we will develop an in-school tutorial to occur during fine arts and recess so that students can receive personalized intense instruction to remediate deficiencies.

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

Math learning gains demonstrated the most improvement. Our subgroups demonstrated a significant increase.
SWDs Math learning gain +11%, SWD Low 25s math learning gain +14%. Hispanic students demonstrated an increase in learning gains +21% and low 25 demonstrated an increase of +25%. FRL students demonstrated an increased learning gain +17 and low 25 showed an increase +25%. Overall, all subgroups demonstrated a math learning gain and Low 25 all groups demonstrated a learning gain.

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

Actions taken to support these improvements were personalized, focused, standards-based instruction. Teachers remediated student deficiencies at the point of error and did not conduct a complete reteaching, many times there was a small student understanding with the procedural side of math, once the teacher cleared up the misunderstanding, students were able to move on to the next part of critical content. This point of error remediation was done during small group instruction.
Before school tutorials were offered to students from 7:15-8:00 am. Students also received additional assistance during their fine arts rotation.
Personalized additional practice was provided to students to complete at home.
Teachers also drilled down their data to locate the specific standard students did not master and which part of the standard needed remediation.

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

Rigorous, standards-based instruction will continue to be a focus. Teachers will collaboratively unpack the standards, noting what students need to be able to do to demonstrate mastery. PLCS will be focused on unpacking the standards, sharing best practices, and planning using backwards design.

Fine arts teachers will be utilized to provide focused tutoring to students in grades.
The tutorial will be personalized to meet the needs of the students chosen, such as Fundations for phonics remediation, LLI for comprehension issues, and enrichment (STEAM program) for students who are acceling and need an extra push up.

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.

The focus of professional development this school is the "Science of Reading" so that we may accelerate learning. Teachers will participate in PDD that will cover all areas of reading and how to best remediate them. Phonics, Decoding, Comprehension, Vocabulary, and Intervention will be the focus. Teachers will become familiar with the 5 components that make up the science of reading and how each is interdependent in order for a students to be a successful on grade level reader.

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

Our improvement strategies will put an emphasis on the success of the whole child, not just academic but social and emotional as well. We will focus on
1. Daily SEL lessons, implemented with fidelity
2. Increase ELA learning gains
3. 3rd grade reading proficiency 100%
4. Increase Math learning gains
5. Increase Science proficiency to 90%

This will be accomplished through:
1. Focused rigorous standards-based instruction
2. Teachers disaggregating leading data, and planning for instruction to remediate deficiencies
3. Holding students accountable to mastering grade level guaranteed vocabulary
4. Focused before and during school tutorials

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	In reviewing the data, some areas of concern are that multiracial students and SWD proficiency rate was 86% and 88%, which is below the 90% and above percentage for all other subgroups. Another notable concern is that ELA learning gains do not match each subgroups proficiency level, multiracial students ELA learning gain was 70%, a 16% discrepancy from proficiency, SWD learning gain was 77%, an 11% difference from proficiency level of students, Black students had a 93% proficiency level and a 76% learning gain. It was determined that our focus would be on learning gains for all students, including low 25. This focus will net us high proficiency and learning gains for students. This is aligned with the District's New Strategic Plan, Goal 1- Overall academic proficiency, Goal 2-High quality early literacy instruction and Goal 7-Optimization of resources. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.
Measurable Outcome:	By FY 22, we will increase the overall percentage of students making learning gains and increasing proficiency on the ELA FSA. SWD-2019 88% will increase proficiency to 90%, Multiracial-2019 89% will increase to 90% For all subgroups, learning gains will be no less than 5% lower than the proficiency level. 3rd graders will increase from 2021-96% proficiency to 100% proficiency
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. Progress monitoring will include on-going assessments and data analysis. Assessments will include: FSQs USAs PBPAs Winter Diagnostic i-Ready diagnostics Successmaker-weekly growth reports Standards Mastery
Person responsible for monitoring outcome:	Stacey Quinones (stacey.quinones@palmbeachschools.org)
Evidence-based Strategy:	1. Small group instruction that targets students' point of error 2. Daily read alouds that develop vocabulary strategies to help with comprehension 3. Daily systematic and explicit phonics instruction targeted for each grade level's

benchmark. Grades 3-5 will focus on affixes, root words, and multisyllabic words
4. Weekly focused PLCs, analyzing data and drilling down to the point of error
5. Unpacking standards and aligning guaranteed vocabulary

Rationale for Evidence-based Strategy:

1. Small group targeted instruction focusing on point of error will assists the teacher and student in understanding where comprehension failed
2. Read Alouds exposes students to above grade level, complex text and vocabulary, as well a model of appropriate fluency and prosody.
3. Systematic and explicit phonics instruction will assist students with their decoding. Students who decode at grade level with automaticity, have greater success in comprehension.
4. PLCs allow teacher to work collaboratively to analyze data and share best practices and resources. Research shows that focused PLCs positively impact student achievement and instruction.
5. Unpacking standards allows teachers to take a deep dive into understanding the student outcome for each standard.

Action Steps to Implement

Incorporate Small group instruction:
a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
b. Teachers will analyze student data to determine strengths and weaknesses in content area.
c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities.
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.

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

Read Alouds
a. Daily read alouds will occur K-5, focusing on above grade level, complex text
b. Teachers will focus on key vocabulary words from the text and teach those each day
c. Students will be help accountable for the use of the words in their daily writing
d. Teachers will informally assess students progress through journal checks and exit tickets

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

Phonics Instruction
a. Teachers in grade K-2 will implement phonics instruction using the new Benchmark materials.
b. Tier support will include Fundations, Spire, and Heggerty for K-2 students
c. Grades 3-5 will focus instruction in the area of multisyllabic words, affixes and root words, using the standards, following the appropriate benchmark for their grade level
d. Students will be regularly assessed, K-2 using assessments from Benchmark and Fundations. Grades 3-5 will use teacher made formative assessments.

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

PLC's/Professional Development:
a. Development of a PLC schedule to follow the letter day schedule
b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs collaboratively to plan and develop lessons focused on strategies aligned to the standards.

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

Unpacking Standards
1. Teachers will unpack standards at the start of each new ELA unit
2. Teachers will unpack during PLC and grade level meetings
3. Teachers will complete unpacking standards documentation sheet
4. Teachers will focus on guaranteed vocabulary for the unit and standard
5. Teachers will have a focus wall in the classroom, noting the intended outcome for standard being taught, guaranteed vocabulary listed, standards being taught.

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

Our school is not listed on SafeSchoolsforAlex, so we pulled our discipline report for last school year on EDW. Looking across grade levels, grade 4 had 1 student with 2 or more referrals. We did not have any students receive ISS or OSS.

**We support our students and make an impact on limiting incidents by embracing a Single School Culture,
sharing our Universal Guidelines for Success (The Morikami Way) and communicating these expectations to parents via student handbook, and monitoring SwPBS through data.**

As a staff wo support and foster positive relationships with all. In the International Baccalaureate program, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals. This is much like a character education but at our school we all strive to become these.

We will continue to monitor arising areas of concern as well as the school culture and environment. Each will be monitored through the lens of behavior or discipline data.

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 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.

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.

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany.
(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 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.

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 statue 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.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be Safe, Respectful, Prepared, and Responsible. Morikami continues to maintain a Single School Culture of excellence and strives to improve our school climate in a variety of ways.

We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers. Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness.

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 community.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed. Once a student reaches 5 unexcused absences a SBT meeting is scheduled and parents are invited to come and discuss strategies for regular school attendance.

To support our students we prove a coherent cognitive experience:
*Data chats
*Suite 360
*SEL
*Student ambassadors
*Counseling/behavior Health Professional

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

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 the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

Behavior Health Professional: Supports our students and families by providing short-term counseling. She also supports our school counselor by also providing classroom lesson on important mental health topics.

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.

Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have.
Tier 3: Intensive, Individualized Prevention (Few)

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140	590-Other Materials and Supplies	1951 - Morikami Park Elementary School	Other		$3,000.00
			Notes: FSA practice workbooks to support learning gains for students.			
	1110		1951 - Morikami Park Elementary School	Other		$2,500.00
			Notes: Work with Reading consultant to provide Professional development in the Science of Reading. This is to be paid by PTA donation.			
					Total:	$5,500.00