

Morrow Elementary School



2014-15 School Improvement Plan

Morrow Elementary School

408 SW 76TH TER, North Lauderdale, FL 33068

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

96%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

D

D

C

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Morrow Elementary is dedicated to meeting the educational needs of the students in our community by providing high quality instruction and engaging students in rigorous learning activities.

Provide the school's vision statement

At Morrow Elementary, students are actively engaged in the learning process in a challenging, rigorous, and stimulating environment.

School leaders, Teachers, staff, parents, and community work together in partnership to guide students to achieve beyond their expected targets.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about students' cultures by developing and building relationships with students. Teachers get to know what their students lives are like outside of school and develop an understanding of how their cultures and beliefs effect their learning. Teachers use this information to make their lessons relevant and meaningful to the students they teach. The Guidance counselor also works with all students and classes on a rotated basis and has them participate lessons that help them get to know each other, understand each others differences and similarities and to accept people despite their differences. The Guidance Counselor and Classroom teacher also instruct students in social skills that promote the respect of all students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Providing a safe and orderly environment helps students learn and grow. To ensure students feel safe and respected before during and after school systems have been put in place. During all segments, zone management plans have been created to ensure all areas are adequately supervised and that staff members are clear on their responsibilities related to student safety. Staff members greet students as they enter school building and teachers greet students as they enter the classrooms. The custodial staff works to make sure the environment is clean, orderly, and inviting so that students have a sense of pride in their school. A Guidance Counselor and other support staff members are available to conference with students when they need support. Communication boxes are available to students before during and after school in in the front office and in students' classrooms, so that students know there is always a place to share their concerns and questions in a way that respects their anonymity. These boxes are checked regularly and students are given an opportunity to work with a support staff member to problem solve through their concerns. All classrooms use the CHAMPS method of behavior management so that students understand the expectations on their behaviors and have structure and routines to their day. Behavioral concerns are addressed using a positive system designed to teach students replacement behaviors while maintaining respect for the student.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide plan includes the use of the CHAMPS management plan. All staff members have attended training for and utilize visuals in classrooms, hallways and cafeteria that let students know the level of conversation for the activity, how to ask for help, the expected outcome of the activity, the appropriate movement allowed, the participation level expected, and how success will be celebrated. In addition all teachers use Positive Behavioral and Academic Strategies for Student Success (PBASS). Staff members received a two-day training which resulted in each grade level creating a plan grade-level plan. The plan included expectations in the classroom, rewards of positive behavior and consequences of negative behavior. The intention of PBASS is to provide students with transition and positive behavior systems that reduce distractions and keep the students engaged during instructional time. The school has a Collaborative Problem Solving Team that meets with teachers weekly to assist teachers in creating and implementing more intensive behavior plans and interventions as needed to support students success in their classrooms. These plans are monitored every six weeks to determine their effectiveness and are modified if needed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The schools Guidance Counselor visits classrooms weekly to provide all students with instruction on social skills designed to promote students' social-emotional growth. Each month a specific social-emotional behavior is taught and students are publicly recognized for exhibiting that behavior. Guidance groups are organized based on identified student needs. Groups meet several times a month to provide counseling to students. Mentorship opportunities are made available to students through our Reading Pals program. Students are paired with a member of the community and develop relations with their mentor through reading. Our school Collaborative Problem Solving Team meets with teachers weekly to assist them in creating and implementing strategies that provide support to students when social-emotional needs are identified. These strategies are monitored every six weeks to determine their effectiveness and are modified if needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

When students are exhibiting attendance concerns teachers generate a referral to the school's social worker who works with the family to improve attendance. Every effort is made to provide students with an Alternative to Suspension so that when a student is issued a suspension they can still continue to attend school and complete coursework under the supervision of certified teachers. When students have one or more suspensions, whether in school or out of school, a plan is immediately developed with the Collaborative Problem Solving Team. A Functional Behavioral Assessment is conducted to determine the function of the behavioral concern and targeted behavioral interventions with replacement skills are provided to the student to help them develop the skills needed to be successful in school.

If students are failing English Language Arts or mathematics or have a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics the student is discussed at the Collaborative Problem Solving Team. The team will use assessment data to determine a targeted-research based intervention. The interventions are monitored every six weeks to determine their effectiveness and are modified if needed.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In English/Language Arts the intervention strategies are:
IReady, Leveled Literacy Intervention, Soar to Success, Journey's Intervention Piece (Write-In Reader), Literacy/Reading Toolkit, Super QAR, and Intermediate Rewards
In mathematics the intervention strategies are:
GO Math- Reteach Book, Animated Math Models/Online Intervention, Touch Math, GO Math- Strategic Intervention, Moving with Math

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Our goal is to increase parental attendance at school event such as parent conferences, Open House, family nights, and SAC/SAF meetings.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has a Partnership Liaison. Their role is to develop partnerships in the community and to support the school in their efforts to improve student achievement. Currently Morrow Elementary has partnerships with Whole Foods, Dominoes, McDonalds, JCC and Barnes and Noble. Whole Foods has programs for teachers and students to promote healthy eating choices. They also work with student to develop sustainable resources through a gardening project. Dominoes support fundraising and school spirit allowing the school to purchase resources that are used for targeted intervention. McDonalds has

programs with appearances from Ronald McDonald with themes such as making friends and making the right choices. This helps the school support students social-emotional growth. Barnes and Noble has a teacher program that offers discounts and free teaching materials that teachers use in their teaching instruction. Home Depot supports our school's Science, Technology, Engineering and Math program by providing resources students use to engage in hands-on, real-world tasks.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Crowle, Laurel	Principal
Sheib, Sabrina	Assistant Principal
Policastro, Peter Anthony	Instructional Coach
Small-Williams, Benita	Instructional Coach
Stanley Lee, Althea	Instructional Coach
Vilus, Jean Lesly	Other
Brazle, Joann	Teacher, K-12
Imbert, Mirielle	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

L. Crowle, Principal and S. Sheib, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support the MTSS implementation, and communicate with parents regarding school-based plans and activities.

Reading Specialist, A. Stanley: Provides guidance on the 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 Tier1, Tier 2, and Tier 3 plans. Instructional Coaches (A. Stanley-Reading, P. Policastro – Math, and B. Williams, Science): Develop, lead, and evaluate school core content standards/programs. Identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence based intervention strategies. Assist with school screening programs that provide early intervening services for children to be considered “at-risk”. Assist in the design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and implementation for progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development and provide support for assessment and monitoring.

Classroom Teacher: 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/instructions with Tier 2/3 activities.

ESE Specialist, M. Sherman: Participates in collection, interpretation, analysis of data, facilitates

development of intervention plans utilizing the Collaborative Problem Solving Model. Provides support for intervention fidelity, documentation, and technical assistance for problem-solving activities. Additionally, participates in student data collections, integrates core instructional activities/materials into tier 3 instruction and collaborates with general education teachers through co-teaching. She will be the consistent coordinator for Tier interventions.

Y. Gray, 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.

X. Menendez, Guidance Counselor: Provides interventions to child-linking services and community agencies that help support families with a child's academic, emotional, behavioral and social success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best at Morrow Elementary, focusing on students and instructional and behavioral strategies.

The team meets once a week to engage in the following activities:

Review universal screening data such as placement assessments and link results to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not achieving mastery. Based on the results of the student data, the team will identify professional development, instructional activities, and resources for teachers and students. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation through classroom snapshots, make curricular decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementations of supplementary curriculum materials and intervention activities.

The MTSS team will take minutes at every meeting and document the progress of the identified students (tracking progress). All minutes will be uploaded into the school's database for storage and easy access.

Title 1, Part A:

- Staff Development Funds – District Trainings, Journey's Reading Trainings, Go Math Series, On-site training, additional learning communities, differentiated instruction training, Science Series Training, Data Driven Instruction, Unwrapping the Standards, and Common Core.
- Parent Trainings – activities during the school year to assist parents in helping their children improve his/her academic skills.
- Science Coach - provide additional strategies to assist students, particularly low performing students with additional instruction during the school day.
- Teacher Salaries, PI and PD activities
- Academic Camps – provides tutoring to students after the school day and on selected Saturdays.
- Parent Seminar – district training for parents to increase student achievement
- Parent Training- in reading strategies and scientific thinking and problem solving.
- Additional classroom materials

Title II:

- Math Coach – Provide additional support in the classroom for teachers to assist students with interventions and to provide enrichment opportunities. Additionally, review and select intervention materials from the struggling math chart, then utilize the supplemental materials to assist students who struggle with the math curriculum.

Title III:

- ELL Materials- purchase educational materials to improve the education of immigrant and English Language Learners.

Title X Homeless:

- District Homeless Social Worker provides resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI):

- ELOI funds are used to provide additional tutoring after school/Saturday camps and for additional instructional support during the school day.

•Teacher Salaries

Violence Prevention Programs:

- Morrow's Guidance Counselor coordinates a non-violence and anti-drug program to students that includes community service, information literature, and counseling.

Nutrition Programs:

- Recipients of fresh fruit and vegetable program to be implemented during the school day.

Head Start:

- Morrow currently has one Head Start and one VPK program and the purpose of these classrooms is to prepare pre-school students for entrance into the kindergarten program.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laurel Crowle	Principal
Mirele Imbert	Teacher
Jean Vilus	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Development of this school improvement plan

SAC is involved throughout the year in monitoring the implementation of the plan as well as determining changes based upon the needs of our school. They approve allocation of accountability funds for SIP initiatives. They also participate in the creation of the new school improvement plan every year.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Provide for Extended Learning Opportunities- \$2000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Crowle, Laurel	Principal
Sheib, Sabrina	Assistant Principal
Policastro, Peter Anthony	Instructional Coach
Small-Williams, Benita	Instructional Coach
Stanley Lee, Althea	Instructional Coach
Vilus, Jean Lesly	Other
Brazle, Joann	Teacher, K-12
Imbert, Mirielle	Teacher, K-12
Sherman, Mindy	Teacher, ESE
Menendez, Ximena	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Major initiatives will include the continued implementation of the Florida State Standards across curriculum areas. There will be a school wide focus on increasing students critical thinking skills by implementing text-based writing in all grades across all curriculum areas. The Literacy Coach leads the school in implementing literacy related initiatives and provides literacy related professional development and support. The LLT meets monthly to discuss implementation of literacy programs and initiatives. The team provides modeling opportunities to teachers as it related to best practices in student literacy. Reading and writing tasks are weaved across all curricular areas and instructional coaches work with teachers to support them in creating tasks and strategies for effective implementation.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are provided with opportunities to collaborate with their grade-levels weekly. They have common planning time scheduled so that they can plan instruction as a team. An instructional coach works with each team to provide support, guidance and mentorship to their grade-level team. Teachers also are provided with professional learning opportunities twice a month. Teachers are part of a Professional Learning Community where they work as a team to set goals, research strategies, implement strategies, participate in instructional rounds, and monitor effectiveness of their work. Teachers are able to select areas based on a needs assessment. Administration communicates with teachers and provides targeted feedback to help teachers develop their instructional practice. The administration has an open-door policy. Teachers are given opportunities to celebrate each others success at staff meetings and through the school's Week at a Glance Publication.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

When hiring new teachers to the Morrow Elementary, resumes are reviewed for candidates who are highly qualified and possess the experience and training background commensurate with the needs of our school.

For teachers new to the profession, mentoring includes providing guidance in lesson development and planning and can take the form of consultation and modeling. This support will be provided by an instructional coach as well by members of the grade level team. The reading coach and math coach are also available as mentors.

Additional mentoring opportunities are provided for teachers that are new within a grade level. Mentoring includes orienting them to the procedures and practices of Morrow. This additional support is provided by the Team Leader or Instructional Coaches.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers new to the profession or new to the school are paired with an Instructional Coach, who offers assistance in all areas of curriculum, lesson planning, as well as classroom management as needed. Instructional Coaches are also available for coaching, modeling and mentor assistance.

Teachers aspiring to administrative roles are offered opportunities to take on leadership positions within the school, including but not limited to Team Leader, Administrative Designee, Academic Camp Coordinator, SAC Chair.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida's standards by utilizing backwards planning and the elements of planning outlined in the Marzano Evaluation System. Teachers start with the Florida Standards and develop the student instructional goals based on the standards. Next, the teachers determine the scale that ensures the students are proficient in the Florida standard that is being taught. Once the teacher knows the goal and scale, they plan lessons, activities and assignments that lead students to proficiency of the Florida Standard. When choosing the instructional programs and materials that they will use, the students will ensure that the materials and programs provide support to the student as they work toward mastery of the Florida Standard. Teachers will use formative and summative assessments to monitor the effectiveness of the instructional programs and materials they are using to help students master the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student data will be used throughout the instructional process to ensure that students are getting instruction that is differentiated to meet their needs. For all students formative assessments will be used to group students for instruction based on their needs. These groups will be flexible in nature and will change as the needs of the students change. Students who are grasping concepts will be given tasks that are higher in complexity and rigor and students that are having difficulty attaining the

proficient or advanced level will receive remediation and targeted intervention. Targeted intervention will be based on screening assessments that pinpoint the appropriate target for intervention. Once the target is identified, a research based intervention will be prescribed to the student or students needing the intervention. Progress monitoring assessments will be used weekly to see if the student is making progress and decisions will be made every six to eight weeks on whether or not the intervention will continue, fade away, or be made more intense.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

After school Extended Learning Opportunities will be offered involving tutoring and enrichment in Reading, Math, Science and Writing.

Strategy Rationale

Providing additional time for students to engage in learning tasks geared toward their specific needs will increase their probability of success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stanley Lee, Althea, althea.stanley-lee@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected from assessments such as FAIR, BAF 1 and 2, and curriculum assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Morrow currently has one Head Start program and three Pre-K classes. The purpose of these classes are to prepare preschool students for entrance into the kindergarten program. A Kindergarten Round-up is held with parents from the Pre-K and Head Start programs in the Spring and before the new school year to assist in the transition for students and parents. Incoming Kindergarten students are assessed upon entering school in order to ascertain individual group needs and to assist with the development of instructional/intervention programs. Students are assessed for knowledge in Letter Names, Letter Sounds, and Concepts of Print.

Screening tool such as the FAIR will be administered three times during the year in order to determine student-learning gains to determine the need for changes to the instructional/intervention programs. Students will also be assessed two times during the year with the DRA to ascertain their individual reading level and to gauge growth from the beginning of the year to the end. Individual school information regarding kindergarten readiness is

reported and available on the Student Assessment and School Performance Website. To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase students' critical thinking skills by implementing text-based writing in all grades across all curriculum areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase students' critical thinking skills by implementing text-based writing in all grades across all curriculum areas. 1a

G036852

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- Writer's Institute exemplary texts
- The Fundamental Writing Program lessons
- ESOL Support
- Mentor Text
- BEEP Writing Lesson Plan
- School-Based Professional Development
- Instructional Coaches
- Writing Professional Learning Communities
- Speech/Language Pathologist
- School-wide Writing Plan
- Student Writing Journals
- Digital 5
- Digital 4
- ELA Test Specifications
- ESE Specialist
- Rtl Team
- Media Specialist

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge and utilization of content-specific rubrics to provide feedback during writing instruction in all curriculum areas.

Plan to Monitor Progress Toward G1. 8

During PLC's, Teachers, coaches, and administration will utilize content-based rubrics to analyze students' writing samples for evidence of text-based responses demonstrating critical thinking.

Person Responsible

Laurel Crowle

Schedule

Biweekly, from 9/23/2014 to 6/4/2015

Evidence of Completion

Increase in writing proficiency on monthly assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase students' critical thinking skills by implementing text-based writing in all grades across all curriculum areas. **1**

 **G036852**

G1.B1 Teacher knowledge and utilization of content-specific rubrics to provide feedback during writing instruction in all curriculum areas. **2**

 **B088340**

G1.B1.S1 K-5 teachers will participate in Professional Learning Communities on utilizing content-specific rubrics. **4**

 **S099014**

Strategy Rationale

By increasing teacher knowledge through Professional Learning Communities students critical thinking and writing skills will improve.

Action Step 1 **5**

Collaboratively develop a School-wide Writing Plan.

Person Responsible

Sabrina Sheib

Schedule

On 9/2/2014

Evidence of Completion

Completed writing plan, Agendas and minutes

Action Step 2 5

Implement our School-wide Writing Plan.

Person Responsible

Sabrina Sheib

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Writing Samples, Feedback through Rubrics, Writing Prompts and Stimulus Creation, PLC Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration and instructional coaches will utilize a "writing look-for" checklist to monitor the implementation of the writing plan by conducting classroom observations and walkthroughs.

Person Responsible

Laurel Crowle

Schedule

Daily, from 9/3/2014 to 6/4/2015

Evidence of Completion

i-observation data marks lesson plans observations of lessons monthly writing samples assessed by rubrics look-for checklist data cause and effect data student progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will monitor the effectiveness of the writing plan implementation by utilizing scored writing samples.

Person Responsible

Laurel Crowle

Schedule

Biweekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

rubrics progress Monitoring Graphs writing samples

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Collaboratively develop a School-wide Writing Plan.	Sheib, Sabrina	8/11/2014	Completed writing plan, Agendas and minutes	9/2/2014 one-time
G1.B1.S1.A2	Implement our School-wide Writing Plan.	Sheib, Sabrina	8/18/2014	Writing Samples, Feedback through Rubrics, Writing Prompts and Stimulus Creation, PLC Minutes	6/4/2015 daily
G1.MA1	During PLC's, Teachers, coaches, and administration will utilize content-based rubrics to analyze students' writing samples for evidence of text-based responses demonstrating critical thinking.	Crowle, Laurel	9/23/2014	Increase in writing proficiency on monthly assessments.	6/4/2015 biweekly
G1.B1.S1.MA1	Administration will monitor the effectiveness of the writing plan implementation by utilizing scored writing samples.	Crowle, Laurel	9/18/2014	rubrics progress Monitoring Graphs writing samples	6/4/2015 biweekly
G1.B1.S1.MA1	Administration and instructional coaches will utilize a "writing look-for" checklist to monitor the implementation of the writing plan by conducting classroom observations and walkthroughs.	Crowle, Laurel	9/3/2014	i-observation data marks lesson plans observations of lessons monthly writing samples assessed by rubrics look-for checklist data cause and effect data student progress monitoring data	6/4/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase students' critical thinking skills by implementing text-based writing in all grades across all curriculum areas.

G1.B1 Teacher knowledge and utilization of content-specific rubrics to provide feedback during writing instruction in all curriculum areas.

G1.B1.S1 K-5 teachers will participate in Professional Learning Communities on utilizing content-specific rubrics.

PD Opportunity 1

Implement our School-wide Writing Plan.

Facilitator

Laurel Crowle, Principal; Sabrina Sheib, Assistant Principal

Participants

All Staff Members

Schedule

Daily, from 8/18/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Increase students' critical thinking skills by implementing text-based writing in all grades across all curriculum areas.	5,000
Grand Total	5,000

Goal 1: Increase students' critical thinking skills by implementing text-based writing in all grades across all curriculum areas.

Description	Source	Total
B1.S1.A2 - Substitute funding for teacher's attending Professional Development.	Title I Part A	5,000
Total Goal 1		5,000