

St. Lucie Public Schools

# MORNINGSIDE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the St. Lucie County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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The mission of Morningside Elementary School is to provide all students a safe and positive learning environment, rigorous academic curriculum, and access to technological resources evidenced by continuous student achievement.

### Provide the school's vision statement

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Morningside Elementary School, in partnership with families and the community, will be an educational institution of academic excellence. Each student will be afforded the opportunity to reach his or her maximum potential to be a successful citizen in the global society. School Leadership Team, Stakeholder Involvement and SIP Monitoring.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Valerie Forman

#### Position Title

Principal

#### Job Duties and Responsibilities

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Planning, organization, and management of school culture, operations, teaching, and learning. Monitor formal and informal data, including quantitative and qualitative measures.

### Leadership Team Member #2

#### Employee's Name

Shauna Turner-Wright

#### Position Title

Assistant Principal

### **Job Duties and Responsibilities**

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Assist the Principal in planning, organization, and management of school culture, operations, teaching, and learning. Monitor formal and informal data, including quantitative and qualitative measures.

### **Leadership Team Member #3**

#### **Employee's Name**

Kristin Lee

#### **Position Title**

Instructional Coach

### **Job Duties and Responsibilities**

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Facilitate CLPs, develop and present PLs, and implement Coaching Cycles for various stages of teaching pedagogy

### **Leadership Team Member #4**

#### **Employee's Name**

Jenifer O'Brien

#### **Position Title**

ESE School-Based Specialist

### **Job Duties and Responsibilities**

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IEP Compliance with local, state, and federal laws. Development and planning for ESE/OHI Services, Implementation, and Fidelity,

### **Leadership Team Member #5**

#### **Employee's Name**

Beth Payne

#### **Position Title**

Interventionist

### **Job Duties and Responsibilities**

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Developing and implementation of a continuum of intervention services including Tier II, Tier III, and supplemental tutoring groups. Data and Progress Monitoring. MTSS

### **Leadership Team Member #6**

#### **Employee's Name**

Melissa Gorman

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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Implementation of Comprehensive Counseling Plan, RTI-B Interventions, MTSS, Safer Smarter Kids

**Leadership Team Member #7**

**Employee's Name**

Chad Householder

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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Implementation of Comprehensive Counseling Plan, RTI-B Interventions, MTSS, Safer Smarter Kids

**Leadership Team Member #8**

**Employee's Name**

Kyle McKenna

**Position Title**

Parent Engagement Liaison

**Job Duties and Responsibilities**

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Planning, implementation, and Documentation of PFEP activities and resources

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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We meet with our School Advisory Council each month, which consists of administration, school staff, parents, students, business partners, and community organizations. We discuss current and new curriculum, implementation, and strategies to increase academic achievement and student engagement. SAC members will make suggestions on areas of focus, based on data, as well as strategies for implementation. Parent Committees are developed to plan for and support various PFEP activities.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The School Advisory Council will meet monthly to review various high-return on investment data, such as Progress Monitoring, i-Ready, and District Assessments. We will discuss updates from the Curriculum Department, as well Professional Learning and coaching cycles to improve teacher effectiveness. Our iSucceed team will meet bi-monthly to review identified student data, including academic standing, attendance, and discipline concerns. Data from Reading Rounds will be including as part of our Literacy Leadership Meeting. Faculty Council will meet monthly to review the beforementioned data, as well as Single School Culture and School Climate Surveys.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>50.7%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>68.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	28	20	26	17	19				111
One or more suspensions	1	3	2		2	5				13
Course failure in English Language Arts (ELA)	1	1	1	1						4
Course failure in Math	1	4	3	3	3					14
Level 1 on statewide ELA assessment	1	20	22	19	5	19				86
Level 1 on statewide Math assessment	1	27	9	12	2	14				65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	11	12	18						42
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	10	3	1						15

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	21	17	19	4	14				76

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	5	3	4						13
Students retained two or more times										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	37	32	23	25	36				155
One or more suspensions		2	1							3
Course failure in ELA	1	8	12	3						24
Course failure in Math	1	17	17	17						52
Level 1 on statewide ELA assessment	1	19			23	13				56
Level 1 on statewide Math assessment		39	10	14	13	7				83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	34	44	40						192

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	39	23	22	20	23				128

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	3	2	1						7
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	68	50	57	66	44	53	75	46	56
ELA Grade 3 Achievement **	76	51	58	63	41	53			
ELA Learning Gains	59	58	60				80		
ELA Learning Gains Lowest 25%	58	59	57				65		
Math Achievement *	80	60	62	80	52	59	79	43	50
Math Learning Gains	63	63	62				73		
Math Learning Gains Lowest 25%	53	59	52				64		
Science Achievement *	70	57	57	74	49	54	65	50	59
Social Studies Achievement *								59	64
Graduation Rate								42	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	67	57	61	58	58	59	70		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	590
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	69%	71%	56%		58%	65%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	67%	No		
Black/African American Students	57%	No		
Hispanic Students	63%	No		
Multiracial Students	56%	No		
White Students	74%	No		
Economically Disadvantaged Students	63%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	33%	Yes	1	
English Language Learners	58%	No		
Black/African American Students	59%	No		
Hispanic Students	68%	No		
Multiracial Students	50%	No		
White Students	76%	No		
Economically Disadvantaged Students	64%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	52%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
English Language Learners	66%	No		
Native American Students				
Asian Students				
Black/African American Students	60%	No		
Hispanic Students	67%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	78%	No		
Economically Disadvantaged Students	69%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%	76%	59%	58%	80%	63%	53%	70%					67%
Students With Disabilities	30%	37%	50%	48%	55%	45%	26%	36%					
English Language Learners	63%	60%	75%		78%	63%							63%
Black/African American Students	68%		53%		61%	47%							
Hispanic Students	60%	72%	59%	67%	78%	59%	40%	67%					66%
Multiracial Students	55%		45%		70%	55%							
White Students	75%	78%	63%	71%	85%	69%	70%	79%					
Economically Disadvantaged Students	63%	72%	57%	58%	76%	61%	51%	64%					66%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	66%	63%			80%			74%					58%
Students With Disabilities	24%	30%			56%			20%					
English Language Learners	48%	50%			71%			60%					61%
Black/African American Students	62%	50%			66%								
Hispanic Students	59%	58%			81%			79%					62%
Multiracial Students	42%				58%								
White Students	74%	71%			84%			75%					
Economically Disadvantaged Students	61%	57%			75%			67%					58%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	75%		80%	65%	79%	73%	64%	65%					70%
Students With Disabilities	36%		73%	69%	53%	54%	50%	27%					
English Language Learners	74%		72%		67%	69%		46%					70%
Native American Students													
Asian Students													
Black/African American Students	57%		67%	50%	67%	71%		47%					
Hispanic Students	69%		73%	50%	75%	72%	75%	59%					65%
Multiracial Students	50%		70%		63%	80%							
Pacific Islander Students													
White Students	83%		85%	79%	84%	74%	68%	73%					
Economically Disadvantaged Students	73%		80%	70%	73%	68%	61%	61%					65%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	76%	49%	27%	55%	21%
Ela	4	61%	44%	17%	53%	8%
Ela	5	65%	50%	15%	55%	10%
Math	3	88%	60%	28%	60%	28%
Math	4	60%	52%	8%	58%	2%
Math	5	78%	53%	25%	56%	22%
Math	6	100%	47%	53%	56%	44%
Science	5	68%	53%	15%	53%	15%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

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In a comparison of ESSA Subgroup Data, Students with Disabilities (SWD) made the most notable increase in SY24 data. SWD increased 8% on the Federal Index, rising from 33% to 41%, no longer performing below the Federal Index. Likewise, English Language Learners (ELLs) saw a 9% increase on the Federal Index. In looking at disaggregated data by subgroup, ELLS increased 15% in ELA proficiency, 10% in 3rd Grade ELA Proficiency, and 7% in Mathematics Proficiency.

Despite the increase in points on the Federal Index, Students with Disabilities (SWD) is still the lowest performing subgroup, with 30% proficient in ELA and 37% Proficiency in ELA 3rd Grade. While we are on an upward trend, more work still must be done.

In SY24, the most notable change was in teacher awareness and accountability. At each data meeting, data was broken down to include subgroups of ESE and ELL. Additionally, School Leadership Team met with ESE and ELL Teachers and Paraprofessionals quarterly to review data filtered down to just their students. This gave accountability to Support Facilitators and Staff that was not present before. Likewise, Morningside Elementary doubled-down on providing additional services into classrooms with ESE/ELL students to ensure that ESE and the Classroom Teacher both had an opportunity to work with these students in small group while additional support were working with nonidentified students.

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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In the 2024 State Accountability Report, Morningside Elementary School showed the lowest performance in Mathematics Learning Gains for the Lowest 25%, earning 55% L25 Learning Gains. This is a 9% decrease from SY22. Contributing factors to this include teacher effectiveness, a gap in bridging to B.E.S.T. standards, and weak understanding of teacher data. Additionally, students were impacted by testing fatigue from the increased quantity of questioning and allotted time in a single session.

##### Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that

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contributed to this decline.

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Science showed the greatest decline from the prior year, decreasing 4% in 5th Grade Science Proficiency. Barriers in performance including adjusting to integrating social studies into the content block (previously taught by the ELA teachers), poor teacher attendance, and teacher deficits when adjusting to a Computer-Based Testing Platform. Additional contributions included increase behaviors of our 5th grade students and poor attendance (generally 90% average daily attendance).

### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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Mathematics L25 Learning Gains, at 53%, showed the largest gap when compared to state averages. With mathematics proficiency at 80%, Morningside Elementary School historically has a trend of excellence in teaching on-grade level and beyond. Moving into SY25, we will focus on alternate strategies and resources for teaching students who may be below grade level and math, including classroom teachers, ESE Support Facilitators, and ESE/ELL Paraprofessionals.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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When students are not at school, they are not learning. While make-up work is given, nothing can replace the effectiveness of face-to-face interactions and instruction with a certified teacher. For SY24, utilizing the Early Warning Systems indicator, 111 students missed 10% or more school days (down from 187 in SY23).

### **Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

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- Increase L25 LG in Mathematics for all students.
- Increase ELA LG for all students, with emphasis on Students with Disabilities.
- Increase Science Proficiency for 5th Grade Students.
- Increase Average Daily Attendance to 95%.



## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

While Mathematics Proficiency is at 80%, Morningside Elementary School is underperforming the district in bottom quartile learning gains for mathematics, at 49% as compared to the district at 54%.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In SY24 State Accountability, 53% of bottom quartile students achieved learning gains. For SY 25, Morningside Elementary School will achieve 60% learning gains for students in the bottom quartile, with 100% in 3rd Grade, 53% in 4th Grade, and 65% in 5th Grade.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

F.A.S.T. Progress Monitoring 1 and 2, FAST PM3 SY24, i-Ready fall/winter, and district tests will be monitored through weekly data meetings with grade level teachers and their student support representatives.

#### Person responsible for monitoring outcome

Valerie Forman

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

Students will interact with Savvas Spiral Reviews, Savvas Intervention Kits, Hands 2 Minds Centers and Fluency Tasks, Everglades math, small group support, i-Ready Leveled Centers, and tutoring.

**Rationale:**

Students will be provided differentiated, small group instruction in the general education classroom through a daily dose of small group instruction. Ready resources on and below level will be used in small group and remediation. Additional intervention resources will be used in math centers with flexible choices that can be customized and adjusted based on needs.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Instruction Walks Targeting Math Small Group Instruction

**Person Monitoring:**

Valerie Forman

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Weekly instructional walks will be conducted to observe math small group instruction, with attention to target, task, talk, and text/thinking.

**Action Step #2**

Kagan Cooperative Learning Day 1 for Engagement and Increase Student Talk

**Person Monitoring:**

Valerie Forman

**By When/Frequency:**

August 6, 2024, Ongoing Walk-throughs

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will receive Kagan Cooperative Learning Day 1, including classroom teachers, ESE teachers, instructional coach, and interventionists. Emphasis on shifting the lift to a student-centered classroom with increase student talk and student thinking.

**Action Step #3**

Increase Use of Math Manipulatives and Centers

**Person Monitoring:**

Kristin Lee

**By When/Frequency:**

Weekly lesson plans, walk-throughs

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Hand 2 Mind Kits will be purchased and implemented as part of quality whole group, concrete/conceptual understanding. Math Centers will be utilized to ensure students are interacting with grade level content during small group instruction block.

**Action Step #4**

i-Ready Teacher Toolbox and Professional Learning

**Person Monitoring:**

Beth Payne

**By When/Frequency:**

September, February

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Teachers will attending Professional Learning on how to interpret their data and what resources are available via the Teacher Toolbox to support learning.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

SY24 data indicated a 4% decline from SY23 on the Science State Assessment. Likewise, rising 5th grade students have a reading proficiency of 62% entering, which can have an impact on 5th grade science scores.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

By the end of the academic school year, Morningside Elementary School will see an increase of 5% on the Science State Assessment (SSA), achieving 75% Proficient on the SY25 SSA.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Weekly CLPs with be attended by instructional coach and administration to ensure quality plans are developed to include computer interaction with content, hands-on science labs, and alignment in pacing.

**Person responsible for monitoring outcome**

Valerie Forman

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

We will be using Benchmark Advanced System for whole group. Magnetic Reading and Ready Teacher Toolbox will be used to provide differentiated, small group instruction. We will use LLI, UFLI, and Benchmark Intervention Kits for tiered intervention. Top Score Writing will be used to incorporate research-based writing support. We will utilize school-based coaching support in collaborative

planning a curriculum. We also have a school-based interventionist to assist in providing tiered intervention to students and monitor student progress.

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Weekly Science Experiment/Demonstration

**Person Monitoring:**

Valerie Forman

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

In Collaboration with the Office of Teaching and Learning (Zulay Garcia) and the STEAM Resource Teacher, a calendar will be developed of weekly science experiments, games, or tasks that align with grade-level standards. Following the Post-Assessment, STEAM Calendar will be revised to incorporate any standards that need to be re-taught.

**Action Step #2**

Quality Teaching and Learning of Aligned Science Content

**Person Monitoring:**

Kristin Lee

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Through weekly PLCs, teachers will develop and implement standards-based lesson plans aligned with the District Scope and Sequence, utilizing State Test Item Specifications.

**Action Step #3**

Science Night with Targeted Support for 5th Grade

**Person Monitoring:**

Kristin Lee

**By When/Frequency:**

March

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

In Collaboration with the Cox Science Center, students will rotate through ten hands-on science stations, all centered around a Big Idea, based on results/need from the Science Post Assessment.

**Action Step #4**

Strategic Scheduling

**Person Monitoring:**

Valerie Forman

**By When/Frequency:**

July 31, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Master Schedule developed and re-aligned to increase content science block to 45 minutes, allowing more time for small group science and hands-on learning.

**Action Step #5**

Explicit Instruction on High Academic Vocabulary

**Person Monitoring:**

Kristin Lee

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Through Kagan structures (such as Quiz-Quiz-Trade and All Write Round Robin), students will have weekly engagement with academic vocabulary. Additionally, literacy centers will include Frayer models for content-specific vocabulary.

**Area of Focus #3**

Address the school’s highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

In review of our data from SY24 58% of Morningside's bottom quartile students achieved learning gains in ELA, a decline of 7% from SY22. Likewise, SWD are underperforming their peers, with just 48% of Students with Disabilities Achieving Learning Gains for SY24, placing Morningside Elementary at the 41% on the Federal Index for this ESSA Subgroup.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

For SY25 Morningside Elementary School will achieve 65% learning gains for students in the bottom quartile in ELA which will be a 2% increase from 58% in SY24. This will include 55% with 5th grade, 60% with 4th grade, and 100% with 3rd grade retentions. For SWD in the Bottom Quartile, 55% or better will achieve Learning Gains.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

F.A.S.T. Progress Monitoring 1 and 2, FAST PM3 SY24, i-Ready fall/winter, and district tests, Unit assessments- will be monitored through weekly data meetings with grade level teachers, admin and support team. Teachers and admin will conduct student data chats each quarter. Data updates will be communicated to parents.

**Person responsible for monitoring outcome**

Valerie Forman

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

We will use Benchmark Advanced System and the ELA standards guide for identifying critical content for whole group instruction. Additional approved materials include Magnetic Reading, Building Vocabulary, I-Ready fluency passages, U-FLI, and Dibels. Really Great Reading will be used for differentiated instruction for Students With Disabilities and small group interventions with bottom quartile students in appropriate grade levels. We will also use LLI, UFLI, and Building Vocabulary and Benchmark Intervention Kits. We will utilize school-based coaching support in collaborative planning. We also have a school-based interventionist to assist in providing tiered intervention and monitor student progress.

**Rationale:**

Students will be provided targeted differentiated instruction based on student need and more frequent monitoring. Students will engage in small group instruction and tiered support in the general education classroom. All instruction is standards-based, addresses the gaps in learning and application and aligned with district scope and sequence.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Instructional Walk throughs--Reading Rounds

**Person Monitoring:**

Valerie Forman, Shauna Turner Wright

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instructional walk throughs with a focus on engagement and standards-based instruction of the critical content, implementing researched-based interventions and strategies.

**Action Step #2**

Data monitoring

**Person Monitoring:**

Valerie Forman, Shauna Turner Wright

**By When/Frequency:**

Weekly updates & monitoring/Quarterly tracking

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Weekly data chats with teachers, support teams and admin to monitor student growth and progress and guide planning and instruction. Quarterly data chats with students for goal-setting and tracking progress including celebrations and areas to focus.

**Action Step #3**

Title I Tutoring Plan

**Person Monitoring:**

Shauna Turner Wright, Kristin Lee

**By When/Frequency:**

Semester 2

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Utilizing a triangulation of data (PM2, i-Ready, Unit Assessments, DIBELS, etc.), identified students in the bottom quartile will receive additional reading support through an afterschool tutoring plan, including Students with Disabilities.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Student Attendance

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

19% of students currently enrolled missed 10% or more of school days during the 2023-2024 school year. 25% of our outgoing 5th Grade Students missed 20 or more school days while 18% of Kindergarten and 17% of 1st grade students missed 20 or more school days. Elementary is a critical time in a child's education to build healthy attendance habits, develop foundations of reading and vocabulary, learn number sense and conceptual understanding of mathematic concepts, and advance with critical thinking skills necessary to analyze and evaluate.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

While Morningside saw an increase of 1.38% in average daily attendance for SY24 as compared to SY23, our goal is to meet or exceed pre-COVID average daily attendance at 94.7%, increasing a net

change of 1.57% or more in SY25.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Average Daily Attendance will be monitored by daily updates on the Attendance Pop-Up, as well as weekly updates on the Attendance Bulletin Board. PowerBi will be used to pull data.

**Person responsible for monitoring outcome**

Valerie Forman/ Melissa Gorman

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

As our Tier I attendance support, we will promote the SLSP "Be Present, Be Powerful" attendance awareness campaign to emphasize the significance of daily attendance and its correlation to student achievement. PBIS Incentives for attendance will be used as part of a goal setting. Monthly i-Succeed meetings will be used to track attendance in connection with other Early Warning Systems. In extreme situations, the School Social Worker will conduct home visits and initiate truancy court

**Rationale:**

Through a strong, tiered system of support and monitoring, we will be able to capture more students in schools as a proactive approach, rather than reactive.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Consecutive Absence Report

**Person Monitoring:**

Valerie Forman

**By When/Frequency:**

Weekly, Beginning Sept 3

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Consecutive Absence Report will be pulled by Data Specialist for students missing 2 or more days of school of school. Parent will be asked to write a note for their child's absence(s) upon return and reminded that their child may return so long as they meet requirements (24hr fever-free, no vomiting, etc.).

**Action Step #2**

Monthly Attendance Team Meeting

**Person Monitoring:**

**By When/Frequency:**



Melissa Gorman

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Review data for students with unexcused absences. Written notice from school to families after they have reached 5 or more absences.

**Action Step #3**

Development of Staff-Based Attendance Committee

**Person Monitoring:**

Melissa Gorman

**By When/Frequency:**

2nd Tuesday of Month

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school shall form a committee of teachers and staff to meet monthly and discuss patterns in attendance, brainstorm monthly incentives, and reviewing progress monitor measures.

**Action Step #4**

Monthly Attendance Incentives

**Person Monitoring:**

Melissa Gorman

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Review average daily attendance, perfect attendance, and develop a monthly incentive for students, classes to work towards.

**Action Step #5**

Individual Incentives for i-Succeed Students

**Person Monitoring:**

Melissa Gorman

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

For students identified as having 25+ absences in SY24, an individual attendance agreement will be made between student/family/school to promote healthier attendance habits with choice prizes as goals are met.

**Action Step #6**

Spreading the Word--Be Present, Be Powerful

**Person Monitoring:**

Valerie Forman

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Morningside Elementary will promote "Be Present, Be Powerful" attendance awareness campaign through monthly posts, morning announcements, and marquee messaging.

**Action Step #7**

Awareness to Kindergarten

**Person Monitoring:**

Valerie Forman

**By When/Frequency:**

August 1, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

During Kindergarten Kick-Off, Administration will meet with in-coming Kindergarten parents to emphasize importance of attendance, policy for sending in absences letters, when doctor's notes are required, etc.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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Information from School Improvement Plan and Parent and Family Engagement Plan will be disseminated to all stakeholder groups through a variety of platforms, including School-based committees and the School Advisory Council (SAC). SAC will meet to review the SIP and PFEP, as well as to review the progress toward meeting these goals each month. Information will also be shared through the school website.

<https://schools.stlucie.k12.fl.us/mse>

SAC and FAC will work together to complete the mid-year Reflection of the SIP.

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Morningside Elementary implements several strategies to create and foster a positive school environment for all involved with the school. Safety and security provide the foundation for everyone who enters the school, with a diverse system of locking and screening procedures. Upon entrance, the school provides a welcoming atmosphere with lively posters, student work, and PBIS posters that highlight guidelines and activities that are partaken by staff and students which builds esprit de corps.

All of the administrative and counseling staff implement an open-door policy and deliberately practice socially responsible, emotionally intelligent responses to increase open and accepting communication

between all parties. Any issue of concern, whether discipline, academic, behavioral, or personal is approached from a place of caring, asking, "what can we do to best help this individual?" Decisions are collaboratively made to provide the opportunity to brainstorm for the most successful solutions by and with all concerned parties.

Morning Announcements are streamed daily through Facebook Live, increasing our communication with families while promoting a safe and caring school. Parents, families, and community stakeholders are invited regularly to participate in SAC, volunteer opportunities, or school-based events. Facebook, e-mail, school website, and an online communication platform (Class DOJO) will be utilized to increase our interactions with families, while demonstrating the high academic expectations we have for our students.

Parent Committees have been formed and established to allow Ammy unique volunteer opportunities to parents throughout the year, allowing families to be present in the school setting. Committees allow for specialized interests and flexibility in family availability to assist. Additionally, the Parent Committees form their own community without our community that unite parents for the common good of providing the best possible education experience and outcomes for their children and beyond.

For SY25, we have expanded our partnerships by increasing Schoolwide visibility at Mets Stadium Back to School Night, Texas Roadhouse quarterly fundraisers, local/small business school nights, and Monthly Kona Ice fundraisers. These partnerships within the communities allow businesses to increase their base while providing additional resources back to the school.

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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In alignment with increasing our reading proficiency and overall academic achievement for Students with Disabilities(SWD), we plan to strengthen our achievements through a fulltime instructional coach, an additional parttime reading interventionist, strategic scheduling to ensure a maximized, continuum of services for SWD, implementation of Kagan Strategies for Cooperative Learning, and protected times for phonics, read aloud, and small group instruction. To increase opportunity for students receiving access to accelerated curriculum, on top of our self-contained, gifted classrooms, we have incorporated an additional accelerated math section for grades 3, 4, and 5 so that more students may receive rigorous, appropriate instruction using the Accelerated Math Placement progression of standards and curriculum.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under

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ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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N/A

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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Morningside Elementary has two School Counselors that have developed a Comprehensive School Counseling plan to ensure that we are meeting the varying needs of a students. As part of this plan, tired resources including Bouncy, Ripple Effects, Second Steps, and Safer, Smarter Kids are utilized to meet individual needs. A School Psychologist, Mental Health Counselor, and School Social Worker are also used in support of this plan. When more extensive support is needed, students may be referred to community agencies for specialized support

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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While it is long-term planning, students who successfully complete the Accelerated Math Placement (AMP) at Morningside Elementary, are setup to complete two high school math classes as they move into middle school, thus setting them up for an opportunity to take Dual Enrollment in High School. Prior to entering AMP in 3rd grade, students and families are invited to attend an informational session to understand the progression of state standards for AMP and the long-term pathway. Families are invited back for an additional session halfway through 3rd grade AMP.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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Morningside Elementary provide a tiered model of academic and behavioral support to ensure all students are being provided with equitable access to education. Our MTSS core team consists of School Counselors, an ESE Site-Based Specialist, Administration, Interventionists, an Instructional Coach, and grade band liaisons. This team meets monthly to monitor and evaluate the effectiveness of a continuum of tiered services. Based on data, a student may be recommended for a change in tiered intervention, the layering of more intensive interventions, and/or the referral of an evaluation for

a suspected disability.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

---

Teacher recruitment and retention is one of the largest driving forces in the success of Morningside Elementary. As part of the induction cycle. Teachers and staff are provided with on-going Professional Learning that focuses on precise, high yield strategies and the Florida Educator Accomplished Practices for promoting safe and caring schools while increase academic achievement and long-term outlooks. Determination of Professional Learning is driven by a triangulation of data, including teacher input/feedback, classroom walk-throughs, academic metrics, Office Disciplinary Referrals, and Progress toward ESE/ESOL plans.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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To assist in the transition from preschool to elementary school, incoming kindergarten students are invited to participate in "Kindergarten Kick-off," providing an opportunity to learn routines, tour the campus, and familiarize themselves with their new learning environments within a kindergarten classroom. Parents and students will rotate through classrooms and be provided a sneak-peak into the normal day of a kindergarten student, including Reading Routines (Foundations, Curriculum, Tiered Support), Mathematics (Technology, Hands-On, Number Sense), Content (Vocabulary, Life Skills, Sharing), and General Routines (Schedules, Bathroom Breaks, Accidents, Celebrations, Resource, Transportation, +Etc.).

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered



## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00