

Accountability
Continuous Improvement
Equity
Support

School Name: Morningside Elementary
My Name: Audrey Sofianos
Cluster Name: Midtown
Associate Name: Paul Brown

- **Principal Information**

- **Years at School:** 6
- **Years as a Principal:** 19

- **School Information**

- **Signature Program:**
College & Career
- **Reading Program:**
Fountas & Pinnell
- **Mathematics Program:**
Envision

- **Enrollment Information***

- **SY2022 Enrollment:** 813
- **SY2021 Enrollment:** 846
- **Change in Enrollment:** -33 Students

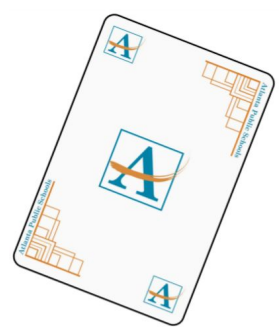
- **Staffing Information**

- **Number of First Year Teachers:** 0
- **Number of Vacancies:** None

- **Financial Information**

- **Title I Budget:** N/A
- **% remaining to spend: 10/28/2021:** \$1,635,305
- **Holdover funds:** N/A

***Based on October FTE**



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Early Warning Indicators


• SY22 Attendance*

- Attendance Take Rate = 99.2%
- ADA Attendance Rate = 97.2%
- Students not chronically absent = 94.3% (CCRPI Attendance Rate)

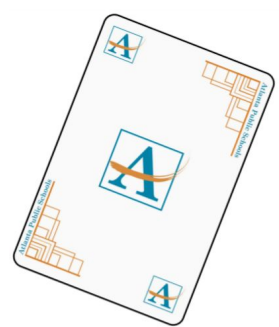
• SY22 Behavior*

- Overall Suspension Rate = 0.04

Suspension Rate by Subgroup

Subgroup	Overall Suspension Rate	OSS Suspension Rate	ISS Suspension Rate
Female			
Male			
SWD			
Black			
Hispanic			
Multi-race			
White			

*As of 11/4/2021



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Academic Indicators

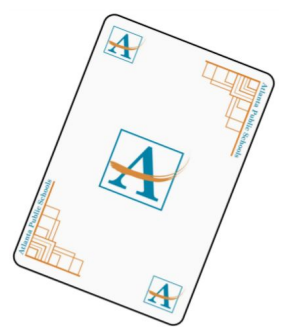
• NWEA MAP Fall Assessment Results

- **MAP Take Rate:** 99.6%
- **MAP Growth Predicted GMAS Achievement**

• HMH Dosage

Program	Avg. Daily Use (Mins)	Avg. Weekly Use (Days)
Read 180	19.3 minutes	2.5 days
Systems 44	13 minutes	2 days
iRead	18 minutes	2 days

Subgroup	% Proficient + above ELA	% Proficient + above Math
Overall (2nd - 5th, ~540)	79	74
Female	80	73
Male	78	75
SWD (18)	44	22
EL (26)	38	38
White (342)	83	81
Black (56)	55	41
Hispanic (51)	57	49
Two/More (50)	82	72
Asian (39)	95	90



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SY22 Actions

- **Action Step 1:** Identify students at the threshold from Level 1-2, Level 2-3 and Level 3-4. Set specific goals for student MAP Growth. (WHY)
- **Action Step 2:** Implement Teacher Created Common Assessments in Reading/ELA and Math, 2 for the first semester and 3 for the second semester. (WHAT)
- **Action Step 3:** Increase our level of differentiated instruction, based upon MAP, Common Assessment & Classroom Data. (HOW)