

The School District of Palm Beach County

Morikami Park Elementary School



2022-23 Schoolwide Improvement Plan

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Morikami Park Elementary School

6201 MORIKAMI PARK RD, Delray Beach, FL 33484

<https://mpess.palmbeachschools.org>

Demographics

Principal: Stephanie Coletto

Start Date for this Principal: 7/20/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
2021-22 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	2021-22: A (85%) 2018-19: A (91%) 2017-18: A (84%)
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	ATSI
* 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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<https://mpess.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)
Elementary School PK-5	No	26%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Morikami Park Elementary School is committed to excellence in “Educating Today’s Children for Tomorrow’s World.”

School Leadership Team

Membership

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
Coletto, Stephanie	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. The Assistant Principal is the ESOL coordinator at the school. She monitors achievement of our ELL students and organizes support and the testing program for our ELL students.
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.
Danielovich, Hillary	Teacher, ESE	ESE contact/assist students and parents. Support facilitation for ESE students.
Dietrich, Haven	Behavior Specialist	Haven supports student's emotional health and well-being. She is a member of our school-based care team. She conducts groups and works with students one on one. She is the liaison between the school and the co-located therapist.
Goldberg, Sara	School Counselor	Ms. Goldberg is our school guidance counselor and she supports student's emotional health and well being. She conducts student groups on a wide array of topics. She is a member of our care team and she works with the BHP, school counselor and co-located therapist. She organizes our special days like Stomp Out bullying, Unity Day, Red Ribbon, etc.

Demographic Information

Principal start date

Wednesday 7/20/2022, Stephanie Coletto

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.*

10

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.*

8

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

805

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

7

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

7

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	139	136	143	133	131	123	0	0	0	0	0	0	0	805
Attendance below 90 percent	0	13	12	8	3	7	0	0	0	0	0	0	0	43
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	7	12	10	12	15	0	0	0	0	0	0	0	56
Course failure in Math	0	1	2	7	3	3	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	3	4	4	1	4	0	0	0	0	0	0	0	16

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	2	4	5	1	3	0	0	0	0	0	0	0	15

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	

Date this data was collected or last updated

Thursday 8/18/2022

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	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	

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	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	

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	95%	59%	56%				96%	58%	57%
ELA Learning Gains	82%						85%	63%	58%
ELA Lowest 25th Percentile	85%						85%	56%	53%
Math Achievement	93%	53%	50%				98%	68%	63%
Math Learning Gains	83%						89%	68%	62%
Math Lowest 25th Percentile	73%						94%	59%	51%
Science Achievement	85%	59%	59%				88%	51%	53%

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	95%	54%	41%	58%	37%
Cohort Comparison		0%				
04	2022					
	2019	97%	62%	35%	58%	39%
Cohort Comparison		-95%				
05	2022					
	2019	95%	59%	36%	56%	39%
Cohort Comparison		-97%				

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	98%	65%	33%	62%	36%
Cohort Comparison		0%				
04	2022					
	2019	95%	67%	28%	64%	31%
Cohort Comparison		-98%				
05	2022					
	2019	98%	65%	33%	60%	38%
Cohort Comparison		-95%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	88%	51%	37%	53%	35%

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

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	83	68	74	79	62	57	61				
ELL											
ASN	97	83		100	89						
BLK	94	76		91	81						
HSP	88	70	69	87	79	50	79				
MUL	92	94		92	83						
WHT	97	88	94	95	84	78	88				
FRL	87	71	77	87	74	68	62				
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				
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				

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)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	636
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	69
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	92
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	86
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	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	90
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	89
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	75
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?

Our highest year in ELA and Math was 2019. ELA Proficiency was at 96% and Math proficiency was at 98%. We saw a decrease in FY21. ELA proficiency was 93% and Math was at 94%. From FY19 to FY22 ELA proficiency was still lower at 94%, but showed an increase from FY21. Math proficiency was 4% lower in FY 22. There was no change in proficiency from FY21 to FY22. Math Learning learning gains went down from FY19 (89%) to 79% in FY22.

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

Clearly Math proficiency, learning gains and learning gains of the lowest 25% demonstrate the greatest need for improvement.

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

One of the contributing factors that led to this decline was covid learning loss. Students were instructed virtually which hindered their ability to make the connection from concrete to conceptual understanding of math concepts.

Implementing a deeper dive into the data, drilling down to the point of error. Providing hands on standards based assessment to address the standard. Reteaching standards not mastered with more individualized instruction at a deeper level.

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

The data point that showed the most improvement in FY22 was ELA proficiency, learning gains and learning gains of the low 25%.

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

Contributing factors were more small group instruction. Also providing more interventions that match student's area of need. A deeper dive into the standards and data analysis. This enabled the teachers to find the standards that were not mastered and reteach in small group and iii, and morning tutoring groups.

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

One of the most important strategies that will be ongoing throughout the year, is to unpack the new standards to get a clear understanding of what the students need to do to demonstrate mastery. Analyze reports from the FAST Assessment and use the data to drive instruction and reteaching.

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.

In October we have a Math professional development planned to unpack standards, hands-on strategies to develop concrete to conceptual understanding of math standards and to critically think about math. Ongoing study of the standards to ensure rigor and teach the depth and breadth of each standard.

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

To start, we will teach focused standards-based instruction. Differentiate small group math instruction. Target support for our striving learners as well as our high achievers. If students are not making progress, we change the resource and student grouping and possibly the instructor. We math students to interventions that will give us the biggest "Bang for our buck". Separate PLC's for support staff, so they can analyze data and plan instruction to reteach standards not mastered and stick with it until students master it. Moring tutorial to provide support to striving students. Do groups during fine arts. We will hold the kids accountable for mastering math facts and application of math vocabulary for each concept.

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 Standards-aligned Instruction

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we deliver differentiated, rigorous standards-based instruction in all math classes, then we will increase proficiency by 4% to 98% (where we were in 2019). We will also increase math learning gains by at least 10% to 89% (where we were in 2019) Finally, we will definitely focus on the lowest 25% and increase their gains by 19% to 86% (where we were in 2019.) We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standards.

Measurable

Outcome:

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

Proficiency of all students in grades 3-5 will increase by 4%, in FY23, moving from 94% in FY22 to 98% in FY23.

Monitoring:

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

We will monitor progress on this goal throughout the year with various formative and summative assessments such as FSQ's and USA's, iReady data, F.A.S.T Assessment data. This data will be analyzed and used for planning at PLC meetings. We will periodically determine if students are making progress and adjust if necessary.

Person

responsible for monitoring outcome:

Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- A. Standards-based instruction on BEST Standards
- B. Spiral reviews of previously taught math concepts.
- C. Teaching math vocabulary and holding students accountable for using it.
- D. Using manipulatives and concrete models to introduce math concept to help make more concrete.
- E. Professional Learning Communities dedicated to unpacking standards.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

- A. Unpacking standards allows teachers to take a deep dive into understanding the student outcome for each standard.
- B. Reviewing standards continuously throughout the years, keep the concepts current, preventing students from forgetting.
- C. Consistent teaching of academic vocabulary allows students to draw connections to math concepts across grade levels and across different math concepts. Students can hold the knowledge if they understand the vocabulary.
- D. Teaching with manipulatives and models allows students to gain a concrete understanding of the math concept before moving into the abstract and application of math concepts.
- E. PLC's Allow Teachers to work collaboratively to analyze data and share best practices and resources. Research shows, that focused PLC's positively impact student achievement and instruction.

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.

- A. Teachers will unpack the B.E.S.T. math standards and gain an understanding of the full intent and rigor of the standards.
- B. Teachers will implement standards-based instruction, utilizing the new math materials and adaptive technology.
- B. Teachers will differentiate instruction based on student's mastery of standards in small groups
- C. Teachers will monitor standards -mastery in order to modify and reteach as needed.

Person Responsible Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

- A. Planning problem of the day, or bell ringers for previously taught standards
- B. Reviewing USA questions that target previously taught standards.
- C. Providing enrichment activities that incorporate a variety of past math concepts.

Person Responsible [no one identified]

- A. Introducing math vocabulary for each concept taught.
- B. Utilizing math word walls.
- C. Holding kids accountable for the math vocabulary.
- D. Provide students with vocabulary cards with the definitions and model of the word, or concept.
- E. Making vocabulary connections across concepts.
- F. When appropriate, spiraling vocabulary across concepts.

Person Responsible [no one identified]

- A. Teachers will provide learning opportunities for students to use manipulatives.
- B. Teachers will introduce concepts using manipulatives to model concepts.
- C. Students will create models of their math thinking when solving problems.

Person Responsible [no one identified]

- A. Development of a consistent PLC schedule.
- B. Plan core instruction through backwards design.
- C. PLC's will focus on data analysis and effective instruction to plan and develop lessons focused on strategies aligned to the standards.
- D. Conducting data chats with administration to identify students and create an action plan for improving student achievement.

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we identify our ELL students in K-5 and provide relevant strategies and support, we will increase our subgroup performance 10% from 40% to 50% in FY23 as determined by the state ESSA subgroup data.

Measurable Outcome:

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

Learning gains of our ELL students will increase by 10% based on state ESSA subgroup report.

Monitoring:

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

We will monitor progress on this goal throughout the year with various formative and summative assessments such as FSQ's and USA's, iReady data, STAR, and F.A.S.T Assessment data. This data will be analyzed and used for planning at PLC meetings. We will periodically determine if students are making progress and adjust if necessary.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- A. Small group differentiated instruction
- B. WIDA Go to Strategies
- C. Adaptive technology

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

- A. Providing small group differentiated instruction based on WIDA levels and grade level standards as well as iii to our ELL students will ensure students are provided with the instruction necessary to make growth.
- B. Providing staff with training on the WIDA go-to Strategies will ensure they are providing support to their ELL students to be able to access the curriculum they are required to master.
- C. Consistently scheduling ELL students to use adaptive technology such as Imagine Learning, iReady ELA and Math, etc. Will support students in accessing the curriculum and also help us to progress monitor students.

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.

- A. Teachers will provide small group instruction within their ELA block to reinforce skills and strategies previously taught.
- B. Guided reading groups will enable students to receive direct instruction that is aligned to their reading levels.
- C. Providing support facilitation from an ESOL teacher (Will be hired) will give students additional, targeted direct instruction to reinforce skills taught in the classroom and give language support.

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

- A. Training the staff in the Go-To Strategies will provide teachers with a scaffold they can provide to support their ESOL students to access the curriculum being taught.
- B. Teachers will utilize these strategies to help build background and connect to culture.
- C. The strategies will promote higher order thinking in our ELL students as well as striving learners.

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

- A. Teachers will schedule time for students to use Adaptive technology such as Imagine Learning and iReady which will provide students with access to content that is appropriate for their ability levels.
- B. The students will utilize the technology which is highly engaging and provides the systematic, direct, and explicit instruction of reading skills.
- C. Teachers will regularly progress monitor by analyzing the reports provided within these platforms and adjust instruction as necessary.

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

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 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

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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 statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts and hosting an annual Multicultural Day. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study the music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

Our PBIS universal school guidelines and matrix is evident through specific practices. Students are 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 implement the mental health lessons mandated by the state of Florida, utilizing the Suite 360 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 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 provide 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 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. The principal and assistant principal also oversee all of the rewards and incentives and plan for staff rewards to boost morale. The principal keeps her fingers on the pulse of staff morale and takes action with a token of appreciation, a birthday card mailed to the homes of staff, or a nice massage throughout the year. They work together with the PTA to celebrate and support the staff throughout the year with staff meals and treat carts as well as curriculum resources.

Our SwPBS team consists of administrators, school counselors, teachers and non instructional staff. they meet monthly to plan staff and student rewards to keep a positive climate.. They discuss ways to increase morale in the staff and students. They also develop positive school rewards and incentives through our Single School culture initiative.

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.

Both of these roles, support the teachers with SEL activities and they have a program on the morning announcements called the Mindful Minute. They discuss the struggles of students on campus and plan support groups on a variety of topics. They plan our special days, like Unity, Stomp out Bullying, Red ribbon Week, etc. Their role is to support our students, staff and families.

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).

Student counsel is also a club consisting of 5th grade students who do monthly community service projects to support our surrounding community.