Executive Summary

Morrow Elementary School
Broward County Public Schools

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Broward County Public School is committed to providing every student with a quality education in a safe and secure learning environment. The schools in the district focus on high student achievement; building positive school climate and culture; utilizing research and data to drive initiatives and instruction; developing high performing staff and leadership teams to achieve the district's and schools' vision and goals; and communicating and collaborating with parents, community members, and other stakeholders to implement new educational programs, improvements, systems, tools and other resources to accelerate student achievement. Morrow Elementary is located in North Lauderdale, Florida, an urban community in the eastern part of Broward County.

Morrow services Pre-Kindergarten through grade 5. Currently, Morrow has two Head Start, two VPK, two specialized PK, two intensive PK, four Kindergarten, one K/1 ASD, four first grade, four second grade, four third grade, two fourth grade, one fourth/fifth split, and two fifth grade classes. Morrow Elementary is a K - 5 public school with approximately 530 students. Morrow participates in a breakfast program that provides free breakfast to all students. It is a Title One school with approximately 97% of students qualifying for free or reduced lunch. 97% of our school's population is composed of minority students. Student demographic information is: Ethnicity - 76% Black, 16% Hispanic, and 3% White, 3% Multi-Racial, and 2% Asian. 18% of our school's population is English Language Learners (ELL). Students with disabilities (SWD) account for 20%. Also, 2% of our school's population is Gifted.

Morrow Elementary School initiated the Student Success Opportunity School (SSOS) process during the 2014-2015 school year to address: student academic growth, mastery, enrollment, climate, and cultural challenges. The progression school model at Morrow Elementary embodies the Beyond Expected Student Targets (BEST) Blueprint as a foundation for the pathway that students travel as they progress towards mastery of the standards. Each route within the pathway is composed of a collection of building blocks that are defined by the content standards that students need to master as they progress toward proficiency of more sophisticated skills. The learning progressions within the building blocks articulate movement forward and provide teachers with the opportunity to determine whether students have navigated successfully toward college and career readiness. During the 2015 -16 school year, Morrow implemented the SSOS model with a "150 Minute Literacy Block" in Grades K - 3, (90

minutes of core instruction and 60 minutes devoted to building foundational literacy skills) and "120- Minute Literacy Block" in Grades 4 and 5 (90 minutes of core instruction and 30 minutes devoted to building foundational literacy skills. The content areas are integrated into the "Literacy Block" with an additional 30 minutes devoted to teaching the content through informational text. Students' progress is tracked and monitored on a school-based data management system. The SSOS model includes: Authentic Professional Learning Communities (PLC's) - Developing a process to ensure that all students learn - Establishing/maintaining a culture of collaboration - Focusing on student data to plan instruction Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E.) Cycles

- Leveled Literacy Intervention Program - Spiraling of Florida Standards and Assessments - Writing Representation of Progression (WRAP) Daily Tasks - Teacher and student-led conferences Digital Literacy - D4/D5 incorporates the way many students are getting their information outside of school and teaches them to apply these skills in the classroom. Students will learn in a digital environment with opportunities to reach new audiences and express themselves in new ways. - Digital Literacy component will also expose students to coding, a process by which students write digital algorithms to support computer-based applications. Students can participate in before school courses and after school clubs to prepare them to use the coding process.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission

Morrow Elementary is committed to educating all students and fostering life-ling learners.

Vision

At Morrow Elementary School we are united to empower all learners to become proficient readers, providing them with tools for College and Career Readiness.

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

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

Our school values and respects the diverse student and staff population, creating an opportunity for all students and staff to achieve at their highest potential.

Morrow Elementary will continue to implement PLCs with a deliberate focus on developing and maintaining a process to ensure that all students learn by:

o Maintaining a focus on Literacy Development and high expectations for all students
o Establishing and maintaining a culture of collaboration, and focusing on results
o Scaling -up the Response to Intervention (RtI) process and implement with Fidelity
o Motivating staff and students and engaging all stakeholders in literacy development
o Utilizing specific high-effect size instructional strategies to ensure proficiency of Florida Standards (goal setting, feedback, vocabulary program)

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Morrow Elementary continues to implement the Florida State Standards across curriculum areas with a school wide focus on increasing students' reading and critical thinking skills by implementing text-based writing in all grades across all curriculum areas. Reading and writing tasks are weaved across all curricular areas and instructional coaches work with teachers to support them in creating tasks and strategies for effective implementation. Morrow Elementary also built a leveled book room stocked fully with leveled literacy text representing the different student reading levels for teachers to check materials out.

In order to focus on the improvement of students reading skills, Morrow Elementary added an Intensive Reading Teacher to assist students who are reading two or more grade levels below their current grade. The Intensive Reading Teacher utilizes the Fountas and Pinnell Leveled Literacy Intervention program to provide students with data-driven and targeted support to remediate and strengthen reading and academic performance.

Morrow Elementary School was the recipient of the Broward's Digital 4 & 5 Initiative. The Digital 4 and 5 Initiative will assist Morrow Elementary in developing a strong foundation in 21st Century Learning. Our vision for learning includes developing students who are critical thinkers, effective communicators, and proficient demonstrators of the latest technology advances. It is our goal to continue to bring Florida Standards to the students of Morrow through multimedia software, social networking and online research. Teachers have the resources to personalize and individualize instruction. Students have the opportunity to utilize technology that will make learning relevant and engaging while supporting them through content mastery. Digital 4 & 5 Tools enhance our students' participation in the learning process by engaging the different modalities of learning and knowledge acquisition.

 As part of our progressive school model, we offered coding through our Computer Science Special. As a result of our achievements in coding, Morrow was selected as one of the schools that received a visit from current superintendent, Robert Runcie. Digital devices also help to support the implementation of Florida Standards by allowing teachers to personalize instruction through several modalities. In addition, teachers are able to differentiate instruction through the use of digital devices and integrated learning systems. Instructional lessons are constructed so that students are all working at their own skill level. Students utilize their digital devices to listen to and interact with instructional presentations for more practice and a deeper understanding of the Florida Standards. These standards are truly about engaging students

deeper into content knowledge and also digital devices make this possible by allowing opportunities such as virtual field trips, expert speakers through Distance Learning, internet research, and online text.

As part of the SMART (Safety, Music & Art, Athletics, Renovation and Technology) Bond, Morrow Elementary allocated funds towards technology upgrades. These upgrades provide new state of the art technology integration school-wide such as: sound and acoustic treatments and studio/audio enhancements. This funding will also be utilized for safety projects such as: point of single entry, and improved structures around the school.

In order to successfully implement the rigorous requirements of the Florida Standards and differentiate learning for students, Morrow implemented authentic Professional Learning Communities (PLCs). Teachers are part of a Professional Learning Community where they work as a team to set goals, research strategies, implement strategies, participate in instructional rounds, and monitor effectiveness of their work. Teachers are able to select areas based on a Needs Assessment. Administration communicates with teachers and provides targeted feedback to help teachers develop their instructional practice. The administration has an open-door policy. Teachers are given opportunities to celebrate success at monthly staff meetings and through the school's internal newsletter. Teachers are also provided with opportunities to collaborate with their grade-levels weekly. They have common planning time scheduled so that they can plan instruction as a team. An instructional coach works with each team to provide support, guidance and mentorship.

One of the challenges we continue to face at Morrow is communicating with our non-English speaking parents. In order to improve communication, we have multilingual staff members who assist with translations during parent-teacher conferences and school events. In addition, we communicate with parents by delivering phone and text messages in multiple languages. Parents are also provided information through our monthly newsletter and the school's website.

Translators are always available at our monthly parent engagement nights and throughout the school day for parents who visit or call the school as part of our superior customer service. We take pride in this process and have an "open door policy" with our stakeholders in order continually enhance and build our school and community relationships.

Other notable Accomplishments during the past three years include:

 - Implemented text-based school-wide writing across the curriculum
 - Increased Partnerships with the community to foster real-world experiences
 - Increased digital literacy and digital classrooms in Grades 4 and 5 with individual devices

- Participate in hands-on science experiences through STEM Literacy
- Extended Learning Opportunities for all Grade Levels including Language Enrichment
- Engaged in project-based learning opportunities
- Implemented Leveled Literacy Intervention for students reading below grade level
- Implemented community and business partnerships that provide real-world learning
- Created before/after school clubs and programs such as Computer Coding, Drama, & Art
- Developed community and family engagement experiences to foster a community of literacy
- Increased reading opportunities through partnerships with the United Way and volunteers.
- Increased partnerships through the Kids in the Power of Work (KAPOW) Program.
- Increased student mentorship programs involving community members and partners.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

 Morrow Elementary will continue to:

 - Focus on Early Literacy with Pre-k through 3rd Grade moving towards increasing proficiency by 3rd Grade
 - Focus on writing to increase students' critical thinking skills by implementing WRAP (Writing Representation of Academic Progression) daily
 - Monitor adult performance data ensuring Professional Development is being transferred into the classroom, teachers are improving within their craft as educators, teachers are conferencing for additional assistance, and students are engaged in authentic ways in their learning
- Structure a Master Schedule providing teachers with common planning to Vertically and Horizontally share best practices and professional development implementation progress in various forums (faculty, leadership, grade level, SAC and Zone meetings)
- Monitor Data and conduct Conferences with teachers and students to cultivate a climate that supports student engagement by utilizing 21st Century skills, differentiating instruction to meet students' needs, and increase expectations for growth and academic achievement
 - Train teachers on Text Complexity, Close Reads and Text-Based Answers aligned to Florida Standards teaching practices for exposure to rigorous instruction through Informational Text across all grade levels
 - Collaborate with all stakeholders to develop a community of learners and increase opportunities for students to engage in real world learning
 - Continue to plan differentiated Professional Development for teachers Prek-5th grade on Florida State Standards based on needs
- Cultivate a climate focused on authentic ways to engage students through interdisciplinary units by providing teachers with planning time to horizontally plan and share best practices
 - Provide teachers with the opportunities to conduct Lesson Studies, increasing the effectiveness of lesson delivery to meet the needs of the 21st Century learner
 - Provide a home-school connection for parents allowing for opportunities to attend parent trainings aligned to Florida State Standards and learn ways to better assist their children at home.