GO TEAM MEETING #1

Morningside Elementary

9/18/24

TOPICS

School Strategic Plan

Strategic Plan & CIP SMART Goals

Data Discussion

Universal Screeners at MES, K - 5

Current Enrollment & Leveling Update

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 9/18/24)

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

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

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.

School Strategies:
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.

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

School Strategic Priorities:
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.

School Strategies:
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.

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

School Strategic Priorities:
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.

School Strategies:
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.

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

School Strategic Priorities:
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.

School Strategies:
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.

9/18/24

Morningside Elementary School
Strategic Plan Priority Ranking
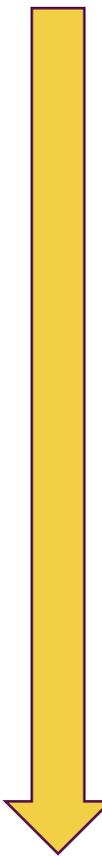
Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

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. *

CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN
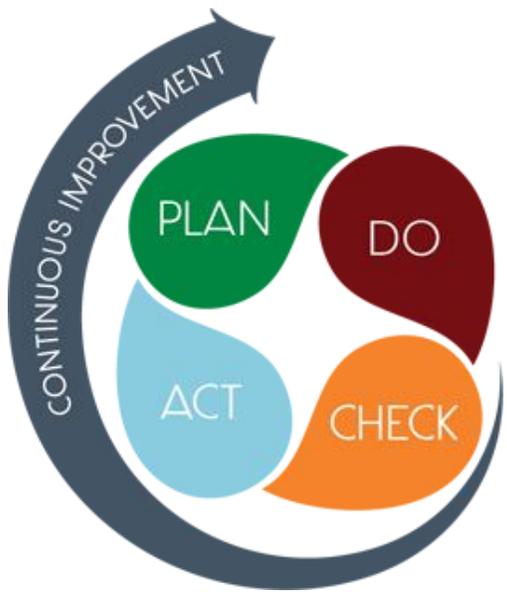
Strategic Plan Priority | CIP SMART Goal | Key Indicator

CONTINUOUS IMPROVEMENT

PLAN — DO — ACT — CHECK

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

→ 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%)

→ Universal Screener Data

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. *

→ GMAS Goal for Reading and in future, Math (see above for Reading)

→ Offer tutorial and intervention sessions and programs during and after the school day.

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

→ Attendance Goal

→ Whole Child Intervention Team
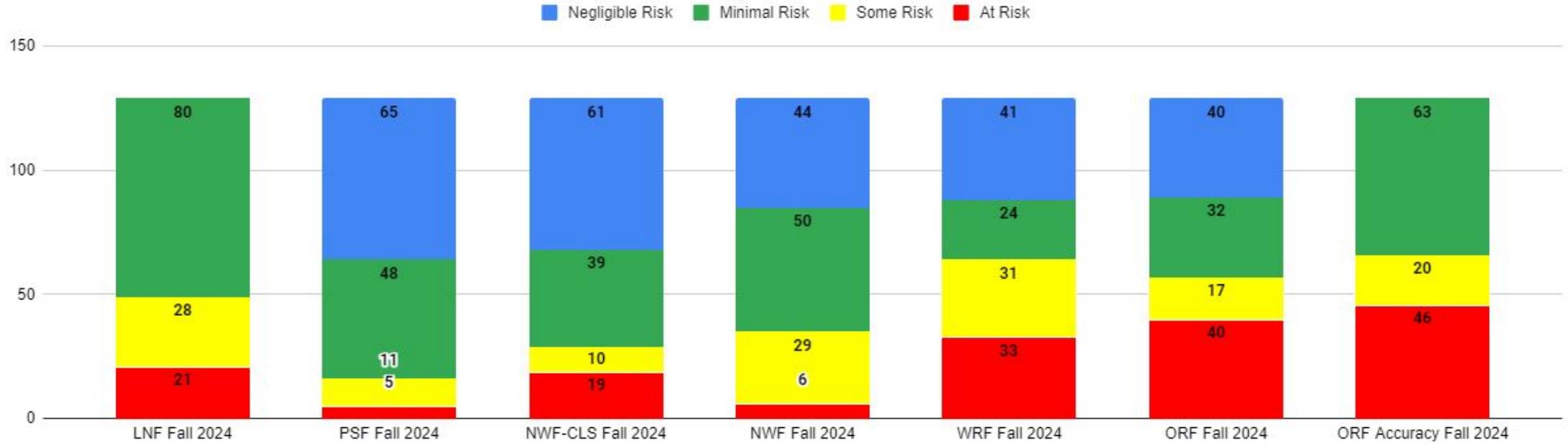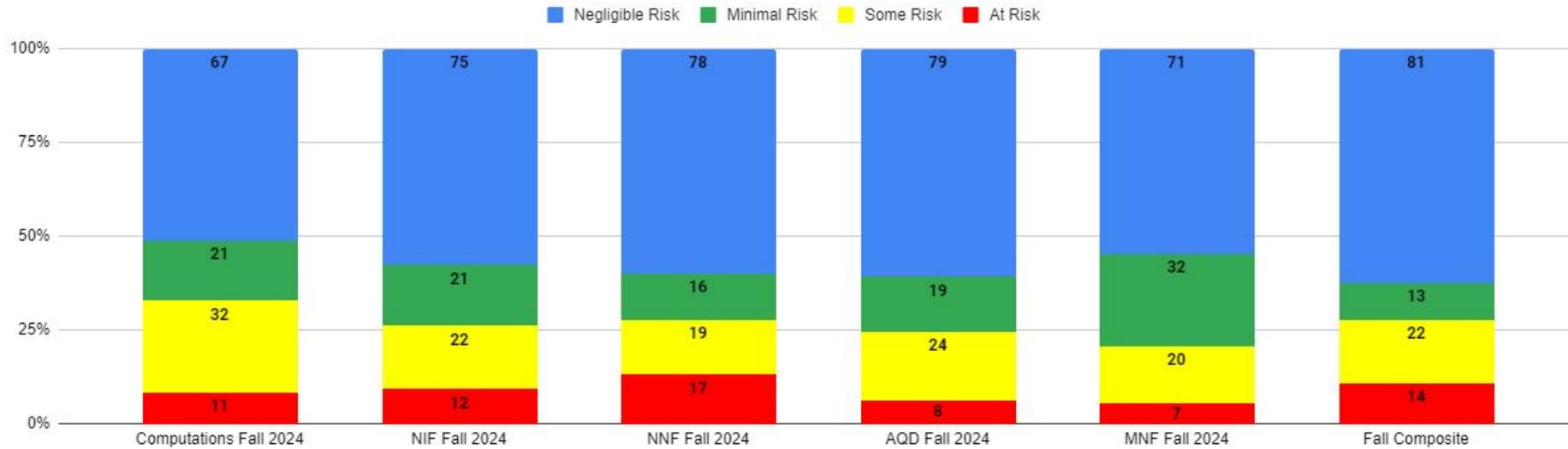
DATA DISCUSSION

MES Kindergarten Literacy Data
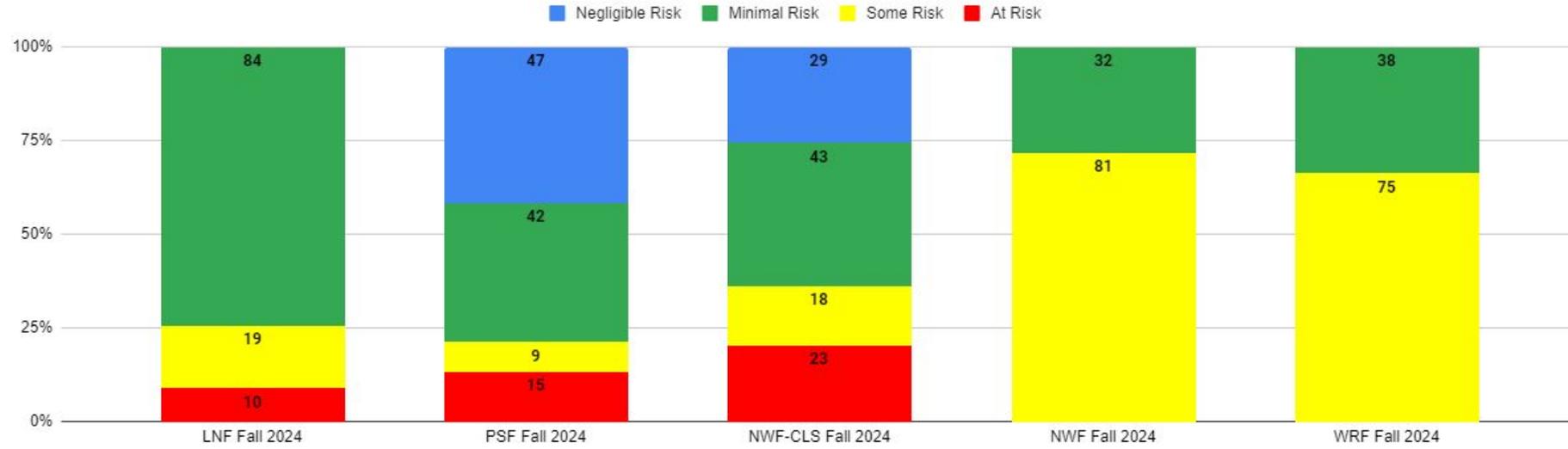
MES Kindergarten Math Data
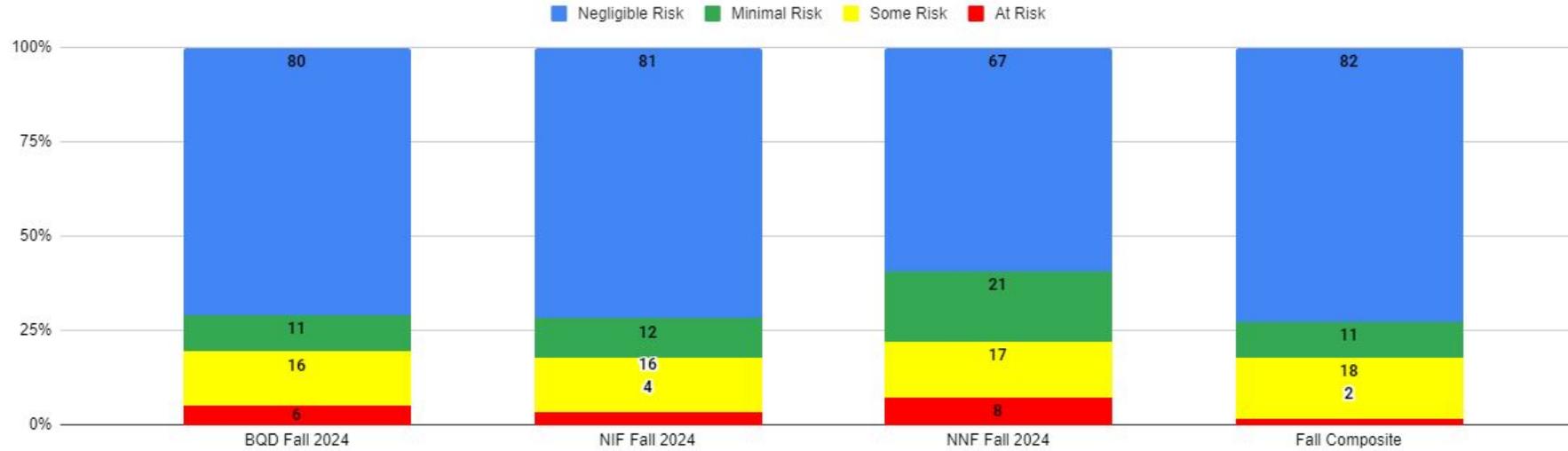
MES First Grade Literacy Graph

Negligible Risk | Minimal Risk | Some Risk | At Risk

Category	Negligible Risk	Minimal Risk	Some Risk	At Risk
LNF Fall 2024	80	80	28	21
PSF Fall 2024	65	48	5	11
NWF-CLS Fall 2024	61	39	10	19
NWF Fall 2024	44	50	29	6
WRF Fall 2024	41	24	31	33
ORF Fall 2024	40	32	17	40
ORF Accuracy Fall 2024		63	20	46

MES First Grade Math Graph

Negligible Risk | Minimal Risk | Some Risk | At Risk

Category	Negligible Risk	Minimal Risk	Some Risk	At Risk
Computations Fall 2024	67	21	32	11
NIF Fall 2024	75	21	22	12
NNF Fall 2024	78	16	19	17
AQD Fall 2024	79	19	24	8
MNF Fall 2024	71	32	20	7
Fall Composite	81	13	22	14

MES Second Grade Literacy Data

Negligible Risk · Minimal Risk · Some Risk · At Risk

	NWF-CLS Fall 2024	NWF Fall 2024	WRF Fall 2024	ORF Fall 2024	Accuracy Fall 2024	MAZE Fall 2024
Negligible Risk	56	60	47	41		41
Minimal Risk	38	33	49	49	80	45
Some Risk	14	16	8	14	21	14
At Risk	11	11	16	16	19	20

MES Second Grade Math Data

Negligible Risk · Minimal Risk · Some Risk · At Risk

	Computation Fall 2024	C and A Fall 2024	Composite Fall 2024
Negligible Risk	58	67	62
Minimal Risk	21	14	25
Some Risk	33	21	17
At Risk	8	18	16

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Third Grade Literacy Data

Legend: Negligible Risk (blue), Minimal Risk (green), Some Risk (yellow), At Risk (red)

Assessment	Negligible Risk	Minimal Risk	Some Risk	At Risk
NWF-CLS Fall 2024	35	51	4	4
NWF Fall 2024	46	37	7	4
WRF Fall 2024	36	45	6	7
ORF Fall 2024	44	29	12	9
Accuracy Fall 2024		51	33	10
MAZE Fall 2024	35	44	10	5
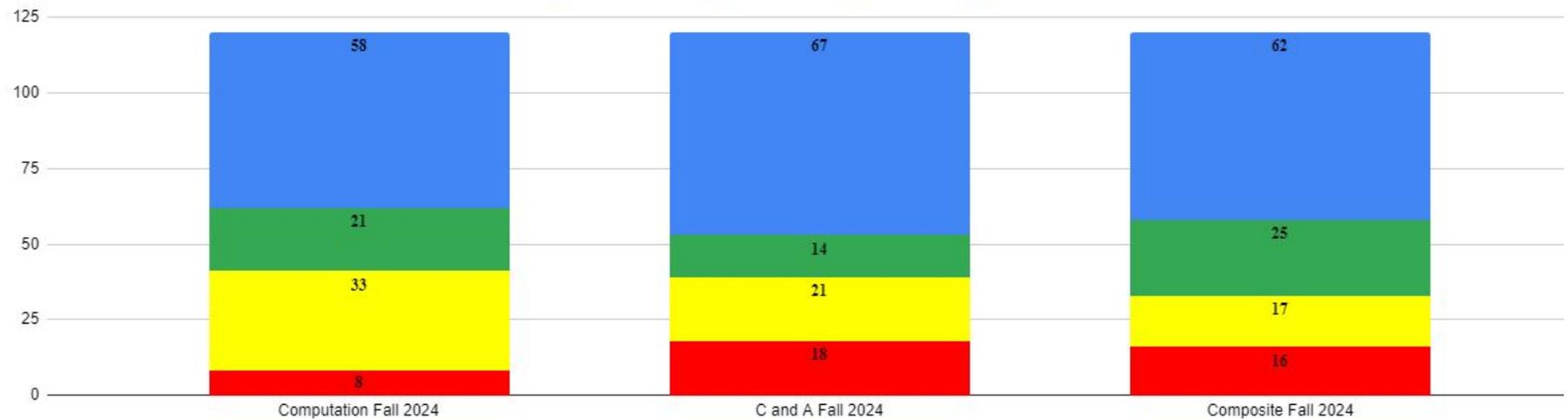
MES Third Grade Math Data

Legend: Negligible Risk (blue), Minimal Risk (green), Some Risk (yellow), At Risk (red)

Assessment	Negligible Risk	Minimal Risk	Some Risk	At Risk
Computation Fall 2024	40	7	20	28
C and A Fall 2024	76	1	12	6
Composite Fall 2024	62	7	14	12
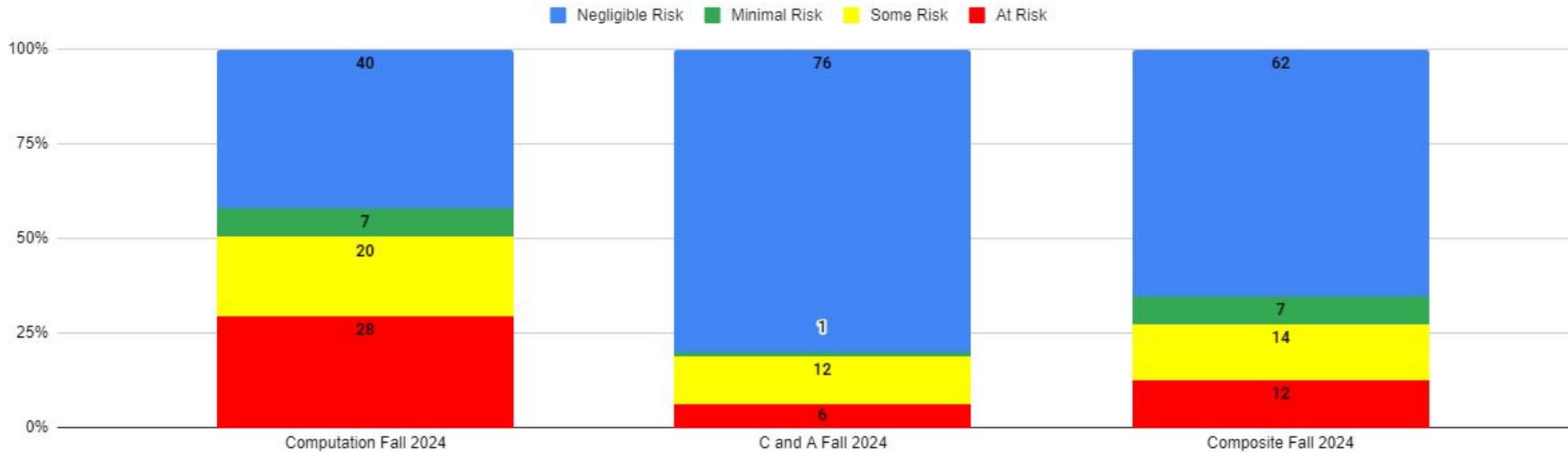
MES Fourth Grade Literacy
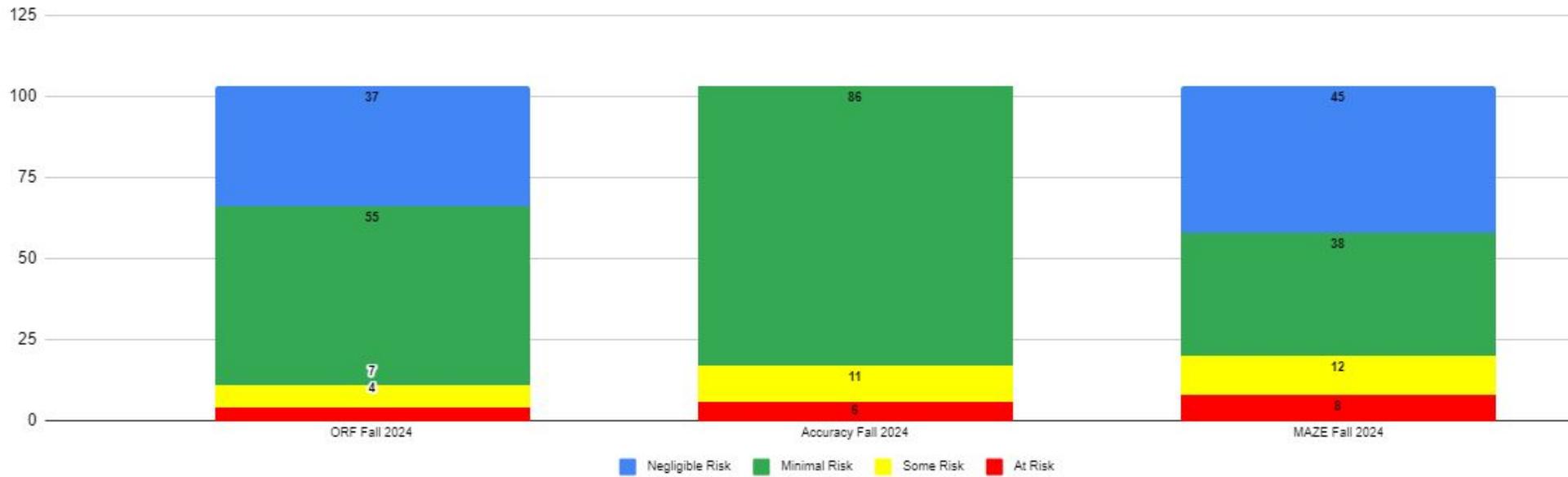
MES Fourth Grade Math Data
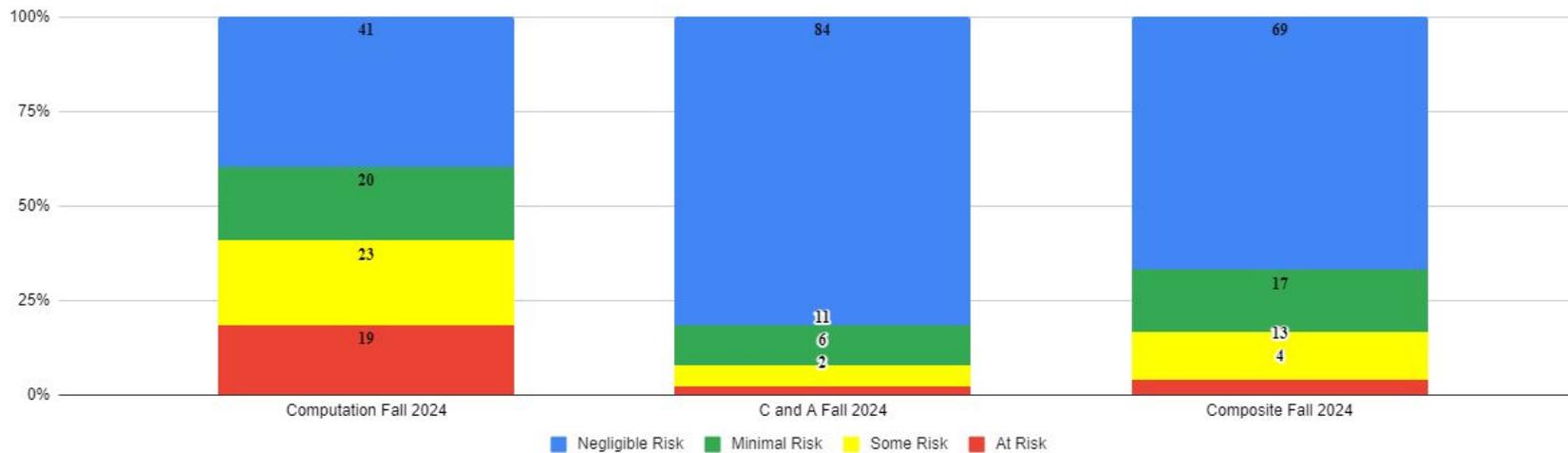
MES Fifth Grade Literacy Data

Negligible Risk Minimal Risk Some Risk At Risk

ORF Fall 2024: 45, 53, 23, 6
Accuracy Fall 2024: 91, 27, 7
MAZE Fall 2024: 41, 43, 14, 27
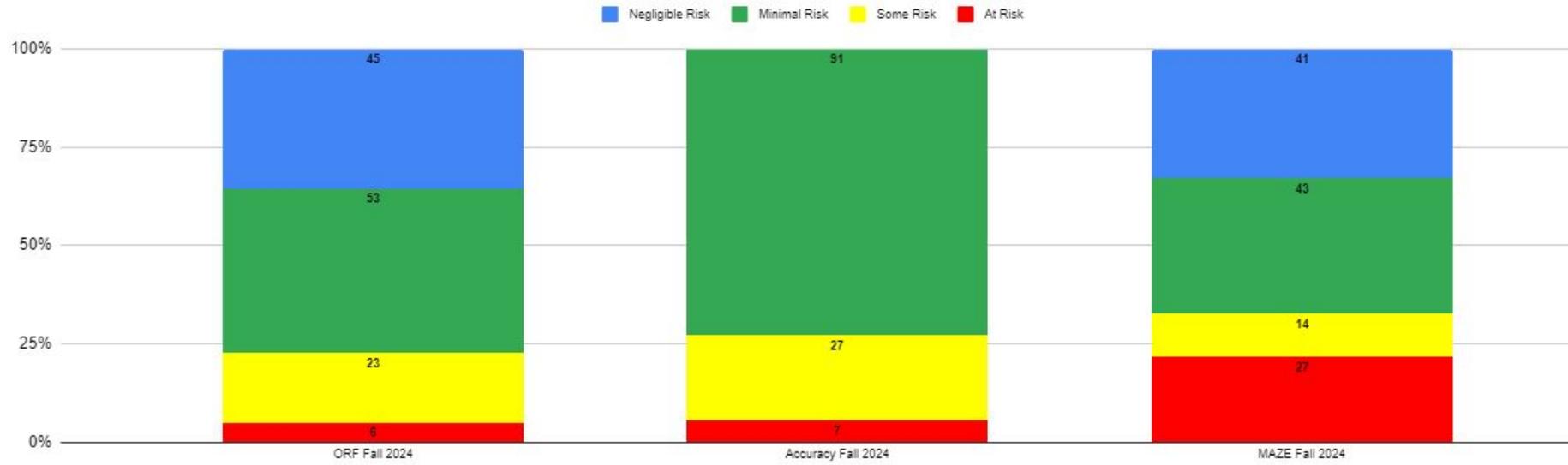
MES Fifth Grade Math Data

Negligible Risk Minimal Risk Some Risk At Risk

Computation Fall 2024: 49, 10, 38, 30
C and A Fall 2024: 88, 16, 16, 7
Composite Fall 2024: 73, 15, 24, 15
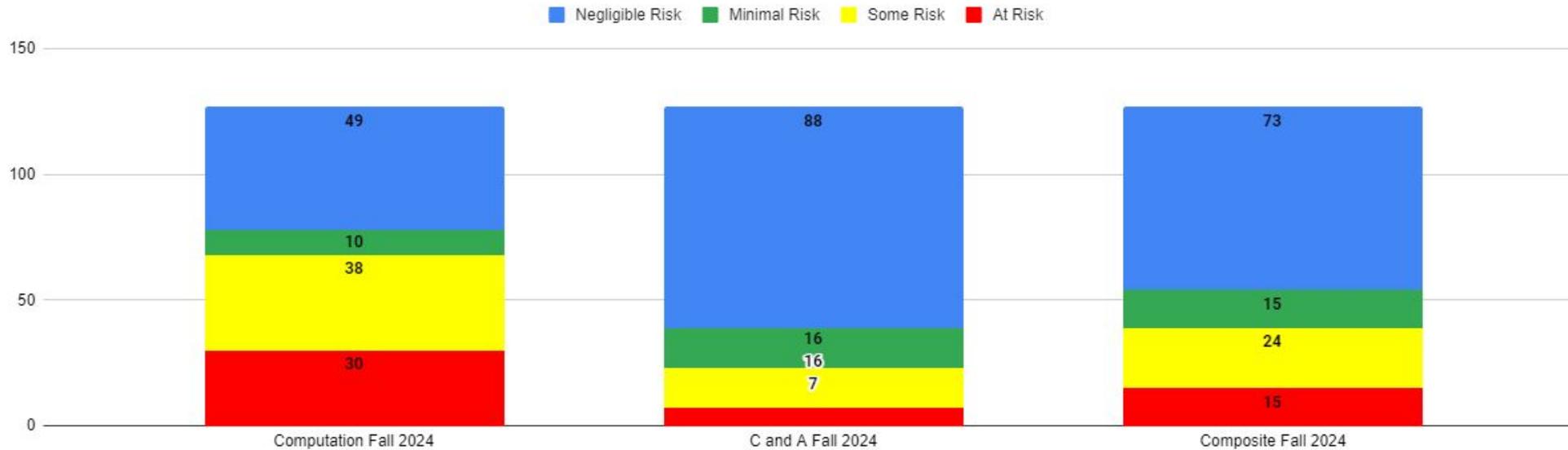
Kindergarten Grade MES Literacy Subgroup Data
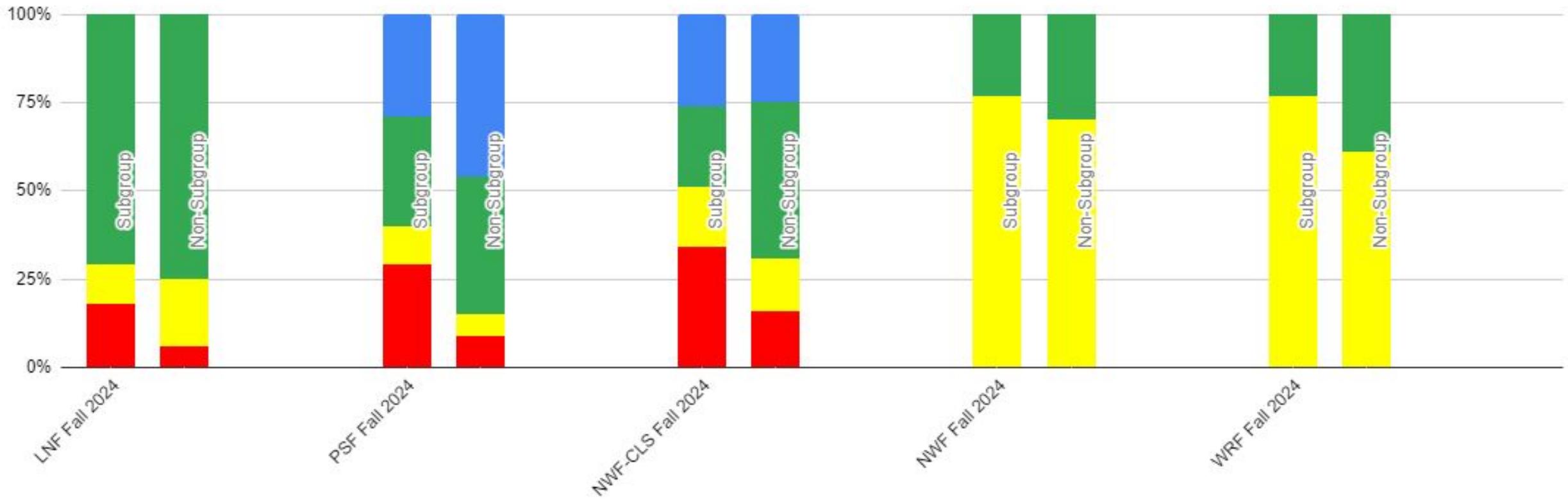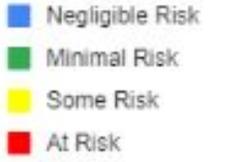
First Grade MES Literacy Subgroup Data
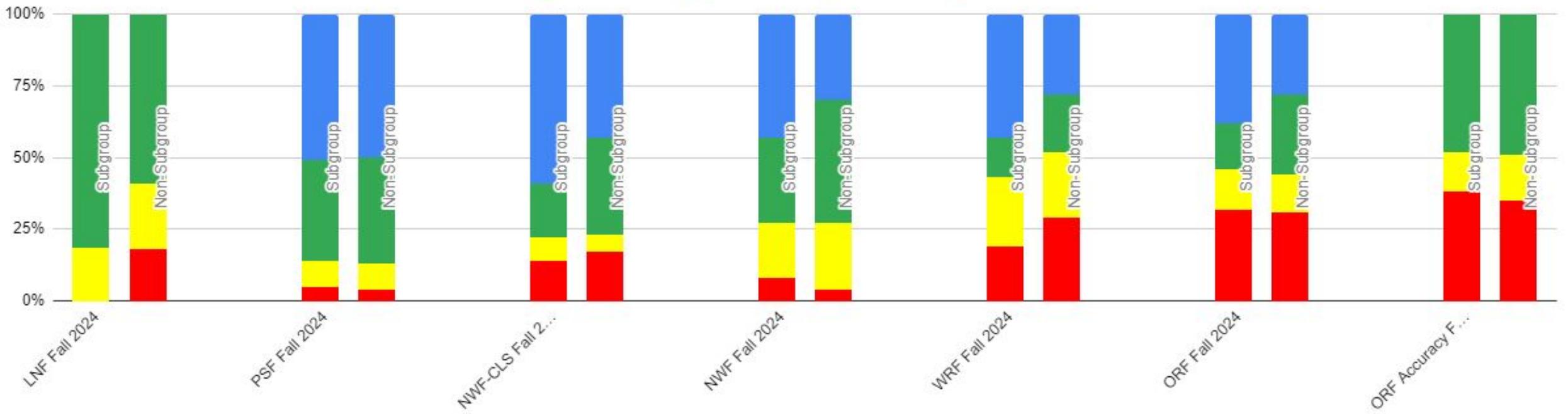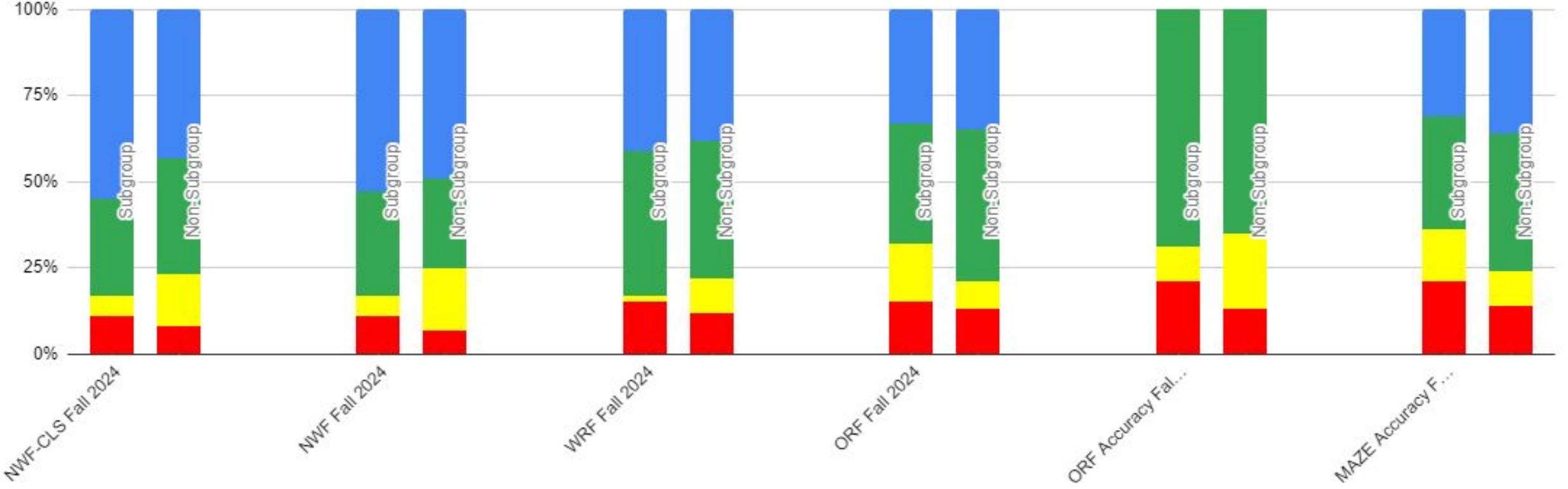
Second Grade MES Literacy Subgroup Data

Third Grade MES Literacy Subgroup Data
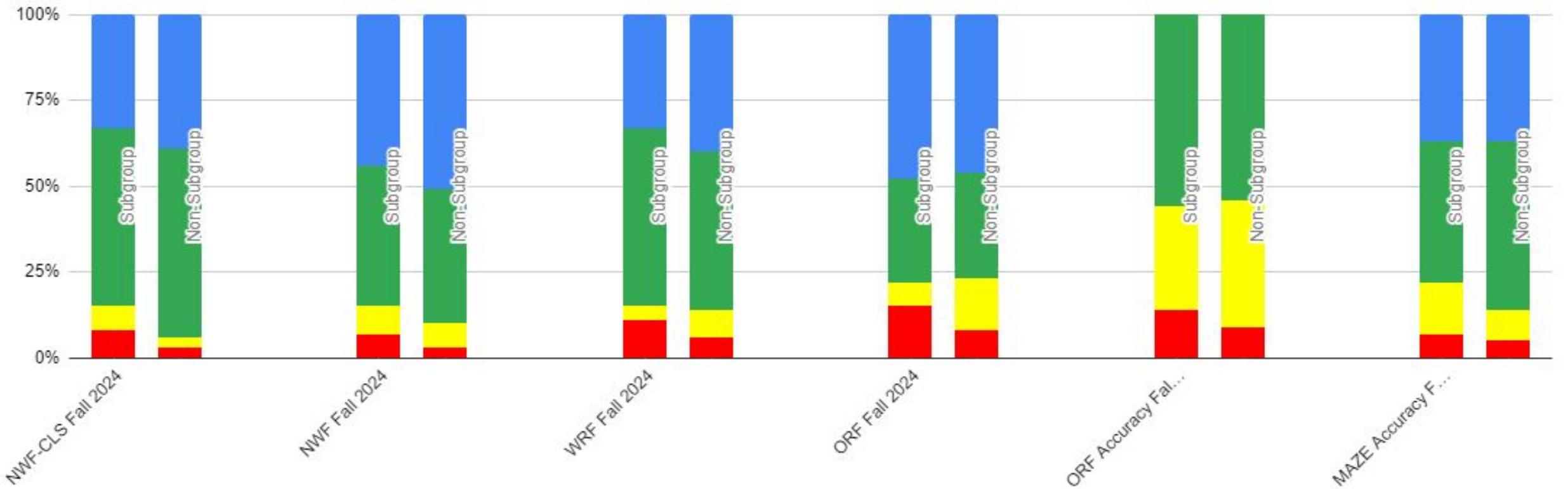
Fourth Grade MES Literacy Subgroup Data
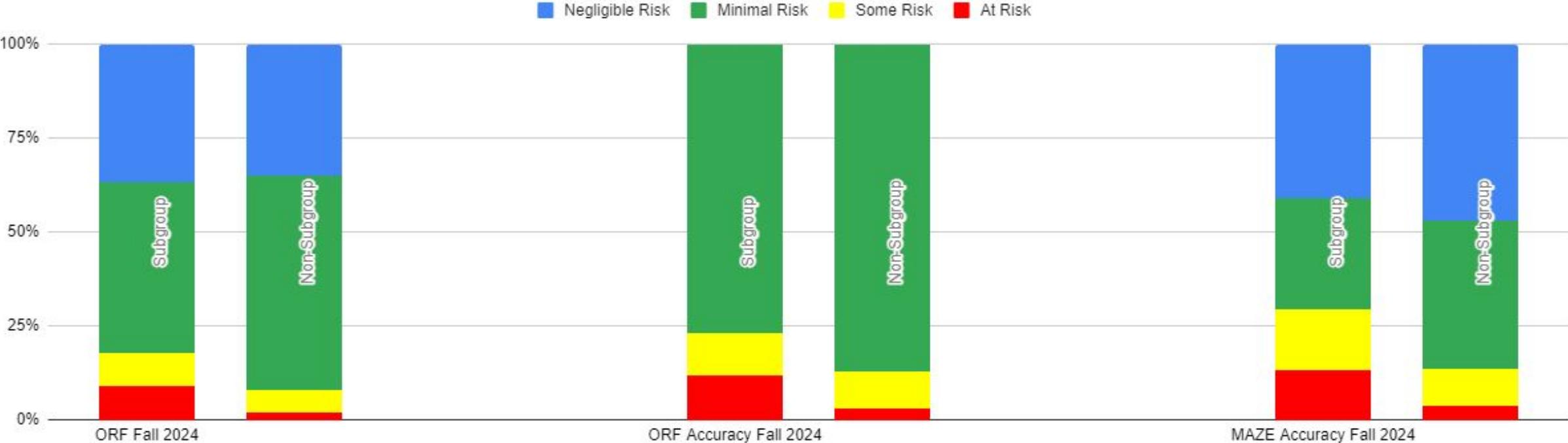
Fifth Grade MES Literacy Subgroup Data
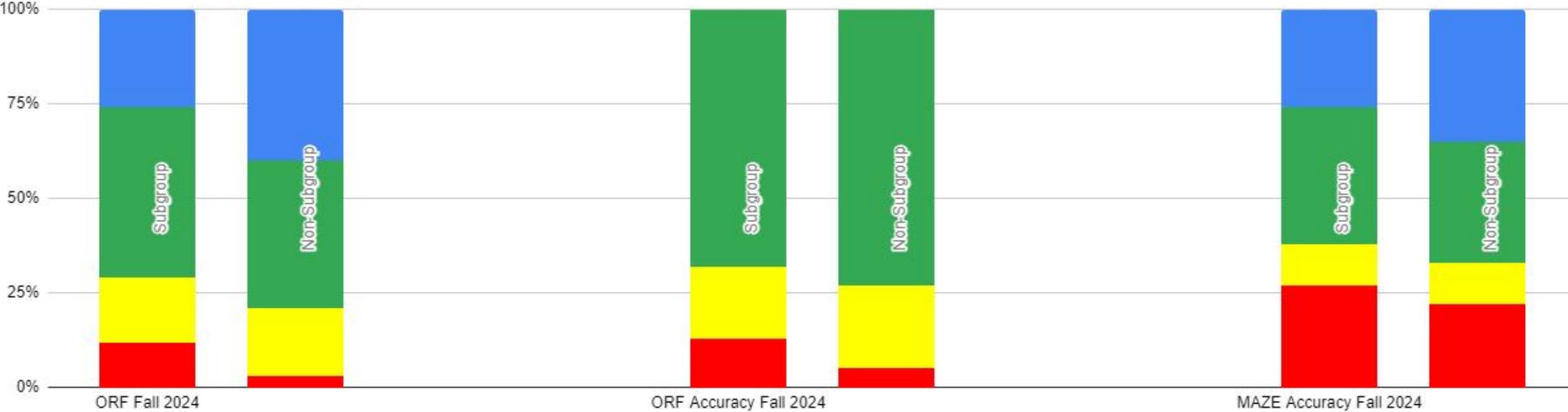
Kindergarten Grade MES Math Subgroup Data
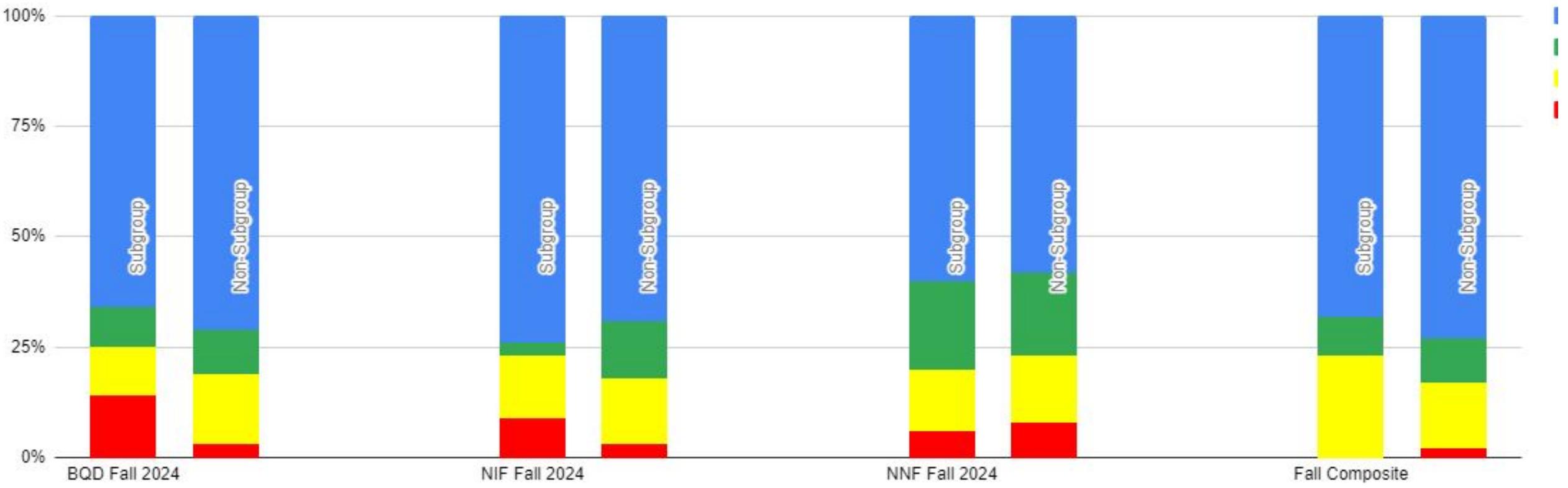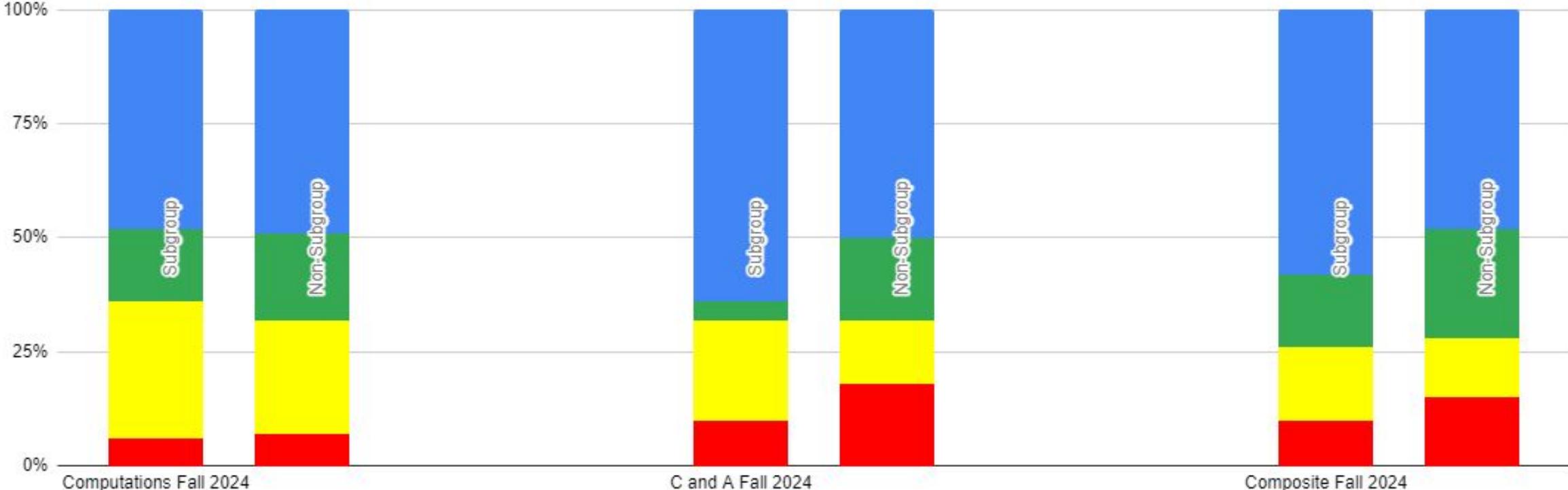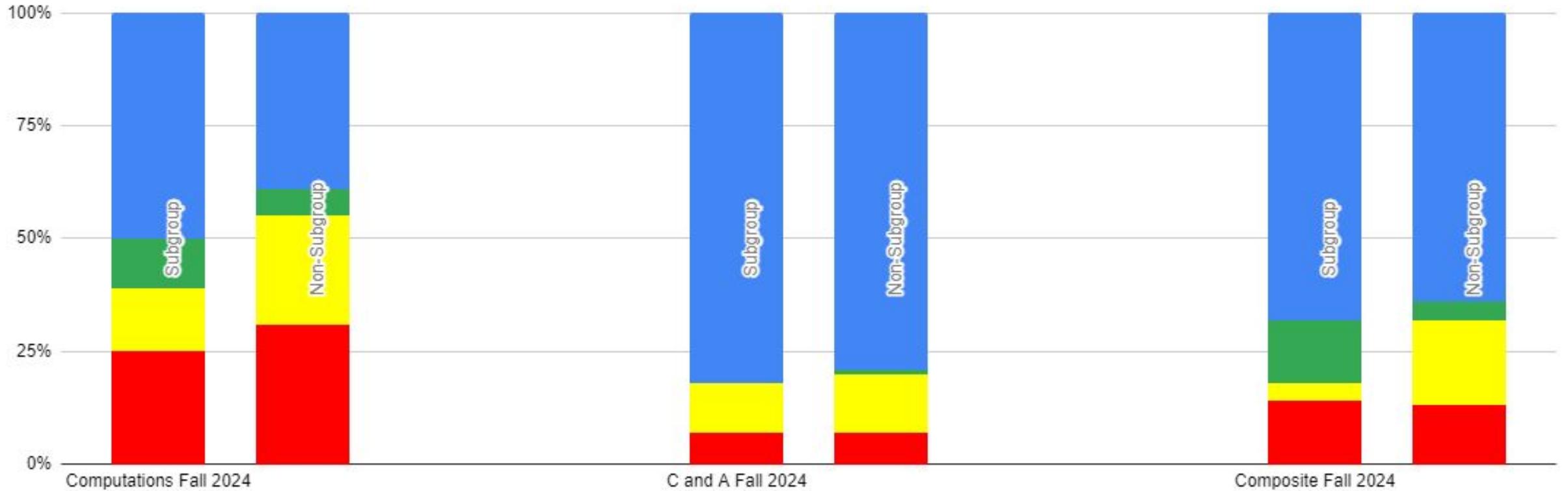
First Grade MES Math Subgroup Data

Second Grade MES Math Subgroup Data

Third Grade MES Math Subgroup Data

Fourth Grade MES Math Subgroup Data

Fifth Grade MES Math Subgroup Data
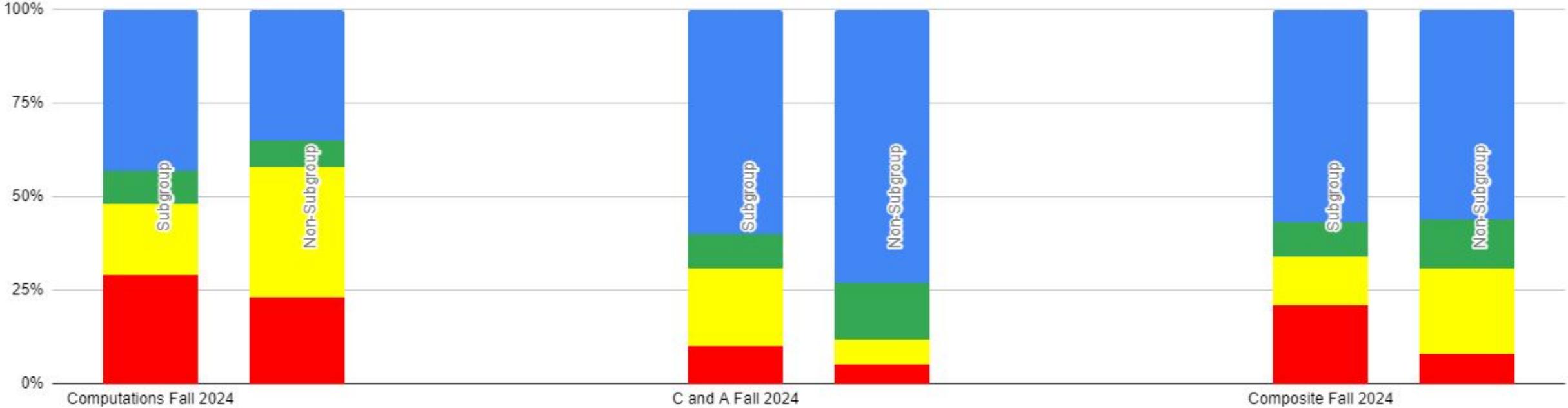
GO TEAM DISCUSSION: DATA PROTOCOL

- What do you notice?

- What are your wonderings?

- What additional questions do you have?
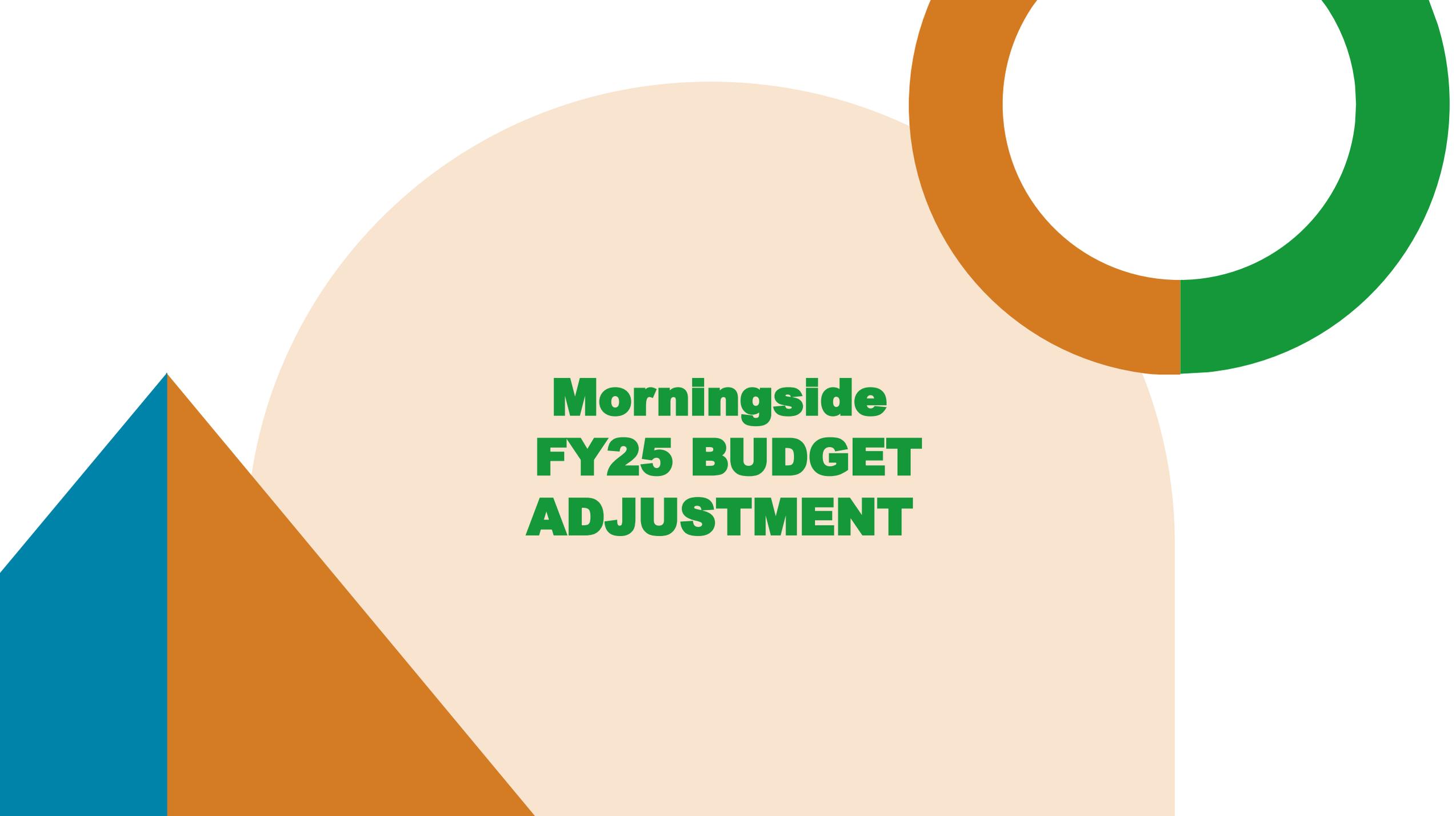
GLOWS & GROWS

GLOWS   **GROWS**

IMPACT **ARE WE ON TARGET TO SUCCESSFULLY ACCOMPLISH OUR PRIORITIES?**

Morningside
FY25 BUDGET
ADJUSTMENT

ENROLLMENT

Projected Enrollment	**762**
15-Day Count(08.21.24) Enrollment	716
Difference	-46

LEVELING

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

Budget Adjustment*	**-$245,364**

The budget adjustment reflects the impact of the following: enrollment changes, FY25 reserve, adjustments to Title I, Family Engagement and School Improvement Allocations, Security Grants and FY24 carryover funds

Previous Plan (March, 2024) for FY25 Leveling Reserves $109,171

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.	Fostering Academic Excellence for All	Triangulate data to develop a classroom level plan for identified students in bottom quarter, as well as student groups historically impacted by achievement gaps; Use data to strategically group students based on academic need; 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; Differentiate lesson plans based on the above data.	Add a Teacher	$109,171
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.	Fostering Academic Excellence for All	Reduce Grade Level Class Sizes across all homeroom classes		

SUMMARY OF CHANGES AS A RESULT OF FY25 BUDGET ADJUSTMENT

| **Personnel Changes**	**Non-Personnel Changes**
+$45,000 in new money from the state for security: Added to line item to pay partially for School Resource Officer School Funded *Total Cost = $106,641*	-$54,586 in reserves (-$54,585 in reserves to APS in April, 2024)
-$110,791: "Banked" teacher (a teacher we did not hire)	
-$50,777: Level out a position to another APS school	*Remaining $15,790 to go to Part Time Hourly Para + Non-Staffing Funds*

Class Sizes 9/18/24

APS Projection 12/6/23	IC Day 15 Count 8/21/24	Current 9/18/24	Teachers 24-25	Class Size Avg 9/18/24	
127	116	115	6	19	KG
137	131	131	6	22	1st
123	123	123	6	21	2nd
108	96	97	5	19	3rd
119	112	114	5	23	4th
148	138	140	6	23	5th
762	**716**	**720**	**34**	**21**	

Timeline for GO Teams

You are HERE
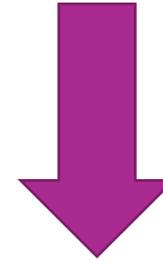
1	**2**	**3**	**4**	**5**
Fall 2021	Summer	August	Sept. – Dec.	Before Winter Break
GO Team Developed 2021-2025 Strategic Plan	School Leadership completed Needs Assessment and defined overarching needs	School Leadership completed Continuous Improvement Plan	Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan	**GO Team** will take action (vote) on the rank of the strategic plan priorities for SY25-26 in preparation for budget discussions.

QUESTIONS?

JOIN US ON
SATURDAY, SEPTEMBER 28

All GO team members are invited,
but plan to have at **least 3 members** of your
GO Team attend!

6th Annual G3 Summit

LEADING WITH PURPOSE:
LET'S GET TO WORK

TUSKEGEE AIRMEN GLOBAL ACADEMY

Saturday, September 28, 2024
8:30 AM - 2:30 PM

Go.Grow.Govern.