

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

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

- 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).**

- 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

Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation

School Strategic Priorities

- 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.**

School Strategies

- 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.