Clayton County Public School
2024-2025 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: Morrow Elementary		**District Name:** Clayton County Public Schools
Principal Name: Crystal Haines		**School Year:** 2024-2025
School Mailing Address: 6115 Reynolds Rd, Morrow, GA 30260		
Telephone: 770-968-2900		
District Title I Director Name: Katrina Thompson		
District Title I Director Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESSA ACCOUNTABILITY STATUS—Select Yes, if applicable.		
Comprehensive Support (CSI) No	**Targeted Support (TSI)** No	**Additional Targeted Support (ATSI)** No
BUDGET MODEL—Select Yes, if applicable		
Title I, Part A Budget Yes	**Title I School Improvement Grant (SIG)** No	
L4GA Budget No		
SIGNATURES AND REVISION DATE		
Principal's Signature: Crystal Haines		**Date: 08/14/2024**
Title I Director's Signature:		**Date:**
Assistant Superintendent's Signature:		**Date:**
TLSI Deputy Superintendent's Signature:		**Date:**
Revision Date: 11/21/2024	**Revision Date:**	**Revision Date:**

CSIP Planning Committee:

The Principal attests that at least one committee meeting was held with a variety of stakeholders to work collaboratively throughout the plan's development. The following stakeholders collaborated on this CSIP. Agendas and sign-in sheets for all planning meetings must be submitted with the Comprehensive School Improvement Plan.

NAME	POSITION/ROLE
Crystal Haines	Principal
Faamata Fonoimoana	Assistant Principal
Cherry Ann James	Instructional Support Teacher
Chanel Logan	Counselor
Rebecca Ferunden	Early Intervention Program (EIP) Lead
Stephanie Homman	Division of Exceptional Students (DES) Lead
Jennifer Johnson	English for Speakers of Other Languages (ESOL) Lead
Devinn Hill	Gifted Lead
Lily Kirk	Parent
Sonya Clayton	Teacher

Data:

Include student achievement data charts/graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (MAP, Access Reports, EOC, Milestones).

Minimally include and summarize the following data if available for the school.

1) **Data about the school's demographics.**
2) **3 years of the current GMAS data (2021-2022, 2022-2023, 2023-2024). Provide displays of data by subgroups.**
3) **2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**
4) **The current and 3 years of prior years' student attendance data.**
5) **The current and 3 years of prior years' student discipline data.**

1. SCHOOL DEMOGRAPHICS

SCHOOL DEMOGRAPHICS

AMERICAN INDIAN / ALASKAN NATIVE	0.2%
ASIAN / PACIFIC ISLANDER	15.6%
BLACK	47.8%
HISPANIC	30.6%
MULTI-RACIAL	2.9%
WHITE	2.9%
ECONOMICALLY DISADVANTAGED	100.0%
ENGLISH LEARNERS	35.3%
STUDENTS WITH DISABILITY	12.3%

2. GMAS DATA

READING	Number Tested	% Below Grade Level (Lexile < 520L)	% Grade Level or Above (Lexile ≥ 520L)
2018	76	32.90%	67.10%
2019	91	31.90%	68.10%
2022	90	56.70%	43.30%
2023	62	79.03%	20.97%
2024	**65**	**44.62%**	**55.38%**

Georgia Milestones End-of-Grade Assessment 3rd Grade

ELA	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	79	492	38.00%	32.90%	24.10%	5.10%	29.20%
2016	90	488	43.30%	32.20%	22.20%	2.20%	24.40%
2017	89	490	40.40%	32.60%	21.30%	5.60%	26.90%
2018	76	492	35.50%	42.10%	17.10%	5.30%	22.40%
2019	91	502	34.10%	33.00%	23.10%	9.90%	33.00%
2022	90	461	61.10%	26.70%	10.00%	2.20%	12.20%
2023	62	472	61.29%	16.13%	12.90%	8.06%	20.97%
2024	**66**	**487**	**46.97%**	**22.72%**	**21.21%**	**9.09%**	**30.30%**

MATH	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	79	503	24.10%	48.10%	22.80%	5.10%	27.90%
2016	89	499	27.00%	47.20%	21.30%	4.50%	25.80%
2017	91	509	25.30%	42.90%	20.90%	11.00%	31.90%
2018	76	518	19.70%	34.20%	35.50%	10.50%	46.00%
2019	91	533	15.40%	25.30%	44.00%	15.40%	59.40%
2022	90	498	33.30%	28.90%	25.60%	2.20%	27.80%
2023	62	506	37.10%	29.03%	27.42%	6.45%	33.87%
2024	**68**	**523**	**19.00%**	**40.00%**	**21.00%**	**21.00%**	**42.00%**

READING	Number Tested	% Below Grade Level (Lexile < 740L)	% Grade Level or Above (Lexile ≥ 740L)
2018	93	34.40%	65.60%
2019	84	47.60%	52.40%
2022	89	69.70%	30.30%
2023	86	56.98%	43.02%
2024	**54**	**55.56%**	**44.44%**

Georgia Milestones End-of-Grade Assessment 4th Grade

ELA	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	77	496	35.10%	41.60%	22.10%	1.30%	23.40%
2016	77	501	26.00%	37.70%	31.20%	5.20%	36.40%
2017	98	498	34.70%	28.60%	33.70%	3.10%	36.80%
2018	93	507	28.00%	30.10%	32.30%	9.70%	42.00%
2019	84	495	34.50%	35.70%	23.80%	6.00%	29.80%
2022	89	472	57.30%	23.60%	16.90%	2.20%	19.10%
2023	86	485	47.67%	29.07%	18.60%	4.65%	23.26%
2024	**61**	**476**	**48.21%**	**30.36%**	**14.29%**	**7.14%**	**21.43%**

MATH	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	78	511	24.40%	38.50%	30.80%	6.40%	37.20%
2016	77	504	24.70%	44.20%	29.90%	1.30%	31.20%
2017	101	503	22.80%	51.50%	21.80%	4.00%	25.80%
2018	93	512	20.40%	45.20%	28.00%	6.50%	34.50%
2019	84	503	31.00%	38.10%	23.80%	7.10%	30.90%
2022	89	487	40.40%	43.80%	11.20%	4.50%	15.70%
2023	86	491	34.88%	29.07%	24.42%	8.14%	32.56%
2024	**61**	**495**	**38.00%**	**39.00%**	**15.00%**	**8.00%**	**23.00%**

READING	Number Tested	% Below Grade Level (Lexile < 830L)	% Grade Level or Above (Lexile ≥ 830L)
2018	101	29.70%	70.30%
2019	96	32.30%	67.70%
2022	90	45.60%	54.40%
2023	82	41.46%	58.54%
2024	**84**	**44.05%**	**55.95%**

Georgia Milestones End-of-Grade Assessment 5th Grade

ELA	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	71	506	28.20%	36.60%	29.60%	5.60%	35.20%
2016	77	502	27.30%	33.80%	36.40%	2.60%	39.00%
2017	77	512	18.20%	42.90%	36.40%	2.60%	39.00%
2018	101	508	26.70%	41.60%	24.80%	6.90%	31.70%
2019	96	511	27.10%	31.30%	34.40%	7.30%	41.70%
2022	90	489	41.10%	37.80%	16.70%	4.40%	21.10%
2023	82	499	32.93%	29.27%	29.27%	7.32%	36.59%
2024	**85**	**502**	**29.41%**	**40.00%**	**20.00%**	**10.59%**	**30.59%**

MATH	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	71	512	22.50%	35.20%	36.60%	5.60%	42.20%
2016	76	506	35.50%	27.60%	30.30%	6.60%	36.90%
2017	77	511	20.80%	45.50%	26.00%	7.80%	33.80%
2018	101	501	31.70%	41.60%	19.80%	6.90%	26.70%
2019	96	487	49.00%	31.30%	13.50%	6.30%	19.80%
2022	90	464	70.00%	25.60%	3.30%	1.10%	4.40%
2023	82	497	39.02%	30.49%	19.51%	9.76%	29.27%
2024	**87**	**501**	**19.00%**	**40.00%**	**21.00%**	**21.00%**	**42.00%**

SCIENCE	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	71	501	28.20%	39.40%	28.20%	4.20%	32.40%
2016	76	495	31.60%	32.90%	30.30%	5.30%	35.60%
2017	77	499	31.20%	31.20%	36.40%	1.30%	37.70%
2018	100	496	33.00%	38.00%	28.00%	1.00%	29.00%
2019	95	490	43.20%	31.60%	18.90%	6.30%	25.20%
2022	90	463	64.40%	24.40%	10.00%	1.10%	11.10%
2023	82	489	51.22%	14.63%	26.83%	6.10%	32.93%
2024	**85**	**483**	**54.11%**	**18.82%**	**17.64%**	**9.41%**	**27.05%**

2023-24 Subgroups Data

3rd Grade ELA

Admin: EOG Spring | Year: 2023-2024 | Report: School | District: CLAYTON COUNTY | School: MORROW ELEMENTARY SCHOOL								
Grade	Content Area	Demographic Category	Demographic	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
3	ELA	All Students	All Students	487	49%	22%	21%	9%
3	ELA	Regular Program Students	All Regular Program Students	489	47%	22%	22%	9%
3	ELA	Regular Program Students	Section 504	-	-	-	-	-
3	ELA	Regular Program Students	English Learner	477	54%	21%	25%	0%
3	ELA	Regular Program Students	Former English Learner Y1-Y2	613	0%	0%	0%	100%
3	ELA	Regular Program Students	Migrant	-	-	-	-	-
3	ELA	Regular Program Students	All Other Regular Program Students	491	45%	24%	21%	11%
3	ELA	Special Education Students	All Special Education Students	455	75%	25%	0%	0%
3	ELA	Special Education Students	Specific Learning Disabilities (04)	439	100%	0%	0%	0%
3	ELA	Special Education Students	Significant Development Delay (15)	505	0%	100%	0%	0%
3	ELA	Gender	Female	492	47%	23%	10%	20%
3	ELA	Gender	Male	483	50%	21%	29%	0%
3	ELA	Ethnic Group	All Students with an Ethnic Group Reported	487	49%	22%	21%	9%
3	ELA	Ethnic Group	Asian/Pacific Islander	553	8%	25%	42%	25%
3	ELA	Ethnic Group	Black, Non-Hispanic	487	47%	23%	20%	10%
3	ELA	Ethnic Group	Hispanic	454	73%	14%	14%	0%
3	ELA	Ethnic Group	American Indian/Alaskan Native	-	-	-	-	-
3	ELA	Ethnic Group	White, Non-Hispanic	474	50%	50%	0%	0%
3	ELA	Ethnic Group	Multiracial	471	50%	50%	0%	0%

4th Grade ELA

Admin: EOG Spring | Year: 2023-2024 | Report: School | District: CLAYTON COUNTY | School: MORROW ELEMENTARY SCHOOL								
Grade	Content Area	Demographic Category	Demographic	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
4	ELA	All Students	All Students	476	51%	30%	13%	7%
4	ELA	Regular Program Students	All Regular Program Students	482	47%	33%	13%	7%
4	ELA	Regular Program Students	Section 504	-	-	-	-	-
4	ELA	Regular Program Students	English Learner	477	50%	29%	17%	4%
4	ELA	Regular Program Students	Former English Learner Y1-Y2	609	0%	0%	50%	50%
4	ELA	Regular Program Students	Migrant	-	-	-	-	-
4	ELA	Regular Program Students	All Other Regular Program Students	477	48%	38%	7%	7%
4	ELA	Special Education Students	All Special Education Students	422	83%	0%	17%	0%
4	ELA	Special Education Students	Specific Learning Disabilities (04)	451	75%	0%	25%	0%
4	ELA	Special Education Students	Mild Intellectual Disabilities (05)	364	100%	0%	0%	0%
4	ELA	Gender	Female	486	35%	47%	12%	6%
4	ELA	Gender	Male	472	57%	23%	14%	7%
4	ELA	Ethnic Group	Asian/Pacific Islander	488	56%	11%	22%	11%
4	ELA	Ethnic Group	Black, Non-Hispanic	473	50%	35%	8%	8%
4	ELA	Ethnic Group	Hispanic	471	54%	29%	13%	4%
4	ELA	Ethnic Group	American Indian/Alaskan Native	-	-	-	-	-
4	ELA	Ethnic Group	White, Non-Hispanic	528	0%	0%	100%	0%
4	ELA	Ethnic Group	Multiracial	510	0%	100%	0%	0%

5th Grade ELA

Admin: EOG Spring | Year: 2023-2024 | Report: School | District: CLAYTON COUNTY | School: MORROW ELEMENTARY SCHOOL

Grade	Content Area	Demographic Category	Demographic	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
5	ELA	All Students	All Students	502	30%	40%	20%	10%
5	ELA	Regular Program Students	All Regular Program Students	508	26%	41%	22%	12%
5	ELA	Regular Program Students	Section 504	-	-	-	-	-
5	ELA	Regular Program Students	English Learner	454	67%	33%	0%	0%
5	ELA	Regular Program Students	Former English Learner Y1-Y2	546	4%	35%	35%	26%
5	ELA	Regular Program Students	Migrant	-	-	-	-	-
5	ELA	Regular Program Students	All Other Regular Program Students	515	15%	50%	26%	9%
5	ELA	Special Education Students	All Special Education Students	449	67%	33%	0%	0%
5	ELA	Special Education Students	Specific Learning Disabilities (04)	475	40%	60%	0%	0%
5	ELA	Special Education Students	Mild Intellectual Disabilities (05)	422	100%	0%	0%	0%
5	ELA	Special Education Students	Autism (08)	411	100%	0%	0%	0%
5	ELA	Gender	Female	502	25%	50%	13%	13%
5	ELA	Gender	Male	501	33%	35%	24%	9%
5	ELA	Ethnic Group	Asian/Pacific Islander	523	26%	16%	37%	21%
5	ELA	Ethnic Group	Black, Non-Hispanic	499	26%	52%	16%	6%
5	ELA	Ethnic Group	Hispanic	489	36%	45%	12%	6%
5	ELA	Ethnic Group	American Indian/Alaskan Native	-	-	-	-	-
5	ELA	Ethnic Group	White, Non-Hispanic	536	0%	50%	50%	0%
5	ELA	Ethnic Group	Multiracial	511	50%	0%	0%	50%

5th Grade Science

Admin: EOG Spring | Year: 2023-2024 | Report: School | District: CLAYTON COUNTY | School: MORROW ELEMENTARY SCHOOL

Grade	Content Area	Demographic Category	Demographic	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
5	Science	All Students	All Students	483	55%	18%	17%	9%
5	Science	Regular Program Students	All Regular Program Students	490	50%	21%	19%	10%
5	Science	Regular Program Students	Section 504	-	-	-	-	-
5	Science	Regular Program Students	English Learner	425	95%	5%	0%	0%
5	Science	Regular Program Students	Former English Learner Y1-Y2	544	26%	22%	22%	30%
5	Science	Regular Program Students	Migrant	-	-	-	-	-
5	Science	Regular Program Students	All Other Regular Program Students	495	38%	29%	29%	3%
5	Science	Special Education Students	All Special Education Students	419	100%	0%	0%	0%
5	Science	Special Education Students	Specific Learning Disabilities (04)	421	100%	0%	0%	0%
5	Science	Special Education Students	Mild Intellectual Disabilities (05)	406	100%	0%	0%	0%
5	Science	Special Education Students	Autism (08)	427	100%	0%	0%	0%
5	Science	Gender	Female	469	66%	13%	16%	6%
5	Science	Gender	Male	491	49%	22%	18%	11%
5	Science	Ethnic Group	Asian/Pacific Islander	525	32%	26%	21%	21%
5	Science	Ethnic Group	Black, Non-Hispanic	480	48%	26%	26%	0%
5	Science	Ethnic Group	Hispanic	462	73%	9%	9%	9%
5	Science	Ethnic Group	American Indian/Alaskan Native	-	-	-	-	-
5	Science	Ethnic Group	White, Non-Hispanic	438	100%	0%	0%	0%
5	Science	Ethnic Group	Multiracial	519	50%	0%	0%	50%

2022-23 Subgroups Data

ELA

	Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
ALL STUDENTS 100.00% Participation Rate	45.25%	26.24%	21.72%	6.79%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	28.21%	28.21%	30.77%	12.82%
BLACK 100.00% Participation Rate	49.47%	27.37%	20.00%	3.16%
HISPANIC 100.00% Participation Rate	50.00%	24.32%	20.27%	5.41%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	45.25%	26.24%	21.72%	6.79%
ENGLISH LEARNERS 100.00% Participation Rate	44.94%	22.47%	26.97%	5.62%
STUDENTS WITH DISABILITY 100.00% Participation Rate	76.00%	20.00%	4.00%	0.00%

ACHIEVEMENT LEVELS | SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
ALL STUDENTS 100.00% Participation Rate	45.03	37.61	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	64.11	56.36	
BLACK 100.00% Participation Rate	38.43	32.74	
HISPANIC 100.00% Participation Rate	40.55	31.24	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	
WHITE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	45.03	37.61	
ENGLISH LEARNERS 100.00% Participation Rate	46.64	37.48	
STUDENTS WITH DISABILITY 100.00% Participation Rate	14.00	25.10	

Math

ACHIEVEMENT LEVELS | SCORES, TARGETS, AND FLAGS

	Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
ALL STUDENTS 100.00% Participation Rate	37.56%	30.77%	23.53%	8.14%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	7.69%	23.08%	41.03%	28.21%
BLACK 100.00% Participation Rate	49.47%	29.47%	18.95%	2.11%
HISPANIC 100.00% Participation Rate	37.84%	36.49%	20.27%	5.41%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	37.56%	30.77%	23.53%	8.14%
ENGLISH LEARNERS 100.00% Participation Rate	29.21%	29.21%	29.21%	12.36%
STUDENTS WITH DISABILITY 100.00% Participation Rate	88.00%	12.00%	0.00%	0.00%

ACHIEVEMENT LEVELS | SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
ALL STUDENTS 100.00% Participation Rate	45.03	37.61	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	64.11	56.36	
BLACK 100.00% Participation Rate	38.43	32.74	
HISPANIC 100.00% Participation Rate	40.55	31.24	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	
WHITE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	45.03	37.61	
ENGLISH LEARNERS 100.00% Participation Rate	46.64	37.48	
STUDENTS WITH DISABILITY 100.00% Participation Rate	14.00	25.10	

Science

ACHIEVEMENT LEVELS | SCORES, TARGETS, AND FLAGS

	Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
ALL STUDENTS 100.00% Participation Rate	50.00%	15.79%	28.95%	5.26%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 100.00% Participation Rate	60.00%	17.14%	20.00%	2.86%
HISPANIC 100.00% Participation Rate	56.52%	17.39%	26.09%	0.00%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE N/A Participation Rate	N/A	N/A	N/A	N/A
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	50.00%	15.79%	28.95%	5.26%
ENGLISH LEARNERS 100.00% Participation Rate	44.83%	17.24%	37.93%	0.00%
STUDENTS WITH DISABILITY Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students

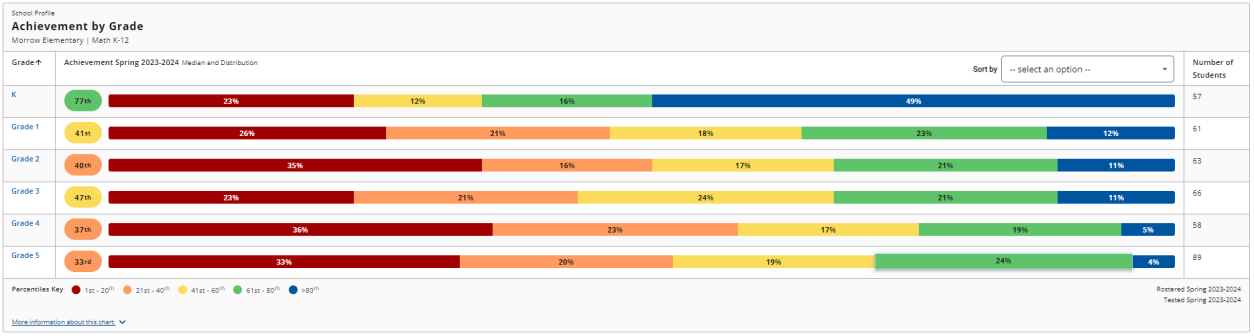
ACHIEVEMENT LEVELS | SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
ALL STUDENTS 100.00% Participation Rate	44.74	28.38	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	Too Few Students	Too Few Students	
BLACK 100.00% Participation Rate	32.86	26.95	
HISPANIC 100.00% Participation Rate	34.79	22.46	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	
WHITE N/A Participation Rate	N/A	N/A	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	44.74	28.38	
ENGLISH LEARNERS 100.00% Participation Rate	46.55	26.95	
STUDENTS WITH DISABILITY Too Few Students Participation Rate	Too Few Students	Too Few Students	

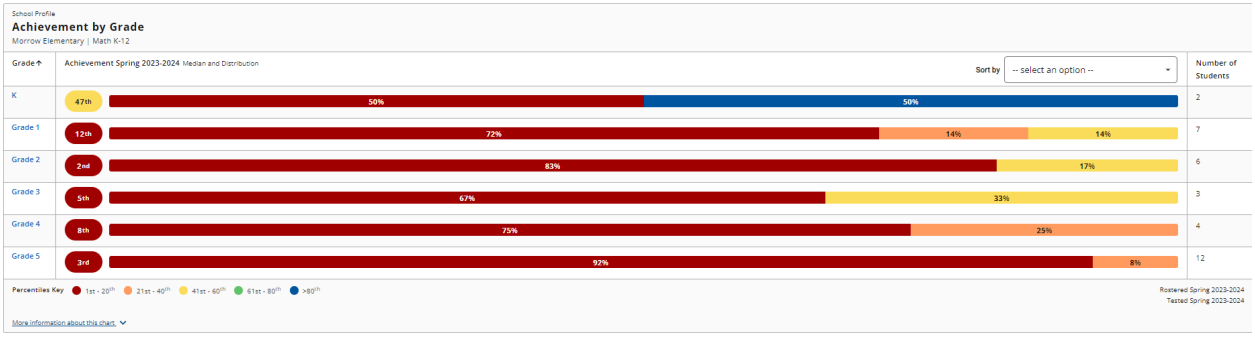
3. MAP DATA

2023-24 MAP Data

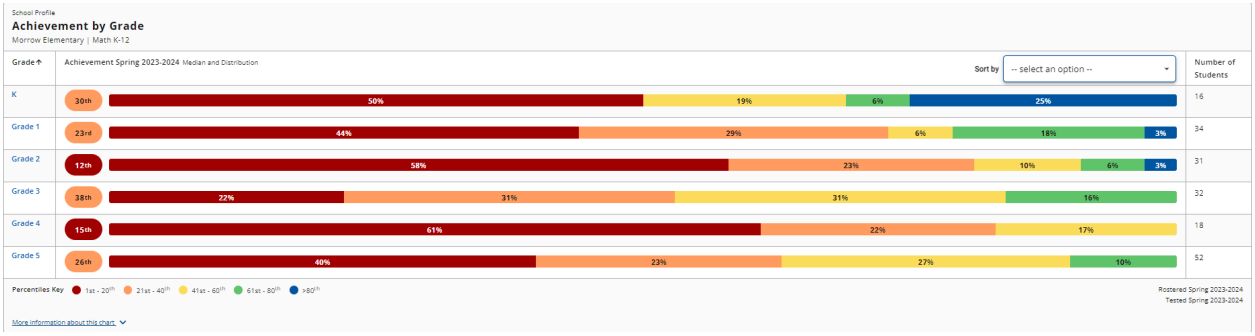
Math



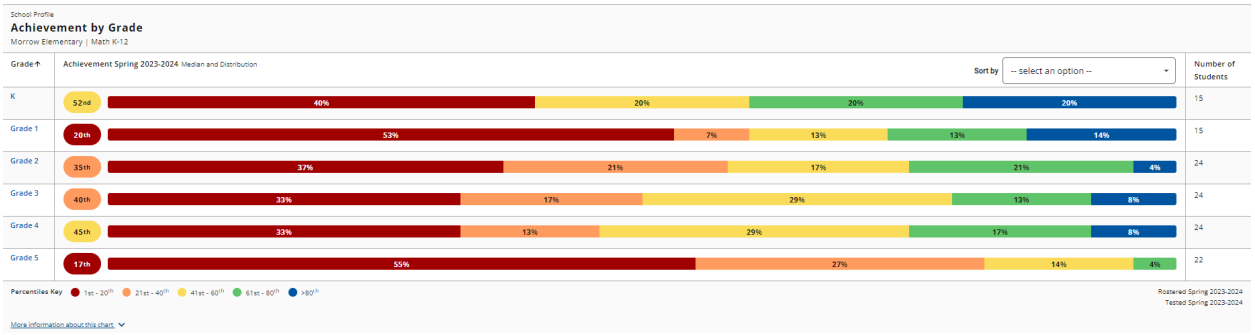
DES - Math



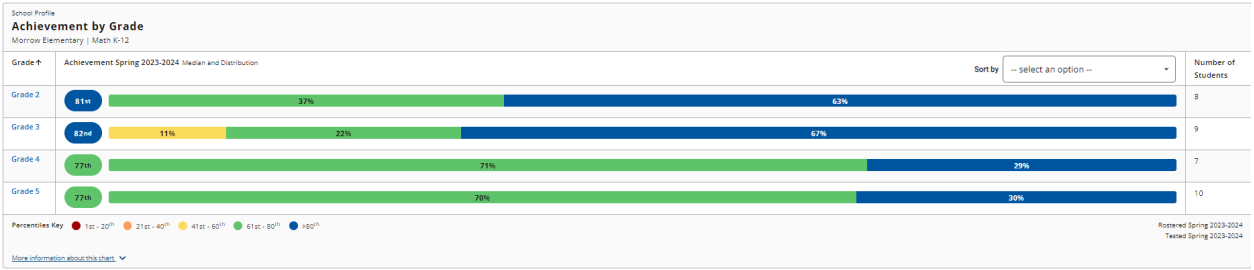
EIP - Math



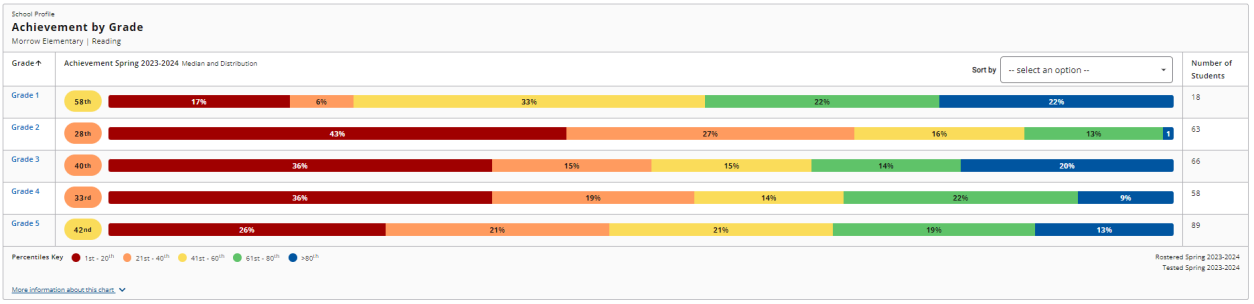
EL - Math



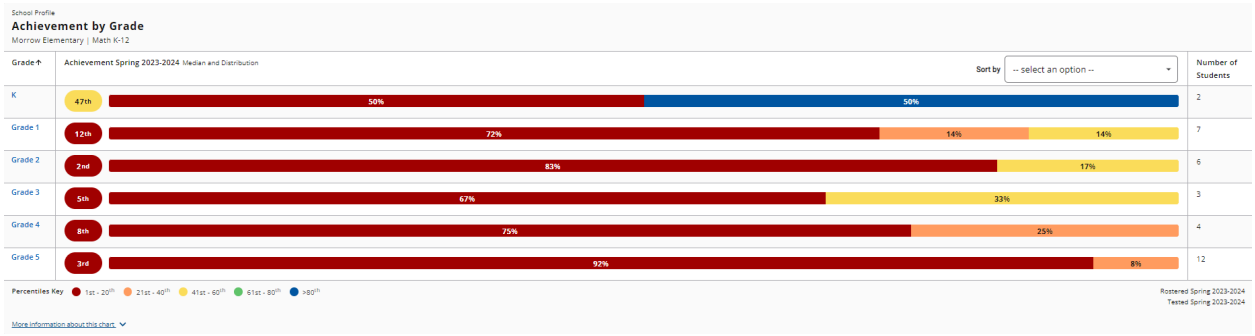
Gifted - Math



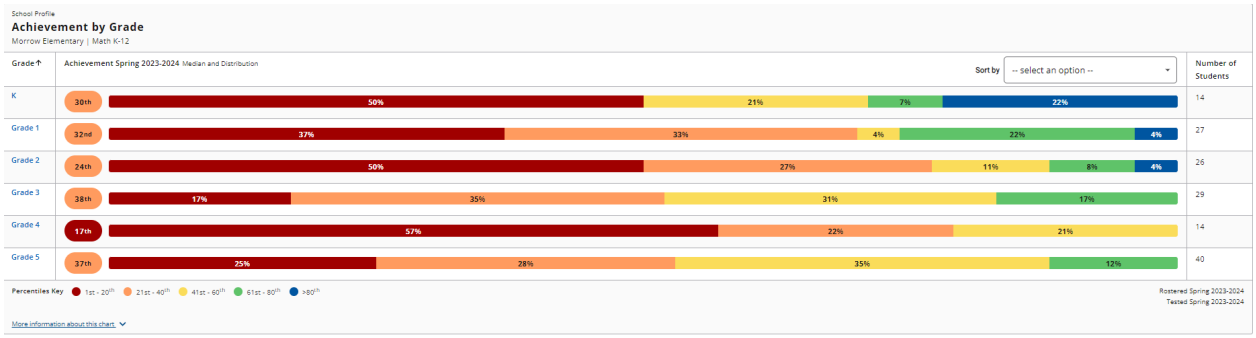
Reading - Spring 23-24



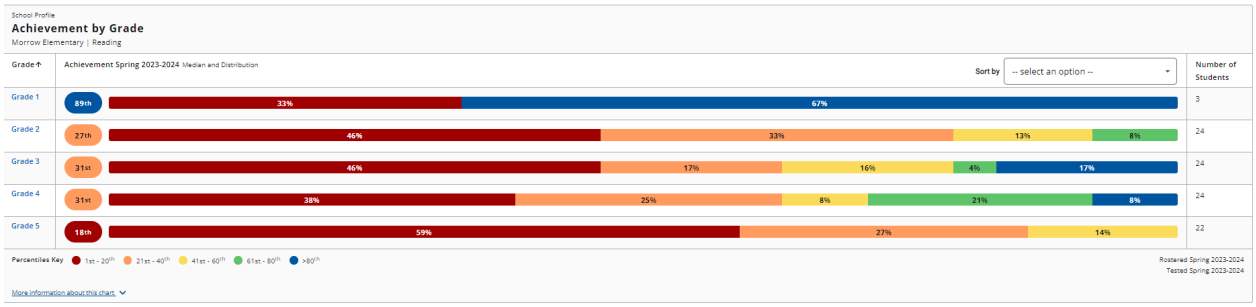
DES - Reading



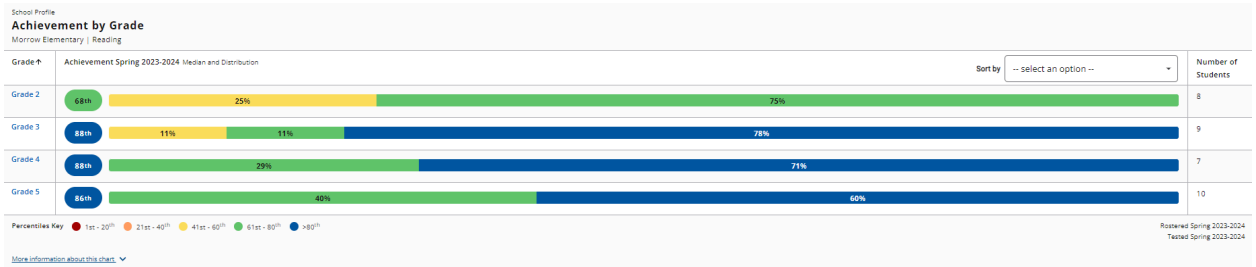
EIP - Reading



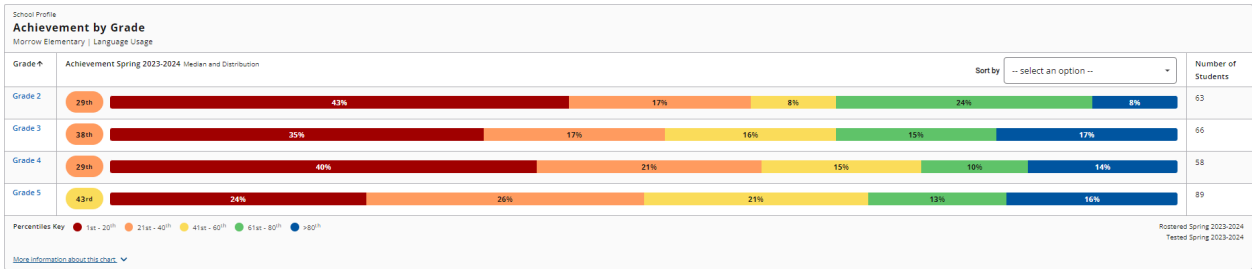
EL - Reading



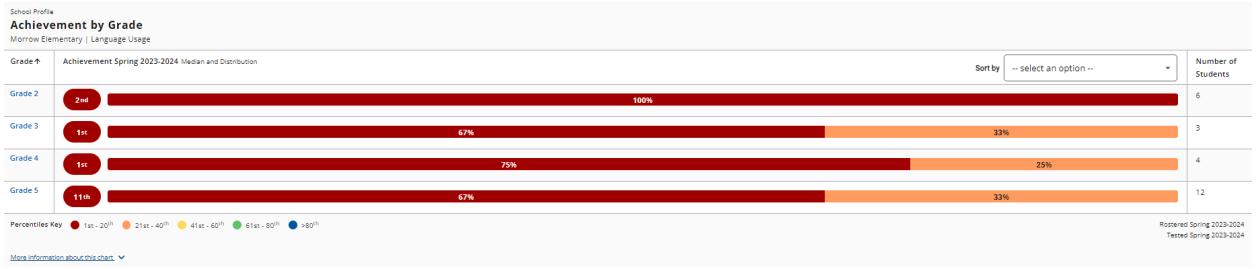
Gifted - Reading



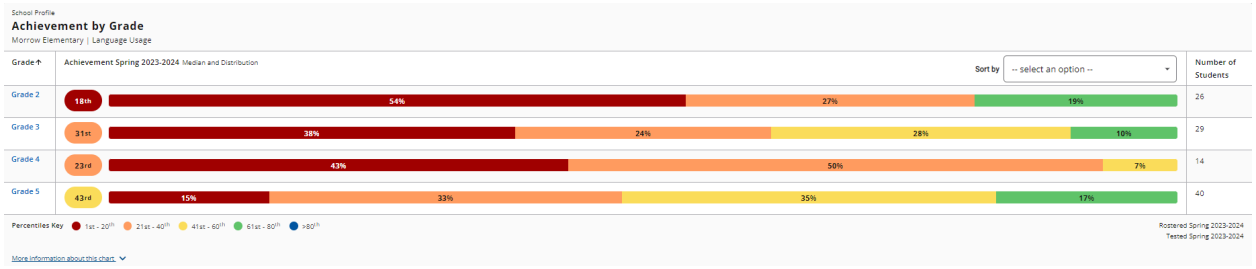
ELA - Spring 23-24



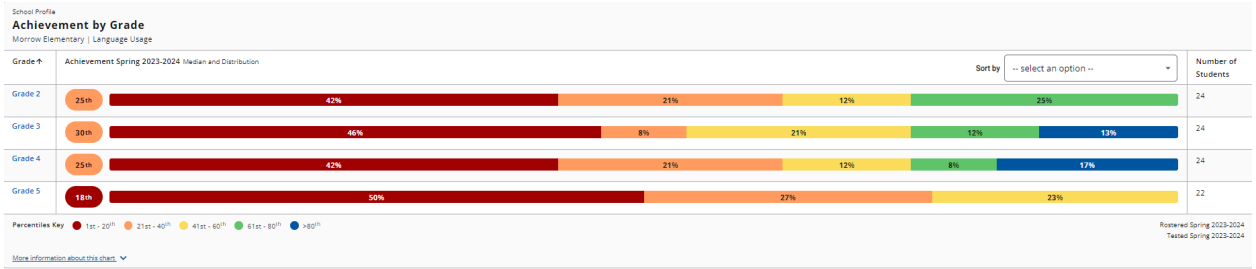
DES - ELA



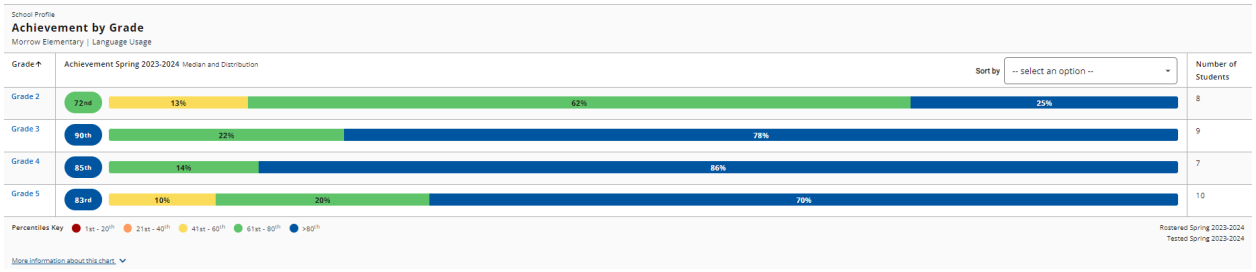
EIP - ELA



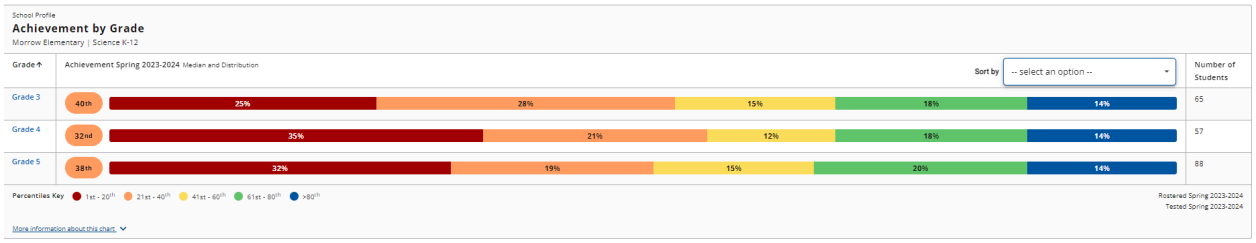
EL - ELA



Gifted - ELA



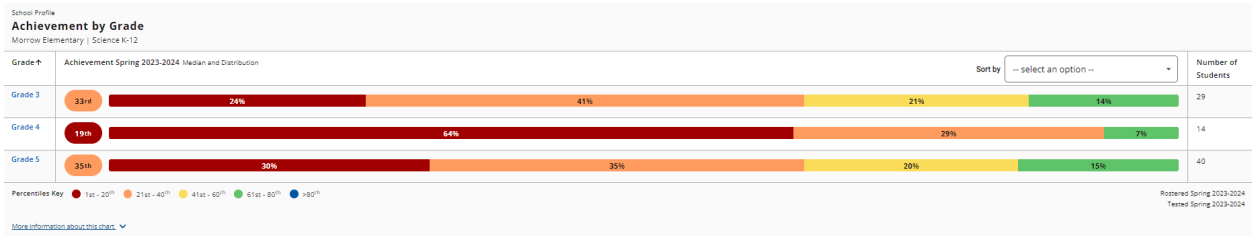
Science - Spring 23-24



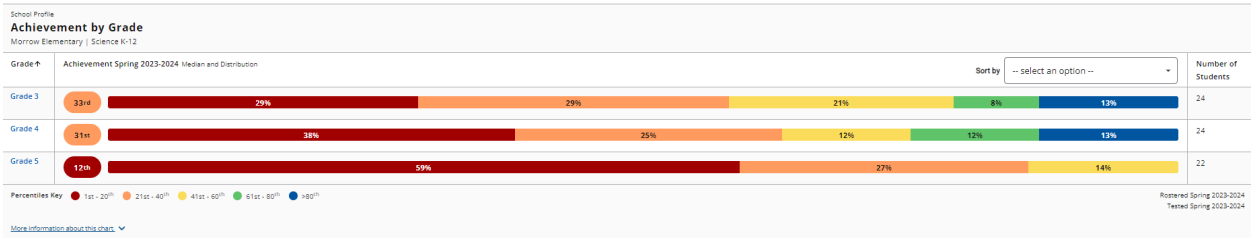
DES - Science



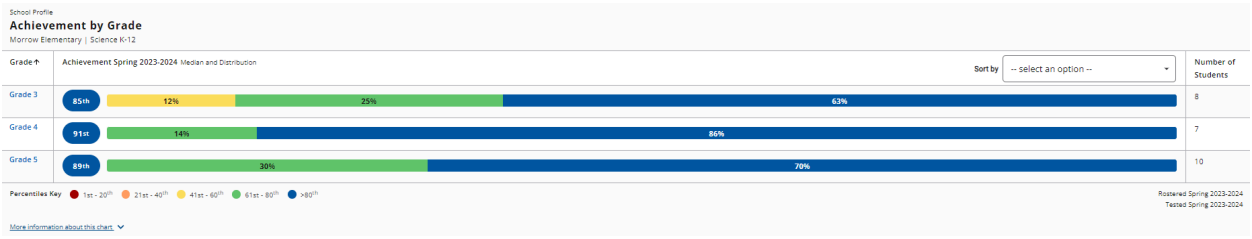
EIP - Science



EL - Science

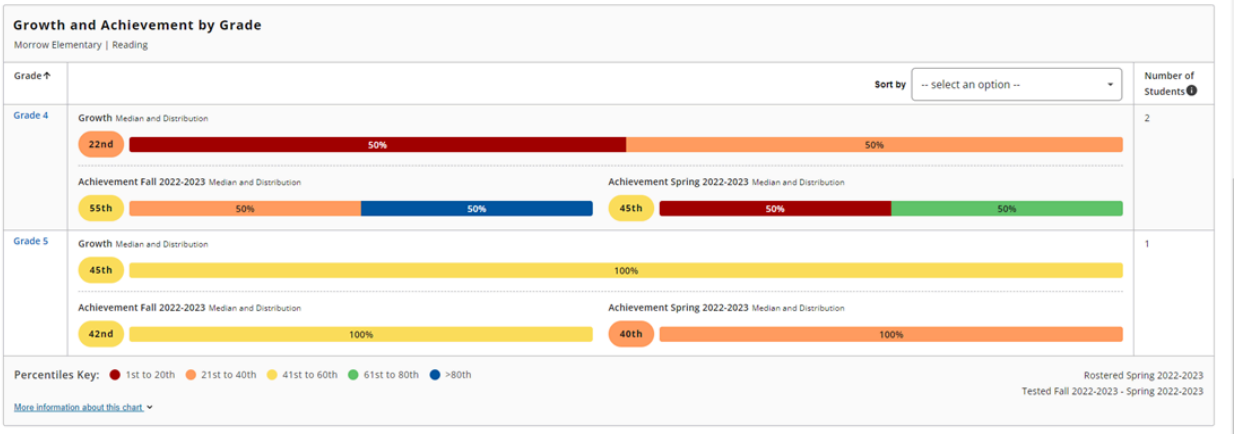


Gifted - Science



<u>2022-2023 MAP Reading Data</u>

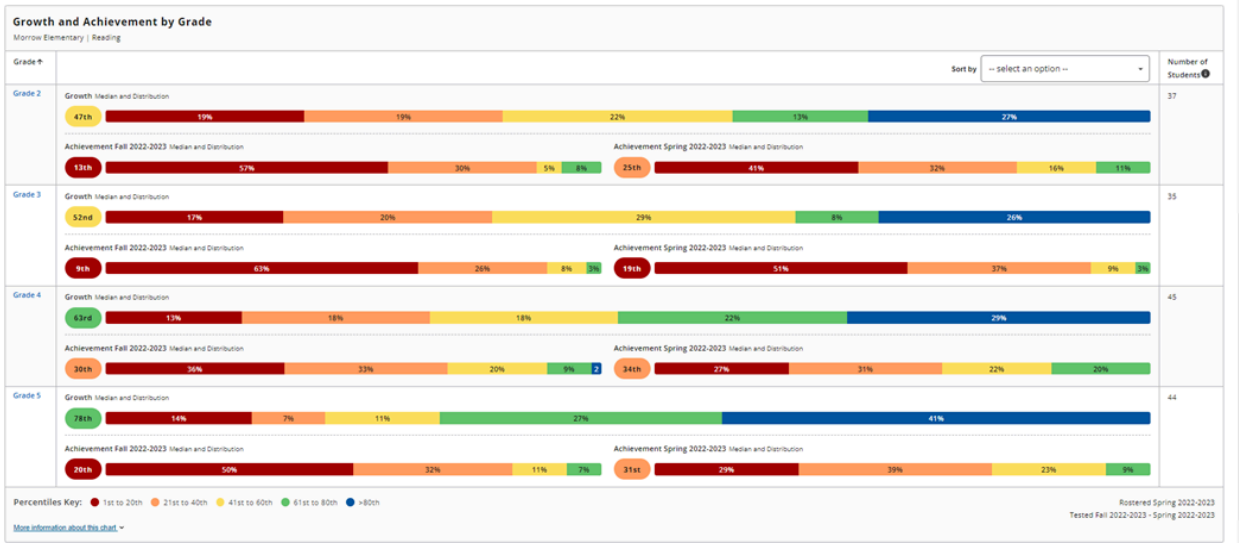
504



DES


Growth and Achievement by Grade
Morrow Elementary | Reading
Grade
Sort by
-- select an option --
Number of Students
Grade 2
Growth Median and Distribution
60th
67%
33%
3
Achievement Fall 2022-2023 Median and Distribution
17th
67%
33%
Achievement Spring 2022-2023 Median and Distribution
27th
33%
67%
Grade 3
Growth Median and Distribution
26th
33%
67%
3
Achievement Fall 2022-2023 Median and Distribution
1st
100%
Achievement Spring 2022-2023 Median and Distribution
1st
100%
Grade 4
Growth Median and Distribution
28th
46%
9%
9%
9%
27%
11
Achievement Fall 2022-2023 Median and Distribution
10th
64%
36%
Achievement Spring 2022-2023 Median and Distribution
8th
73%
18%
9%
Grade 5
Growth Median and Distribution
42nd
14%
29%
14%
14%
29%
7
Achievement Fall 2022-2023 Median and Distribution
2nd
72%
14%
14%
Achievement Spring 2022-2023 Median and Distribution
3rd
57%
29%
14%
Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th
Rostered Spring 2022-2023

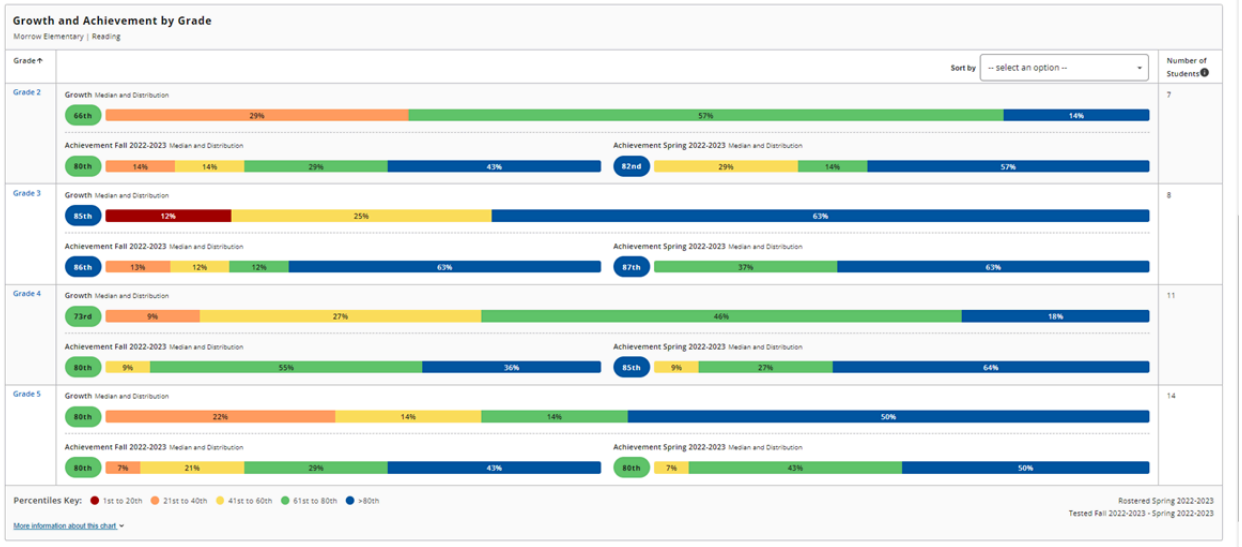
EIP


Growth and Achievement by Grade
Morrow Elementary | Reading
Grade
Sort by
-- select an option --
Number of Students
Grade 2
Growth Median and Distribution
47th
19%
19%
22%
13%
27%
37
Achievement Fall 2022-2023 Median and Distribution
13th
57%
30%
5%
8%
Achievement Spring 2022-2023 Median and Distribution
25th
41%
32%
16%
11%
Grade 3
Growth Median and Distribution
52nd
17%
20%
29%
8%
26%
35
Achievement Fall 2022-2023 Median and Distribution
9th
63%
26%
8%
3%
Achievement Spring 2022-2023 Median and Distribution
19th
51%
37%
9%
3%
Grade 4
Growth Median and Distribution
63rd
13%
18%
18%
22%
29%
45
Achievement Fall 2022-2023 Median and Distribution
30th
36%
33%
20%
9%
2
Achievement Spring 2022-2023 Median and Distribution
34th
27%
31%
22%
20%
Grade 5
Growth Median and Distribution
78th
14%
7%
11%
27%
41%
44
Achievement Fall 2022-2023 Median and Distribution
20th
50%
32%
11%
7%
Achievement Spring 2022-2023 Median and Distribution
31st
29%
39%
23%
9%
Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th
Rostered Spring 2022-2023
Tested Fall 2022-2023 - Spring 2022-2023
More information about this chart

EL

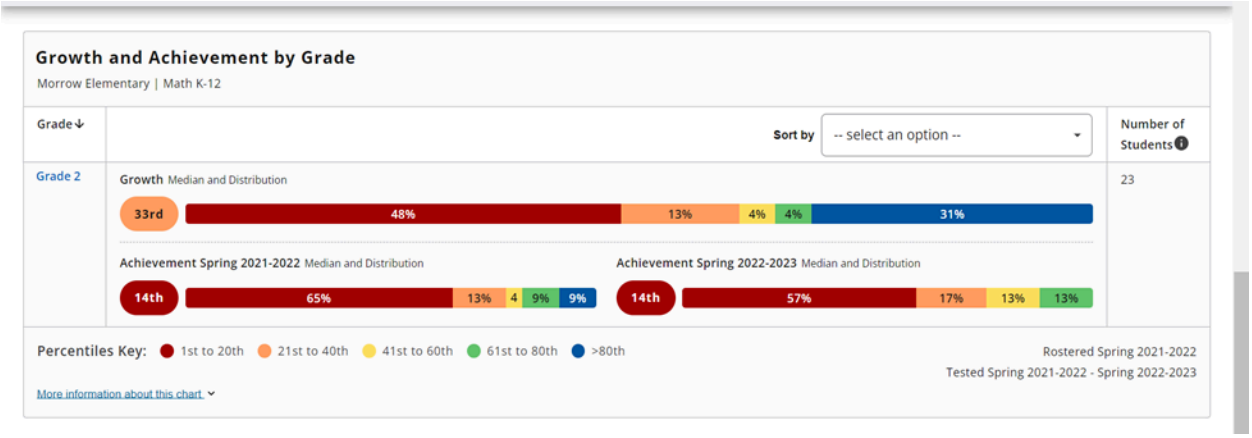

Growth and Achievement by Grade
Morrow Elementary | Reading
Grade
Sort by
-- select an option --
Number of Students
Grade 2
Growth Median and Distribution
47th
11%
26%
16%
21%
26%
19
Achievement Fall 2022-2023 Median and Distribution
11th
63%
21%
11%
5%
Achievement Spring 2022-2023 Median and Distribution
17th
53%
16%
21%
10%
Grade 3
Growth Median and Distribution
84th
5%
36%
4%
55%
22
Achievement Fall 2022-2023 Median and Distribution
10th
54%
9%
9%
14%
14%
Achievement Spring 2022-2023 Median and Distribution
43rd
32%
18%
13%
23%
14%
Grade 4
Growth Median and Distribution
60th
15%
21%
15%
15%
34%
33
Achievement Fall 2022-2023 Median and Distribution
35th
31%
27%
18%
15%
9%
Achievement Spring 2022-2023 Median and Distribution
46th
21%
21%
25%
18%
15%
Grade 5
Growth Median and Distribution
82nd
13%
7%
13%
13%
54%
15
Achievement Fall 2022-2023 Median and Distribution
6th
80%
20%
Achievement Spring 2022-2023 Median and Distribution
16th
53%
40%
7%
Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th
Rostered Spring 2022-2023
Tested Fall 2022-2023 - Spring 2022-2023
More information about this chart

Gifted

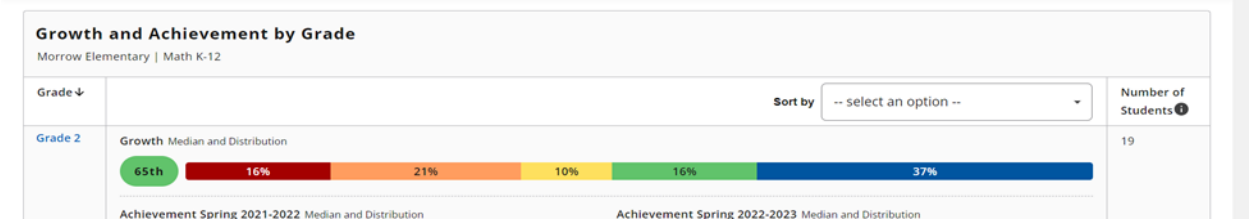

Growth and Achievement by Grade
Morrow Elementary | Reading
Grade
Sort by
-- select an option --
Number of Students
Grade 2
Growth Median and Distribution
66th
29%
57%
14%
7
Achievement Fall 2022-2023 Median and Distribution
80th
14%
14%
29%
43%
Achievement Spring 2022-2023 Median and Distribution
82nd
29%
14%
57%
Grade 3
Growth Median and Distribution
85th
12%
25%
63%
8
Achievement Fall 2022-2023 Median and Distribution
86th
13%
12%
12%
63%
Achievement Spring 2022-2023 Median and Distribution
87th
37%
63%
Grade 4
Growth Median and Distribution
73rd
9%
27%
46%
18%
11
Achievement Fall 2022-2023 Median and Distribution
80th
9%
55%
36%
Achievement Spring 2022-2023 Median and Distribution
85th
9%
27%
64%
Grade 5
Growth Median and Distribution
80th
22%
14%
14%
50%
14
Achievement Fall 2022-2023 Median and Distribution
80th
7%
21%
29%
43%
Achievement Spring 2022-2023 Median and Distribution
80th
7%
43%
50%
Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th
Rostered Spring 2022-2023
Tested Fall 2022-2023 - Spring 2022-2023
More information about this chart

2021-2022 MAP Data

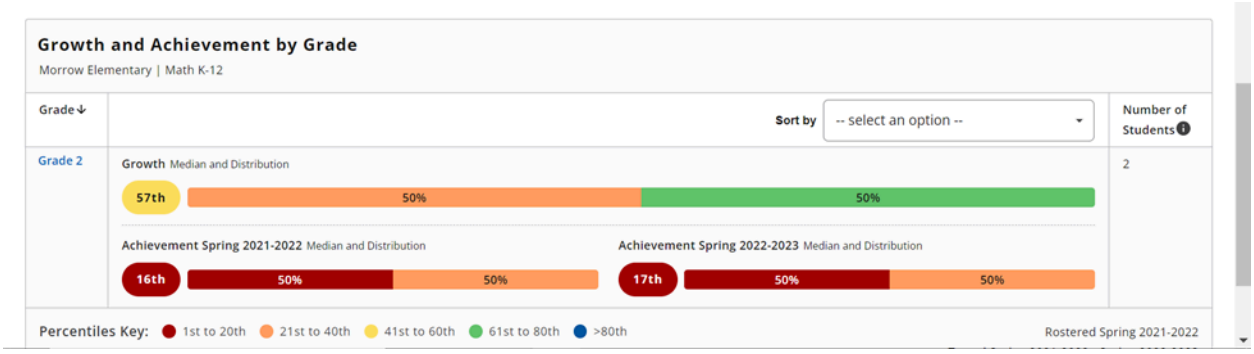
EIP STUDENTS

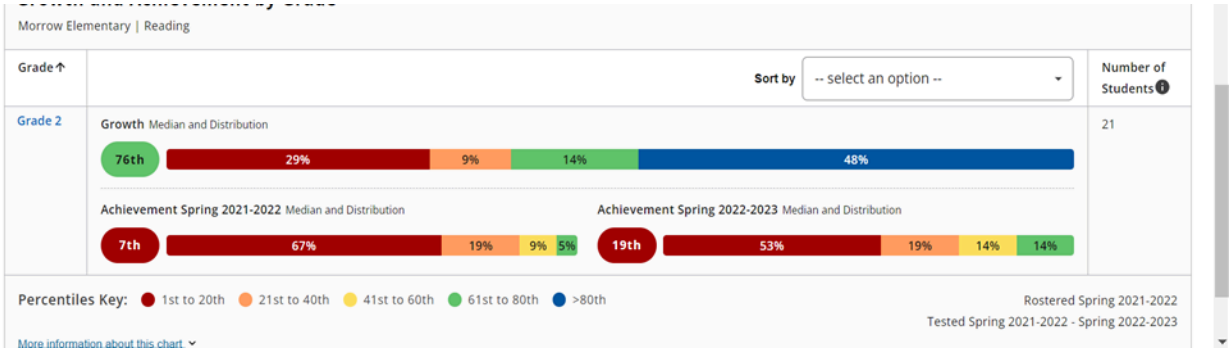


EL STUDENTS

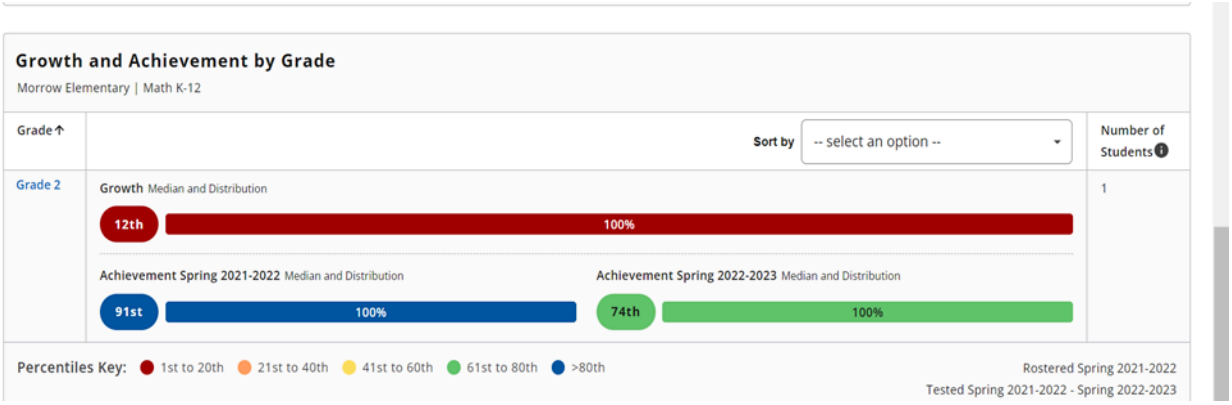


DES STUDENTS



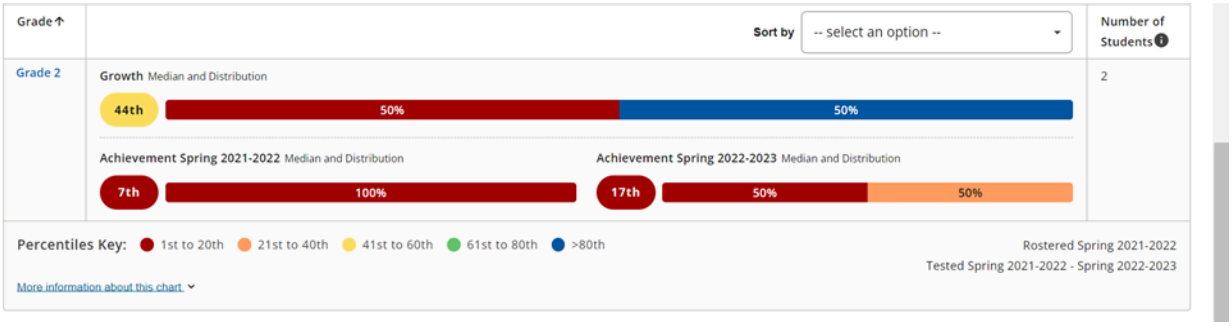


GIFTED STUDENTS

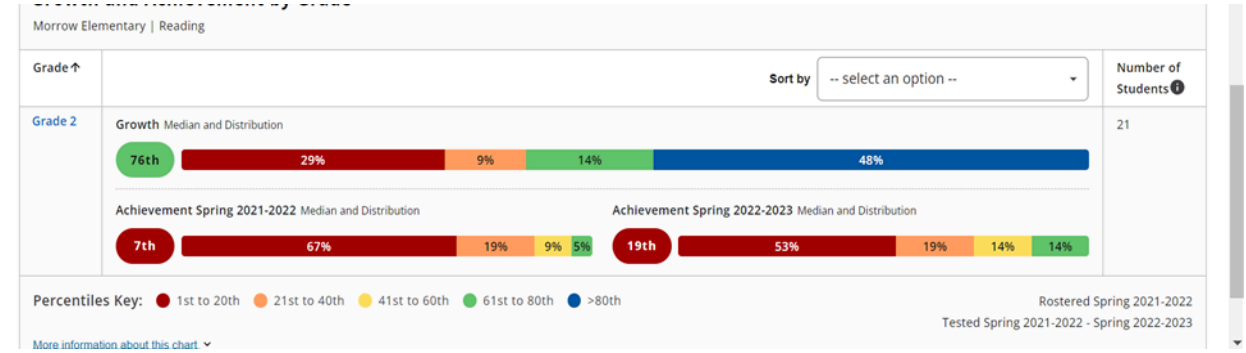


2021-2022 MAP Reading Data

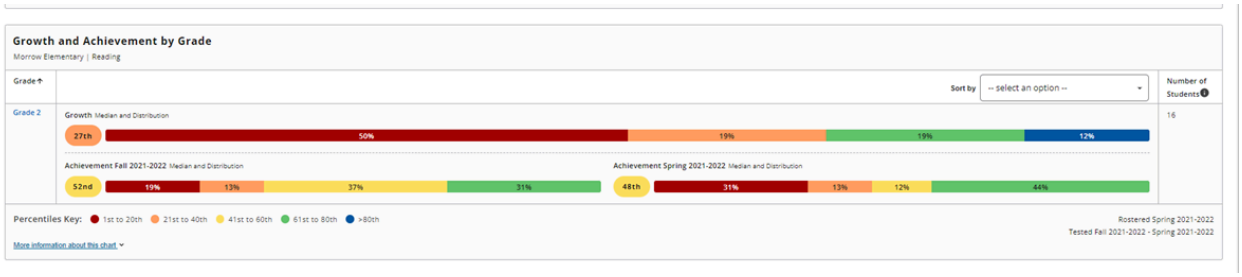
DES



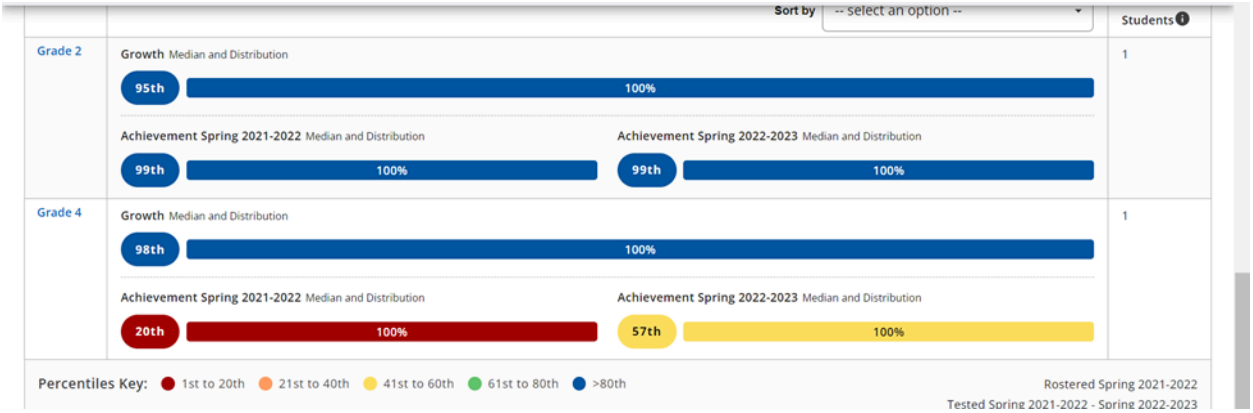
EIP



EL



GIFTED



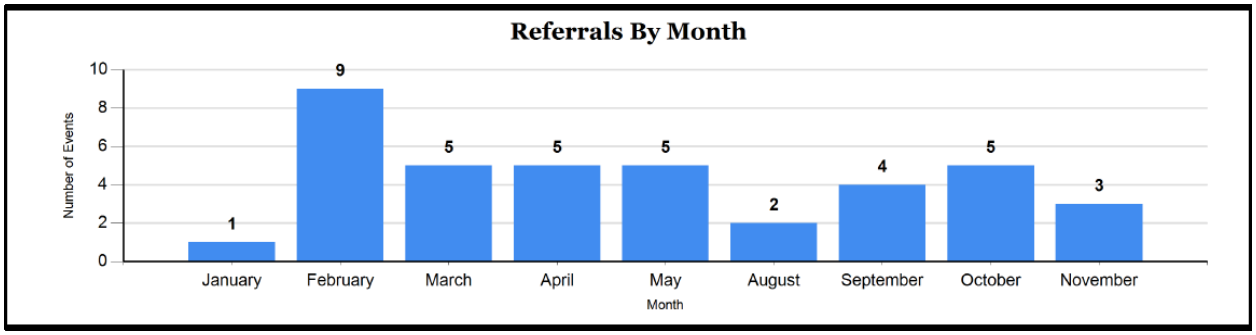
4. ATTENDANCE DATA

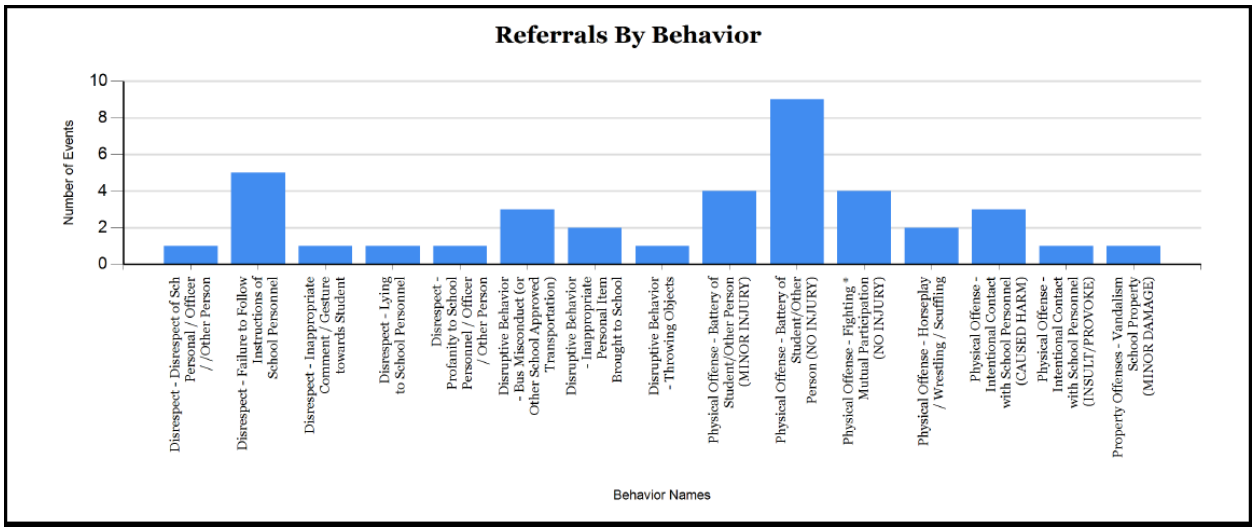
Current and Historical Attendance Data:

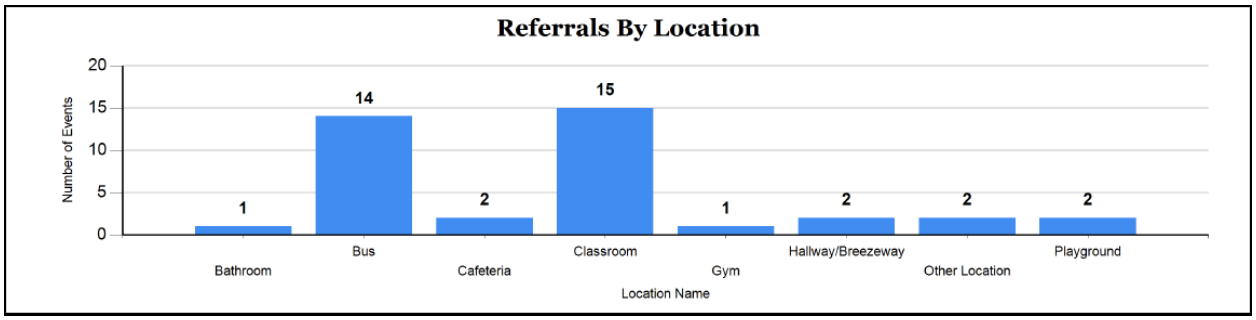
Percent of students present for 90% + of enrolled days	Number	Percent
Current year (as of 8/9/2024)	333	88.33
2023-24 School Year	408	87.18
2022-23 School Year	379	79.62
2021-20 School Year	417	78.38
Percent of students present for 95% = of enrolled days	Number	Percent
2023-24 School Year	215	48.86

5. BEHAVIOR DATA

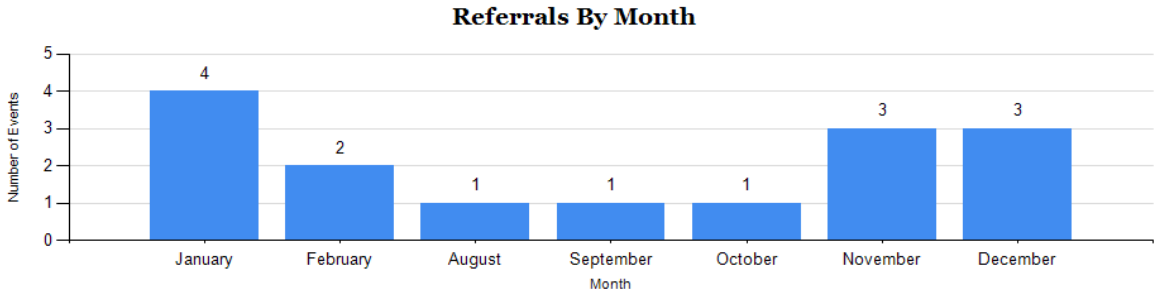
2023-24 Behavior Data

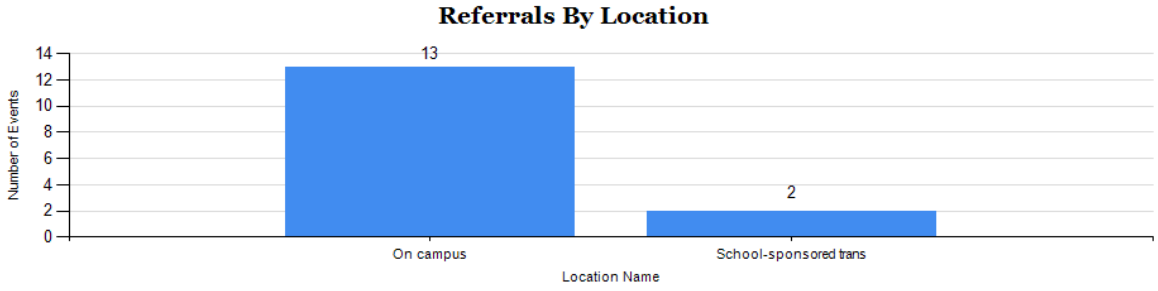


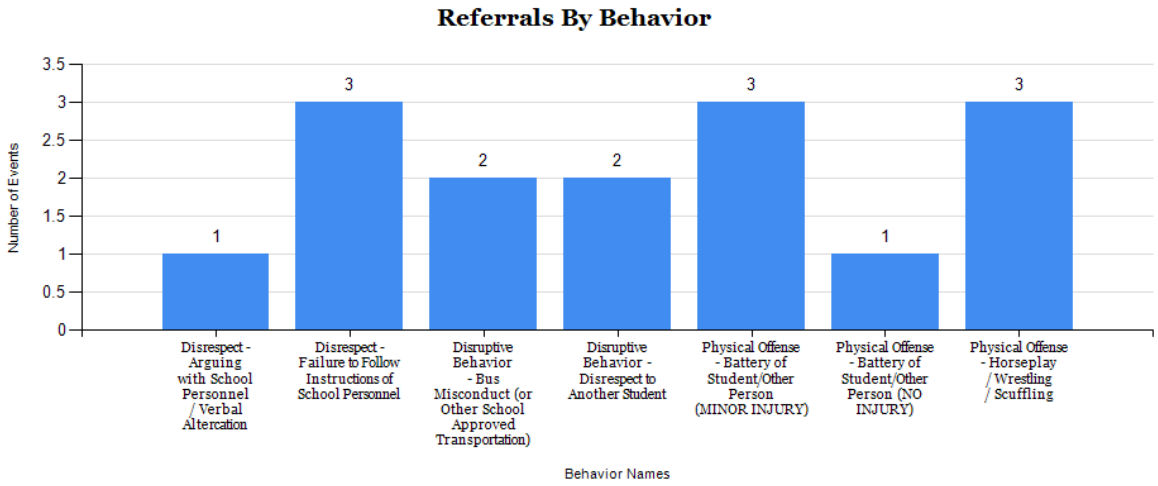




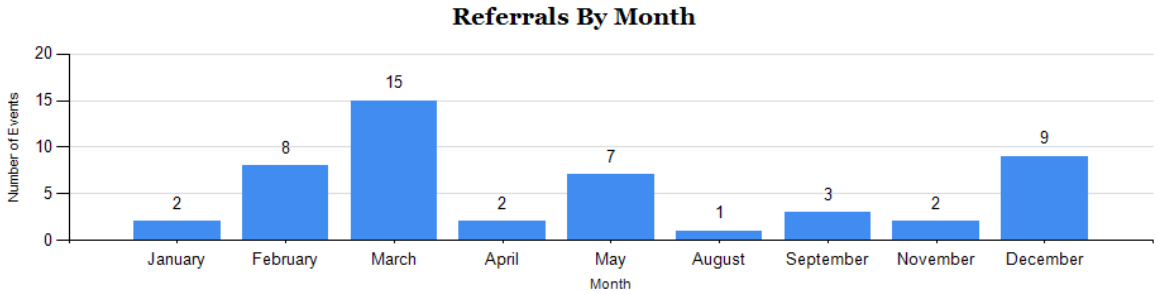
2022-23 Behavior Data

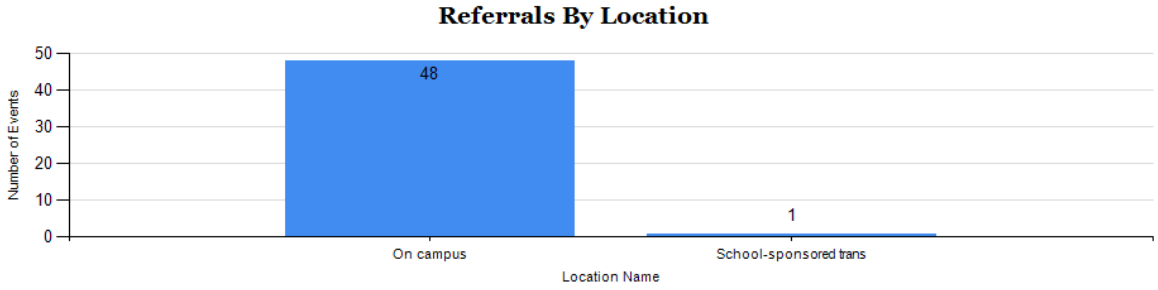




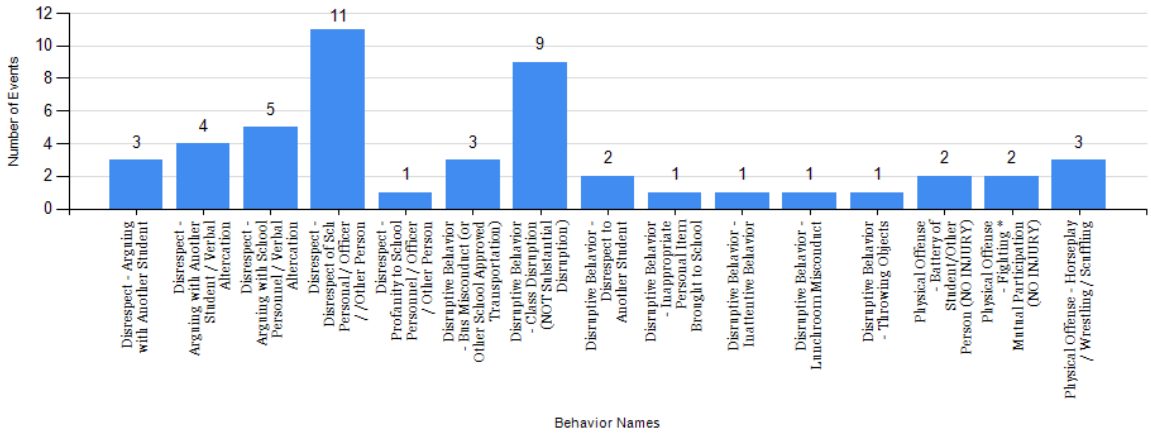


2021-22 Behavior Data





Referrals By Behavior



Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)
Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(1)(A)**
Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Comprehensive Schoolwide Improvement Plan. (This is an interpretation of the data and an analysis of the school's needs.)
During preplanning, our School Improvement Team met and discussed the GMAS seven-year trend data and last year's MAP data and determined that our focus will expand to include reading. Rising fifth grade students in particular are in need of literacy (reading) improvement. Our school improvement process began with assembling a diverse stakeholder team, including administrators, teachers, parents, and program leads.This collaborative group ensured multiple perspectives were included in identifying our school's needs and setting goals. We conducted the needs assessment using a structured protocol designed to guide the team through data collection, analysis, and prioritization. The process included: 1. **Data Collection:** We gathered our 7-year trending GMAS data for all tested grades and subject areas, Current and historical MAP data, subgroup data from any of the assessments, attendance data, discipline data, teacher surveys, and observation notes. 2. **Data Review:** The team analyzed trends, strengths, and areas for improvement using the SWOT framework (Strengths, Weaknesses, Opportunities, and Threats). We highlighted improvement in our math data where we were able to increase the percentage of proficient and distinguished learners in 3rd and 4th grade by 10% or more. 5th grade also increased by 2%. 3. **Root Cause Analysis:** We conducted a root cause analysis, which highlighted a schoolwide need for strategic small group instruction. We also noticed declining comprehension scores in grades 3-5, requiring targeted instruction in vocabulary and text analysis. Overall there are persistent disparities in subgroup performance. 4. **Goal Development:** Aligning findings to specific, measurable, and actionable goals to address priority areas. Based on these findings, our team identified priority goals for improving Tier 1 instruction, implementing data driven small group instruction in math, explicit focus on phonics and phonemic awareness in the lower grades, and enhancing literacy practices across grade levels (reading

comprehension and vocabulary). These goals are designed to address both the root causes and barriers impacting student achievement and to ensure growth for all learners.

Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing or are at-risk of failing. (ED, EL, Race, Migrant, Foster Care, SWD, Gifted)

All subgroup data was reviewed and each faculty member overseeing the progress of these students took particular note of areas of need.

Though almost 90% of the students who were served by our ESOL program improved their language and literacy skills as measured by ACCESS, with 43% moving more than one band, the GMAS and MAP data show that our multilingual learners continue to struggle in both ELA and math. Both content areas are heavily language dependent, and our number of newcomers increased dramatically during the course of the school year. The ESOL teachers will continue to utilize the seven district-approved co-teaching strategies with the content teachers and Imagine Learning to address the noted deficiencies in language and literacy, specifically vocabulary. Overall, the ESOL-served students performed better in math than reading and language use. The multilingual learners who were in fifth grade last year consistently scored the lowest in the MAP assessments in reading, language uses, and math, with a mean percentile of 18, 18, and 17 respectively. The most impressive results were with first grade multilingual learners, who had a mean percentile of 89 in Reading, third grade English Learners, with a mean percentile in Language Use of 30, and kindergarten ESOL served students with a mean percentile score in math of 52.
EL students are showing deficits in math due to their reading deficits, which impact their ability to solve and understand real-world problems. Students are also struggling with algebra and algebraic thinking, which includes patterning.

Gifted students demonstrated substantial progress in reaching proficient and distinguished levels. However, according to MAP data, growth in reading was less pronounced compared to math, prompting a targeted focus on improving reading skills for our gifted students. Fifty Six percent of 3rd-grade, 57% of 4th-grade, and 64% of 5th-grade gifted students achieved a distinguished level on the GMAS assessments.

They are placed in classes with certified gifted teachers, and will attend the gifted resource teacher where they will engage in activities designed to develop critical thinking, problem-solving abilities, and writing skills.

According to the 2024 GMAS data, 78% of the DES students scored beginning learner status in ELA. 79% of the DES population performed below the norm on the 2023-2024 MAP Mathematics assessment. 68% of the DES population at Morrow Elementary performed below the norm on the MAP Reading assessment. The three DES inter-related teachers and two self-contained teachers will continue to use Amira and HMH Fundamentals to assist students improve their literacy skills and Hand2Mind and TouchMath to improve math. The inter-related teachers will use both the push-in and pull-out models based on student needs and as detailed in

each DES student's IEP.

At this time, Morrow Elementary does not have a migrant student population at this time. In the event the school gains a migrant population, the school will follow district, state, and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach Georgia Standards of Excellence, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is required. All parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GADOE-Migrant ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder..

Based on the CSIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.

Reading will be a focal point for the year because the growth experienced can be expanded. The phonemic awareness in our students is evident, yet their reading comprehension and vocabulary achievement could be improved. Phonics and phonemic awareness should continue to be explicitly taught in the lower grades with focus on context, vocabulary and phonemic awareness in the upper grades to improve comprehension. Consistent small group reading should be conducted to meet the needs of all students.

1. Schoolwide need for strategic small group instruction.
2. Declining comprehension scores in grades 3-5, requiring targeted instruction in vocabulary and text analysis.
3. Overall there are persistent disparities in subgroup performance.

Goals and Strategies: (Identify 3 to 4 SMART or SMARTIE goals based on school needs.)

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 1: By June 2025, grades 3-5 English Language Arts CCRPI Content Mastery score for all students will increase by 8 percentage points from 51.92% in 2024 to 60% in 2025 as measured by the End of Grade Georgia Milestones Assessment (GMAS).

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Teachers will utilize appropriate reading small group instruction focusing on phonemic awareness, vocabulary and context with students in order to accelerate student learning by utilizing MAP, iReady, and AMIRA assessment data.	24-25 School Year	NA	*Principal *Assistant Principal *Instructional Support Teacher *Teacher
"Write on Track" strategies and interventions will be implemented following redelivery from the summer professional development course.	2024-2025 School Year	NA	*Principal *Assistant Principal *Instructional Support Teacher *Teachers
Teachers will use **rubrics** and **checklists** to guide students in improving their essay structure and clarity, focusing on well-developed paragraphs with clear topic sentences and logical flow.	2024-2025 School Year	NA	*Principal *Assistant Principal *Instructional Support Teacher *Teachers
Teachers will **model** and **provide examples** of effective writing techniques to help students improve their ability to craft clear, well-organized essays with strong thesis statements and cohesive paragraphs.	2024-2025 School Year	NA	*Principal *Assistant Principal *Instructional Support Teacher *Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Ensure all students have the necessary materials, such as books, notebooks, and technology, to participate fully in ELA instruction and at-home practice. Offer digital literacy tools or access to online platforms that support reading and writing skills. Collaborate with the parent liaison to communicate with families about available supplemental resources, such as after-school tutoring programs, free literacy workshops, or take-home reading kits. Ensure that classrooms and common areas are equipped with diverse, culturally relevant books and print materials to foster a love of reading and support language development.	Collaborate with the parent liaison to communicate with families about available supplemental resources, such as after-school tutoring programs, free literacy workshops, or take-home reading kits. Collaborate with the parent liaison to communicate with caregivers about available ELA resources and programs, such as tutoring, book giveaways, or library access.
English Learners	**Students with Disability**
ESOL teachers will plan collaboratively with content teachers so that multilingual learners may receive small group instruction with either or both the homeroom and/or ESOL teacher. Work with the parent liaison to communicate with families in their native language about available ELA resources, tutoring programs, and strategies to support literacy development at home. Provide workshops or informational sessions to empower families to assist with language learning. Offer targeted support for ELL students through small group lessons focused on vocabulary development, reading comprehension, and grammar skills. Use scaffolding techniques to help bridge language gaps in ELA instruction.	Implement small group or one-on-one instruction using evidence-based strategies, such as Orton-Gillingham, tailored to address specific literacy challenges, including decoding, fluency, and comprehension. Provide students with individualized resources, such as large-print books, audiobooks, text-to-speech tools, or graphic organizers, tailored to their IEP or 504 Plan accommodations.
Gifted Learners	
Students will participate in needs-based small groups in their homeroom class. The students will participate in unit based lessons in the gifted resource classroom. The units will include research and inquiry, analytical thinking, comprehension, vocabulary, and writing. Use formative assessments and progress monitoring to ensure gifted students are appropriately challenged and receiving the support needed to meet their potential.	

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: By June 2025, students scoring proficient and distinguished in grades 3-5 Math and grade 5 Science will increase by 8%, as evidenced by the End of Grade Georgia Milestones Assessment (GMAS).

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Data-Informed Small Group Instruction - Based on data from assessments, students will be placed in small groups for differentiated instruction. Each group will receive targeted instruction aligned with their current level of math understanding and focused on specific areas of improvement (e.g., problem-solving, algebraic thinking, number sense).	2024-2025 School Year		*Principal *Assistant Principal *Instructional Support Teacher *Teacher
Teachers will engage in weekly collaborative planning sessions, to align instructional practices with state standards and assessment expectations, ensuring consistency and rigor across grade levels	2024-2025 School Year		*Principal *Assistant Principal *Instructional Support Teacher *Teacher

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Ensure students have access to math manipulatives (e.g., base-ten blocks, fraction bars), and other hands-on resources needed to support conceptual understanding and participation in math lessons. Collaborate with the parent liaison to inform families about free or low-cost math resources, such as online	Work with the parent liaison or caseworker to inform families and caregivers about supplemental math resources, including free tutoring programs, after-school math workshops, or online platforms for extra practice. Partner with the school social worker (SSW), school psychologist, and/or community organizations to

tutoring platforms, math games, or local community programs offering academic support. Use frequent formative assessments to identify gaps and adjust small group instruction or one-on-one supports accordingly.	identify barriers to learning and provide wraparound services, such as transportation to school, access to stable internet, or emotional support. Provide foster and homeless students with access to math materials such as math manipulatives, and notebooks. Ensure access to digital tools and devices for online math resources and practice platforms.
English Learners	**Students with Disability**
ESOL teachers will plan collaboratively with content teachers so that multilingual learners may receive small group writing instruction with either or both the homeroom and/or ESOL teacher. Provide EL students with visual aids, to support their understanding of math terminology and concepts. Offer hands-on manipulatives to support conceptual learning. Offer small group or one-on-one math instruction focused on specific language barriers, such as understanding math vocabulary or interpreting word problems. Use scaffolding techniques like visual representations and simplified language to ensure comprehension.	Provide students with disabilities access to specialized materials such as graphic organizers, manipulatives, or adapted math tools that align with their specific learning needs and IEP or 504 Plan accommodations. Offer individualized or small group math instruction based on students' specific learning goals and needs, as outlined in their IEP or 504 Plan. Use evidence-based strategies like concrete-representational-abstract (CRA) to ensure students are supported through multiple levels of understanding.
Gifted Learners	
Students will participate in needs-based small groups in their homeroom class. The students will participate in unit based lessons in the gifted resource classroom. The units will include research and inquiry, analytical thinking, comprehension, vocabulary, and writing. Provide gifted students with access to enrichment materials such as advanced math textbooks, logic puzzles, complex problem-solving tasks, or math-based games to deepen their understanding of mathematical concepts. Organize group projects or collaborative problem-solving activities that bring together gifted students to work on complex math challenges, fostering intellectual engagement and critical thinking. Use formative assessments and continuous feedback to track progress in advanced areas and adjust instruction to ensure students are consistently challenged while working at an appropriate level.	

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 3: Attendance rates for students who are present 95% or more of enrolled days will increase by 3% to 51.86%.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
School Attendance Committee meetings with select students.	2024-2025 School Year	NA	*Dr. Logan *Ms. White
90% club for students who are present 90% or more of the school year.	2024-2025 School Year	NA	*Dr. Logan
Small Group Counseling for select students	2024-2025 School Year	NA	*Dr. Logan
Incentives will be offered for students whose attendance is in the 90% plus range at the end of each quarter.	2024-2025 School Year	Partners in Ed School Funds	*Dr. Logan *Principal *Assistant Principal

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
All students at our school are ED, so the strategy applies to all.	Regularly reach out to caregivers to keep them informed about the student's attendance and academic progress. Offer resources to caregivers to help them support the child's regular attendance.
English Learners	**Students with Disability**
The ESOL teachers will communicate attendance expectations with parents during our annual ESOL Parent Meeting and TPC meetings. Phone calls home, made with the help of interpreters, will be made when attendance is a concern.	Students will receive supplemental action based on the needs stated in their IEPs. The DES team will help communicate with parents in order to assist with student attendance.

Gifted Learners
The gifted resource teacher will work with homeroom teachers to communicate with parents in order to assist with student attendance.

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

c) 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 through activities which may include:

i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

The counselor conducts guidance and counseling lessons to small groups, provides one-on-one support to students, and supports students with setting and reviewing their progress towards their social goals. Students who are in need are provided with school and district-based supports for mental health. Parents are provided with resources for wrap-around services as needed.

ii) preparation for and awareness of opportunities for postsecondary education 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 (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

Morrow Elementary hosts an annual Career Day to introduce elementary students to a diverse range of professions and inspire them to explore various career paths. This event provides students with the opportunity to interact with professionals from different industries, ask questions, and gain insights into the skills and education required for various jobs. By sparking curiosity and broadening their perspectives, Career Day encourages early exploration of future career possibilities.

The event also features professionals with college degrees or roles requiring higher education, naturally emphasizing the link between higher education and career opportunities.

iii) 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.);

Morrow Elementary has a schoolwide tiered PBIS model to prevent and address problem behaviors. We implement PBIS strategies and interventions to improve overall student wellness, behavior, and social health.

- Tier 1: Define clear expectations, explicit teaching of expectations, positive reinforcements/rewards, recognitions and celebrations, and consistent routines.
- Tier 2: Small Group focused lessons on model behaviors and social skills,daily check-ins, behavior contracts, mentoring.
- Tier 3: Individualized behavior plans, one-on-one support, frequent progress monitoring, couneling and mental health interventions. and parent collaboration.

iv) professional development 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; *(A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)*
We have included all staff members in the plan for professional development. This year, professional development will be focused on small group instruction, data analysis, strategies for phonemic awareness, writing across the curriculum, and using writing rubrics. We will also use our instructional leadership team, teacher leaders, and district personnel to support targeted professional development based on observations.
v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Middle and high schools, describe how the school will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education including, if applicable.
Morrow Elementary School will host a parent workshop or open house for families of rising Kindergarten students to meet the teachers and be oriented to the new school setting. To support the transition of 5th grade students to middle school, students will attend an orientation at the middle school. During this orientation, students will get to meet staff members, take a tour of the school, and learn about the middle school experience.
vi) describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners and Students with Disabilities.
Morrow Elementary will offer a flexible number of meetings,and may provide, with funds provided under Title I, services related to parent engagement for parents of students who fall into the category of ESOL and/or SWD. During all family engagement meetings, interpretation services will be offered. Parent meetings will be held by our parent liaison, in conjunction with the various departments, to ensure that we are providing our ESOL and SWD population with the information that they need to ensure success. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, Class Dojo, telephone dial out system, and website, and/or report cards. In addition to parent meetings and workshops, we offer various parental volunteer opportunities. DES teachers will work with parents to ensure participation in annual IEP meetings, amendment meetings, and curriculum nights. Case managers will communicate with parents throughout the school year in order to present up to date information regarding their child's progress towards their goals.

Plan Development and Evaluation:

3. Evaluation of School-wide Plan ~ 34 CFR 200.26

a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program

We will systematically track student progress using a variety of assessment tools, including MAP, benchmark assessments, common assessments, and ACCESS. These measures will provide a clear picture of student achievement. Administrators and teachers will review this data quarterly to uncover patterns, celebrate successes, and identify areas for growth. Additionally, we will evaluate non-academic indicators like attendance, behavior, and engagement to address the overall well-being of our students.

The program's success will be assessed by comparing baseline and current data, with a focus on the progress of underserved groups such as English learners and students with disabilities. Key metrics will include gains in MAP RIT scores and subgroup performance. Our primary goal is not only to raise achievement levels but also to close persistent gaps among student groups.

As we analyze data throughout the year, we will refine the schoolwide plan to ensure continuous improvement. When progress is insufficient for specific groups, we will implement targeted interventions, adjust teaching strategies, and provide professional development for staff. If needed, we will revise instructional practices and enhance support services to better align with student needs.

Stakeholders, including teachers, families, and community members, will be invited to participate in regular reviews of the program. Feedback and data will guide updates, which will be formalized through our Short-Term Action Plans (STAP). This collaborative and adaptive approach will ensure the program remains effective in supporting every student's success.

4. ESSA Requirements to Include in the Schoolwide Plan Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

We will collaborate with parents and family members of participating children to create and distribute a written Parent and Family Engagement Plan. This plan, developed with input from families and agreed upon by them, will outline the methods for implementing the requirements.

During the Title I Annual Planning Meeting, Morrow Elementary School parents will assist in planning, developing, and approving the school's Title I School-wide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent and Family Engagement Plan. Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school. Throughout the year, we will provide materials and training to help parents to work with their child to improve
their child's achievement, such as literacy training and using technology, as appropriate, to foster parental engagement

To ensure accessibility and inclusivity, parents will be notified of the plan in a clear, consistent format. Whenever possible, the plan will be provided in the parents' preferred language to ensure comprehension.

The finalized plan will be shared with all stakeholders through the school website. A physical copy may be requested in the front office. The plan will be reviewed and updated regularly to reflect the evolving needs of both families and the school.

This process will ensure that the plan remains relevant, effective, and responsive to fostering meaningful family engagement.

5. Schoolwide Plan Development ~ Section 1114 (2)(B)(i-iv)

a) is developed during a 1-year period
b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)
c) remains in effect for the duration of the school's participation in a Title I School-Wide Program
d) is available to the school district, parents, and the public, in a language that parents can understand
e) 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 comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

The plan was developed during a one-year period, allowing adequate time for meaningful collaboration, data analysis, and alignment with the district and school goals and priorities. The process involved parents, teachers, and administrators. Community members were also invited to participate in this process. The goal was to ensure that this plan reflects the needs and perspectives of all parties invested in student success.

The Schoolwide plan will remain in effect for the duration of our participation in a Title I Schoolwide Program. We will make revision to ensure the plan remains current and effective.

The plan can be found on the school website, so it is accessible to the school district, parents, and the public. The language of the plan is clear and it will be translated into other languages as needed to meet the language needs of the school community.

Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Targeted Professional Development Based on Walkthroughs	Ongoing, Based on Need	All Teachers	*Principal *Assistant Principal *Instructional Coach
Small Group Reading Instruction	August 2024 - October 2024	All Teachers	**Principal *Assistant Principal *Instructional Coach
Phonemic Awareness Strategies	September 2024	All Teachers	**Principal *Assistant Principal *Instructional Coach
Data-Driven Instruction Using MAP and AMIRA Data	October 2024 - November 2024	All Teachers	*Principal *Assistant Principal *Instructional Coach
Writing Across the Curriculum	November 2024 - February 2025	All Teachers	*Principal *Assistant Principal *Instructional Coach
Using Writing Rubrics to Enhance Instruction	January 2025 - March 2025	All Teachers	*Principal *Assistant Principal *Instructional Coach
Monthly Writing Data Analysis Sessions	2024-2025 School Year	All Teachers	*Principal *Assistant Principal *Instructional Coach
Targeted Professional Development Based on Walkthroughs	Ongoing, Based on Need	All Teachers	*Principal *Assistant Principal *Instructional Coach

Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Sent Home and Posted on School Website: School-Family Compact School PFEP District PFEP	September 2024	Parent Liaison
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	October 2024 (Ongoing at all parent meetings)	Parent Liaison
Annual Title I Parent Meeting: Meeting held Documents posted on school website	October 2024	Parent Liaison
Building Parent Capacity Fall: (F2F or Zoom) *Required Parent Capacity Events* *(An event can be a workshop, night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.* Curriculum Workshop 1	August 2024	Parent Liaison
Building Parent Capacity Fall: Curriculum Workshop 2	September 2024	Parent Liaison
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	October 2024	Parent Liaison
Building Parent Capacity Fall:	August 2024 - May 2025	Parent Liaison

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
EL Parent Workshop (if applicable)		
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August 2024 - December 2024	Parent Liaison
Building Staff Capacity (Fall):	August 2024 - December 2024	Instructional Leadership Team
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August 2024 - December 2024	Parent Liaison
Fall October Data Dig: PLC to review Dashboard Data	October 2024	Instructional Leadership Team
Fall December Data Dig: PLC to review Dashboard Data	December 2024	Instructional Leadership Team
Building Staff Capacity (Spring):	January 2025 - May 2025	Parent Liaison
Building Parent Capacity Spring: Curriculum Workshop 3	February 2025	Parent Liaison
Building Parent Capacity Spring: Assessment Workshop	March 2025 (Ongoing)	Parent Liaison
Building Parent Capacity Spring: Transition Meeting	April 2025	Parent Liaison
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	January 2025 - May 2025	Parent Liaison

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	January 2025 - May 2025	Parent Liaison
Spring March Data Dig PLC to review Dashboard data	March 2025	Parent Liaison
Spring May Data Dig PLC to review Dashboard data	May 2025	Parent Liaison
Input Meeting(s) FY25: Staff Parents/Families Students	April 2025	Parent Liaison

Tentative Budget