

Duval County Public Schools

# Annie R. Morgan Elementary School



## 2019-20 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: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (35%) 2017-18: C (46%) 2016-17: C (42%) 2015-16: D (40%) 2014-15: F (24%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

## 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](http://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)	2018-19 Title I School	2018-19 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	91%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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## SIP Authority

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<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 and position title 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 standardsb-based lesson planning.</p> <p>Niki Torian, 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>

## 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	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

#### FTE units allocated to school (total number of teacher units)

16

#### Date this data was collected or last updated

Sunday 8/25/2019

#### Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

#### 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	
Attendance below 90 percent	46	30	32	29	23	22	0	0	0	0	0	0	0	182
One or more suspensions	1	6	3	2	5	6	0	0	0	0	0	0	0	23
Course failure in ELA or Math	11	42	46	40	0	0	0	0	0	0	0	0	0	139
Level 1 on statewide assessment	0	0	0	24	29	31	0	0	0	0	0	0	0	84

**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	11	46	47	33	38	39	0	0	0	0	0	0	0	214

## 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	
Number of students enrolled	0 (0)	46 (0)	59 (0)	67 (0)	52 (0)	56 (0)	280 (0)
Attendance below 90 percent	0 ( )	0 ( )	2 ( )	1 ( )	5 ( )	26 ( )	34 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	2 (0)	5 (0)	4 (0)	11 (0)
Course failure in ELA or Math	0 ( )	0 (0)	11 (0)	42 (0)	4 (0)	0 (0)	57 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	24 (0)	24 (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.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
	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				

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
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
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%	

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%	
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%	
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%	
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%	
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%	
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%	
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%	
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%	

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%	

## 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 standards-based 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? (see Guidance tab for additional information)**

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. Reading Learning Gains
3. LPQ Reading Gains
4. LPQ Math Gains
5. Student Truancy

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Reading proficiency across the curriculum
<b>Rationale</b>	The percentage of achievement in reading proficiency across the curriculum has fallen below the district and state percentages. A focus on this area across the curriculum would encompass teaching and learning for all students and all subgroups (ELL, ESE, etc).
<b>State the measurable outcome the school plans to achieve</b>	If all teachers provide quality instruction, while implementing the four key resources "at the heart of high-quality academic experiences" for students, in Reading, Writing, Math, and Science, then Annie R. Morgan Elementary will increase student achievement by 5% or higher in all testing areas.
<b>Person responsible for monitoring outcome</b>	Laquitrice Johnson (moselyl@duvalschools.org)
<b>Evidence-based Strategy</b>	School-based leadership team will teach and model, for teachers, what effective instruction looks and sounds like using the "Standards-based Common Planning (SBCP) and Student Work Protocol" tool, and train teachers to infuse the four key resources at the heart of high-quality education, provided by the Bureau of School Improvement (BSI).
<b>Rationale for Evidence-based Strategy</b>	Research, via TNTP "The Opportunity Myth", states that "The four key resources at the heart of high-quality academic experiences for students are consistent opportunities to work on grade-appropriate assignments; a sense of deep engagement in what they're learning; strong instruction that lets students do most of the thinking in the lesson; teachers who hold high expectations for students and truly believe they can meet grade-level standards.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. SBLT, in collaboration with teachers, will Identify ELA common language for Standards-based planning, using resources provided by district/state.</li> <li>2. SBLT will establish guidelines and expectations for standards-based common planning and clearly and thoroughly communicate to teachers during early return and ongoing professional development (P.D.).</li> <li>3. The Reading coach will help facilitate and support teachers, during SBCP, as teachers choose appropriately complex texts around a single topic/theme/subject linked to content standards, utilizing Ready LAFS and paired texts in the Innovation &amp; School Improvement (ISI) ELA curriculum resources.</li> <li>4. The Reading Coach will support teachers in the work of unpacking standards, and determining which isolated ELA standards will be needed to scaffold student understanding of texts to the Big Understanding.</li> <li>5. The Reading Coach will facilitate ongoing P.D. and provide guidance to teachers when planning standards-based lessons, as it relates to developing clear learning objectives, using K.U.D.S. (Know, Understand, Do, Strategies) method.</li> <li>6. Teachers will embed a daily, quick Vocabulary Lesson prior to students reading a new piece of text.</li> </ol>
<b>Person Responsible</b>	Laquitrice Johnson (moselyl@duvalschools.org)



#2	
<b>Title</b>	Math proficiency across the curriculum
<b>Rationale</b>	The percentage of achievement in math proficiency across the curriculum has fallen below the district and state percentages. A focus on this area across the curriculum would encompass teaching and learning for all students and all subgroups (ELL, ESE, etc).
<b>State the measurable outcome the school plans to achieve</b>	If all teachers provide quality instruction, while implementing the four key resources "at the heart of high-quality academic experiences" for students, in Reading, Writing, Math, and Science, then Annie R. Morgan Elementary will increase student achievement by 5% or higher in all testing areas.
<b>Person responsible for monitoring outcome</b>	Tyra Forcine-Mobley (forcinet@duvalschools.org)
<b>Evidence-based Strategy</b>	School-based leadership team will teach and model, for teachers, what effective instruction looks and sounds like using the "Standards-based Common Planning (SBCP) and Student Work Protocol" tool, and train teachers to infuse the four key resources at the heart of high-quality education, provided by the Bureau of School Improvement (BSI).
<b>Rationale for Evidence-based Strategy</b>	Research, via TNTP "The Opportunity Myth", states that "The four key resources at the heart of high-quality academic experiences for students are consistent opportunities to work on grade-appropriate assignments; a sense of deep engagement in what they're learning; strong instruction that lets students do most of the thinking in the lesson; teachers who hold high expectations for students and truly believe they can meet grade-level standards.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. SBLT, in collaboration with teachers, will Identify Math common language for Standards-based planning, using resources provided by district/state.</li> <li>2. SBLT will establish guidelines and expectations for standards-based common planning and clearly and thoroughly communicate to teachers during early return and ongoing professional development (P.D.).</li> <li>3. The Math coach will help facilitate and support teachers, during SBCP, as teachers choose appropriately complex tasks, centered around the three Math shifts, while utilizing Ready MAFS and supplementing with Acaletics .</li> <li>4. 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 .</li> <li>5. The Math Coach will facilitate ongoing P.D. and provide guidance to teachers when planning standards-based lessons, as it relates to developing clear learning objectives, using K.U.D.S. (Know, Understand, Do, Strategies) method.</li> </ol>
<b>Person Responsible</b>	Tyra Forcine-Mobley (forcinet@duvalschools.org)

#3	
<b>Title</b>	Improve Climate and Culture of our schools for ESS students in SWD, Black and SED subgroups
<b>Rationale</b>	To outline a plan for creating a positive, and safe learning environment, including a positive reinforcement approach to obtaining desired behaviors, in order to decrease discipline referrals, and increase student attendance, engagement and academic achievement, while meeting the basic needs of our students.
<b>State the measurable outcome the school plans to achieve</b>	The attendance rate of our subgroups- ESS, SWD, SED, will increase by at least 5%.
<b>Person responsible for monitoring outcome</b>	Tyra Forcine-Mobley (forcinet@duvalschools.org)
<b>Evidence-based Strategy</b>	Annie R. Morgan (A.R.M.) is partnering with parents, meeting to discuss prior year data; possible barriers that resulted in student not being successful previously; setting of academic and behavior goals, and actions steps for school and home, to help the student be successful with meeting those goals. A.R.M. is also partnering with the Food Service Department to implement an After School Snack and Supper Program to ensure that our students receive the necessary daily nutrition. School will implement Response to Intervention for behavior by collaborating with teachers, parents, students school counselor/therapist.
<b>Rationale for Evidence-based Strategy</b>	In order for students to focus on learning and take ownership of their learning, they need to have their basic needs met, and they need to feel safe and respected.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students will be welcome on to campus as they arrive each morning.</li> <li>2. Principal will make every attempt to speak positive words to students at the beginning of each day.</li> <li>3. Students will engage in daily morning meeting that integrates Sanford Harmony Lessons.</li> <li>4. Ensure that all classroom doors are locked and students may not open unless given permission from adult.</li> <li>5. School-wide PBIS in place.</li> <li>6. Everyone is aware of safety and emergency procedures.</li> </ol>
<b>Person Responsible</b>	Laquitrice Johnson (moselyl@duvalschools.org)

## #4

<b>Title</b>	Improving Academic Rigor with Standards Based Instruction
<b>Rationale</b>	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

<b>State the measurable outcome the school plans to achieve</b>	Proficiency, Learning Gains and LPQ Gains will increase by 5% or more in Reading, Math and Science.
<b>Person responsible for monitoring outcome</b>	Lashawn Russ (russl@duvalschools.org)
<b>Evidence-based Strategy</b>	Ongoing progress monitoring- weekly, biweekly and monthly, using school-based, district and state assessments.
<b>Rationale for Evidence-based Strategy</b>	Data must drive instruction. SBLT and teachers must be familiar with their students' strengths and areas of growth, in order to plan relevant and timely instruction/intervention.

## Action Step

<b>Description</b>	<ol style="list-style-type: none"> <li>1. SBLT will train teachers on how to use FSA data and scale to determine how many points are needed for each of their student's to make a gain.</li> <li>2. Reading and Math coach will help teachers drill down within the FSA clusters, to determine where students have the greatest deficiency.</li> <li>3. Teachers will use iReady and Achieve baseline data to plan whole group and small group lessons.</li> <li>4. Teachers will utilize exit tickets from Ready LAFS and "checkpoints" from ISI ELA Curriculum Resources to assess student learning on a weekly and biweekly basis.</li> <li>5. Teachers will use Quick Pics within Acaletics to assess students' understanding of standards.</li> </ol>
<b>Person Responsible</b>	Laquitrice Johnson (moselyl@duvalschools.org)

**Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

A member of the SBLT will attend all of the standards-based planning sessions and a facilitator has been designated to lead. Debriefing w/coaches; determination of tiered levels of support of classroom teachers.

**Part IV: Title I Requirements****Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Principal has contacted and scheduled meet and greets for individual parents and their child. During this meeting, we discuss some prior year data; possible barriers that resulted in student not being successful previously; setting of academic and behavior goals, and actions steps for school and home, to help the student be successful with meeting those goals. A Back to School Extravaganza has been scheduled for the community. The goal is to welcome students, parents/guardians, faculty/staff, and surrounding community, as we prepare for a successful 2019-2020 school year. Parents/guardians will be provided with helpful information for the new school year; students will receive free supplies and haircuts; there will be free food and fun for all.

**PFEP Link**

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

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

At 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, needs-based 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. Plan may include Restorative Justice strategies (i.e. one on one chats, peer mediation, support circles, integrating Sanford Harmony lessons during morning meetings.

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

The SBLT will collaborate and plan with schools in feeder pattern, as well as collaborate with community-based services, such as Boys and Girls Club.

**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.**

School-based leadership team (SBLT) works closely with district-based leadership to identify and align available resources through district and state-facilitated professional development sessions. During various sessions, leadership learns and gains access to online, standards-based curriculum and resources, as well as receive guidance on how to leverage these resources. SBLT collaborates with other schools with like demographics, and develops an action plan for implementation- quality instruction that includes the core, supplemental, and interventions, systems for safety. Additional support personnel have been requested through funding from the state, which will enable the school to provide teachers and students with needed professional development, supplemental materials, and coaching. This support comes in the form of Parent Liaison, who serves as a bridge between school and parent/home. The goal of the liaison will be to meet with parents/guardians regularly to discuss needs assessments, goals, and supply necessary support, enabling parent to better support their child at home. In addition, support personnel comes in the form of a Kg teacher. Kg teachers play a vital role in forming a solid foundation for our students' academic career. Research supports early intervention, and small class sizes. If teachers have a small class size, they are able to address students' deficiencies more easily. SBLT will meet with teachers and weekly meetings will be held to inventory resources, discuss progress, identify barriers and problem-solve. In addition, student learning will be enhanced by purchasing additional technology. Additional technology, such as student computers, would be purchased to enhance classroom instruction. and speed up data collection and progress monitoring process.

**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 will plan and implement standards-based lessons, enabling students to mastery standards at a higher percentage rate, which will aid in students becoming college and career ready. The school will take proactive steps to partner with community-based organizations, such as the Fire and Rescue Department, The Public Library, and feeder middle and high schools.

## Part V: Budget

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

1	III.A.	Areas of Focus: Reading proficiency across the curriculum				\$66,974.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0211 - Annie R. Morgan Elementary School	UniSIG	0.9	\$42,300.00
			<i>Notes: Supplemental Classroom Teacher</i>			
	5100	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$3,583.00
			<i>Notes: Supplemental Classroom Benefits Retirement 8.47%</i>			
	5100	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$3,236.00
			<i>Notes: Supplemental Classroom Teacher Benefits Social Security 7.65%</i>			

	5100	231-Health and Hospitalization	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$7,826.00
			Notes: Supplemental Classroom Teacher Benefits Health and Hospitalization 18.50%			
	5100	232-Life Insurance	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$13.00
			Notes: Supplemental Classroom Teacher Benefits Life Insurance .03%			
	5100	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$398.00
			Notes: Supplemental Classroom Teacher Benefits Workers Compensation .94%			
	5100	250-Unemployment Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$4.00
			Notes: Supplemental Classroom Teacher Benefits Unemployment Compensation .01%			
	5100	290-Other Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$241.00
			Notes: Supplemental Classroom Teacher Benefits Other Employee Benefits Flex Medical .57%			
	5100	290-Other Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG		\$592.00
			Notes: Supplemental Classroom Teacher Benefits Other Employee Benefits Leave 1.4%			
	5900	120-Classroom Teachers	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$7,500.00
			Notes: Tutors			
	5900	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$635.00
			Notes: Tutor Benefit Retirement 8.47%			
	5900	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$574.00
			Notes: Tutor Benefit Social Security 7.65%			
	5900	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$71.00
			Notes: Tutor Benefit Workers Compensation .94%			
	5900	250-Unemployment Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$1.00
			Notes: Tutor Benefit Unemployment Compensation .01%			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math proficiency across the curriculum</b>				<b>\$9,366.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$8,000.00
			Notes: Tutoring			
	5900	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$678.00
			Notes: Tutoring Benefits Retirement 8.47%			



	5900	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$612.00
			Notes: Tutoring Benefits Social Security 7.65%			
	5900	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$75.00
			Notes: Tutoring Benefits Workers Compensation .94%			
	5900	250-Unemployment Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$1.00
			Notes: Tutoring Benefits Unemployment Compensation .01%			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Improve Climate and Culture of our schools for ESS students in SWD, Black and SED subgroups</b>				<b>\$52,040.45</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	130-Other Certified Instructional Personnel	0211 - Annie R. Morgan Elementary School	UniSIG	0.5	\$15,000.00
			Notes: Parent and Family Liaison			
	6100	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$1,271.00
			Notes: Parent and Family Liaison Benefits Retirement 8.47%			
	6100	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$1,148.00
			Notes: Parent and Family Liaison Benefits Social Security 7.65%			
	6100	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$141.00
			Notes: Parent and Family Liaison Benefits Workers Compensation .94%			
	6100	250-Unemployment Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$2.00
			Notes: Parent and Family Liaison Benefits Unemployment Compensation .01%			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$8,700.00
			Notes: Paper, pens, pencils, chart paper, ink cartridge, folders, notebooks, memo pads, stick notes, staples			
	5100	644-Computer Hardware Non-Capitalized	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$16,977.00
			Notes: Technology			
	5900	120-Classroom Teachers	0211 - Annie R. Morgan Elementary School	UniSIG		\$6,951.50
			Notes: 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.			
	5900	120-Classroom Teachers	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,580.95

			<i>Notes: This line item is being requested by the school in order to provide small group tutoring support services for approximately 25 students in grades 4 and 5 by reprioritize the funds to provide Writing in Response, Reading support, and Math. This line item supports the use of part-time tutors @ \$18 to \$24 per hour depending on applicants # of college credit course work completed and/ or Certification corresponding board approved salary + benefits. The estimated date range would be June 15th - June 25th (no more than 25 hours for two tutors).</i>			
	5900	200-Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$269.00
			<i>Notes: Tutoring Benefits</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Improving Academic Rigor with Standards Based Instruction</b>				<b>\$29,140.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	0211 - Annie R. Morgan Elementary School	UniSIG	0.3	\$21,000.00
			<i>Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.</i>			
	7300	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$1,779.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$1,607.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$3,885.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$6.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%</i>			
	7300	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$197.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$2.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$120.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG	0.0	\$294.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	0211 - Annie R. Morgan Elementary School	UniSIG		\$250.00
			<i>Notes: In county travel Supplemental Assistant Principal</i>			



Total:	\$165,292.50
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