

Duval County Public Schools

Annie R. Morgan Elementary School



2020-21 Schoolwide Improvement Plan

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Annie R. Morgan Elementary School

964 SAINT CLAIR ST, Jacksonville, FL 32254

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

Demographics

Principal: Tiffany Green

Start Date for this Principal: 6/29/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (46%) 2016-17: C (42%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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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)	2019-20 Title I School	2019-20 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	90%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

School Board Approval

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SIP Authority

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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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Annie R. Morgan Elementary School is to provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

The vision of Annie R. Morgan Elementary School is to ensure that every student is inspired and prepared for success in college or a career, and life.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Johnson, Laquitrice	Principal	<p>The School Leadership Team (SLT) meets bi-weekly to review data that is linked to instructional decisions. The team will also collaborate, problem solve, share effective practices, processes and skills.</p> <p>Laquitrice Johnson, Principal - Will monitor standards planned for and taught. Student data will be monitored and analyzed through data chats and weekly common planning sessions. Instruction will be monitored through daily classroom walkthroughs and frequent forms of feedback. Professional development will be determined based on all of the above. As needed, the principal will initiate growth plans for intensive professional development and monitor task completion.</p>
Forcine-Mobley, Tyra	Assistant Principal	<p>Tyra Forcine-Mobley, Assistant Principal - Will monitor standards taught and planned for core curriculum.</p> <p>Monitor and model the use of standards implementation, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and standards-based common planning. Instruction will be monitored through classroom observations (walkthroughs) and frequent forms of feedback. Professional development will be determined based on all of the above.</p>
	Instructional Coach	<p>Stacy McDougald, Reading Coach - Provides professional development on effective instructional strategies and the implementation of rigorous reading instruction as it pertains to Florida Standards. She provides daily support to teachers, models lessons as needed and requested and assists teachers with standards-based lesson planning.</p> <p>Katasha Jackman, Math Coach - Provides professional development on effective instructional strategies and implementation of rigorous math instruction as it pertains to Florida Standards. She provides daily support to teachers, models lessons as needed and requested and assists teachers with standards-based lesson planning. She also supports teachers by conducting intervention with students within small group.</p>

Demographic Information

Principal start date

Monday 6/29/2020, Tiffany Green

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

0

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (46%) 2016-17: C (42%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	18	53	40	45	68	44	0	0	0	0	0	0	0	268
Attendance below 90 percent	0	0	1	2	20	8	0	0	0	0	0	0	0	31
One or more suspensions	0	2	2	3	4	4	0	0	0	0	0	0	0	15
Course failure in ELA	0	5	4	1	0	0	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	1	6	25	20	0	0	0	0	0	0	0	55

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	4	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 6/29/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	46	59	67	52	56	0	0	0	0	0	0	0	280
Attendance below 90 percent	0	0	2	1	5	26	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	2	5	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	11	42	4	0	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	46	47	33	38	0	0	0	0	0	0	0	165

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	1	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	4	3	0	0	0	0	0	0	0	8

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	46	59	67	52	56	0	0	0	0	0	0	0	280
Attendance below 90 percent	0	0	2	1	5	26	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	2	5	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	11	42	4	0	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	46	47	33	38	0	0	0	0	0	0	0	165

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	1	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	4	3	0	0	0	0	0	0	0	8

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	20%	50%	57%	17%	49%	55%
ELA Learning Gains	36%	56%	58%	42%	56%	57%
ELA Lowest 25th Percentile	41%	50%	53%	42%	54%	52%
Math Achievement	38%	62%	63%	40%	62%	61%
Math Learning Gains	47%	63%	62%	65%	63%	61%
Math Lowest 25th Percentile	50%	52%	51%	73%	54%	51%
Science Achievement	13%	48%	53%	12%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	51%	-29%	58%	-36%
	2018	27%	50%	-23%	57%	-30%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	21%	52%	-31%	58%	-37%
	2018	19%	49%	-30%	56%	-37%
Same Grade Comparison		2%				
Cohort Comparison		-6%				
05	2019	15%	50%	-35%	56%	-41%
	2018	15%	51%	-36%	55%	-40%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	61%	-17%	62%	-18%
	2018	31%	59%	-28%	62%	-31%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	38%	64%	-26%	64%	-26%
	2018	34%	60%	-26%	62%	-28%
Same Grade Comparison		4%				
Cohort Comparison		7%				
05	2019	27%	57%	-30%	60%	-33%
	2018	53%	61%	-8%	61%	-8%
Same Grade Comparison		-26%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	12%	49%	-37%	53%	-41%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	13%	56%	-43%	55%	-42%
Same Grade Comparison		-1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	6		17	20		7				
BLK	18	36	44	37	45	47	8				
WHT	27			45							
FRL	19	35	43	38	45	48	10				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	38		26	90	92					
BLK	20	40	57	37	68	78	16				
WHT	8			33							
FRL	21	44	63	37	65	72	15				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		38		18	44						
BLK	15	42	48	38	66	72	10				
FRL	18	41	43	40	64	70	11				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	245
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

-Science Achievement. ELA achievement data also declined. A contributing factor has been an unfamiliarity with Standards and Item Specifications as it relates to standardsbased planning and instruction. The trend is that as Reading proficiency and learning gains have declined, so have Science.

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

-5th grade Math. A contributing factor has been an unfamiliarity with Standards and Item Specifications as it relates to standards-based planning and instruction. Trend is, while 3rd and 4th have shown gains, when students reach 5th grade, proficiency and gains are not sustained.

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

-5th grade ELA and 5th grade Science. Because many of our students are struggling with Reading comprehension, particularly with nonfiction, Science suffers.

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

-Math, specifically 3rd grade proficiency and 4th grade.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. The percentage of male, ESE students written on referrals are high.
2. There is a high number of male, ESE students who are overage and have a high number of absences.

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

1. Stakeholder Morale
2. Stakeholder safety/Trust
3. Reading Learning Gains
4. Math Learning Gains
5. Teacher Influence

Part III: Planning for Improvement

Areas of Focus:

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

Grade-level, standards-based instruction, with evidence of differentiation. Less than 50% of our now 5th graders scored on grade level on the 2018/2019 FSA.

Measurable Outcome:

90% of our core content teachers will engage in effective standards-based planning procedures. These instructional practice shifts will positively impact student proficiency and learning gains, as teachers, coaches and admin. are working through the learning arc during PLC/CP, to ensure that planning and curriculum implementation revolve around standards-based, grade level instruction.

Person responsible for monitoring outcome:

Tyra Forcine-Mobley (forcinet@duvalschools.org)

Evidence-based Strategy:

Content teams consistently plan standards-based instruction with aligned tasks and assessments, implementing learned best practices learned from Collaborative Coaching Cycle (CCC).

Rationale for Evidence-based Strategy:

As expressed in the Opportunity Myth, our students need more opportunities with on grade level work, aligned to standards. Teachers need more support with FCIM, thus the Collaborative Coaching Cycle, (CCC), will provide this intentional support. Coaching is a deliberate, intentional conversation between colleagues with the ultimate goal of strengthening instructional practice

Action Steps to Implement

The Instructional Math Coach will provide classroom support of learning for teachers and students daily.

Person Responsible

Tyra Forcine-Mobley (forcinet@duvalschools.org)

The Instructional Math Coach will engage, support, and provide data analysis workshops for the ACALETICS math program.

Person Responsible

Tyra Forcine-Mobley (forcinet@duvalschools.org)

The Math coach will help facilitate and support teachers, during SBCP, as teachers work through steps 5-7 of learning arc.

Person Responsible

Tyra Forcine-Mobley (forcinet@duvalschools.org)

The Math Coach will support teachers in the work of unpacking standards, and determining which isolated Math standards will be needed to scaffold student understanding, through conceptual understanding, procedural and skills and fluency, and application with equal intensity

Person Responsible

Tyra Forcine-Mobley (forcinet@duvalschools.org)

The Instructional Math Coach will provide professional development that is differentiated to the teachers' learning needs and specific to rigorous standards based lesson planning, differentiated centers, data analysis, reliable field assessments, student work analysis, student feedback protocols, blended learning, instructional strategies and District Math initiatives.

Person Responsible Tyra Forcine-Mobley (forcinet@duvalschools.org)

The Instructional Math Coach will engage and support math teachers in lesson studies of targeted standards.

Person Responsible Tyra Forcine-Mobley (forcinet@duvalschools.org)

#2. Instructional Practice specifically relating to ELA**Area of****Focus****Description and****Rationale:**

Grade-level, standards-based instruction, with evidence of differentiation. Approximately 30% of our now 5th graders scored on grade level on the 2018/2019 FSA.

Measurable Outcome:

-90% of our core content teachers will engage in effective standards-based planning procedures. These instructional practice shifts will positively impact student proficiency and learning gains, as teachers, coaches and admin. are working through the learning arc during PLC/CP, to ensure that planning and curriculum implementation revolve around standards-based, grade level instruction.

Person responsible for monitoring outcome:

Laquitrice Johnson (moselyl@duvalschools.org)

Evidence-based Strategy:

-Content teams consistently plan standards-based instruction with aligned tasks and assessments, FCIM becoming a way of work, implementing learned best practices through Collaborative Coaching Cycle (CCC).

Rationale for Evidence-based Strategy:

-As expressed in the Opportunity Myth, our students need more opportunities with on grade level work, aligned to standards. Teachers need more support with FCIM, thus the Collaborative Coaching Cycle, (CCC), will provide this intentional support. Coaching is a deliberate, intentional conversation between colleagues with the ultimate goal of strengthening instructional planning and practice.

Action Steps to Implement

1. SBLT will train teachers on how to use FSA data and scale to determine how many points are needed for each of their students to make a gain.

Person Responsible

Laquitrice Johnson (moselyl@duvalschools.org)

2. Reading coach will help teachers drill down within the FSA clusters, to determine where students have the greatest deficiency.

Person Responsible

Laquitrice Johnson (moselyl@duvalschools.org)

3. Reading coach will support teachers as they use iReady and Achieve baseline data to plan whole group and small group lessons.

Person Responsible

Laquitrice Johnson (moselyl@duvalschools.org)

4. Teachers will utilize exit tickets from Ready LAFS and "checkpoints" from ISI ELA Curriculum Resources to assess student learning on a weekly basis.

Person Responsible

Laquitrice Johnson (moselyl@duvalschools.org)

#3. Culture & Environment specifically relating to School Safety**Area of Focus****Description and Rationale:**

Supplemental Classroom Teacher Example (5100-120): This line item is for a standard elementary classroom teaching position that is being requested to supplement the district's standard allocation allotted to the school. The qualifications for the position, as with all teacher's requires a bachelor's degree from an accredited college or university.

Experience: None required. Salary is based on verified years of teaching experience.

Certifications & Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. Having an additional teacher will aid in smaller class sizes, which will impact student learning positively, as teachers are able to better manage their classroom.

Measurable Outcome:

100% of our school body will engage in safe practices, as it relates to safety and wellness.

Person responsible for monitoring outcome:

Laquitrice Johnson (moselyl@duvalschools.org)

Evidence-based Strategy:

All faculty/staff will be strategically placed during various transitions of the school day to ensure implementation and follow through of determined safety rules and procedures.

Rationale for Evidence-based Strategy:

A school that is adequately staffed will be able to provide needed supervision and support of students and all other stakeholders.

Action Steps to Implement

1. Students will be welcome on to campus as they arrive each morning, as they are checked in via CDC/district guidelines.
2. Principal will make every attempt to speak positive words to students at the beginning of each day.
3. Students will engage in daily sessions of Calm Classroom, as well as some integration of Sanford Harmony Lessons.
4. Ensure that all classroom doors are locked and students may not open unless given permission from adult.
5. All faculty/staff have input in reopening plan and will implement plan, teaching expectations to students and parents.
6. Everyone is aware of safety and emergency procedures.

Person

Responsible [no one identified]

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: To provide students with more field experiences. (Educational Place Admissions (5100-330): (MOSH, College visits, Cummer Museum, Theatre Works, Jacksonville Zoo, Alligator Farm, St. Augustine, Kennedy Space Center, etc): This line item will be used to provide a learning experience for students that cannot be duplicated in the classroom setting.

Measurable Outcome: At least 30% of our 5th graders will be proficient on state exam.

Person responsible for monitoring outcome: Tyra Forcine-Mobley (forcinet@duvalschools.org)

Evidence-based Strategy: Ensure learning experience directly aligns to the Reading & Math Florida Standards and the Next Generation Sunshine State Standards for Science. After the learning experience, the students will fulfill an assignment that aligns directly to standard-based instruction.

Rationale for Evidence-based Strategy: When students are given an opportunity to engage in learning experiences outside of the school, they look forward to coming to school, as they look forward to fun learning and being able to make connection from field experiences to the content taught in class, which allows students to have a more positive outlook on school.

Action Steps to Implement

Virtual field experiences will be an option.

Person Responsible [no one identified]

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Providing additional academic support for our ESE students. 15% of our Kg-3rd graders were on grade level, according to Winter iReady assessment. 30% of our now 5th grade students who are below grade level, are also ESE.

Measurable Outcome: 60% of our primary students will move from one grade level to the next, closer to being on grade level. 46% of our Intermediate students will make gains on FSA. IReady & Achieve data will be a measurement of progress monitoring.

Person responsible for monitoring outcome: Laquitrice Johnson (moselyl@duvalschools.org)

Evidence-based Strategy: -Supplementary Materials- Listening Stations: This line item will be used to support students who struggle with reading and comprehending on grade level text. The school intends to utilize this resource to support quality center activities, across multiple grade levels.

Rationale for Evidence-based Strategy: Research supports that Reading fluency and comprehension are strictly inter-related, and also correlated with important aspects of academic life, such as school outcomes.

Action Steps to Implement

Reading coach will train teachers on how to enable the "Read aloud" features for students who need this additional support, in platforms such as iReady, Achieve, Freckle.

Person Responsible [no one identified]

Students will be rewarded weekly and monthly for meeting iReady and Achieve goals.

Person Responsible Laquitrice Johnson (moselyl@duvalschools.org)

Students who need this additional support will be able to hear fluent reading more often, as teachers provide more opportunities for students with disabilities to read a variety of text, while being supported by hearing text read aloud, as they read along.

Person Responsible Laquitrice Johnson (moselyl@duvalschools.org)

#6. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description and
Rationale:**

The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth.

Measurable Outcome:

In ELA, Math, Science, the school will see student gains increase by at least 5%. While increasing student gains, the school will work to have more proficient students simultaneously.

Person responsible for monitoring outcome:

Laquitrice Johnson (moselyl@duvalschools.org)

Evidence-based Strategy:

As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."
<https://www.jstor.org/stable/3699585?seq=1>

Rationale for Evidence-based Strategy:

Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.

Action Steps to Implement

1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment;
2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;
3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible

Laquitrice Johnson (moselyl@duvalschools.org)

#7. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Teachers will refine their practice of Rtl, developing & nurturing a 'growth mindset'; in terms of teaching and learning.
Measurable Outcome:	100% of our teachers will develop small group lesson plans, evidencing how struggling students are being supported after an assessment. These instructional practice shifts will positively impact student proficiency and learning gains, as time has been scheduled to allow teachers time to work specifically with your LPQ students, to provide Rtl.
Person responsible for monitoring outcome:	Tyra Forcine-Mobley (forcinet@duvalschools.org)
Evidence-based Strategy:	Teachers with consistently engage in review & practice of a strategic, proven model for teaching & learning (FCIM). The Florida Continuous Improvement Model (FCIM) Research identifies five characteristics or correlates common to all effective schools:
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Strong instructional leadership by the principal that frames the school's vision and turns it into reality. 2. High expectations of student achievement by students and staff members. 3. A broadly understood instructional focus that centers on reading, writing, mathematics, and science. 4. A safe and orderly school climate conducive to teaching and learning. 5. Frequent measures of pupil achievement as a basis for program evaluation and improvement.

Action Steps to Implement

Teachers will consistently provide standards-based instruction, assess, analyze data, determine causes, plan for reteach, and providing students with necessary supports.

Person Responsible Tyra Forcine-Mobley (forcinet@duvalschools.org)

Reading and Math coach will support teachers via Collaborative Coaching Cycle.

Person Responsible Tyra Forcine-Mobley (forcinet@duvalschools.org)

#8. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Standards-based planning is our AOF. Of classroom instruction observed during the 2019-2020 school year, only 47% had student-task alignment.

Measurable Outcome: 100% of our current core content teachers will engage in successful standards-based instruction planning procedures.

Person responsible for monitoring outcome: Laquitrice Johnson (moselyl@duvalschools.org)

Evidence-based Strategy: Ensure students are exposed to standards-aligned instruction, tasks, and assessments.

Rationale for Evidence-based Strategy: As expressed in the Opportunity Myth, our students need more opportunities with on grade-level work, aligned to standards. Teachers need more support with FCIM, thus the Collaborative Coaching Cycle, (CCC), will provide this intentional support. Coaching is a deliberate, intentional conversation between colleagues with the ultimate goal of strengthening instructional practice.

Action Steps to Implement

Train leadership team and teachers on the relationship between the SIP and the standards-based initiative requirements.

Person Responsible Laquitrice Johnson (moselyl@duvalschools.org)

Facilitate professional development on the Learning ARC and the importance of this planning tool in ensuring standards-based instruction and reaching our SIP goals.

Person Responsible Laquitrice Johnson (moselyl@duvalschools.org)

During early return, as well as ongoing professional development, the SBLT will establish guidelines, expectations and common language for standards-based common planning and PLC.

Person Responsible Laquitrice Johnson (moselyl@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Math Proficiency- The percentage of students making adequate growth is still below school, district and state percentages and expectation. The school-based leadership team will teach and model, for teachers, what effective instruction looks and sounds like using the standards-based common planning (SBCP). We will continue to utilize KUDs, and continue to develop our understanding and use of Learning Arcs. We will plan for strategic grouping of students for Math intervention. In order to do this, we need to have a Math coach at the start of the 20-21 school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Annie R. Morgan, there's an ongoing culture of Greater Than Yourself (GTY), whereby students have high academic expectations, Educators establish meaningful relationships, and deliver rigorous and relevant instruction that result in successful learning outcomes for every student. Leadership is ensuring that counselors and assigned therapist are the right fit for our school and students' needs. Principal with Daniels' Kids Counseling Director to discuss proactive plans for incoming therapist. Plans include developing specific, needsbased counseling & support groups for students identified with two or more early warning indicators. Principal met with PBIS District Lead to discuss school's data and identified level of support; which include developing a sound PBIS team, gathering baseline data, and develop an implementation plan, based on the data. Calm Classroom will be implemented. We will continue to work towards increased family engagement through various family engagement activities, and use of our parent liaison.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$56,838.02
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0211 - Annie R. Morgan Elementary School	UniSIG	1.0	\$37,181.75
			<i>Notes: *Supplemental Kindergarten Teacher- This is a standard elementary classroom teaching position that is being requested to supplement the district's standard allocation allotted to the school. The qualifications for the position, as with all teacher's requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications & Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position is not a new position, last year, the school had this position filled and we would like the position to continue in 2020-2021. This position will be funded 100% through UniSIG.</i>			

	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,267.77
			Notes: Supplies- The line item will be used to support reading, writing, and math. We will purchase copier paper, highlighters, construction papers, and other progress monitoring resources and materials needed to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; classroom libraries to use during small group and student independent reading time; and other instructional supplies necessary to support supplemental, needs-based instruction. Please see the attached store room order.			
	5100	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG		\$3,718.18
			Notes: Supplemental Kindergarten Teacher-Benefits Retirement at 10.00%			
	5100	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG		\$2,844.40
			Notes: Supplemental Kindergarten Teacher-Benefits Social Security at 7.65%			
	5100	231-Health and Hospitalization	0211 - Annie R. Morgan Elementary School	UniSIG		\$6,531.72
			Notes: Supplemental Kindergarten Teacher-Benefits Group Health at 17.54%			
	5100	232-Life Insurance	0211 - Annie R. Morgan Elementary School	UniSIG		\$7.44
			Notes: Supplemental Kindergarten Teacher-Benefits Life Insurance at .02%			
	5100	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG		\$349.51
			Notes: Supplemental Kindergarten Teacher-Benefits Workers Compensation at .94%			
	5100	290-Other Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG		\$200.78
			Notes: Supplemental Kindergarten Teacher-Benefits Benefits Flex Medical at .54%			
	5100	310-Professional and Technical Services	0211 - Annie R. Morgan Elementary School	UniSIG		\$900.00
			Notes: Substitute for Kindergarten Teacher for any absences during the school year.			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$947.00
			Notes: Supplies- The line item will be used to support reading, writing, and math. We will purchase toner to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; classroom libraries to use during small group and student independent reading time; and other instructional supplies necessary to support supplemental, needs-based instruction. Please see the attached store room order.			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$2,889.47
			Notes: Supplies- The line item will be used to support reading, writing, and math. We will purchase copier paper, highlighters, construction papers, and other progress monitoring resources and materials needed to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; classroom libraries to use during small group and student independent reading time; and other instructional supplies necessary to support supplemental, needs-based instruction. Please see the attached store room order.			
3	III.A.	Areas of Focus: Culture & Environment: School Safety				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$14,206.96
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	6150	160-Other Support Personnel	0211 - Annie R. Morgan Elementary School	UniSIG	1.0	\$11,979.90
			Notes: *Parent Liaison will be used to keep in close contact with all of our students' parents and guardians. This position is needed to ensure we provide wrap-around services for our families. Our goal is to use our Early warning indicators to help prevent numbers from increasing. The parent liaison position requires a High School Diploma and one (1) year experience in developing and presenting workshops to/for parents and working with family's/ community groups. The applicant should have knowledge of community parent/family education and/or resources; school parent involvement plan, school improvement plan, and strong training development and delivery skills. The candidate we had in 2019-2020 will remain in this position if approved. This position will be funded by UniSIG (100%).			
	6150	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,197.99
			Notes: Parent Liaison Benefits Retirement at 10.00%			
	6150	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG		\$916.46
			Notes: Parent Liaison Benefits Social Security at 7.65%			
	6150	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG		\$112.61
			Notes: Parent Liaison Benefits Workers Competition at .94%			
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$58,656.65
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	0211 - Annie R. Morgan Elementary School	UniSIG	0.3	\$22,348.10
			Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -Support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. the same employee will continue for the 20-21 SY; This position was approved in 19-20's UniSIG grant; Yes, this position is shared between Annie R. Morgan, Ramona, and Reynolds Lane and split funded between the three schools.			
	7300	330-Travel	0211 - Annie R. Morgan Elementary School	UniSIG		\$75.00
			Notes: For Supplemental Assistant Principal to travel in county between the split funded schools.			
	5900	120-Classroom Teachers	0211 - Annie R. Morgan Elementary School	UniSIG		\$13,824.00
			Notes: *Tutoring (Part-time Tutors) - The tutor will be used to support grade levels 3-5, to assist with the achievement gaps from 2019-2020. The minimum qualifications for this Position vary as follows: Tutor I \$ 10.00 per hour (30 hours of College Credit/Associates Degree; Tutor II \$ 18.00 per hour, (Bachelor's Degree); and Tutor III \$24.00 per hour, (Bachelor's degree or higher with a valid teacher certificate). This line item supports the use of part-time tutors @ \$10 - \$16 per hour depending on applicants # of college credit course			

			work completed and corresponding board approved salary + benefits. The tutors will provide small group math and ELA remediation throughout the year to students identified by data for math and/or reading. We currently have candidate available for hire. Tutor I 18.00 - Tutor III \$24.00 per hour. The tutors will provide small group Math and ELA remediation throughout the year to students identified by data for math and/or reading. The estimated date range are Sept. 21st - April 30th (246 hours) There will be two part-time tutors that come three times a week for two hours. This line item is for salary and benefits. We have two candidates. There are approximately 50 students.			
	7300	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG		\$2,234.81
			Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%			
	7300	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,709.63
			Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%			
	7300	231-Health and Hospitalization	0211 - Annie R. Morgan Elementary School	UniSIG		\$3,919.86
			Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%			
	7300	232-Life Insurance	0211 - Annie R. Morgan Elementary School	UniSIG		\$4.47
			Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%			
	7300	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG		\$210.07
			Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%			
	7300	290-Other Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG		\$120.68
			Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%			
	5900	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG		\$2,145.60
			Notes: Tutoring Benefits Retirement at 10.00%			
	5900	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,641.38
			Notes: Tutoring Benefits Social Security at 7.65%			
	5900	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG		\$201.69
			Notes: Tutoring Benefits Workers Competition at .94%			
	5100	369-Technology-Related Rentals	0211 - Annie R. Morgan Elementary School	UniSIG		\$2,589.36
			Notes: Licenses for Grade Level K-5. This site license has over one thousand standards-aligned lessons including embedded creative and computational projects across BrainPOP and BrainPOP Jr. Includes all content and resources in BrainPOP Español and BrainPOP Français.			
	5900	750-Other Personal Services	0211 - Annie R. Morgan Elementary School	UniSIG		\$7,632.00
			Notes: Tutoring- The tutor will be used to support grade levels 3-5, to assist with the achievement gaps from 2019-2020. The certified teachers (up to 4 teachers) will offer tutoring to the lowest performing quartile students in ELA, Math, or Science for up to 68 hours. The tutoring sessions would be conducted before school, after school, or on Saturdays. The estimated dates are Jan. 18th - April 18th, twice a week, for 1-2 hours. The teachers would have an opportunity to sign up and be on a first come, first serve basis.			

7	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
8	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$136,277.50