

St. Lucie Public Schools

Morningside Elementary School



2021-22 Schoolwide Improvement Plan

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Morningside Elementary School

2300 SE GOWIN DR, Port St Lucie, FL 34952

<http://www.stlucie.k12.fl.us/mse/>

Demographics

Principal: Valerie Forman

Start Date for this Principal: 8/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: A (63%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/12/2021.

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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Morningside Elementary School

2300 SE GOWIN DR, Port St Lucie, FL 34952

<http://www.stlucie.k12.fl.us/mse/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

School Board Approval

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Morningside Elementary School is to provide all students a safe and positive learning environment, rigorous academic curriculum, and access to technological resources evidenced by continuous student achievement.

Provide the school's vision statement.

Morningside Elementary School, in partnership with families and the community, will be an educational institution of academic excellence. Each student will be afforded the opportunity to reach his or her maximum potential to be a successful citizen in the global society.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Melrose, Kathleen	Principal	
Monroe, Lauren	Assistant Principal	
Murray, Juliete	School Counselor	
Lee, Kristin	Instructional Coach	
Payne, Beth		
O'Brien, Jenifer		

Demographic Information

Principal start date

Monday 8/23/2021, Valerie Forman

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

38

Total number of students enrolled at the school

633

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	113	102	98	103	104	92	0	0	0	0	0	0	0	612
Attendance below 90 percent	22	19	15	12	12	14	0	0	0	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	7	0	1	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	6	1	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	11	13	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	22	9	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	3	3	6	3	0	0	0	0	0	0	0	0	15

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	2	1	10	13	9	0	0	0	0	0	0	0	35

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	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	50%	57%	66%	50%	56%
ELA Learning Gains				63%	55%	58%	61%	54%	55%
ELA Lowest 25th Percentile				42%	54%	53%	53%	55%	48%
Math Achievement				74%	53%	63%	75%	56%	62%
Math Learning Gains				62%	50%	62%	63%	56%	59%
Math Lowest 25th Percentile				49%	42%	51%	51%	46%	47%
Science Achievement				49%	46%	53%	70%	51%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	69%	50%	19%	58%	11%
Cohort Comparison						
04	2021					
	2019	75%	51%	24%	58%	17%
Cohort Comparison		-69%				
05	2021					
	2019	55%	48%	7%	56%	-1%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	55%	26%	62%	19%
Cohort Comparison						
04	2021					
	2019	82%	54%	28%	64%	18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-81%				
05	2021					
	2019	53%	47%	6%	60%	-7%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	46%	2%	53%	-5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA and Math data used for progress monitoring for K-8 was iReady Diagnostics. Science progress monitoring data was District created Unit Assessments.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		31	29	46
	Economically Disadvantaged		25	25	38
	Students With Disabilities		17	23	31
	English Language Learners		25	13	25
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		18	25	43
	Economically Disadvantaged		14	19	37
	Students With Disabilities		8	8	39
	English Language Learners		0	0	25

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79	88	97
	Economically Disadvantaged	74	85	97
	Students With Disabilities	27	73	81
	English Language Learners	25	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	84	92	100
	Economically Disadvantaged	90	93	100
	Students With Disabilities	46	91	100
	English Language Learners	50	100	100

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	85	87	89
	Economically Disadvantaged	78	86	84
	Students With Disabilities	44	44	56
	English Language Learners	60	83	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	90	96	97
	Economically Disadvantaged	86	93	95
	Students With Disabilities	56	78	78
	English Language Learners	75	75	75

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	88	94	93
	Economically Disadvantaged	87	94	92
	Students With Disabilities	57	71	64
	English Language Learners	75	89	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	86	89	94
	Economically Disadvantaged	82	83	91
	Students With Disabilities	64	57	71
	English Language Learners	43	78	89
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66	75	80
	Economically Disadvantaged	64	69	72
	Students With Disabilities	41	38	44
	English Language Learners	9	25	63
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	81	87	80
	Economically Disadvantaged	76	82	72
	Students With Disabilities	56	69	44
	English Language Learners	75	88	63
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	63	69	70
	Economically Disadvantaged	56	63	63
	Students With Disabilities	6	19	25
	English Language Learners	50	50	38

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	41	31	39	25	17	13				
ELL	63	55		63	30		50				
BLK	48	75		50	45		55				
HSP	63	48	30	65	40		59				
MUL	50			56							
WHT	81	68		84	64		78				
FRL	61	53	41	65	45	29	58				
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	24	41	36	30	43	41	21				
ELL	37			68							
BLK	55	70	43	67	57		35				
HSP	65	65	44	73	70	53	46				
MUL	61			56							
WHT	74	60	35	78	60	47	62				
FRL	60	59	43	66	58	46	36				
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	22	47	50	34	55	57	42				
BLK	44	46	36	64	50	33	36				
HSP	61	56	42	69	60	50	70				
MUL	69	60		69	60						
WHT	75	67	73	83	69	67	80				
FRL	56	57	47	68	56	50	63				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our data continues to thrive in the area of Proficiency, 71% of our students were proficient in ELA, 74% in Math, and 65% in Science. Our ELA learning Gains continue to hold steady at 62%. Our bottom quartile continues to be our deficient area.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 State Assessment Data:

Overall 5th Grade showed the lowest performance in all areas of achievement. ELA (42%), Math (49%), & Science (49%). An additional area of low performance was school bottom quartile in both ELA (42%) & Math (49%). Bottom Quartile data was also the lowest performance for the 2018-2019 school year. Struggles in effective collaborative planning as well as implementation of standards based instruction and reteach was a contributing factor to this low performance. Currently, the greatest area for improvement is Learning Gains for Math, both Bottom Quartile and all students. We had a decrease in Math learning gains, 63% to 51%. Our largest decrease was in the area bottom quartile from 48% to 24%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Gaps in instruction due to Covid, lack of collaborative planning, and distance learning are the contributing factors to this need for improvement. In addition, deeper aggressive monitoring of our students trend data for Learning Gains will need to be done.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019: The following data components showed the most improvement: 4th grade ELA Achievement from 58% to 75% proficient + 17, as well as Black Students in the area of ELA Achievement 44% to 55% (+11) and ELA Learning Gains from 46% to 70 % (+24).

2020: 5th grade science proficiency showed the most improvement with a 16 point increase in proficiency, from 49% to 65%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A shift in emphasis on instruction across all standards. Greater progress monitoring of science instruction and hands on activities. Science tutoring was also offered.

What strategies will need to be implemented in order to accelerate learning?

Daily collaborative planning as well as additional progress monitoring will be necessary to close the achievement gaps that have occurred. Additional support, such as interventionist and instructional coach are also critical to accelerate learning this school year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our instructional coach will provide support during collaborative planning as well as feedback on lesson implementation. On going training on the new reading series as well a Tiered resources will be imbedded throughout the school year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Hiring of interventionist, instructional coach, as well as teachers' aides will assist in this area.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Analysis of student achievement subgroup data indicates students with disabilities are not achieving at the same rate as their non-disabled peers in reading and math.

Measurable Outcome:

To increase our SWD ELA , currently at 26%, and Math Achievement currently at 32%, to above 50% proficient.

Monitoring:

Through unit assessment data, data meetings, goal setting, and lesson plans.

Person responsible for monitoring outcome:

Jenifer Obrien (jenifer.obrien@stlucieschools.org)

Evidence-based Strategy:

ESE teachers will work collaboratively with general education teachers to close the achievement gap of SWD. Standards based differentiated instruction will be provided to students with disabilities in order to close the gap between them and their peers.

Rationale for Evidence-based Strategy:

SWD will be provided additional remediation as well as additional small group instruction in the general education classroom. iReady resources on and below level will be used in small group and remediation. Additional intervention resources will be used to meet IEP goals. Flexible approaches that can be customized and adjusted for students individual needs will be the school's focus.

Action Steps to Implement

1. Teachers will be trained in UDL planning through FDLRS
2. Identify areas of need for each students.
3. Collaborative planning between ESE support and general education teachers.
4. Implement remediation and additional small group support.
5. Track student progress.
5. Reteach as needed.

Person Responsible

Jenifer Obrien (jenifer.obrien@stlucieschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Analysis of teacher survey results, & Panorama Student & Staff Survey Data, indicate a need to address the social emotional learning needs of our school.
Measurable Outcome:	Student perception of being able to self regulate their own behavior will increase by 25% as measured by the Panorama survey data.
Monitoring:	Monitoring will occur through lesson plans and classroom walk-throughs.
Person responsible for monitoring outcome:	Kathleen Melrose (kathleen.melrose@stlucieschools.org)
Evidence-based Strategy:	Explicit instruction of SEL utilizing Sanford Harmony will be implemented to teach students the 5 SEL competencies. Daily circles will be facilitated to allow students opportunities for practice of self-regulation skills. The SEL school based committee will monitor and promote SEL activities.
Rationale for Evidence-based Strategy:	Intentional focus on Self Regulation skills will reduce discipline concerns as well as enhance a positive learning environment.

Action Steps to Implement

1. SEL Training for all staff
2. Implementation of Daily Circles
3. Monthly discipline Data Review with SEL Committee
4. Additional and ongoing support from SEL district department as needed.

Person Responsible Kathleen Melrose (kathleen.melrose@stlucieschools.org)

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: After the loss in learning and lack of collaborative planning time due to covid restrictions, there is a significant need to get back to the basics and focus on CP to close the achievement gap. Planning will focus on meeting the needs for all students to maintain their current level of proficiency in order to achieve a learning gain and for students not proficient to move one bucket to achieve a learning gain.

Measurable Outcome: We expect all proficient students to maintain proficiency and therefore achieve a learning gain as well as 50% of our bottom quartile students to move a minimum of one bucket to achieve a learning gain.

Monitoring: Administration and instructional coach will participate in collaborative planning as well as lead a focus group on CP facilitation.

Person responsible for monitoring outcome: Kathleen Melrose (kathleen.melrose@stlucieschools.org)

Evidence-based Strategy: Explicit professional learning in the area of collaborative planning facilitation, implementation, and monitoring.

Rationale for Evidence-based Strategy: This has been selected as an area of focus due to the gaps in learning and loss of collaborative planning time.

Action Steps to Implement

1. Collaborative Facilitator Training
2. Daily Collaborative Planning
3. Instructional Coaching support at Collaborative Planning
4. Strategic monitoring of CP and lesson implementation.

Person Responsible Kathleen Melrose (kathleen.melrose@stlucieschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The primary areas of concern for discipline at Morningside Elementary include physical altercations and noncompliance. According to climate survey results, students struggle with self-regulation strategies. Areas of concern are monitored through monthly PBIS and SEL Committee meetings. Many students are lacking some of the basic life skills needed for success in school, at home and in the community. Intentional focus on cultivating SEL competencies is a proven strategy used to reduce discipline concerns, increase attendance and develop positive learning communities. In monthly meetings, PBIS and SEL teams discuss tiered behavior supports and responses to interventions. Strategies for success are shared and interventions are updated as needed.

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.

Morningside Elementary School builds a strong emphasis on Single School Culture, Kids at Hope, and Social Emotional Learning. The SEL Committee meets monthly to review Climate Survey data and discuss strategies for promoting a positive school culture and environment. Explicit instruction of SEL utilizing Harmony/Lions Quest/School-Connect will be implemented to teach students the 5 SEL competencies. Daily circles will be facilitated to allow students opportunities for guided practice of these skills. The SEL committee will continue to promote school-wide SEL through integrated activities.

The school will provide information regarding parent meetings and schoolwide events using: Monthly Parent Newsletters, Facebook page, the school website, Skyward Portal, School Messenger in English and Spanish (when translator is available), and Friday Communication Folders. Information concerning assessments, curriculum information and the way in which it is assessed and data will be discussed throughout the year. These times may include Open house, student led conferences, School Advisory Council meetings, Parent Conferences, IEP meetings, EP meetings, and MTSS meetings. Progress monitoring, data, including, but not limited to FSA, and district assessments will be shared with parents during SAC meetings and parent conferences. Parents will be notified of SAC and PTO meetings in the parent newsletters, marquee, and School Messenger phone calls. The parent newsletter is sent home with students the first part of each month. Activities for that month will be on a calendar within the newsletter. Follow-up School Messenger messages will be made prior to the event. Parental feedback and sign-in sheets will be used to monitor attendance.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Morningside Elementary School will continue to involve parents and community members in the decision making processes and planning via its School Advisory Council meetings, feedback received from parents on an on-going basis during conferences and other collaborative parent school opportunities. The process will begin with Open House prior to the opening of school by making parents feel welcome and inviting them to become partners in their child's education. The process of making parents and families feel welcome and motivating them to become involved will be ongoing. MSE will offer meetings at various times to support our parents and families.

Our relationships with business partners continues to promote a positive culture and community bond at Morningside.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
Total:			\$0.00