

St. Lucie Public Schools

# MORNINGSIDE ELEMENTARY SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## 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, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

Valerie.Forman@stlucieschools.org

##### 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

Tammy Davis

Tammy.Davis @stlucieschools.org

### 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

KRISTIN.LEE@stlucieschools.org

### Position Title

Instructional Coach

### Job Duties and Responsibilities

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No Answer Entered

## Leadership Team Member #4

### Employee's Name

Jenifer O'Brien

JENIFER.OBRIEN@stlucieschools.org

### 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

Beth.Payne@stlucieschools.org

**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

Melissa.Gorman@stlucieschools.org

**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

CHAD.HOUSEHOLDER@stlucieschools.org

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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

**2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

### **3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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 before mentioned data, as well as Single School Culture and School Climate Surveys.

## C. Demographic Data

<b>2025-26 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>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>62.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 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)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>



## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment	121	105	116	125	105	108	0	0	0	680
Absent 10% or more school days	0	15	22	16	20	13	0	0	0	86
One or more suspensions	0	0	4	1	0	4	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	19	20	1	11	0	0	0	51
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	9	19	20	1	11	0	0	0	60
Level 1 on statewide Math assessment	0	14	9	10	1	7	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	4	4	3	0	2	0	0	0	13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	5	2	0	0	1	0	0	0	8

#### Current Year 2025-26

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	0	12	14	9	0	11	0	0	0	46

**Current Year 2025-26**

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	0	1	1	4	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**Prior Year (2024-25) 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	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

**Prior Year (2024-25) 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	21	17	19	4	14				76

**Prior Year (2024-25) 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	5	3	4						13
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	77	53	59	68	50	57	66	44	53
Grade 3 ELA Achievement	82	54	59	76	51	58	63	41	53
ELA Learning Gains	71	58	60	59	58	60			
ELA Lowest 25th Percentile	64	58	56	58	59	57			
Math Achievement*	85	62	64	80	60	62	80	52	59
Math Learning Gains	68	60	63	63	63	62			
Math Lowest 25th Percentile	56	53	51	53	59	52			
Science Achievement	75	53	58	70	57	57	74	49	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	57	63	63	57	61	58	58	59

\*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	652
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	66%	69%	71%	56%		58%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

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

2024-25 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	48%	No		
English Language Learners	62%	No		
Black/African American Students	69%	No		
Hispanic Students	72%	No		
Multiracial Students	82%	No		
White Students	73%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	77%	82%	71%	64%	85%	68%	56%	75%					74%
Students With Disabilities	41%		60%	54%	59%	53%	31%	35%					
English Language Learners	53%	38%	68%	50%	78%	68%		64%					74%
Black/African American Students	64%	64%	80%		82%	85%		40%					
Hispanic Students	76%	78%	70%	65%	85%	72%	61%	72%					72%
Multiracial Students	81%		87%		86%	73%							
White Students	80%	89%	67%	57%	85%	61%	59%	86%					
Economically Disadvantaged Students	74%	77%	72%	65%	82%	67%	49%	69%					70%



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%					63%
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%

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	80%	53%	27%	57%	23%
ELA	4	78%	51%	27%	56%	22%
ELA	5	71%	48%	23%	56%	15%
Math	3	93%	62%	31%	63%	30%
Math	4	81%	57%	24%	62%	19%
Math	5	73%	51%	22%	57%	16%
Math	6	100%	58%	42%	60%	40%
Science	5	75%	52%	23%	55%	20%

### III. Planning for Improvement

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#### 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, Multiracial students demonstrated the most significant growth in the SY25. The Federal Index increased by 26 percentage points, rising from 56% to 82%. Similarly, Black/African American students showed a 12-percentage point gain, increasing from 57% to 69% on the Federal Index.

A deeper analysis of disaggregated data revealed substantial gains for Black/African American students, including a 38-point increase in Mathematics Learning Gains, a 27-point increase in English Language Arts (ELA) Learning Gains, and a 21-point increase in Math Achievement.

Despite this upward trend, Students with Disabilities (SWD) remain the lowest-performing subgroup. Only 31% of SWD students demonstrated growth in Mathematics Learning Gains for the Lowest 25%, and Science proficiency among SWD students is at 35%.

Key drivers of improvement in SY24 included increased teacher awareness and accountability regarding subgroup performance. During each data meeting, subgroup data—particularly for ESE and ELL students—was disaggregated and analyzed. Additionally, the School Leadership Team conducted quarterly meetings with ESE and ELL teachers and paraprofessionals to review data specific to their students. This approach created a new level of accountability and focus among support staff.

To further support subgroup achievement, Morningside Elementary enhanced in-class services by ensuring both the ESE Support Facilitator and the Classroom Teacher engaged in small group instruction with identified students. Simultaneously, additional support staff worked with non-identified students to maximize instructional time and impact for all learners.

While these efforts have contributed to positive gains, continued attention to subgroup achievement—particularly among SWD students—remains a priority for the upcoming school year.

##### **Lowest Performance**

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

---

In the 2025 State Accountability Report, Morningside Elementary School showed the lowest performance area in Mathematics LG for the L25%, with a proficiency rate of 56%. This reflects a 3-percentage point increase from 53% in 2024 school year. Contributing factors to this improvement include enhanced teacher understanding of data and the implementation of teacher-led progress monitoring, targeted in-school tutoring supports, the strategic use of a highly effective math teacher to provide push-in support, and the strengthening of Tier II and Tier III math interventions through more intentional and structured instruction.

### **Greatest Decline**

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

---

ELL's showed the greatest decline from the prior year, decreasing 22% in Grade 3 ELA Achievement. Barriers in performance including limited English Language Proficiency (students who struggle with academic vocabulary, syntax, and reading comprehension), insufficient targeted language support (lack of structured English language development (ELD) instruction or push-in/pull-out ESL services may hinder ELL students' ability to access and engage with ELA content effectively), and limited differentiation in core instruction (general education teachers may not have sufficient training or planning support to effectively differentiate ELA instruction for varying levels of English proficiency).

### **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.

---

Mathematics L25% Learning Gains, at 56%, showed the largest gap when compared to state averages. With mathematics proficiency at 85%, Morningside Elementary School historically has a trend of excellence in teaching on-grade level and beyond. Moving into SY26, we will focus on alternate strategies and resources for teaching students who may be below grade level in 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 SY25, utilizing the Early Warning Systems indicator, 111 students missed 10% or more school days (down from 155 in SY24).

### **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 Student 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 Science

##### Area of Focus Description and Rationale

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.

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While overall Science proficiency at Morningside Elementary School is strong at 75%, a significant performance gap exists among student subgroups. Specifically, Black/African American students are performing at 40% proficiency, which is substantially lower than their White peers at 86% proficiency and Hispanic peers at 72%. This disparity highlights an urgent equity issue and indicates that not all students are accessing or benefiting from science instruction at the same level. This gap directly affects student learning by limiting future academic opportunities in STEM areas for underperforming groups, particularly Black/African American students. The area of focus was identified through a thorough review of the 2024–2025 disaggregated science achievement data. Despite overall school success in science, the subgroup data revealed this as a crucial need to address in order to ensure that all students receive equitable access to high-quality instruction and support. The school will prioritize targeted interventions, instructional strategies, and progress monitoring to close this achievement gap.

##### Measurable Outcome

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.

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In SY25, overall Science proficiency at Morningside Elementary School was 75%. However, disaggregated data revealed that only 40% of Black/African American students were proficient, compared to 86% of White students and 72% of Hispanic students.

##### Measurable Outcome:

By the end of the SY26, the percentage of Black/African American students in Grade 5 scoring proficient or higher on the state Science assessment will increase from 40% to at least 55%, reducing the subgroup achievement gap by 15 percentage points and leveraging an overall science goal of 78% proficient on the 5th Grad Science State Assessment.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

To ensure successful implementation and progress toward the desired outcome, the Area of Focus will be monitored through multiple layers of data collection, instructional support, and leadership oversight. **Implementation monitoring** will include regular lesson plan reviews to ensure alignment with grade-level standards and equity-focused strategies, classroom walkthroughs and observations to track instructional fidelity, PLC data discussions focused on subgroup progress, and accountability measures for support staff delivering Tier II and Tier III instruction.

**Impact monitoring** will consist of interim assessments aligned with district benchmarks, weekly formative checks such as exit tickets, analysis of student work samples and assessment data, and monthly leadership team reviews of disaggregated subgroup performance. The combination of implementation and impact monitoring will ensure that targeted support and instructional practices are consistently applied and refined, ultimately narrowing the achievement gap and advancing toward the goal of 55% proficiency among Black/African American students in Science.

**Person responsible for monitoring outcome**

Valerie Forman

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

To increase Science proficiency, including among Black/African American students, Morningside Elementary is implementing standards-aligned, inquiry-based instruction that emphasizes hands-on learning and real-world application. Teachers will provide small-group, data-driven interventions supported by ESE and instructional staff to target specific learning gaps. PLCs will meet regularly to analyze disaggregated data and adjust instruction accordingly. Additionally, culturally responsive teaching practices will be embedded to promote engagement and representation. These interventions will be monitored through lesson plan reviews, classroom walkthroughs, and ongoing progress monitoring aligned with district benchmarks.

**Rationale:**

Although overall Science proficiency at Morningside Elementary is strong, subgroup analysis revealed a significant performance gap for Black/African American students, with only 40% achieving proficiency compared to 86% of White students. This gap highlights a critical equity issue and the need for targeted, research-based strategies to ensure all students have access to rigorous, effective instruction. The selected interventions—such as inquiry-based learning, small-group instruction, and culturally responsive teaching—are supported by evidence to improve achievement for underperforming subgroups. By implementing and closely monitoring these strategies, the school aims to address instructional gaps, increase engagement, and improve Science outcomes for historically underserved students.



**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Instruction Walks Targeting Science 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:**

The school will conduct targeted instructional walks focused on science instruction to ensure alignment with standards, use of inquiry-based strategies, and engagement of underperforming subgroups, particularly Black/African American students. These walkthroughs will be conducted biweekly by members of the School Leadership Team using a science-specific look-for tool to provide immediate feedback and guide coaching support.

**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, 2025

**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.

**Action Step #6**

Weekly Science Lab Resource

**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:**

Through some restructuring, Morningside Elementary School has added a Science Lab to our resource wheel. This Science Lab Resource will focus on standards-based labs taught by a certified teacher with prior experience in testing grades. The Science Lab Teacher will provide hands-on labs tied to high-quality CFUs related to the content.

## Area of Focus #2

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

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.

The Area of Focus for Morningside Elementary is improving Mathematics Learning Gains for students in the bottom quartile, primarily targeting Grades 3–5. While overall Mathematics Proficiency is strong at 85%, data from the SY25 shows that Learning Gains for the Math LG25% of students is only 56%. Although this is slightly above the district average of 53%, it indicates that a significant group of students is not making adequate progress toward grade-level mastery. This affects student learning by widening achievement gaps and limiting long-term success in higher-level math. The need for this focus area was identified through a review of state accountability and subgroup growth data, highlighting the importance of targeted support and interventions to ensure all students experience meaningful academic growth.

#### Measurable Outcome

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.

Increase Math Learning Gains for the bottom quartile from 56% to 60% by the end of the SY26 school

year, as measured by the state assessment. 75% of bottom quartile students will show growth on district math benchmarks by each testing window. All bottom quartile students will receive targeted small-group math instruction at least 3 times per week. Grade-level PLCs will review bottom quartile data in 100% of their meetings and adjust instruction based on student needs.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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To ensure progress toward the desired outcome, this Area of Focus will be monitored through both implementation and impact measures. Teachers will provide targeted small-group instruction to bottom quartile students at least three times per week, monitored through lesson plan reviews and classroom walkthroughs. Impact will be assessed using biweekly formative assessments, F.A.S.T. Progress Monitoring 1 and 2, FAST PM3 from SY25, and district assessments. These data points will be reviewed during weekly data meetings with grade-level teachers to identify trends, adjust instruction, and plan interventions. The School Leadership Team will conduct monthly data reviews to ensure the school is on track to increase Math Learning Gains for the bottom quartile from 56% to 60% by the end of the SY26.

### **Person responsible for monitoring outcome**

Valerie Forman

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

To improve Math Learning Gains for students in the bottom quartile, Morningside Elementary will implement a multi-tiered intervention model that includes the use of Savvas Spiral Reviews, Savvas Intervention Kits, Hands 2 Minds Centers and Fluency Tasks, Everglades Math, small-group support, and targeted tutoring. These resources are research-based and aligned to grade-level standards, offering scaffolded practice and skill reinforcement for students performing below grade level. Implementation and impact will be monitored through weekly data meetings, formative assessments, and program-specific reporting tools such as Savvas usage reports. Additionally, student growth will be tracked using F.A.S.T. Progress Monitoring assessments, district benchmark tests, and classroom performance data. Intervention fidelity will be reviewed during classroom walkthroughs and through teacher feedback during CLP's and data chats with the School Leadership Team.

### **Rationale:**

The rationale for selecting this strategy is based on prior success with these tools, their alignment with Florida B.E.S.T. standards, and their capacity to provide individualized support that addresses specific skill deficits. These interventions also support multiple modalities of learning and allow teachers to differentiate instruction based on student progress and need.

### **Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Kagan Cooperative Learning Day 1 for Engagement and Increase Student Talk

**Person Monitoring:**

Valerie Forman Tammy Davis

**By When/Frequency:**

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 #2**

Increase Use of Math Manipulatives and Centers

**Person Monitoring:**

Tammy Davis 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 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 #3**

Instruction Walks Targeting Math Small Group Instruction

**Person Monitoring:**

Valerie Forman Tammy Davis

**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 #4**

Professional Learning

**Person Monitoring:**

Tammy Davis Kristin Lee

**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 SAVVAS curriculum.

**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

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.

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The Area of Focus for Morningside Elementary is increasing **ELA Learning Gains for Students with Disabilities (SWD)** in Grades 3–5. In the SY25, 60% of SWD students made learning gains in ELA, representing a 10-percentage point increase from 50% in SY24. While this growth is encouraging, a significant portion of SWD students continue to struggle with reading proficiency and grade-level literacy standards. Strengthening reading outcomes for this subgroup is essential, as literacy is foundational to success in all academic areas and critical for closing long-standing achievement gaps. This area was identified through a review of state assessment data and subgroup performance trends, indicating the need to continue targeted, inclusive, and differentiated literacy instruction for students with disabilities.

### Measurable Outcome

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.

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In the SY25, 60% of SWD in Grades 3–5 achieved learning gains in ELA, a 10-percentage point increase from 50% in SY24.

### Measurable Outcome:

By the end of the SY26, the percentage of SWD students achieving learning gains in ELA will increase from 60% to at least 70%, as measured by the state standardized ELA assessment.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Implementation will be monitored through regular lesson plan reviews and classroom observations to ensure that differentiated and inclusive ELA instruction is delivered effectively to Students with Disabilities. Progress will be tracked using formative assessments, F.A.S.T. Progress Monitoring 1 and 2, FAST PM3 from SY25, district tests, and unit assessments. These data points will be reviewed during weekly data meetings involving grade-level teachers, administrators, and the support team. Additionally, teachers and administrators will conduct student data chats each quarter to discuss individual progress. Data updates will also be communicated regularly to parents to ensure transparency and partnership. The School Leadership Team will hold monthly data reviews to evaluate growth trends and make instructional decisions aimed at reaching the goal of 70% learning gains for SWD students.

**Person responsible for monitoring outcome**

Valerie Forman

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

To improve ELA Learning Gains for Students with Disabilities and bottom quartile students, Morningside Elementary will implement a comprehensive, multi-tiered approach using a combination of research-based programs and instructional practices. Whole-group instruction will be guided by the Benchmark Advanced System and the ELA standards guide to ensure critical content is prioritized. Additional approved resources—including Magnetic Reading, Building Vocabulary, U-FLI, and DIBELS—will support skill development and progress monitoring. Differentiated instruction and small-group interventions will be delivered using Really Great Reading, LLI, U-FLI, Building Vocabulary, and Benchmark Intervention Kits, tailored to meet the diverse needs of Students with Disabilities. Implementation fidelity will be supported through school-based coaching and collaborative planning sessions, ensuring teachers effectively integrate these resources. A dedicated school-based interventionist will provide tiered interventions and closely monitor student progress. Intervention effectiveness will be tracked through ongoing formative assessments, progress monitoring tools, and regular data reviews during grade-level meetings and leadership team discussions to ensure alignment with measurable outcomes.

**Rationale:**

The selected interventions and programs were chosen based on their strong research foundation and proven effectiveness in improving literacy outcomes for Students with Disabilities and struggling readers. Tools like Benchmark Advanced and Really Great Reading align with Florida B.E.S.T. standards and provide structured, explicit instruction that targets critical skills needed for reading proficiency. Programs such as U-FLI and DIBELS offer reliable progress monitoring, allowing teachers to identify gaps and tailor instruction effectively. Additionally, the integration of school-based coaching and interventionist support ensures consistent implementation and timely adjustments, which research shows is vital for accelerating growth in bottom quartile students. This targeted, data-driven approach addresses the unique learning needs of SWD students, aiming to close achievement gaps and increase overall ELA learning gains.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Instructional Walk throughs--Reading Rounds

**Person Monitoring:**

Valerie Forman Tammy Davis

**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 Tammy Davis

**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:**

Valerie Forman, 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, 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 Learning Environment

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**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.

The Area of Focus for Morningside Elementary is improving student attendance across all grade levels, with a specific emphasis on primary grades (K–2). During the 2024–2025 school year, 17% of students (111 out of 667) missed 10% or more of instructional days. Notably, **21% of students in the primary grades** missed 15 or more days of school, indicating a significant attendance challenge during a foundational stage of learning.

Elementary school is a critical time for developing essential academic skills such as early literacy, vocabulary, number sense, and conceptual understanding in mathematics. Chronic absenteeism during these formative years disrupts the development of healthy attendance habits and interferes

with students' ability to build the foundational skills and critical thinking abilities necessary for long-term academic success. This area was identified as a crucial need based on school-wide attendance data and its direct correlation with performance gaps in early literacy and math, especially among students with repeated absences.

### **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.

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In the SY25 school year, 17% of Morningside Elementary students (111 out of 667) were identified as absent, having missed 10% or more of school days. Additionally, 21% of students in the primary grades (K–2) missed 15 or more days of school.

### **Measurable Outcome:**

By the end of the SY26, the percentage of students absent schoolwide will decrease from 17% to 12%. For primary grades (K–2), the percentage of students missing 15 or more days will decrease from 21% to 16%, as measured by end-of-year attendance reports.

### **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.

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This Area of Focus will be monitored through daily updates on the Attendance Pop-Up and weekly updates on the Attendance Bulletin Board to promote awareness and accountability. Power BI will be used to pull and analyze attendance data by grade level and student subgroup. The leadership team will review attendance data monthly to identify students at risk of chronic absenteeism and implement timely interventions such as parent contact, attendance contracts, and support services. Weekly reports will guide staff in addressing barriers to regular attendance. Improved attendance will lead to increased instructional time and more consistent academic progress, especially in the primary grades where foundational learning occurs.

### **Person responsible for monitoring outcome**

Valerie Forman/ Melissa Gorman Evidence-based Intervention

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

As part of our Tier I attendance support, Morningside Elementary will implement the SLPS "Be Present, Be Powerful" attendance awareness campaign to emphasize the importance of daily attendance and its impact on academic success. PBIS incentives will be used to promote goal setting and celebrate consistent attendance. Monthly i-Succeed meetings will monitor student attendance



alongside other Early Warning Systems to ensure early intervention. In more severe cases, the School Social Worker will conduct home visits and initiate truancy court involvement when necessary. These strategies will be monitored through Power BI reports, daily attendance tracking tools, and ongoing leadership team reviews.

**Rationale:**

A strong, tiered system of support ensures that attendance concerns are addressed early, improving student outcomes. By combining schoolwide awareness with targeted interventions, we create a proactive framework that emphasizes prevention over reaction. This approach helps build positive attendance habits and keeps students engaged in learning from the start.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Consecutive Absence Report

**Person Monitoring:**

Valerie Forman Diane Berger

**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:**

The Data Specialist will pull a Consecutive Absence Report weekly to identify students who have missed two or more consecutive days of school. Upon the student's return, parents will be required to provide a written note explaining the absence and will be reminded of health protocols, such as being fever-free for 24 hours and no vomiting, before returning to school. The school will monitor the impact of this action by tracking changes in attendance patterns for identified students through weekly data reviews. This ongoing monitoring will allow the school to intervene early, address attendance barriers, and reduce prolonged absences that negatively affect student learning.

**Action Step #2**

Monthly Attendance Team Meeting

**Person Monitoring:**

Tammy Davis Melissa Gorman

**By When/Frequency:**

Monthly

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

School staff will regularly review attendance data to identify students with five or more unexcused absences. Once this threshold is reached, a written notice will be sent to the family outlining the absences and reminding them of the district's attendance policy and the importance of consistent school attendance. The school will monitor the impact of this action by tracking the number of students receiving notices and observing changes in attendance patterns following communication. Follow-up interventions will be provided as needed, and trends will be reviewed during monthly leadership meetings to determine effectiveness and adjust strategies accordingly.

**Action Step #3**

Development of Staff-Based Attendance Committee

**Person Monitoring:**

Tammy Davis Melissa Gorman

**By When/Frequency:**

On varying Tuesdays of each month - see calendar for dates

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

The school will establish an Attendance Committee composed of teachers, staff, and administrators that will meet monthly to review attendance data and identify patterns or concerns. During these meetings, the committee will brainstorm incentive ideas, evaluate the effectiveness of current attendance strategies, and review progress monitoring measures such as chronic absenteeism rates and student-level trends. The impact of this action will be monitored by tracking changes in monthly attendance rates, participation in incentive programs, and reductions in the number of students classified as chronically absent. Meeting notes and data reviews will be documented to inform decision-making and guide adjustments throughout the school year.

**Action Step #4**

Monthly Attendance Incentives

**Person Monitoring:**

Tammy Davis Melissa Gorman

**By When/Frequency:**

Monthly

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

School leaders will review average daily attendance and perfect attendance data monthly to identify trends and recognize improvements. Based on this data, staff will develop and implement monthly attendance incentives for individual students and entire classes to work toward, such as recognition, rewards, or class privileges. The impact of this action will be monitored by tracking increases in daily attendance rates, participation in incentive programs, and the number of students achieving perfect attendance each month. Progress will be shared with staff and students to reinforce positive habits and adjust incentives as needed to maintain engagement.

**Action Step #5**

Individual Incentives for i-Succeed Students

**Person Monitoring:**

Tammy Davis Melissa Gorman

**By When/Frequency:**

Weekly

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

Students identified as having 25 or more absences in SY25 will participate in an individualized attendance agreement created in collaboration with the student, family, and school staff. The agreement will outline attendance goals and include choice-based incentives to encourage and reward improvement as benchmarks are met. The school will monitor the impact of this action through biweekly reviews of each student's attendance, tracking progress toward goals outlined in the agreement. Successes will be celebrated, and adjustments will be made as needed to ensure continued support. Data will be reviewed during monthly leadership and attendance committee meetings to evaluate the overall effectiveness of the intervention.

**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 the "Be Present, Be Powerful" attendance awareness campaign through monthly social media posts, daily morning announcements, and marquee messages. The campaign will also be highlighted during SAC meetings and Title I Parent Nights to strengthen family and community engagement around the importance of regular attendance. The impact of this action will be monitored by tracking trends in attendance data, especially around campaign messaging periods, and through parent feedback and participation in events. Increased awareness is expected to reinforce positive attendance habits and support the school's goal of reducing chronic absenteeism.

**Action Step #7**

Awareness to Kindergarten

**Person Monitoring:**

Valerie Forman

**By When/Frequency:**

August 31, 2025

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

During Kindergarten Kick-Off, school administration will meet with incoming Kindergarten parents to emphasize the importance of regular attendance, explain the attendance policy, and review procedures for submitting absence notes and when doctor's documentation is required. This early outreach will help establish clear expectations and build strong communication between families and the school from the start. The impact of this action will be monitored by tracking attendance trends in Kindergarten throughout the year and comparing them to prior cohorts. Additionally, school staff will monitor parent compliance with absence documentation and provide follow-up support as needed. Data will be reviewed quarterly to assess whether early intervention has contributed to improved attendance in the primary grades.

## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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Information from the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP) will be disseminated to all stakeholder groups through multiple platforms, including school-based committees, the School Advisory Council (SAC), and the school website at <https://schools.stlucie.k12.fl.us/mse>. SAC will meet monthly to review both the SIP and PFEP, monitor progress toward established goals, and provide input for continuous improvement. Updates and key information will also be shared through school communication channels to ensure transparency and stakeholder engagement. Additionally, SAC and the Faculty Advisory Council (FAC) will collaborate to complete the Mid-Year Reflection of the SIP to evaluate implementation and make adjustments as needed.

#### 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Morningside Elementary is committed to building strong, positive relationships with parents, families, and community stakeholders to support its mission, meet student needs, and maintain open lines of communication. Safety and a welcoming atmosphere are prioritized through secure access protocols and a vibrant school environment that celebrates student work, highlights PBIS values, and fosters school pride. The administrative and counseling teams maintain an open-door policy and focus on

emotionally intelligent, solution-focused communication to collaboratively address academic, behavioral, and personal concerns.

To keep families informed and engaged, Morningside utilizes multiple platforms including daily Facebook Live morning announcements, ClassDojo, email, the school website, and regular updates via the school marquee. Parents and community members are encouraged to participate in School Advisory Council (SAC) meetings, volunteer opportunities, and school events. A variety of Parent Committees provide flexible, interest-based opportunities for involvement and help create a supportive parent community within the school.

In the 2024–2025 school year, the school expanded its community outreach through increased visibility at Mets Stadium Back to School Night, Texas Roadhouse quarterly fundraisers, and Kona Ice monthly events. These partnerships not only strengthen ties with local businesses but also generate additional resources and awareness that benefit students and families.

The school's Parent and Family Engagement Plan (PFEP) is publicly available on the Morningside Elementary website: <https://schools.stlucie.k12.fl.us/mse>

### **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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the academic program at Morningside Elementary and support improved learning outcomes—particularly in reading proficiency and achievement for Students with Disabilities (SWD)—the school is implementing several key strategies aligned with our Area of Focus in Part II of the SIP. These include the addition of a full-time instructional coach and a part-time reading interventionist to provide targeted support and professional development, particularly in foundational literacy and differentiated instruction. Strategic scheduling ensures that SWD receive a continuum of services without missing core instruction, and protected instructional blocks are in place for phonics, read-alouds, and small-group literacy instruction.

To enrich and accelerate learning opportunities for all students, Morningside has expanded access to advanced coursework by adding an Accelerated Math section in grades 3, 4, and 5 alongside its self-contained gifted classrooms. These sections follow the Accelerated Math Placement Progression and provide rigorous, standards-aligned instruction to prepare students for advanced academic pathways. Additionally, the school is implementing Kagan Cooperative Learning Strategies to increase student engagement and collaborative problem-solving across all content areas.

These enhancements are designed to increase the amount and quality of learning time, promote equitable access to challenging curriculum, and ensure that all students—especially those in subgroups needing targeted support—have the opportunity to thrive academically.

**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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Morningside Elementary recognizes the importance of supporting the whole child by addressing social-emotional, behavioral, and mental health needs—especially for students at risk of not meeting academic standards. The school employs two full-time School Counselors who implement a Comprehensive School Counseling Plan designed to meet the developmental and emotional needs of all students through prevention, intervention, and responsive services. As part of this plan, a tiered system of supports is utilized, including evidence-based programs such as Bouncy, Ripple Effects, Second Step, and Safer, Smarter Kids to address specific student needs in social-emotional learning and personal safety.

In addition to school counseling, Morningside provides access to a School Psychologist, Mental Health Counselor, and School Social Worker, who collaborate with staff and families to support students through small group counseling, individual interventions, and family outreach. When a higher level of care is needed, students may be referred to community-based mental health agencies for specialized support.

These supports ensure that all students, particularly those facing barriers to academic success, receive the emotional and behavioral assistance needed to fully engage in their learning environment and meet the state's challenging academic standards.

#### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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Morningside Elementary is committed to preparing students for postsecondary education and future workforce success by providing early access to accelerated academic pathways. Students who successfully complete the Accelerated Math Placement (AMP) program are positioned to complete two high school-level math courses during middle school, thereby creating opportunities to pursue



Dual Enrollment credits in high school.

To ensure families and students understand this progression, Morningside offers an informational session prior to AMP enrollment in 3rd grade, where the state standards and long-term academic pathways are clearly explained. Additionally, families are invited to a mid-year session during 3rd grade AMP to review student progress and reinforce awareness of future academic opportunities.

These efforts help students and families plan strategically for rigorous coursework and early college credit opportunities, aligning elementary learning with long-term postsecondary and workforce goals.

### **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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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Morningside Elementary implements a comprehensive schoolwide tiered model to prevent and address problem behaviors and ensure equitable access to education for all students. The Multi-Tiered System of Supports (MTSS) core team includes School Counselors, an ESE Site-Based Specialist, Administration, Interventionists, an Instructional Coach, and grade band liaisons. This team meets monthly to review student data, monitor progress, and evaluate the effectiveness of tiered academic and behavioral interventions.

Based on ongoing data analysis, students may be recommended for adjustment in their tier of support, which could include more intensive interventions or layering of services. When necessary, students are referred for formal evaluations to identify suspected disabilities, ensuring that early intervening services are coordinated with supports provided under the Individuals with Disabilities Education Act (IDEA). This structured approach promotes timely, data-driven decisions that support positive student outcomes and prevent escalation of problem behaviors.

### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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Teacher recruitment and retention are critical factors driving the success of Morningside Elementary. As part of the induction cycle, teachers and staff receive ongoing professional learning focused on precise, high-yield instructional strategies aligned with the Florida Educator Accomplished Practices. This training emphasizes creating safe and caring school environments while advancing academic achievement and supporting students' long-term success.



The determination of professional learning needs is driven by a triangulation of data sources, including teacher input and feedback, classroom walkthroughs, academic performance metrics, Office Discipline Referrals, and progress monitoring for students with ESE and ESOL plans. This data-informed approach ensures that professional development is relevant, targeted, and effective in enhancing instruction and supporting teacher growth, particularly in high-need subject areas.

**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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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To support a smooth transition from preschool to elementary school, Morningside Elementary offers an annual “Kindergarten Kick-Off” event for incoming Kindergarten students and their families. This event provides students the opportunity to become familiar with school routines, tour the campus, and experience a typical day in a Kindergarten classroom. During the event, students and parents rotate through various stations that showcase key components of the Kindergarten experience, including Reading Routines (foundational skills, curriculum, and tiered support), Mathematics (technology use, hands-on activities, and number sense), and Content Areas (vocabulary development, life skills, and sharing).

Families also learn about general daily routines such as schedules, bathroom procedures, managing accidents, celebrations, resource support, and transportation. This early exposure helps reduce anxiety, builds confidence, and prepares both students and families for a successful start to elementary school.

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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