

# Addison Mizner Elementary School



2014-15 School Improvement Plan

## Addison Mizner Elementary School

199 SW 12TH AVE, Boca Raton, FL 33486

[www.edline.net/pages/addison\\_mizner\\_es](http://www.edline.net/pages/addison_mizner_es)

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Elementary	No	24%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	24%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Addison Mizner will provide the highest levels of performance in reading, writing, science and mathematics for all students. Addison Mizner will increase parental participation in school-related activities. Technology will be infused into the curriculum and available to all teachers and students. The focus will be to increase student achievement in literacy, mathematics, writing, and science for all students. Have technology proficient staff and student body, with relevance to instructional strategies. Finally, serve, students in the least restrictive environment.

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

Addison Mizner is committed to preparing students to make well-reasoned, thoughtful and healthy life-long decisions in an ever-changing world. We further believe that all students can learn and be successful, and will provide proper instruction in a supportive environment to meet this goal.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Addison Mizner promotes academic achievement as well as social and emotional development through the use of a Single School Culture. To ensure a safe and highly effective learning environment several programs have been initiated at Addison Mizner to support a single school culture. The School Wide Behavior Plan which promotes fairness, civility, acceptance of diversity, and mutual respect sets the tone for the campus from the very first day and throughout the year. The guidelines for the behavior plan is presented to the students and communicated to the parents. The School Wide Behavior Plan is implemented by every staff member as the children moves throughout the campus. The plan is then monitored for its effectiveness The school updates its action plan during Learning Team Meetings

Here at Addison Mizner, we instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of School Wide Behavior Plan program To provide and demonstrate an appreciation for multicultural diversity, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

At Addison Mizner, we strive to work cohesively to create an environment where students feel safe and respected. To ensure the safe environment, a School Wide Behavioral Plan with a Behavioral Matrix guides the stakeholders throughout the campus. "STAR" our Universal Guideline is taught within the classroom and carried out throughout the school. Our Unified Dress Code, Character Counts, and Conflict Resolution allows for the development of learning strategies, social skills, and self-management skills. Along with our Guidance classroom, small focused groups of counseling



supports the students at Addison Mizner. When a student needs individual support, the program Check in Check out gives the student one person that can mentor and support that student. Finally our after-school Scholar Athlete Program supports academic achievement as well as social and emotional development. This school-wide Behavior system creates a positive, caring and supportive environment..

Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages

;  
•

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

At Addison Mizner the faculty, staff, students, and parents promote an atmosphere in which all students are encouraged to strive and achieve their greatest potential. It is through focused instruction, clear behavioral expectations and a collaborative effort of all stakeholders that Addison Mizner can achieve a safe and supportive setting that will allow for engaging academics. The School Wide Positive Behavior Plan is the way in which this goal can be met. The Universal Guide lines and the Behavioral matrix ensure that the stakeholders are aware of the school's expectations. The School Wide Positive Behavior team monitors the progress by reviewing all the data. A school-wide recognition system is in place with students celebrated in the "Star Café".

As part of the school's Fine Arts rotation, the school's Guidance class is a core classroom that instructs students in how to develop Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills for Student Success that contribute to student engagement leading to improved academics.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

At Addison Mizner the School-Based Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the School-Based Team. The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings. Legislative actions support all students achieving benchmarks regardless of their status in general or special education. The SBT will use the Problem Solving Model\* to conduct all meetings. The Problem Solving Model is a four step process. Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions

are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Members of the School-Based Team will utilize the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas. Topics for discussion include, but are not limited to, the following: FCAT scores and the lowest 25%, AYP and subgroups strengths and weaknesses of intensive programs mentoring, tutoring, and other services. The data sources and management systems used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)  
 Baseline data: Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurement, Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Spring/Fall Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System, Diagnostic Assessment for Reading (DAR), Progress Monitoring and Reporting Network (PMRN), Comprehensive English Language Learning Assessment, (CELLA) Office Discipline Referrals, Retentions, Absences, Midyear data Florida Assessment for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR, Palm Beach County Winter Diagnostics, Palm Beach Writes, Progress Monitoring and Reporting Network (PMRN), K-3 Literacy Assessment System, End of year data: Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), FCAT Writes, SRI Scores, Frequency of required Data Analysis and Action Planning Days:  
 Once within a cycle of instruction (refer to appropriate focus calendar).

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	10	5	9	8	9	51
One or more suspensions	2	0	1	0	1	1	5
Course failure in ELA or Math	11	14	10	0	0	2	37
Level 1 on statewide assessment	0	0	0	10	8	12	30

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	1	2	3	4	
Students exhibiting two or more indicators	1	1	4	1	7

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

At Addison Mizner, students who have been identified by the early warning system are placed into Tiers. Data-based decision-making will drive instruction in Tier 1 In Tier 2 and 3 , teachers utilize Reading Plus: Computer Based Common Core Aligned Reading Program that provides both enrichment and remediation for students, Reflex Math: Math Fluency Program to assist students with their fluency, Literacy Leveled Intervention, RAZ Kids: Online guided reading program with interactive ebooks,Vmath Live:a Web-based, independent-learning component that helps students enjoy math and apply math skills in a fun interactive learning environment and Marie Carbo Reading Program.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Addison Mizner Elementary is a community school who values the highest levels of performance in reading, writing, science and mathematics for all students. In order to reach this goal the school along with its stakeholders work towards continuous improvement. Addison Mizner's strong, active parent group collaborates with administration and teachers to support student achievement. The PTA is a dedicated organization that devotes endless hours to support school programs, building improvements and educational events. Communication is a key piece to building a strong support system. Addison Mizner mission and vision can be found on its Edline page, PTA website, and on Facebook. It is through this positive relationship and increase involvement will bring about positive change.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Addison Mizner prides itself in being a community school that reaches out to the surrounding community in order to form a partnership. This year, Addison Mizner Elementary School's PTA and families continued their support of a neighboring school by holding a uniform drive to help less fortunate families supplement students' wardrobes. The school also formed a Partnership with Whole Foods to bring an awareness of healthy living. In the near future students will plant a hydroponic garden. Addison Mizner was also one of six schools chosen to partner up with Florida Power and Light to receive Photovoltaic solar panels. This exciting outdoor classroom will promote green energy. The stakeholders at Addison Mizner work together to utilize all of our educational resources to enhance education at the school.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mills Burke, Kelly	Principal
Boone, Joe	Assistant Principal
Mullen, Diane	Teacher, K-12
Soshnick, Loren	Teacher, K-12
Seiger, Randi	Guidance Counselor

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The School-Based Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the School-Based Team. The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the

intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings. Legislative actions support all students achieving benchmarks regardless of their status in general or special education. The SBT will use the Problem Solving Model\* to conduct all meetings. The Problem Solving Model is a four step process. Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The School-Based Team is comprised of the following members: Principal, Assistant Principal, ESE contact, Psychologist, Classroom Teachers, SAI Teacher, Speech and Language Pathologist, and Guidance Counselor. The principal facilitates and monitors to ensure an effective program is in place. The principal will collaborate with the team to ensure that implementation of intervention support is provided with and documented. Finally effective communication with parents regarding RTI plans and process are conducted.

Our school integrates Single School Culture by sharing our Universal Guidelines For Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jeanne Battaglia	Teacher
David Zastrow	Teacher
Margaret Harrington	Teacher
Hilda Nunez	Education Support Employee
Lisa Owens	Teacher
Pollyanna Moorman	Teacher
Lori Lamprecht	Teacher
Ayesha Jamil	Parent
Bruce Kassover	Parent
Ali Cartwright	Parent
Ricardo Perez	Parent
John Boden	Business/Community
Michelle Brown	Parent
Gary Kovacs	Parent
Andrea Cole	Parent
Lauraleigh Gould	Parent

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The process of evaluation at Addison Mizner goes through a multi-step process. The school's data is presented and analyzed at several faculty meetings. At team meetings, each team reviews the action plan and evaluates it for effectiveness. The Team Leaders disseminate the information gathered at the team meetings to the Leadership Team. Members of the Leadership team presents the school's data and the evaluation results from the Team and Team Leader's meeting to the SAC. Stakeholder's evaluate the action plan for effectiveness and the information is used to set the new goals.

*Development of this school improvement plan*

Addison Mizner's School Advisory Council assists in the preparation of the school improvement plan and in the preparation of the school's annual budget. The SAC is responsible for final decision making relating to implementation of the provisions of the annual School Improvement Plan. The duties of the SAC members include regular attendance at each meeting.

*Preparation of the school's annual budget and plan*

The School Advisory Council assists in the school's annual budget by consistently reviewing the needs of the school according to the School Improvement Plan. They ensure that funds are allocated to support the targeted goals in the plan.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Reading Plus: Computer Based Common Core Aligned Reading Program that provides both enrichment and remediation for students. Up to 2,500 dollars has been allocated towards the program.

Reflex Math: Math Fluency Program to assist students with their fluency. Up to 500 dollars has been allocated towards the program.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mills Burke, Kelly	Principal
Soshnick, Loren	Other
Nunez, Maggie	Paraprofessional
Bennett, Kathleen	Instructional Media
Sommer, Keri	Teacher, K-12
Walling, Cheryl	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Learning Team's major initiative will be to foster a rich literacy environment that focuses on rigorous, and consistent best practices. In order to implement the Common Core Standards with fidelity, the Literacy Team will use Informal conversations that reflect on learning expectations. The team will asses the needs for instructional strategies, cross curricular programs, and professional development.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

To ensure that Addison Mizner is moving towards the School and District's Mission and Vision, the school encourages positive working relationships. Learning Teams meet to analyze student data and collaborate in order to create strategies that meet the students' academic needs. It is through

collaboration that student improvement is monitored and modified. A master calendar provides consistent time for teams to utilize these focused meetings twice per month.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

At Addison Mizner, the school leaders use a systematic process to determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school's purpose and to strive for continuous improvement. A fiscal resource is available to fund all positions necessary to achieve the school's purpose and direction.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Addison Mizner uses the District implement Educator Support Program a system of support for new teachers. In the mentoring program, new teachers are paired with a veteran mentor teacher along with a "Buddy" teacher. As a team, the veteran teachers work with the new teacher to guide their transition into teaching, provide instructional strategies as they transition and assimilation into the Addison Mizner school community. Regular meetings are held with the Educational Support Contact to ensure all guidelines are met.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

At Addison Mizner each teacher is part of a Learning Team. Teams work collaboratively to unpack the Florida standards in order to focus on instruction. Meetings support a deeper understanding of the standards to ensure that it drives instruction, in order to raise student achievement. This collaboration builds a opportunities for growth in instructional practice.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

A 90 minute uninterrupted Literacy block is built into the master schedule for each reading instructor at Addison Mizner. Each instructor works as part of a team to analyze and unpack the Language Arts Florida Standards in order to move the students through the continuum. A Balanced Literacy Program which incorporates whole group, small group and one-on-one instruction focuses on the each individual student's needs. A separate iii block is built into the schedule which provides instruction based on student need. Additionally, tutorials are implemented to support student learning.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 30

The SAI teacher will use the Reading Plus Computer Based Program which provides grade level appropriate engaging literary selections. The program scaffolds increases the complexity of the selections as the student demonstrates mastery.

**Strategy Rationale**

To increase student achievement in the lowest 25%, morning tutorials will be implemented

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Soshnick, Loren, loren.soshnick@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Weekly reports are generated and analyzed by the SAI teacher and classroom teacher.

**Strategy:** Extended School Day

**Minutes added to school year:** 60

Afternoon tutorials are offered in both reading and math to increase student achievement with all level 1 and level 2 students. Tutorial teachers use research based strategies to increase student achievements long with the following computer programs: reading plus, vmath, and reflex math.

**Strategy Rationale**

To increase student achievement for level 1 and level 2 students in reading and math, afternoon tutorials are implemented.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Boone, Joe, joe.boone@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Assessment analysis, EDW reports, diagnostics

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**



The principal works directly with area preschools to provide a guideline of expectations so children can be "kindergarten ready" . In the Spring, students and parents are invited to Kindergarten Round-up. Parents are provide information about Addison Mizner and how it promotes academic achievement as well as social and emotional development through the use of a Single School Culture. The school also introduces the School Wide Behavior Plan and the unified dress code to ensure the transition into elementary school is an enriching experience.

Addison Mizner also supports the 5th graders as they transition into Middle School. Each year the middle schools are invited to present their choice programs so that families can make informed decisions about the educational path their children will choose. The school also supports students as they make visits to perspective schools. In the Spring the 5th grade takes an opportunity to tour a middle school, to ensure a smooth transition from one school to another

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Addison Mizner improves its ability to consistently deliver Reading instruction with rigorous academic standards while providing effective support then by June 2015, 92% of students will be proficient in Reading on the Florida State Assessment.
  
- G2.** If Addison Mizner improves its Math instruction to include structures with rigorous academic standards while providing effective support to meet the diverse needs of their students then by June 2015, 65% of the lowest 25% of students in Math will make learning gains on the Florida State Assessment.
  
- G3.** If Addison Mizner Implements a fundamental framework of Writing instruction that incorporates a "Writing Workshop" format with rigorous academic standards while providing differentiation then:by June 2015, 78% of 4th and 5th grade students will demonstrate proficiency on the Florida State Assessment Writing Test.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If Addison Mizner improves its ability to consistently deliver Reading instruction with rigorous academic standards while providing effective support then by June 2015, 92% of students will be proficient in Reading on the Florida State Assessment. 1a

G044774

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	92.0

**Resources Available to Support the Goal** 2

- Professional development funded through the School Improvement Funds. Teachers participate in collegial groups in order to share instruction strategies.

**Targeted Barriers to Achieving the Goal** 3

- An anticipated barrier is continued support and mentoring of Professional Development.

**Plan to Monitor Progress Toward G1.** 8

Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring

**Person Responsible**

Kelly Mills Burke

**Schedule**

Monthly, from 10/31/2014 to 4/30/2015

**Evidence of Completion**

Improvement as indicated on Diagnostics, RRR, SRI, EDW reports,

**G2.** If Addison Mizner improves its Math instruction to include structures with rigorous academic standards while providing effective support to meet the diverse needs of their students then by June 2015, 65% of the lowest 25% of students in Math will make learning gains on the Florida State Assessment. 1a

G044777

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	65.0

**Resources Available to Support the Goal** 2

- Learning Village, Learning Team Meetings

**Targeted Barriers to Achieving the Goal** 3

- A possible barrier is the ability to create differentiated Math Stations that encompasses rigorous standards.

**Plan to Monitor Progress Toward G2.** 8

Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring

**Person Responsible**

Joe Boone

**Schedule**

Monthly, from 10/6/2014 to 4/30/2015

**Evidence of Completion**

Improvement as indicated on Diagnostics, RRR, SRI, EDW reports,

**G3.** If Addison Mizner Implements a fundamental framework of Writing instruction that incorporates a "Writing Workshop" format with rigorous academic standards while providing differentiation then:by June 2015, 78% of 4th and 5th grade students will demonstrate proficiency on the Florida State Assessment Writing Test. 1a

G046571

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	78.0

**Resources Available to Support the Goal** 2

- Learning Village, Lucy Calkins books

**Targeted Barriers to Achieving the Goal** 3

- An anticipated barrier is support and direction about the type of instruction needed.to incorporates a "Writing Workshop" format that prepares students for the rigorous academic standards

**Plan to Monitor Progress Toward G3.** 8

Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous instructional design and instructional strategies raised achievement.

**Person Responsible**

Kelly Mills Burke

**Schedule**

Monthly, from 9/24/2014 to 4/30/2015

**Evidence of Completion**

Diagnostics, EDW reports, Performance Matters Assessments

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If Addison Mizner improves its ability to consistently deliver Reading instruction with rigorous academic standards while providing effective support then by June 2015, 92% of students will be proficient in Reading on the Florida State Assessment. **1**

 G044774

**G1.B1** An anticipated barrier is continued support and mentoring of Professional Development. **2**

 B110277

**G1.B1.S1** Rigorous learning refers to a curriculum that encourages students to think critically, making connections to the deeper meaning in a supportive environment. A high-quality delivery system and instructional strategies follow in this pedagogy. Kagan structures are engaging strategies for learning acquisition that allows for differentiation in a cooperative environment. Students participate in problem solving activities in a cooperative learning environment. Professional Development that provides the teachers with Kagan strategies and structures will lead to student achievement. **4**

 S121763

### Strategy Rationale

If teachers participate and Implement a Balanced Literacy Program using instructional strategies that emphasizes rigor along with student support then student achievement will increase.

### Action Step 1 **5**

Addison Mizner will provide Professional Development for two teachers in the Kagan structures. The two teacher will then provide training for the staff at Addison Mizner. A train the trainer model. One Kagan structure a month will be presented and then supported so as to prevent the anticipated barrier. Learning teams will monitor and support each team member as they utilize the structures.

#### Person Responsible

Kelly Mills Burke

#### Schedule

Monthly, from 8/13/2014 to 4/30/2015

#### Evidence of Completion

Lesson Plans, Agendas

**Action Step 2** 5

Addison Mizner will provide students in grades 2-5 with the computerized Reading Plus Program. This program provides differentiated instruction for students at their appropriate level. It also aligns with the common core rigorous standards.

**Person Responsible**

Loren Soshnick

**Schedule**

Weekly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Weekly reports for usage and the individualized reading levels for each student

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administration will review Lesson Plans, Professional Development Agendas, Learning Team Agendas and complete walkthroughs. Administration will monitor progress by attending Learning Team Meeting..

**Person Responsible**

Kelly Mills Burke

**Schedule**

Monthly, from 10/9/2014 to 4/30/2015

**Evidence of Completion**

Walkthroughs, Agendas, Lesson Plans,

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous instructional design and instructional strategies raised achievement.

**Person Responsible**

Kelly Mills Burke

**Schedule**

Monthly, from 9/10/2014 to 4/30/2015

**Evidence of Completion**

Diagnostics, RRR, EDW Reports, Performance Matters

**G2.** If Addison Mizner improves its Math instruction to include structures with rigorous academic standards while providing effective support to meet the diverse needs of their students then by June 2015, 65% of the lowest 25% of students in Math will make learning gains on the Florida State Assessment. 1

G044777

**G2.B1** A possible barrier is the ability to create differentiated Math Stations that encompasses rigorous standards. 2

B110280

**G2.B1.S1** In order to meet the rigorous Math standards, Addison Mizner will implement "Math Stations". Math Stations focus on target skills to develop a solid foundation while simultaneously providing students who have already mastered the foundational skills an enriched curriculum. The stations draw on logical conclusions applying concepts in a meaningful way by actively engage students in a cooperative problem solving atmosphere. The Math Stations provide multiple ways for students to demonstrate mastery. This strategy is an effective way to meet the diverse needs of students. To help remove the barrier, teachers will participate in a book study on Number Talks and Differentiated Mathematics. 4

S121766

### Strategy Rationale

If teachers participate in the book study on Number Talks and Differentiated Mathematics and is able to create an environment that supports the rigorous standards then student achievement will increase

### Action Step 1 5

The teachers at Addison Mizner will participate in a book study of Number Talks and Differentiated Mathematics. Working in Learning teams, the teachers will create Math Stations that support the rigorous standards. The school's Professional Development team will monitor and support the team

#### Person Responsible

Joe Boone

#### Schedule

Monthly, from 10/13/2014 to 4/30/2015

#### Evidence of Completion

Learning Team Agendas, Lesson Plans, Walkthroughs



**Action Step 2** 5

The teachers will utilize the V Math program during their learning stations of the math block. This computerized program is an individualized program that allows students to work on their level, while providing tutorials as needed within the program.

**Person Responsible**

Kelly Mills Burke

**Schedule**

Daily, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Reports run for usage and for level acquired

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration will review Lesson Plans, Professional Development Agendas, Learning Team Agendas and complete walkthroughs. Administration will monitor progress by attending Learning Team Meeting..

**Person Responsible**

Joe Boone

**Schedule**

Monthly, from 10/13/2014 to 4/30/2015

**Evidence of Completion**

Agendas, Walkthroughs, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous instructional design and instructional strategies raised achievement.

**Person Responsible**

Joe Boone

**Schedule**

Monthly, from 10/31/2014 to 4/30/2015

**Evidence of Completion**

Diagnostics, EDW reports, Unit Assessments, Performance Matters Assessments

**G3.** If Addison Mizner Implements a fundamental framework of Writing instruction that incorporates a "Writing Workshop" format with rigorous academic standards while providing differentiation then:by June 2015, 78% of 4th and 5th grade students will demonstrate proficiency on the Florida State Assessment Writing Test. 1

G046571

**G3.B1** An anticipated barrier is support and direction about the type of instruction needed.to incorporate a "Writing Workshop" format that prepares students for the rigorous academic standards 2

B115621

**G3.B1.S1** Addison Mizner will attend Professional Development in order to implement the "Writer's Workshop". The Writer's Workshop provides students with the opportunity to write in authentic ways building an increased efficiency to communicate ideas. Students use academic talk that supports a deeper meaning and provides the teacher with a way to evaluate students thinking. To avoid the barrier, teachers will attend monthly Professional Development presented by the District. 4

S127238

### Strategy Rationale

If teachers participate in Professional Development and implement a Writer's Workshop using instructional strategies that emphasize rigor along with student support then student achievement will increase.

### Action Step 1 5

Addison Mizner will participate in District Professional Development to receive support and direction in implementing the Writer's Workshop. Teachers will use the support of Learning teams to create strategies for instruction.

#### Person Responsible

Kelly Mills Burke

#### Schedule

Monthly, from 9/24/2014 to 4/30/2015

#### Evidence of Completion

Professional Development Agendas, Team Meeting Agendas. Walkthroughs, Lesson PLans

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Administration will review Lesson Plans, Professional Development Agendas, Learning Team Agendas and complete walkthroughs. Administration will monitor progress by attending Learning Team Meeting..

**Person Responsible**

Kelly Mills Burke

**Schedule**

Monthly, from 9/24/2014 to 4/30/2015

**Evidence of Completion**

Lesson Plans, Agendas, Walkthrough

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous instructional design and instructional strategies raised achievement.

**Person Responsible**

Kelly Mills Burke

**Schedule**

Monthly, from 9/24/2014 to 4/30/2015

**Evidence of Completion**

EDW reports, Work Samples, Writing Notebooks, Performance Matters

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Addison Mizner will provide Professional Development for two teachers in the Kagan structures. The two teacher will then provide training for the staff at Addison Mizner. A train the trainer model. One Kagan structure a month will be presented and then supported so as to prevent the anticipated barrier. Learning teams will monitor and support each team member as they utilize the structures.	Mills Burke, Kelly	8/13/2014	Lesson Plans, Agendas	4/30/2015 monthly

**Palm Beach - 1451 - Addison Mizner Elementary School - 2014-15 SIP**  
*Addison Mizner Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	The teachers at Addison Mizner will participate in a book study of Number Talks and Differentiated Mathematics. Working in Learning teams. the teachers will create Math Stations that support the rigorous standards. The school's Professional Development team will monitor and support the team	Boone, Joe	10/13/2014	Learning Team Agendas, Lesson Plans, Walkthroughs	4/30/2015 monthly
G3.B1.S1.A1	Addison Mizner will participate in District Professional Development to receive support and direction in implementing the Writer's Workshop. Teachers will use the support of Learning teams to create strategies for instruction.	Mills Burke, Kelly	9/24/2014	Professional Development Agendas, Team Meeting Agendas. Walkthroughs, Lesson PLans	4/30/2015 monthly
G1.B1.S1.A2	Addison Mizner will provide students in grades 2-5 with the computerized Reading Plus Program. This program provides differentiated instruction for students at their appropriate level. It also aligns with the common core rigorous standards.	Soshnick, Loren	9/2/2014	Weekly reports for usage and the individualized reading levels for each student	6/5/2015 weekly
G2.B1.S1.A2	The teachers will utilize the V Math program during their learning stations of the math block. This computerized program is an individualized program that allows students to work on their level, while providing tutorials as needed within the program.	Mills Burke, Kelly	9/2/2014	Reports run for usage and for level acquired	6/5/2015 daily
G1.MA1	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Mills Burke, Kelly	10/31/2014	Improvement as indicated on Diagnostics, RRR, SRI, EDW reports,	4/30/2015 monthly
G1.B1.S1.MA1	Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous instructional design and instructional strategies raised achievement.	Mills Burke, Kelly	9/10/2014	Diagnostics, RRR, EDW Reports, Performance Matters	4/30/2015 monthly
G1.B1.S1.MA1	Administration will review Lesson Plans, Professional Development Agendas, Learning Team Agendas and complete walkthroughs. Administration will monitor progress by attending Learning Team Meeting..	Mills Burke, Kelly	10/9/2014	Walkthroughs, Agendas, Lesson Plans,	4/30/2015 monthly
G2.MA1	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Boone, Joe	10/6/2014	Improvement as indicated on Diagnostics, RRR, SRI, EDW reports,	4/30/2015 monthly
G2.B1.S1.MA1	Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous instructional design and instructional strategies raised achievement.	Boone, Joe	10/31/2014	Diagnostics, EDW reports, Unit Assessments, Performance Matters Assessments	4/30/2015 monthly
G2.B1.S1.MA1	Administration will review Lesson Plans, Professional Development Agendas, Learning Team Agendas and complete walkthroughs. Administration will monitor progress by attending Learning Team Meeting..	Boone, Joe	10/13/2014	Agendas, Walkthroughs, Lesson Plans	4/30/2015 monthly
G3.MA1	Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous	Mills Burke, Kelly	9/24/2014	Diagnostics, EDW reports, Performance Matters Assessments	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional design and instructional strategies raised achievement.				
G3.B1.S1.MA1	Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous instructional design and instructional strategies raised achievement.	Mills Burke, Kelly	9/24/2014	EDW reports, Work Samples, Writing Notebooks, Performance Matters	4/30/2015 monthly
G3.B1.S1.MA1	Administration will review Lesson Plans, Professional Development Agendas, Learning Team Agendas and complete walkthroughs. Administration will monitor progress by attending Learning Team Meeting..	Mills Burke, Kelly	9/24/2014	Lesson Plans, Agendas, Walkthrough	4/30/2015 monthly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If Addison Mizner improves its ability to consistently deliver Reading instruction with rigorous academic standards while providing effective support then by June 2015, 92% of students will be proficient in Reading on the Florida State Assessment.

**G1.B1** An anticipated barrier is continued support and mentoring of Professional Development.

**G1.B1.S1** Rigorous learning refers to a curriculum that encourages students to think critically, making connections to the deeper meaning in a supportive environment. A high-quality delivery system and instructional strategies follow in this pedagogy. Kagan structures are engaging strategies for learning acquisition that allows for differentiation in a cooperative environment. Students participate in problem solving activities in a cooperative learning environment. Professional Development that provides the teachers with Kagan strategies and structures will lead to student achievement.

### PD Opportunity 1

Addison Mizner will provide Professional Development for two teachers in the Kagan structures. The two teacher will then provide training for the staff at Addison Mizner. A train the trainer model. One Kagan structure a month will be presented and then supported so as to prevent the anticipated barrier. Learning teams will monitor and support each team member as they utilize the structures.

#### Facilitator

PD Team, Team Leaders and Administration

#### Participants

Instructional Staff

#### Schedule

Monthly, from 8/13/2014 to 4/30/2015

**G2.** If Addison Mizner improves its Math instruction to include structures with rigorous academic standards while providing effective support to meet the diverse needs of their students then by June 2015, 65% of the lowest 25% of students in Math will make learning gains on the Florida State Assessment.

**G2.B1** A possible barrier is the ability to create differentiated Math Stations that encompasses rigorous standards.

**G2.B1.S1** In order to meet the rigorous Math standards, Addison Mizner will implement "Math Stations". Math Stations focus on target skills to develop a solid foundation while simultaneously providing students who have already mastered the foundational skills an enriched curriculum. The stations draw on logical conclusions applying concepts in a meaningful way by actively engage students in a cooperative problem solving atmosphere. The Math Stations provide multiple ways for students to demonstrate mastery. This strategy is an effective way to meet the diverse needs of students. To help remove the barrier, teachers will participate in a book study on Number Talks and Differentiated Mathematics.

### **PD Opportunity 1**

The teachers at Addison Mizner will participate in a book study of Number Talks and Differentiated Mathematics. Working in Learning teams, the teachers will create Math Stations that support the rigorous standards. The school's Professional Development team will monitor and support the team

#### **Facilitator**

Professional Development Team

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 10/13/2014 to 4/30/2015

**G3.** If Addison Mizner Implements a fundamental framework of Writing instruction that incorporates a "Writing Workshop" format with rigorous academic standards while providing differentiation then:by June 2015, 78% of 4th and 5th grade students will demonstrate proficiency on the Florida State Assessment Writing Test.

**G3.B1** An anticipated barrier is support and direction about the type of instruction needed.to incorporate a "Writing Workshop" format that prepares students for the rigorous academic standards

**G3.B1.S1** Addison Mizner will attend Professional Development in order to implement the "Writer's Workshop". The Writer's Workshop provides students with the opportunity to write in authentic ways building an increased efficiency to communicate ideas. Students use academic talk that supports a deeper meaning and provides the teacher with a way to evaluate students thinking. To avoid the barrier, teachers will attend monthly Professional Development presented by the District.

### **PD Opportunity 1**

Addison Mizner will participate in District Professional Development to receive support and direction in implementing the Writer's Workshop. Teachers will use the support of Learning teams to create strategies for instruction.

#### **Facilitator**

District Trainers

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 9/24/2014 to 4/30/2015



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If Addison Mizner improves its ability to consistently deliver Reading instruction with rigorous academic standards while providing effective support then by June 2015, 92% of students will be proficient in Reading on the Florida State Assessment.	2,448
<b>Goal 2:</b> If Addison Mizner improves its Math instruction to include structures with rigorous academic standards while providing effective support to meet the diverse needs of their students then by June 2015, 65% of the lowest 25% of students in Math will make learning gains on the Florida State Assessment.	3,810
<b>Grand Total</b>	<b>6,258</b>

### Goal 1: If Addison Mizner improves its ability to consistently deliver Reading instruction with rigorous academic standards while providing effective support then by June 2015, 92% of students will be proficient in Reading on the Florida State Assessment.

Description	Source	Total
<b>B1.S1.A1</b> - The SAC Committee approved the use of SAC funds for Kagan Training, which aligns directly with the SIP.	School Improvement Funds	1,198
<b>B1.S1.A2</b> - The reading plus program cost 7,000 dollars. A combination of 2 grants and the SAC Committee approving 1,250 dollars, paid for the program which aligns directly with the SIP.	School Improvement Funds	1,250
<b>Total Goal 1</b>		<b>2,448</b>

### Goal 2: If Addison Mizner improves its Math instruction to include structures with rigorous academic standards while providing effective support to meet the diverse needs of their students then by June 2015, 65% of the lowest 25% of students in Math will make learning gains on the Florida State Assessment.

Description	Source	Total
<b>B1.S1.A1</b> - The Principal used general funds to pay for books to support the teachers' professional development book study in math.	General Fund	810
<b>B1.S1.A2</b> - General funds were used to pay for the VMath program that is utilized by 2nd-5th grade students and directly aligns with the SIP.	General Fund	3,000
<b>Total Goal 2</b>		<b>3,810</b>