

Duval County Public Schools

# Annie R. Morgan Elementary School



2017-18 Schoolwide Improvement Plan

## Annie R. Morgan Elementary School

964 SAINT CLAIR ST, Jacksonville, FL 32254

<http://www.duvalschools.org/arm>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	D

*\*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 Duval 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 that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Annie R. Morgan Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The faculty and staff of Annie R. Morgan Elementary School will prepare and deliver strategic learning opportunities that promote academic and social success.

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

The vision of Annie R. Morgan Elementary School is to provide quality educational experiences to all students.

#### 2. School Environment

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

This year's theme is "Learning is our Superpower". The goal is to accentuate the strengths of all students, teachers, faculty, and staff members. The focus this year is to highlight the importance of personal accountability and interdependence. Several events have been planned throughout the year in the form of assemblies, carnivals, Family Nights, Multicultural Day, etc. to build relationships between teachers, students, parents, and the community.

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

Faculty and staff members are assigned to supervise arrival and dismissal procedures. Students are supervised during every activity throughout the school day, including transitions to lunch and resource. Teachers are required to host Class Meetings for approximately 5 to 7 minutes daily. These meetings are designed to address any social or disciplinary issues that may arise in the classroom or among students. CHAMPS and a school-wide behavior tracking system is used school-wide to promote safety and civility. The Assistant Principal has a system in place that allows students to report bullying or any other discipline issues that may take place outside of the classroom. The School Counselor has a system in place for students to privately request counseling services.

##### c. 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.

A school-wide Discipline Plan has been established. Teachers received training during preplanning. A brief overview is listed below.

School Rules:

As students of Annie R. Morgan Elementary School, we will:

- Treat others as we would like to be treated.
- Show respect for ourselves and others.
- Keep your hands, feet, and objects to ourselves.
- Use appropriate language.
- Work hard and always do our best.
- Listen and follow directions the first time they are given.

#### Guidelines for Success:

As students of Annie R. Morgan Elementary School, we will:

- Practice good manners
- Respect ourselves and others
- Opt to be scholarly
- Work hard
- Lead with pride

Behavior Chart: (A behavior chart is posted in every classroom)

- Gold-Bobcat
- Silver-Excellent Day
- Bronze-Good Day
- Green-Ready to Learn
- Yellow-Make Better Choices
- Orange-Loss of Privilege
- Red-Parent Contact

Students should start on green daily and earn the bronze, silver, or gold designation. Should a student's behavior warrant movement toward the yellow, orange, or red colors, they should be able to move back towards gold once student's behavior has warranted that placement. Students should receive a conduct grade every day written in their agenda as a part of the communication between parents and teachers.

#### Suggestions for Improving Student Behavior:

1. Establish and maintain rituals and routines.
2. Look for patterns of underlying causes or events preceding the behavior.
3. Maintain a positive classroom management system.
4. Be consistent with rewards and consequences.
5. Sarcasm is never acceptable, respect earns respect.
6. Address inappropriate behavior without humiliating the student.
7. Make multiple attempts to contact parents.

#### **d. 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.**

Character Counts is used to promote character education through the Book of the Month Campaign. Students who have displayed the designated character trait throughout the month will be invited to attend a special luncheon with the principal. Restorative Justice is used to assist students with assimilating back into the classroom after certain consequences have been assigned. The School Counselor will facilitate peer mediation with groups of students if deemed necessary. Individual counseling is available if requested by a parent, teacher, student, or administrator.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Annie R. Morgan Elementary School currently serves Kindergarten through 5th grade students. A structured curriculum is implemented with fidelity. Within the first 45 days of enrollment in Kindergarten, students are given various assessments such as FLKRS to determine Kindergarten readiness, letter naming, and other emergent literacy skills. The same format is followed for

mathematics. As a result, students receive multilevel tiered support, enrichment, and interventions as needed.

An Attendance Intervention Team (AIT) Meeting is scheduled with an administrator, the School Counselor, the School Attendance Social Worker, and parents if a student has an attendance rate below 90 percent. A plan is developed to improve attendance.

Parents are required to attend a conference if a student receives two or more suspensions, whether in school or out of school

Students who fail a course in English Language Arts or mathematics during any grading period are placed in Tier 3 instruction through the Response to Intervention (RtI) process. Students are referred to the Multidisciplinary Referral Team (MRT) for additional services if improvement is not made within a 4 week period.

A Reading Interventionist is assigned to students who receive a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3 with a substantial reading deficiency.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes



### 1. PFEP Link

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

### 2. Description

#### 2. 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 process of building and sustaining partnerships with the local community will be facilitated primarily through the administration, PTA, and SAC. PTA and SAC meetings will be held monthly. A representative from Full Service Schools currently serves on SAC. The Boys and Girls Club of Northeast Florida currently provides after school programs through Team Up. One of our teachers has been assigned to strategically recruit and connect business and faith-based partners.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Streater, Lashawn	Principal
Graham, Wayman	Assistant Principal

#### b. Duties

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

Principal: LaShawn Streater

Provides a common vision for the use of data-based decision making, ensures that the school-based team is facilitating the implementation of the RtI process, conducts assessment of RtI skills of school faculty and staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Wayman Graham

Develops, leads, and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum, behavior, intervention, and assessment approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists with whole school screening programs that provide early intervening services for children considered to be at risk, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

RtI Facilitator: Kimberlae Williams

Acts as a liaison for RtI Implementation at the school level. Facilitates school based RtI Committee Meetings. Participates in and collaborates with teachers on student data collection techniques and intervention resources and design, integrates core instructional activities and materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching or modeling.

School Counselor: Kimberlae Williams

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, works with school social workers to link child-service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Gloria Lockley

Participates in the collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Facilitates data-based decision making activities.

Speech Language Pathologist: Harini Aravamudhan

Educates the team on 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 systematic patterns of student need with respect to language skills. Collaborates with general education and ESE teachers in the development of language based intervention plans and delivery of language interventions.

ESE Teachers: Padrica Mendez and Brittany Hendrickson

Participates in student data collection, integrates core instructional activities and standards into Tier 2 and Tier 3 instruction, collaborates with general education teachers through such activities as co-teaching, one-on-one assistance, modeling, or small group instruction.

General Education Teachers: Grade Level Representatives

Provides information to grade level members about core instructional strategies and curriculum for academics and behavior, participates in student data collection and the creation and implementation of intervention plans, delivers Tier 1 and Tier 2 instruction.

**2. 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 RtI Committee uses the RtI Problem-Solving Process to determine which barriers could possibly hinder students from attaining the knowledge needed to master grade-level tasks and assessments. After identifying the barriers, the school-based RtI Committee determines the strategies that would be implemented to overcome those barriers as well as the process used to determine whether or not the strategies were effective and how students responded to the strategies. The RtI Committee, as well as the Leadership Team, meets monthly to review the impact of implementation. Funding from Title I, Part A is allocated to provide after school support to students requiring additional remediation. Title I, Part A Funds are also used to fund the following: Reading Interventionist, Part-Time Tutor, and supplemental materials. Field trips are funded using these funds as well. Annie R. Morgan Elementary School receives supplemental funds for improving student performance through the purchase of instructional materials and providing professional development. Funding from SAI is allocated to provide remediation to struggling students. Annie R. Morgan Elementary School offers Anti-Bullying Programs to students that incorporates field trips, community service, and counseling. The school's curriculum covers Safe School Preparedness and Mitigation (Emergency Management Training), Foundations, C.H.A.M.P.S, Second Step, Character Education, Red Ribbon Week

Program, Speak Up Be Safe, as well as Early Warning Signs Training. Annie R. Morgan Elementary School participates in the Free Breakfast in the Classroom (BIC) Program and Free Lunch Program

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Yolanda Brown	Parent
Michael Willis	Business/Community
LaShawn Streater	Principal
Edgar Flemming	Parent
Marguerite Watts	Education Support Employee

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### *a. Evaluation of last year's school improvement plan*

Last year's school improvement plan was reviewed during the first SAC meeting for the 2017-2018 school year.

##### *b. Development of this school improvement plan*

School performance data from the spring 2017 administration of the FSA was reviewed during the opening meeting. SAC members provided feedback. Members asked specific questions about academic programs that are available to reading instruction school-wide, the new state assessment, and professional development for teachers.

##### *c. Preparation of the school's annual budget and plan*

The school's annual budget was prepared through the Shared Decision Making Committee.

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

School improvement funds were not used last school year.

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

Yes

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

## 3. Literacy Leadership Team (LLT)

### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Graham, Wayman	Assistant Principal
Streater, Lashawn	Principal

#### b. Duties

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT meets monthly to review the implementation of our comprehensive school-wide reading plan as aligned with school and district reading goals. The meetings consist of discussions about the expectations of what students should learn in reading and writing across grade levels. The meetings will also focus on how to monitor reading data to drive instruction. Classroom observations and focus walks will be conducted by the administration to determine if reading and writing are being taught with fidelity. Follow up meetings will be held with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom.

#### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers are provided with 160 minutes of structured common planning time every week. Vertical planning will be conducted during Early Release Day Trainings.

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

1. Annie R. Morgan Elementary School follows the district's recruiting guidelines.
2. Teachers are given an opportunity to discuss student data in order to identify implications for instruction and to analyze student work.
3. Teachers are encouraged to attend workshops at the district level and during Early Release Trainings.
4. Teachers in need of assistance are identified through performance evaluations, focus walks, and data indicating low performance.
5. New teachers will meet regularly with the Principal, Assistant Principal, Reading Coach, and the PDF.
6. New teachers or teachers new to grade levels will be partnered with veteran staff members or mentors.
7. Establish interview teams to screen potential candidates.
8. Monthly meetings scheduled for new teachers.
9. Complete district's new Teacher Development and Support (TDS) Program.

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

Mentors are assigned to new teachers, teachers who are new to our school, or teachers who are new to a grade level and/or subject area. Mentees are paired with individuals who have demonstrated effective classroom teaching as determined by student achievement, summative evaluations, and principal observation. This year's pairings are listed below:

Latanya Dewberry/Stacy Adams - 4th Grade (Dewberry is new to Morgan)  
Cornell McDuffie/Jocelyn Coney - 4th Grade (McDuffie is new to Morgan)  
Anita Bass/Stacy Adams - 4th Grade (Bass is new to Morgan)

New Teacher Development and Support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges

Accomplished Practices

- PDF monthly TDS learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities
- other activities that are specific to our school

Selection Criteria:

Depending on certification requirements, new teachers participate in the TDS program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district TDS Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/area of need
- additional training in Foundations of Mentoring is valued

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Teachers participate in weekly common planning. The Curriculum Guides, the Florida Standards, and Test Item Specifications are used to design lessons. Data is used to design lessons and create differentiated instruction.

#### b. Instructional Strategies

**1. 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.**

During pre-planning week, teachers were provided with a data summary sheet for each of their assigned students from the previous year, including state/district/school-based testing (i.e. FSA scale score/achievement level, iReady Reading & Math scale score/placement level, DAR results, Achieve 3000 Lexile Levels), academic/conduct grades, and summer school information (if applicable). The receipt of the previous year's data points assists teachers with forming initial instructional groupings for the first weeks of the school year while they are administering diagnostic assessments for the current grade level. Based on initial diagnostic assessments for core subject areas (i.e. Baseline, Achieve 3000, DAR, iReady Math/Reading diagnostic results), teachers, coaches, and administration collaboratively review the disaggregated data at the class and individual student level to determine next steps for instructional groupings and standards to be remediated or enriched.

Within the first weeks of school, teachers and administration utilize previous year's data, current diagnostic data, and teacher observations to form students groups who will be serviced by interventionists, paraprofessionals, or tutors in the area of Reading and Math. Analysis of multiple data sources is conducted during collaborative planning sessions and used as the basis for designing lesson plans to meet the needs of students functioning at various levels of skill development (below level, on level, above level). In addition to summative assessments, teachers utilize formative assessments (i.e. daily exit tickets, weekly checks for understanding) to modify instructional groupings.

Rtl and data-based center rotations in Reading and Math are utilized to provide students with the appropriate level of additional intervention or enrichment they need to master specific areas of grade level quarter progress reports in Reading or Math content. As additional assessments are administered (i.e. end-of-unit tests, quizzes, running records), teachers utilize this data to evaluate the students' response to their instruction and determine whether or not specific standards or skills need to be re-taught or compacted to make the most appropriate use of their instructional time. Teachers, coaches, and administration are consistently reviewing academic data to provide our students with the best opportunities to be successful.

**2. 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:** 10,800

Teachers provide additional reading and math instruction.

**Strategy Rationale**

This strategy was used during the 2016-2017 school year and it was highly successful.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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

Streater, Lashawn, flynnl1@duvalschools.org

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

Data collected from these programs are reflected on quarterly school-wide monitoring forms as safety nets for struggling students. Students that are enrolled in safety nets growth is compared and analyzed for growth as well as area(s) needing additional support.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).



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

Annie R. Morgan Elementary School offers opportunities for Pre-Kindergarten students to visit the school in the spring. Kindergarten readiness will be determined based on student performance as indicated by the McCraw/Hill and McMillian and Nemour's Bright Start Assessment. In addition, parents are provided with activities and resources to assist their children at home. For students who do not attend a district Title I Pre-Kindergarten program, a series of academic readiness assessments are given within twenty (20) days of enrollment in kindergarten. The FLKRS diagnostic assessments address areas of academic readiness and provide kindergarten teachers with detailed information concerning the strengths and weaknesses of each child. The information is then used to differentiate instruction accordingly.

**b. College and Career Readiness****1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

The School Counselor provides career education.

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

NA

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

NA

**4. 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.**

NA

**II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

**A. Problem Identification****1. Data to Support Problem Identification****b. 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:

*No files were uploaded*

**2. 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.

## **B. 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.

## **C. Strategic Goals**



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we implement rigorous instruction and assessment based on current 5th grade science standards along with targeted remediation with fidelity, then the percentage of students meeting proficiency on the FCAT 2.0 Science Assessment will increase to 25% during the 2017-2018 school year.
- G2.** If we implement Center Rotations and Small Groups effectively, then the percentage of 3rd-5th grade students meeting and exceeding reading proficiency will increase to 35% on the 2017-2018 administration of the Florida Standards Assessment.
- G3.** If we implement the 8 Mathematical Practices effectively, then the proficiency of 3rd-5th grade math students will increase to 60% on the 2017-2018 administration of the Florida Standards Assessment.

## Strategic Goals Detail

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

**G1.** If we implement rigorous instruction and assessment based on current 5th grade science standards along with targeted remediation with fidelity, then the percentage of students meeting proficiency on the FCAT 2.0 Science Assessment will increase to 25% during the 2017-2018 school year. **1a**

 G094489

### Targets Supported **1b**

Indicator	Annual Target
	25.0

### Targeted Barriers to Achieving the Goal **3**

- Teacher needs additional support with using formative data to plan for Center Rotations and Small Groups.
- Students lack strategies needed to understand complex text.
- Students lack background knowledge related to specific scientific concepts.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- Reading Coach - Stacy Adams
- ELA Teacher - Elizabeth Tamblyn
- District Science Specialist - Jennifer Lisella-Marcellus
- Field Trip to IMAX Theater
- Field Trip to Sea World

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

Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student achievement.

#### Person Responsible

Wayman Graham

#### Schedule

Weekly, from 8/14/2017 to 6/8/2018

#### Evidence of Completion

Data will be retrieved from Performance Matters, FOCUS, and Penda to monitor progress toward the goal.

**G2.** If we implement Center Rotations and Small Groups effectively, then the percentage of 3rd-5th grade students meeting and exceeding reading proficiency will increase to 35% on the 2017-2018 administration of the Florida Standards Assessment. **1a**

 G094490

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	35.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers need more support identifying reading deficits, planning differentiated reading instruction, and prepping students for how to navigate through the FSA testing format for ELA.
- Students lack the ability to transfer knowledge of skills and strategies to assessments.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Reading Coach - Stacy Adams
- Reading Interventionists - Rose Halu and De'Andrea Harris
- District ELA Specialist - Nailah McNeil
- I-Ready Reading
- Achieve 3000
- Ready Common Core - LAFS
- Phonics for Reading
- Triand Assessments

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

Data from I-Ready Reading, Achieve 3000, Interactive Journals, Exit Tickets, Teacher-Made Assessments, and Module Assessments will be used to monitor progress toward the goal.

**Person Responsible**

Lashawn Streater

**Schedule**

Weekly, from 8/14/2017 to 6/8/2018

**Evidence of Completion**

The I-Ready Reading Student Growth Report, FSA Predictability Report, and Achieve 3000 Level Sets Report will be reviewed monthly to monitor progress toward the goal.

**G3.** If we implement the 8 Mathematical Practices effectively, then the proficiency of 3rd-5th grade math students will increase to 60% on the 2017-2018 administration of the Florida Standards Assessment. **1a**

 G094491

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Achievement	60.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers need more support with using the Florida Continuous Improvement Model (FCIM) to present new concepts and reteach deficits effectively through Center Rotations and Small Groups.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- District Math Specialist - Maryanne McDounough
- Jocelyn Coney - Math Teacher Lead
- I-Ready Mathematics
- Ready Common Core - MAFS
- Triand Assessments
- Field Trip to Cassat Batts and Bowl

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

Data from I-Ready Mathematics, Exit Tickets, Module Assessments, and Interactive Journals will be used to monitor progress towards the goal.

**Person Responsible**

Lashawn Streater

**Schedule**

Weekly, from 8/14/2017 to 6/8/2018

**Evidence of Completion**

The I-Ready Mathematics Student Growth Report, FSA Predictability Report, and Triand Assessments will be reviewed monthly to monitor progress towards the goal.

## 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 we implement rigorous instruction and assessment based on current 5th grade science standards along with targeted remediation with fidelity, then the percentage of students meeting proficiency on the FCAT 2.0 Science Assessment will increase to 25% during the 2017-2018 school year. **1**

 G094489

**G1.B1** Teacher needs additional support with using formative data to plan for Center Rotations and Small Groups. **2**

 B253810

**G1.B1.S1** Teacher will attend monthly science training as well as targeted support from the District Science Specialist. **4**

 S268091

### Strategy Rationale

Effective implementation of this strategy will ensure lesson plans and instructional delivery are aligned with the current NGSSS.

### Action Step 1 **5**

Teacher will plan science instruction with the District Science Specialist.

#### Person Responsible

Wayman Graham

#### Schedule

Biweekly, from 8/14/2017 to 6/8/2018

#### Evidence of Completion

Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student achievement.

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

Classroom Walkthroughs will be conducted to monitor lesson plans and instruction.

### **Person Responsible**

Wayman Graham

### **Schedule**

Weekly, from 8/14/2017 to 6/8/2018

### **Evidence of Completion**

Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student achievement.

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

The teacher will review lesson plans and share notes from science training during weekly Common Planning Sessions.

### **Person Responsible**

Wayman Graham

### **Schedule**

Weekly, from 8/14/2017 to 6/8/2018

### **Evidence of Completion**


Common Planning agendas, notes from the District Science Specialist, and lesson plans will be reviewed weekly.

**G1.B2** Students lack strategies needed to understand complex text. **2**

 B253811

**G1.B2.S1** Teacher will work with the Reading Coach and ELA teacher to establish reading comprehension strategies to use during science instruction that correlate with current reading standards.

**4**

 S268092

**Strategy Rationale**

Teachers will work together to improve reading skills which in turn should improve their ability to comprehend science content.

**Action Step 1** **5**

Teacher will embed reading comprehension strategies into daily science activities.

**Person Responsible**

Wayman Graham

**Schedule**

Daily, from 8/14/2017 to 6/8/2018

***Evidence of Completion***

Classroom observations and Penda data will serve as evidence.

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

Classroom Walkthroughs will be conducted to monitor the embedding of reading strategies into daily science activities.

**Person Responsible**

Wayman Graham

**Schedule**

Weekly, from 8/14/2017 to 6/8/2018

***Evidence of Completion***

Lesson plans will be created in Common Planning and reviewed during Classroom Walkthroughs.

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

Administrators, Reading Coach, and District Science Specialist will conduct observations and offer feedback to the teacher.

### Person Responsible

Wayman Graham

### Schedule

Weekly, from 8/14/2017 to 6/8/2018

### Evidence of Completion

Lesson plans, Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student achievement.

## G1.B3 Students lack background knowledge related to specific scientific concepts. 2

 B253812

**G1.B3.S1** Teacher will strategically plan activities to build background knowledge in science content that is connected to current NGSSS. 4

 S268093

### Strategy Rationale

Teacher will maximize students' exposure to science content.

## Action Step 1 5

Teacher will plan labs and other activities outside of normal classroom activities to build background knowledge in science.

### Person Responsible

Wayman Graham

### Schedule

Quarterly, from 8/14/2017 to 6/8/2018

### Evidence of Completion

Lab journals and Penda data will be used as evidence.



**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Classroom Walkthroughs will be conducted to monitor the embedding of labs and other activities.

**Person Responsible**

Wayman Graham

**Schedule**

Weekly, from 8/14/2017 to 6/8/2018

***Evidence of Completion***

Lesson plans will be created in Common Planning and reviewed during Classroom Walkthroughs. Field trip Request Forms will be reviewed also.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Administrators and the District Science Specialist will conduct observations and offer feedback to the teacher.

**Person Responsible**

Wayman Graham


**Schedule**

Weekly, from 8/14/2017 to 6/8/2018

***Evidence of Completion***

Lesson plans, Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student achievement.

**G2.** If we implement Center Rotations and Small Groups effectively, then the percentage of 3rd-5th grade students meeting and exceeding reading proficiency will increase to 35% on the 2017-2018 administration of the Florida Standards Assessment. **1**

 G094490

**G2.B1** Teachers need more support identifying reading deficits, planning differentiated reading instruction, and prepping students for how to navigate through the FSA testing format for ELA. **2**

 B253813

**G2.B1.S1** Teachers will plan differentiated reading instruction and learning activities in Common Planning. **4**

 S268094

### Strategy Rationale

Teachers will be exposed to research-based instructional strategies in Common Planning that may be used to identify and address reading deficits.

### Action Step 1 **5**

Teachers will receive 160 minutes each week for Common Planning and Professional Development.

#### Person Responsible

Lashawn Streater

#### Schedule

Weekly, from 8/14/2017 to 6/8/2018

#### Evidence of Completion

Common Planning Agendas and Lesson Plans will be used to monitor differentiation and appropriate use of resources.

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

Classroom Walkthroughs will be conducted to monitor the appropriate planning and classroom instruction needed to differentiate reading instruction.

#### Person Responsible

Lashawn Streater

#### Schedule

Weekly, from 8/14/2017 to 6/8/2018

#### Evidence of Completion

Evidence of implementation can be monitored by observing differentiated Center Rotations and Small Groups.

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

Implementation will be monitored through I-Ready Reading and Achieve 3000 Data.

### Person Responsible

Lashawn Streater

### Schedule

Weekly, from 8/14/2017 to 6/8/2018

### Evidence of Completion

Data will be collected from I-Ready and Achieve 3000 to determine if students are gaining proficiency.

## G2.B2 Students lack the ability to transfer knowledge of skills and strategies to assessments. 2

 B253814

**G2.B2.S1** Teachers will create questions and activities that follow the testing format for the Florida Standards Assessment for reading standards on all grade levels. 4

 S268095

### Strategy Rationale

Teachers must expose students to questions and the testing format that are similar to those that will be presented on the Florida Standards Assessment.

## Action Step 1 5

Teachers will create open response, short answer, and multiple choice text dependent questions during Common Planning.

### Person Responsible

Lashawn Streater

### Schedule

Weekly, from 8/14/2017 to 6/8/2018

### Evidence of Completion

Lesson plans, samples of student work, and results from Triand Assessments will serve as evidence of fidelity.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Teachers will include questions in the same format based on the FSA Test Item Specifications as a part of their ELA block daily.

**Person Responsible**

Lashawn Streater

**Schedule**

Daily, from 8/14/2017 to 6/8/2018

***Evidence of Completion***

Lesson plans, samples of student work, and results from Triand Assessments will serve as evidence of fidelity.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Effectiveness will be monitored through I-Ready Reading and Achieve 3000 data.

**Person Responsible**

Lashawn Streater

**Schedule**

Weekly, from 8/14/2017 to 6/8/2018

***Evidence of Completion***

Lesson plans, samples of student work, and results from Triand Assessments will serve as evidence of effectiveness.

**G3.** If we implement the 8 Mathematical Practices effectively, then the proficiency of 3rd-5th grade math students will increase to 60% on the 2017-2018 administration of the Florida Standards Assessment. 1

G094491

**G3.B1** Teachers need more support with using the Florida Continuous Improvement Model (FCIM) to present new concepts and reteach deficits effectively through Center Rotations and Small Groups. 2

B253815

**G3.B1.S1** Teachers will work with the Math Lead Teacher and District Math Specialist to plan each phase of FCIM during Common Planning. 4

S268096

### Strategy Rationale

Teachers will be exposed to each step of FCIM in Common Planning in order to ensure all deficits in learning are being addressed.

### Action Step 1 5

Teachers will receive 160 minutes each week for Common Planning and Professional Development.

#### Person Responsible

Lashawn Streater

#### Schedule

Weekly, from 8/14/2017 to 6/8/2018

#### Evidence of Completion

Common Planning Agendas and lesson plan reviews will serve as evidence.

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

Classroom Walkthroughs will be conducted to monitor the appropriate planning and classroom instruction needed to follow FCIM.

#### Person Responsible

Lashawn Streater

#### Schedule

Weekly, from 8/14/2017 to 6/8/2018

#### Evidence of Completion

Evidence of implementation can be monitored by observing whole group instruction, Center Rotations, and Small Groups.

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

Implementation will be monitored through I-Ready Mathematics and Module Data.

**Person Responsible**

Lashawn Streater
















**Schedule**

Weekly, from 8/14/2017 to 6/8/2018






***Evidence of Completion***

Data will be collected from I-Ready Mathematics and Module Data to determine if students are gaining proficiency.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M381134	Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student...	Graham, Wayman	8/14/2017	Data will be retrieved from Performance Matters, FOCUS, and Penda to monitor progress toward the goal.	6/8/2018 weekly
G2.MA1  M381139	Data from I-Ready Reading, Achieve 3000, Interactive Journals, Exit Tickets, Teacher-Made...	Streater, Lashawn	8/14/2017	The I-Ready Reading Student Growth Report, FSA Predictability Report, and Achieve 3000 Level Sets Report will be reviewed monthly to monitor progress toward the goal.	6/8/2018 weekly
G3.MA1  M381142	Data from I-Ready Mathematics, Exit Tickets, Module Assessments, and Interactive Journals will be...	Streater, Lashawn	8/14/2017	The I-Ready Mathematics Student Growth Report, FSA Predictability Report, and Triand Assessments will be reviewed monthly to monitor progress towards the goal.	6/8/2018 weekly
G1.B1.S1.MA1  M381128	The teacher will review lesson plans and share notes from science training during weekly Common...	Graham, Wayman	8/14/2017	Common Planning agendas, notes from the District Science Specialist, and lesson plans will be reviewed weekly.	6/8/2018 weekly
G1.B1.S1.MA1  M381129	Classroom Walkthroughs will be conducted to monitor lesson plans and instruction.	Graham, Wayman	8/14/2017	Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student achievement.	6/8/2018 weekly
G1.B1.S1.A1  A356803	Teacher will plan science instruction with the District Science Specialist.	Graham, Wayman	8/14/2017	Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student achievement.	6/8/2018 biweekly
G1.B2.S1.MA1  M381130	Administrators, Reading Coach, and District Science Specialist will conduct observations and offer...	Graham, Wayman	8/14/2017	Lesson plans, Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student achievement.	6/8/2018 weekly
G1.B2.S1.MA1  M381131	Classroom Walkthroughs will be conducted to monitor the embedding of reading strategies into daily...	Graham, Wayman	8/14/2017	Lesson plans will be created in Common Planning and reviewed during Classroom Walkthroughs.	6/8/2018 weekly
G1.B2.S1.A1  A356804	Teacher will embed reading comprehension strategies into daily science activities.	Graham, Wayman	8/14/2017	Classroom observations and Penda data will serve as evidence.	6/8/2018 daily
G1.B3.S1.MA1  M381132	Administrators and the District Science Specialist will conduct observations and offer feedback to...	Graham, Wayman	8/14/2017	Lesson plans, Exit Tickets, Progress Monitoring Assessments, and data from Penda will be used to track student achievement.	6/8/2018 weekly
G1.B3.S1.MA1  M381133	Classroom Walkthroughs will be conducted to monitor the embedding of labs and other activities.	Graham, Wayman	8/14/2017	Lesson plans will be created in Common Planning and reviewed during Classroom Walkthroughs. Field trip Request Forms will be reviewed also.	6/8/2018 weekly
G1.B3.S1.A1  A356805	Teacher will plan labs and other activities outside of normal classroom activities to build...	Graham, Wayman	8/14/2017	Lab journals and Penda data will be used as evidence.	6/8/2018 quarterly
G2.B1.S1.MA1  M381135	Implementation will be monitored through I-Ready Reading and Achieve 3000 Data.	Streater, Lashawn	8/14/2017	Data will be collected from I-Ready and Achieve 3000 to determine if students are gaining proficiency.	6/8/2018 weekly
G2.B1.S1.MA1  M381136	Classroom Walkthroughs will be conducted to monitor the appropriate planning and classroom...	Streater, Lashawn	8/14/2017	Evidence of implementation can be monitored by observing differentiated Center Rotations and Small Groups.	6/8/2018 weekly
G2.B1.S1.A1  A356806	Teachers will receive 160 minutes each week for Common Planning and Professional Development.	Streater, Lashawn	8/14/2017	Common Planning Agendas and Lesson Plans will be used to monitor differentiation and appropriate use of resources.	6/8/2018 weekly
G2.B2.S1.MA1  M381137	Effectiveness will be monitored through I-Ready Reading and Achieve 3000 data.	Streater, Lashawn	8/14/2017	Lesson plans, samples of student work, and results from Triand Assessments will serve as evidence of effectiveness.	6/8/2018 weekly

**Duval - 0211 - Annie R. Morgan Elementary School - 2017-18 SIP**  
*Annie R. Morgan Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1  M381138	Teachers will include questions in the same format based on the FSA Test Item Specifications as a...	Streater, Lashawn	8/14/2017	Lesson plans, samples of student work, and results from Triand Assessments will serve as evidence of fidelity.	6/8/2018 daily
G2.B2.S1.A1  A356807	Teachers will create open response, short answer, and multiple choice text dependent questions...	Streater, Lashawn	8/14/2017	Lesson plans, samples of student work, and results from Triand Assessments will serve as evidence of fidelity.	6/8/2018 weekly
G3.B1.S1.MA1  M381140	Implementation will be monitored through I-Ready Mathematics and Module Data.	Streater, Lashawn	8/14/2017	Data will be collected from I-Ready Mathematics and Module Data to determine if students are gaining proficiency.	6/8/2018 weekly
G3.B1.S1.MA1  M381141	Classroom Walkthroughs will be conducted to monitor the appropriate planning and classroom...	Streater, Lashawn	8/14/2017	Evidence of implementation can be monitored by observing whole group instruction, Center Rotations, and Small Groups.	6/8/2018 weekly
G3.B1.S1.A1  A356808	Teachers will receive 160 minutes each week for Common Planning and Professional Development.	Streater, Lashawn	8/14/2017	Common Planning Agendas and lesson plan reviews will serve as evidence.	6/8/2018 weekly



## V. Professional Development Opportunities

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

**G1.** If we implement rigorous instruction and assessment based on current 5th grade science standards along with targeted remediation with fidelity, then the percentage of students meeting proficiency on the FCAT 2.0 Science Assessment will increase to 25% during the 2017-2018 school year.

**G1.B1** Teacher needs additional support with using formative data to plan for Center Rotations and Small Groups.

**G1.B1.S1** Teacher will attend monthly science training as well as targeted support from the District Science Specialist.

### PD Opportunity 1

Teacher will plan science instruction with the District Science Specialist.

#### Facilitator

DCPS Elementary Science Department

#### Participants

5th Grade Science Teachers

#### Schedule

Biweekly, from 8/14/2017 to 6/8/2018

**G2.** If we implement Center Rotations and Small Groups effectively, then the percentage of 3rd-5th grade students meeting and exceeding reading proficiency will increase to 35% on the 2017-2018 administration of the Florida Standards Assessment.

**G2.B1** Teachers need more support identifying reading deficits, planning differentiated reading instruction, and prepping students for how to navigate through the FSA testing format for ELA.

**G2.B1.S1** Teachers will plan differentiated reading instruction and learning activities in Common Planning.

### **PD Opportunity 1**

Teachers will receive 160 minutes each week for Common Planning and Professional Development.

#### **Facilitator**

Reading Coach - Stacy Adams

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 8/14/2017 to 6/8/2018

**G2.B2** Students lack the ability to transfer knowledge of skills and strategies to assessments.

**G2.B2.S1** Teachers will create questions and activities that follow the testing format for the Florida Standards Assessment for reading standards on all grade levels.

### **PD Opportunity 1**

Teachers will create open response, short answer, and multiple choice text dependent questions during Common Planning.

#### **Facilitator**

Reading Coach - Stacy Adams District Reading Specialist - Nailah McNeil

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 8/14/2017 to 6/8/2018

**G3.** If we implement the 8 Mathematical Practices effectively, then the proficiency of 3rd-5th grade math students will increase to 60% on the 2017-2018 administration of the Florida Standards Assessment.

**G3.B1** Teachers need more support with using the Florida Continuous Improvement Model (FCIM) to present new concepts and reteach deficits effectively through Center Rotations and Small Groups.

**G3.B1.S1** Teachers will work with the Math Lead Teacher and District Math Specialist to plan each phase of FCIM during Common Planning.

### **PD Opportunity 1**

Teachers will receive 160 minutes each week for Common Planning and Professional Development.

#### **Facilitator**

LaShawn Streater - Principal Math Teacher Lead - Jecelyn Coney

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 8/14/2017 to 6/8/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teacher will plan science instruction with the District Science Specialist.				\$0.00
2	G1.B2.S1.A1	Teacher will embed reading comprehension strategies into daily science activities.				\$0.00
3	G1.B3.S1.A1	Teacher will plan labs and other activities outside of normal classroom activities to build background knowledge in science.				\$7,321.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	0211 - Annie R. Morgan Elementary School	Title, I Part A		\$7,321.00
4	G2.B1.S1.A1	Teachers will receive 160 minutes each week for Common Planning and Professional Development.				\$0.00
5	G2.B2.S1.A1	Teachers will create open response, short answer, and multiple choice text dependent questions during Common Planning.				\$0.00
6	G3.B1.S1.A1	Teachers will receive 160 minutes each week for Common Planning and Professional Development.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	0211 - Annie R. Morgan Elementary School	Title, I Part A		\$800.00
<b>Total:</b>						<b>\$8,121.00</b>