

Broward County Public Schools

# Morrow Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Morrow Elementary School

408 SW 76TH TER, North Lauderdale, FL 33068

[ no web address on file ]

### Demographics

**Principal: Laurel Crowle**

Start Date for this Principal: 7/1/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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 Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (51%) 2018-19: C (41%) 2017-18: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Broward 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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## Morrow Elementary School

408 SW 76TH TER, North Lauderdale, FL 33068

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

### School Board Approval

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### SIP Authority

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

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Morrow Elementary School is committed to educating ALL students and fostering life-long learners with a global impact.

**Provide the school's vision statement.**

At Morrow Elementary School we are united to empower ALL learners to become academically proficient, providing them with tools for College and Career Readiness with a global impact.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Crowle, Laurel	Principal	Administration provides Morrow with a common vision for use of: data based decision making, ensuring that all school based teams are implementing Rtl, school board approved interventions are implemented with fidelity and documentation, conduct assessment of Rtl skills and knowledge of school staff, ensure adequate professional development to support MTSS implementation, and communication with parents regarding school based plans and activities.
Ferguson, Jamie	Assistant Principal	Administration provides Morrow with a common vision for use of: data based decision making, ensuring that all school based teams are implementing Rtl, school board approved interventions are implemented with fidelity and documentation, conduct assessment of Rtl skills and knowledge of school staff, ensure adequate professional development to support MTSS implementation, and communication with parents regarding school based plans and activities.
Eldridge-Mason, Tamilla	Reading Coach	Provides guidance on the K-12 Reading Plan, facilitates and supports data collection activities. She assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning. She also supports the implementation of Tier I, Tier II, and Tier III plans.
Dowdie, Denise	Other	Supports our ESE students and families in monitoring and developing IEPs. Her duties include being an active member of the Rtl Team and providing input with active interventions and support for students and teachers.
Nguyen, My D.	School Counselor	Ms. Nguyen is the guidance counselor and the Rtl Coordinator and provides interventions to child linking services/community agencies that help support families with a child's academic, emotional, behavioral and social success. She participates in student data collections, works with teachers to integrate core instructional activities/materials into Tier 2 and Tier 3 instruction and she collaborates with General Education Teachers to develop specific intervention activities for students.
Tucker, Ava	Other	She works to develop, lead and evaluate the school's core content standards/programs. Ms. Tucker identifies, analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
	Other	She assists ASD teachers with K-3 academic and behavioral support. She assists families with strategies to implement at home assist students' needs. She also assists with PreK-ESE classes accordingly.

## Demographic Information

### Principal start date

Friday 7/1/2011, Laurel Crowle

**Number of teachers with a 2022 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 2022 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.*

5

**Total number of teacher positions allocated to the school**

44

**Total number of students enrolled at the school**

521

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

17

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

9

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	81	82	79	74	79	85	0	0	0	0	0	0	0	480
Attendance below 90 percent	36	24	31	23	21	28	0	0	0	0	0	0	0	163
One or more suspensions	0	0	0	4	6	7	0	0	0	0	0	0	0	17
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 2022 statewide FSA ELA assessment	0	0	0	29	23	24	0	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	30	30	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	0	0	6	5	6	7	0	0	0	0	0	0	0	24

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	12	29	24	34	0	0	0	0	0	0	0	100



Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	15	21	0	1	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/1/2022

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	79	78	71	67	62	82	0	0	0	0	0	0	0	439
Attendance below 90 percent	6	8	7	10	4	6	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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	0	0	0	2	3	0	0	0	0	0	0	0	5

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	5	9	11	6	0	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	79	78	71	67	62	82	0	0	0	0	0	0	0	439
Attendance below 90 percent	6	8	7	10	4	6	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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	0	0	0	2	3	0	0	0	0	0	0	0	5

#### 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	5	9	11	6	0	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	58%	56%				37%	59%	57%
ELA Learning Gains	62%						48%	60%	58%
ELA Lowest 25th Percentile	67%						44%	54%	53%
Math Achievement	42%	54%	50%				42%	65%	63%
Math Learning Gains	69%						55%	66%	62%
Math Lowest 25th Percentile	52%						31%	53%	51%
Science Achievement	28%	59%	59%				30%	46%	53%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	60%	-18%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	39%	62%	-23%	58%	-19%
Cohort Comparison		-42%				
05	2022					
	2019	28%	59%	-31%	56%	-28%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	38%	65%	-27%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	42%	67%	-25%	64%	-22%
Cohort Comparison		-38%				
05	2022					
	2019	40%	64%	-24%	60%	-20%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	49%	-21%	53%	-25%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	52	69	29	58	45	13				
ELL	37	66	77	42	70	58	20				
BLK	30	58	62	39	67	46	29				
HSP	48	68		57	76		31				
FRL	33	58	64	42	66	52	28				
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	16	31		13	15						
ELL	34	56		34	39		54				
BLK	29	51		22	21		17				
HSP	51	38		42	31		50				
FRL	32	50	23	26	23	25	23				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	41		14	28						
ELL	34	57	55	33	41	27	13				
BLK	34	48	50	38	56	35	32				
HSP	53	69		52	62						
FRL	36	48	46	39	53	32	27				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

The trends that emerge across grade levels/subgroups in core content areas demonstrate a need for building literacy in the primary grades. A primary focus will also be needed to build math competencies in Primary/Intermediate grade levels. Students with Disabilities will need specific attention in the effort to improve proficiency with our SWDs.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Improving grade level proficiency in ELA  
Improving grade level proficiency in Mathematics  
Improving proficiency in our SWD subgroup

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

There is a critical need for training for teachers as we have a newly adopted Math series with several components to learn for instruction. We will need continued support and guidance in Data Driven instruction and monitoring RtI to ensure our scholars are progressing with needed support.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2022 State Assessment, ELA Achievement in the Lowest 25th Percentile showed the most improvement.

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

Actions that led to the improvements in ELA are teacher professional development in small group and the the implementation of differentiated small group instructional strategies. Administration and Literacy coach assisting with planning intentional lessons for ELA.

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

Benchmark Advance implementation and lesson fidelity in K-5  
Implementation of the Envision Mathematics newly adopted math series  
Monitoring grade level PLCs

**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.**

LLI training and refreshers for K-5 Teachers  
Continued Math trainings (all components) and Benchmark trainings

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

Administration and support staff will continue to support grade level teams with planning and instruction, and will provide the necessary professional development as needed throughout the year.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

34% of students in grades 3-5 were proficient according to the 2022 ELA FSA.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By June 2023, 51% of students in grades 3-5 will demonstrate proficiency in ELA as measured by the 2023 PM#3 FAST (Florida Assessment of Student Thinking).

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Morrow's Leadership Team plans to:

- \*Monitor our targeted ELA students for proficiency
- \*Monitor Benchmark Assessments and make curriculum adjustments accordingly
- \*Monitor and support small group instruction for all targeted students

**Person responsible for monitoring outcome:**

Tamilla Eldridge-Mason (tamilla.l.eldridge-mason@browardschools.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

All students will receive instruction using Benchmark Advance and the lesson components to increase reading proficiency. LLI and additional interventions will be used accordingly.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Our scholars need consistent instruction at grade level and additional instruction utilizing an evidence-based program to help close the achievement gap and move scholars towards proficiency.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

\*FAST will be utilized for progress monitoring throughout the school year and adjustments will be made to curriculum based on the data

\*Professional Development will be scheduled accordingly

**Person Responsible**

Tamilla Eldridge-Mason (tamilla.l.eldridge-mason@browardschools.com)



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

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

40% of Grade 3-5 scholars were proficient on the 2022 ELA FSA

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By June 2023, 51% of Students with Disabilities in Grades 3-5 will demonstrate proficiency in ELA as measured by the 2023 FAST (Florida Assessment of Student Thinking).

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

\*Monitor and support Student with Disabilities (SWD) for proficiency  
 \*Monitor FAST progress monitoring throughout the year and make adjustments accordingly  
 \*Monitor and collect data from Grade 3-5 teachers and ESE Support Facilitator

**Person responsible for monitoring outcome:**

Jamie Ferguson (jamie.ferguson@brwardschools.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

All SWD that are assessed on Florida Standards will receive instruction using Benchmark Advance and the components to increase reading proficiency. LLI will also be used accordingly.

**Rationale for Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Our scholars need consistent instruction on their IEP goals in an effort and goal to close the achievement gap. Grade level curriculum must be consistent as well with proficiency as the end goal.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- \*Monitor IEP Goals and progress towards proficiency
- \*Analyze FAST PM#1 and #2 data and make necessary adjustments to instructional plans.
- \*Monitor instruction of all SWD and ESE Support Facilitator lessons and instruction

**Person Responsible**

[no one identified]

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

45% of K-2 students were not predicted to be proficient according to the iDAP3 administered in May 2022.

48% of 1st and 2nd Grade students were not proficient on the EOY Primary Assessment administered in May 2022

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

34% of students in grades 3-5 were achieved proficiency as measured by the 2022 ELA FSA.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

By June 2023, 65% of students in grades K-2 will demonstrate proficiency in ELA as measured by the FAST (Florida Assessment of Student Thinking) Star Early Literacy for VPK-1st grade or the Star Reading for 1st -2nd grade PM#3.

**Grades 3-5: Measureable Outcome(s)**

By June 2023, 51% of students in grades 3-5 will demonstrate proficiency in ELA as measured by the 2023 PM#3 FAST (Florida Assessment of Student Thinking).

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

- \*Monitor Progress Monitoring PM#1 and PM#2 for K-5 and make curriculum adjustments accordingly
- \*Monitor Benchmark Unit Assessments as administered and analyze data with Leadership Team
- \*Monitor and support small group instruction for all target students

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Crowle, Laurel, laurel.crowle@browardschools.com

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance Grades K-5 will be utilized and is aligned with the B. E. S. T. ELA Standards/BCPS K-12 Comprehensive Evidence-Based Reading Plan

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Yes, the Benchmark Advance Grades K-5 addresses the identified need, but is newly adopted by the district within the last two years. We showed an increase in literacy proficiency from the 2021-2022 school year.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Analyze FAST PM#1 and #2 data and monitor curriculum and instruction moving forward Monitor instructional delivery and small group instruction Monitor data-driven PLCs	Eldridge-Mason, Tamilla, tamilla.eldridge-mason@browardschools.com

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

Our school Guidance Counselor promotes Character Traits each month. Each classroom teacher chooses a student that demonstrates that trait. The guidance counselor and teachers instruct their students using the curriculum Classroom Meetings and online SEL tools from the district targeting Social Emotional Learning. Morrow has assemblies that promote positive academic growth and SEL that is rewarded accordingly. Morrow has also partnered with various community organizations that donate incentives to our children as additional motivation.

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

Morrow continues to work towards a positive homeschool connection for Stakeholders allowing for opportunities to attend trainings aligned to the Florida Standards and learn ways to best assist their children at home. In order to improve communication between home and school, we have a multi-lingual staff that translate during parent conferences, meetings and special school events. We will continue to communicate via (Phone, email, text message and Social Media) in multiple languages when possible. Morrow's school website is updated weekly for parents to learn more information about their child's school.