MORNINGSIDE K-8 ACADEMY

2024-25 Schoolwide Improvement Plan

Table of Contents

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

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:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The mission of Morningside K-8 Academy is to achieve academic excellence in a caring, safe, and healthy environment. The stakeholders deem that all students benefit from a program in which Mathematics, Science, Social Studies, Reading, Speaking and Writing in the English Language are stressed and incorporated with a strong technology component. In the language magnet program, students are given a choice of French, Spanish, or Haitian Creole. The curriculum also includes Art, Music and Physical Education. We emphasize self-worth by valuing our students as individuals and by respecting their different cultures. As part of our curriculum, we provide a differentiated approach to instruction and a focus on literacy that promotes high achievement. We recognize that children have various learning styles, and we are committed to multiple teaching methods to ensure their academic success. Through an integration of the BEST Standards and the use of best instructional practices, an arena is created that stimulates, challenges and guides students to their goals. We strive to unite with parents and community members to form a strong fellowship that will help us achieve success. We endeavor to provide a quality education for each student in a school that adapts to the changing environment.

Provide the school's vision statement

The Morningside K-8 Academy community has high expectations for excellence. Teachers, staff, parents, students, and the community will work together to foster an environment where students are excited about learning and work at the peak of their abilities. We believe that learning is a lifelong process, one in which all the stakeholders are fully committed. We will provide an environment that is child-centered, maintaining a balance between the cognitive and affective domains seeking to develop the whole child. As a community rich in diversity, we take pride in and celebrate our uniqueness. We expect students to take responsibility for their actions, respect one another, and make ethical choices. We challenge our children to become critical and creative thinkers and problem-solvers who can work both independently and collaboratively using their failures as learning tools as they prepare to become productive citizens.

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
Leonardo Mourino

Position Title
Principal

Job Duties and Responsibilities

School Leadership, Curriculum, Finances, and Operations.

Leadership Team Member #2

Employee's Name
Nicole Dorvily

Position Title
Assistant Principal

Job Duties and Responsibilities

School Operations, Curriculum, Test Chairperson, Master Schedule, Exceptional Student Education, English Language Learners, LEA, Student Services.

Leadership Team Member #3

Employee's Name
Tammy Southwood-Smith

Position Title
Lead Teacher & Algebra 1

Job Duties and Responsibilities

Algebra 1 Teacher, Teacher Leader, Technology Liaison

Leadership Team Member #4

Employee's Name
Kevin Marks

Position Title
Upper Academy Teacher, Grade Chair, Social Studies Chair

Job Duties and Responsibilities

Upper Academy Teacher & Chairperson, Social Studies Liaison, EESAC Member.

Leadership Team Member #5

Employee's Name
Marice Mariano-Rosete

Position Title
Grade 5 ELA Teacher, Gifted Department Head, Grade Chair 4th & 5th Grades

Job Duties and Responsibilities

4th/5th Grade Teacher & Chairperson, Math Liaison, EESAC Member (Secretary0, Gifted Program Chairperson.

Leadership Team Member #6

Employee's Name
Veronica Forero

Position Title
Kindergarten Teacher, Kindergarten Grade Level Chair, EESAC Chair

Job Duties and Responsibilities

Kindergarten Teacher & Chairperson, EESAC Chair.

Leadership Team Member #7

Employee's Name
Dr. Ileana Noda

Position Title
Elementary School Counselor

Job Duties and Responsibilities

Elementary School Counselor, Student Services Liaison .

Leadership Team Member #8

Employee's Name
Christine Padron

Position Title
Varying Exceptionalities Teacher, ESE Department Liaison

Job Duties and Responsibilities

ESE Teacher K-8, ESE Department Chairperson.

Leadership Team Member #9

Employee's Name
Yulanda Woodley

Position Title
Varying Exceptionalities Teacher, ELL Department CHair

Job Duties and Responsibilities

ESE Teacher, ELL Program Chairperson

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.

The SIP Team consists of the Principal, Assistant Principal, and Teacher Leaders representing the primary grades, Upper Academy (6th-8th grades), and parents who are also staff members. During faculty meetings, all staff is encouraged to share any ideas they may have that would help improve our academic standing and/or our school culture. From our Annual Title 1 meeting to every EESAC meeting, information from the SIP is shared with all stakeholders (parents, business, community partners) and they are encouraged to provide feedback or bring any new ideas to the table.

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))

When the school's end of the year achievement data is analyzed by the SIP team, the school's goal and the action plan for each goal is also determined at the same time. This information is in turn shared with all members of the faculty and staff. The plan in place is implemented and monitored by members of the leadership team. Student performance data is again reviewed after the mid-year assessment to determine how we are progressing toward the accomplishment of our goal. Students in need of additional support are identified, the support needed is put in place to make sure we are doing what is necessary to help our students meet their goal. All programs and action plans are monitored at regular intervals by the leadership team to make sure we are on target to meet our goal.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**95.8%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20: 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	4	2	2	1	2	2	1	1	16
One or more suspensions	0	0	0	0	0	0	0	1	0	1
Course failure in English Language Arts (ELA)		3	8	11	3		1	1		27
Course failure in Math			3	2		2				7
Level 1 on statewide ELA assessment				4	5	15	1	1	2	28
Level 1 on statewide Math assessment				3	7	7	1	1	1	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	13	12	9						37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	5	2	3	2					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	4	6	8	10	7	17	1	3	2	58

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	5	4	7	4	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	2	0	0	0	3

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	8	6	3	1	3	5	1	1	3	31
One or more suspensions										0
Course failure in ELA		4	5	4	6	1	9	2	2	33
Course failure in Math		2			4	7	9	1	1	24
Level 1 on statewide ELA assessment				6	10	7	16	5	2	46
Level 1 on statewide Math assessment				6	14	14	14	4	2	54
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	5	6	6						90

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	3		4	10	10	15	3	3	49

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	2	1		2						5
Students retained two or more times					1	2		1		4

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	67	65	58	54	61	53	58	62	55
ELA Grade 3 Achievement **	75	63	59	62	58	56			
ELA Learning Gains	64	64	59				57		
ELA Learning Gains Lowest 25%	66	58	54				60		
Math Achievement *	68	68	59	47	63	55	55	51	42
Math Learning Gains	70	66	61				70		
Math Learning Gains Lowest 25%	74	63	56				64		
Science Achievement *	63	60	54	61	56	52	59	60	54
Social Studies Achievement *	97	79	72	96	77	68	100	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	71	77	71	100	75	70	100	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	67	64	59	49	62	55	72	75	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	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	782
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
71%	68%	70%	51%		60%	62%

* 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	62%	No		
English Language Learners	66%	No		
Black/African American Students	67%	No		
Hispanic Students	75%	No		
Economically Disadvantaged Students	68%	No		

2022-23 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	49%	No		

2022-23 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%
Black/African American Students	63%	No		
Hispanic Students	58%	No		
Economically Disadvantaged Students	59%	No		

2021-22 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	55%	No		
English Language Learners	54%	No		
Native American Students				
Asian Students				
Black/African American Students	64%	No		

2021-22 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%
Hispanic Students	63%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
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	67%	75%	64%	66%	68%	70%	74%	63%	97%	71%			67%
Students With Disabilities	47%		50%		71%	81%							
English Language Learners	68%	82%	60%	58%	68%	64%	64%	62%					67%
Black/African American Students	66%	71%	67%	67%	64%	65%	64%	56%	100%	60%			62%
Hispanic Students	68%	92%	58%	63%	71%	76%	93%	68%	92%				65%
Economically Disadvantaged Students	62%	68%	65%	61%	62%	69%	76%	58%	96%				59%

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	54%	62%			47%			61%	96%	100%			49%
Students With Disabilities	48%				33%								
English Language Learners	43%	56%			40%			46%					58%
Black/African American Students	53%	55%			45%			59%	94%				69%
Hispanic Students	54%	69%			49%			65%					52%
Economically Disadvantaged Students	48%	54%			41%			55%	94%				61%

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	58%		57%	60%	55%	70%	64%	59%	100%	100%			72%
Students With Disabilities	48%		55%	60%	39%	68%	64%	50%					
English Language Learners	50%		45%	44%	47%	63%	65%	43%					72%
Native American Students													
Asian Students													
Black/African American Students	56%		53%	63%	49%	71%	65%	52%	100%				67%
Hispanic Students	59%		61%	45%	63%	67%		70%					78%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	56%		56%	61%	53%	70%	65%	58%	100%	100%			69%

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.

| | | | | 2023-24 SPRING | | |
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	62%	56%	6%	55%	7%
Ela	4	39%	55%	-16%	53%	-14%
Ela	5	55%	56%	-1%	55%	0%
Ela	6	73%	57%	16%	54%	19%
Ela	7	76%	55%	21%	50%	26%
Ela	8	80%	54%	26%	51%	29%
Math	3	68%	65%	3%	60%	8%
Math	4	71%	62%	9%	58%	13%
Math	5	45%	59%	-14%	56%	-11%
Math	6	61%	60%	1%	56%	5%
Math	7	79%	49%	30%	47%	32%
Science	5	48%	53%	-5%	53%	-5%
Science	8	70%	42%	28%	45%	25%
Civics		97%	70%	27%	67%	30%
Algebra		71%	55%	16%	50%	21%
Math	8					

data suppressed due to fewer than 10 students or all tested students scoring the same.

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?

The data component which showed the most improvement was 6th grade Reading from 39% in 2022-2023 to 73% proficiency in 2023-2024. The new actions our school took for this school year was adding a new Intensive Reading teacher, incorporating differentiated instruction, providing interventions and supports, and offering morning and after-school tutoring for enrichment.

Lowest Performance

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

The data component that showed the lowest performance was 4th grade Reading. Proficiency went from 56% in 2022-2023 to 38% in 2023-2024 school year. The factors that contributed to this decline were new teacher in the 4th grade cohort, new Reading B.E.S.T. standards, and lack of interventions and supports.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was 4th grade Reading. Proficiency went from 56% in 2022-2023 to 38% in 2023-2024 school year. The factors that contributed to this decline were new teacher in the 4th grade cohort, new Reading B.E.S.T. standards, and lack of interventions and supports.

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.

The data component that had the greatest gap when compared to the state average was Social Studies Achievement which was 97% for the 2023-2024 school year at Morningside K-8 Academy compared to the state's 72% proficiency resulting in a 25% increase. The factors that contributed to this gap are a veteran, experienced Civics teacher, AM tutoring, Saturday School, and incorporating positive behavior supports and experiential learning in the classroom.

EWS Areas of Concern

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

The first potential area of concern is K-3 students with substantial reading deficiencies (37) and the other is the number of students who received a Level 1 on the F.A.S.T. ELA assessment (28).

Highest Priorities

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

The first is 5th grade Reading because of the RAISE designation which leads us to a goal of 50% or higher for this school year. The next priority is 8th grade Science where we hope to achieve a 15% increase in proficiency from 70% to 85%. The final priority is 8th grade Algebra where we anticipate proficiency to increase from 71% to 90% this school year.

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 ELA required by RAISE (specific questions)

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.

The Area of Focus for this school year will be 5th grade Reading indicated by the RAISE designation of less than 50% proficiency the year prior. Students achieved 39% proficiency on PM3 so the goal is to achieve over 50% proficiency this school year. After careful analysis of school data, it was evident that Reading is crucial concern for this cohort due to a lack of interventions and supports the previous year. The impact on student learning is that students are currently struggling with 5th grade content in all subject areas.

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

No Answer Entered

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

Teachers will participate in monthly vertical planning in grades 3-5 to share best instructional practices in ELA. Tiered interventions and supports will be used to address skill gaps through small group and 1-on-1 support. Teachers will engage in ongoing progress monitoring through data chats and data trackers. Teachers will attend professional developments geared towards ELA best practices. Schoolwide, we will create a positive reading environment through book clubs, peer/buddy reading activities, and reading across content areas.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

5th grade students will achieve 50% proficiency in F.A.S.T. Reading to promote academic success and remove the RAISE designation.

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.

This area of focus will be monitored through continuous progress monitoring of iReady, F.A.S.T. data, and biweekly unit assessments. Ongoing progress monitoring will impact student achievement outcomes by providing tiered support, differentiated instruction for struggling students and those who fall below proficiency standards, and enrichment like tutoring and school clubs/activities.

Person responsible for monitoring outcome
Marice Mariano-Rosete

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:
Gradual Release of Responsibilities Model (GRRM).The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Rationale:
Direct instruction scaffolds learning into I Do, We Do, They Do, and You Do which allows students to demonstrate mastery of the learning target.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Academic Vocabulary Instruction: Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Rationale:
A strong vocabulary is crucial for understanding complex texts, and explicit instruction helps students make connections between words and their meanings.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Accountable Talk: Accountable Talk refers to discussion that is meaningful, respectful, and mutually beneficial to both speaker and listener to develop a mindset of a reflective learner. Students learn how to respectfully defend their answers. Accountable Talk stimulates higher-order and critical thinking—helping students to learn, reflect on their learning, and communicate their knowledge and understanding of classroom content. Accountable Talk is not limited to physical Turn and Talk or collaborative groups; virtual platform features and/or devices can also be utilized.

Rationale:
Encourages active engagement with the text and peer collaboration, which has been shown to improve comprehension.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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
Vertical Planning

Person Monitoring:	**By When/Frequency:**
Nicole Dorvily	9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades 3-5 will participate in monthly vertical planning to share best practices in ELA instruction. Monthly vertical planning for teachers in grades 3-5 will enhance collaboration, improve instructional strategies, provide ongoing professional development, ensure consistency in ELA instruction, and ultimately increase student achievement.

Action Step #2
Data Tracking

Person Monitoring:	**By When/Frequency:**
Leonardo Mourino	9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades 3-5 will conduct data chats with the principal in order to address skill gaps. Conducting data chats with the principal will help teachers in grades 3-5 identify and address skill gaps, leading to targeted interventions and improved student performance.

Action Step #3
Encourage daily reading and provide books at the right level

Person Monitoring:	**By When/Frequency:**
Marice Mariano-Rosete	9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure students read daily in and out of the classroom. Also, offer a variety of books that match

students' reading levels and interests. Encouraging daily reading both in and out of the classroom, while providing a variety of books that match students' reading levels and interests, will foster a love for reading and improve literacy skills.

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.

The next area of focus is 8th grade Science where our goal is to increase proficiency from 70% to 85% on the Science FCAT for this school year. Our middle school science teacher was on maternity leave which resulted in diminished instruction because of a lack of quality teachers. It was also identified because there was a measurable decrease in proficiency from the year prior.

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 the 2023-2024 school year, Science achievement was 70%. For the 2024-2025 school year, the goal is 85% proficiency on the Science FCAT.

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.

This area of focus will be monitored using regular formative assessments, benchmark testing, and data trackers which will be located in the student journals. Students will be responsible for tracking their own science data and engage in collaborative data chats with peers and the science teacher in order to improve student academic achievement.

Person responsible for monitoring outcome
Danette Rio

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:

Differentiated Instruction: Tailoring lessons to meet the diverse needs of students, including advanced

learners and those needing additional support. This can involve varied instructional strategies, such as small group work, peer tutoring, and scaffolded assignments.

Rationale:
Differentiated Instruction: Ensures that all students, regardless of their starting point, can access the curriculum and make progress. This approach recognizes the diverse learning needs within a classroom and provides appropriate support.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Student-Centered Learning: Students engage in hands-on experiments and investigations to explore scientific concepts. This approach encourages critical thinking and problem-solving skills.

Rationale:
Student-Centered Learning: Promotes deeper understanding by allowing students to actively engage with scientific concepts and develop their own questions and hypotheses.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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
Implement Student-Centered Learning Activities

Person Monitoring:	**By When/Frequency:**
Danette Rio	9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and integrate hands-on experiments and investigations into the curriculum. Teacher will design and facilitate these activities, ensuring they align with the curriculum and learning objectives. Integrating hands-on experiments and lab activities will enhance students' understanding of scientific concepts, foster critical thinking and problem-solving skills, and increase engagement and enthusiasm for science learning.

Action Step #2
Conduct Regular Formative Assessments

Person Monitoring:	**By When/Frequency:**
Danette Rio	9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher will administer quizzes, exit tickets, and interactive activities to monitor student understanding and provide immediate feedback. Teacher will analyze the results, and adjust

instruction based on student performance.

Action Step #3
Incorporate STEM Projects and Challenges

Person Monitoring:	**By When/Frequency:**
Danette Rio	9/27/24

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

Incorporating STEM projects and challenges will promote interdisciplinary learning, encourage creativity and innovation, and help students apply scientific concepts to real-world problems, thereby deepening their understanding and interest in science.

Area of Focus #3

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.

The Area of Focus is 8th grade Algebra I where our goal is to increase proficiency from 71% to 90% this school year. This data was identified due to a significant decrease from the year prior.

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.

The goal for the 2024-2025 school year will be to achieve 90% proficiency on the Algebra I EOC.

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.

The Area of Focus will be monitored using formative assessments, benchmark testing, and data trackers. The teacher will use targeted instruction, immediate feedback, data-driven decisions, and student engagement to impact student achievement outcomes. Continuous monitoring allows teachers to identify specific areas where students struggle and provide targeted interventions to address these gaps. This ensures that instruction is tailored to meet the needs of each student.

Person responsible for monitoring outcome
Tammy Southwood-Smith

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:
Gradual Release of Responsibilities Model (GRRM): Teaching algebraic concepts through clear, structured lessons that build on prior knowledge and gradually increase in complexity. This includes step-by-step demonstrations and guided practice.

Rationale:
This approach ensures that all students receive clear and consistent instruction, which is particularly beneficial for those who may struggle with abstract concepts. It helps in building a strong foundation in algebra.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Ongoing Progress Monitoring (OPM): Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale:
Assessing academic performance. Continuous Feedback: OPM provides regular, timely feedback on student performance, allowing teachers to identify strengths and areas for improvement. This helps in making immediate instructional adjustments to better meet student needs.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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
Implement Explicit, Systematic Instruction.

Person Monitoring:	**By When/Frequency:**
Tammy Southwood-Smith	9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and deliver structured lessons that build on prior knowledge and gradually increase in complexity, including step-by-step demonstrations and guided practice. Teacher will design and facilitate these lessons, ensuring they align with curriculum standards and address student needs.

Action Step #2
Ongoing Progress Monitoring

Person Monitoring:
Tammy Southwood-Smith

By When/Frequency:
9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By collecting data on student performance over time, educators can make informed decisions about instructional strategies and interventions. This ensures that teaching methods are effective and tailored to student needs.

Action Step #3
Incorporate Real-World Problem-Solving Activities.

Person Monitoring:
Tammy Southwood-Smith

By When/Frequency:
9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Incorporating real-world problem-solving activities will help students see the relevance of algebra in everyday life, enhance their critical thinking and analytical skills, and increase their engagement and motivation to learn.

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.

Over the last three years, approximately 10 percent of our student body was absent for more than 31 days. Decreasing this percentage by half would guarantee increased attendance, subsequently improving these students' academic performance.

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.

Attendance ensures that students are present for critical instruction and activities that build foundational skills. Missing school can lead to gaps in knowledge and skills that will have to be addressed in later grades. In the year 2024-2025, we will decrease the percentage of students with over 31 days of absence to 5%.

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.

With the evidence based strategy of Attendance Initiatives the Attendance Review Committee will identify students with 3 or more absences. We will communicate with parents to emphasize the importance of being in school daily. We will provide small incentives to encourage students to attend school regularly.

Person responsible for monitoring outcome
Dr. Ileana Noda

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:
Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parent, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:
In 2024-2025 we will clearly share with parents the expectation of students being in school daily. We will implement attendance initiatives to celebrate students with perfect attendance.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Attendance Review Committee to monitor attendance

Person Monitoring:	By When/Frequency:
Dr. Ileana Noda	9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
When students are absent, parents will be called, home visits will be conducted if the trend persists, counseling and referrals will be provided to the parents in question. This committee can systematically identify and address attendance issues early, reducing chronic absenteeism.

Action Step #2
Monthly Attendance Incentive

Person Monitoring:	By When/Frequency:
Dr. Ileana Noda	9/27/24

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

Students who are in school every day for the first 50 days will receive a perfect attendance certificate. Monthly incentives can motivate students to attend regularly, improving overall attendance rates.

Action Step #3
Lunch with an Administrator

Person Monitoring:
Dr. Ileana Noda

By When/Frequency:
9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students who are in school every day for the first quarter will be rewarded by having lunch with one of the administrators. This initiative can strengthen student-administrator relationships, fostering a sense of belonging and improving attendance.

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.

Effective communication with all stakeholders is a crucial part of the success of our school. For this reason, transmission of SIP information to our parents, students, and community partners is very important. The SIP is first discussed with stakeholders at our Annual Title 1 meeting held during Open House. It is also discussed monthly during faculty meeting to keep faculty and staff aware of all plans and actions steps being developed. It is presented during ESSAC meetings, and 2nd Cup of Coffee held every month by our Community Involvement Specialist to ascertain that parents and partners are all kept informed of the plans being implemented.

https://api.dadeschools.net/schoolwebsite/#!/?schoolId=3501

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))

Information about District/school policies, rules and expectations are shared with parents in a contract drafted in the beginning of the year. A monthly calendar of events is provided to parents regularly to keep them engaged and abreast of all activities happening on campus. Family supported events, parent conferences, and open communication with teachers will be maintained foster collaboration and mutual support.

https://api.dadeschools.net/schoolwebsite/#!/?schoolId=3501

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))

In addition to explicit instruction in the classroom, students in need of additional support will be placed in intervention and will also have the opportunity to participate in before and after school tutoring. Saturday Academy is also held for twelve weeks for bubble students in 3rd-8th grade.

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 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))

Data analysis is used to develop intervention plans and to select students in need of additional support. The aim of additional support is to address the achievement gap and improve overall student performance.

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))

Our School Counselor and Mental Health Coordinator work closely with our teachers and parents to provide mental health support, mentoring, and housing services to our students and families. Sometimes, support is provided through referrals to community partners that have the resources necessary to assist our parents.

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))

NA

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)).

Our educator are very involved in the MTSS process. Once a student shows signs of behavior and or academic problems that may require the help of the Student Study Team, then the necessary paperwork is drafted to get the ball rolling. All necessary tier 2 or tier 3 data is collected, FBAs or BIPs are developed in order to tackle the issue and provide the necessary support to the parent and the student.

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)).

Best practices are constantly being shared among our faculty. Teachers in need of support are provided the guidance necessary, and the opportunity to collaborate with other teacher leaders in the school building and throughout the district. Areas in need of improvement are identified collaboration

is developed to help them improve their craft.

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))

Our parent are afforded the opportunity to visit our VPK classes to help with the transition into early childhood education. Our Magnet Lead Teacher organizes regular "Meet and Greet" for parents of prospective candidates and afford them the opportunity to visit and familiarize themselves with our programs.

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.

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).

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