PRINCIPAL'S REPORT

GO Team Meeting #1 August 30, 2022

TOPICS

School Start Update

Current Enrollment & Leveling

School Strategic Plan

Strategic Plan Overview

SMART Goals

GMAS Results





Projected Enrollment	822
Current Enrollment	816
Difference	-6

LEVELING

Leveling is the process the District uses to adjust school budget allocations to match student enrollment.

Day 15 leveling: \$-27,470

Available reserve funds FY2023: \$119,045

Budget Carryover of unspent FY2022 non-personnel

Impact funds: \$1,651

+ \$93,225

PREVIEW: Plan for FY23 Leveling Reserve \$117.168

Priorities	APS Five Focus Area	Strategies	Requests	Amount	
Focus on eliminating academic achievement gaps among student groups, including African-American, Hispanic and Special Education student groups.	Data Curriculum & Instruction Whole Child	Additional support to assist in achieving our smart goals	Paraprofessional	\$43,699	
Focus on individual student needs	Data Curriculum & Instruction Whole Child	Work to increase student achievement for all students: below, on or above standard	Paraprofessional Materials & Supplies	\$43,699 \$29,770	

2021-2025 STRATEGIC PLAN

Morningside Elementary School Strategic Plan (2022 - 2025)

Mission: With a culture of collaboration and high standards, all students will be nurtured and well-prepared for their future.

SMART Goals

Increase the % of grades 2-5 students scoring proficient or above in reading from 79% to 84% on MAP Data from Fall to Spring administration 2021-2022. 55 Black or African American Students: 55% to 60%. 51 Hispanic Students: 57% to 62%. 18 SWD Students: 44% to 49%. 26 EL Students: 38% to 43%. Increase the % of grades 2-5 students scoring proficient or above in math from 74% to 79% on MAP Data from Fall to Spring Administration 2021-2022. 55 Black or African American Students: 41% to 46%. 51 Hispanic Students: 49% to 54%. 18 SWD Students: 22% to 27%. 26 EL Students: 38% to 43% <u>Vision</u>: A high-performing community school where teachers inspire, families engage, and students excel.

Decrease the number of unexcused student absences in our economically disadvantaged group by 5% from 89% to 94% (2018-19 Data). Increase the number of students in the Distinguished performance area on MAP Scores for reading from 39% to 42% and math from 26% to 29%.

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All Data

Curriculum & Instruction Signature Program

School Strategic Priorities

- Imbed a data-driven multi-tier system of support to improve individual as well as student group performance, focusing on both academic and social emotional learning outcomes.
- Focus on eliminating academic achievement gaps among student groups, including African-American, Hispanic, and Special Education student groups.
- Offer a rigorous and relevant curriculum for all students, supported by the focus of our new Signature Program (TBD, Cluster-Wide).

School Strategies

- 1A: Use MAP data to strategically group students based on academic need.
- 1B: Implement Teacher Created Common Assessments across all grades in Reading/ELA and Math, 2 for the first semester and 3 for the second semester.
- 1C: Explore and implement additional best practices and strategies for a highly effective whole child program.
- 2A: Identify students at the threshold from Level 1-2, Level 2-3, and Level 3-4 and set specific goals for student MAP Growth.
- 2B: Expand root cause analysis of achievement gaps to include student, family and staff focus groups, identifying strengths to build upon as well as opportunities to increase achievements.
- 3A: Align curriculum within and across grades, identifying focus standards and learning targets.
- 3B: Integrate STEAM activities across all content and grades.
- 3C: Increase the amount of differentiated instruction, along with small groups to target struggling students and challenge average, above average, and distinguished learners.
- 3D: Integrate curriculum and activities related to our new Signature Program (TBD Cluster Wide) across grades and content areas.

Building a Culture of Student Support

Whole Child & Intervention Personalized Learning

- Focus on individual student needs.
- Strengthen our intervention and enrichment program.

- 4A: Ensure our existing school schedule supports students with increased student needs, to show outsized gains in MAP (Reading & Math) for these students.
- 48: Provide customized learning strategies not only for students below standard, but students on or above grade level.
- 4C: Provide support based on individual student needs could be time restructure/addition or personnel related.
- 5A: Enhance in-school enrichment opportunities and increase accessibility for all students.
- 58: Track enrichment opportunities for all students and determine which students are not participating and why.

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APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Equipping & Empowering Leaders & Staff

Strategic Staff Support Equitable Resource Allocation

- Attract and built capacity of talented and knowledgeable staff to meet student needs.
- Create an environment that motivates and retains staff members and builds teacher leadership.
- Provide resources to enhance teaching and learning.

6A: Recruit candidates through a rigorous process in which teacher leaders review, interview, and put forward nominees for further hire processes, increasing teacher involvement.

6B: Build staff proficiency with district- and school-provided programs, such as MAP, Fundations, Orton Gillingham strategies, etc..

6C: Increase the number of teachers with credentials or certifications for advanced and/or specialized learning strategies, such as Gifted Certification, ESOL Certification.

7A: Monitor and expand ways of increasing employee engagement, empowerment, and staff leadership opportunities.

78: Maintain our Staff Development Committee, made of teacher leaders, for planning available professional development days and attendance at conferences and workshops.

8A: Analyze materials and online usage data, student results, and teacher input to solidify the resource purchase decision-making process.

8B: Monitor and expand professional learning opportunities to empower and equip teachers to work with our diverse population. Expand online professional tools and in-person opportunities for continued learning as requested by staff.

Creating a System of School Support

Collective Action, Engagement & Empowerment

- Create a welcoming, inclusive, and responsive culture that embraces all of our Morningside students and families.
- Ensure that parents engaging in school-family activities reflect the diversity of our school.

9A: Implement activities both at the class level and school-wide that reflect all students' backgrounds and experiences.

9B: Expand and maintain our Cultural Diversity Committee, made of teacher leaders, for planning and executing student and school events and activities throughout the year.

9C: Create a New Parent Program to introduce families to the school and the district.

10A: Build a yearly Family Engagement Leadership Team, made up of parents, teachers and staff that coordinates, informs, and analyzes our family engagement and customizes to core groups if needed.

STRATEGIC PLAN SMART GOALS



Overview

- Priorities
- Key Aspects

SMART GOALS

School Strategic Priorities 22-23	School Strategies
2. Focus on eliminating academic achievement gaps among student groups, including African-American, Hispanic, and Special Education student groups.	2A: Identify students at the threshold from Level 1-2, Level 2-3, and Level 3-4 and set specific goals for student MAP Growth.
	2B: Expand root cause analysis of achievement gaps to include student, family and staff focus groups, identifying strengths to build upon as well as opportunities to increase achievements.
4. Focus on individual student needs.	4A: Ensure our existing school schedule supports students with increased student needs, to show outsized gains in MAP (Reading & Math) for these students.
	4B: Provide customized learning strategies not only for students below standard, but students on or above grade level.
	4C: Provide support based on individual student needs - could be time restructure/addition or personnel related.
8. Provide resources to enhance teaching and learning.	8A: Analyze materials and online usage data, student results, and teacher input to solidify the resource purchase decision-making process.
	8B: Monitor and expand professional learning opportunities to empower and equip teachers to work with our diverse population. Expand online professional tools and in-person opportunities for continued learning as requested by staff.
9. Create a welcoming, inclusive, and responsive culture that embraces all of our Morningside students and families.	9A: Implement activities both at the class level and school-wide that reflect all students' backgrounds and experiences.
	9B: Expand and maintain our Cultural Diversity Committee, made of teacher leaders, for planning and executing student and school events and activities throughout the year.
	9C: Create a New Parent Program to introduce families to the school and the district.

GEORGIA
MILESTONES
ASSESSMENT
RESULTS & MAP
Data Preview

GMAS RESULTS

Milestone Grade and Subject Comparison for Morningside

Morningside ELA	ELA	3	2022	All	996	1396	45%	33%
		4	2022	All	2	2196	46%	29%
Math		5	2022	All	796	1896	4796	28%
	Math	3	2022	All	696	1996	4496	30%
		4	2022	All	1696		42%	40%
		5	2022	All	1296	2396	2796	39%
	Sci	5	2022	All	1296	1196	39%	39%

MAP to GMAS Prediction, Fall 2022

MAP Growth Achievement Level Predictions by Grade 🤨



Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English *click a grade-level or section to generate a list of students in that category combination below*



School	Window	Tested Grade	Exam	Exams			
Morningside Fall 2022-2023	Fall 2022-2023	03	Math	145	696 996 9 96	4196	4596
		Reading	145	896 1496	38%	4096	
	04	Math	135	1696	56%	24%	
		Reading	137	1096	3196	5396	
	05	Math	124	1796	4296	38%	
			Reading	124	1296	46%	39%

MAP to GMAS Prediction, Fall 2022

View by Ethnicity

Subgroup Comparison Ethnicity

School

All

Window

Fall 2022-2023

Exam

Tested Grade

Choose Aggregate Level Proficient and Above

Subgroup Comparison

Asian

Black or African American
Hispanic/Latino

Two or more races

White

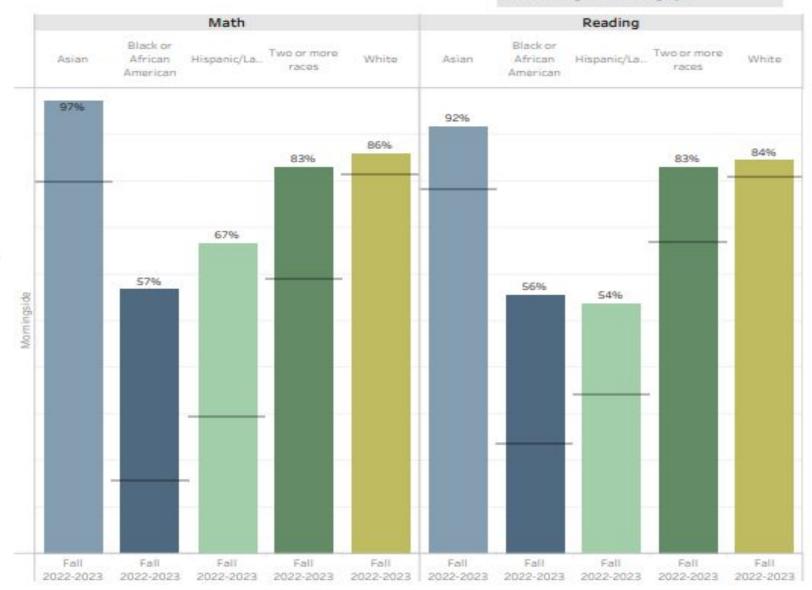


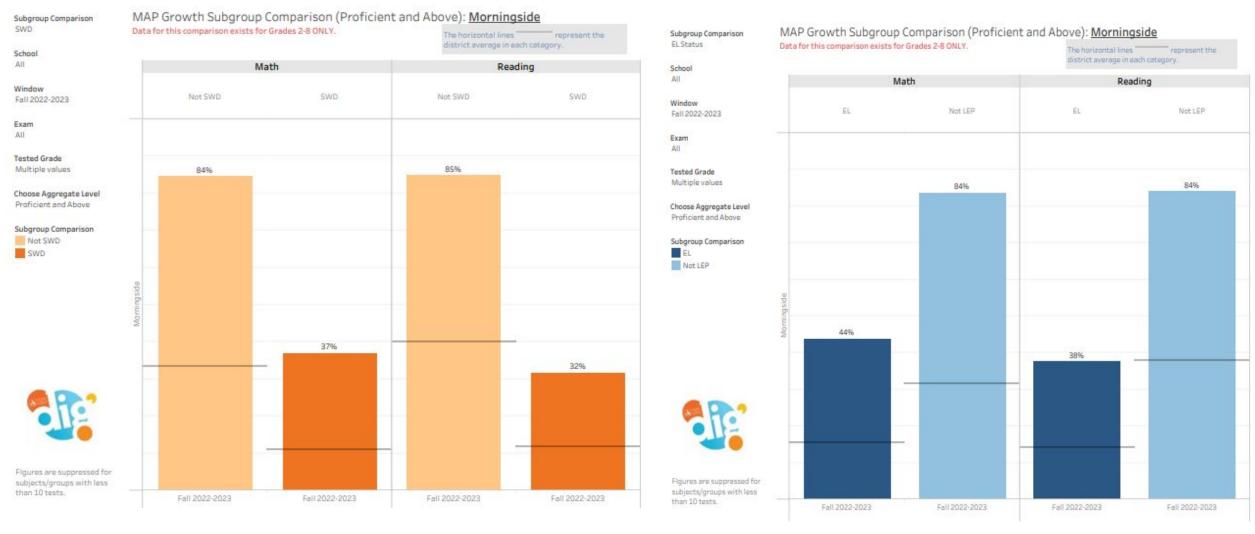
Figures are suppressed for subjects/groups with less than 10 tests.

MAP Growth Subgroup Comparison (Proficient and Above): Morningside

Data for this comparison exists for Grades 2-8 ONLY.

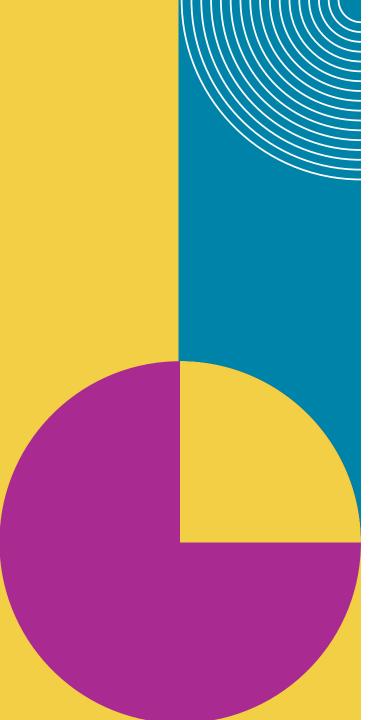
The horizontal lines represent the district average in each category.





Students with Disabilities

English Language Learners



GMAS GLOWS & GROWS 15

GLOWS

More MES students scored Proficient or Distinguished than other district elementary students.

Low number of students earning Beginner Learner status

Black student proficiency rate in Math & ELA at Morningside is higher than the district and cluster rate.

GROWS

Achievement Gaps persist within our school.

As compared to 2019 GMAS, our Distinguished scores have dropped in both Math & ELA.

QUESTIONS?