



# GO Team Meeting #2

Where we are – Where we're going

# Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



# Timeline for GO Teams

You are **HERE**



1

## Fall 2021

GO Team Developed  
2021-2025 Strategic  
Plan

2

## Summer 2022

School Leadership  
completed Needs  
Assessment and defined  
overarching needs for  
SY22-23

3

## August 2022

School Leadership  
completed 2022-2023  
Continuous  
Improvement Plan

4

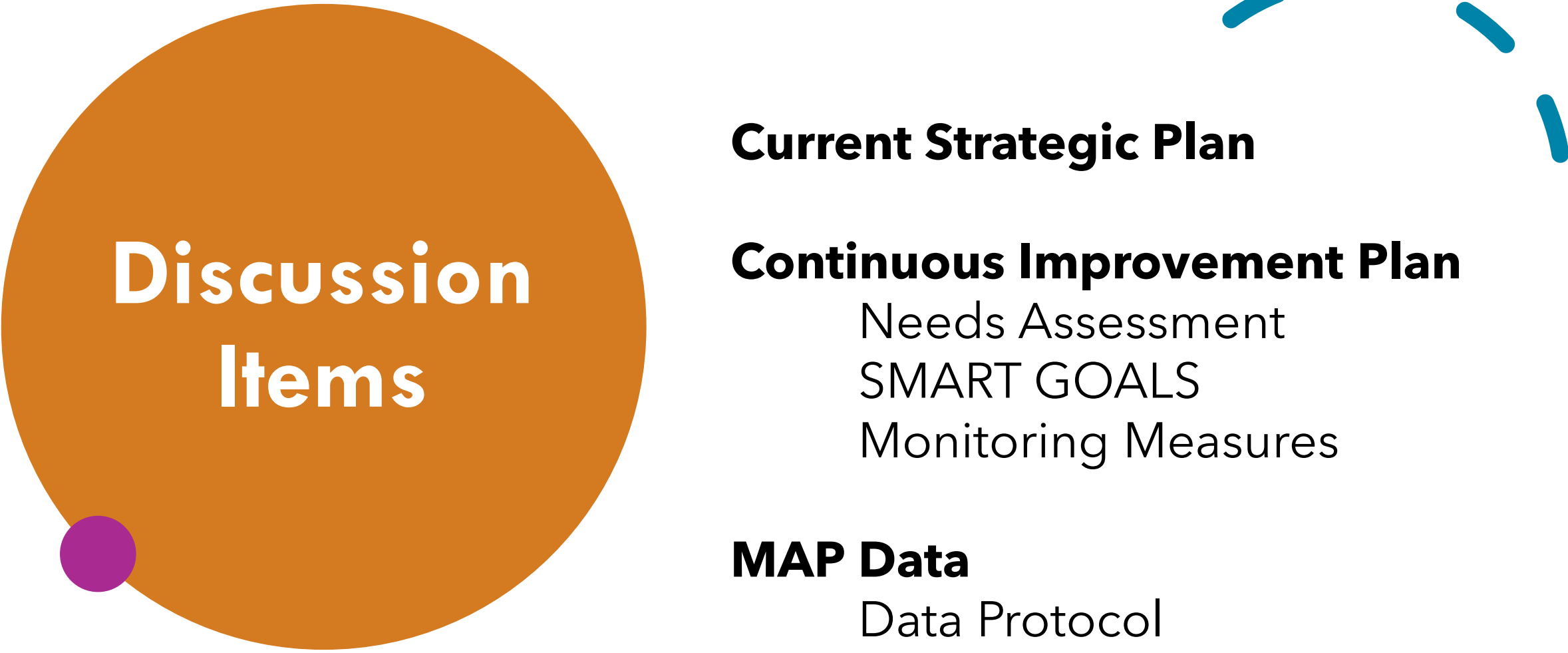
## Sept. - Dec. 2022

Utilizing current data,  
the **GO Team** will review  
& possibly update the  
school strategic  
priorities and plan

5

## Before Winter Break

**GO Team** will take  
action (vote) on the rank  
of the strategic plan  
priorities for SY23-24 in  
preparation for budget  
discussions.



# Discussion Items

## **Current Strategic Plan**

## **Continuous Improvement Plan**

Needs Assessment

SMART GOALS

Monitoring Measures

## **MAP Data**

Data Protocol



# Current Strategic Plan

2021-2025

## 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.

**Vision:** A high-performing community school where teachers inspire, families engage, and students excel.

### 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%.

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

1. 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.
2. Focus on eliminating academic achievement gaps among student groups, including African-American, Hispanic, and Special Education student groups.
3. 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

4. Focus on individual student needs.
5. 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.
- 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.
- 5A: Enhance in-school enrichment opportunities and increase accessibility for all students.
- 5B: 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

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

#### **Creating a System of School Support** Collective Action, Engagement & Empowerment

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

**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, Foundations, 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.

**7B:** 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.

**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.



# Continuous Improvement Plan

SY 2022-2023





Strengths	Opportunities/Challenges
MAP scores from Fall 21 to Fall 22: Math 74 to 82% and Reading 79 to 80%	MAP growth overall, % Of Students Meeting Growth Targets
Overall achievement on GMAS remains historically above average, Math 74% Proficient & Distinguished with Reading 76% Proficient & Distinguished	Achievement gaps among student groups such as African American, Hispanic, ESL and Special Education.
Enrichment opportunities for kids including Family Science Night, Book Character Day, Spanish 3 – 5, Open Library Concept, Arts programs provided by PTA	GMAS changes from 2019 to 2022. Increase in developing scores Math 13 to 19%, Reading 12 to 17%. Decrease in distinguished scores Math 46 to 36% and Reading 43 to 30%. Increase in beginner scores in Math from 4 to 7% with Reading remaining at 7% beginner.
GMAS students perform better than expected in Math (NCE: 73) and slightly better than expected in ELA (NCE: 70) as compared to our challenge index.	Lack of schoolwide strategies for math and reading
High parent participation and community support (PTA, Foundation)	Need to increase community connections and family engagement for specific student groups
Teacher level of skill, competency, and training beyond required standards, for example 80% of K-2 Teachers having OG training at various levels, with 70% in 3-5/Other staff.	Student behavior and wellness needs
MAP Growth improved from Fall 21 to Fall 22, Math 44 to 53 and Reading 46 to 52.	Learning to use the data that we have more effectively

### Our Overarching Needs

**Literacy:**  
Increase strong instruction - teaching that asks students to do the heavy intellectual lifting.  
Increase use of small groups and a more personalized approach.  
Increase use of academic vocabulary and the language of the standard

**Numeracy:**  
Increase strong instruction and deep engagement in math  
Increase rigor while providing student scaffolding  
Improve foundation skills  
Have a clearer picture of how skills are built K - 5

**Whole Child & Student Support:**  
Ensure increased student supports for mental health and well-being.  
More individualized and personalized learning  
Connect every kid to our school  
Increase enrichment



[Jamboard Link](#)

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
We are not seeing the expected growth in literacy on both MAP assessments and GMAS.	We are not seeing the expected growth in math on both MAP and GMAS.	There are some students who are not fully connected to our school..

Our Overarching Needs		
LITERACY	NUMERACY	WHOLE CHILD & STUDENT SUPPORT
SMART Goals (Elementary/Middle School)		
The percentage of students in grades 3-5 scoring proficient or above in reading, as measured by the Georgia Milestones, will increase from 76% in August 2022 to 79% in May 2023.	The percentage of students in grades 3-5 scoring proficient or above in math, as measured by the Georgia Milestones, will increase from 74% in August 2022 to 84% in August 2026.	The percentage of students in grades 3 - 5 rating the question "I like school" as measured by the Georgia Climate Survey, will increase from 72% in August 22 to 75% in May 2023.
Progress Monitoring Measures		
<p>Increase the % of grades 2-5 students scoring proficient or above in reading from 78% to 81% on MAP Data from Spring 2022 to Spring 2023.</p> <ol style="list-style-type: none"> <li>1. Black or African-American Students: 56 to 59%</li> <li>2. Hispanic Students: 52 to 55%</li> <li>3. Students with Disabilities: 45 to 48%</li> <li>4. EL Students: 32 to 35%</li> </ol>	<p>Increase the % of grades 2 – 5 students scoring proficient or above in math from 64% to 67% on MAP Data from Spring 2022 to Spring 2023</p> <ol style="list-style-type: none"> <li>1. Black or African American Students: 32 to 35%</li> <li>2. Hispanic Students: 42% to 45%</li> <li>3. Students with Disabilities: 28 to 31%</li> <li>4. EL Students: 33 to 36%</li> </ol>	Student Attendance Discipline Data



# MAP Data

1<sup>st</sup> Administration

All Children  
Grades 2-5

Fall 2021 to  
Fall 2022

Subgroup Comparison  
ALL

School  
All

Window  
Multiple values

Exam  
All

Tested Grade  
All

Choose Aggregate Level  
Proficient and Above

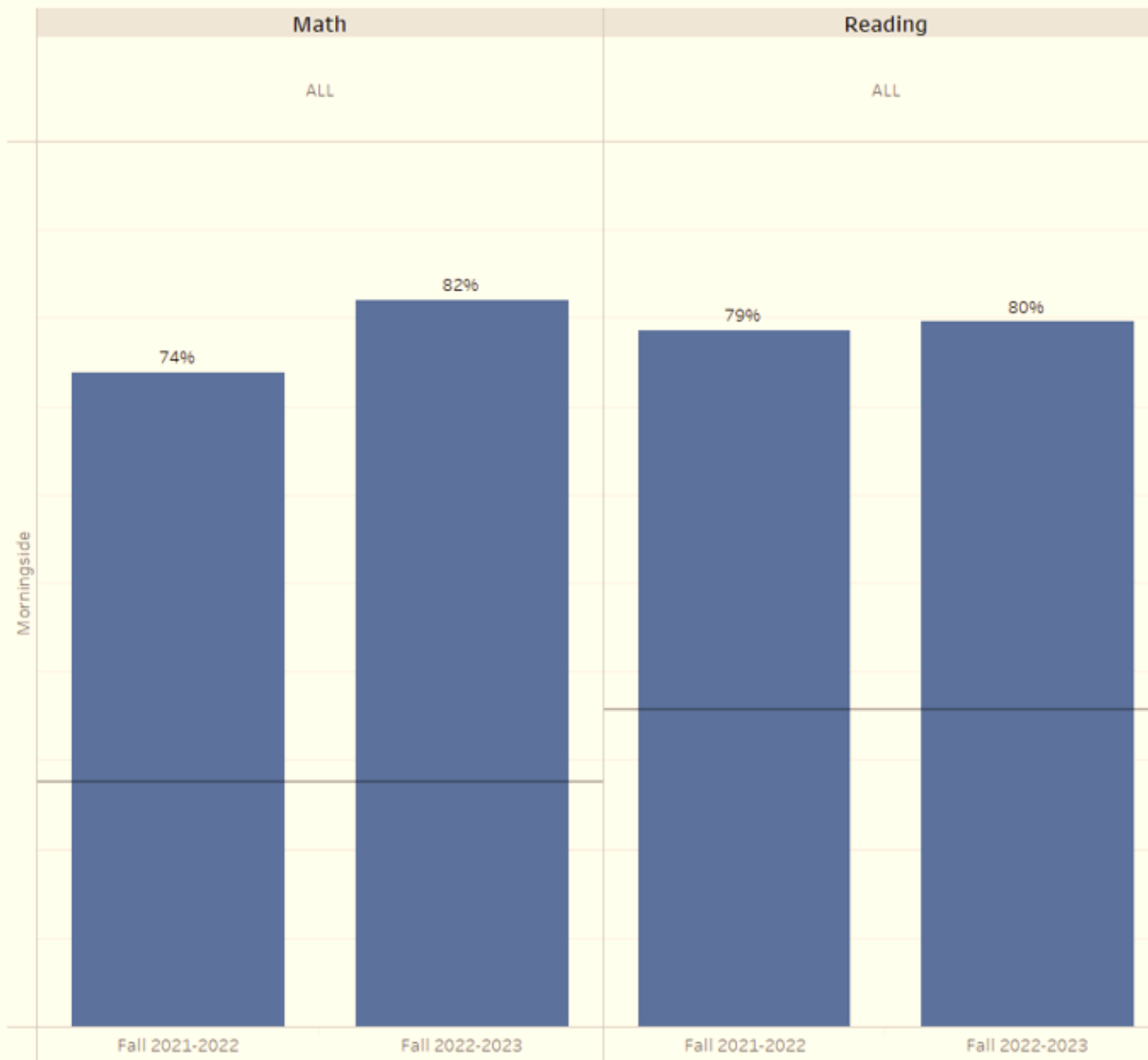
Subgroup Comparison  
■ ALL



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

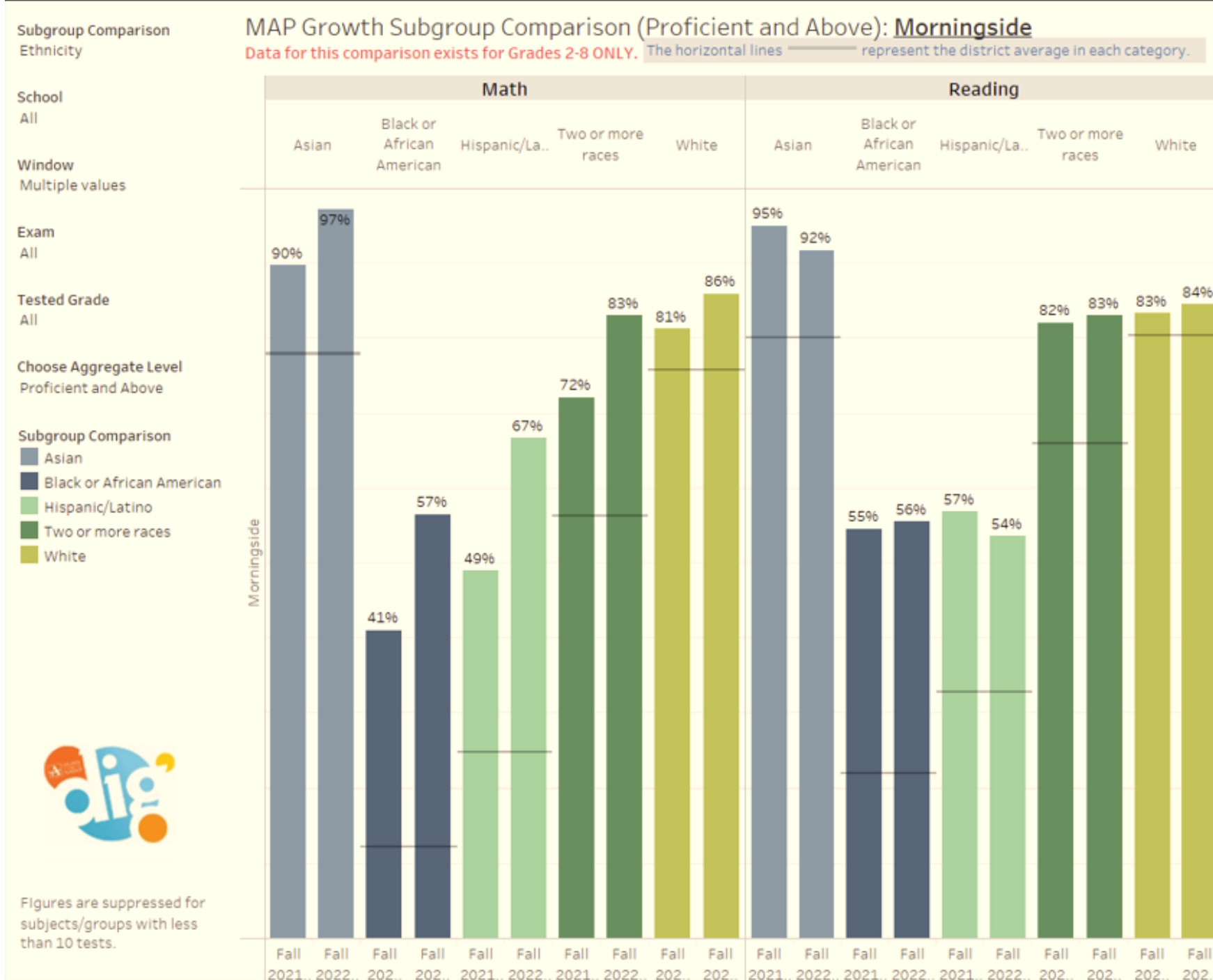
## MAP Growth Subgroup Comparison (Proficient and Above): Morningside

Data for this comparison exists for Grades 2-8 ONLY. The horizontal lines represent the district average in each category.



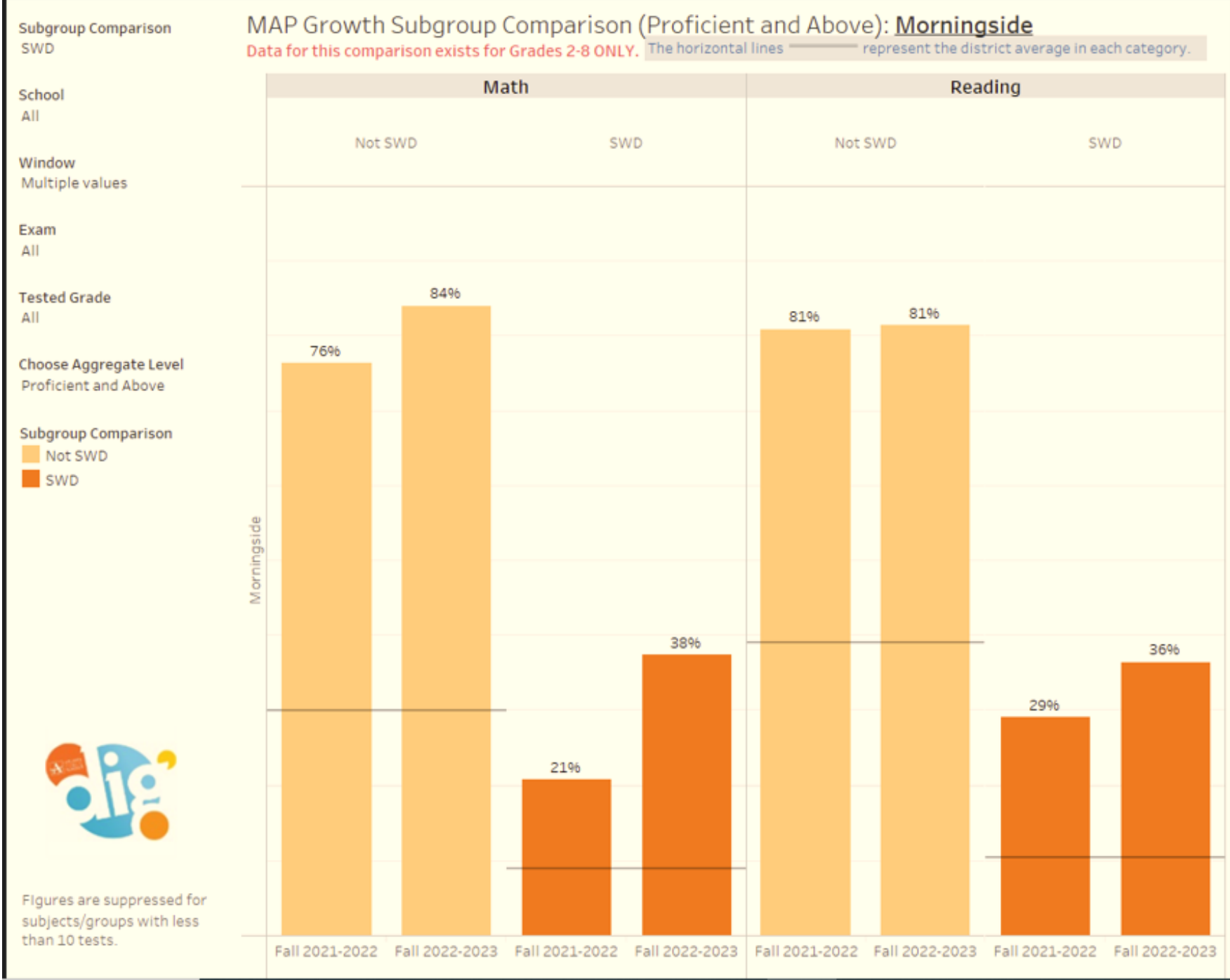
# Ethnicity Grades 2-5

Fall 2021 to Fall 2022



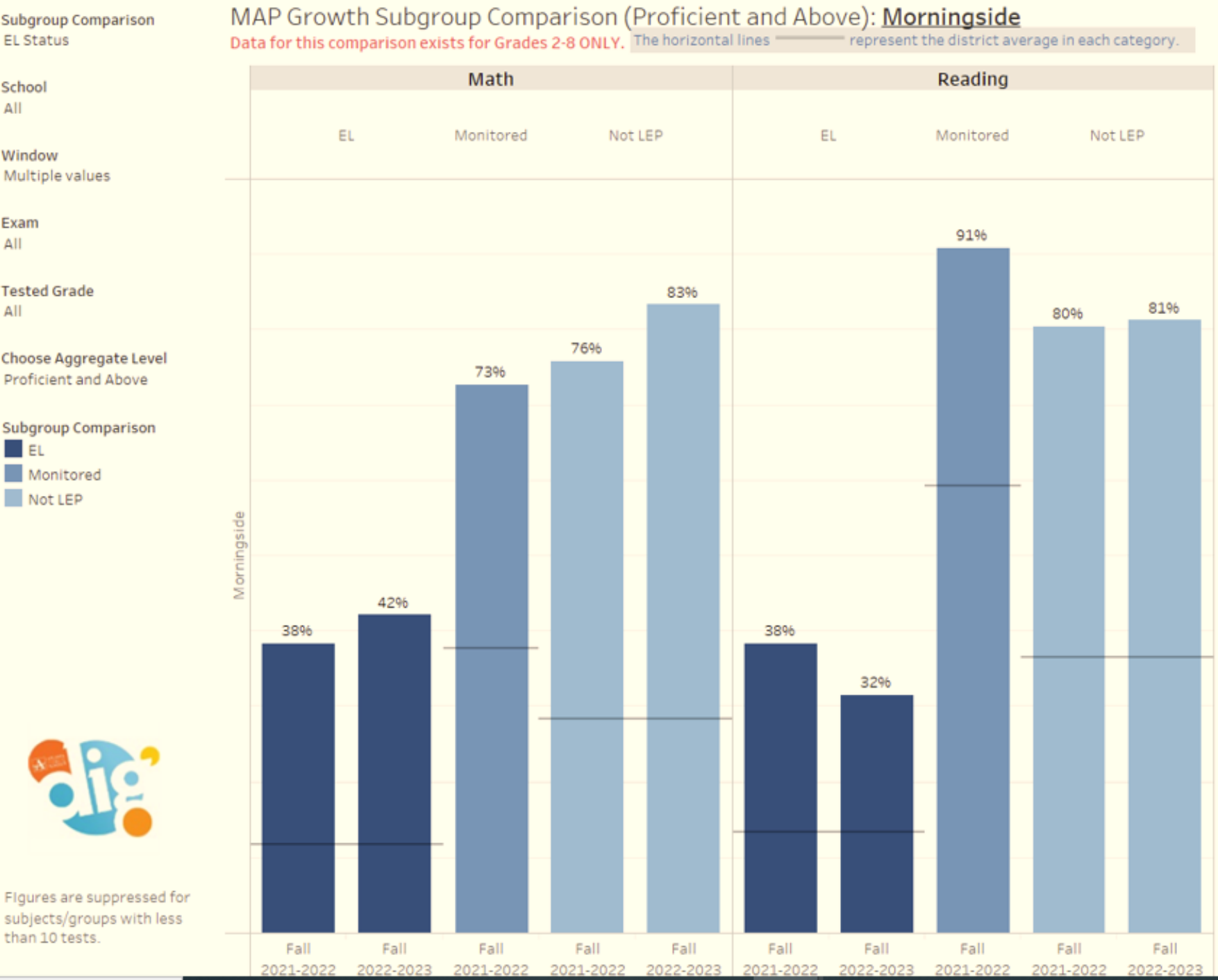
# Students with Disabilities Grades 2-5

Fall 2021 to Fall 2022  
(24 Students)



# English Language Learners Grades 2-5

Fall 2021 (26 Students)  
to  
Fall 2022 (19 Students)

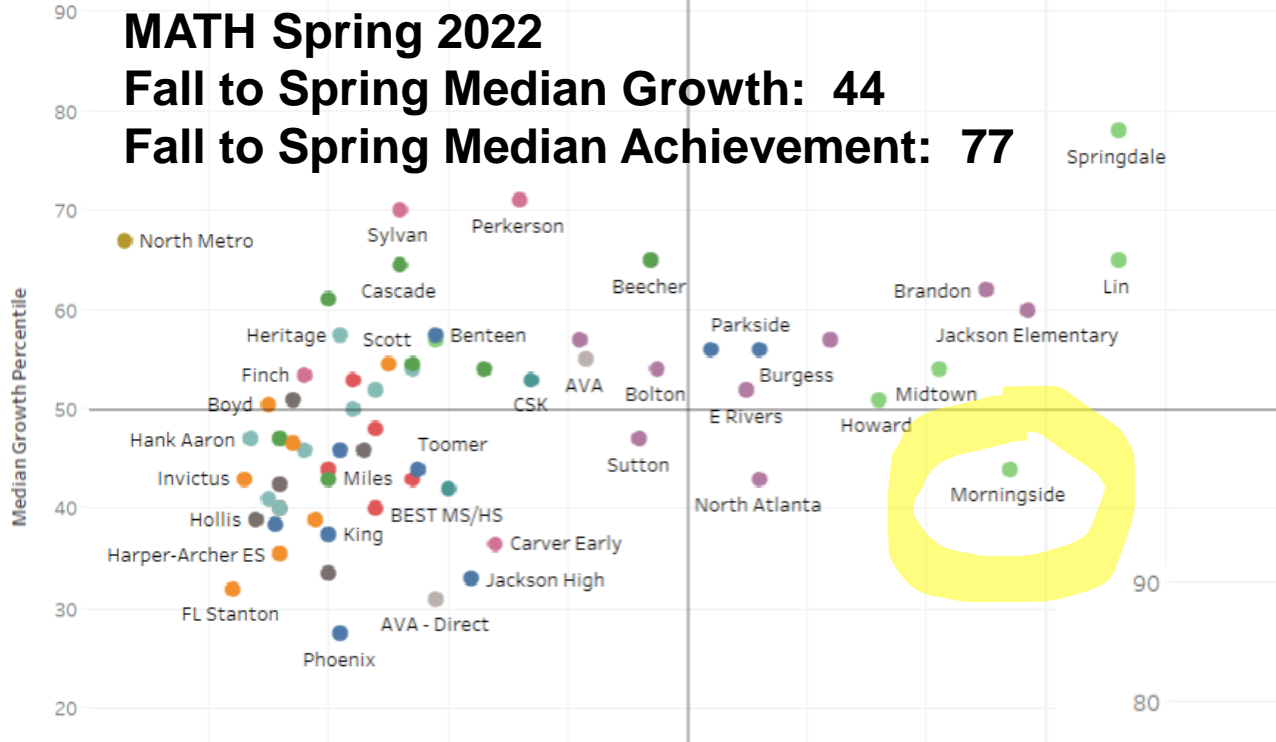




# MATH Spring 2022

Fall to Spring Median Growth: 44

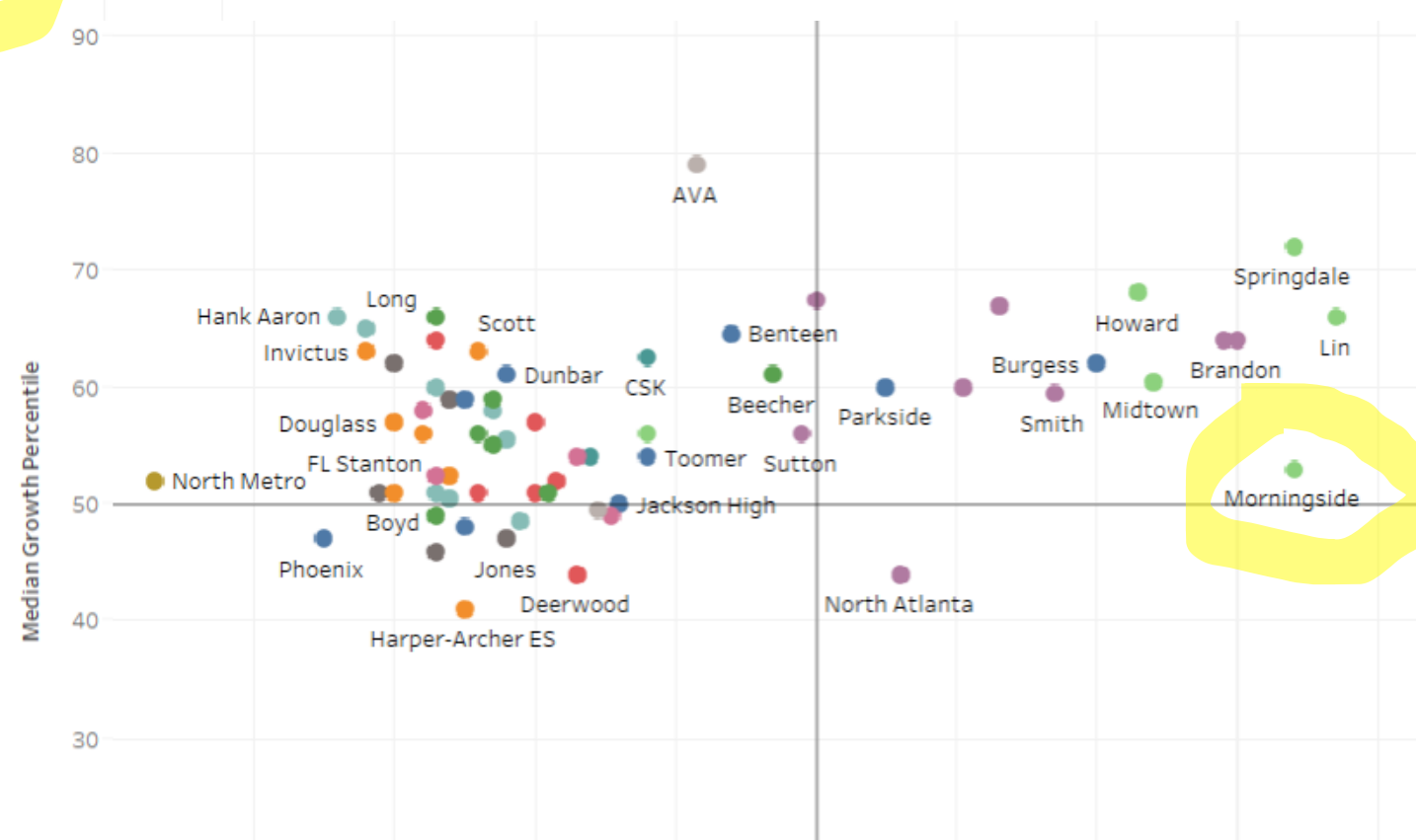
Fall to Spring Median Achievement: 77



# Math August 2022

Fall to Fall Median Growth: 53

Fall to Fall Median Achievement: 84

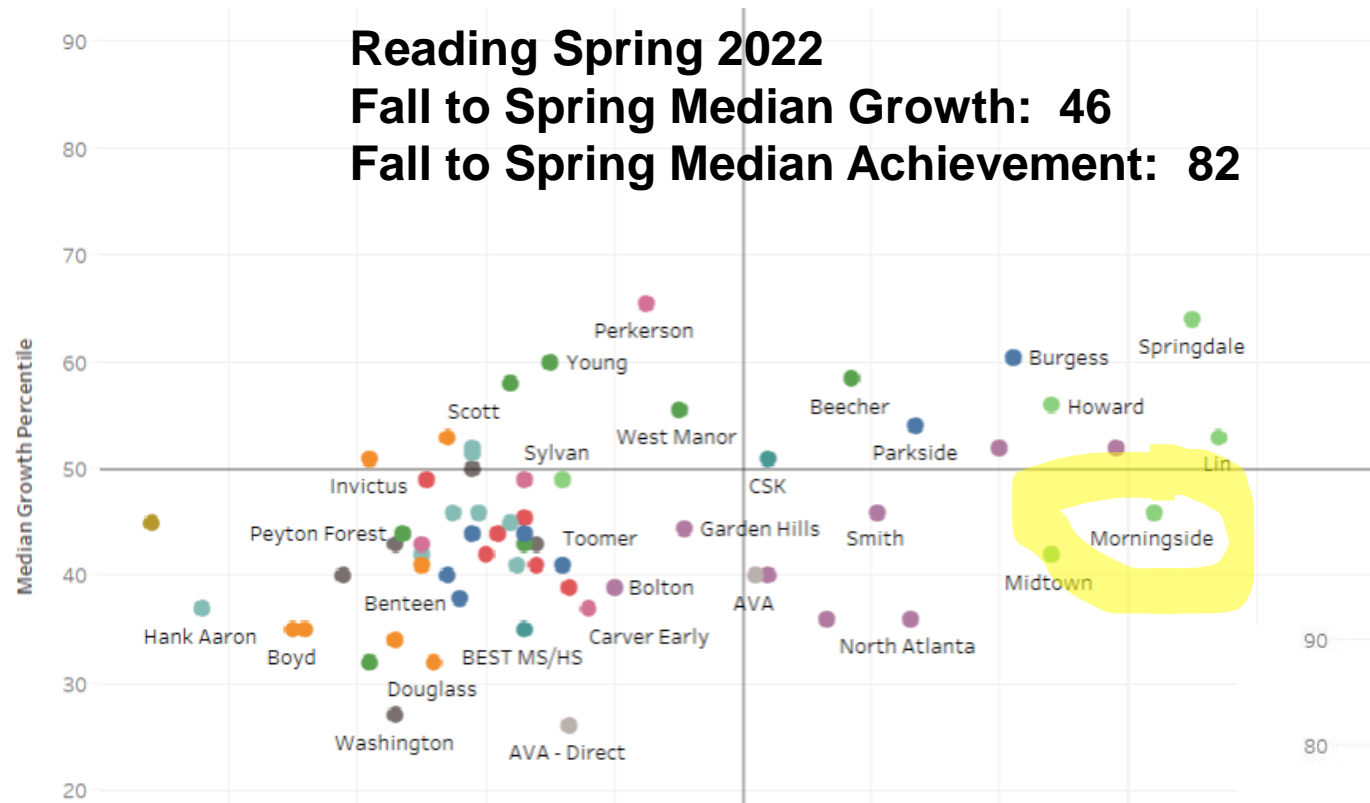


Low Achievement High Growth	High Achievement High Growth
Low Achievement Low Growth	High Achievement Low Growth

## Reading Spring 2022

Fall to Spring Median Growth: 46

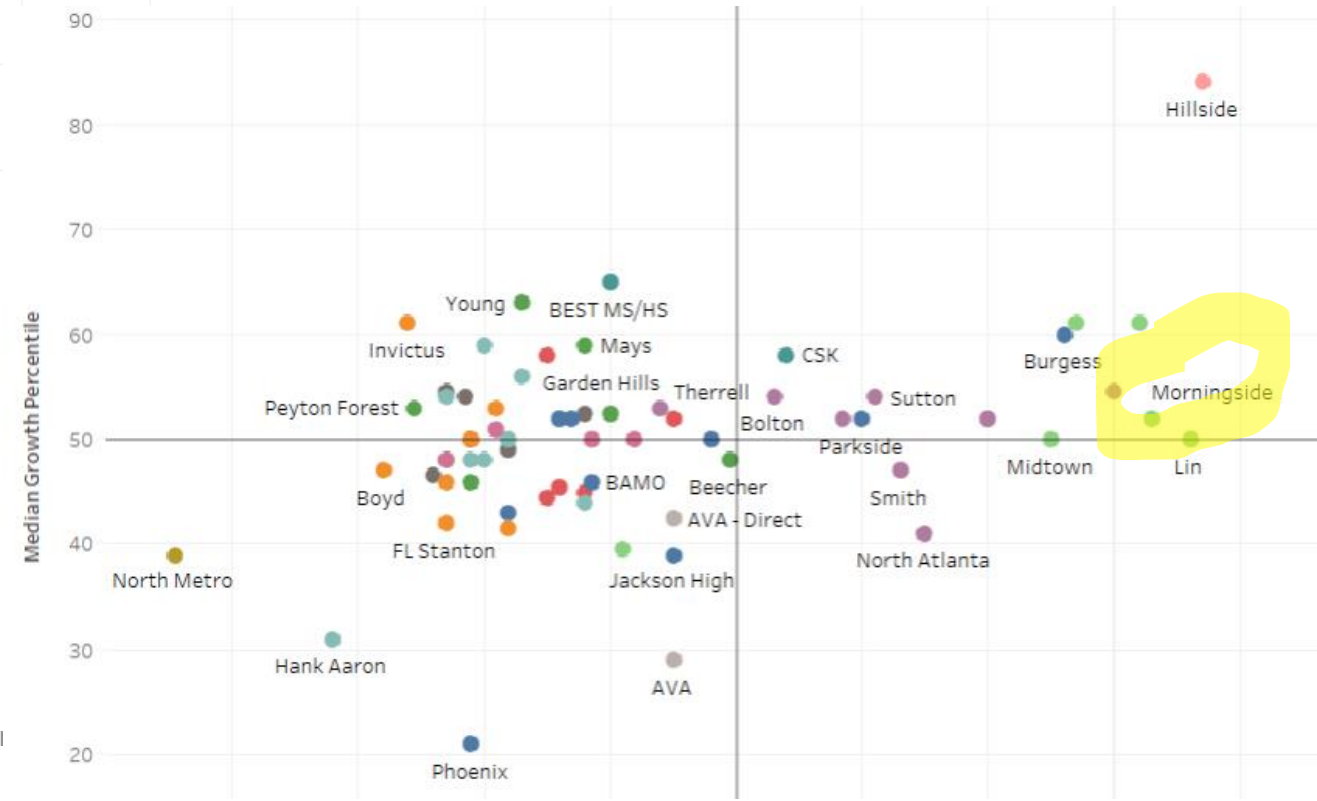
Fall to Spring Median Achievement: 82



## Reading August 2022:

Fall to Fall Median Growth: 52

Fall to Fall Median Achievement: 83



Low Achievement	High Achievement
High Growth	High Growth
Low Achievement	High Achievement
Low Growth	Low Growth

Prese

Math: Georgia Milestones, GMAS

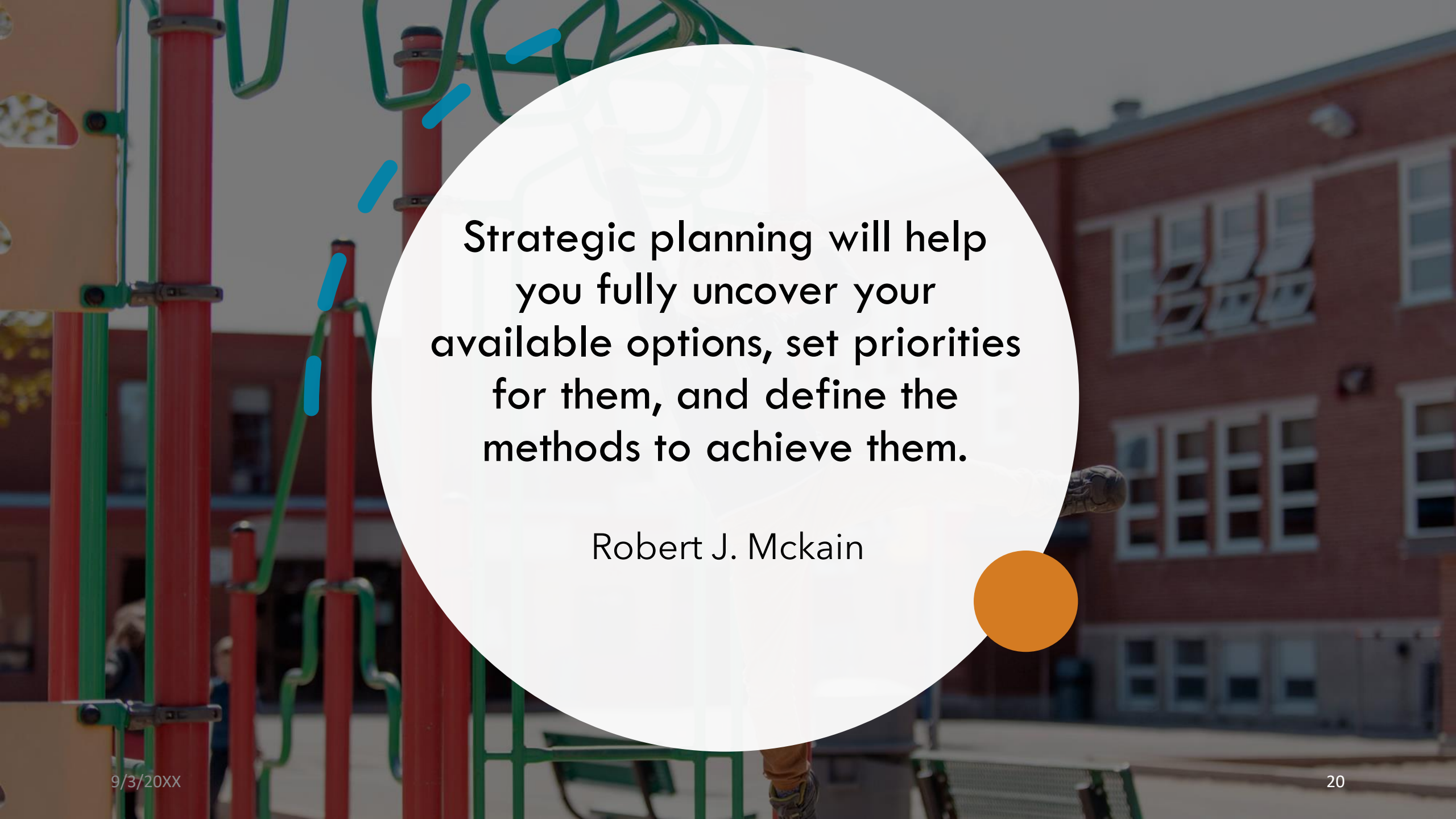


ELA/Reading: Georgia Milestones, GMAS



# GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- What additional questions do you have?



Strategic planning will help  
you fully uncover your  
available options, set priorities  
for them, and define the  
methods to achieve them.

Robert J. Mckain



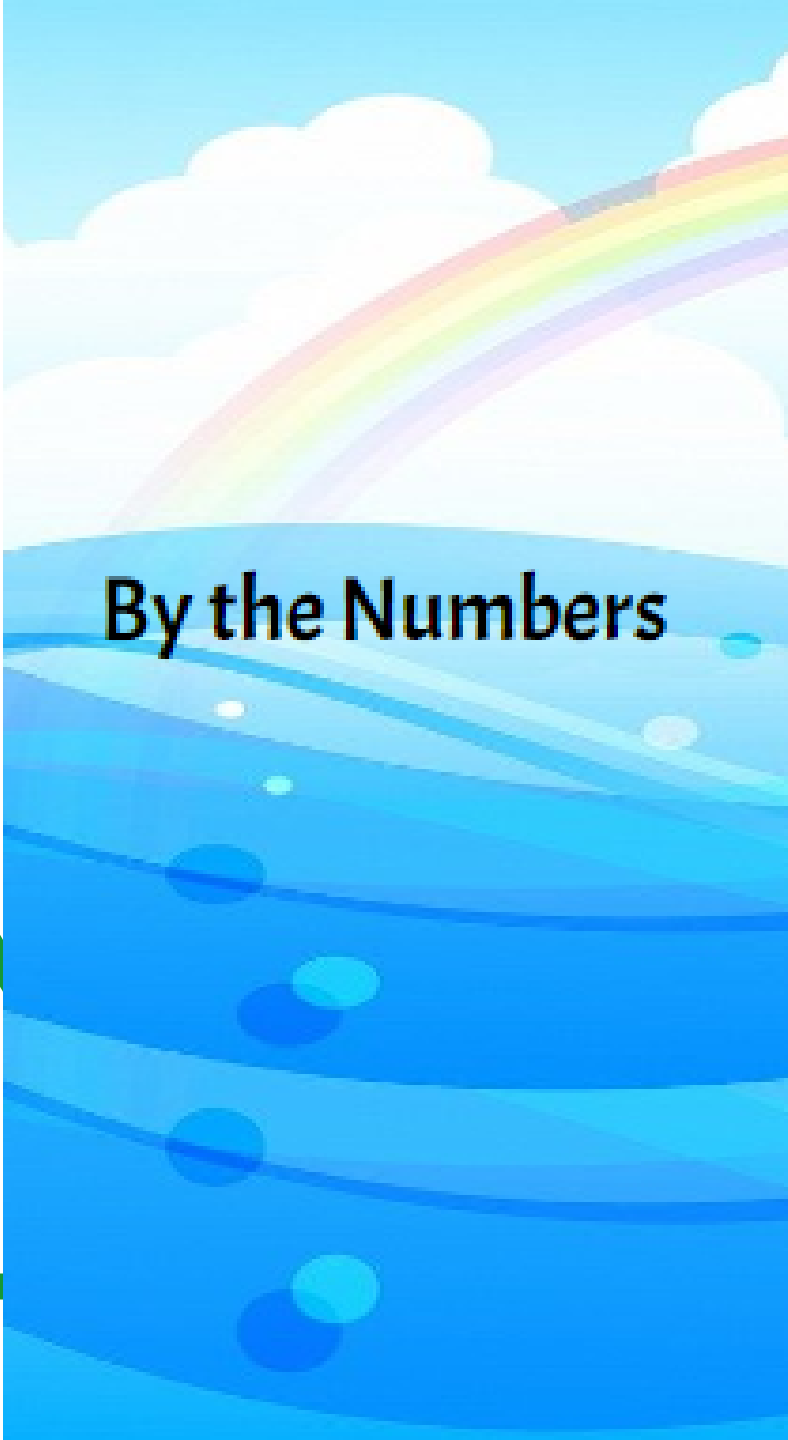
## By the Numbers

	Number of Students 9-15-22	Teachers	Average Class Size
KG	134	7	19.1
1st	144	7	20.6
2nd	128	6	21.3
3rd	145	7	20.7
4th	137	6	22.8
5th	127	5	25.4
	815	38	21.7

**Class Size Averages Above**

	Number of Students 9-15-22	Reading Enrichment	Reading Intervention	Math Enrichment	Math Intervention
1st	144	127	17	134	10
2nd	128	115	13	125	3
3rd	145	134	11	136	9
4th	137	130	7	133	4
5th	127	123	4	123	4
	681	629	52	651	30

Intervention/Enrichment Program is tailored for individual needs. Reading is M/T, Math is W/Th. It is intended to accelerate students due to 29+ weeks of virtual instruction. Our school day has +30 minutes added from 2021-2024. Groups are fluid and each child is in the "right fit" spot based on MAP and other data.



## By the Numbers

<i>Teacher Totals</i>	<i>Other Staff Totals</i>
38 Homeroom	3 Administrators
1 Media Specialist	1 Counselor
1.5 English Language Learner Teachers	2 Office: Clerk + Secretary
2 Art, 2 Music & 1 PE Teacher	2 Safety: SRO & Crossing Guard*
3 Instruction Support: Master Teacher Leader SELT/SST & STEAM Leader	10 Paraprofessionals: 7 KG, 1 Tchr PD, 1 PE, 1 Building (TBH)
4 Gifted Teachers	1 Nurse (RN)
3 Special Education Teachers	Special Education: 1 Para, 1 Nurse, 1 Speech, OT*, PT*, School Psychologist*
5.5 Early Intervention (EIP) Teachers	4 Facility Employees
.8 Spanish Teacher	4 Nutrition Workers
	11* Bus Drivers, 1* Monitor
	1 Parent Liaison
	2 Building Substitutes
<i>61.8 Total</i>	<i>48 Total (16 Shared)</i>

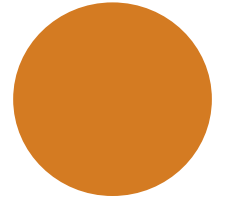


# Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before we leave for Winter Break, we will take **Action** (vote) on ranking our strategic priorities for the 2023-2024 school year.

Let me or the Chair know of any additional information you need for our future discussion.





Thank you

