

# 45 Day Check-in

11/14/2023

GO Team Business Meeting #3



# Agenda



Updated Strategic Plan



Discussion on Strategic Plan and progress



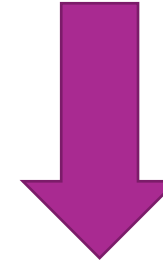
Updated Continuous Improvement Plan



Amplify Math Presentation

# Timeline for GO Teams

You are **HERE**



1

## Fall 2021

GO Team Developed  
2021-2025 Strategic  
Plan

2

## Summer 2023

School Leadership  
completed Needs  
Assessment and defined  
overarching needs for  
SY23-24

3

## August 2023

School Leadership  
completed 2023-2024  
Continuous  
Improvement Plan

4

## Sept. - Dec. 2023

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 SY24-25 budget  
discussions.

# Strategic Plan



## Sutton Middle School School Strategic Plan 2022-2025



### Mission:

Through the utilization of the International Baccalaureate program, Sutton Middle School aims to develop self-motivated, inquiring, knowledgeable, and caring young people who are prepared to thrive academically and socially in high school, college, career, and life

### Vision:

A diverse, high-performing school that supports our students, educators, and families, rooted in a strong community, working together to improve student outcomes and intercultural understanding and make our communities a better and more equitable place.

### SMART Goals:

The percentage of proficient and distinguished scores on the EOG in Math by all subgroup students will increase by 5%.

The percentage of proficient and distinguished scores on the EOG in ELA by all subgroup students will increase by 5%.

Students will increase their self-awareness of their social and emotional needs, be able to self-advocate, and appropriately handle stress, as measured by the BASC-3.

Stakeholder engagement will be supported through a minimum of one event a month that targets the needs of parents and community.

APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
<b>Fostering Academic Excellence for All</b> <b>Data</b> Curriculum & Instruction Signature Program	*Meeting the diverse needs of all learners  *Targeting instruction, remediation,	<b>1A.</b> Implementation with fidelity of the tiered blocks of instructional support (TBOIS).  <b>1B.</b> Implementation, support, and professional learning to

		<p>1C. Implementation with fidelity of the International Baccalaureate Middle Years Programme to support all students in all content areas.</p>
<p><b>Building a Culture of Student Support</b> Whole Child &amp; Intervention Personalized Learning</p>	<p>*Using Social Emotional Learning to support all students</p> <p>*Targeting supports for students who are struggling academically</p> <p>*Providing supports to help students who are having social and/or emotional challenges</p>	<p><b>2A.</b> Weekly SEL lessons via the Second Step curriculum for all students.</p> <p><b>2B.</b> Daily <b>TBOIS</b> (Tiered Blocks Of Instructional Support) to provide targeted and individualized intervention for students.</p> <p><b>2C.</b> Use of the BASC-3 screener for individual and group counseling supports for students.</p>
<p><b>Equipping &amp; Empowering Leaders &amp; Staff</b> Strategic Staff Support Equitable Resource Allocation</p>	<p>*Equipping teachers with the resources needed to ensure quality instruction and appropriate technology utilization</p> <p>*Staffing the school to allow for student needs beyond academics to be met</p> <p>*All teachers receive IBMYP sanctioned training within a year of hire and complete the gifted endorsement, DLI, ESOL, or Reading endorsement within 3 years of hire</p>	<p><b>3A.</b> Using a collaborative approach to the budgeting process that includes input from staff, parents, and stakeholders.</p> <p><b>3B.</b> Ensuring staffing in areas outside academics that meets the needs of students (Counselors, SELTs, Administration, Operations, IB Coordinator, DLI/ESOL Coordinator)</p> <p><b>3C.</b> Each year assure a set aside of funds from the budget to meet training and endorsement needs.</p>
<p><b>Creating a System of School Support</b> Partnering with Families and Communities</p>	<p>*Engage parents and community through effective outreach</p>	<p><b>4A.</b> Host a minimum of one parent event per month with bilingual Spanish translation at 50% of those.</p>



**SMS**

AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL



**WILLIS A. SUTTON MIDDLE SCHOOL**

Dr. Dominique Merriweather  
Principal



	<p>*All families have access to school events and opportunities to support their students</p>	<p><b>4B.</b> Provide access to school events in multiple modalities (live, zoom, recorded)</p> <p><b>4C.</b> Provide training and support for parents on supporting their students in all areas, SEL, technology, and academically, with targeted outreach to subgroups.</p>
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# Continuous Improvement Plan





# Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

## Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?
- What data supports the completion of an action step and success criteria (both implementation and student achievement)?

# Continuous Improvement Plan



### SMART Goals ( Elementary and Middle Schools)

By May 2024, students will increase on the ELA GMAS EOG assessment by 3% in all subgroups:

(O&U)

By May 2024, SWD students will increase from 20% to 23% on the ELA EOG assessment in proficient and above

By May 2024, ELL students will increase from 7% to 10% on the ELA EOG assessment in proficient and above

By May 2024, Black students will increase from 35% to 38% on the ELA EOG assessment in proficient and above

By May 2024, Hispanic students will increase from 28% to 31% on the ELA EOG assessment in proficient and above

(O&U)

By May 2023, White students will increase from 83% to 86% on the ELA EOG assessment in proficient and above.

By May 2024, students will increase on the Math GMAS EOG assessment by 3% in all subgroups:

(O&U)

By May 2024, SWD students will increase from 13% to 16% on the Math EOG assessment

By May 2024, ELL students will increase from 44% to 47% on the Math EOG assessment

By May 2024, Black students will increase from 22% to 25% on the Math EOG assessment

By May 2024, Hispanic students will increase from 19% to 22% on the Math EOG assessment

By May 2024, White students will increase from 76% to 79% on the Math EOG assessment.

By the Spring 2024 assessment, students with an risk on the behavioral and emotional risk index (B the fall, will decrease by 3%.

### Progress Monitoring Measures

Administer NWEA MAP Assessment 3 times a year

Administer Amplify ELA unit assessments at the end of each unit

Administer Amplify ELA mid unit assessments as students engage in Amplify units

Teacher Data Tracker

Administer daily classroom exit slips

Walkthrough data/Learning Walks (Targeted Instruction)

Data Talk (fall and spring)

(O&U)

Administer NWEA NWEA MAP Assessment 3 times a year

Administer Amplify Math unit assessments at the end of each unit

Administer Amplify Math mid unit assessments as students engage in Amplify Units

Teacher Data Tracker

Administer daily classroom exit slips

Walkthrough data/Learning Walks (Targeted Instruction)

Data Talk (fall and spring)

(O&U)

BASC-3 screener

Attendance Data

Small group pre- and post-assessment

Care Team Data Tracker

### Elementary & Middle Schools Literacy CIP Goal:

By May 2024, students will increase on the ELA GMAS EOG assessment by 3% in all subgroups

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
At the end of each unit teachers will implement reflection and goal setting process so students can get a better understanding of their performance and then implement action steps to improve their learning.	All content teachers, administrative team, instructional support staff	August – May	80% of teachers will implement the reflection and goal setting process at the end of each unit.	50% of students will meet projected growth on the MAP assessment.	150	C & I Personalized Learning
Teachers will implement targeted instruction through identifying gaps during weekly PLCs and implement differentiated instruction in daily lessons.	All content teachers Administration Instructional Support Staff	August – May	80% of teachers will plan for and implement differentiated lessons in the classroom.	50% of students will meet projected growth on the MAP assessment.	150	C & I Personalized Learning

**Elementary & Middle Schools Numeracy CIP Goal:**

By May 2024, students will increase on the Math GMAS EOG assessment by 3% in all subgroups.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source
At the end of each unit teachers will implement reflection and goal setting process so students can get a better understanding of their performance and then implement action steps to improve their learning.	All content teachers, administrative team, instructional support staff	August-May	80% of teachers will implement the reflection and goal setting process at the end of each unit.	50% of students will meet projected growth on the MAP assessment.	150
Teachers will implement targeted instruction through identifying gaps during weekly <u>PLCs</u> and implement differentiated instruction in daily lessons. 	All content teachers Administration Instructional Support	August-May	80% of teachers will plan for and implement differentiated lessons in the classroom.	50% of students will meet projected growth on the MAP assessment.	150

**Action Plans**

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source
Implement Bi-weekly Care Team Meetings to look at student data regarding attendance, <u>behavior</u> and support services for identified students to analyze effectiveness of student supports.	School Social Worker – <u>Ms. S. Cruz</u> (Lead), Grade Level Counselors, N,	August – May	100% of the Whole Child Intervention team will attend bi-weekly meetings, as evidence by sign-in sheets	The percentage of students in the extremely elevated risk category on the BASC-3 screener will reduce by 3% from fall to spring.	150
Delivery of weekly Social Emotional Learning via the Second Step Curriculum.	Classroom Teachers	August – May	100% of teachers will be on track to complete SEL <u>lesson</u> using the Second Step Curriculum.	The percentage of students in the extremely elevated risk category on the BASC-3 screener will reduce by 3% from fall to spring.	150

# Amplify Math



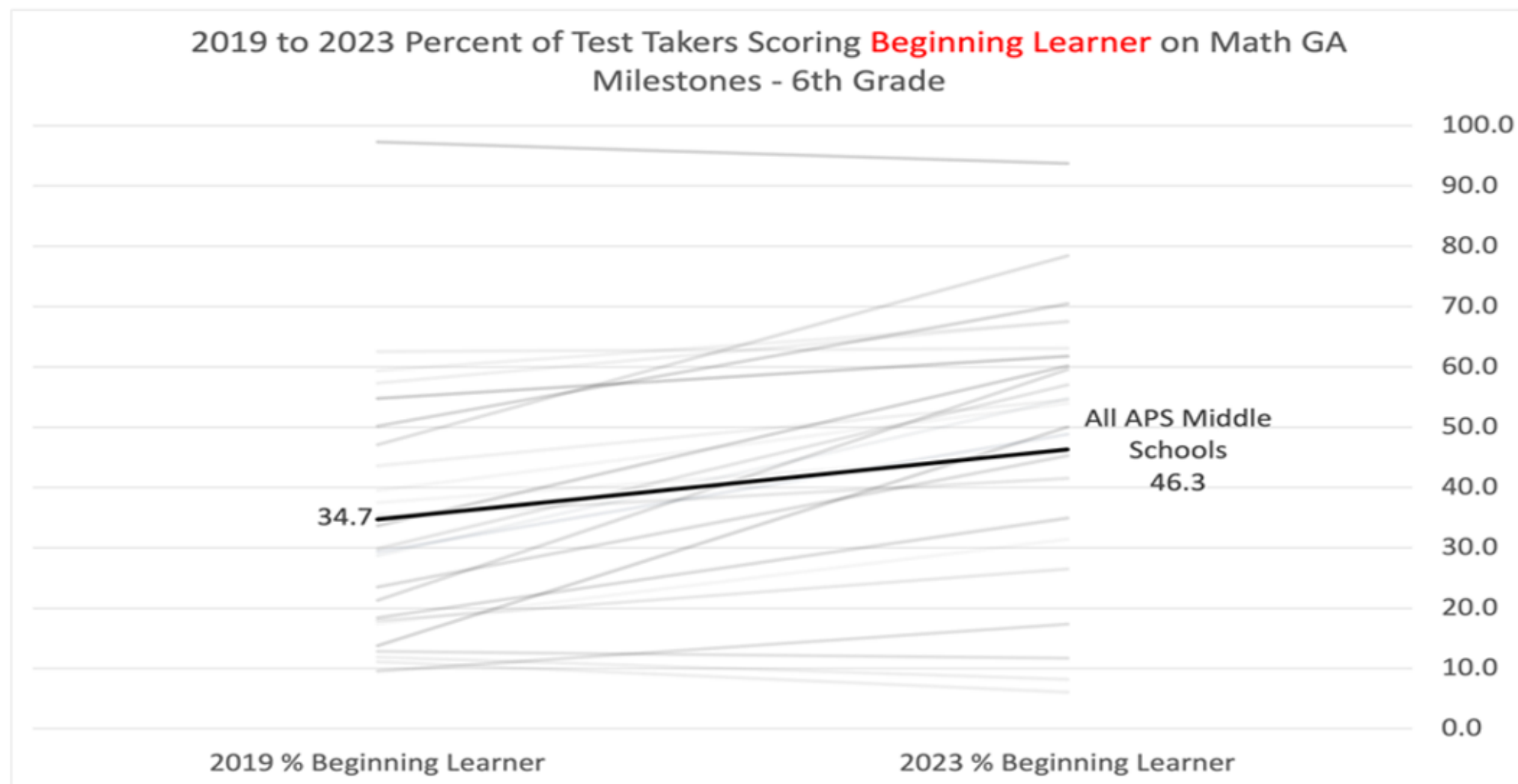


# Middle School Math Options



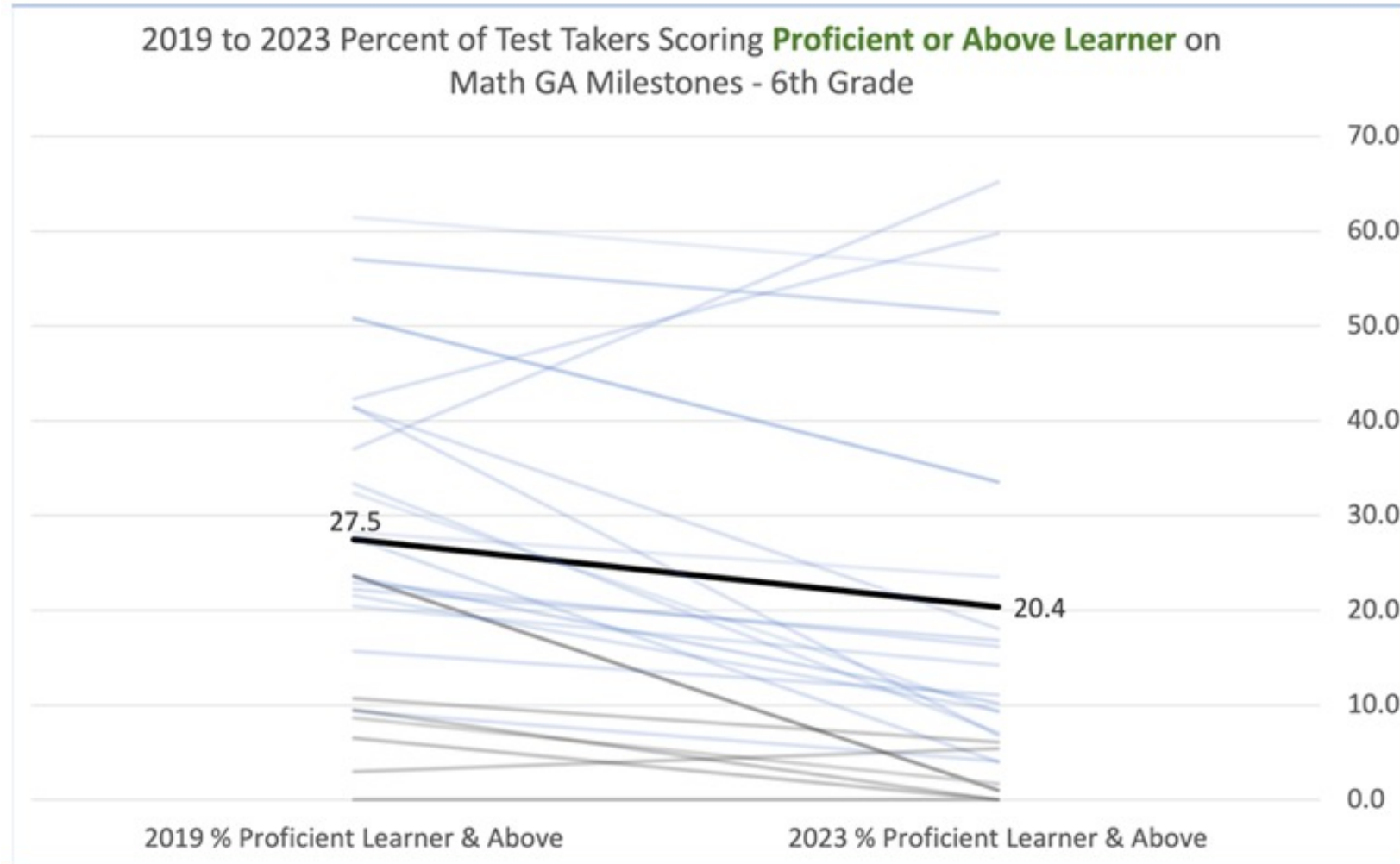
## DATA:

- 6<sup>th</sup> grade:  
Beginning Learner increased from 2019 to 2023 across APS 6<sup>th</sup> grade test takers by 11.6 percentage points. Fulton County 6<sup>th</sup> graders increased by 4.7 percentage point.



## DATA:

- Proficient or Above Learner decreased from 2019 to 2023 across APS 6<sup>th</sup> grade test takers by 7.1 percentage points.

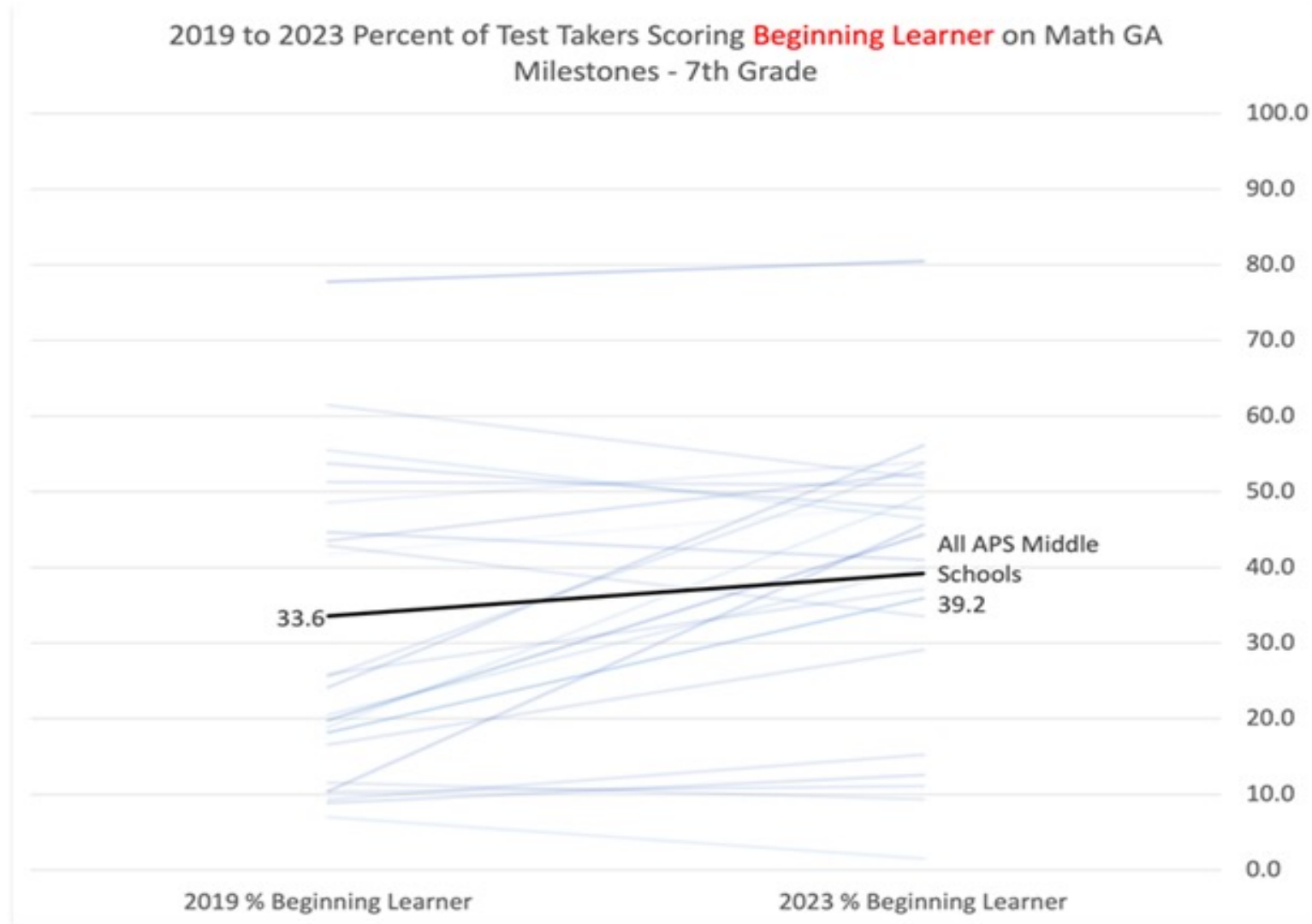




DATA:

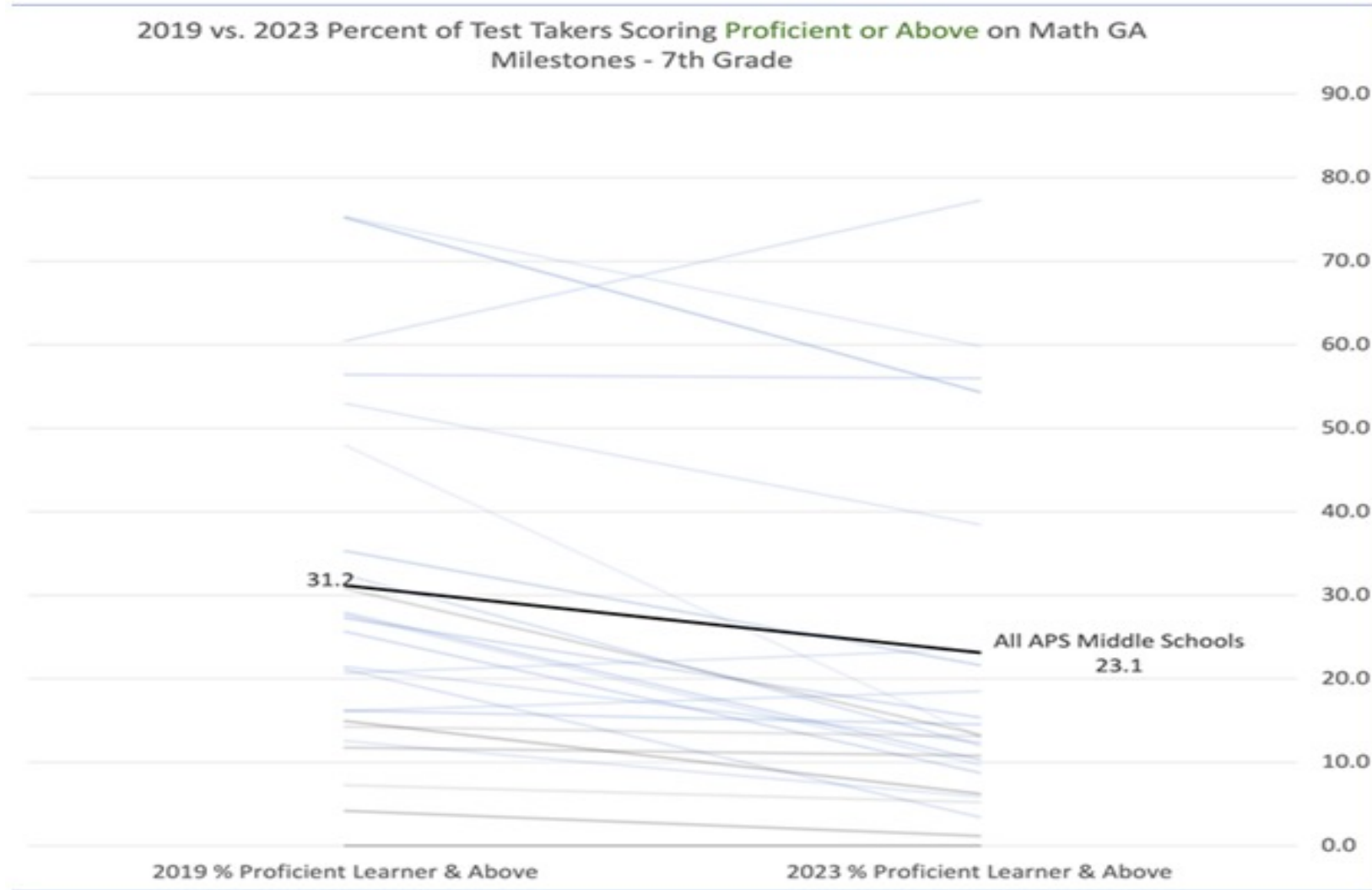
- 7<sup>th</sup> grade:

Beginning Learner increased from 2019 to 2023 across APS 7<sup>th</sup> grade test takers by 5.6 percentage points.



## DATA:

- Proficient or Above Learner decreased from 2019 to 2023 across APS 7<sup>th</sup> grade test takers by 8.1 percentage points.



# Feedback:

- Principals
- Assistant Principals
- Teachers
- Families

## Trends of Concerns:

- New standards and alignment to Amplify
- Use of GaDOE resources limited
- Teachers not teaching standards, teaching the program
- A lot of student time on digital resource
- Students are not working problems out on paper (scratch paper for digital)
- Development of teachers for content and pedagogy
- Need for differentiation



So What?  
Now What?



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# Option One: 6-8 Georgia Standards: Resource-Amplify

## Pros:

- Teachers have been implementing for two years
- Resources are in schools
- Assessments included
- Professional development has been offered
- District support for GaDOE resources to close gap of new standards

## Cons:

- Teaching program, not standards
- Not directly aligned to new Georgia Math Standards
- Too much time in digital platform without students working out problems on paper
- Limited differentiation



# Option Two: 6-8 Georgia Math Standards

## Resource-GaDOE Units and Lessons

### Pros:

- All inclusive units including daily lesson plans
- Resources are online, in Inspire
- Teacher guidance and student work pages
- Professional development modules online
- State developed and shared with assessment department that writes milestones
- Directly aligned to new standards
- Diagnostic assessments included
- Differentiation lessons built in the units

### Cons:


- Teachers will need time to internalize lessons
- Unit assessments not included
- Will need to print student documents

# GRADE 6


## Unit 3:

### Investigating Rate, Ratio, and Proportional Reasoning

Students use computational skills (focusing on fractions) to solve problems in context. Students make connections from the classroom to real-life when they explore unit rate, ratios, and calculate percentages using proportional reasoning.

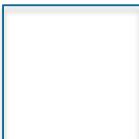


MATHEMATICS



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Instructional Learning Plans			
What learning activities can be used to teach the standards associated with this unit?			
Instructional Learning Plan	Duration	Learning Tasks	Standards/ Learning Expectations
<b>Recipe for Ratios</b> <a href="#">Teacher Guidance</a> <a href="#">Student Reproducibles</a>	1 – 2 days	<ul style="list-style-type: none"><li>• What Could it Be?</li><li>• Progressing with ratios</li><li>• Jolly Ranchers and Jawbreakers</li><li>• 3.2.1 Reflection</li></ul>	<b>6.NR.4</b> <ul style="list-style-type: none"><li>• 6.NR.4.1</li><li>• 6.NR.4.2</li><li>• 6.NR.4.3</li></ul>
<b>Learning Plan Description:</b> In this learning plan, students will explore the concept of a ratio and how to use them in real-world scenarios.			
<b>Talking Rates</b> <a href="#">Teacher Guidance</a> <a href="#">Student Reproducibles</a>	1 – 2 days	<ul style="list-style-type: none"><li>• Would You Rather?</li><li>• Analyzing Rates</li><li>• Rate and Conversions</li><li>• One Minute Write</li></ul>	<b>6.NR.4</b> <ul style="list-style-type: none"><li>• 6.NR.4.4</li><li>• 6.NR.4.5</li><li>• 6.NR.4.7</li></ul>
<b>Learning Plan Description:</b> In this learning plan, students will reason about special ratios called rates and use unit rates to solve rate problems within real-world scenarios.			
<b>Constant Dimensions</b> <a href="#">Teacher Guidance</a> <a href="#">Student Reproducibles</a>	1 - 2 days	<ul style="list-style-type: none"><li>• Measuring Perimeter</li><li>• Length and Width of Rectangles</li><li>• Generalizing Proportions</li><li>• Point of Most Significance</li></ul>	<b>6.NR.4</b> <ul style="list-style-type: none"><li>• 6.NR.4.1</li><li>• 6.NR.4.2</li></ul>
<b>Learning Plan Description:</b> In this learning plan, students will discover a proportional relationship between the length and width of a rectangle and extrapolate that relationship to other units of measure.			
<b>How Many Noses are in Your Arm?</b> <a href="#">Teacher Guidance</a> <a href="#">Student Reproducibles</a>	1 – 2 days	<ul style="list-style-type: none"><li>• Notice and Wonder</li><li>• Self-Proportions</li><li>• Proportions of the Statue of Liberty</li><li>• Gallery Walk</li></ul>	<b>6.NR.4</b> <ul style="list-style-type: none"><li>• 6.NR.4.1</li><li>• 6.NR.4.3</li><li>• 6.NR.4.7</li></ul>
<b>Learning Plan Description:</b> In this learning plan, students will apply the concept of ratio and proportion to determine the length of the Statue of Liberty's torch-bearing arm.			



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## Option Three: 6-8 Georgia Math Standards

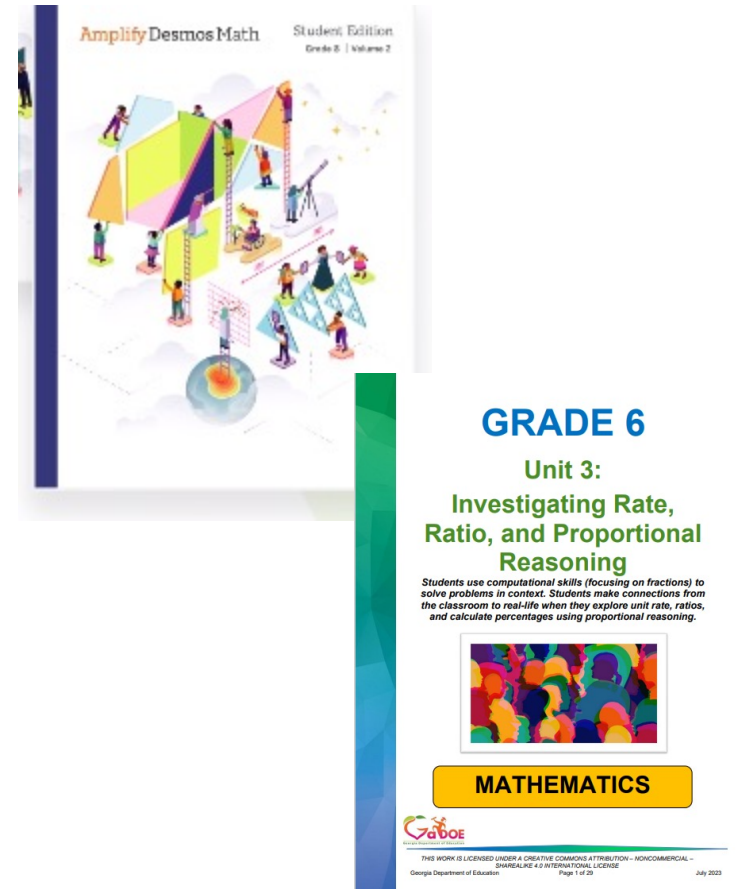
### Resource- Amplify/GaDOE Units based on fit for Standard

#### Pros:

- Teachers make informed decisions on lessons based on standards from either resource
- Current district guidance documents have some integration of both resources
- Different assessments are available in each resource
- Familiarity of both resources

#### Cons:

- Time to internalize both resources to make informed instructional decisions
- Professional learning on two resources



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## Next Steps:

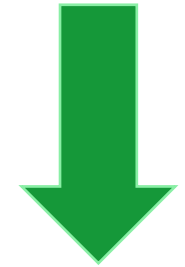
- As an administrative team, review your school's math data compared to district-wide middle school math data. What story does it say?
- Meet with your math teachers to discuss data and three options. Allow time to review GaDOE resources. [GA Mathematics Course Overviews - 2023 \(gadoe.org\)](https://www.gadoe.org/Curriculum-Instruction/Pages/Mathematics-Course-Overviews-2023.aspx)
- As a school and with your Associate Superintendent, come to consensus on a school-wide decision on which option you will implement
- Once decision is made, one member of administrative team complete the google form (link below) by October 27.

[https://docs.google.com/forms/d/e/1FAIpQLScgkHRQyQHZ8Je0mm8Guv\\_2vvuBRlzemMovD34tY13\\_j9L7qQ/viewform?usp=share\\_link](https://docs.google.com/forms/d/e/1FAIpQLScgkHRQyQHZ8Je0mm8Guv_2vvuBRlzemMovD34tY13_j9L7qQ/viewform?usp=share_link)



# Be prepared for our next meeting:

At our **NEXT** meeting



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## **Fall 2021**

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*Questions?*

*Wonderings?*

*Comments?*

