

The School District of Palm Beach County

# Addison Mizner School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	31%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (73%) 2018-19: A (76%) 2017-18: A (75%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Addison Mizner School

199 SW 12TH AVE, Boca Raton, FL 33486

<https://ames.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Addison Mizner is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

#### **Provide the school's vision statement.**

Addison Mizner envisions 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Holly, Nancy	Principal	<p>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, Professional Development, Professional Learning Communities coordination, hiring new staff to help make decisions that impact student achievement.</p> <p>Additional responsibilities are listed below:</p> <ul style="list-style-type: none"> <li>* Assistant Principal supervision</li> <li>* Coaching and mentoring teachers</li> <li>* Deliberate practice for all instructional staff</li> <li>* School Advisory Council</li> <li>* School Safety</li> <li>* School/Community Facilitation</li> <li>* Marzano framework implementation</li> <li>* Consistent parent communication</li> </ul>
Dlugos, Shantel	Assistant Principal	<p>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.</p> <p>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, SchoolWide Positive Support, and the new teacher mentoring program. Additionally, she monitors discipline in the classroom and tracks the number of referrals..</p>
Abell, Melissa	Other	<p>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. She has coordinated with local agencies to help our students receive nutritious food and clothing. She also coordinated with other agencies to provide additional mental health services with students and families. She is active member of the PBSchool wide behavior team.</p>



Name	Position Title	Job Duties and Responsibilities
Parkinson, Renee	Other	Mrs. Parkinson oversees the students with special needs that require Individualized Education Plans. Mrs. Parkinson 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. She also works in collaboration with the School Based Team to assist with students who are recommended for formal evaluations and possibly Exceptional Student Education programming. In addition, Mrs. Parkinson manages the program for students who have been identified as gifted learners. This includes screening potential gifted learners, processing evaluations and holding compliant meetings to declare eligibility and develop Educational Plans.
Jones, Lauren	Teacher, ESE	SBT Leader: Mrs. Jones works alongside the SAI Teacher to help identify students in need of intervention. She attends PLC meetings to help teachers examine student data in order to plan supplemental and intensive intervention when necessary. Mrs. Jones then collects and analyzes the data from the interventions within weekly SBT meetings to determine student progress. Ms. Jones also is a valuable ESE teacher and works with our students with Autism implementing the Zones of Self-Regulation program and sensory self-regulation.
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.
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. She is also support facilitator for middle school.
Dirienzo, Cristin	Dean	Mrs. DiReinzo 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. DiReinzo 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. She is also the Marzano Liason for the school by assisting new and veteran teachers about best instructional practices that help reach student potential. (edit)
Moeller, Nicole	Other	As the SAI teacher for Addison Mizner Elementary, Nicole Moeller works with the struggling readers primarily in grades k-5. She monitors the iReady usage in the school. She works along

Name	Position Title	Job Duties and Responsibilities
		side with SBT leader. She provides training and reading interventions strategies to colleagues at PLC's. Additionally, she works with tier 3 students to ensure the targeted intervention is completed and aligned with the student's goals.
Soto, Maria		Marie Soto helps our students whose first language is not English. She works alongside the ESOL Contact to develop targeted instruction in both language arts and math. She facilitates meeting with parents of diverse backgrounds. She also will help organizer after school tutoring, busses, translate for school/parents in several languages.
Zymblosky, Jenine	School Counselor	Jenine Zymblosky is our middle school counselor and choice coordinator. She helps assist with class schedules, fostering positive relationships among middle schoolers, mentors, and collaborates with teachers, parents, and students. She works closely with MHP, and guidance counselors to help students in need. In the role of choice coordinator, she works with AP in marketing, monitoring, overseeing, improving the experience at Addison Mizner.

## Demographic Information

### Principal start date

Wednesday 7/28/2021, Nancy Holly

**Number of teachers with a 2022 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.*

11

**Number of teachers with a 2022 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.*

16

**Total number of teacher positions allocated to the school**

70

**Total number of students enrolled at the school**

1,093

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

11

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

16

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	137	153	156	142	155	139	105	107	0	0	0	0	0	1094
Attendance below 90 percent	32	30	26	17	17	24	2	0	0	0	0	0	0	148
One or more suspensions	0	1	1	2	2	3	9	0	0	0	0	0	0	18
Course failure in ELA	0	3	17	20	17	1	6	0	0	0	0	0	0	64
Course failure in Math	0	3	2	2	2	0	3	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	4	7	4	3	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	8	9	7	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	7	12	5	2	2	15	17	0	0	0	0	0	60

Using the table above, complete the table below with the number of students by current grade level who have 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	4	5	7	7	7	5	0	0	0	0	0	38

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 8/8/2022

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	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	

**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	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	15	0	0	0	0	0	0	84
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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	82%	52%	55%				81%	56%	61%
ELA Learning Gains	74%						76%	58%	59%
ELA Lowest 25th Percentile	67%						67%	55%	54%
Math Achievement	84%	45%	42%				87%	53%	62%
Math Learning Gains	71%						73%	55%	59%
Math Lowest 25th Percentile	63%						72%	52%	52%
Science Achievement	73%	48%	54%				77%	45%	56%
Social Studies Achievement		57%	59%					75%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	54%	21%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	82%	62%	20%	58%	24%
Cohort Comparison		-75%				
05	2022					
	2019	80%	59%	21%	56%	24%
Cohort Comparison		-82%				
06	2022					
	2019					
Cohort Comparison		-80%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	85%	65%	20%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	94%	67%	27%	64%	30%
Cohort Comparison		-85%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	82%	65%	17%	60%	22%
Cohort Comparison		-94%				
06	2022					
	2019	100%	60%	40%	55%	45%
Cohort Comparison		-82%				
07	2022					
	2019					
Cohort Comparison		-100%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	77%	51%	26%	53%	24%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-77%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	54	61	59	67	63	46	50				
ELL	69	72	73	67	75	60	45				
ASN	83			92							
BLK	63	50		50	43						
HSP	78	74	68	79	68	71	61				
MUL	93			93							
WHT	85	75	69	87	73	58	79				
FRL	72	66	63	73	67	59	58				
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				
ASN	80			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	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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
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	84
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	93
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

**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 FSA vs FY22 FSA

ELA Overall: +2.07%

In Gr 3, -4.1% pts, in Gr 4, +5.1% pts, in Gr 5, +4.1 pts, in Gr 6 83.5%(baseline)

Math: Overall: +2.72%

+5.27 pts in Gr. 3, -.5pts in Gr. 4, +3.61 in Grade 5, -15.45 in Grade 6, and 100% in Grade 7.

Science: +.1

Our focus is to diminish course failure and increase learning gains and achievement.

Data trends show that a focus on PLC's increases teacher's best practices by analyzing data and using that data to make informed decisions regarding instruction. SAI teacher and SBT leader will join PLC to help provide resources for data driven reading interventions and progress monitoring tools.

Analyzing the data by subgroup will also help focus on our ESSA identified subgroups; ELL and SWD students will receive strategic and targeted support through small group instruction/individualized computer instruction. ESE teachers will work on both standards and IEP goals to maximize best instructional practices. We will be running tutorials in science, reading, writing, and math.

FY21 FSA vs FY22 FSA

ELA overall: LY -11.3% LF +25%

Math overall: LY -13.9% LF +1.9%

FY21 FSA vs FY22 FSA Results shown below: SWD

ELA overall: +0.5%

Math overall: +6.9%

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 timely manner.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

FY21 FSA vs FY22 FSA and FY19

Lowest 25%

ELA overall: -7% numbers in FY22 match FY19

Math overall: +16% numbers in FY22 -9% compared to FY19

Based on our progress monitoring and 2019/2021/2022 state assessments, 2022 fall I-ready data for 4th grade, 50% of 4th grade is reading at least one grade level below. Students that participated in the 2022 3rd grade FSA were 72% proficient. The data shows that our greatest need is to improve the proficiency of these students. Preliminary data shows most of these students fall into the lowest 25%. We will focus on Standard based instruction and using the continuous Improvement model to analyze our data, scaffold instruction and provide small- group differentiated instruction in all core-content classes. Teachers collaborating within PLC strengthens their instruction, for our lowest 25% and increase learning gains with all students. Strengthening our PLC practices will improve student outcomes.

**FY21 FSA vs FY22 FSA**

Learning gains

ELA overall: -3% Math overall: +12%

Aligned with the strategic plan, improving graduation rate and post secondary options are always considered. Children with stronger literacy skills perform better and have healthier self-esteem. Increasing student's learning gains allows them to develop the skills necessary for future success for higher education and better opportunities. Literacy skills are used in trade schools, scholarly schools, vocational settings, government agencies and more. Gaps in basic reading and writing skills can be a disadvantage for students, addressing these issues will help improve their social emotional health, and post secondary options.

**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 FY21, our goal was to increase our Math Proficiency by 10% in grades 3-5 and during our FY22 our FSA scores for math indicated that we improved in our 3rd grade by 5.27% and 5th grade by 3.61% while for 4th grade we decreased by 0.48%. In ELA we improved in 4th grade by 5.1%, and in 5th grade 4.1%. We noticed a decrease in Grade 3 by 4.1%. Looking at these contributing factors, we see a need in building instructional capacities through our PLCs.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The area that demonstrated the most improvement was with the math learning gains went from 59% to 71%, Our math lowest 25% increased by 16% from 47% to 63%. In FY22 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 +2% achievement
- \* Math +4% achievement
- \* Math Learning Gains +11%
- \* Math Lowest 25% +16%
- \* Science achievement +3%

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. Tutoring sessions in multiple subjects were available for students and small group instruction during iii time.

**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 have teacher led training about best math practices by veteran math teachers in the winter. Teachers used modeled how they use warm-ups as a reteach to review previously taught math standards, and utilize student groupings in the classroom. Students that demonstrated an understanding of material led student facilitated groups, while the teachers conducted differentiated instruction for the students that needed intensive remediations. Support staff in ESE and ESOL worked on targeted goals and standards.

**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.**

SAI and SBT leader will progress monitor I-ready results, STAR, and FAST PM1 and meet with teachers to have remediation resources available for them during differentiated instructional time. 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 PM1 and PM2, 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.

### Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the ELA FY22 FSA, third graders last year decreased 4%. Only 72% of the students were reading at grade level. When looking at the Fall I-ready diagnostic scores, 50% of 4th graders are reading at least one grade level or below. Using the new B.E.S.T. standards, the new curriculum Benchmark, and collaborative planning, we would like to work with these students in fourth grade to increase their reading skills.

Providing teachers an opportunities to share and learn from one another will enhance

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our measurable goal is to increase ELA proficiency by 10% in the 4th grade. In 4th grade we will

increase from to , With the implementation of the new ELA curriculum, Benchmark, teachers will work collaboratively in PLCs to assist with closing achievement gaps and using the Continuous Improvement model to hone in on standards that need reteaching and or remediation.

Monitoring is an essential in achieving student success, achievement, and progress. . It's a method of supporting through the adapting of instruction. It's an important part of both our school district strategic plan: Educate, Affirm, and Inspire & part of the continuous improvement model. Can, Do, Plan. Act. It provides administrators, teachers, parents, and business partners the data they will need to help make educational decisions and differentiated support for all of our students.

Review of individualized instruction on the computer, I-ready fall/winter/spring trimesters, PM 1 and PM2, reading running records, FSQ/USA data, Benchmark Unit assessments, and PBPA assessments.

Meeting with with SAI teacher and SBT leader through collaborative learning meetings to provide shared intervention/enrichment resources.

Classroom walks, review lesson plans, data Analysis, student work examples, student attendance, new teachers meeting with ESP program mentors.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The monitoring will be supported by key members of the leadership team:  
 Principal  
 Assistant Principal  
 TOSA  
 Team Leaders

**Person responsible for monitoring outcome:**

Nancy Holly (nancy.holly@palmbeachschools.org)

**Evidence-based Strategy:**  
**Describe the**

1. All grade levels will meet in cooperative learning groups bi-weekly in to analyze data by sub-group and use the information gathered to inform their instructional practices.

<b>evidence-based strategy being implemented for this Area of Focus.</b>	<ol style="list-style-type: none"> <li>2. Students will receive targeted instruction for enrichment, remediation during the DI time in both reading and language arts.</li> <li>3. The double down strategy will be used during the ELA block to target the high needs learner.</li> <li>4. Groups will be created after PM 2 for Before/After school tutoring will facilitate ELA tutorials to ensure academic success.</li> <li>5. Students will continue to participate in personalized learning opportunities to support/enrich/remediate</li> </ol>
<b>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</b>	<ol style="list-style-type: none"> <li>1. Collaborating within cooperative learning groups increases teachers instructional practices by analyzing data by subgroups and identifying struggling students and remediation</li> <li>2. Small group differentiated instruction provided by the general education teacher, ESE teacher, or ESOL teacher, creates an equitable culture so all students have the opportunity to be successful.</li> <li>3. Double Down Strategy supports our ESSA groups by ensuring our students receive small group instruction twice a day during the ELA block.</li> <li>4. Tutorials provide opportunities for student's needs to be met outside the school day. Students have the opportunity through the rotation model of instruction, reteaching, remediation, and enrichment.</li> <li>5. Use of I-ready and Benchmark as a rotation. Every students interaction adjusts instruction in real-time to real learning needs. I-ready delivers tutorials, practice, challenge and remediation.</li> </ol>

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Grade levels will conduct bi-weekly shared learning experiences
  - a. Teachers will analyze their data by sub-group
  - b. Data analysis will provide information that will aid teacher's instructional practices
  - c. The continuous improvement model will be utilized by teachers to teach, reteach, remediate, and enrich their students
  - d. Data will be used to identify students who are in need of additional support.

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

2. Small group differentiated ELA instruction:
  - a. teachers will dissect data to determine strengths and weaknesses in language arts
  - b. Teachers will use rotational model based on students needs with proper supports
  - c. Teachers will use various methodologies and modalities to assist with instruction for all learners
  - d. Formative assessments will be used by teachers 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. A masterboard will be created by leadership that includes specific times for support facilitators, ESOL facilitators, and resource teachers to push into classrooms to support students with areas of need
  - b. ESE teachers, ESOL, SBT leader will collaborate with teachers to create groups of high-needs students so both teachers work with them twice daily.
  - c. Based on Supplemental Education plan, Teachers will work together to plan lessons that target student's needs
  - d. Teachers will keep a record and track student progress to monitor/adjust lessons based on student's



need

e. The ESE coordinator will monitor resource teacher schedule, lesson plans, and data analysis.

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

Before/After School tutoring:

- a. after PM2, formative assessments, grades 3-7 teachers will dissect 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 FAST goals.
- c. By creating engaging lessons to keep the attention of all students before/after school to meet student's needs.
- d. Formative assessments will be used by teachers to monitor student's progress.
- e. Monitoring will occur through rigor works and ongoing student data

\* Monitored by Ms Dlugos

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

5. Adaptive technology

- a. Provide teachers with professional development to assist with the facilitation of the program.
- b. A rotational model will be used to ensure all students have access to the programs
- c. Teachers will adjust student's levels based on the results on adaptive technology results.
- d. Assistant Principal will monitor technology usage/pass rate.

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

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### Describe how the school addresses building a positive school culture and environment.

Aligned with the PBCSD strategic plan's theme of Educate, Affirm, Inspire; Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents, students, staff, and volunteers through parent and staff newsletters, morning announcements, and posters throughout every classroom. 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. Each year All students participate in an SWPBS presentation led by our SwPBS team. Our STAR expectations are tailored to our elementary and growing secondary audience. Students are recognized as a class and individually for their STAR behavior. One change this year is digitizing the STAR Cafeteria reward system. Students, teachers, and staff can now see their class progress instantly. The SwPBS team meets monthly to review to promote a positive environment.



In accordance with FLDOE Rules, 6A-1.094122, F.A.C and Rule 6A-1.094123, F.A.C., our school followed this through 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. Staff also received Kognito training and Mental Health First Aide training.

In alignment with the Palm Beach County Strategic plan theme of Inspire Indicators; Addison Mizner's Mental health professional and guidance counselor connects families with resources. Students has access to small group sessions for grief counseling, divorce, social skills, self-esteem, and anger management. This year Addison gained a co-located therapist which will help meet the growing needs of our students.

In alignment with the Palm Beach County Strategic plan theme of Affirm Indicators, school board 2.09 and Florida State statute 1003.42, our school highlights multicultural diversity within the curriculum and the arts. Students are taught character development through guidance in k-5 fine arts wheel. 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. Students in 6th grade are participating in transition class which teachers them career skills, character development, and good study habits. During PLC's teachers collaborated on using district multicultural resources in their instructional practice.

Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. This is aligned with the Palm Beach County School District Strategic Plan Affirm indicators. 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 In alignment with the school district strategic plan, with the area of committed and impactful employees. Addison takes pride with our staff. Most staff have a long career here. Through our ESP program, voluntary Hospitality committee, and PLC's, Addison will continue to promote a positive work environment. 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 which is tied into another theme (Academic excellence and growth) of the PBCSD strategic plan.

As an early intervention to increase student readiness to enter kindergarten, we promote kindergarten round up. At kindergarten round up, there are opportunities to learn about school and district resources available. Our kindergarten team provides academic resources that parents can use the summer prior to entering school This aligned with The Palm Beach County's Strategic plan for educational indicators.

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

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.

Assistant Principal: Support the principal by 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. Through the guidance fine arts wheel, 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.

Mental Health Professional: Connects families to resources available in and out of school. Ensures that all students feel safe, welcome and included.

ESOL teacher- Ensures that we are meeting the academic and social needs of our students whose 1st language is not English. Helps assist teachers best instructional practices to support the students

ESE teachers: Provide instructional and social support for the students with disabilities on campus and help support/promote inclusive environment.

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.

Parents: Help support their child through supporting the STAR matrix at home, help make shared decisions about the school.

PTA: continue to be supportive to new and returning Addison Mizner Families through communication, supporting teachers, and students.

Business Leaders: help with shared decisions at school.

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.