



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Morningside K 8 Academy
6620 NE 5TH AVE
Miami, FL 33138
305-758-6741
<http://morningside.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 92%
Alternative/ESE Center No	Charter School No	Minority Rate 96%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Morningside K 8 Academy

Principal

Kathleen John Louissaint

School Advisory Council chair

Natalee Daniels

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sandra Cue	Assistant Principal
Naomi Edwards	Reading Coach
Gina Flores-Terry	Reading Coach
Sonya Ballard	Math Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support, student – 1,

Involvement of the SAC in the development of the SIP

The SAC monitors and reviews the implementation of the School Improvement Plan.

Activities of the SAC for the upcoming school year

Reach out to community to obtain more partners
 Organize FCAT Family Night Event
 Review and participate in the development of the School Improvement Plan.
 Sponsor drives to increase parental involvement.
 Assist the school to create and analyze climate surveys for parents and students.
 Monitor and review the implementation of the School Improvement Plan

Projected use of school improvement funds, including the amount allocated to each project

Supplemental Resources – \$ 300.00
Educational Field Trips- \$ 300.00
Incentives- \$ 200.00
Software for computer assisted instruction- \$200.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kathleen John Louissaint

Principal

Years as Administrator: 13

Years at Current School: 8

Credentials

B.S. - Black Studies/ Elementary Ed
 M.S. - Elementary Ed,
 Certification in Educational Leadership
 Nova Southeastern

Performance Record

2013 –C
 Rdg. Proficiency, 49%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 61% points
 Math Lrg. Gains, 53 % points
 Rdg. Imp. of Lowest 25% -
 68 %points
 Math Imp. of Lowest 25% -
 63% points
 Rdg. AMO –__
 Math AMO–__
 2012 –B
 Rdg. Proficiency, 45%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 62% points
 Math Lrg. Gains, 51 % points
 Rdg. Imp. of Lowest 25% -
 86% points
 Math Imp. of Lowest 25% -
 55% points
 Rdg. AMO –__
 Math AMO–__
 2011 - A
 Rdg. Proficiency, 68%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 62% points
 Math Lrg. Gains, 65 % points
 Rdg. Imp. of Lowest 25% -
 70% points
 Math Imp. of Lowest 25% -
 70% points
 Rdg. AMO –__

Sandra Cue

Asst Principal

Years as Administrator: 8

Years at Current School: 8

CredentialsB.S. - Elementary Education
M.S. - Educational Leadership**Performance Record**

2013 –C
 Rdg. Proficiency, 49%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 61% points
 Math Lrg. Gains, 53 % points
 Rdg. Imp. of Lowest 25% -
 68 %points
 Math Imp. of Lowest 25% -
 63% points
 Rdg. AMO – __
 Math AMO – __
 2012 –B
 Rdg. Proficiency, 45%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 62% points
 Math Lrg. Gains, 51 % points
 Rdg. Imp. of Lowest 25% -
 86% points
 Math Imp. of Lowest 25% -
 55% points
 Rdg. AMO – __
 Math AMO – __
 2011 - A
 Rdg. Proficiency, 68%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 62% points
 Math Lrg. Gains, 65 % points
 Rdg. Imp. of Lowest 25% -
 70% points
 Math Imp. of Lowest 25% -
 70% points
 Rdg. AMO – __
 Math AMO – __

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Naomi Edwards

Full-time / School-based

Years as Coach: 7

Years at Current School: 6

Areas

Reading/Literacy

Credentials

B.S. – Elementary Education
 ESOL Endorsement
 Reading Endorsement

Performance Record

2013 –C
 Rdg. Proficiency, 49%
 Rdg. Lrg. Gains, 61% points
 Rdg. Imp. of Lowest 25% -
 68 %points
 Rdg. AMO –
 2012 –B
 Rdg. Proficiency, 45%
 Rdg. Lrg. Gains, 62% points
 Rdg. Imp. of Lowest 25% -
 86% points
 Rdg. AMO –
 2011 - A
 Rdg. Proficiency, 68%
 Rdg. Lrg. Gains, 62% points
 Rdg. Imp. of Lowest 25% -
 70% points
 Rdg. AMO –
 2010 – C
 Rdg. Proficiency, 63%
 Rdg. Lrg. Gains, 62% points
 Rdg. Imp. of Lowest 25% -
 58% points
 2009 - B
 Rdg. Proficiency, 62% points
 Rdg. Lrg. Gains, 69% points
 Rdg. Imp. of Lowest 25% -
 70% points

Gina Flores-Terry

Full-time / School-based

Years as Coach: 0

Years at Current School: 2

Areas

Reading/Literacy

Credentials

B.S. – Elementary Education
 Reading Endorsement
 Social Science 5-8 Certification

Performance Record

2013 –C
 Rdg. Proficiency, 49%
 Rdg. Lrg. Gains, 61% points
 Rdg. Imp. of Lowest 25% -
 68 %points
 Rdg. AMO –
 2012 –B
 Rdg. Proficiency, 45%
 Rdg. Lrg. Gains, 62% points
 Rdg. Imp. of Lowest 25% -
 86% points
 Rdg. AMO –
 2011 - C
 Rdg. Proficiency, 37%
 Rdg. Lrg. Gains, 50% points
 Rdg. Imp. of Lowest 25% -
 45% points
 Rdg. AMO –__
 2010 – C
 Rdg. Proficiency, 36%
 Rdg. Lrg. Gains, 47% points
 Rdg. Imp. of Lowest 25% -
 45% points
 2009 - D
 Rdg. Proficiency, 30% points
 Rdg. Lrg. Gains, 45% points
 Rdg. Imp. of Lowest 25% -
 48% points

Sonya Ballard

Full-time / School-based Years as Coach: 2 Years at Current School: 7

Areas Mathematics

Credentials B.S. – Psychology
 M.S. – Elementary Education
 Specialist – Science Education
 ESOL Endorsement

Performance Record 2013 –C
 Math Proficiency, 47%
 Math Lrg. Gains, 53 % points
 Math Imp. of Lowest 25% -
 63% points
 Math AMO–
 2012 –B
 Math Proficiency, 43%
 Math Lrg. Gains, 51 % points
 Math Imp. of Lowest 25% -
 55% points
 Math AMO–
 2011 - A
 Math Proficiency, 71%
 Math Lrg. Gains, 65 % points
 Math Imp. of Lowest 25% -
 70% points
 Math AMO–
 2010 - C
 Math Proficiency, 69%
 Math Lrg. Gains, 56 % points
 Math Imp. of Lowest 25% -
 63% points
 2009 - B
 Math Proficiency, 68%
 Math Lrg. Gains, 58 % points
 Math Imp. of Lowest 25% -
 73% points

Classroom Teachers

of classroom teachers

44

receiving effective rating or higher

42, 95%

Highly Qualified Teachers

41%

certified in-field

18, 41%

ESOL endorsed

16, 36%

reading endorsed

3, 7%

with advanced degrees

15, 34%

National Board Certified

0, 0%

first-year teachers

9, 20%

with 1-5 years of experience

10, 23%

with 6-14 years of experience

16, 36%

with 15 or more years of experience

9, 20%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Open line of communication with HR and instructional recruitment to identify highly qualified educators. Soliciting referrals from current employees.
Monthly teacher recognition. - Administration

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Partnering new teachers with veteran teachers. - Administration

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership team and EESAC meets biweekly to monitor student progress by analyzing data, ensuring that all instructors are implementing SIP strategies with fidelity. The coaching cycle is used to monitor teachers' effectiveness and implementation of lesson delivery of core instruction. Conduct progress monitoring of Tier II and Tier III students every three weeks to address individual student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Ms. Kathleen John-Louissaint, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching.

Naomi Edwards, Gina Flores-Terry – Reading Coaches; Sonya Ballard – Math Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Regional or District Reading Instructional Specialist: Provides guidance on K-12 Reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team meets biweekly to discuss and analyze data to determine students' strengths and weaknesses. Intervention and enrichment groups will be formed based on the Florida Assessment for Instruction in Reading (FAIR) and data from biweekly and monthly assessments. Strategies will be developed to improve classroom instruction and improve student achievement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership Team works with the Educational Excellence School Advisory Council (EESAC) and provides school and student data to assist in making instructional decisions and developing the School Improvement Plan and will be utilized following the Florida Continuous Improvement Model

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year: 64,260**

All 3rd grade students will attend an enrichment hour after school for reading and math four times a week. The students will be involved in hands- on project -based learning activities.

Writing camp will be attended by fourth grade students once a week for two hours to enhance their writing skills.

Science camp will be held for fifth grade students once a week for two hours for hands-on science labs that incorporates the scientific process.

Before school computer lab will be open daily for an hour for technology based enrichment.

Saturday Academy will be offered for all third through seventh grade students to enrich reading, math and science skills.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected biweekly using Edusoft reports. Data reports will be analyzed to identify strengths and weaknesses by subject area and benchmarks/standards to determine effectiveness of instructional strategies. All classroom teachers are required to update their data binders with current data and keep trackers of class and individual progress. Data chats will be conducted with leadership team and teachers to monitor and analyze data.

Who is responsible for monitoring implementation of this strategy?

Administration and Coaches

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Kathleen John-Louissaint	Principal
Sandra Cue	Assistant Principal
Rafael Agosto	Media Specialist
Naomi Edwards	Reading Coach
Gina Flores-Terry	Reading Coach
Genevive Henriquez	K Grade Chairperson
Yolande Pierre	First Grade Chairperson
Marie Viard	Second Grade Chairperson
Rose Blot	Third Grade Chairperson
Elizabeth Miller	Fourth Grade Chairperson
Natalee Daniels	Fifth Grade Chairperson
Gina Flores-Terry	Middle School Chairperson

How the school-based LLT functions

The LLT meets on a monthly basis to review data and conducts data chats with grade levels. They participate in creating intervention groups and plans school-wide literacy events

Major initiatives of the LLT

The LLT will incorporate our fruit grant with our literacy program, developing theme based learning through literacy. The Foreign Language will incorporate multicultural themes into their lessons.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Morningside K-8 Academy offers a full-day Title I Voluntary Pre-Kindergarten (VPK) class and two Special Education Pre-Kindergarten classes. All of the pre-school classes utilize the High Scope Pre-School Curriculum. The curriculum is aligned with the teaching standards and child outcomes required by the state and the school district. In developing specific content areas, High Scope also takes into account the standards and guidelines of relevant professional organizations such as the International Reading Association (IRA) and the National Council of Teachers of Mathematics (NCTM). The Learning Accomplishment Profile-Diagnostic (LAP-D), the Phonological and Early Literacy Inventory (PELI) and the Devereaux Early Childhood Assessment (DECA) are all administered to preschoolers for diagnostic and summative assessments as they prepare for Kindergarten. Exiting Pre-Kindergarten students are administered the Learning Accomplishment Profile-Diagnostic Edition (LAP-D) to generate a complete picture of the child's educational progress. Additionally, upon entering Kindergarten, all students are administered The Florida Kindergarten Readiness Screener (FLKRS) by certified kindergarten teachers. In order to ensure that the transition from the early childhood program to kindergarten is seamless, activities are planned to ensure that this takes place. Pre-Kindergarten and Kindergarten teachers articulate throughout the school year to ensure that students come to school ready to learn. Parents are kept informed on the registration process for Kindergarten students through a variety of means, such as flyers, and Connect-Ed. The effectiveness of the preschool transition program is evaluated by the LAP-D and articulation amongst primary grade teachers. Additionally, Morningside K-8 Academy's VPK program received a score of 280 on a 300 point rating system by the State of Florida.

Morningside K-8 Academy will expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	49%	No	58%
American Indian				
Asian				
Black/African American	53%	45%	No	57%
Hispanic	56%	62%	Yes	60%
White				
English language learners	35%	39%	Yes	42%
Students with disabilities	32%	37%	Yes	39%
Economically disadvantaged	52%	48%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	28%	36%
Students scoring at or above Achievement Level 4	42	19%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	63	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	18%	26%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	33	45%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	47%	No	57%
American Indian				
Asian				
Black/African American	48%	44%	No	54%
Hispanic	61%	53%	No	65%
White				
English language learners	26%	39%	Yes	33%
Students with disabilities	42%	42%	Yes	48%
Economically disadvantaged	50%	45%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	27%	36%
Students scoring at or above Achievement Level 4	43	19%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	24%	28%
Students scoring at or above Achievement Level 4	13	19%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	28	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	16	4%	3%
Students who are not proficient in reading by third grade	28	47%	42%
Students who receive two or more behavior referrals	40	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	4	15%	14%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	2	8%	7%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

- Family members, students and teachers will be invited to participate in workshops that foster student achievement and enhance parenting skills.
- Conduct training events at different times throughout the school day to accommodate working parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parental involvement			

Goals Summary

- G1.** Teachers will increase the use of student accountable talk and questioning strategies in order to develop students' critical thinking skills.
- G2.** Teachers will implement effective use of the intervention curriculum based on targeted data.
- G3.** Teachers will increase academic growth through modification based on academic need and instructional level.
- G4.** Teachers will plan and deliver lessons incorporating all components of the gradual release responsibility model of instruction.

Goals Detail

G1. Teachers will increase the use of student accountable talk and questioning strategies in order to develop students' critical thinking skills.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Instructional Coaches, Common Planning, Administration, CSS, Professional Development

Targeted Barriers to Achieving the Goal

- Lack of effective implementation in the use of accountable talk and critical thinking strategies.

Plan to Monitor Progress Toward the Goal

Students utilizing accountable talk during "They do" portion of the gradual release model of instruction.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule:

Classroom Walkthroughs

Evidence of Completion:

Accountable talk anchor charts, lesson plans, professional development agenda

G2. Teachers will implement effective use of the intervention curriculum based on targeted data.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- WonderWorks Curriculum, Journeys, SuccessMaker, iReady, Imagine Learning, Instructional Coaches, Administration,

Targeted Barriers to Achieving the Goal

- Lack of professional development in WonderWorks intervention curriculum.
- Lack of fidelity to the implementation of the intervention program.
- Multiple measures of data are not being used effectively to evaluate deficiencies and strengths.

Plan to Monitor Progress Toward the Goal

Data from weekly assessments and District Interim Assessments.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule:

Daily, Weekly, Monthly

Evidence of Completion:

Data from weekly assessments and District Interim Assessments.

G3. Teachers will increase academic growth through modification based on academic need and instructional level.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Instructional Coaches, Teachers, Professional Development, Common Planning

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge on data analysis.

Plan to Monitor Progress Toward the Goal

Monitor student progress

Person or Persons Responsible

Administration and Reading Coaches

Target Dates or Schedule:

Daily, Weekly, Monthly

Evidence of Completion:

Data from weekly assessments and District Interim Assessments.

G4. Teachers will plan and deliver lessons incorporating all components of the gradual release responsibility model of instruction.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- CSS's, Instructional Coaches, Common Planning, Professional Development

Targeted Barriers to Achieving the Goal

- New teachers lack of experience and knowledge of the gradual release model.
- Retraining of teachers due to subject area changes.

Plan to Monitor Progress Toward the Goal

Monitor student progress on weekly and district assessments.

Person or Persons Responsible

Administration and Instructional coaches

Target Dates or Schedule:

daily, weekly, monthly

Evidence of Completion:

Data from weekly assessments and District Interim Assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will increase the use of student accountable talk and questioning strategies in order to develop students' critical thinking skills.

G1.B1 Lack of effective implementation in the use of accountable talk and critical thinking strategies.

G1.B1.S1 Provide professional development on questioning strategies and student accountable talk.

Action Step 1

Increased use of student accountable talk and critical thinking strategies during instructional block

Person or Persons Responsible

Administrators, instructional coaches and teachers

Target Dates or Schedule

September - June

Evidence of Completion

Student work and walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough logs

Plan to Monitor Effectiveness of G1.B1.S1

Assessment data, student work folders

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports

G2. Teachers will implement effective use of the intervention curriculum based on targeted data.

G2.B1 Lack of professional development in WonderWorks intervention curriculum.

G2.B1.S1 Conduct classroom walkthroughs to monitor the effective implementation of the intervention curriculum.

Action Step 1

Conduct classroom walkthroughs to monitor effective use of the intervention curriculum.

Person or Persons Responsible

Administrators

Target Dates or Schedule

September - June

Evidence of Completion

Walkthrough documentation, administrative feedback, and reflection on coaching logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Evidence of data tracking

Person or Persons Responsible

Administrators

Target Dates or Schedule

Biweekly

Evidence of Completion

Walkthroughs, data binders and data trackers

Plan to Monitor Effectiveness of G2.B1.S1

Consistently monitor implementation of the intervention curriculum during the intervention block.

Person or Persons Responsible

Principal, Assistant Principal, CSS, Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data, administrative feedback and reflection on coach's logs.

G2.B1.S2 Conduct coaching cycles and model the effective use of the intervention curriculum based on targeted data.

Action Step 1

Conduct classroom walkthroughs to monitor effective use of critical thinking strategies and accountable talk.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September - October

Evidence of Completion

walkthrough documentation, administrative feedback, and reflection on coaching logs

Facilitator:

Coaches

Participants:

Reading teachers

Action Step 2

Provide professional development on questioning strategies and student accountable talk.

Person or Persons Responsible

Instructional Coaches and ETO CSS

Target Dates or Schedule

weekly

Evidence of Completion

Rosters, agendas and PD materials

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Evidence of critical thinking strategies and student accountable talk

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

weekly

Evidence of Completion

walkthroughs, lesson plans, student discourse and coaching debriefing

Plan to Monitor Effectiveness of G2.B1.S2

Consistently monitor implementation of the use of student accountable talk and critical thinking strategies to meet students' needs.

Person or Persons Responsible

Principal, Assistant Principal, CSS

Target Dates or Schedule

ongoing

Evidence of Completion

Administrative feedback and reflection on coach's logs.

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Lack of fidelity to the implementation of the intervention program.

G2.B2.S1 Conduct monthly data chats to review student progress.

Action Step 1

Schedule monthly data chats

Person or Persons Responsible

Administrators, Instructional Coaches,

Target Dates or Schedule

September - June

Evidence of Completion

Student data folders, intervention grouping template, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Data chats

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets and agendas

Plan to Monitor Effectiveness of G2.B2.S1

Assessment data

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports and student work folders

G2.B3 Multiple measures of data are not being used effectively to evaluate deficiencies and strengths.

G2.B3.S1 Provide professional development on data analysis

Action Step 1

Provide professional development to teachers on data analysis

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

September - December

Evidence of Completion

Agendas and sign in rosters

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Development of collaborative groups based on student data

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

DI rotation schedule, data trackers, student work folders

Plan to Monitor Effectiveness of G2.B3.S1

Assessments

Person or Persons Responsible

Administrators, Instructional Coaches and Teachers

Target Dates or Schedule

Biweekly and Monthly

Evidence of Completion

Data reports

G3. Teachers will increase academic growth through modification based on academic need and instructional level.

G3.B1 Lack of teacher knowledge on data analysis.

G3.B1.S1 Professional development on data analysis and grouping of students for DI and intervention/enrichment.

Action Step 1

Teachers will be provided professional development on data analysis by Instructional Coaches.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

November 2013 - After Fall Interim

Evidence of Completion

Agenda, sign in sheets, data reports and grouping template

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Lesson plans, classroom walk throughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

weekly

Evidence of Completion

DI rotation charts and data trackers

Plan to Monitor Effectiveness of G3.B1.S1

Assessment data

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports and student work folders for DI

G4. Teachers will plan and deliver lessons incorporating all components of the gradual release responsibility model of instruction.

G4.B1 New teachers lack of experience and knowledge of the gradual release model.

G4.B1.S1 Plan and provide professional development through District and/or in-house training on the gradual release model.

Action Step 1

Provide professional development opportunities for teachers on the effective use of gradual release model.

Person or Persons Responsible

Instructional Coaches and CSS

Target Dates or Schedule

September - November

Evidence of Completion

Agenda, roster, coaching cycle

Facilitator:

Instructional Coaches and CSS

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor the effective use of gradual release model.

Person or Persons Responsible

Administrators

Target Dates or Schedule

September - November

Evidence of Completion

walkthrough documentation and administration feedback

Plan to Monitor Effectiveness of G4.B1.S1

Student work folders, lesson plans

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Data from weekly assessments and District Interim Assessments.

G4.B2 Retraining of teachers due to subject area changes.

G4.B2.S1 Use model classrooms to provide opportunities for teachers to observe gradual release in action.

Action Step 1

Select model classroom and schedule for observations

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

September - November

Evidence of Completion

Observation notes

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Walkthroughs and lesson plans

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough checklist

Plan to Monitor Effectiveness of G4.B2.S1

Student work and assessment data

Person or Persons Responsible

Teacher and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student work folders

G4.B2.S2 Common planning with Instructional Coaches to develop lessons implementing the gradual release model of instruction.

Action Step 1

Set common planning schedule with Instructional Coaches

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Common planning logs and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Classroom walkthroughs and lesson plans

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough logs and coach's logs

Plan to Monitor Effectiveness of G4.B2.S2

Student work folders and assessment data

Person or Persons Responsible

Teacher and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and data reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Morningside K-8 Academy has programs that coordinate with District, State, and Federal guidelines. Additionally, Morningside has a Dual Language Magnet Program. Title I and Magnet funds will be used in conjunction with district funds to hire instructional staff such as Reading Coaches, Science/Math Lead teacher and hour paraprofessionals for interventions. In addition, funds will be used to provide professional development that will strengthen teachers' capacity in reading, mathematics, writing and science. Funds will also be utilized to provide low performing students with intervention strategies that will assist them in meeting state and district standards. As part of the No Child Left Behind Law, Morningside will partner with outside private institutions and Supplemental Educational Service providers in order to offer evidenced-based programs that will help increase student achievement in reading, mathematics, writing, and science. These tutorial services will be offered before school, during school, afterschool and on Saturdays. Morningside will also provide health services for students through a partnership between the Healthy Alliance Network, a nurse will be housed on the Morningside campus. The nurse will address students' health needs and provide health screening and education. Additionally, the school social worker will provide support services to assist parents and the school with intervention programs for families through private and municipal agencies. Services are provided to ensure students requiring remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum coaches develop, lead, and evaluate core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive parental program; Supplemental Educational Services; and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Morningside K-8 Academy will use community donations to provide students with incentives for attendance and model student behavior. As part of our Morningside Pledge of Excellence, students who consistently demonstrate appropriate behavior, come to school each day on time and in uniform will be rewarded. These incentives will help facilitate a safe learning environment for students and staff.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community

Title III

Funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrants students by providing funds to implement and/or provide

- tutorial programs (K-12)
- parent outreach activities (K-12)

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Morningside K-8 Academy will receive funding from Supplement Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

Morningside K-8 Academy implements a Character Education program that incorporates lessons that specifically address non-violent behaviors. Anti-drug awareness campaigns and counseling services are also provided.

Nutrition Programs

Morningside K-8 Academy adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education.

Morningside's food service program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

Head Start programs are co-located in several Title I schools within the Morningside community. Joint activities, including professional development and transition processes are shared. Yearly fieldtrips are held in order to familiarize students with the school. Through affiliating agreements, the Summer VPK is provided at Head Start sites.

Adult Education

Adult ESOL classes are conducted through Miami- Jackson Senior High School outreach programs.

Other

Morningside K-8 Academy involves the parents in the planning and the implementation of the Title I program and extends an open invitation to Morningside's parent resource center in order to inform parents regarding available programs, their right under No Child Left Behind and other referral services.

Morningside K-8 Academy increases parental engagement/involvement through developing (with on-going parental in-put) our Title I Parent Compact (for each student); our Title I Parent Involvement Policy; scheduling the Title I Orientation Meeting (Open house); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Morningside K-8 Academy conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Morningside K-8 Academy completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and

submits the Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Additional funds are also provided through federally funded Magnet grant in order to provide resources for the Dual Language program.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Teachers will implement effective use of the intervention curriculum based on targeted data.

G2.B1 Lack of professional development in WonderWorks intervention curriculum.

G2.B1.S2 Conduct coaching cycles and model the effective use of the intervention curriculum based on targeted data.

PD Opportunity 1

Conduct classroom walkthroughs to monitor effective use of critical thinking strategies and accountable talk.

Facilitator

Coaches

Participants

Reading teachers

Target Dates or Schedule

September - October

Evidence of Completion

walkthrough documentation, administrative feedback, and reflection on coaching logs

G4. Teachers will plan and deliver lessons incorporating all components of the gradual release responsibility model of instruction.

G4.B1 New teachers lack of experience and knowledge of the gradual release model.

G4.B1.S1 Plan and provide professional development through District and/or in-house training on the gradual release model.

PD Opportunity 1

Provide professional development opportunities for teachers on the effective use of gradual release model.

Facilitator

Instructional Coaches and CSS

Participants

Teachers

Target Dates or Schedule

September - November

Evidence of Completion

Agenda, roster, coaching cycle

Appendix 2: Budget to Support School Improvement Goals