Morrow Elementary School

2015-16 School Improvement Plan

Morrow Elementary School

408 SW 76TH TER, North Lauderdale, FL 33068

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	D	D

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward 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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Morrow Elementary is dedicated to meeting the educational needs of the students in our community by providing high quality instruction and engaging students in rigorous learning activities.

Provide the school's vision statement

At Morrow Elementary, students are actively engaged in the learning process in a challenging, rigorous, and stimulating environment.
School leaders, Teachers, staff, parents, and community work together in partnership to guide students to achieve beyond their expected targets.

School Environment

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

The school learns about students' cultures by developing and building relationships with students. Teachers get to know what their students lives are like outside of school and develop an understanding of how their cultures and beliefs effect their learning. Teachers use this information to make their lessons relevant and meaningful to the students they teach. The Guidance counselor also works with all students and classes on a rotated basis and has them participate lessons that help them get to know each other, understand each others differences and similarities and to accept people despite their differences. The Guidance Counselor and Classroom teacher also instruct students in social skills that promote the respect of all students.

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

Providing a safe and orderly environment helps students learn and grow. To ensure students feel safe and respected before during and after school systems have been put in place. During all segments, zone management plans have been created to ensure all areas are adequately supervised and that staff members are clear on their responsibilities related to student safety. Staff members greet students as they enter school building and teachers greet students as they enter the classrooms. The custodial staff works to make sure the environment is clean, orderly, and inviting so that students have a sense of pride in their school. A Guidance Counselor and other support staff members are available to conference with students when they need support. Communication boxes are available to students before during and after school in in the front office and in students' classrooms, so that students know there is always a place to share their concerns and questions in a way that respects their anonymity.These boxes are checked regularly and students are given an opportunity to work with a support staff member to problem solve through their concerns. All classrooms use the CHAMPS method of behavior management so that students understand the expectations on their behaviors and have structure and routines to their day. Behavioral concerns are addressed using a positive system designed to teach students replacement behaviors while maintaining respect for the student.

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

The school wide plan includes the use of the CHAMPS management plan and HERO Program. All staff members have attended training. Staff and Students will be expected to abide by our Patriot's Pledge at all times during the school day. The Patriot's Pledge must be displayed in all classrooms and throughout the school building. All site, specific rules must relate to the School Wide Expectations of Responsibility, Respect, and Safety. The teacher is the foundation of our school's responsibility and discipline policy. Each teacher has the responsibility of teaching and encouraging responsible behavior. Teachers will use positive language and model socially acceptable behavior. Teachers should also understand the discipline matrix and how it is applied to student infractions. Teachers will implement a Behavior Management Plan that includes:
• PATHS lessons daily for the 1st two weeks of school and twice a week thereafter.
• Use of the HERO Token Economy System
• A CHAMPS Classroom Management Plan that includes:
Transitions, Small Group Lessons, Independent Seat Work, and Teacher Directed Activities Visually CHAMPED out.
• Established Routines
• A Consistent Attention Signal
• A Progressive Corrective Consequence Ladder
• Encouragement Procedures
• Engagement Strategies
• Two or Three Posted Rules for each "School Wide Expectation"
• Posted Rewards for student behavior
• Complete ABC Data Forms for misbehaviors that occur in the classroom
The school has a Collaborative Problem Solving Team focused on Response to Intervention that meets with teachers weekly to assist them in creating and implementing more intensive behavior plans and interventions as needed to support students' success in their classrooms. These plans are monitored every four to six weeks to determine their effectiveness and are modified if needed.

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

The schools Guidance Counselor visits classrooms weekly to provide all students with instruction on social skills designed to promote students' social-emotional growth. Each month a specific social-emotional behavior is taught and students are publicly recognized for exhibiting that behavior. Guidance groups are organized based on identified student needs. Groups meet several times a month to provide counseling to students. Mentorship opportunities are made available to students through our Reading Pals program. Students are paired with a member of the community and develop relations with their mentor through reading. Our school Collaborative Problem Solving Team meets with teachers weekly to assist them in creating and implementing strategies that provide support to students when social-emotional needs are identified. These strategies are monitored every six weeks to determine their effectiveness and are modified if needed.

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

When students are exhibiting attendance concerns teachers generate a referral to the school's social worker who works with the family to improve attendance. Every effort is made to provide students

with an Alternative to Suspension so that when a student is issued a suspension they can still continue to attend school and complete coursework under the supervision of certified teachers. When students have one or more suspensions, whether in school or out of school, a plan is immediately developed with the Collaborative Problem Solving Team. A Functional Behavioral Assessment is conducted to determine the function of the behavioral concern and targeted behavioral interventions with replacement skills are provided to the student to help them develop the skills needed to be successful in school.

If students are failing English Language Arts or mathematics or have a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics the student is discussed at the Collaborative Problem Solving Team. The team will use assessment data to determine a targeted-research based intervention. The interventions are monitored every four to six weeks to determine their effectiveness and are modified if needed.

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	4	9	8	2	6	5	34
One or more suspensions	0	0	0	0	1	1	2
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

In English/Language Arts the intervention strategies are:
IReady, Leveled Literacy Intervention, Soar to Success, Journey's Intervention Piece (Write-In Reader), Literacy/Reading Toolkit, Super QAR, and Intermediate Rewards, Fundations, Phonics for Reading, Rewards
In mathematics the intervention strategies are:
GO Math- Reteach Book, Animated Math Models/Online Intervention, Touch Math, GO Math- Strategic Intervention, Moving with Math

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?
Yes

PIP Link

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

Description

Our goal is to increase parental attendance at school event such as parent conferences, Open House, family nights, and SAC/SAF meetings.

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

The school has a Partnership Liaison. Their role is to develop partnerships in the community and to support the school in their efforts to improve student achievement. Currently Morrow Elementary has partnerships with Dominoes, McDonalds, JCC, BB&T Bank, AXA Financial, Valic, The Broward Teachers' Union, Home Depot and Barnes and Noble. Dominoes support fundraising and school spirit allowing the school to purchase resources that are used for targeted intervention. McDonalds has programs with appearances from Ronald McDonald with themes such as making friends and making the right choices. This helps the school support students social-emotional growth. Barnes and Noble has a teacher program that offers discounts and free teaching materials that teachers use in their teaching instruction. Home Depot supports our school's Science, Technology, Engineering and Math program by providing resources students use to engage in hands-on, real-world tasks. BBT, AXA and Valic provide financial literacy to teachers so they can impart this information to students.

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:

Name	Title
Crowle, Laurel	Principal
Sheib, Sabrina	Assistant Principal
Policastro, Peter Anthony	Instructional Coach
Small-Williams, Benita	Instructional Coach
Stanley Lee, Althea	Instructional Coach
Vilus, Jean Lesly	Other
Imbert, Mirielle	Teacher, K-12
Dowe, Dana	Teacher, K-12
Menendez, Ximena	Guidance Counselor
Pasqualin, Marcia	Instructional Coach
Outten, Claudia	Teacher, K-12
Murphy, Lisa	Teacher, ESE

Duties

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

L. Crowle, Principal and S. Sheib, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure

adequate professional development to support the MTSS implementation, and communicate with parents regarding school-based plans and activities.

Reading Specialist, A. Stanley: Provides guidance on the K-12 reading plan, facilitates and supports data collection activities. Assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning. Supports the implementation of Tier1, Tier 2, and Tier 3 plans. Instructional Coaches (A. Stanley, M. Pasqualin -Reading, P. Policastro – Math, and B. Williams, Science): Develop, lead, and evaluate school core content standards/programs. Identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence based intervention strategies. Assist with school screening programs that provide early intervening services for children to be considered "at-risk". Assist in the design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and implementation for progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development and provide support for assessment and monitoring.

Classroom Teachers: Provide information about core instruction, participate in student data collection, delivers curriculum, remediation and enrichment.

ESE Specialist, L. Murphy: Participates in collection, interpretation, analysis of data, facilitates development of intervention plans utilizing the Collaborative Problem Solving Model. Provides support for intervention fidelity, documentation, and technical assistance for problem-solving activities. Additionally, participates in student data collections, integrates core instructional activities/materials into tier 3 instruction and collaborates with general education teachers through co-teaching.

Y. Gray, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design. Assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

X. Menendez, Guidance Counselor: Provides interventions to child-linking services and community agencies that help support families with a child's academic, emotional, behavioral and social success. Acts as the RtI Coordinator for the school.

J. Vilus, ELL Coordinator: Participates in collection, interpretation, analysis of data, facilitates development of intervention plans utilizing the Collaborative Problem Solving Model. Provides support, participates in student data collections, integrates ELL strategies into core instructional activities, and collaborates with general education teachers through co-teaching.

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 MTSS Team will focus meetings around one question: How do we develop and maintain a problem-solving
system to bring out the best at Morrow Elementary, focusing on students and instructional and behavioral strategies.
The team meets once a week to engage in the following activities:
Review universal screening data such as placement assessments and link results to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not achieving mastery. Based on the results of the student data, the team will identify professional development, instructional activities, and resources for teachers and students. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation through classroom snapshots, make curricular decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementations of supplementary

curriculum materials and intervention activities.

The MTSS team will take minutes at every meeting and document the progress of the identified students (tracking progress). All minutes will be uploaded into the school's database for storage and easy access.

Title 1, Part A:

•Staff Development Funds – District Trainings, Journey's Reading Trainings, Go Math Series, On-site training, additional learning communities, differentiated instruction training, Science Series Training, Data Driven Instruction, Unwrapping the Standards, and Common Core.

•Parent Trainings – activities during the school year to assist parents in helping their children improve his/her academic skills.

•Science Coach - provide additional strategies to assist students, particularly low performing students with additional instruction during the school day.

•Teacher Salaries, PI and PD activities

•Academic Camps – provides tutoring to students after the school day and on selected Saturdays.

•Parent Seminar – district training for parents to increase student achievement

•Parent Training- in reading strategies and scientific thinking and problem solving.

•Additional classroom materials

Title II:

•Math Coach – Provide additional support in the classroom for teachers to assist students with interventions and to provide enrichment opportunities. Additionally, review and select intervention materials from the struggling math chart, then utilize the supplemental materials to assist students who struggle with the math curriculum.

Title III:

• ELL Materials- purchase educational materials to improve the education of immigrant and English Language Learners.

Title X Homeless:

• District Homeless Social Worker provides resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI):

•ELOI funds are used to provide additional tutoring after school/Saturday camps and for additional instructional support during the school day.

•Teacher Salaries

Violence Prevention Programs:

• Morrow's Guidance Counselor coordinates a non-violence and anti-drug program to students that includes community service, information literature, and counseling.

Nutrition Programs:

•Recipients of fresh fruit and vegetable program to be implemented during the school day.

Head Start:

• Morrow currently has one Head Start and two VPK programs and the purpose of these classrooms is to prepare pre-school students for entrance into the kindergarten program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Laurel Crowle	Principal
Mirele Imbert	Teacher
Jean Vilus	Education Support Employee
Laurel Jules	Parent
Sharon Schwartz	Business/Community
Jo-Ann Brazle	Teacher
Felechia Burrell	Parent
Christine Campbell	Teacher
Romaine Clarke	Parent
Dana Dowe	Teacher
Rossanna Guzman	Education Support Employee
Leidy Mercado	Parent
Huguens Milice	Parent
Daniel Nordilus	Parent
Marcia Pasqualin	Teacher
Raymond Pierre	Parent
Andrea Pitts	Parent
Camille Plummer	Parent
Benita Small-Williams	Teacher
	Student

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 SAC team met and reviewed the data that we had and used that information to determine the effectiveness of last year's plan. This evaluation was also used to determine the need for additional actions for the upcoming school year.

Development of this school improvement plan

SAC is involved throughout the year in monitoring the implementation of the plan as well as determining changes based upon the needs of our school. They approve allocation of accountability funds for SIP initiatives. They also participate in the creation of the new school improvement plan every year.

Preparation of the school's annual budget and plan

The SAC team works together to determine the use of funds to best meet the needs of our students. They also meet to create and review the SIP to ensure it will benefit students and teachers as we move forward in the improvement process.

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

Provide for Extended Learning Opportunities- $2000.00

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:

Name	Title
Crowle, Laurel	Principal
Sheib, Sabrina	Assistant Principal
Policastro, Peter Anthony	Instructional Coach
Small-Williams, Benita	Instructional Coach
Stanley Lee, Althea	Instructional Coach
Vilus, Jean Lesly	Other
Imbert, Mirielle	Teacher, K-12
Pasqualin, Marcia	Instructional Coach
Menendez, Ximena	Guidance Counselor
Murphy, Lisa	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Major initiatives will include the continued implementation of the Florida State Standards across curriculum areas. There will be a school wide focus on increasing students critical thinking skills by implementing text-based writing in all grades across all curriculum areas. The Literacy Coach leads the school in implementing literacy related initiatives and provides literacy related professional development and support. The LLT meets monthly to discuss implementation of literacy programs and initiatives. The team provides modeling opportunities to teachers as it related to best practices in student literacy. Reading and writing tasks are weaved across all curricular areas and instructional coaches work with teachers to support them in creating tasks and strategies for effective implementation.

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

Teachers are provided with opportunities to collaborate with their grade-levels weekly. They have common planning time scheduled so that they can plan instruction as a team. An instructional coach works with each team to provide support, guidance and mentorship to their grade-level team. Teachers also are provided with professional learning opportunities weekly. Teachers are part of a Professional Learning Community where they work as a team to set goals, research strategies, implement strategies, participate in instructional rounds, and monitor effectiveness of their work. Teachers are able to select

areas based on a needs assessment. Administration communicates with teachers and provides targeted feedback to help teachers develop their instructional practice. The administration has an open-door policy. Teachers are given opportunities to celebrate each others success at staff meetings and through the school's Week at a Glance Publication.

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

When hiring new teachers to the Morrow Elementary, resumes are reviewed for candidates who are highly qualified and possess the experience and training background commensurate with the needs of our school.

For teachers new to the profession, mentoring includes providing guidance in lesson development and planning and can take the form of consultation and modeling. This support will be provided by an instructional coach as well by members of the grade level team. The reading coach and math coach are also available as mentors.

Additional mentoring opportunities are provided for teachers that are new within a grade level. Mentoring includes orienting them to the procedures and practices of Morrow. This additional support is provided by the Team Leader or Instructional Coaches.

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

Teachers new to the profession or new to the school are paired with an Instructional Coach, who offers assistance in all areas of curriculum, lesson planning, as well as classroom management as needed. Instructional Coaches are also available for coaching, modeling and mentor assistance. Planned mentoring activities are offered monthly through our NESS Program.

Teachers aspiring to administrative roles are offered opportunities to take on leadership positions within the school, including but not limited to Team Leader, Administrative Designee, Academic Camp Coordinator, SAC Chair. They are also given an opportunity to participate in a monthly Leadership PLC.

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

The school ensures its core instructional programs and materials are aligned to Florida's standards by utilizing backwards planning and the elements of planning outlined in the Marzano Evaluation System. Teachers start with the Florida Standards and develop the student instructional goals based on the standards. Next, the teachers determine the scale that ensures the students are proficient in the florida standard that is being taught. Once the teacher knows the goal and scale, they plan lessons, activities and assignments that lead students to proficiency of the Florida Standard. When choosing the instructional programs and materials that they will use, the teachers will ensure that the materials and programs provide support to the student as they work toward mastery of the Florida Standard. Teachers will use formative and summative assessments to monitor the effectiveness of the instructional programs and materials they are using to help students master the Florida Standards.

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

Student data will be used throughout the instructional process to ensure that students are getting instruction that is differentiated to meet their needs. For all students, formative assessments will be used to group students for instruction based on their needs. These groups will be flexible in nature and will change as the needs of the students change. Students who are grasping concepts will be given tasks that are higher in complexity and rigor and students that are having difficulty attaining the proficient or advanced level will receive remediation and targeted intervention. Targeted intervention will be based on screening assessments that pinpoint the appropriate target for intervention. Once the target is identified, a research based intervention will be prescribed to the student or students needing the intervention. Progress monitoring assessments will be used weekly to see if the student is making progress and decisions will be made every six to eight weeks on whether or not the intervention will continue, fade away, or be made more intense.

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: After School Program

Minutes added to school year: 4,320

After school Extended Learning Opportunities will be offered involving tutoring and enrichment in Reading, Math, Science and Writing.

Strategy Rationale

Providing additional time for students to engage in learning tasks geared toward their specific needs will increase their probability of success.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Vilus, Jean Lesly, jean.vilus@browardschools.com

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

Data will be collected from assessments such as FAIR, BAF 1and 2, school-based monthly formative assessments and curriculum assessments.

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

Morrow currently has one Head Start program and four Pre-K classes. The purpose of these classes are to prepare preschool students for entrance into the kindergarten program. A Kindergarten Round-up is held with parents from the Pre-K and Head Start programs in the Spring and before the new school year to assist in the transition for students and parents. Incoming Kindergarten students are

assessed upon entering school in order to ascertain individual group needs and to assist with the development of instructional/intervention programs. Students are assessed for knowledge in Letter Names, Letter Sounds, and Concepts of Print.

Screening tools will be administered three times during the year in order to determine student-learning gains and to determine the need for changes to the instructional/intervention programs. Students will also be assessed two times during the year with the DRA to ascertain their individual reading level and to gauge growth from the beginning of the year to the end. Individual school information regarding kindergarten readiness is reported and available on the Student Assessment and School Performance Website.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Broward - 2691 - Morrow Elementary School - 2015-16 SIP
Morrow Elementary School

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 all students participate in differentiated reading instruction targeted to their identified needs, then students reading proficiency will increase and be reflected in learning gains.

G2.   If all teachers engage students in text-based writing across curriculum areas, then students' critical thinking skills will increase and be reflected in students' proficiency.

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 all students participate in differentiated reading instruction targeted to their identified needs, then students reading proficiency will increase and be reflected in learning gains. `1a`

🔍 G074655

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal `2`

- Reading Coach
- Reading Interventionist
- Intervention Materials
- Broward County's Struggling Reader's Chart and Intervention List
- School-Based Professional Development
- Gifted Activities
- Performance Tasks
- Project Based Learning Inquires

Targeted Barriers to Achieving the Goal `3`

- Time to train teachers in intervention and enrichment programs.

Plan to Monitor Progress Toward G1. `8`

FAIR, Rigby, District, State and Formative Assessment Data will be monitored.

Person Responsible
Laurel Crowle

Schedule
Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion
FAIR Data will be collected three times per year. Rigby Data will be collected monthly for students in an intervention and quarterly for the general guidelines established. District test will be administered in January to 3-5 grade students and District portfolios will be given as directed. Formative Assessment Data will be collected school wide on a monthly bases. All information will be housed in a database.

G2. If all teachers engage students in text-based writing across curriculum areas, then students' critical thinking skills will increase and be reflected in students' proficiency. 1a

🔍 G074656

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- Writer's exemplary texts
- ESOL Support
- Paired Text
- BEEP Writing Lesson Plans
- School-Based Professional Development
- Instructional Coaches
- Writing Professional Learning Communities
- Speech/Language Pathologist
- School-wide Writing Plan
- Student WRAP (Writing Representation of Academic Performance) Journals
- Digital 5
- Digital 4
- Test Specifications
- ESE Specialist
- RtI Team
- Florida Standards

Targeted Barriers to Achieving the Goal 3

- Integrating writing instruction across multiple subject areas.

Plan to Monitor Progress Toward G2. 8

During PLCs, Teachers, coaches, and administration will utilize content-based rubrics to analyze students' writing samples for evidence of text-based responses demonstrating student proficiency.

Person Responsible
Sabrina Sheib

Schedule
Biweekly, from 9/7/2015 to 6/9/2016

Evidence of Completion
Increase in writing proficiency on monthly assessments.

Plan to Monitor Progress Toward G2. 8

During PLCs, Teachers, coaches, and administration will analyze students' WRAP (Writing Representation of Academic Performance) Journals and writing samples for evidence of text-based responses demonstrating text-based writing across all subject area.

Person Responsible
Laurel Crowle

Schedule
Monthly, from 9/7/2015 to 6/9/2016

Evidence of Completion
Student journals include subjects based on the WRAP Instructional Focus Calendar.

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 all students participate in differentiated reading instruction targeted to their identified needs, then students reading proficiency will increase and be reflected in learning gains. 1

🔑 G074655

G1.B2 Time to train teachers in intervention and enrichment programs. 2

🔑 B194971

G1.B2.S1 Professional Development 4

🔑 S206565

Strategy Rationale

If teachers receive professional development in the interventions and enrichments they will be using for their students, then they will deliver the intervention appropriately to students.

Action Step 1 5

Leadership team will meet to review student data.

Person Responsible

Sabrina Sheib

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Meeting Agenda Highlighted Data Database Entries

Action Step 2 `5`

Data Chat Meetings will be held with administration and teachers to create groups and identify the instructional materials that will be used with each group based on the identified needs.

Person Responsible

Laurel Crowle

Schedule

Every 6 Weeks, from 8/28/2015 to 6/10/2016

Evidence of Completion

Meeting Notes Data Chat Wall Database entries Teacher plan books Student Progress Monitoring Data

Action Step 3 `5`

Professional Development on Targeted Interventions

Person Responsible

Marcia Pasqualin

Schedule

Weekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Meeting Agendas PD Agendas and Sign in Sheets Walkthrough Data

Action Step 4 `5`

Professional Development on Performance Tasks and Long-Term Projects

Person Responsible

Peter Anthony Policastro

Schedule

Monthly, from 9/17/2015 to 6/9/2016

Evidence of Completion

Created/Acquired Performance Tasks/Long Term Projects Walk Through Data Complete Projects

Action Step 5 `5`

Progress Monitoring Data Collection and ongoing review

Person Responsible

Sabrina Sheib

Schedule

Monthly, from 9/17/2015 to 6/9/2016

Evidence of Completion

Progress Monitoring Database Entries Monthly Progress Graphs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Formative Assessment Data will be collected and reviewed monthly.

Person Responsible

Sabrina Sheib

Schedule

Monthly, from 9/4/2015 to 6/9/2016

Evidence of Completion

Database for formative data Data wall with graphs Meeting Schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Schedule bimonthly data chats with RtI team and/or Administration.

Person Responsible

Ximena Menendez

Schedule

Weekly, from 9/4/2015 to 6/9/2016

Evidence of Completion

Basis Database Data Wall with graphs Meeting Schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure Professional development is scheduled and teacher's implement new knowledge.

Person Responsible

Laurel Crowle

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Walk Through Data Progress Monitoring Data PD Sign in Sheets Instructional Rounds Feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor teacher data

Person Responsible

Laurel Crowle

Schedule

Weekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Walk through Data Implementation Checklist Data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor Formative Assessment Data

Person Responsible

Sabrina Sheib

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Student Progress Monitoring Scores Walk-Through Data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Monitor Project Based Scoring Rubric Information

Person Responsible

Peter Anthony Policastro

Schedule

Every 6 Weeks, from 9/30/2015 to 6/9/2016

Evidence of Completion

Student Projects Student Scoring Rubrics for Projects Feedback information on Projects

G2. If all teachers engage students in text-based writing across curriculum areas, then students' critical thinking skills will increase and be reflected in students' proficiency. `1`

`🔑 G074656`

G2.B3 Integrating writing instruction across multiple subject areas. `2`

`🔑 B194976`

G2.B3.S1 K-5 teachers will participate in Professional Learning Communities on integrating writing across all content areas. `4`

`🔑 S206568`

Strategy Rationale

By increasing teacher knowledge and ability through Professional Learning Communities students critical thinking and writing skills will improve and it will allow increased time for constructive feedback.

Action Step 1 `5`

Implement our School-Wide Writing Plan

Person Responsible

Sabrina Sheib

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Writing Samples, Feedback through Rubrics, Writing Tasks, PLC Minutes

Action Step 2 5

Creating interdisciplinary units based on the Florida Standards and content area vocabulary.

Person Responsible

Laurel Crowle

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, Florida Standards Integration, Planning Guides

Action Step 3 5

Implement interdisciplinary units based on the Florida Standards.

Person Responsible

Sabrina Sheib

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Unit Plans Florida Standards Integrated Walk-through data Student samples

Action Step 4 5

Administrators and Support Staff will seek feedback from teachers to ensure the support is targeted to their needs.

Person Responsible

Peter Anthony Policastro

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Feedback forms Tailored Support

Action Step 5 `5`

Teachers will support one another through instructional rounds and the sharing of student work samples.

Person Responsible

Laurel Crowle

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Student Samples Peer Notes and Conferences Instructional Rounds Schedule Peer Observations

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Administration and instructional coaches will utilize a checklist to monitor the implementation of the writing plan by conducting classroom observations and walkthroughs.

Person Responsible

Laurel Crowle

Schedule

Daily, from 9/7/2015 to 6/9/2016

Evidence of Completion

i-observation data marks lesson plans observations of lessons writing samples assessment rubrics student progress monitoring data WRAP Journals

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Administration and instructional coaches will monitor the implementation of unit plans by attending team meetings, monitoring plan books, and conducting classroom observations and walkthroughs.

Person Responsible

Laurel Crowle

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

i-observation data marks lesson plans observations of lessons unit plans authentic student tasks assessment rubrics student progress monitoring data WRAP Journals

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Administration and instructional coaches will monitor the creation of unit plans by attending team meetings, monitoring plan books, and participating in PLC's where teams are creating units.

Person Responsible

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

i-observation data marks lesson plans unit plans authentic student tasks assessment rubrics

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Teacher Feedback Survey data will be collected and analyzed by the leadership team.

Person Responsible

Peter Anthony Policastro

Schedule

Every 2 Months, from 9/7/2015 to 6/9/2016

Evidence of Completion

Survey Data Leadership Team Meeting Notes PLC Notes that include feedback from surveys

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Implementation of strategies will increase across grade level due to Peer observation.

Person Responsible

Sabrina Sheib

Schedule

Monthly, from 9/7/2015 to 6/9/2016

Evidence of Completion

i-observation Peer Data Student Progress Monitoring Data

<div style="background:#d4a84b">**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** `7`</div>

Administration will monitor the effectiveness of the PLC through monthly formative assessment data in all subject areas.

Person Responsible

Laurel Crowle

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Progress Monitoring Graphs Student Work Samples Formative Assessment Data

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.B2.S1.A1	Leadership team will meet to review student data.	Sheib, Sabrina	8/17/2015	Meeting Agenda Highlighted Data Database Entries	6/9/2016 monthly
G2.B3.S1.A1	Implement our School-Wide Writing Plan	Sheib, Sabrina	8/24/2015	Writing Samples, Feedback through Rubrics, Writing Tasks, PLC Minutes	6/9/2016 daily
G1.B2.S1.A2	Data Chat Meetings will be held with administration and teachers to create groups and identify the instructional materials that will be used with each group based on the identified needs.	Crowle, Laurel	8/28/2015	Meeting Notes Data Chat Wall Database entries Teacher plan books Student Progress Monitoring Data	6/10/2016 every-6-weeks
G2.B3.S1.A2	Creating interdisciplinary units based on the Florida Standards and content area vocabulary.	Crowle, Laurel	8/17/2015	Lesson Plans, Florida Standards Integration, Planning Guides	6/9/2016 biweekly
G1.B2.S1.A3	Professional Development on Targeted Interventions	Pasqualin, Marcia	9/11/2015	Meeting Agendas PD Agendas and Sign in Sheets Walkthrough Data	6/9/2016 weekly
G2.B3.S1.A3	Implement interdisciplinary units based on the Florida Standards.	Sheib, Sabrina	8/24/2015	Unit Plans Florida Standards Integrated Walk-through data Student samples	6/9/2016 daily
G1.B2.S1.A4	Professional Development on Performance Tasks and Long-Term Projects	Policastro, Peter Anthony	9/17/2015	Created/Acquired Performance Tasks/Long Term Projects Walk Through Data Complete Projects	6/9/2016 monthly
G2.B3.S1.A4	Administrators and Support Staff will seek feedback from teachers to ensure the support is targeted to their needs.	Policastro, Peter Anthony	8/24/2015	Feedback forms Tailored Support	6/9/2016 monthly
G1.B2.S1.A5	Progress Monitoring Data Collection and ongoing review	Sheib, Sabrina	9/17/2015	Progress Monitoring Database Entries Monthly Progress Graphs	6/9/2016 monthly
G2.B3.S1.A5	Teachers will support one another through instructional rounds and the sharing of student work samples.	Crowle, Laurel	9/14/2015	Student Samples Peer Notes and Conferences Instructional Rounds Schedule Peer Observations	6/9/2016 monthly
G1.MA1	FAIR, Rigby, District, State and Formative Assessment Data will be monitored.	Crowle, Laurel	8/25/2015	FAIR Data will be collected three times per year. Rigby Data will be collected monthly for students in an intervention and quarterly for the general guidelines established. District test will be administered in January to 3-5 grade students and District portfolios	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				will be given as directed. Formative Assessment Data will be collected school wide on a monthly bases. All information will be housed in a database.	
G1.B2.S1.MA1	Monitor teacher data	Crowle, Laurel	9/7/2015	Walk through Data Implementation Checklist Data	6/9/2016 weekly
G1.B2.S1.MA5	Monitor Formative Assessment Data	Sheib, Sabrina	9/1/2015	Student Progress Monitoring Scores Walk-Through Data	6/9/2016 monthly
G1.B2.S1.MA6	Monitor Project Based Scoring Rubric Information	Policastro, Peter Anthony	9/30/2015	Student Projects Student Scoring Rubrics for Projects Feedback information on Projects	6/9/2016 every-6-weeks
G1.B2.S1.MA1	Formative Assessment Data will be collected and reviewed monthly.	Sheib, Sabrina	9/4/2015	Database for formative data Data wall with graphs Meeting Schedule	6/9/2016 monthly
G1.B2.S1.MA2	Schedule bimonthly data chats with RtI team and/or Administration.	Menendez, Ximena	9/4/2015	Basis Database Data Wall with graphs Meeting Schedule	6/9/2016 weekly
G1.B2.S1.MA3	Ensure Professional development is scheduled and teacher's implement new knowledge.	Crowle, Laurel	9/1/2015	Walk Through Data Progress Monitoring Data PD Sign in Sheets Instructional Rounds Feedback	6/9/2016 weekly
G2.MA1	During PLCs, Teachers, coaches, and administration will utilize content-based rubrics to analyze students' writing samples for evidence of text-based responses demonstrating student proficiency.	Sheib, Sabrina	9/7/2015	Increase in writing proficiency on monthly assessments.	6/9/2016 biweekly
G2.MA2	During PLCs, Teachers, coaches, and administration will analyze students' WRAP (Writing Representation of Academic Performance) Journals and writing samples for evidence of text-based responses demonstrating text-based writing across all subject area.	Crowle, Laurel	9/7/2015	Student journals include subjects based on the WRAP Instructional Focus Calendar.	6/9/2016 monthly
G2.B3.S1.MA1	Administration will monitor the effectiveness of the PLC through monthly formative assessment data in all subject areas.	Crowle, Laurel	8/17/2015	Progress Monitoring Graphs Student Work Samples Formative Assessment Data	6/9/2016 weekly
G2.B3.S1.MA1	Administration and instructional coaches will utilize a checklist to monitor the implementation of the writing plan by conducting classroom observations and walkthroughs.	Crowle, Laurel	9/7/2015	i-observation data marks lesson plans observations of lessons writing samples assessment rubrics student progress monitoring data WRAP Journals	6/9/2016 daily
G2.B3.S1.MA2	Administration and instructional coaches will monitor the implementation of unit plans by attending team meetings, monitoring plan books, and conducting classroom observations and walkthroughs.	Crowle, Laurel	8/17/2015	i-observation data marks lesson plans observations of lessons unit plans authentic student tasks assessment rubrics student progress monitoring data WRAP Journals	6/9/2016 weekly
G2.B3.S1.MA4	Administration and instructional coaches will monitor the creation of unit plans by attending team meetings, monitoring plan books, and participating in PLC's where teams are creating units.		8/17/2015	i-observation data marks lesson plans unit plans authentic student tasks assessment rubrics	6/9/2016 monthly
G2.B3.S1.MA5	Teacher Feedback Survey data will be collected and analyzed by the leadership team.	Policastro, Peter Anthony	9/7/2015	Survey Data Leadership Team Meeting Notes PLC Notes that include feedback from surveys	6/9/2016 every-2-months
G2.B3.S1.MA6	Implementation of strategies will increase across grade level due to Peer observation.	Sheib, Sabrina	9/7/2015	i-observation Peer Data Student Progress Monitoring Data	6/9/2016 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 all students participate in differentiated reading instruction targeted to their identified needs, then students reading proficiency will increase and be reflected in learning gains.

G1.B2 Time to train teachers in intervention and enrichment programs.

G1.B2.S1 Professional Development

PD Opportunity 1

Professional Development on Targeted Interventions

Facilitator

Marcia Pasqualin

Participants

K-5 Teachers who need to use specific interventions that they need training to utilize.

Schedule

Weekly, from 9/11/2015 to 6/9/2016

PD Opportunity 2

Professional Development on Performance Tasks and Long-Term Projects

Facilitator

Peter Policastro

Participants

All Teachers and Support Staff

Schedule

Monthly, from 9/17/2015 to 6/9/2016

G2. If all teachers engage students in text-based writing across curriculum areas, then students' critical thinking skills will increase and be reflected in students' proficiency.

G2.B3 Integrating writing instruction across multiple subject areas.

G2.B3.S1 K-5 teachers will participate in Professional Learning Communities on integrating writing across all content areas.

PD Opportunity 1

Implement our School-Wide Writing Plan

Facilitator

Laurel Crowle, Principal, Sabrina Sheib, Assistant Princpal

Participants

All Staff Members

Schedule

Daily, from 8/24/2015 to 6/9/2016

PD Opportunity 2

Creating interdisciplinary units based on the Florida Standards and content area vocabulary.

Facilitator

Support Staff and Team Leaders

Participants

All Staff Memebers

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

PD Opportunity 3

Implement interdisciplinary units based on the Florida Standards.

Facilitator

Support Staff and Team Leaders

Participants

All Staff Members

Schedule

Daily, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Leadership team will meet to review student data.				$0.00
2	G1.B2.S1.A2	Data Chat Meetings will be held with administration and teachers to create groups and identify the instructional materials that will be used with each group based on the identified needs.				$0.00
3	G1.B2.S1.A3	Professional Development on Targeted Interventions				$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2691 - Morrow Elementary School			$750.00
4	G1.B2.S1.A4	Professional Development on Performance Tasks and Long-Term Projects				$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2691 - Morrow Elementary School			$750.00
5	G1.B2.S1.A5	Progress Monitoring Data Collection and ongoing review				$0.00
6	G2.B3.S1.A1	Implement our School-Wide Writing Plan				$0.00
7	G2.B3.S1.A2	Creating interdisciplinary units based on the Florida Standards and content area vocabulary.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2691 - Morrow Elementary School	Title I Part A		$2,000.00
8	G2.B3.S1.A3	Implement interdisciplinary units based on the Florida Standards.				$0.00
9	G2.B3.S1.A4	Administrators and Support Staff will seek feedback from teachers to ensure the support is targeted to their needs.				$0.00
10	G2.B3.S1.A5	Teachers will support one another through instructional rounds and the sharing of student work samples.				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2691 - Morrow Elementary School	Title I Part A		$250.00
					Total:	$3,750.00