

Strategic Plan Update & Strategic Priorities GO Team Meeting #4

November 29, 2022



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 school's
strategic plan and
vote on the
ranked strategic
plan priorities for
SY23-24 budget
discussions.

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).

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

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

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.
- 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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Vision: *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

Equipping & Empowering Leaders & Staff

Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

6. Attract and build 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.

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.

Creating a System of School Support

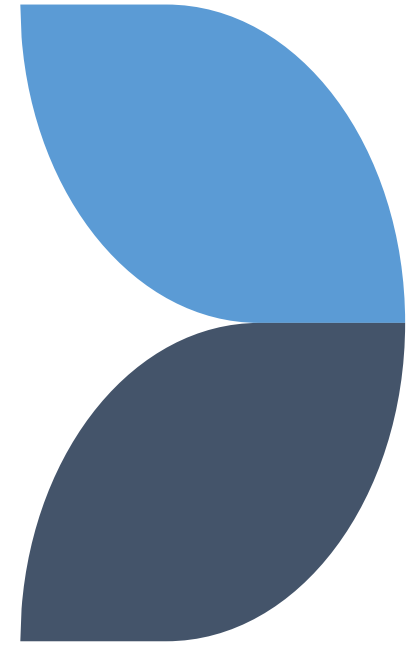
Collective Action, Engagement
& Empowerment

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.

Strategic Plan Progress



Updated Goals for Review, November 2022

Decrease the number of unexcused student absences in our economically disadvantaged group by 5% from 89% to 94% (2018-19 Data).

Due to systems in place as well as consistent and continued results, eliminate this goal.

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%.

Increase the number of students in the Distinguished performance area on MAP Data from Spring 2022 to Spring 2023
reading from 35% to 40%
and
math from 21% to 26%

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 2nd -5th students scoring proficient or above in reading from 78% to 81% on MAP Data from Spring 2022 to Spring 2023.

1. Black or African-American Students: 56 to 59%
2. Hispanic Students: 52 to 55%
3. Students with Disabilities: 45 to 48%
4. EL Students: 32 to 35%

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%

Increase the % of 2nd – 5th students scoring proficient or above in math from 64% to 67% on MAP Data from Spring 2022 to Spring 2023

1. Black or African American Students: 32 to 35%
2. Hispanic Students: 42% to 45%
3. Students with Disabilities: 28 to 31%
4. EL Students: 33 to 36%

Increase the % of 2nd -5th students scoring proficient or above in
reading from 78% to 81%

on MAP Data from Spring 2022 to Spring 2023.

1. Black or African-American Students: 56 to 59%
2. Hispanic Students: 52 to 55%
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4. EL Students: 32 to 35%

| READING Data Tracking MAP Scores, Grades 2 - 5 | % Proficient & Above Reading Spring 2022 | # | % Proficient & Above Reading Fall 2022 | # | % Proficient & Above Reading Winter 2022 | # |
|---------------------------------------------------------------|-------------------------------------------------------------|----------|-----------------------------------------------------------|----------|-------------------------------------------------------------|----------|
| All Students | 78 | | 79 | | 79 | |
| Distinguished | 35 | | 44 | | 41 | |
| Black or African-American | 56 | 57 | 55 | 54 | 52 | 54 |
| Hispanic | 52 | 54 | 53 | 41 | 51 | 41 |
| SWD | 45 | 18 | 32 | 25 | 26 | 23 |
| EL | 32 | 28 | 39 | 23 | 46 | 24 |

Increase the % of 2nd – 5th students scoring proficient or above
in math from 64% to 67% (*Discussion - Maintenance?*)

on MAP Data from Spring 2022 to Spring 2023

1. Black or African American Students: 32 to 35%
2. Hispanic Students: 42% to 45%
3. Students with Disabilities: 28 to 31%
4. EL Students: 33 to 36%

| MATH Data Tracking MAP Scores, Grades 2 - 5 | % Proficient & Above Math Spring 2022 | # | % Proficient & Above Math Fall 2022 | # | % Proficient & Above Math Winter 2022 | # |
|------------------------------------------------------------|----------------------------------------------------------|----------|--------------------------------------------------------|----------|----------------------------------------------------------|----------|
| All Students | 64 | | 82 | | 80 | |
| Distinguished | 21 | | 37 | | 28 | |
| Black or African-American | 32 | 57 | 56 | 53 | 50 | 54 |
| Hispanic | 42 | 54 | 66 | 42 | 66 | 41 |
| SWD | 28 | 18 | 36 | 25 | 44 | 25 |
| EL | 33 | 28 | 52 | 23 | 50 | 22 |

Increase the number of students in the
Distinguished performance area on MAP Data
from Spring 2022 to Spring 2023
reading from 35% to 40%
and
math from 21% to 26%

| Data Tracking MAP Scores, Grades 2 - 5 | % Proficient & Above Reading Spring 2022 | % Proficient & Above Reading Fall 2022 | % Proficient & Above Reading Winter 2022 | | % Proficient & Above Math Spring 2022 | % Proficient & Above Math Fall 2022 | % Proficient & Above Math Winter 2022 |
|-------------------------------------------------------|---------------------------------------------------|-------------------------------------------------|---------------------------------------------------|--|---------------------------------------------|-------------------------------------------|---------------------------------------------|
| All Students | 78 | 79 | 79 | | 64 | 82 | 80 |
| Distinguished | 35 | 44 | 41 | | 21 | 37 | 28 |

*Attendance is an individual focus
at Morningside!*

STUDENT DRILL DOWN

658 Students ("Low Risk" >94%)

117 Students ("At-Risk" 90 - 94%)

90.1 - 93.1

Missed 5-7 Days as of 11/22/22

31 Students ("Does Not Meet" <90%)

86.1 - 88.9

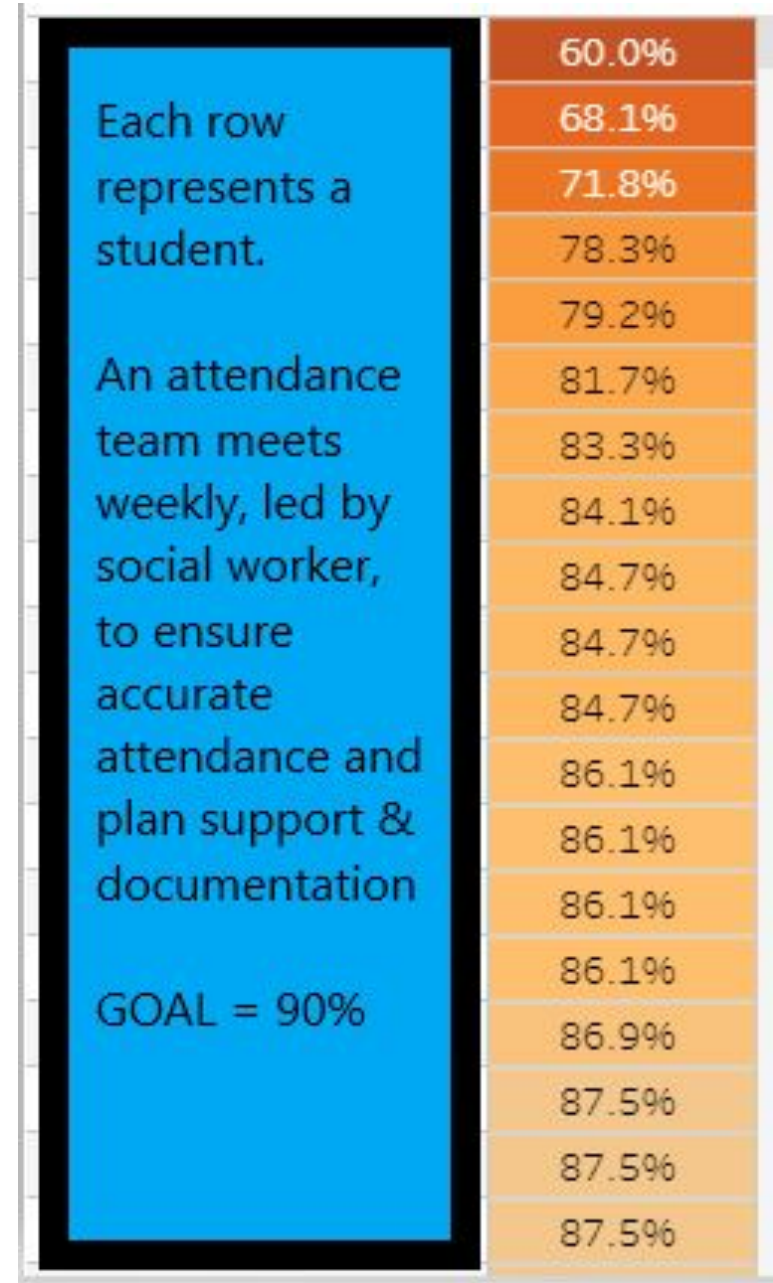
Missed 8 - 10 Days as of 11/22/22

11 Students ("Does Not Meet" <90%)

60 - 84.7

Missed 11 - 23 Days as of 11/22/22

*Only one of these students CANNOT
make the 90% target with improved
attendance.*



ATTENDANCE MATTERS!

Subgroup Analysis:

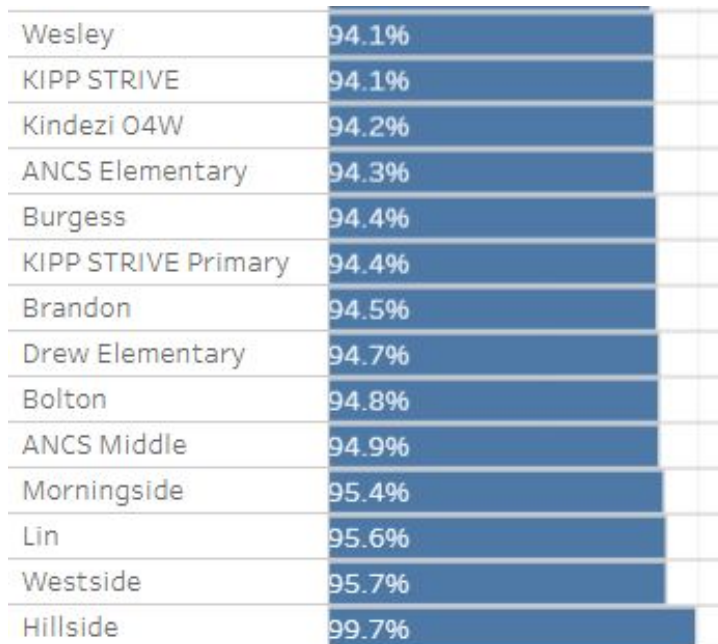
All Students: MES 96.4/APS 91

Black Students: MES 95.4/89.7

Hispanic Students: MES 95.5/92

EL Attendance: MES 96.2/APS 92.2

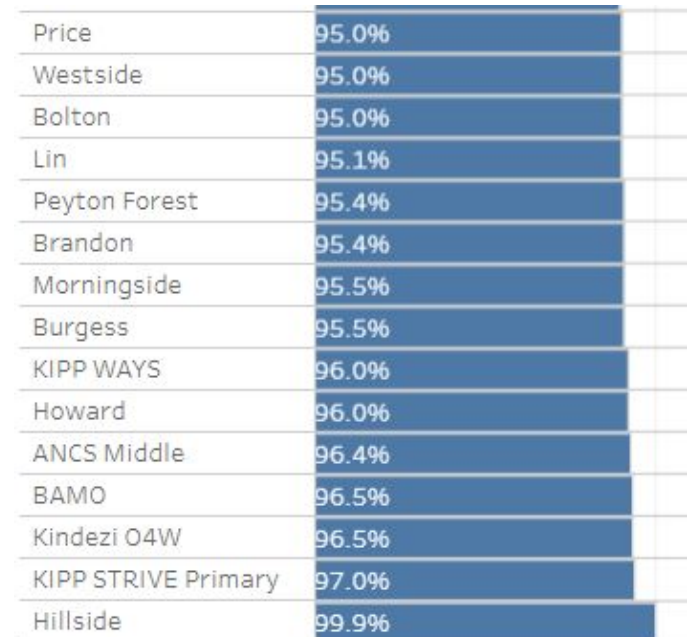
SWD Attendance: MES 95.6/APS 88.4



Overall attendance, Black or African American 94%+



Overall attendance 11-22-22, 95%+



Overall attendance Hispanic/Latino 95%+

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

Morningside Elementary School Strategic Plan (2022 - 2025, Update 11/29/22)

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

SMART Goals

Increase the % of 2nd -5th students scoring proficient or above in reading from 78% to 81% on MAP Data from Spring 2022 to Spring 2023.

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Increase the number of students in the Distinguished performance area on MAP Data from Spring 2022 to Spring 2023 reading from 35% to 40% and math from 21% to 26%

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 STEAM (Science, Technology, Engineering, Arts, Math) Signature Program.

4. Focus on individual student needs.
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 wellness.

8. Ensure successful transition of the MES community to the redesigned campus.
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

- 1A: Use data (MAP, common assessments, Milestones) 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.
- 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 using data protocol to include student, 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: Focus on sustainability initiatives...
- 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.
- 6A: STEAM Training
- 6B: DEI /Build staff proficiency with cultural competency Anti-bias/equity training...
- 6C: Monitor and expand professional learning opportunities to empower and equip teachers to work with our diverse population (ESL, IEP, 504).
- 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.
- 7C: Foster an atmosphere that promotes work life balance?
- 8A: Needs assessment?
- 9A: Implement activities both at class level and school-wide that reflect all students' backgrounds and experiences.
- 9B: Launch initial mentoring pilot program
- 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 in order to drive more diverse representation.
- 10B: student, family and staff focus groups

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.

Discussion

Strategic Plan Priority Ranking

In preparation for the 2023-2024 Budget Development (January–March 2023), the GO Team needs to rank its Strategic Plan Priorities.



Proposed Strategic Priorities for 23-24

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 STEAM (Science, Technology, Engineering, Arts, Math) Signature Program.
8. Ensure successful transition of the MES community to the redesigned campus.

| School Strategic Priorities 22-23 | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 2. Focus on eliminating academic achievement gaps among student groups, including African-American, Hispanic, and Special Education student groups. | |
| | |
| 4. Focus on individual student needs. | |
| | |
| | |
| 8. Provide resources to enhance teaching and learning. | |
| | |
| 9. Create a welcoming, inclusive, and responsive culture that embraces all of our Morningside students and families. | |
| | |
| | |

Action on the Strategic Plan Priorities

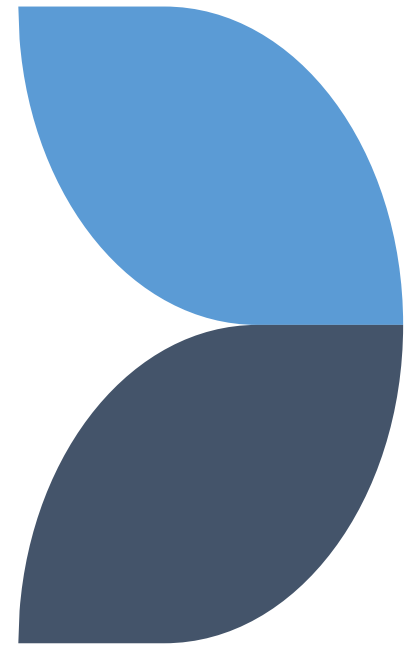
The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

MAP Data for Strategic Plan

Fall 2021 - Present

| Data Tracking MAP Scores, Grades 2 - 5 | % Proficient & Above Reading Fall 2021 | # | % Proficient & Above Reading Winter 2021 | # | % Proficient & Above Reading Spring 2022 | # | % Proficient & Above Reading Fall 2022 | # | % Proficient & Above Reading Winter 2022 | # | % Proficient & Above Math Fall 2021 | # | % Proficient & Above Math Winter 2021 | # | % Proficient & Above Math Spring 2022 | # | % Proficient & Above Math Fall 2022 | # | % Proficient & Above Math Winter 2022 | # |
|----------------------------------------|----------------------------------------|----|------------------------------------------|----|------------------------------------------|----|----------------------------------------|----|------------------------------------------|----|-------------------------------------|----|---------------------------------------|----|---------------------------------------|----|-------------------------------------|----|---------------------------------------|----|
| All Students | 79 | | 79 | | 78 | | 79 | | 79 | | 74 | | 69 | | 64 | | 82 | | 80 | |
| Distinguished | 39 | | 41 | | 35 | | 44 | | 41 | | 26 | | 24 | | 21 | | 37 | | 28 | |
| Black or African-American | 54 | 55 | 52 | 56 | 56 | 57 | 55 | 54 | 52 | 54 | 39 | 56 | 37 | 56 | 32 | 57 | 56 | 53 | 50 | 54 |
| Hispanic | 56 | 51 | 58 | 52 | 52 | 54 | 53 | 41 | 51 | 41 | 49 | 51 | 44 | 52 | 42 | 54 | 66 | 42 | 66 | 41 |
| SWD | 40 | 20 | 39 | 18 | 45 | 18 | 32 | 25 | 26 | 23 | 25 | 20 | 28 | 18 | 28 | 18 | 36 | 25 | 44 | 25 |
| EL | 39 | 26 | 36 | 25 | 32 | 28 | 39 | 23 | 46 | 24 | 39 | 26 | 32 | 25 | 33 | 28 | 52 | 23 | 50 | 22 |

Preparing for Budget Development



TARGET TONIGHT



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the ranked
strategic plan
priorities for
SY23-24 budget
discussions.

Where we're going

At our next meeting on 1/31/23 we will begin the discussion of the 2023-2024 budget.

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

