



# GO Team Business Meeting #2

Where we are – Where we're going

Morningside Elementary School  
10/9/24

# 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 2024

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

3

August 2024

School Leadership  
completed 2024-2025  
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 rank of the  
strategic plan priorities  
for SY24-25 in  
preparation for budget  
discussions.



# Discussion Items

Georgia Milestones Data

MAP Data Overview from  
August-Early Sept. MAP

GMAS Data

Continuous Improvement Plan  
Highlights with  
Strategic Plan Alignment & Update



# Current Strategic Plan

2021-2025

**Morningside Elementary School Strategic Plan**  
**(2022 - 2025, Update 10/9/24)**

***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%)

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%)

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

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.

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

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.

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

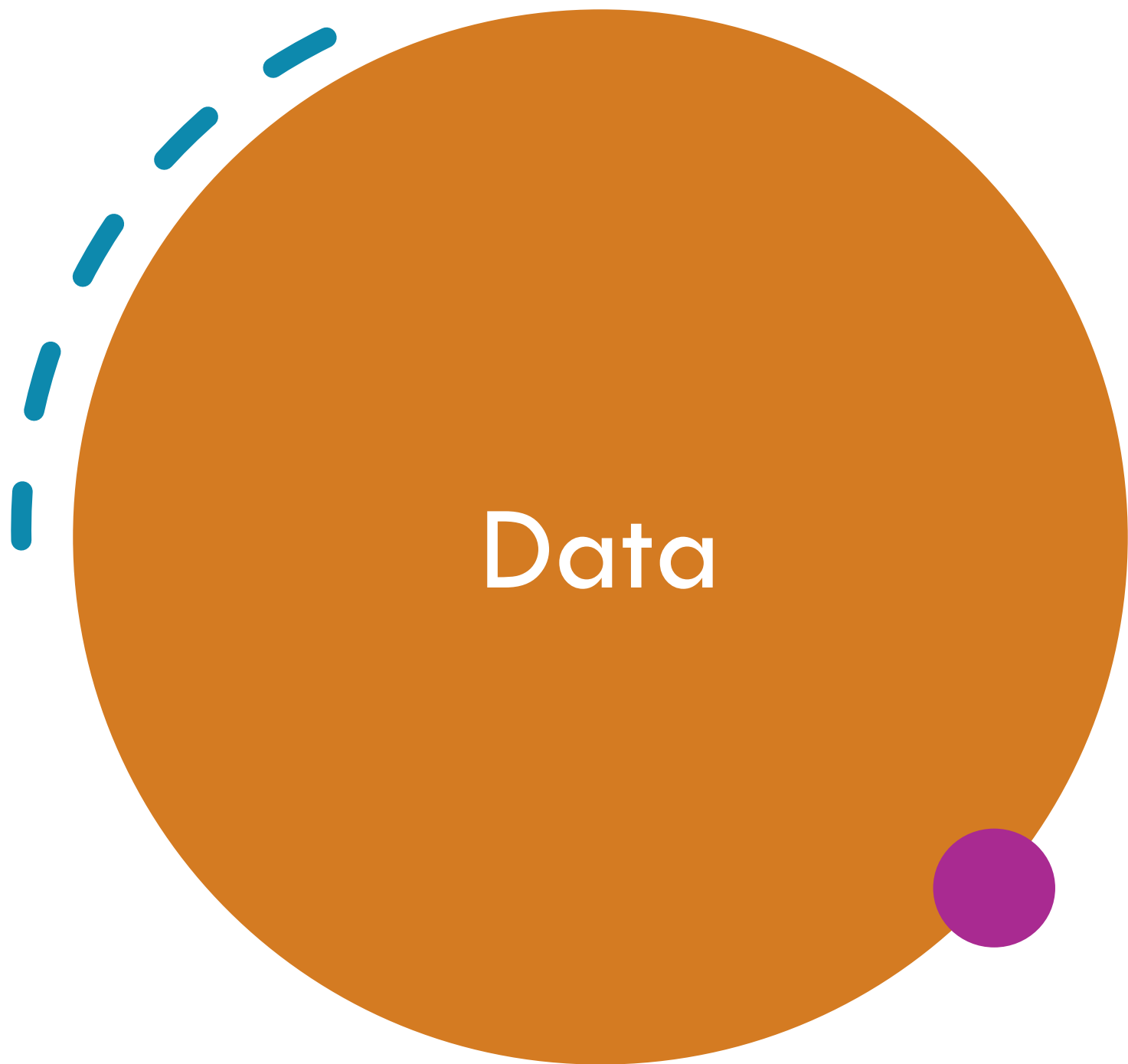
6. Build capacity of talented and knowledgeable staff to meet student needs.
7. Create an environment that motivates and retains staff members, builds teacher leadership, and focuses on teacher well-being and school safety.

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

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. 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.



# MAP Fall to Fall, 2nd thru 5th

## Reading

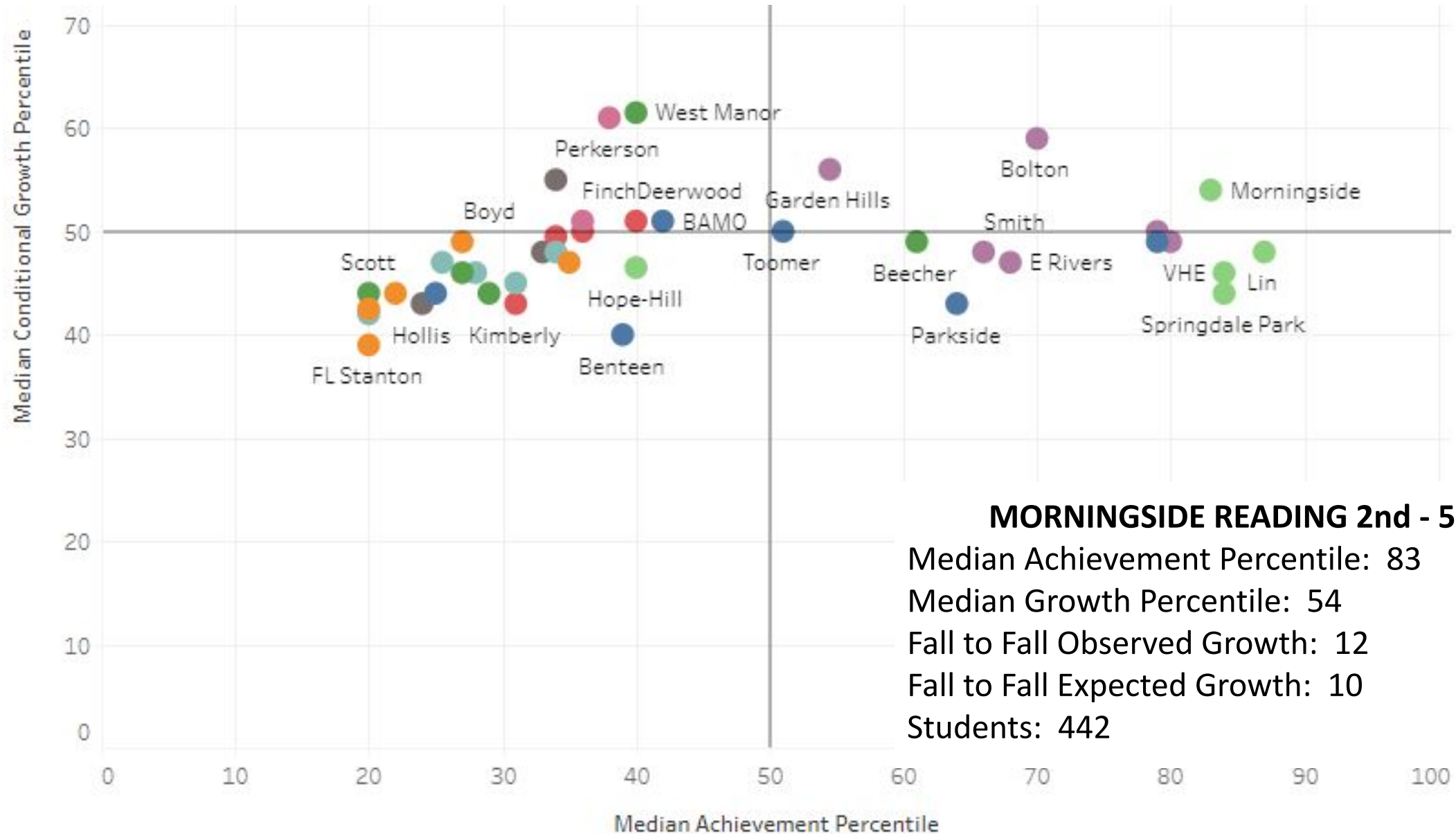
School	Window	Exams				
Morningside	Fall 2023-2024	493	10%	18%	36%	36%
	Fall 2024-2025	467	7%	18%	37%	37%

## Math

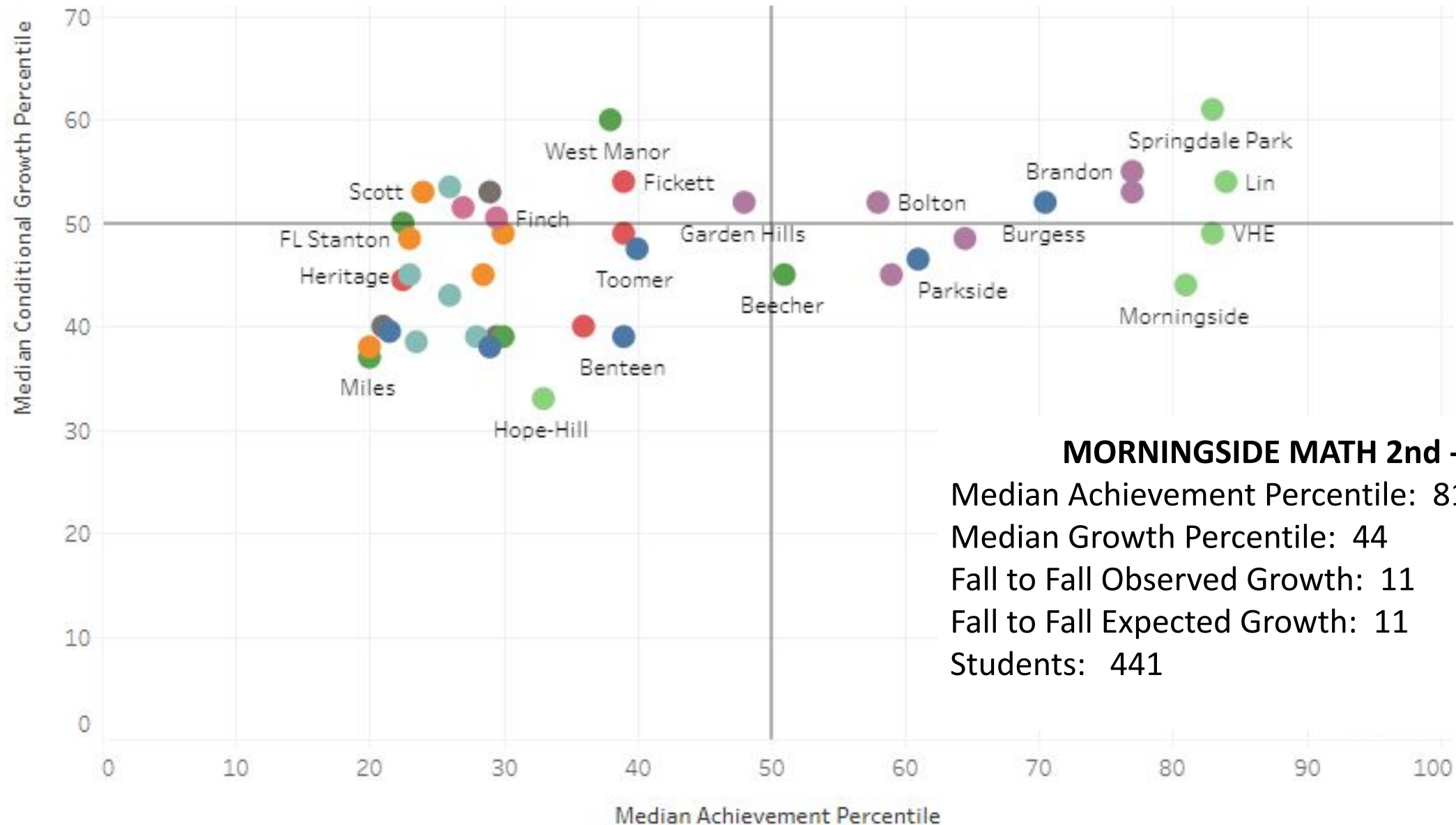
School	Window	Exams				
Morningside	Fall 2023-2024	492	5%	26%	44%	25%
	Fall 2024-2025	461	5%	22%	47%	26%



# Reading MAP 2nd - 5th



# Math MAP 2nd - 5th



## **MORNINGSIDE MATH 2nd - 5th**

Median Achievement Percentile: 81

Median Growth Percentile: 44

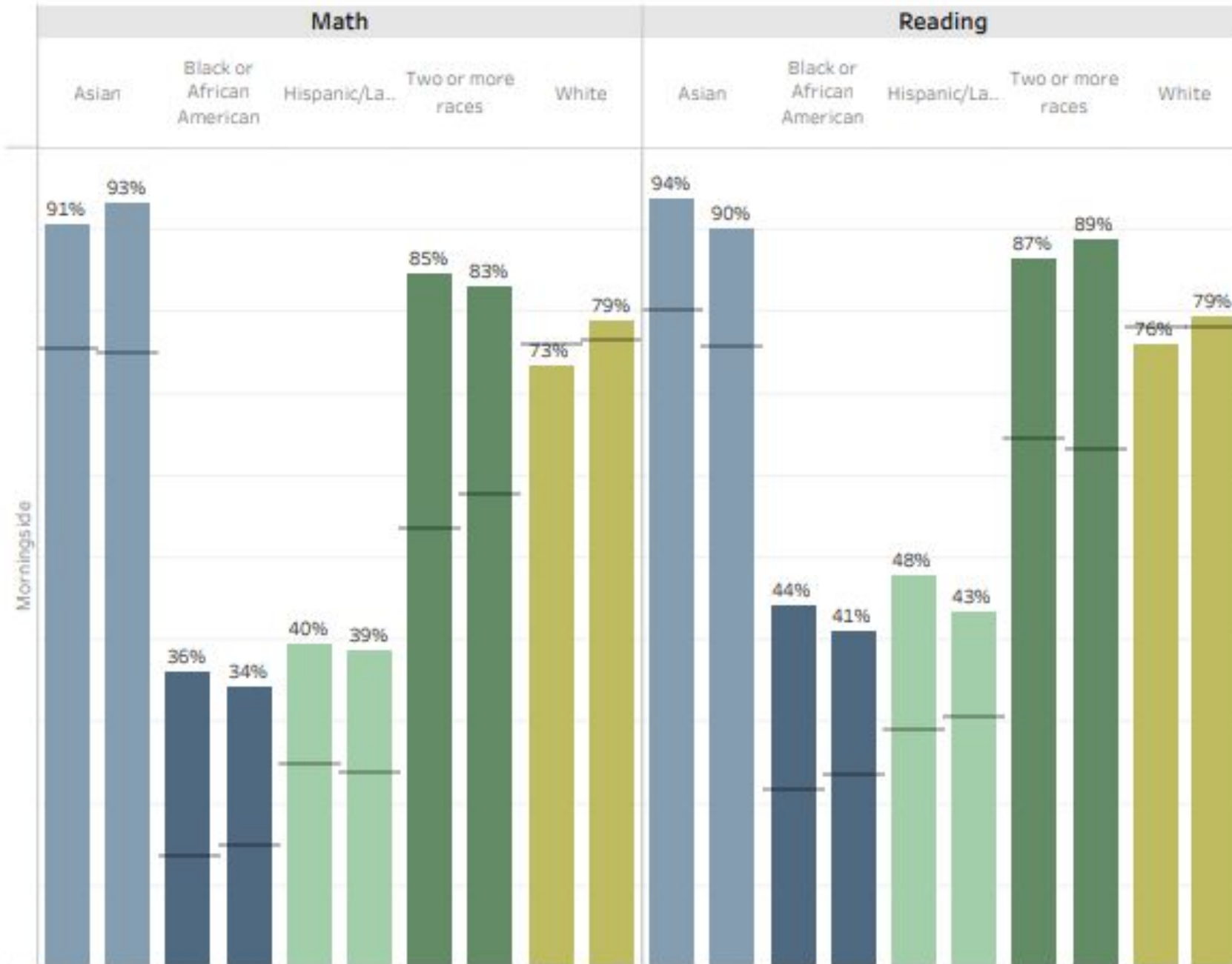
Fall to Fall Observed Growth: 11

Fall to Fall Expected Growth: 11

Students: 441

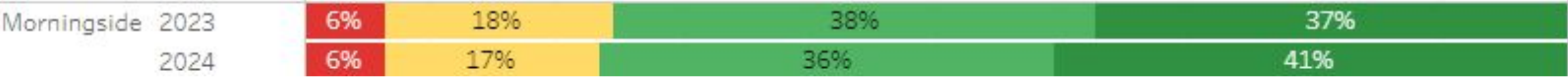
# MAP Growth Subgroup Comparison (Proficient and Above): Morningside

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

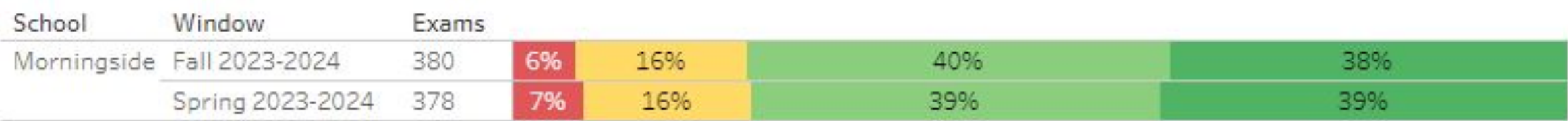


MAP  
Student  
Groups in  
2nd, 3rd,  
4th and 5th

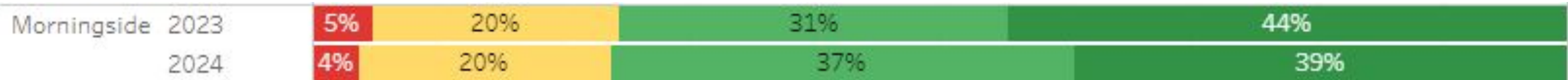
## ELA GMAS Spring 2023 and Spring 2024



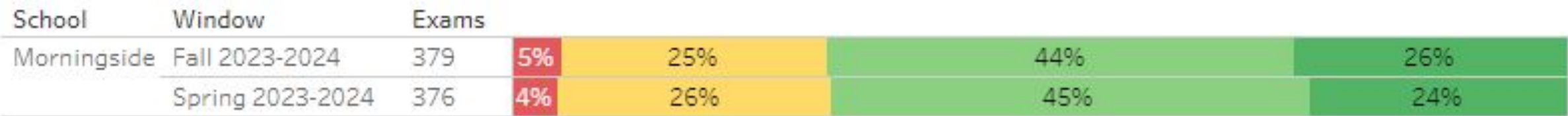
## Reading MAP 3-5, Same Kids as Spring 2024



## Math GMAS Spring 2023 and Spring 2024



## Math MAP 3 - 5 Same Kids as Spring 2024



# GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP 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 and GMAS are there specific trends that require more focused attention?
- What additional questions do you have?



# Continuous Improvement Plan “CIP” Goals

SMART Goals		
Literacy	Numeracy	Whole Child & Intervention
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%)	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%)	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%.
Literacy	Numeracy	Whole Child & Intervention
1. Use student in-class performance data to form small groups for literacy instruction.	1. Use student in-class performance data to form small groups for math instruction.	1. Use APS Graphs to monitor attendance data and plan interventions monthly for individual students.
2. Use MAP and our Universal Screener data to form groups for our double-dose, rolling small group implementation.	2. Use MAP and our Universal Screener data to form groups for our double-dose, rolling small group implementation.	2. Quarterly Reporting of Attendance by four key student groups, with specific interventions noted per student.
3. Monitor individual student data and target high growth on MAP.	3. Monitor individual student data and target high growth on MAP.	

## Reading Goal & Action Steps from "CIP"

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
1. Use student in class performance data to form small groups for literacy instruction.	Readers as Leaders Coach, Assistant Principal over Grade	August 2024	100% of grade level teachers will have functioning literacy small groups by end of August	80% of students in targeted groups will score Proficient and Above on MAP Indicator.	C&I	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Effective Use of Technology	FALSE						
2. Use MAP data to form double dose, rolling small groups led by the teacher and/or other support professional.	Readers as Leaders Coach, Master Teacher Leader for Literacy	August-September 2024	100% of literacy teachers will work with the team to finalize groups and focus areas	80% of students in targeted groups will score Proficient and Above on MAP Indicator	C&I	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Effective Use of Technology	FALSE						
3. Implement and provide coaching cycle on student data meetings, Cox Campus modules, and small group targeted learning	Readers as Leaders Coach, Master Teacher Leader for Literacy and Grade Level Assistant Principal	August 2024 - May 2025	100% of literacy teachers will participate in student data meetings, content planning, Cox Campus workshops and small group professional development	80% of students in targeted groups will score Proficient and Above on MAP Indicator	C&I	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Effective Use of Technology	FALSE						
Subgroup Action Steps for Literacy (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Implementation of Mentoring Program for students as selected by WCI, focusing on student groups impacted by achievement gap	WCI Team	September 2024 - May 2025	80% of mentor volunteers will meet with mentees once per week	80% of identified students will score Proficient and Above on MAP	WCI	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Effective Use of Technology	FALSE						
Implementation of 2nd APS Day Student Support as Needed	All Teaching & Certified Staff	September 2024 - May 2025	Students will attend 90% of provided support opportunities as detailed by teacher	80% of identified students will show growth on subsequent MAP assessments and student grades	C&I, Data	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Effective Use of Technology	FALSE						

**GO TEAM DISCUSSION:** Review the priorities and goals in your strategic plan and the information and goals CIP. Reflect on if updates need to be made to the Strategic Plan.

# GO Team Activity & Discussion

Are all CIP Goals reflected in our Strategic Plan Priorities?

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?



# Updates to the Strategic Plan

1. 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%.

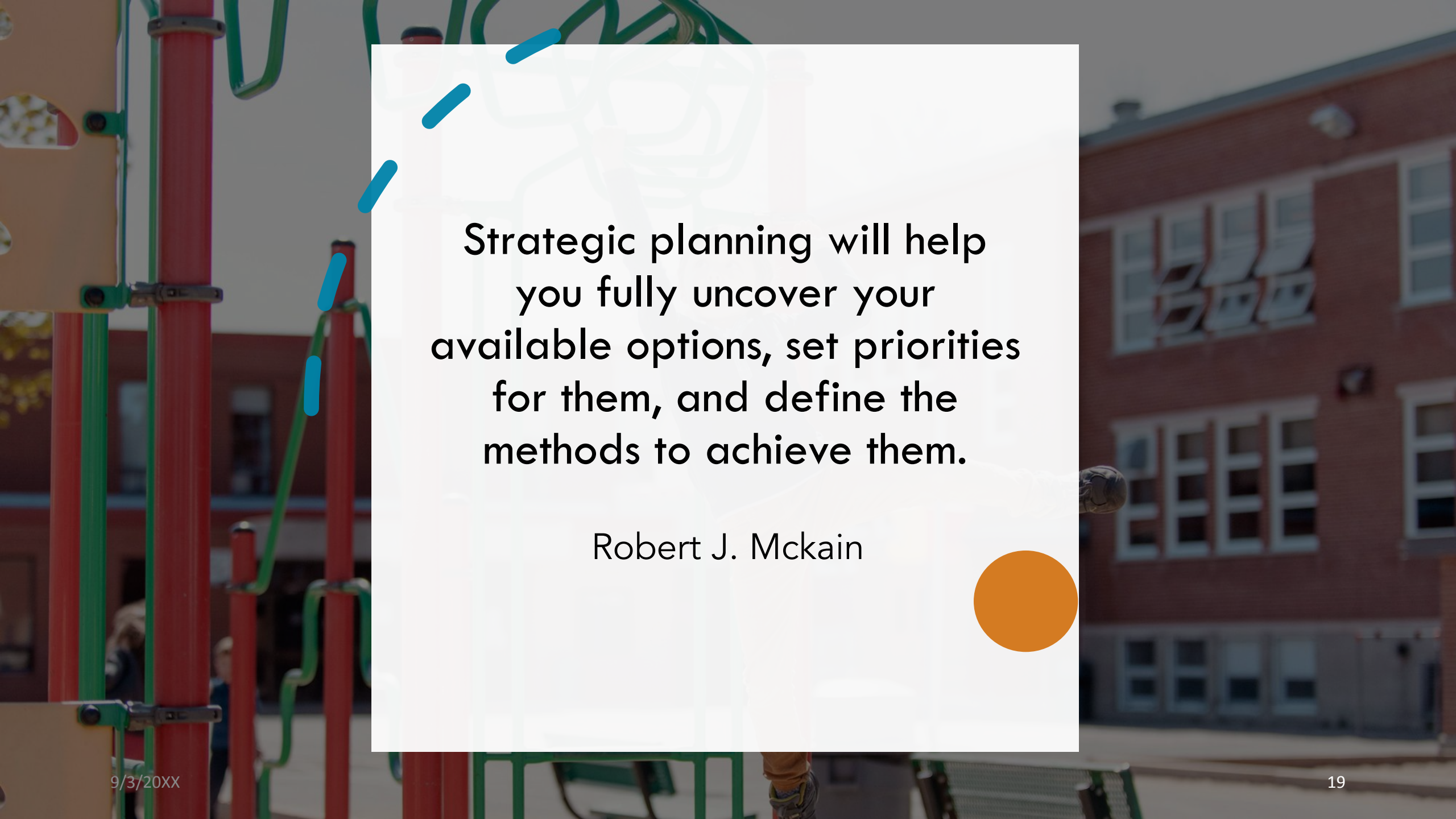


**Security Grant from State of GA!**  
**\$45,000**



## **Security Grant Update**

**Applying \$45,000 to  
Costs of School  
Resource Officer**



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

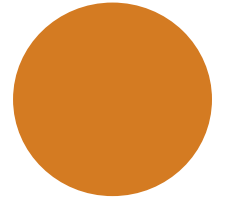
Robert J. Mckain

# 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 the end of Fall Semester, we will take Action (vote) on any updates to our strategic plan and the ranking our strategic priorities for the 2024-2025 school year.

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





Thank you