

DRAFT OF STRATEGIC PLAN, DECEMBER 7, 2021

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.

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

55 Black or African American Students: 55% to 60%

51 Hispanic Students: 57% to 62%.

18 SWD Students: 44% to 49%

Increase the % of grades 2-5 students scoring proficient or above in math from 74% to 79% from Fall to Spring Administration

56 Black or African American Students: 41% to 46%

51 Hispanic Students: 49% to 54%,

18 SWD Students: 22% to 30%

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%.

<i>APS Strategic Priorities & Initiatives</i>	<i>School Strategic Priorities (Tip from TN: Main GO Team Conversations Mostly Here)</i>	<i>School Strategies (How) (Tip from TN: If we do these things, will it lead to success with our Strategic Priorities)</i>
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	<ol style="list-style-type: none">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).	<ol style="list-style-type: none">1A. Use MAP data to strategically group students based on need.1B. Implement Teacher Created Common Assessments 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.3A. Further teacher clarity by continuously aligning 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.

Building a Culture of Student Support Whole Child & Intervention Personalized Learning	4. Focus on individual student needs. 5. Strengthen our intervention & enrichment program. to	4A. Ensure our existing school schedule supports students with increased student needs. 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. Offer a broad selection of in-school enrichment opportunities, including STEAM based activities, clubs and interest events. 5B. Provide intentional enrichment opportunities for all students.
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	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.	6A: Recruit candidates through a rigorous process in which teacher leaders review, interview and put forward nominees for further hire processes. 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: Intentionally focus on employee engagement. Collaborate with staff to identify engagement areas to improve Motivation & Retention 7B. Maintain our Staff Development Committee, made of teacher leaders, for planning available professional development days and attendance at conferences & workshops 7C. Ensure high-quality and relevant professional development through our PLC's, planning days, and online professional tools as requested by staff. 8A. Analyze materials and online usage data, student results and teacher input to solidify the resource purchase decision making process.
Creating a System of School Support Collective Action, Engagement & Empowerment	9. Create a welcoming, inclusive and responsive school 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.	9A. Implement activities both at the class level and school-wide that reflect all students' backgrounds and experiences. 9B. Parent meetings will continue at a variety of times, including morning, mid-day and evening and will be recorded and posted for viewing. 9C. Expand and maintain our Cultural Diversity Committee, made of teacher leaders, for planning and executing student and school events and activities throughout the year. 10A. Build a yearly Family Engagement Leadership Team, made up of parents, teachers and staff that coordinates, informs, and analyzes our family engagement.