

Duval County Public Schools

Annie R. Morgan Elementary School



2021-22 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: 3/13/2024

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 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)	2020-21 Title I School	2020-21 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	89%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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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	Position Title	Job Duties and Responsibilities
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Demographic Information

Principal start date

Pending, 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.*

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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

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	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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	0	0	0	0	0	0		
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

Tuesday 7/6/2021

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	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

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	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

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				20%	50%	57%	21%	50%	56%
ELA Learning Gains				36%	56%	58%	43%	51%	55%
ELA Lowest 25th Percentile				41%	50%	53%	64%	46%	48%
Math Achievement				38%	62%	63%	37%	61%	62%
Math Learning Gains				47%	63%	62%	67%	59%	59%
Math Lowest 25th Percentile				50%	52%	51%	75%	48%	47%
Science Achievement				13%	48%	53%	14%	55%	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	22%	51%	-29%	58%	-36%
Cohort Comparison						
04	2021					
	2019	21%	52%	-31%	58%	-37%
Cohort Comparison		-22%				
05	2021					
	2019	15%	50%	-35%	56%	-41%
Cohort Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	61%	-17%	62%	-18%
Cohort Comparison						
04	2021					
	2019	38%	64%	-26%	64%	-26%
Cohort Comparison		-44%				
05	2021					
	2019	27%	57%	-30%	60%	-33%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	12%	49%	-37%	53%	-41%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Data is forthcoming

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	10			22							
BLK	19	41		25	45		12				
FRL	18	38		26	48		13				
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				

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	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	149
Total Components for the Federal Index	5
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	
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	28
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Analysis forthcoming

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

Analysis forthcoming

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

Analysis forthcoming

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

Analysis forthcoming

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

Analysis forthcoming

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

Analysis forthcoming

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.

Analysis forthcoming

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

Analysis forthcoming

Part III: Planning for Improvement

Areas of Focus:

#1. 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 5th graders scored on grade level on the 2018/2019 FSA.
Measurable Outcome:	100% of our core content teachers will engage in effective standards-based procedures. These instructional practice shifts will positively impact student proficiency and learning gains, as teachers, coaches and administration are working collaboratively during PLC, to ensure that planning and curriculum implementation revolve around standards-based, grade level instruction.
Monitoring:	The AOF will be monitored during classroom walkthroughs using the SWT and Dashboard.
Person responsible for monitoring outcome:	[no one identified]
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. The Reading Coach is instrumental in accomplishing this goal.

Action Steps to Implement

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 [no one identified]

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

Person Responsible [no one identified]

Reading Coach will facilitate PD on how to plan lessons whereby goals/objectives/ activities/assessments all align to the grade level standard.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math**Area of Focus**

Description and Rationale: Grade level, standards-based instruction, with evidence of differentiation.

Measurable Outcome:

100% of our core content teachers will engage in effective standards-based procedures. These instructional practice shifts will positively impact student proficiency and learning gains, as teachers, coaches and administration are working collaboratively during PLC, to ensure that planning and curriculum implementation revolve around standards-based, grade level instruction.

Monitoring: The AOF will be monitored during classroom walkthroughs using the SWT and Dashboard.

Person responsible for monitoring outcome:

[no one identified]

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. The Reading Coach is instrumental in accomplishing this goal.

Action Steps to Implement

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 [no one identified]

Math Coach will help teachers drill down within the FSA clusters, to determine where students have the greatest deficiency.

Person Responsible [no one identified]

Math Coach will facilitate PD on how to plan lessons whereby goals/objectives/ activities/assessments all align to the grade level standard.

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

Providing additional academic support for our ESE students.

Measurable Outcome:

60% of our primary students will move from one grade level to the next, closer to being on grade level.

Monitoring:

iReady and Achieve data will be a measurement of progress monitoring.

Person responsible for monitoring outcome:

[no one identified]

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

No action steps were entered for this area of focus

#4. Culture & Environment specifically relating to Parent Involvement

Area of Focus	
Description and Rationale:	The parent liaison will provide training and support through workshops and parent events that support parents in understanding academic expectations at Annie. R. Morgan Elementary.
Measurable Outcome:	Parent Involvement will increase by 25% through parent engagement activities that are coordinated by the parent liaison.
Monitoring:	Attendance Sheets Parent Event Agenda's Parent Survey's from programming Parent engagement survey's 5 Essentials Data
Person responsible for monitoring outcome:	Tiffany Green (fullwoodt@duvalschools.org)
Evidence-based Strategy:	The parent liaison will host parent workshops that discuss reading, math, and science. In addition, the parent Liasion will invite guest speakers such as the schools' instructional coach to discuss research-based strategies that parents can use at home to support home learning.
Rationale for Evidence-based Strategy:	By equipping parents with the information they need, they will be more equipped to assist students at home.

Action Steps to Implement

No action steps were entered for this area of focus

#5. 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 the state exam.

Monitoring: 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 with standard-based instruction.

Person responsible for monitoring outcome: [no one identified]

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 connections from field experiences to the content taught in class, which allows students to have a more positive outlook on school.

Rationale for Evidence-based Strategy: Face to Face and Virtual field experiences will be an option.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.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.

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. Everyone is aware of safety and emergency procedures.
6. All classroom teachers will be expected to make contact with parents/guardians for first, positive interaction, and communicate at least quarterly about academic and behavior progress.

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.

Analysis forthcoming

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

Analysis forthcoming

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$84,498.91
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0211 - Annie R. Morgan Elementary School	UniSIG	1.0	\$42,130.69
			Notes: Supplemental Kindergarten Teacher - This is not a new position. 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 teachers 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 would like the position to continue in 2021-2022. This position will be funded 100% through UniSIG.			
	5100	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG		\$4,558.24
			Notes: Kindergarten Teacher Retirement at 10.82%			
	5100	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG		\$3,223.00
			Notes: Kindergarten Teacher Social Security/Medicare at 7.65%			
	5100	231-Health and Hospitalization	0211 - Annie R. Morgan Elementary School	UniSIG		\$6,753.55

			<i>Notes: Kindergarten Teacher Group Health @ 16.03%</i>			
	5100	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG		\$695.16
			<i>Notes: Kindergarten Teacher Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG		\$219.08
			<i>Notes: Kindergarten Teacher Flex Benefits at 0.52%</i>			
	6400	130-Other Certified Instructional Personnel	0211 - Annie R. Morgan Elementary School	UniSIG	0.25	\$12,190.53
			<i>Notes: Reading Coach at .25% - This is a not a new position to the school, but it is a new position to the UniSIG application. Due to a decrease in Title I funds, the school is requesting to cover 25% of the Reading Coach's Salary and Benefits. The other 75% will be funded by Title I. The Reading Coach will work with students and teachers on standard mastery. Minimum Qualifications: Education: Bachelor's degree from an accredited college or university. Master's degree preferred. Experience: Three (3) years teaching experience with background in planning, organizing and conducting in-service training/professional growth activities. Salary is based on verified years of teaching experience. Certifications & Licenses: Elementary: K-6 certification and Reading certification/endorsement, or working toward that status by having completed a minimum of two (2) reading competencies. Middle School/High School: English Language Arts 5-9 (MS) or 6-12 certification (MS/HS) and Reading certification/endorsement or working toward that status by having completed a minimum of two (2) reading competencies.</i>			
	6400	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,319.02
			<i>Notes: Reading Coach Retirement at 10.82%</i>			
	6400	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG		\$932.58
			<i>Notes: Reading Coach Social Security/Medicare at 7.65%</i>			
	6400	231-Health and Hospitalization	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,954.14
			<i>Notes: Reading Coach Group Health @16.03%</i>			
	6400	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG		\$201.14
			<i>Notes: Reading Coach Workers Comp at 1.65%</i>			
	6400	290-Other Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG		\$63.39
			<i>Notes: Reading Coach Flex Benefits at 0.52%</i>			
	5100	232-Life Insurance	0211 - Annie R. Morgan Elementary School	UniSIG		\$8.43
			<i>Notes: Kindergarten Teacher Group Life @ 0.02%</i>			
	6400	232-Life Insurance	0211 - Annie R. Morgan Elementary School	UniSIG		\$2.44
			<i>Notes: Reading Coach Group Life @ 0.02%</i>			
	5100	622-Audio Visual Materials Non-Capitalized	0211 - Annie R. Morgan Elementary School	UniSIG		\$837.08
			<i>Notes: LISTENING CENTER -VAL-U-PAK BLUETOOTH/CD/FM - 6 STATION W/SC7V HEADPHONES 4 qty @ \$209.27 each: This line items will be used in grades K-5 to provide students with another avenue to experience literature and master on-grade level standards.</i>			

	5100	310-Professional and Technical Services	0211 - Annie R. Morgan Elementary School	UniSIG		\$900.00
			Notes: Substitute Teachers - This line item is to ensure the Supplemental Kindergarten teacher has coverage for any days leave is taken and to ensure there is not a loss in instruction when absent.			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,809.12
			Notes: Supplemental materials: Measure Up Student Workbooks ELA 42 qty level C @\$12.95 each (Grade 3) ELA 53 qty level D @\$12.95 each (Grade 4) ELA 32 qty level E @\$12.95 each (Grade 5)			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,324.90
			Notes: Supplemental materials: LAFS Instructional Materials Grade K Student Book 31 qty @\$11.05 each Grade 1 Student Book 44 qty @\$11.05 each Grade 2 Student Book 34 qty @\$11.05 each shipping 10%			
	5100	369-Technology-Related Rentals	0211 - Annie R. Morgan Elementary School	UniSIG		\$3,050.00
			Notes: All In Learning Software 15 Teacher License - to support students with clearing misconceptions during instruction. This license allows teachers to collect data right on the spot.			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0211 - Annie R. Morgan Elementary School	UniSIG		\$375.00
			Notes: All In Learning Software AIR IR Long Life Battery 26 pad kit			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,915.49
			Notes: Classroom Supplies Composition books, pencils, dry erase markers and boards			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$35.93
			Notes: Supplies paper			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$17,285.34
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0211 - Annie R. Morgan Elementary School	UniSIG	0.16	\$7,489.90
			Notes: Math Coach at 0.16% - The school is requesting this line item to work with all grade levels in the school. Specifically, the Lowest Performing Quartile students in each grade level. The Math Coach will be working with students and supporting teachers with specific interventions needed to increase standard mastery. This position's qualifications are: Education: Bachelor's degree from an accredited college or university. Master degree preferred; Experience: ELEMENTARY--Three (3) years of experience teaching elementary school or Grade 6 in Middle School mathematics; ALL--Immediate past three (3) years professional development participation (CHAMPS, CET, CCSS training, ESOL/ELL, ESE, Attendance at Conferences, Teacher Academy participation, Instructional Resource Updates, Graduate Level coursework in education, participation of Instructional Resource Committees, etc.). Experience with the delivery, follow through, and assessment of planning and conducting professional development. Experience in writing curriculum based on the complexity of defined course description standards preferred. Experience in writing assessments (quizzes, exit slips, unit assessments, etc.) preferred. Certifications & Licenses: Elementary--Mathematics K-5 and/or 1-6 Professional certification; Middle--Math 5-9 or Mathematics 6-12 Professional certification; High School--Any Math 6-12 Professional certification. The larger portion (99.84%) of the funding for this candidate is being paid out of the School's Title I funds. Due to the decrease in Title I funds, the school is asking for the remaining balance be paid using UniSIG. This was approved last year through an amendment.			

	6400	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG		\$810.41
			Notes: Math Coach Retirement at 10.82%			
	6400	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG		\$572.98
			Notes: Math Coach Social Security/ Medicare at 7.65%			
	6400	231-Health and Hospitalization	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,200.63
			Notes: Math Coach Group Health @ 16.03%			
	6400	232-Life Insurance	0211 - Annie R. Morgan Elementary School	UniSIG		\$1.50
			Notes: Math Coach Group Life @ 0.02%			
	6400	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG		\$123.58
			Notes: Math Coach Workers Comp @ 1.65%			
	6400	290-Other Employee Benefits	0211 - Annie R. Morgan Elementary School	UniSIG		\$38.95
			Notes: Math Coach Flex Benefits @ 0.52%			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$742.20
			Notes: Supplemental Materials Measure Up books Math FSA Practice Test Books Level C (5pk) 9 qty @ \$24.99 each (Grade 3) Level D (5pk) 11qty @ \$24.99 each (Grade 4) Level E (5pk) 7 qty @ \$24.99 each (Grade 5)			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,324.90
			Notes: Supplemental Materials MAFS Instruction Student books Grade K 31 qty @ \$11.05 each Grade 1 44 qty @ \$11.05 each Grade 2 34 qty @ \$11.05 each plus 10%shipping			
	5100	510-Supplies	0211 - Annie R. Morgan Elementary School	UniSIG		\$1,809.12
			Notes: Supplemental Materials Measure Up Math Student Workbooks Level C 42 qty @ \$12.95 each (Grade 3) Level D 53 qty @ \$12.95 each (Grade 4) Level E 32 qty @ \$12.95 each (Grade 5)			
	5900	120-Classroom Teachers	0211 - Annie R. Morgan Elementary School	UniSIG		\$2,640.00
			Notes: Tutoring 110 hours @ \$24 per hour: The line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 3-5. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - December 10th (before school, after school, or Saturday school).			
	5900	210-Retirement	0211 - Annie R. Morgan Elementary School	UniSIG		\$285.65
			Notes: Tutoring benefits Retirement 10.82%			
	5900	220-Social Security	0211 - Annie R. Morgan Elementary School	UniSIG		\$201.96
			Notes: Tutoring benefits Retirement Social Security 7.65%			
	5900	240-Workers Compensation	0211 - Annie R. Morgan Elementary School	UniSIG		\$43.56

		<i>Notes: Tutoring benefits Retirement Workers Compensation 1.65%</i>	
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$107,848.75