

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MORROW ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Victoria Thurston

SAC Chair: Felicity Gutner

Superintendent: Mr. James F. Notter

Date of School Board Approval: 12/01/09

Last Modified on: 08-31-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

Vision:

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

Teachers, staff, and community work together in partnership to guide students to achieve their maximum potential.

Morrow Elementary is an environment of clear and high expectations that exemplifies mutual respect among students, parents, staff, and community.

Mission Statement:

Morrow Elementary is dedicated to meeting the educational needs of the students in our community by providing quality instruction in a safe learning environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Morrow Elementary School is located in North Lauderdale and is a part of the Coconut Creek Innovation Zone. The school opened in 1976, and was therefore named the "Home of the Patriots". There are 560 students in grades Pre-K through 5th grade, including one HeadStart Program and three P.L.A.C.E. (Preschool) classes. Morrow is a Title One Program School with a highly qualified staff with a low turnover rate and high student/staff attendance rates.

Unique School Strengths for Next Year

After earning 520 accountability points of the 2009 FCAT and demonstrating significant increases in math, Morrow Elementary raised the school grade to a high "B" from a "C". In addition to the increases in math, Morrow continued an upward trend in the area of writing, 98% of fourth grade students scored 3.5 on the 2009 Writing Assessment. As Morrow Elementary enters the next school year with renewed confidence to earn the additional 5 points to achieve an "A" in the 2010 school year.

For the 2010 school year, Morrow has been included under the Passport to Peace grant program, which is a positive behavior support program. This program promotes the Broward School District's Character traits and positive relationships within the school.

Unique School Weaknesses for Next Year

Although Morrow Elementary will have a full-time math, science, and reading coach through additional allocations, the school will no longer have the support from an additional reading coach funded through Reading First. Last year, this individual served as a professional liaison, data analyst, coach, and provided staff with professional development.

In addition, Morrow will not receive the funding to replenish intervention/assistance programs that have been implemented through Reading First. This will limit the school's ability to continue providing content area teachers with infusing the reading benchmarks across the curriculum.

Student Demographics

- Female Percentage- 47.0
- Male Percentage- 52.9
- White Percentage- 9.07
- Black Percentage- 64.0
- Hispanic Percentage- 22.4
- Asian Percentage- 2.56
- Native Percentage- 0.17
- Multi Percentage- 1.71
- Free Reduced Percent- 85.1
- ELL Percentage- 22.4
- ESE Percentage- 18.3

Student Attendance Rates

- Average Attendance for Elementary in 2009 was 94.50.

Student Mobility

- Average Mobility Rates for Elementary in 2009 was 28.90.

Student Suspension Rates

- Average Suspension Rate for Elementary for 2009 was 1.90.

Student Retention Rates

Class Size

- Pk-3 Average- 16.94
- 4-5 Average- 19.40

Academic Performance of Feeder Pattern

Partnerships and Grants

- Our community and business partners include Papa Johns, Sam's Club, Ritters Ice Cream and Publix. These businesses build strong relationships within the community and the school.
- Grant- Passport to Peace Program- this program promotes the Broward School District's Character traits and positive relationships within the school.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Dr. Victoria Thurston	BA-Elementary Education, Florida State University; MS-Educational Leadership, Nova Southeastern University; Doctoral Degree-Educational Leadership, Nova Southeastern University	8	17	Principal of Morrow Elementary in 2008-2009. Grade: B Reading Mastery: 69% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 98% AYP: Black and SWD did not make AYP in math; SWD did not make AYP in reading. 2007-2008 Grade: C Reading Mastery: 61% Math Mastery: 66% Science Mastery: 24% Writing Mastery: 97% AYP: Black, Economically Disadvantaged, and ELL students did not AYP in math. Economically Disadvantaged and ELL students did not AYP in reading. 2006-2007 Grade: C Reading Mastery: 65% Math Mastery: 63%

					Science Mastery: 22% Writing Mastery: 93% AYP: Black students did not AYP in math and ELL students did not AYP in reading.
Assis Principal	Ms. Irina Shearer	BA- Elementary Education, University of Massachusetts; Master of Science-Educational Leadership, Barry University	3	3	Assistant Principal of Morrow Elementary in 2008-2009. Grade: B Reading Mastery: 69% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 98% AYP: Black and SWD did not make AYP in math; SWD did not make AYP in reading. 2007-2008 Grade: C Reading Mastery: 61% Math Mastery: 66% Science Mastery: 24% Writing Mastery: 97% AYP: Black, Economically Disadvantaged, and ELL students did not AYP in math. Economically Disadvantaged and ELL students did not AYP in reading. 2006-2007 Grade: C Reading Mastery: 65% Math Mastery: 63% Science Mastery: 22% Writing Mastery: 93% AYP: Black students did not AYP in math and ELL students did not AYP in reading.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Dr. Lori Galipault	BA-Elementary Education, St. John's University; MS-Reading, Florida Atlantic University; Doctorate Degree-Reading, Florida Atlantic University; ESOL Endorsed	3	25	Morrow Elementary in 2008-2009. Grade: B Reading Mastery: 69% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 98% AYP: Black and SWD did not make AYP in math; SWD did not make AYP in reading. 2007-2008 Grade: C Reading Mastery: 61% Math Mastery: 66% Science Mastery: 24% Writing Mastery: 97% AYP: Black, Economically Disadvantaged, and ELL students did not AYP in math. Economically Disadvantaged and ELL students did not AYP in reading. 2006-2007 Grade: C Reading Mastery: 65% Math Mastery: 63% Science Mastery: 22% Writing Mastery: 93% AYP: Black students did not AYP in math and ELL students did not AYP in reading.
Math	Ms. Melissa Mason	BA-Elementary Education, University of Florida; MS-Elementary Education, University of Florida; ESOL Endorsed	10		Morrow Elementary in 2008-2009. Grade: B Reading Mastery: 69% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 98% AYP: Black and SWD did not make AYP in math; SWD did not make AYP in reading. 2007-2008 Grade: C Reading Mastery: 61% Math Mastery: 66% Science Mastery: 24% Writing Mastery: 97% AYP: Black, Economically Disadvantaged, and ELL students did not AYP in math. Economically Disadvantaged and ELL students did not AYP in reading. 2006-2007 Grade: C Reading Mastery: 65% Math Mastery: 63% Science Mastery: 22% Writing Mastery: 93% AYP: Black students did not AYP in math and ELL students did not AYP in reading.
					Morrow Elementary in 2008-2009. Grade: B Reading Mastery: 69% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 98%

Science	Mr. Steven Thunberg	BA-Elementary Education, Anderson University; MS-Anderson University	15	<p>AYP: Black and SWD did not make AYP in math; SWD did not make AYP in reading. 2007-2008 Grade: C Reading Mastery: 61% Math Mastery: 66% Science Mastery: 24% Writing Mastery: 97% AYP: Black, Economically Disadvantaged, and ELL students did not AYP in math. Economically Disadvantaged and ELL students did not AYP in reading. 2006-2007 Grade: C Reading Mastery: 65% Math Mastery: 63% Science Mastery: 22% Writing Mastery: 93% AYP: Black students did not AYP in math and ELL students did not AYP in reading.</p>
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings with new teachers with principal.	Principal	On-going	
2. Partnering new teachers with veteran staff.	Assistant Principal	On-going	
3. Soliciting referrals from current employees.	Principal	On-going	
4. Experience Broward- job fair	Principal/ Assistant Principal	August 2009/ December 2009	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
43	1	15	15	13	14	100	5	7	4

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Steven Thunberg	Kim Reneau (First Grade)	Ms. Reneau's students have shown below average performance levels on the Dibels and Stanford Diagnostic Test. Mr. Thunberg's students have shown improvement by scoring high performance on the Dibels Assessment.	The mentor and the mentee are meeting bi-weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
		Ms. Hardge is a first year teacher with ESE certification and without	The mentor and the mentee are meeting bi-weekly in a professional

Terry Conowal	Deveil Hardge (VE Teacher)	an education degree. Ms. Conowal's students have shown improvement in reading achievement as reflected by the FCAT reading learning gains and by scoring at high performance levels.	learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Also, the ESE Program Specialist will model lessons using reading and writing strategies to teach Language Arts concepts.
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- Staff Development Funds- Mary Lewis Trainings, District Trainings/Critical Content, On-site training- Ruby Payne and additional learning communities.
- Summer Leadership Meetings- Planning for the 209-2010 school year and creating IFCs for each grade level.
- Parent Trainings- activities during the school year to assist parents in helping their children improve his/her academics.
- Math / Science Coach- provide additional teachers to assist students, particularly low performing students with additional instruction during the school day.
- Academic Camps- provides tutoring to students after the school day.
- Parent Seminar- district training for parents to increase
- Additional Classrooms materials, ex. Acaletics

Title I, Part C- Migrant

Title I, Part D

- District receives funds to support Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

- Purchased technology for the classrooms- 2 promethean boards, 1 set of active expressions, and 6 ELMOs (document cameras) for teacher/student use.

Title III

- ELL Materials- purchase educational materials and school support 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)

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

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

Housing Programs

Head Start

- Morrow currently has one Head Start program and the purpose of this classroom is to prepare pre-school students for

entrance into the kindergarten program.

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

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

Curriculum Specialist: 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 Tier 1, Tier 2, and Tier 3 plans.

Instructional Coaches (Reading, Math, and Science): 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 needs while working with district personnel to identify appropriate, evidence based intervention strategies. Assists with 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 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/instruction with Tier 2/3 activities.

ESE Specialist/ School Psychologist: 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.

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

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.

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.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Technology Specialist: Develops or uses technology necessary to manage and display data, provides professional development and technical support to teachers and staff.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Leadership 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 our teachers and students?

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 and resources for teachers and students. The team will also collaborate regularly, problem solve,

share effective practices, evaluate implementation through classroom walkthroughs, make curriculum decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The team provided data on Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed. The team helped set clear expectations for instruction (rigor and mastery), and aligned processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (Bat 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Mini-Bat Assessments, FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of the year: FAIR, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The first session will focus on the problem solving model, building consensus, implementing and sustaining problem-solving strategies. An additional session will focus on the RtI challenges to implementation, databased decision-making, supporting, and evaluating interventions. These sessions will take place in mid-August and October.

The RtI Leadership Team will also evaluate additional staff professional development needs during the weekly RtI Leadership meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

- Strengths: Across all grade levels, students are performing at the state average in measurement. 98% of students met standards in writing and the number of students in the lowest quartile showing adequate progress increased 21 percentage points from the previous year.
- Weaknesses: Across all the grade levels, the lowest content area in reading is main idea/purpose. Grade 3 scores well in comparisons, while 4th and 5th score lower. The number of students in the lowest quartile for reading showing adequate progress was below the required 50%.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

- The Instructional Focus Calendars (IFCs) were created July 2009 during our summer leadership meetings. The IFCs will be updated in October 2009 as determined by the disaggregated data results from the September BAT and Acaletics Assessments, and again in January 2010 as determined by the December disaggregated results (BAT, Acaletics, and School-wide Assessments).
- The 2009 FCAT results were utilized to develop the IFCs, data results from the September and December Assessments will also be utilized.
- Teachers will be responsible for determining the instructional focus of whole group lessons and small group differentiated instruction.
- Benchmarks for the IFCs were selected as indicated by students' strengths and weaknesses, which were measured by progress on the DART Report (clusters), school-wide assessments, and data results.
- The duration of instruction for each benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all tested benchmarks before the FCAT. Within the amount of time allotted in the IFC, teachers will

provide instruction on each benchmark, allow students an opportunity to practice, assess the students' knowledge, and then re-teach the benchmark as indicated by student progress (to ensure mastery) either in a small or whole group setting.

- Administration will implement a classroom walkthrough schedule to include all subject areas (departmentalization), evaluate lesson plans utilizing templates, monitoring teacher progress data, and conduct meetings with teachers to ensure that the IFCs are being utilized and implemented effectively. Coaches will also review lesson plans, utilize a classroom walkthrough schedule, monitor student data, and will be assigned to teachers who are demonstrating signs of struggling with the implementation of the IFC within the classroom/lesson planning.
- Teachers who are struggling with implementing the IFC will be provided with additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful with the IFCs. Coaches or the team leader will provide additional assistance to the teacher during the school day. Additionally, the teacher will participate in professional learning communities and will utilize the support of their team members during their weekly grade level meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

- Reading: Main Idea/Purpose was the least proficient strand and will be given priority focus.
- Math: Number Sense and Algebraic Thinking were the least proficient strands and will be given priority focus.
- Writing: Organization was the least proficient strand and will be given priority focus.
- Science: Earth and Space Sciences was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

- Using the 2009 FCAT scores, administration determined student-learning gains by teacher and adjusted the master schedule (grade levels and subject areas) to prevent low-performing teachers from teaching the same class again.
- An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

- Teachers are provided with reading materials that are based on current events to build background knowledge for students. A daily discussion takes place in the classroom between the students and teacher focusing on the relationship between the lesson and how it would relate to their future.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

- In the spring, students travel to the next grade level to participate in the daily activities and lessons, which exposes them to the next year's curriculum and the different learning styles.
- The subject area teachers meet collaboratively with parents to discuss the students' academic needs and progress.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

- Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.
- Teacher will meet weekly for grade level meetings and monthly for professional learning communities to share best practices and resources for lesson planning.

How are instructional focus lessons developed and delivered?

- The instructional coaches for each subject area based on a review of previous assessments where students are struggling provide focus lessons.
- The focus lessons selected by the instructional coaches are aligned to the benchmarks and standards for each subject area that are annually assessed on the FCAT.
- Reading, math, and science teachers will teach the focus lessons that correlate with their subject area.

How will instructional focus lessons be revised and monitored?

- Student mastery on school wide assessments and mini-bats based on the focus lessons will determine if the lesson will need to be revised and or re-taught.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

- School Mini-Assessments based on the focus lessons will be administered.
- Ten questions per benchmark will be utilized for assessment purposes.
- The assessments will be administered on a monthly basis.

How are assessments used to identify students reaching mastery and those not reaching mastery?

- Mastery will be set at 70% score to ensure student proficiency of each benchmark.
- The assessment results will be used to determine the instructional focus of whole group lessons. An item-analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.
- Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%. Additional instruction and practice opportunities for those students earning between 50-70% and enrichment instruction for students earning above the mastery level of 80%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

- Students at and above mastery level will receive opportunities to enrich current skills by participating in project activities and supplemental activities that will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

- Teachers will meet weekly to review assessment data and the progress of students' within their content area.
- The subject area coach, the team leader, and/or administration will facilitate the meeting. A teacher will be designated to record notes from the meeting and notes along with the weekly agenda will be submitted to administration.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

- The principal and leadership team will meet with teachers during weekly meetings or one-on-one meetings to discuss assessment results and student progress. During these meetings, lesson plans, data information sheets (for each student), and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs.
- The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading:

Core -Harcourt Trophies Reading Program / Treasures Reading Program

Intensive Instruction/Interventions: Harcourt Intervention, Treasures Intervention Program, Wilson Reading, Wilson

Fundation, Read Alouds, Great Leaps, Soar to Success, Super QAR, Fast Track, Riverdeep, and Stevenson
 Math:
 Core- Harcourt Math Basal / Calendar Math
 Intensive Instruction/Interventions: Acaletics, FCAT Explorer, FCAT/ SAT Dailies, RiverDeep, and CCC SuccessMaker
 Writing:
 Core- Lucy Calkins Writing Program (K-2) / Broward County Writing Plan (3-5)
 Science:
 Core- Harcourt Science Series
 Intensive Instruction/Interventions: BECON Science Video, AIMS activities, and Science Kits

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

- Resources from the state adopted textbooks, which are designed for intensive instruction will be utilized. Computerized programs / instructional programs (Riverdeep, FAIR, and SuccessMaker), in addition to Internet Instructional Websites such as FCAT Explorer will also be utilized.
- Teachers will utilize instructional strategies or best practices discussed in professional learning communities to provide different methods of providing instruction in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized.
- Students consistently demonstrating non-mastery may be required to participate in tutorials sessions after school or on Saturdays.

How does the school identify staff's professional development needs to improve their instructional strategies?

- Classroom walkthroughs, teacher surveys, and student performance / data analysis will determine the need for professional development.

Which students will be targeted for supplemental and intensive instruction/interventions?

- As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.
- Students not making mastery will be offered after-school assistance via SES and/or academic camp, as well as assistance during the regular school day from instructional coaches hired to provide tutorial services.

How will the effectiveness of the interventions be measured throughout the year?

- All personnel providing services to the student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously utilized. Factors hindering implementation of a strategy (attendance/behavior) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FAIR and Riverdeep will also be utilized to determine the effectiveness of the supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

- Students who typically exceed mastery levels participate in higher-level content area classes with an accelerated curriculum.

Describe how students are identified for enrichment strategies.

- FCAT results, student progress in school content area assessments, as well as assessment results that demonstrate consistent proficiency/mastery used to determine placement in higher level classes. Teacher recommendation is also taken into consideration.
- Parent conferences are held with the recommending teacher, instructional coach, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher-level class during the school day and at home (parental involvement).

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
				Share best practices using the

Technology Learning Community	Mr. Fritz Mama, Tech Specialist	Bi-weekly	Wednesdays after school	promethean boards, creating new flip charts, and developing lessons plans that are centered around technology (Kindergarten-5th grade).
Ruby Payne	HRD	Monthly	After school	Continuing the Ruby Payne Training-Understanding Poverty (Kindergarten-5th grade).

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

Morrow currently has one Head Start program and three P.L.A.C.E. classes. The purpose of these classes is to prepare pre-school students for entrance into the kindergarten program. A Kindergarten Round-up is held with parents from the Place and Headstart programs in the Spring and before the new year to assist in the transition for students and parents.

When students start Kindergarten, they attend an Open House the week before school starts. At this event, parents and students visit their new classroom, meet the teacher, and learn about the expectations and procedures for the year. Teachers also schedule conferences with parents to discuss any individual needs or to discuss the progress of the students.

Incoming Kindergarten student are assessed prior to or upon entering in order to ascertain individual group needs and to assist with the development of instructional/intervention programs. All students are assessed with Print/Letter knowledge and Concepts of Print, which will be used to assess the incoming skills of students.

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.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading Data, 69% of students scored at or above Level 3.		On the 2010 administration of the FCAT Reading Test, 73% of students will meet high standard by scoring at or above Level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Morrow will implement monthly school wide benchmark assessments to monitor student progress.	Principal, Assistant Principal, and Reading Coach	Review student data reports to ensure teachers are assessing students accordingly to the IFC.	Printout of Mini-Assessments / Student Data Forms
2	Include higher order questions in lesson plans.	Principal, Assistant Principal, and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and will be submitted to coaches and/or team leaders weekly (utilizing the grade level lesson plan template).	Classroom Walkthrough Log- frequency of classroom walkthroughs will be weekly for every grade level.
3	Utilize the BEEP instructional focus calendars, which incorporate the Sunshine State Standards in reading.	Principal, Assistant Principal, Reading Coach, and Team Leaders	Using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments and FAIR(K)/ Oral Fluency (1-5) will be analyzed to guide classroom instruction.	Effectiveness will be determined through the school wide and District Assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading Data, 39% of students with disabilities in grades 3-5 met the proficiency target through "Safe Harbor".		On the 2010 administration of the FCAT Reading Test, 45% of students with disabilities in grades 3-5 will meet the proficiency target through "Safe Harbor".		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by reviewing the DAR for all SWDs. Plan differentiated instruction using evidence-based instruction / interventions within the 90-minute reading block.	Reading Coach / VE Teacher	Student progress is assessed using Ongoing Progress Monitoring every 30 days. Percent of students making adequate progress toward benchmarks are calculated.	Student Data Sheet/ Above the Clouds
2	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus on instruction is determined by the Ongoing Progress Monitoring data and will include explicit instruction,	Reading Coach, Classroom Teacher, Special Teacher (intervention-during reading block)	Student progress assessed school wide assessments for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress towards benchmarks are calculated.	Broward Benchmark Assessment 1 & 2, Mini-Bats, School Wide Assessments, and the DAR results

	modeled instruction, guided practice, and independent practice.			
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, evidence-based, and provided in addition to the core.	RTI Team, ESE Specialist, Assistant Principal, and Reading Coach	Dibels data biweekly for all students receiving Tier 3 targeted Tier 3 interventions.	Dibels data, DAR data, Broward Benchmarks Assessments 1 & 2-comparison results

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading Data, 49% of the lowest quartile made learning gains.		On the 2010 administration of the FCAT Reading Test, 55% of the lowest quartile will make learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teacher data chats will be conducted with all teachers following assessments to review the progress of the core and/or interventions.	Principal, Assistant Principal, Reading Coach	Administrators will review student portfolios and data information sheets.	Data will be disaggregated to determine the effectiveness of the reading instruction (department/level-groupings of students).
2	Student achievement chats will be conducted with all students to review scores from assessments.	Principal, Assistant Principal, Reading Coach	Administrators will review log for student achievement chats during classroom walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
3	Plan supplemental instruction/intervention for students not responding to core instruction. Focus on instruction is determined by the Ongoing Progress Monitoring data and will include explicit instruction, modeled instruction, guided practice, and independent practice.	Principal, Assistant Principal, Reading Coach, and Reading Teachers	During classroom walkthroughs, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks.	Data will be disaggregated to determine the effectiveness of the reading instruction (department/level-groupings of students).

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading Data, 49% of ELL students met the proficiency target through "Safe Harbor".		On the 2010 administration of the FCAT Reading Test, 54% of ELL students will meet the proficiency target through "Safe Harbor".		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule classes according to the K12 ESOL Plan.	Assistant Principal, ESOL Contact	Classroom walkthroughs-review student progress, interactive multimedia and multimodal strategies and testing accommodations used in the classroom with ELL students.	CELLA

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Reading Test, 73% of students will meet high standard by scoring at or above Level 3.	Effective Implementation of the IFC	Dr. Galipult, Reading Coach	October / December 2009	Classroom Visits	Dr. Thurston, Principal, I. Shearer, Assistant Principal, and Dr. Galipault, Reading Coach
On the 2010 administration of the FCAT Reading Test, 55% of the lowest quartile will make learning gains.	Linking Assessments to Instruction	Dr. Galipault, Reading Coach and Ms. Hillsamer, ESE Specialist	November 2009 / January 2010	Classroom Visits / Data Analysis Meetings	Dr. Thurston, Principal, I. Shearer, Assistant Principal, and Dr. Galipault, Reading Coach

On the 2010 administration of the FCAT Reading Test, 73% of students will meet high standard by scoring at or above Level 3.	FCAT Reading Strategies	Core Curriculum	October 2009/ January 2010	Classroom Visits / Data Analysis Meetings	Dr. Thurston, Principal, I. Shearer, Assistant Principal, and Dr. Galipault, Reading Coach
On the 2010 administration of the FCAT Reading Test, 73% of students will meet high standard by scoring at or above Level 3.	Riverdeep/ Earobics Training	Denise Henry	October 2009/ January 2010	Follow-up training with classroom visits from consultant- data reports	Dr. Thurston, Principal, I. Shearer, Assistant Principal, and Dr. Galipault, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Research Based Materials- Quick Reads/ Words Their Way/ Elements of Vocabulary	SAC / Accountability	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
Substitute coverage for Riverdeep and Earobics training	Title One	\$1,000.00
		Total: \$1,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for professional development- critical content reading	Title One	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$3,500.00		

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Data, 71% of students scored at or above Level 3.		On the 2010 administration of the FCAT Math Test, 75% of students will meet high standards by scoring at or above Level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math Coach will assist teachers in the creation of centers and administration	Principal / Math Coach	Classroom Walkthroughs/ Ongoing progress monitoring	Progress of student on assessment / Acaletics progress monitoring

	will ensure activities are implemented.			assessments / Classroom Walkthroughs
2	Maintain a record of strategies and interventions utilized with students.	Principal, Assistant Principal, Math Coach, and Math Teachers	Review student data reports to ensure teachers are assessing students accordingly to the Beep Instructional Focus Calendars	Increased achievement between Acaletics Assessments/ Bat 1 & 2- student progress
3	Utilize BEEP instructional focus calendars, which incorporate the Sunshine State Standards.	Principal, Assistant Principal, Math Coach, and Classroom Teachers	Using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.	Effectiveness will be determined through the school wide and District Assessments.
4	Student achievement chats will be conducted with all students to review scores from assessments.	Principal, Assistant Principal, Math Coach, and Math Teachers	Administrators will review students data forms for student achievement chats during classroom walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math Data, 53% of students with disabilities in grades 3-5 met the proficiency target through "Safe Harbor".		On the 2010 administration of the FCAT Math Test, 59% of students with disabilities in grades 3-5 will meet the proficiency target through "Safe Harbor".		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by reviewing Min-Bat, Bat data, and Acaletics progress assessments for all SWD. Plan differentiated instruction using evidence-based/interventions within the math blocks.	Math Coach / Math Teachers	Grade-level teams will review results of the mini-assessments data every 4 weeks to determine progress toward benchmark (75% of mastery).	Acaletics Assessments- Quick Piks, Mini-Assessments
2	Tier 2: Plan supplemental instruction/intervention (Acaletics groups with math coach) for students not responding to core instruction. Focus on instruction is determined by the Ongoing Progress Monitoring data and will include explicit instruction, modeled instruction, guided practice, and independent practice.	Math Coach, Math Teachers, and Assistant Principal	Grade-level teams will review results of the mini-assessments data every 4 weeks to determine progress toward benchmark (75% of mastery).	Acaletics Assessments- Quick Piks, Mini-Assessments
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, evidence-based, and provided in addition to the core.	RTI Team, Math Coach, and Principal	Grade-level teams will review results of the mini-assessments biweekly to determine progress toward benchmark (75% of mastery).	Acaletics Assessments- Quick Piks, Mini-Assessments / BAT 1 & 2

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math Data, 57% of ELL students met the proficiency target through "Safe Harbor".		On the 2010 administration of the FCAT Math Test, 63% of ELL students will meet the proficiency target through "Safe Harbor".		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule classes according to the K12 ESOL Plan.	Assistant Principal, ESOL Contact, and Math Coach	Classroom walkthroughs- review student progress, interactive multimedia and	Ongoing progress monitoring- Mini-Bats / BAT- September and

			multimodal strategies and testing accommodations used in the classroom with ELL students.	December / Acaletics Assessments
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Math Test, 42% of students with disabilities in grades 3-5 will meet the proficiency target through "Safe Harbor".	Acaletics	consultant	August, september 2009 / January 2010	Classroom Walkthroughs	Dr. Thurston, Principal, I. Shearer, Assistant Principal, M. Mason, Math Coach
On the 2010 administration of the FCAT Math Test, 75% of students will meet high standards by scoring at or above Level 3.	Effective Use of Manipulatives and Hands-on Activities	M. Mason, Math Coach	November 2009	Classroom Walkthroughs	Dr. Thurston, Principal, I. Shearer, Assistant Principal, M. Mason, Math Coach
On the 2010 administration of the FCAT Math Test, 75% of students will meet high standards by scoring at or above Level	Test Specifications / Benchmarks- Big Ideas	M. Mason, Math Coach	August/ September 2009	Classroom Walkthroughs	Dr. Thurston, Principal, I. Shearer, Assistant Principal, M. Mason, Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Acaletics-supplemental instruction/intervention materials	Title One	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute coverage for professional development	Title One	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 29% of students achieved level three and above.		Given instruction based on the Sunshine State Standards, 37% of students will score at level three or above on the 2010 FCAT Science Assessment.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Utilize hands-on laboratory experiments three times per week using the science kits	Principal and Science Coach	Monitor IFC and the pacing of the correlation chart of the science kits with fidelity	Improvement on Science Bat- Sept. and Dec. / Science Mini-Assessments	

	(Departmentalize 5th grade- Science).		(will be monitored by the Principal). Assessments will be administered monthly for ongoing progress monitoring (process for determining effectiveness).	
2	2. Provide real-word science experiments and engaging activities.	Principal and Science Coach	Teachers will be required to incorporate United Streaming into lessons to create virtual field trips. Additional trips will be arranged through the Museum of Discovery of Science to provide activities. Homework will also include science articles, Coach and Principal will monitor homework.	Improvement on Science Bat- Sept. and Dec. / Science Mini-Assessments
3	All students will complete hands-on lab activities weekly and record findings in a science journal to document hands-on investigations.	Teachers and Science Coach	Grade-level teams will review results of common assessments (placement, mid-year assessments from the science textbook, activities from the science kits). data every six weeks to determine progress towards mastery of benchmarks.	Assessments tied to Florida Science Standards administered weekly / Science Mini-Assessments
4	Morrow will implement a monthly school wide benchmark assessments to monitor student progress.	Principal, Assistant Principal, and Science Coach	Review student data from placement and mid-year assessments from the science textbook.	Data Analysis / Student Data Forms / Classroom Walkthroughs
5	Utilize BEEP instructional focus calendars to ensure students are receiving appropriate science instruction.	Principal, Assistant Principal, Science Coach, and Teachers	Using data from school assessments (core curriculum), ongoing Mini-Bats, the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide instruction.	Classroom Walkthroughs / School wide and District Assessments
6	Student achievement chats will be conducted with all students to review scores from assessments.	Principal, Assistant Principal, Science Coach, and Science Teachers	Administrators will review student data forms for student achievement chats during classroom walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 37% of students will score at level three or above on the 2010 FCAT Science Assessment.	Science Benchmarks (K-5)/ Test Specifications Training	S. Thunberg, Science Coach	September 2009	Common planning minutes and grade level release time will be provided to ensure data trends are discussed and lesson plans are developed. Classroom Walkthroughs will utilized as a strategy for follow-up and monitoring.	Dr. Thurston, Principal / S. Thunberg, Science Coach
Given instruction based on the Sunshine State Standards, 37% of students will score at level three or above on the 2010 FCAT Science Assessment.	Science Kits Training	HRD- Science Department	October 2009	Common planning minutes and grade level release time will be provided to ensure data trends are discussed and lesson plans are developed. Classroom Walkthroughs will utilized as a strategy for follow-up and monitoring.	Dr. Thurston, Principal / S. Thunberg, Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Materials and supplies for science kits	School's General Budget	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development	Title One	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,000.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the June 2009 administration of the FCAT Writing Test, 92% of the 4th grade students scored a level 4.0 or above.		On the June 2010 administration of the FCAT Writing Test, 93% of the 4th grade students will score a level 4.0 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A daily writing block will be included in every class schedule. Writing will be departmentalized in 4th grade with instruction delivered during a daily 1-hour uninterrupted writing block. Students are grouped to ability level.	Principal, Assistant Principal, Reading Coach, and Teachers	Assessments of students writing abilities will be on going through the school year. The students have a Writer's notebook that will be reviewed by the students and teachers together. Writer's workshop and BEEP lessons will be used as a school-wide writing program.	Monthly scored writing prompts will be used to determine progress between times prompts were given. Six traits rubric will be used as an evaluation tool for ongoing progress monitoring.
2	An instructional focus calendar (based on benchmarks), which identifies specific grade level skills for kindergarten-fifth grade with accompanying lessons will be used.	Principal, Assistant Principal, Reading Coach, Team leaders	Team leaders and administration will conduct scheduled walkthroughs. Data analysis meetings will be held bi-weekly with grade level teams.	Progress between the Pretest Prompt and Mid-year prompt. Six traits rubric will be used as an evaluation tool for ongoing progress monitoring.
3	Fourth grade students will be given a monthly writing prompt that will be analyzed by teachers and administration. Instruction will be adjusted based on the trends of the student data.	Principal, Assistant-Principal, Reading Coach, Team leaders.	BEEP writing lessons will be utilized. Teachers will evaluate writing samples to determine appropriate focus lessons for classrooms. Lesson plans will be reviewed by the Principal, Assistant Principal, and Team Leaders	DOE Florida Writes rubric for baseline and mid-year progress monitoring.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the June 2010 administration of the FCAT Writing Test, 93% of the 4th grade students will score a level 4.0 or above.	Lucy Calkins (Kindergarten-2nd grade)	HRD-Language Arts Department	November 2009	Monitor student writing portfolios, notebooks, and journals. The students will use red pens to make revisions and edit so their self-correcting behavior can be easily monitored. Classroom walkthrough will be a follow-up/monitoring strategy for progress monitoring.	Principal, Assistant Principal, and Reading Coach
On the June 2010 administration of the FCAT Writing Test, 93% of the 4th grade students will score a level 4.0 or above.	Writer's Workshop	HRD-Language Arts Department	November 2009	Monitor student writing portfolios, notebooks, and journals. The students will use red pens to make revisions and edit so their self-correcting behavior can be easily monitored. Classroom walkthroughs will be a follow-up/monitoring strategy for progress monitoring.	Assistant Principal and Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development- Lucy Calkins	Title One	\$1,500.00
Substitute teachers to provide temporary coverage for Professional Development- Writer's Workshop	Title One	\$1,500.00
Total: \$3,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$3,000.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Open House in 2009 indicate that 38% of parents participated.		Increase parent participation at Open House to 45% of students' parents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event using multiple methods	Principal / Assistant Principal	Collect attendance logs in each classroom.	Maintain attendance logs in each classroom.

	(newsletters, parent link, and flyers) and in students' home language.		from parents.	
2	Schedule high parent interest whole school even during evening hours to increase greater participation. Open house will be divided into two evenings, one for primary and another for intermediate to accommodate parents with students in different grades.	Principal / Assistant Principal	Collect feedback survey from parents	Parent Surveys- outreach will be differentiated for diverse families (multi-lingual, multi-cultural)
3	Have students compose invitations to their parents for Open House.	Assistant Principal, Team Leaders, and Teachers	Survey parents to determine if this was their first time attending Open House. If yes, why did they attend this school year?	Parent Surveys-outreach will be differentiated for diverse families (multi-lingual, multi-cultural)

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sign-in Sheets from Parent Workshops during the 2008-2009 school year indicate that only 25% of students' parents attended at least one parent workshop.		Increase parent participation at parent workshops to 40% of students' parents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Survey parents to determine high interest topics and best day/times for workshops.	Principal / Title One Liaison	Collect sign-in sheets and participant feedback for each workshop	Sign-in sheets and workshop evaluations

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase parent participation at parent workshops to 40% of students' parents.	Effective two-way communication/ Conferencing Skills	Title One Liaison	October 2009	Title One liaison will provide teachers with strategies to use with parents.	Assistant Principal / Title One Liaison

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Training materials in different languages- strategies to help students at home	Title One	\$400.00
		Total: \$400.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Parent Seminar	Title One	\$500.00
		Total: \$500.00
		Final Total: \$900.00

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Research Based Materials- Quick Reads/ Words Their Way/ Elements of Vocabulary	SAC / Accountability	\$500.00
Mathematics	Acaletics-supplemental instruction/intervention materials	Title One	\$1,500.00
Science	Materials and supplies for science kits	School's General Budget	\$1,000.00
Parental Involvement	Training materials in different languages- strategies to help students at home	Title One	\$400.00
			Total: \$3,400.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute coverage for Riverdeep and Earobics training	Title One	\$1,000.00
			Total: \$1,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute teachers to provide temporary coverage for professional development- critical content reading	Title One	\$2,000.00
Mathematics	Substitute coverage for professional development	Title One	\$1,500.00
Writing	Substitute teachers to provide temporary coverage for Professional Development- Lucy Calkins	Title One	\$1,500.00
Writing	Substitute teachers to provide temporary coverage for Professional Development- Writer's Workshop	Title One	\$1,500.00
Science	Substitute teachers to provide temporary coverage for Professional Development	Title One	\$2,000.00
			Total: \$8,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Parent Seminar	Title One	\$500.00
			Total: \$500.00
			Final Total: \$13,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) has an important function for the success of Morrow Elementary. Listed below are some of the functions of the SAC.

- Reach out to the community to increase parent involvement
- Organize FCAT/SAT Family Night
- Increase business partnerships within the community
- Assist the school to create and analyze school climate surveys for parents and students

SAC Members

Members

- 1) Dr. Victoria Thurston, Principal
- 2) Felicity Gutner, SAC Chair
- 3) Gema Servan, Teacher
- 4) Jean Vilus, Teacher
- 5) Lori Galipault, Teacher
- 6) Gail Friedman, Business Member
- 7) Shamiza Seebaran, Parent
- 8) Verona Duverna, Parent
- 9) Andrea Smith, Parent
- 10) Daniel Laguerre, Parent
- 11) Sheryl Anderson, Parent
- 12) Derwin Fair, Parent
- 13) Judith Francis, Parent
- 14) Gary Evans, Community Member
- 15) Blondeen Newman, School Support Personnel
- 16) Rossanna Guzman, School Support Personnel
- 17) Claudia Rhodes, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MORROW ELEMENTARY SCHOOL 2691													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 253 Math: 253		2008-2009 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	63	N	66	N			Y			NA	46	37	Y	40	34	Y	66	NA	62	NA			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	100	Y	100	Y	56	N	57	N			Y			NA	51	44	Y	47	43	N	62	NA	52	N			
HISPANIC	98	Y	98	Y	73	Y	81	Y			NA			NA	36	27	NA	32	19	NA	70	NA	83	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	N	65	N			Y			NA	52	39	Y	45	35	Y	64	NA	61	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	49	N	57	N			NA			NA	59	51	Y	55	43	Y	51	NA	53	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y	39	N	53	N			NA			NA			61	NA		47	NA	56	N	50	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MORROW ELEMENTARY SCHOOL 2691													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 271 Math: 271		2007-2008 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	99	Y	54	N	60	N			Y			NA	40	46	N	40	40	N	58	Y	64	Y			
WHITE	100	Y	99	Y		NA		NA			NA			NA			NA			NA							
BLACK	100	Y	100	Y	49	N	53	N			Y			NA	47	51	N	51	47	N	60	Y	58	N			
HISPANIC	98	Y	98	Y	64	Y	68	Y			NA			NA	38	36	NA	30	32	NA	56	NA	70	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	48	N	55	N			Y			NA	45	52	N	45	45	N	56	N	61	N			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	41	N	45	N			NA			NA	58	59	N	43	55	N	53	N	55	N			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MORROW ELEMENTARY SCHOOL 2691													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 309 Math: 309		2006-2007 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	99	Y	60	Y	60	Y	92		Y			NA	42	38	NA	40	40	NA	56	NA	59	NA			
WHITE	100	Y	100	Y	71	Y	75	Y			NA			NA	31	28	NA	25	25	NA	67	NA	73	NA			
BLACK	100	Y	99	Y	53	Y	49	N	94		Y			NA	49	44	NA	49	51	N	48	NA	54	N			
HISPANIC	99	Y	99	Y	62	Y	70	Y			NA			NA	43	43	NA	40	30	NA	62	NA	62	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	55	Y	55	N	94		Y			NA	49	46	NA	48	45	N	53	NA	60	Y			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	42	N	57	Y			NA			NA	65	NA	47	43	NA	44	N	64	NA				
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA							

SCHOOL GRADE DATA

Broward School District MORROW ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	71%	98%	29%	267	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	68%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2	
Adequate Progress of Lowest 25% in the School?	49% (NO)	78% (YES)				127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned						520	
Percent Tested = 100%							Percent of eligible students tested
School Grade						B	Grade based on total points, adequate progress, and % of students tested

Broward School District MORROW ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	61%	66%	97%	24%	248		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	57%			117		3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	57% (YES)			116		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned						481	
Percent Tested = 100%							Percent of eligible students tested
School Grade						C	Grade based on total points, adequate progress, and % of students tested

Broward School District MORROW ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	65%	63%	93%	22%	243		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	62%			123		3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	59% (YES)			110		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned						476	
Percent Tested = 99%							Percent of eligible students tested
School Grade						C	Grade based on total points, adequate progress, and % of students tested