



45 Day Check-in and Preparing for Budget Development

GO Team Business Meeting #3



Agenda

Continuous Improvement Plan

45 Day Check-in

Fall to Winter MAP Data Discussion - January

Review of Strategic Plan and priorities progress

Strategic Plan Updates

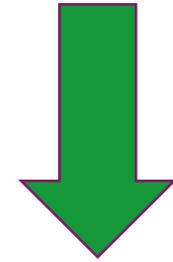
Preparing for the Budget Development

Rank Strategic Priorities



Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed
2021-2025 Strategic Plan

2

Summer 2024

School Leadership
completed Needs
Assessment and defined
overarching needs for
SY24-24

3

August 2024

School Leadership
completed 2024-2024
Continuous Improvement
Plan

4

Sept. – Dec. 2024

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 school's
strategic plan and vote
on the ranked strategic
plan priorities for
SY25-26 budget
discussions.



Continuous Improvement Plan



Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

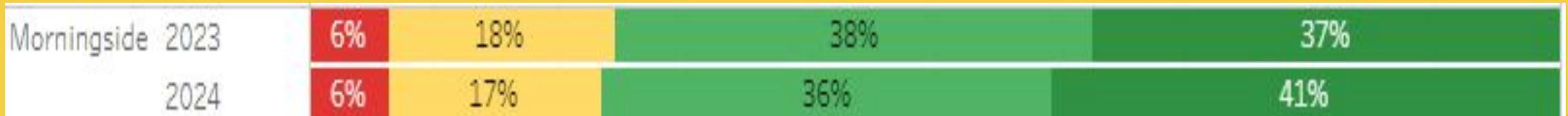
Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?
- What data supports the completion of an action step and success criteria (both implementation and student achievement)?

Quarterly CIP Check-in - Reading

The percentage of students in grades 3-5 scoring proficient or above in Reading, as measured by the Georgia Milestones, will increase from 77% in August 2024 to 80% in May 2025. (FY 2023 = 75%, FY2024 = 77%)

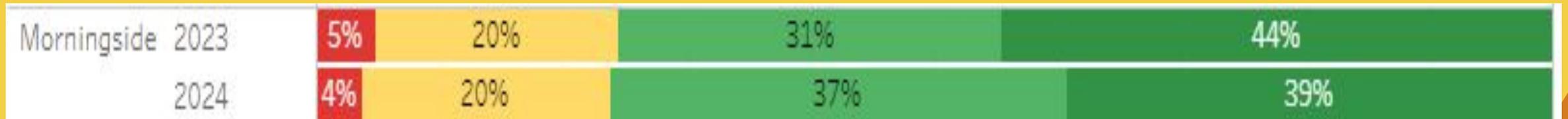
Reading GMAS Spring 2023 and Spring 2024



Quarterly CIP Check-in - Math

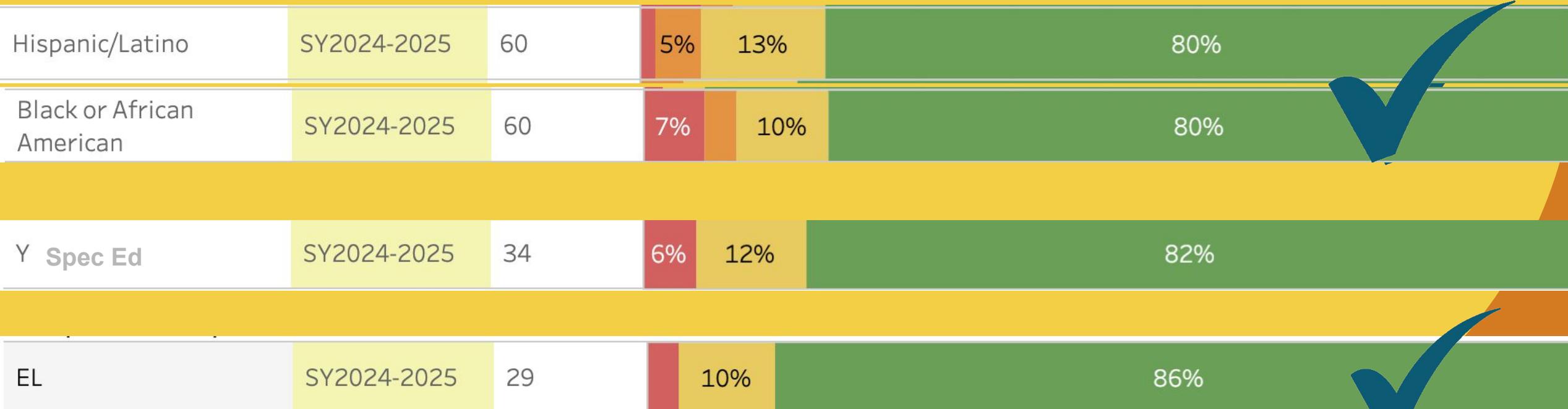
The percentage of students in grades 3-5 scoring proficient or above in Math, as measured by the Georgia Milestones, will increase from 76% in September 2024 to 78% in May 2025. (FY2023 = 75%, FY2024 = 76%)

Math GMAS Spring 2023 and Spring 2024



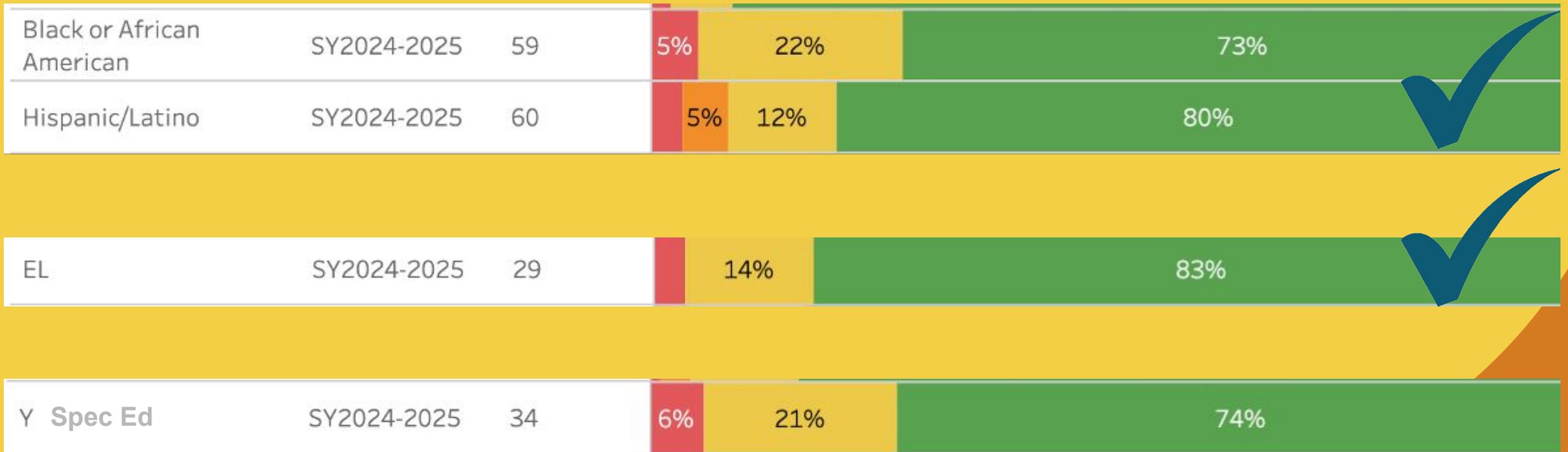
Quarterly CIP Check-in - Goal 3

The CCRPI Attendance percentage of students in overall low risk at Morningside is 85% for FY2024. The CCRPI Attendance percentage of Black Students in low risk will increase from 59% to 69%, for Hispanic Students an increase from 74% to 80%, for EL Students an increase from 70% to 75% and for SpecEd students an increase in low risk from 81% to 85%.



GOALS 1 and 2 WITH DATA

Recommend 3rd CIP Goal: The CCRPI Attendance percentage of students in overall low risk at Morningside is 85% for FY2024. The CCRPI Attendance percentage of Black Students in low risk will increase from 59% to 69%, for Hispanic Students an increase from 74% to 80%, for EL Students an increase from 70% to 75% and for SpecEd students an increase in low risk from 81% to 85%.



DATA DISCUSSION

FALL MAP RESULTS

Additional data that was requested on 10/9/24 re: MAP

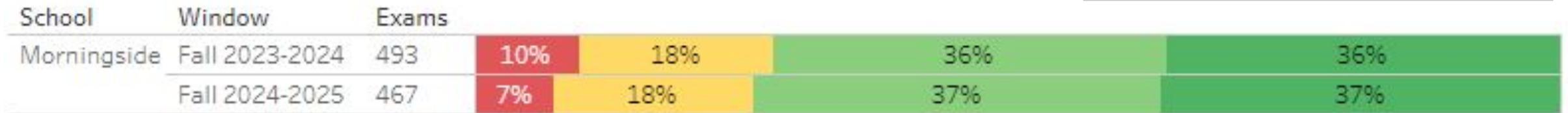


MAP Fall to Fall, 2nd thru 5th

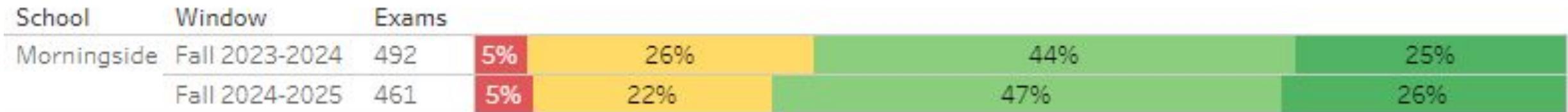
Predicted Proficiency Level



Reading



Math



MAP Reading Fall to Fall, 2nd thru 5th Grade level cohorts Reading

Fall 2023



MAP Reading Fall to Fall, 2nd thru 5th Grade level cohorts Math

Fall 2023



FALL MAP FLUENCY RESULTS

Dyslexia Screener Flags

Grades	# flagged	# tested	% flagged
All	17	337	5.0%
K	4	114	3.5%
1	7	131	5.3%
2	6	92	6.5%

Grades	B	H	M	W
All	3	6	1	7
K	1	0	0	3
1	1	1	1	4
2	1	5	0	0



FALL MAP FLUENCY RESULTS

Kindergarten

DISTRICT	Window	Count	27%	73%
Morningside	Fall 2024-2025	114		96%



FALL MAP FLUENCY RESULTS

1st Grade

School	Window	Count	27%	73%
DISTRICT	Fall 2024-2025	7,360	27%	73%
School	Window	Count	5%	94%
Morningside	Fall 2024-2025	131	5%	94%



FALL MAP FLUENCY RESULTS

2nd Grade



FALL MAP FLUENCY RESULTS

3rd Grade - No Dyslexia Flags

DISTRICT	Fall 2024-2025	7,360	27%	73%
School	Window	Count		
Morningside	Fall 2024-2025	75		100%



FALL MAP FLUENCY RESULTS

Sub Groups - SWD

MAP Fluency Drill Down by Metric:

Use the filter on the left to choose a test type.

*click a metric below to drill down to student level data.

Data is updated nightly during each testing window.

Performance Level

- Exceeds Expectation
- Meets Expectation
- Approaching Expectation
- Below Expectation

Metric	Window	Exams with Metric scores	Performance Level			
Picture Vocabulary	Fall 2024-2025	6	33%	50%	17%	
Listening Comprehension	Fall 2024-2025	6	17%	33%	33%	17%
Phonics Word Recognition	Fall 2024-2025	6	33%	17%	17%	33%
Phonological Awareness	Fall 2024-2025	6	33%	17%	50%	
Sentence Reading Fluency	Fall 2024-2025	4	25%	75%		

FALL MAP FLUENCY RESULTS

Sub Groups - EL

MAP Fluency Drill Down by Metric:

Use the filter on the left to choose a test type.

*click a metric below to drill down to student level data.

Data is updated nightly during each testing window.

Performance Level

- Meets Expectation
- Approaching Expectation
- Below Expectation

Metric	Window	Exams with Metric scores	Performance Level		
Listening Comprehension	Fall 2024-2025	8	75%	25%	
Picture Vocabulary	Fall 2024-2025	8	75%	13%	13%
Sentence Reading Fluency	Fall 2024-2025	8	63%	38%	
Phonics Word Recognition	Fall 2024-2025	8	63%	25%	13%
Phonological Awareness	Fall 2024-2025	8	75%	13%	13%

WINTER MAP RESULTS

Available in January 2025



GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?



Strategic Plan Progress



Morningside Elementary School Strategic Plan
(2022 - 2025, Update 9/18/24)

SMART Goals

Recommend 1st CIP Goal: The percentage of students in grades 3-5 scoring proficient or above in Reading, as measured by the Georgia Milestones, will increase from 77% in August 2024 to 80% in May 2025.
 (FY 2023 = 75%, FY2024 = 77%)

GMAS Math Embargoed by State of GA as of 9/18/24

Recommend 3rd CIP Goal: The CCRPI Attendance percentage of students in overall low risk at Morningside is 85% for FY2024. The CCRPI Attendance percentage of Black Students in low risk will increase from 59% to 69%, for Hispanic Students an increase from 74% to 80%, for EL Students an increase from 70% to 75% and for SpecEd students an increase in low risk from 81% to 85%.

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
 Data
 Curriculum & Instruction
 Signature Program

Building a Culture of Student Support
 Whole Child & Intervention
 Personalized Learning

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

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

- 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.

- 4. Focus on individual student strengths and needs in terms of whole child, including social and emotional learning. ***
5. Strengthen our intervention and enrichment program.

6. Build capacity of talented and knowledgeable staff to meet student needs.
7. Create an environment that motivates and retains staff members, builds teacher leadership, and focuses on teacher well-being and school safety.

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

1. Triangulate all available twice per year to develop a classroom level plan for identified students in bottom quarter, as well as student groups historically impacted by achievement gaps
2. Use data (MAP, common assessments, Georgia Milestones, universal screeners) to strategically group students based on academic need.
3. Implement Teacher Created Common Assessments across all grades in Reading/ELA and Math. From those assessments, create a plan for remediation and acceleration among the grade level.
4. Differentiate lesson plans based on the above data.
5. Prioritize class size reduction in all K - 5 homeroom classes.
6. Offer tutorial and intervention sessions and programs during and after the school day.
7. Align curriculum within across grades, identifying focus standards and learning targets.
8. Integrate STEAM activities across all content and grades, using an interdisciplinary approach.

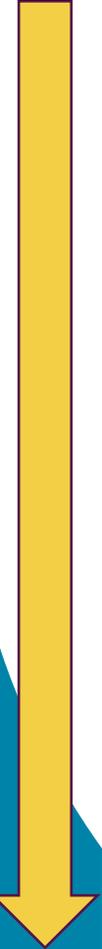
1. Focus on sustaining and expanding successful initiatives, such as mentor programs, intervention, innovative EIP model, and staff support through Instructional Coaches.
2. Increase student strengths programming (Ambassadors, Helpers, Student Leadership, Competitions, Clubs)
3. Enhance in-school enrichment opportunities and special area classes, increasing accessibility for all students.
4. Explore programming for younger students that broadens opportunities for K - 3.
5. Involve teachers in the Whole Child Intervention Team when appropriate.
6. Provide support based on individual student needs, including tailored student schedules, personnel schedule restructuring, or volunteer contributions
7. Provide customized learning strategies not only for students below standard, but students on or above grade level.

1. Continue STEAM Training and professional development as we pursue certification as a STEM school.
2. Build school-wide staff proficiency with culturally responsive teaching and additional equity training.
3. Monitor and expand ways of increasing employee engagement, empowerment, and staff leadership opportunities.
4. Maintain our Staff Development Committee, made of teacher leaders, for planning available professional development days and attendance at conferences and workshops, funded by the Morningside Foundation.
5. Continue staff led professional development for teachers to learn and then apply their knowledge to the classroom to improve student performance.
6. Foster an atmosphere that promotes teacher well-being as well as school safety.

1. Implement activities both at class level and school-wide that reflect all students' backgrounds and experiences.
2. Strengthen mentoring pilot program and expand to volunteers.
3. Increase parent voice by creating a partnership between the MES Family Engagement Leadership Team, Parent Liaison and the GO Team Family Engagement Committee.
4. Increase parent voice by strengthening the GO Team Family Engagement Committee, i.e. multiple parent input opportunities.
5. Create a New Parent Program to introduce families to the school and the district.
6. Explore ways that we can increase parent attendance from all student groups, at our school events such as parent teacher conferences, International Festival, Family Science Night, etc.

Morningside Elementary School

Strategic Plan Priority Ranking 2023-2024



Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

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

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. *

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

4. Focus on individual student strengths and needs in terms of whole child, including social and emotional learning. *

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

9. Ensure that parents engaging in school-family activities reflect the diversity of our school. *

Working Document Strategic priorities

https://docs.google.com/document/d/1eeZ_JYICZC60s_dJdD8Dz3aZ3xhIFYqP67ZH5yggEjE/edit?tab=t.0

Activity & Discussion

GO TEAM DISCUSSION: Review the priorities and goals in your **strategic plan** and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?



Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*



Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

Preparing for Budget Development



Discussion

Strategic Plan Priority Ranking

In preparation for the 2025-2026 Budget Development (January–March 2025), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.



Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher



1.

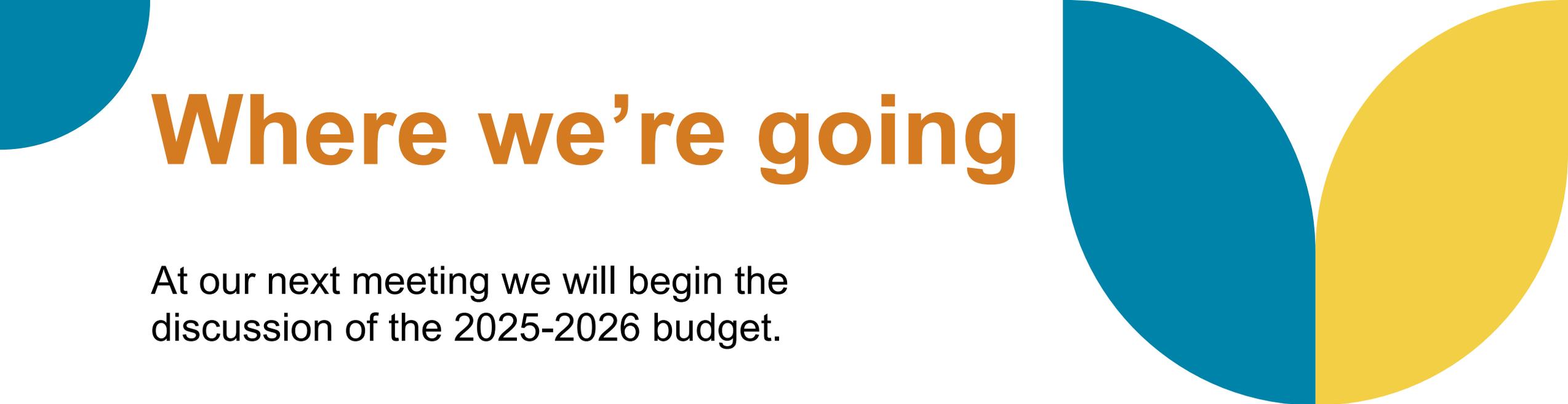
Lower

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Action on the Strategic Plan Priorities

The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.



Where we're going

At our next meeting we will begin the discussion of the 2025-2026 budget.

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

Thank you