Morgan Woods Elementary School

2021-22 Schoolwide Improvement Plan

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Morgan Woods Elementary School

7001 ARMAND DR, Tampa, FL 33634

[no web address on file]

Demographics

Principal: Jessica Kepa

Start Date for this Principal: 7/1/2019

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)	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* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (52%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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 Hillsborough 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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Morgan Woods Elementary School

7001 ARMAND DR, Tampa, FL 33634

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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	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Morgan Woods Elementary School community will provide opportunities for personal growth and academic success for all students.

Provide the school's vision statement.

Morgan Woods Elementary School will develop individuals who are capable of successfully meeting the challenges of the future.

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
Kepa, Jessica	Principal	The principal is responsible for ensuring a safe environment for learning, and serves as the instructional leader of the school building. The principal makes frequent observations, provides feedback, analyzes data and provides suggestions/resources for continued academic improvement.
Kurella, Carrie	Assistant Principal	The assistant principal is responsible for ensuring a safe environment for learning, and serves as an instructional leader of the school building. The assistant principal makes frequent observations, provides feedback, analyzes data and provides suggestions/resources for continued academic improvement.
Farland, Janice	Teacher, K-12	SAC Chairperson

Demographic Information

Principal start date
Monday 7/1/2019, Jessica Kepa

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.*
1

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.*
7

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

412

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

4

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

5

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	67	50	74	69	68	66	0	0	0	0	0	0	0	394
Attendance below 90 percent	0	17	11	15	13	14	0	0	0	0	0	0	0	70
One or more suspensions	0	2	0	0	2	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	24	0	0	0	0	0	0	0	0	0	24
Course failure in Math	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	24	0	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	21	26	0	0	0	0	0	0	0	70
Number of students with a substantial reading deficiency	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	2	0	0	5	2	0	0	0	0	0	0	0	9

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	1	3	6	5	7	0	0	0	0	0	0	0	22
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 8/30/2021

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	76	65	77	69	87	82	0	0	0	0	0	0	0	456
Attendance below 90 percent	16	5	3	5	11	8	0	0	0	0	0	0	0	48
One or more suspensions	1	0	0	0	1	2	0	0	0	0	0	0	0	4
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	3	23	25	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	1	27	25	0	0	0	0	0	0	0	53

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	0	1	1	0	1	0	0	0	0	0	0	0	4
Students retained two or more times	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	76	65	77	69	87	82	0	0	0	0	0	0	0	456
Attendance below 90 percent	16	5	3	5	11	8	0	0	0	0	0	0	0	48
One or more suspensions	1	0	0	0	1	2	0	0	0	0	0	0	0	4
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	3	23	25	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	1	27	25	0	0	0	0	0	0	0	53

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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

The number of students identified as retainees:

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				45%	52%	57%	49%	52%	56%
ELA Learning Gains				46%	55%	58%	60%	52%	55%
ELA Lowest 25th Percentile				43%	50%	53%	55%	46%	48%
Math Achievement				43%	54%	63%	48%	55%	62%
Math Learning Gains				58%	57%	62%	65%	57%	59%
Math Lowest 25th Percentile				53%	46%	51%	41%	44%	47%
Science Achievement				49%	50%	53%	47%	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	45%	52%	-7%	58%	-13%
Cohort Comparison						
04	2021					
	2019	41%	55%	-14%	58%	-17%
Cohort Comparison		-45%				
05	2021					
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	31%	54%	-23%	62%	-31%
Cohort Comparison						
04	2021					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
	2019	45%	57%	-12%	64%	-19%	
Cohort Comparison		-31%					
05	2021						
	2019	48%	54%	-6%	60%	-12%	
Cohort Comparison		-45%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2021						
	2019	43%	51%	-8%	53%	-10%	
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 for Grades 1-5 comes from the 2021 iReady Reading and Mathematics Spring Diagnostic. Baseline and MidYear assessments were used for science, as provided by the school district. Spring science scores reflect proficiency as reported on the SSA.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	31	41	56
	Economically Disadvantaged	31	41	56
	Students With Disabilities		20	20
	English Language Learners	30	40	60
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	14	29	52
	Economically Disadvantaged	15	29	50
	Students With Disabilities	0	0	0
	English Language Learners	15	29	44

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	31	41
	Economically Disadvantaged	29	28	39
	Students With Disabilities	40	40	60
	English Language Learners	9	15	21
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	24	45
	Economically Disadvantaged	10	21	40
	Students With Disabilities	20	40	60
	English Language Learners	6	12	27

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	55	63
	Economically Disadvantaged	48	53	66
	Students With Disabilities	46	38	46
	English Language Learners	11	29	30
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	36	44
	Economically Disadvantaged	12	30	39
	Students With Disabilities	31	31	38
	English Language Learners	5	30	15

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	37	37
	Economically Disadvantaged	32	34	35
	Students With Disabilities	40	47	40
	English Language Learners	10	10	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	23	46
	Economically Disadvantaged	11	23	44
	Students With Disabilities	20	33	47
	English Language Learners	5	10	30

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	31	48
	Economically Disadvantaged	25	32	51
	Students With Disabilities	41	33	39
	English Language Learners	8	25	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	27	30
	Economically Disadvantaged	10	25	26
	Students With Disabilities	24	33	22
	English Language Learners	4	9	16
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	44	53	35
	Economically Disadvantaged	44	53	
	Students With Disabilities	41	53	
	English Language Learners	24	36	

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	30	13		32	40		21				
ELL	42	46	50	32	27	36	26				
BLK	53			27							
HSP	46	44	38	35	27	31	33				
WHT	47			56							
FRL	47	48	38	34	25	21	35				

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	37	33	27	48	50	14				
ELL	36	53	62	32	59	61	50				
BLK	31			23							
HSP	45	50	54	43	58	48	55				
WHT	47	36		44	58		31				
FRL	43	46	44	41	57	51	49				

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	9	33	55	18	45	42					
ELL	37	53	56	45	61		23				
BLK	33			17							
HSP	47	64	60	48	68	50	49				
WHT	60	53		52	56						
FRL	48	61	57	46	62	44	45				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	41
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	40
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
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	52
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	40
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?

Based on this data, it is evident that high-quality instruction in mathematics continues to be a great need, as well as support overall for English Language Learners.

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

The 2019 FSA Mathematics scores indicate a decrease of 5 points in overall achievement from the prior year, from 48% to 43% proficient. Spring iReady Diagnostic data reflects the same trend with 87% of all students testing at least one grade level below expectation on the iReady Fall Math Diagnostic, and 69% of all students testing at least one grade level below expectation on the iReady Winter Math Diagnostic. In addition, although individual growth is evident, our students score below the district average on both district formative and math monthly assessments.

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

Teachers worked on planning high quality standards-based lessons in previous years, however instruction may still not have matched the intent of the grade level standard and lacked some of the rigor needed to push students toward proficiency. Planning, and lesson pacing during whole group instruction, was more closely aligned with the needs of students demonstrating the need for additional academic supports, as opposed to those approaching or already demonstrating proficiency. A focus on strengthening instruction at Tier 1 (core) this year will ensure that all students are provided opportunities to excel in on grade level content.

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

The 2019 SSA Science scores indicated a two point increase in proficiency, from 47 to 49% of students scoring a Level 3 or above. Current data suggests a continued increase in achievement. Campus average for the Science Baseline was 44.40% and increased to 53.49% on the Midyear Science Assessment. On the midyear test, 66% of 5th grade students scored 50% or higher, up 30% from the baseline test.

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

An increased focus on hands-on, experiential science instruction accounted for much of the growth that has been observed, along with planning of instruction closely aligned to the grade level standards.

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

Teachers will provide "just-in-time" supports to students based on their needs as observed during frequent progress monitoring opportunities. Teachers will integrate the most essential standards/skills from prior grades or units to ensure students are prepared for new learning. Teachers will employ effective scaffolds and scaffolding strategies.

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.

Administration and site-based content area leaders were trained on acceleration during the summer. This learning was presented to all instructional staff during pre-planning. The district provides instructional resources and ongoing professional development to support acceleration during the school year. In addition, math and reading resource teachers will promote the use of acceleration during collaborative planning session.

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

Ongoing professional development, and frequent cycles of observation and feedback, will ensure that improvement is sustained. Teachers will leverage data to provided scaffolding strategies and ongoing feedback to accelerate learning of on grade level content.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	The area of focus for the 2021-2022 school year is to continue creating a culture for teaching and learning. School data indicates a decrease in proficiency and overall gains for both reading and mathematics during the 18-19 school year. A renewed focus on the culture of teaching and learning, specifically related to student engagement and assessment, will lead to an increase in achievement for all learners.
Measurable Outcome:	Proficiency for both reading and mathematics will increase to at least 50 of all students scoring Levels 3-5, as measured by the Florida Standards Assessment (FSA).
Monitoring:	Results from ongoing progress monitoring assessments will show gradual improvement as tiered instruction is provided at the core. Frequent classroom walk throughs, and observations made during the school year as part of the formal evaluation process, will show increased differentiation and opportunities for student ownership and engagement.
Person responsible for monitoring outcome:	Jessica Kepa (jessica.kepa@hcps.net)
Evidence-based Strategy:	Teachers will leverage data to provided scaffolding strategies and ongoing feedback to accelerate learning of on grade level content.
Rationale for Evidence-based Strategy:	Teachers have previous exposure to unpacking the standards, with a variety of trainings provided during the prior school years. A continued emphasis on instructional planning and preparation, including success criteria based on the standards (to include additional professional development opportunities during the 21-22 school year) will ensure that students are presented with the most appropriate instruction to meet their individual needs.

Action Steps to Implement

Provide training opportunities for teachers to build knowledge of standards, increasing alignment and rigor, and learning acceleration. Trainings may be provided by coaches and/or district personnel, and may include professional literature or on/off site opportunities with substitute coverage. Trainings may include but are not limited to: Learning Acceleration versus Remediation, Informational and/or Literature Standards (ELA), and Assessment for Learning.

Person Responsible	Jessica Kepa (jessica.kepa@hcps.net)

Establish systems for accountability through ongoing progress monitoring. OPM will be used regularly before, during, and after instruction, with immediate adjustments to instruction being made based on student feedback. Students will be fully aware of the criteria used to evaluate their work, and their progress toward mastery. Teachers will conduct frequent data chats following district and classroom formative assessments, and will set and revisit goals with individual students. Students will engage in self-assessment as part of this reflection.

Person Responsible	Jessica Kepa (jessica.kepa@hcps.net)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	The school will focus on increasing reading and mathematics achievement for students in the Black subgroup. Students within this subgroup demonstrating a need for support based on historic and/or current data, will be provided targeted small group instruction daily.
Measurable Outcome:	At least 50% of all students within the Black subgroup will demonstrate proficiency on the 2022 Florida Standards Assessment (FSA), compared to 27% on the 2021 FSA.
Monitoring:	Student data will be monitored using ongoing formative assessment, and instruction will be modified in response to student progress to ensure continued growth.
Person responsible for monitoring outcome:	Jessica Kepa (jessica.kepa@hcps.net)
Evidence-based Strategy:	Small group instruction will be provided by the homeroom teacher or reading/math resource teacher. Students will be provided additional intervention during the Extended Learning Program (ELP), as well, using district-provided, research-based resources.
Rationale for Evidence-based Strategy:	Continued emphasis on response to individual student data in designing just in time supports will result in increased achievement. Teachers will be supported by academic coaches in analyzing student data, creating groups based on this analysis, and planning for/implementing small group instruction using observed trends/patterns of student needs.

Action Steps to Implement

Establish systems for accountability through ongoing progress monitoring. OPM will be used regularly before, during, and after instruction, with immediate adjustments to instruction being made based on student feedback. Students will be fully aware of the criteria used to evaluate their work, and their progress toward mastery. Teachers will conduct frequent data chats following district and classroom formative assessments, and will set and revisit goals with individual students. Students will engage in self-assessment as part of this reflection.

Person Responsible	Jessica Kepa (jessica.kepa@hcps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The school will focus on increasing reading and mathematics achievement for students in the SWD subgroup. Students within this subgroup demonstrating a need for support based on historic and/or current data, will be provided targeted small group instruction daily.
Measurable Outcome:	At least 50% of all students within the SWD subgroup will demonstrate proficiency on the 2022 Florida Standards Assessment (FSA), compared to 38% on the 2021 FSA.
Monitoring:	Student data will be monitored using ongoing formative assessment, and instruction will be modified in response to student progress to ensure continued growth.
Person responsible for monitoring outcome:	Jessica Kepa (jessica.kepa@hcps.net)
Evidence-based Strategy:	Small group instruction will be provided by the homeroom teacher or reading/math resource teacher. Students will be provided additional intervention during the Extended Learning Program (ELP), as well, using district-provided, research-based resources.
Rationale for Evidence-based Strategy:	Continued emphasis on response to individual student data in designing just in time supports will result in increased achievement. Teachers will be supported by academic coaches in analyzing student data, creating groups based on this analysis, and planning for/implementing small group instruction using observed trends/patterns of student needs.

Action Steps to Implement

Establish systems for accountability through ongoing progress monitoring. OPM will be used regularly before, during, and after instruction, with immediate adjustments to instruction being made based on student feedback. Students will be fully aware of the criteria used to evaluate their work, and their progress toward mastery. Teachers will conduct frequent data chats following district and classroom formative assessments, and will set and revisit goals with individual students. Students will engage in self-assessment as part of this reflection.

Person Responsible	Jessica Kepa (jessica.kepa@hcps.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Implement a data analysis protocol to ensure opportunities for teachers and student ownership of the data. In addition, the data analysis protocol will ensure teachers make instructional decisions in planning based on both formal and informal data. Based on the 2021 ELA FSA scores, 47% of students in grades 3-5 scored at proficiency.
Measurable Outcome:	The percent of 3-5 grade students scoring a Level 3 or above on the ELA FSA will increase to 55% when administered in Spring 2022.
Monitoring:	Results from ongoing progress monitoring assessments will show gradual improvement. Frequent classroom walk throughs, and observations made during the school year as part of the formal evaluation process, will show increased differentiation and opportunities for student ownership and engagement, utilizing data-based instructional decisions.
Person responsible for monitoring outcome:	Jessica Kepa (jessica.kepa@hcps.net)
Evidence-based Strategy:	By focusing on ELA, the instructional improvements will include conducting student data chats with third through fifth grade students--including a review previous year's FSA data, i-Ready, performance tasks, and culminating experience, and pre-requisite data to increase student ownership and teacher awareness of needs. Data chats will continue following each formative assessment administered.
Rationale for Evidence-based Strategy:	In 2021 that data showed an increase of 2 percentage points in ELA from the 2019 ELA FSA. The improvement strategy of increased implementation of data protocols to create ownership and awareness will result in improved student academic performance in ELA.

Action Steps to Implement

Identify the bottom quartile students in third through fifth grade and develop a plan to track the identified student's progress in teacher data chats, as well as student data chats. Regularly share data with the school-based leadership team. Adjust support plans based on on-going data collection. Monitor student's progress through walkthroughs and analysis of student work.

Person Responsible	Jessica Kepa (jessica.kepa@hcps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Morgan Woods Elementary reported 0.0 incidents per 100 students. When compared to all elementary schools statewide, it falls into the very low category. The school culture and environment will be monitored using the tolls provided by the district, including the student Panorama Survey and staff Insight Survey. Administration will review behavior data, including number or referrals and/or suspensions during monthly Problem Solving Leadership meetings.

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.

We encourage parents to participate in all of our events by sending home flyers, making Parent Link phone calls and/or text message alerts, and posting everything on our website and social media platforms. We focus on communicating every child's progress to their families by engaging parents in parent/teacher conferences quarterly and as needed, and sending home quarterly progress reports. School staff, students, parents, and the school community will work together to develop skills and habits for personal and academic success. We persist at building positive relationships with families and the school community as a whole. Opportunities for participation include, but are not limited to: Meet the Teacher/Open House, SAC, PTA, Newsletters, Website, Edsby, school marquee, Parent Link, quarterly Conference Nights, Volunteer Orientation and Recognition, Academic Family Nights (ELA/STEAM), Committee Events, Great American Teach-In, and Community Partnerships.

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

Administration and the Leadership Team plan opportunities or parents to engage with the school community. Student Services support individual students demonstrating a need for targeted support. Teachers promote a positive environment buy participating in Mindset Monday with their students, a time set aside to deliver lessons provided to our school as part of its participation as a Foundational 7 Mindsets School this year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$176,401.68
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	3101 - Morgan Woods Elementary School	Title, I Part A	1.0	$74,581.81
			Notes: The Math Resource Teacher will plan with and provide resources to grade level teams to ensure high quality instruction is provided to all students. Each team will meet with the Resource Teacher weekly, in addition to one PLC per month. The Resource Teacher will target student groups for daily small group support, based on prior scores and current formative assessments, designing targeted support to increase student achievement. Tier 3			

			students in grades 3-5 will be provided an extra layer of support during the daily intervention block, as well. In addition, the Math Resource Teacher will coach teachers to continue to lift practice.			
		100-Salaries	3101 - Morgan Woods Elementary School	Title, I Part A	1.0	$74,581.81
			Notes: The Reading Resource Teacher will plan with and provide resources to grade level teams to ensure high quality instruction is provided to all students. Each team will meet with the Resource Teacher weekly, in addition to one PLC per month. The Resource Teacher will target student groups for daily small group support, based on prior scores and current formative assessments, designing targeted support to increase student achievement. Tier 3 students in grades 3-5 will be provided an extra layer of support during the daily intervention block, as well. In addition, the Reading Resource Teacher will coach teachers to continue to lift practice.			
		519-Technology-Related Supplies	3101 - Morgan Woods Elementary School	Title, I Part A		$22,595.86
			Notes: Incorporate interactive technology to enhance student engagement through the use of district provided resources and education applications; Presentation Remotes will allow teachers more freedom to move around the room during presentations, allowing increased access to students while using interactive technology for whole and/or small group instruction; Additional laptops to increase access to online platforms used to enhance instruction. Technology may include but is not limited to: Short throw, wall mounted projectors, including the cost of installation; Presentation Remotes; Laptop Computers, including the cost of imaging.			
		239-Other	3101 - Morgan Woods Elementary School	Title, I Part A		$1,547.40
			Notes: Professional development activities to support high quality reading and/or mathematics instruction may include but are not limited to: Provide training opportunities for teachers to build knowledge of standards, increasing alignment and rigor. Trainings may be provided by coaches and/or district personnel, and may include professional literature or on/ offsite opportunities with substitute coverage.			
		140-Substitute Teachers	3101 - Morgan Woods Elementary School	Title, I Part A		$1,031.60
			Notes: Professional development activities to support high quality reading and/or mathematics instruction may include but are not limited to: Provide training opportunities for teachers to build knowledge of standards, increasing alignment and rigor. Trainings may be provided by coaches and/or district personnel, and may include professional literature or on/ offsite opportunities with substitute coverage.			
		500-Materials and Supplies	3101 - Morgan Woods Elementary School	Title, I Part A		$2,063.20
			Notes: General Consumable Materials such as pencils, notebooks and/or notebook paper, copy and/or chart paper, pens, makers, and other learning materials to enhance instruction for ELA, Science, and Mathematics for Grades K-5.			
2	III.A.	**Areas of Focus: ESSA Subgroup: Black/African-American**				$0.00
3	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				$0.00
4	III.A.	**Areas of Focus: Instructional Practice: ELA**				$0.00
					Total:	**$176,401.68**