

The School District of Palm Beach County

# Addison Mizner School



2023-24

Schoolwide Improvement Plan (SIP)

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## Addison Mizner School

199 SW 12TH AVE, Boca Raton, FL 33486

<https://ames.palmbeachschools.org>

### School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Holly, Nancy	Principal	<p>Nancy Holly, the Principal of Addison Mizner, provides a common vision for the use of data based decision-making to ensure: a sound, effective academic program is in place. As an instructional leader of the school Ms. Holly is responsible for equitable instruction for all students. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, reviews with evidence progress toward the goal. She works collaboratively with all the stakeholders in the Student Advisory Council to develop a meaningful School Improvement Plan. Ms. Holly oversees the execution and monitoring strategies and action steps towards continuous improvement. She has a deep understanding of the progression of standards that align to career and college readiness. Additional responsibilities are listed below include:</p> <ul style="list-style-type: none"> <li>- Creates Masterboard - Monitor's School Budget</li> <li>- Community Liaison - Focus Model of Instruction</li> <li>- Ensures School Safety and Supervision - Organizes Professional Development</li> <li>- Recruiting and Retaining Highly Qualified Teachers - ESE/504/ESOL Meetings</li> </ul> <p>*Adheres to the Florida's FPLS, FEAPS, and FL BEST standards, state and district education policies.</p>
Dlugos, Shantel	Assistant Principal	<p>Shantel Dlugos, the Assistant Principal, supports the principal, staff, students, and, parents by providing a shared vision to use of data based decision-making. She supports the principal in building a culture of trust, respect, and pride. She monitors and improves instruction by visiting classrooms to support and monitors instruction. She assists with eliminating any barriers and distractions that interfere with instruction. She processes discipline referrals in a timely manner. Additional responsibilities include:</p> <ul style="list-style-type: none"> <li>- ESP Coordinator- oversees new teachers - Testing Coordinator-organizes testing for college board, FLDOE</li> <li>- Oversees Accreditation processes - Monitor's Attendance</li> <li>- Data Analysis - IEP/504/ESOL testing accommodations</li> <li>- Manages Textbook/School Materials - Supervises BUS</li> <li>- Oversees PBS Committee - Oversees Safety Committee</li> <li>- Supervision - Evaluation with Palm Beach Model of Instruction</li> </ul> <p>*Adheres to the Florida's FPLS, FEAPS, and FL BEST standards</p>
Dirienzo, Cristin	Dean	<p>Cristin Dirienzo, TOSA/DEAN, As an aspiring leader, Ms. DiRienzo, also has a shared vision to use data based decision making. In her current role, she supports the Middle School Choice Academy by working with staff, parents, students, and community stakeholders by providing academic, and behavioral interventions to our middle schoolers. She also organizes the cafeteria supervision and systems for a challenging environment. She monitors the intervention of students used with previous ESSR funding. She supports the leadership team with promoting a culture of trust, respect, and pri. Ms.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Dirienzo helps create and implement systems across campus.</p> <p>Additional responsibilities include:</p> <ul style="list-style-type: none"> <li>- Marzano Liaison - Cambridge Accreditation</li> <li>- Assists Testing Coordinator - MTSS implementation</li> <li>- Data Analysis - IEP/504/ESOL testing accommodations</li> <li>- Leads Middle School affairs - Library Book Leader</li> <li>- Budget Committee for SAC</li> </ul>
Abell, Melissa	Other	<p>Melissa Abell, BHP, works with our leadership team, teachers, students, and families by coordinating the social and emotional wellbeing of our students. She also participates inf SWPBS team, mental health team, and part of the MTSS system. She works closely with the school guidance counselors and staff to ensure we are teaching the SLL standards. She organizes schoolwide initiatives promoting a kind and welcoming environment, preventing drug use and bullying, and reducing the stigma of mental health needs. She also meets with and coordinates students in small groups and one-on-one sessions; providing support on topics including anger management, anxiety, mindfulness, self-esteem, coping skills, socials skills and more. She coordinates needs with local agencies to help our students receive nutritious food, clothing, and mental health services outside of school and oversees the mental health team.</p>
Zymblosky, Jenine	School Counselor	<p>Jenine Zymblosky, Middle School Counselor provided guidance on strategies for academic and emotional well for middle school students. She offers support through small groups and and one-on-one conferences. Ms. Zymblosky organizes community events to help parents navigate through middle school and preparing students for high school. As middle school SBT leader, she implements the MTSS system to help identify the needs of struggling students and organizes academic and behavior interventions. As McKinney Vento contact, she coordinates with local agencies to provide assistance to those families. As Choice coordinator, she follows district protocols by processing all the choice paperwork and contracts. She organizes Open Houses and the marketing of the academy. She also works with our 6th graders by teaching an elective that helps them transition from elementary school and develop study skills, vocabulary skills, organization strategies, and healthy academic habits. She also runs the national junior honor society, and is the 504 middle school contact, and arranges parent/ teacher conferences for struggling students.</p>
Parkinson, Renee	Other	<p>Mrs. Parkinson oversees the students with disabilities that require Individualized Education Plans and/or Education plans. Mrs. Parkinson holds compliant IEP meetings with the necessary stakeholders to ensure educational planning, goal setting, and identifying accommodations so students with disabilities have equitable access access to education. She also works in collaboration with the school based team to assist with students who are recommended for formal evaluations and possible Exceptional Student</p>



Name	Position Title	Job Duties and Responsibilities
		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.
Moeller, Nicole	Teacher, K-12	AS SAI teacher, Ms. Moeller works with students receiving Tier 3 reading interventions across multiple grade levels. She coaches instructional staff with reading and writing strategies. She also writes reading grants for the school to receive quality, evidence based instructional materials. She organizes and monitors Progress Monitoring Plans, and completes the compliance components for deficient readers. As an active member on SBT, she utilizes her reading experience, and the reading decision tree to identify intervention, and reading goals. Ms. Moeller is a stake holder with spreading positive culture on campus. She sponsors the Student Government Club and supervises the prize cart of the school wide positive culture.
Naylor, Rebecca	Teacher, ESE	Ms. Naylor supports provides academic and behavior support to students with disabilities in middle school. As SAC Chair, Ms. Naylor works with all stake holders to co-author the school improvement plan, Run SAC meetings in compliance with state and school district policy. The goal of SAC is to improve student achievement through active problem solving and collaboratively working with all stakeholders. As SSD coordinator, Ms. Naylor organizes application process of students in need of accommodations through the College board. As lead volunteer mentor, Ms. Naylor works with teachers supporting our new teachers. She is also a member of SBT for both elementary and middle school, and is the 504 coordinator for elementary school.
Seidmon, Rebessa	SAC Member	As member of the 4th grade team, and SAC elected teacher, Ms. Seidmon works collaboratively with 4th/5th grade ELA PLC team to improve instructional practices.
King, Allison	SAC Member	As third grade team leader and active member of SAC, Ms. King collaborates with colleagues to improve student achievement. As a retention grade, the team works closely to implement research-based reading interventions.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

A school police officer is available on school campus daily to ensure the safety and security for all students and staff. There is a single point of entry at the front of the school. A school officer will be present at community events held on campus. The Fortify Florida Application is on every school district

device, including chromebooks. Students are made aware of the application through school assemblies. The Raptor System is used to monitor any adult/visitor on campus.

Our ESOL Coordinator and CLF work with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

Our SBT leader works with entire community to help identify students that need behavior and academic intervention. She ensures the school is implementing the MSTT/RTI process with fidelity. They work alongside the SAI Teacher to organize materials for teachers. She attends PLC meetings to help teachers examine student data in order to plan supplemental and intensive intervention when necessary. She collects and analyzes the data from the interventions within weekly SBT meetings to determine student progress.

The SAI teacher works with the struggling readers primarily in grades k-5. She monitors the iReady usage in the school. She works alongside SBT leader. She provides training and reading interventions strategies to colleagues at PLC's. She works with tier 3 students to ensure the targeted intervention is completed and aligned with the student's goals.

Our Elementary Counselor provides services students on our fine arts wheel, small groups and individually, incorporating SEL activities throughout the lessons. She works closely with our BHP to identify and assist students and families in need.

Our school psychologist supports students during crisis, and provides emotional support to students. She participates in school based team meetings. As part of the RTI process, she is essential for organizing testing components needs during an evaluation to help identify students with disabilities.

Our PTA president is essential for implementing the PTA mission and core values. The active involvement of parents on the campus improves our school culture and supports the school's mission and vision statement. She oversees a large executive board and committees, and large family enrollment.

Our ESE teachers and para professionals provide academic and emotional support for students with disabilities, write IEP, develop behavior intervention plans, and utilize evidence based strategies to improve student achievement.

Teachers implement all FEAPS and standards-based instruction for all students can reach their full potential.

### **SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The progress of the SIP goal will be monitored through grade level benchmarks from USA data monitoring, PM1, PM2, and PM3 data analysis. Unit assessments occur every four weeks, FAST/STAR assessments and I-ready diagnostics occur three times a year. The goal will be created by using input from teachers and stakeholders. By strengthening our PLC process this year, student progress through different standards will be monitored weekly. Teachers can reflect on teaching practices that worked or in some cases didn't work. This will allow for collaboration to improve teacher's capacity to meet the needs of diverse learners. This will also provide opportunities to refer to the district vetted list of interventions. The team can carefully select materials to meet the needs of diverse learners. Through

weekly PLC, teachers will be able to identify academic gaps within the standards.

Leadership team can use the district's data tools to ensure there is equity with student achievement across all the different subgroups. Analyzing I-ready measures, USA results, PM2 results, the team can develop a tutoring plan that will help ensure that all students are providing opportunities to learn. As part of the continuous improvement model, the leadership team can organize professional development with the school district to build the teacher's capacity. Leaders can also monitor progress through data chats with the teacher and checking lesson plans. Leadership can ensure that teachers are following the district's scope and sequence through walk throughs, providing time for common planning.

In addition to the ways the school will monitor the SIP plan, The SIP will be shared with the community through SAC and faculty meetings in the beginning of the year, and through a midyear analysis. If data collected from the USA's show a concern that warrant a shift in school focus, it will be communicated through SAC meetings and faculty meetings.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	31%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	31%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	31	24	16	15	15	11	4	4	120	
One or more suspensions	0	0	2	0	0	1	3	8	7	21	
Course failure in English Language Arts (ELA)	0	3	40	16	21	5	7	0	2	94	
Course failure in Math	0	1	10	5	1	1	12	2	1	33	
Level 1 on statewide ELA assessment	0	3	14	6	9	9	11	7	8	67	
Level 1 on statewide Math assessment	0	3	3	3	6	2	7	2	2	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	11	8	11	6	15	17	11	84	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	16	6	10	6	13	5	5	62

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	32	30	26	17	17	24	2	0	0	148
One or more suspensions	0	1	1	2	2	3	9	0	0	18
Course failure in ELA	0	3	17	20	17	1	6	0	0	64
Course failure in Math	0	3	2	2	2	0	3	0	0	12
Level 1 on statewide ELA assessment	0	0	0	1	4	7	4	3	0	19
Level 1 on statewide Math assessment	0	0	0	0	0	8	9	7	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	12	5	2	2	15	17	0	60

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	4	5	7	7	7	5	0	38

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	32	30	26	17	17	24	2	0	0	148
One or more suspensions	0	1	1	2	2	3	9	0	0	18
Course failure in ELA	0	3	17	20	17	1	6	0	0	64
Course failure in Math	0	3	2	2	2	0	3	0	0	12
Level 1 on statewide ELA assessment	0	0	0	1	4	7	4	3	0	19
Level 1 on statewide Math assessment	0	0	0	0	0	8	9	7	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	12	5	2	2	15	17	0	60

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	4	5	7	7	7	5	0	38

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	79	49	53	82	52	55	80		
ELA Learning Gains				74			77		
ELA Lowest 25th Percentile				67			74		
Math Achievement*	87	51	55	84	45	42	80		
Math Learning Gains				71			59		
Math Lowest 25th Percentile				63			47		
Science Achievement*	81	46	52	73	48	54	70		
Social Studies Achievement*	88	63	68		57	59			
Middle School Acceleration		68	70		51	51			
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress	81	53	55	84	64	70	69		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	82
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	59			
ELL	82			
AMI				
ASN				
BLK	60			
HSP	80			
MUL	82			
PAC				
WHT	82			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	72			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	57			
ELL	68			
AMI				
ASN	88			
BLK	52			
HSP	72			
MUL	93			
PAC				
WHT	75			
FRL	68			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	79			87			81	88				81
SWD	48			70			64	64			5	
ELL	70			95							3	81
AMI												
ASN												
BLK	60			60							2	
HSP	82			88			83	83			6	70
MUL	84			88							3	



## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	78			87			80	90			5	
FRL	69			78			79	78			5	

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	82	74	67	84	71	63	73					84
SWD	54	61	59	67	63	46	50					
ELL	69	72	73	67	75	60	45					84
AMI												
ASN	83			92								
BLK	63	50		50	43							
HSP	78	74	68	79	68	71	61					75
MUL	93			93								
PAC												
WHT	85	75	69	87	73	58	79					
FRL	72	66	63	73	67	59	58					86

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	80	77	74	80	59	47	70					69
SWD	57	58	65	61	42	44	37					55
ELL	73	83		73	58		45					69
AMI												
ASN	93			93								
BLK	45			40								
HSP	78	77	67	78	63	47	63					68
MUL	77			77								
PAC												
WHT	83	78	80	84	57		76					
FRL	64	71	69	62	53	35	56					57

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	82%	56%	26%	54%	28%
07	2023 - Spring	78%	48%	30%	47%	31%
04	2023 - Spring	80%	58%	22%	58%	22%
06	2023 - Spring	85%	45%	40%	47%	38%
03	2023 - Spring	74%	48%	26%	50%	24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	96%	54%	42%	54%	42%
07	2023 - Spring	63%	36%	27%	48%	15%
03	2023 - Spring	84%	57%	27%	59%	25%
04	2023 - Spring	84%	52%	32%	61%	23%
08	2023 - Spring	95%	65%	30%	55%	40%
05	2023 - Spring	82%	56%	26%	55%	27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	78%	51%	27%	51%	27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	48%	52%	50%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	65%	23%	66%	22%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including

ESSA identified subgroups:

FY19 FY21 FY22 FSA FY23 PM3 +/-difference

ELA

3 83.7% 78% 73.7% 73.8% +.1

4 83% 80% 85.1% 79.6% - 6.5

5 80% 79% 83.2% 81.6% +1.6

6 NA NA 83.5% 84.5% +1

7 NA NA NA 77.7% N/A

SWDs 43% 54% 54% 47.9% -6.1

Hispanic 77% 75% 76% 73.7% -4.3

FY 19 FY 21 FY22 FSA FY23 PM3 +/-difference 22/23

Math

3 85% 79% 84.1% 83.7% -.4

4 94% 82% 81.4% 83.9% +2.5

5 82% 73% 76.5% 82.2% +5.7

6 100% 100% 84.5% 96.1% +11.6

7 NA NA 62.5 % N/A

8 NA NA 100% 95.3% -4.7

SWDs 63% 59% 66% 68.8% +2.8

FY 19 FY 21 FY22 FY23 +/-difference 22/23

Science

5th 77% 69.9% 70% 78.1% +8.1

Civics Diagnostics EOC

91% 83%

I-READY Proficiency Data

FY20 Spring FY21 Spring FY22 Spring

K 92.1% 85% 80%

1 90.8% 73.3% 73.8%

2 82.2% 68.7% 62.2%

3 68.8% 68.3% 65.8%  
 4 78.8% 55.4% 62.9%  
 5 XXX XXX 43.8%

STAR  
 READING PM2 PM3  
 K 100% 94.6%  
 1 97.8% 85.2%  
 2 83.6% 84%

STAR  
 LITERACY PM1 PM2 PM3  
 K 74% 85% 80%  
 1 75% 78%  
 2 56%

STAR  
 MATH PM1 PM2 PM3  
 K 67% 81% 87%  
 1 86% 94% 95%  
 2 85% 87% 90%

Kindergarten Readiness  
 2023- 46% of students-proficient  
 2024- 50% of students -proficient

As an early intervention to increase student readiness to enter Kindergarten, the school district provided kindergarten readiness kits, as well as some pre-k students received speech therapy on campus . These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

Our lowest performance was third grade for FY21 and FY22 at 73.8%, with small of gain .1%. The contributing factor was the change from Florida Common Core standards to Florida B.E.S.T Standards. It was also the first year Benchmark Curriculum was implemented for third grade. This caused the teachers to not be as familiar with curriculum and standards as necessary.

The other noticeable trend was the performance in fourth grade ELA, dropping 5.5 percentage points from FY22- FY23. Some contributing factors include a 3 of the teachers were new to the fourth grade team. Standard changes and curriculum changes also impacted the student achievement in this cohort.

I-ready trends comparing it against our current third grade cohort  
 When they finished Kindergarten, 92% were proficient;1st grade 78% were proficient; and 2nd grade 62% were proficient.

I-ready trends comparing it against our current fourth grade cohort  
 90.8% left 1st grade proficient, 69% left 2nd grade proficient, 66% left 3rd grade proficient  
 These trends demonstrate a need for improved instructional practices through small group rotations and targeted intervention in phonics and reading comprehension.

The data above shows a decline in our ESSA identified subgroup SWDs in ELA of -6.1% demonstrating a need for teachers to strengthen instructional practices with differentiated targeted intervention.

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

The greatest need for decline is across ELA in 3rd and 4th grade. In FY23, window 3 we show: 3rd grade ELA (74%)+.1%, 4th grade ELA (80%) - 6.5%, 5th grade ELA (81.6%)+1.6%, 6th Grade ELA (84.5%)+1, 7th grade ELA (77.7%)-initial assessments. 3rd grade math (83.7%) -.4%, 4th grade math (83.9%)+2.5, 5th grade math (82.2%) +5.7, 6th grade math(96.1%) +11.6, 7th grade math(62.5 %) - initial, 8th grade math (95.3%) -4.7.

The contributing factors to the decline include 35% of students were absent 11 days, small group instruction, limited number of staff members trained in Spire phonics intervention. Assessments shifting from paper based to computer based format, thus effecting test taking reading strategies. Students were given paper-pencil copy of FSQ's/USA's, the first half of the year, and shifted to use computer skills to input them by mid-year, and finally shifted towards computerized testing by trimester 3, limited their exposure to utilize universal tools.

One area of focus that we found a decline of -6% for SWDs. We need to address specific needs through differentiated instruction, small group rotation, and intervention groups. We also need to strengthen the PLC practice on campus to share best instructional practices of teachers with high student achievement, and also provide opportunities for teams to trouble shoot standards. By doing this we can improve teacher capacity.

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

When looking at the FAST Progress Monitoring data for Window 3 we see the following data:

School State Difference

3rd Grade ELA 74% 50% +24

4th Grade ELA 80% 58% +22

5th Grade ELA 82% 56% +26

6th Grade ELA 85% 47% +38

7th Grade ELA 78% 47% +31

3rd grade Math 84% 59% +25

4th grade Math 84% 61% +23

5th grade Math 82% 55% +27

6th grade Math 96% 54% +42

7th grade Math 62% 48% +14

8th grade Math 95% 55% +40

Algebra 100% 54% +46

Geometry 100% 49% +51

Our students out performed the state in all testing categories. The students registered for 7th grade math is closest to the the state average. These students will be taking the 8th grade FAST test this year, supports should be included within the classroom to support these students including looking at specific math skills.

School State

ELA Achievement

ELA Learning Gains

ELA Lowest 25th Percentile

Math Achievement

Math Learning Gains

Math Lowest 25th Percentile

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

When looking at the FAST Progress Monitoring data for Window 3 we see the following data:

ELA PM1 PM2 PM3 Difference PM1-PM3

3rd Grade ELA 48% 60.56% 74% +26

4th Grade ELA 45.7% 69.42% 80% +34

5th Grade ELA 56.9% 66.92% 82% +25

6th Grade ELA 67.62% 70.59% 85% +17

7th Grade ELA 60.19% 67.32% 78% +18

MATH PM1 PM2 PM3 Difference PM1-PM3

3rd grade Math 60.1% 52.85% 84% +24

4th grade Math 54.0% 60% 84% +30

5th grade Math 56.0% 52.59% 82% +26

6th grade Math 67.6% 83% 96% +28

7th grade Math 31.7% 50.05% 63% +31

8th grade Math 63.9% 76.99% 95% +31

4th grade ELA had the largest proficiency gain from PM1 to PM3 with +34 points. It was the focus of the school improvement plan for FY22. Based on data collected from PM2, teachers identified students that needed tutoring with standards before the FAST test before/after school. Double down was utilized throughout the instructional block with ESE/ELL support staff.

-

### **Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

A pattern that I am noticing that there is an increase in the number of students receiving ND on their report card for ELA. This was the first year of the STAR platform for K-2, but the school will continue to utilize the reading decision tree to monitor students for fluid grouping for tier 2/3 support. Using FY4 fall I-ready data, the elementary team made a decision to keep phonics instruction component on for 6 weeks, so students are directly working on phonics instruction.

\*Substantial Reading deficiency- There is an increase of students that fall into this category- data used includes SBT hub, Supplemental/Intensive report from SIS, and students in middle school that are enrolled intensive reading course. The need of students receiving reading intervention is growing each year from 60-84 but there is a shortage of reading endorsed teachers. Para professionals have volunteered to take courses in the micro-credentials through University of Florida. Their coursework counts as Tier 2/3 under the supervision of a reading endorsed teacher. SAI teacher, Principal, and SBT leader have purchased evidenced based phonics and reading intervention materials for teachers. (this is the first year of 8th grade, and also the first time K-2 state testing included in this section of the SIP)

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

1. Plan to ensure teachers are provided with uninterrupted collaborative planning for Professional Learning Communities focused on data analysis, planning for standard based instruction, including differentiated instruction, DI time, for best practices to ensure student growth and achievement for all students.
2. Continue with targeted explicit intervention for students with phonics and reading comprehension deficits during DI time vetted, researched based materials focusing on the needs of diverse learners including our ESSA ESE subgroups.
3. Continue with the support facilitation model in ELA and Math block for SWD's.

4. Ongoing professional development in Benchmark Reading Series, using I-Ready Diagnostics, SPIRE phonics instruction to create fluid groupings.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Through a data analysis of student achievement throughout the years, there is a consistent pattern of students in sub groups not achieving the same proficiency scores among regular students. This data emphasizes a need to strengthen the professional culture by improving differentiated instructional practices. In alignment with the school district strategic plan objective A1, Ensure all students engage in teaching and learning that results in academic excellence and A1A that ensures consistent and effective literacy instruction, in every pk-3rd grade.

**Measurable Outcome:**

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

Student Outcomes:

By June 2024, we will Increase the overall percentage of third grade students scoring a level 3 or higher by 7% bringing us to 81%.

By June 2024, we will increase the overall percentage of fourth grade students scoring a level 3 or higher by 5% bringing us to 85%

Teacher Practice Outcomes: By February of 2024, 50% of 3rd and 4th grade teachers will utilize differentiated instruction, by ensuring that all students are working on tasks designed to build on standards based skills.

**Monitoring:**

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

As part of the continuous improvement model to improve student achievement; monitoring student's progress about their understanding of standards. It provides teachers feedback to make instructional decisions for remediation through fluid grouping, and strategic intervention during DI time. At Addison Mizner, we analyze student progress through Oral running records, I-ready lessons and assessments, strategic exit tickets, and USA's.

**Person responsible for monitoring outcome:**

Nancy Holly (nancy.holly@palmbeachschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and evidence based materials
2. Develop tutoring program in ELA before/after with strategic focused calendar to ensure learning is supplemented with additional vetted resources and teacher support
3. ELA teachers will continue to use technology based programs I-ready, imagine learning, Storyworks, Benchmark, Read alouds, Benchmark, SPIRE, and UFLY resources.



4. Professional Learning Community will ensure teachers collaborate best practice to improve instructional practices for diverse learners.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing exit tickets, ORR, and USA's to meet students' need for standards based practice and to identify the need for targeted remediation. Creating Look-for in lesson planning to help drive instructional decision. Student performance on USA's have over 80% correlation, and indicator of success of PM3 will help identify students that need potential tutoring plan.
2. Students who participate in tutoring programs have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. When using Storyworks, I-ready tool box, SPIRE, have aided increased student achievement when using it with fidelity and allows for teachers to differentiate instruction based on student's needs.
4. I-ready data indicated a strong need for phonics instruction during DI time, ESE teachers, SAI teacher, 2 general ED teachers will provide intensive/supplemental instruction for phonics. General ed teachers will also have fluency and reding comprehension groups.
5. PLC's and PD's will improve teacher capacity within standard's instruction.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **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.

Professional Learning Communities:

- a. Encourage staff to participate 20 hours of PD outside the regular school day.
- b. PLCs will focus on data analysis and differentiated instruction.
- c. PLC leaders will receive EDW training to improve data analysis.
- d. Teachers will identify glows and grows of data from USA's and create action plan for standard intervention
- e. Teachers will use decision tree to identify students that need supplemental/intensive support.
- f. Celebrate student/teacher success verbally

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

**By When:** October, 2023 and beyond, teachers will attend 90% of the PLC.

Tutorials:

- a. Utilizing PM2 and multiple sources of data, Teachers will identify students and resources to create a collaborative focused calendar with goals in mind.
- b. Identify teachers to facilitate tutorials for high needs students for before school/after school tutoring
- c. Implement tutorial plan for selected students and focus calendar.

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

**By When:** By January 2024, logistics will be completed by grade level teams ad support staff By February 2024, tutoring plan will be implemented.

Instructional coaching:

1. Identify members of the instructional leadership team to implement monitoring of students strengths and weaknesses with student data.
2. Provide professional development opportunities in EDW, Instructional practices, intervention programs
3. Utilizing the Palm Beach Model of Instruction, Provide feedback for teachers to improve student outcomes.

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

**By When:** BY January 2024, informals will be completed with feedback given to teachers to improve instructional practices.

**#2. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FY23 SEQ Data shared that 62.5% students feel that other students respect each other. With an emphasis on student voice, we recognize a need to strengthen and improve processes for students to learn, grow and become active participants in school problem solving. Enhance a sense of belonging, safety, and acceptance for all students.

**Measurable Outcome:**

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

BY the end of FY 24, 66.5% of students will share on their SEQ that students feel other students respect each other.

**Monitoring:**

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

We are going to monitor feedback collected through student committees, agendas, with monthly goals.

**Person responsible for monitoring outcome:**

Rebecca Naylor (rebecca.naylor@palmbeachschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Utilizing Strategic plan resources, staff will implement vetted lessons plans that include task-analysis, problem solving, and collaboratively working with adults and students to improve the student outcomes on the SEQ.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The school has transformed completely to k-8, and the needs of students have transformed from years past as and recognizes the need to strengthen the voices of our students and include them in To prepare future student leaders, provide opportunities for students and adults to learn from each other and partake in the continuous improvement model with a common goal to improve how students feel respected, it will provide

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Identify a diverse student leader focus group, establish norms, calendar, short and long term goals of the group and develop structure of the platform .

**Person Responsible:** Shantel Dlugos (shanteldlugos@palmbeachschools.org)

**By When:** By Mid October 2023

Implement lessons that cover a variety of topics improving student communication of concerns in a professional manner. Use s

**Person Responsible:** Rebecca Naylor (rebecca.naylor@palmbeachschools.org)

**By When:** Continuously throughout the school year

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan 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: (g) History of Holocaust (h) History of Africans and African Americans (i) History of Asian Americans & Pacific Islanders (o) Health Education, Life Skills & Social Media (q) Hispanic Contributions (r) Women's Contributions (t) Civic & Character Education (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

**By When:** By August 2023, continue to monitor the implementation of sunshine state standards.