GO TEAM MEETING #1





- Student Device Distribution Update
- School Strategic Plan
- Strategic Plan & Priorities Review
- SMART Goals
- Data Discussion
- Spring MAPS
- GMAS
- Principal's Report
- Current Enrollment & Leveling
- Information about our school



UPDATE Engagement Plan



Feedback from administration



Feedback from PTA



Survey given to staff members



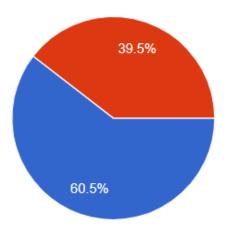
Survey given to community/stakeholders



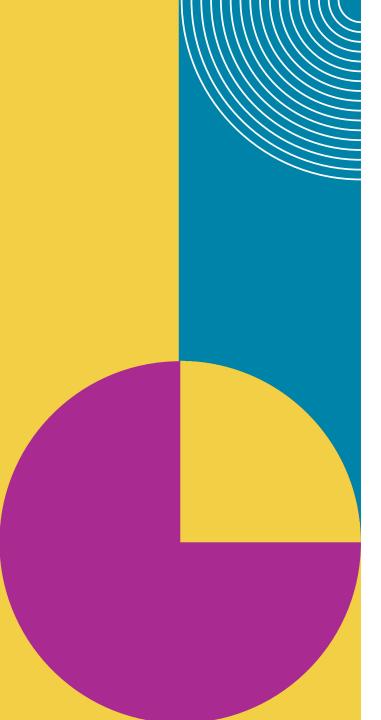
Please click the appropriate response below.

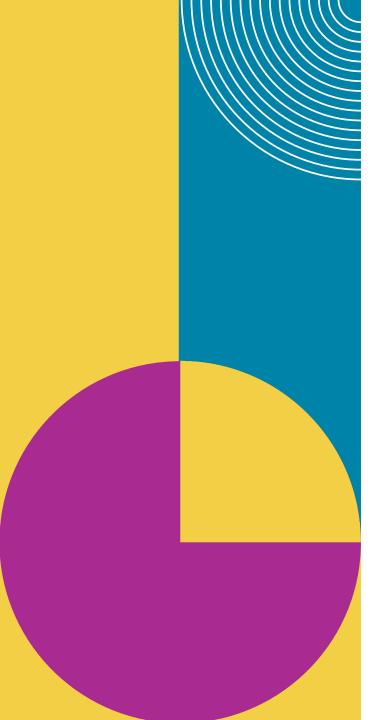
Сору

86 responses



- I am interested in having a class set of devices for students. I would NOT like for students to be issued devices.
- I am NOT interested in having a class set of devices for students. I would like for students to be issued devices.



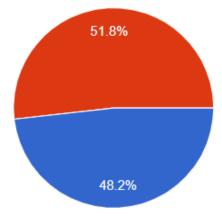


COMMUNITY SURVEY RESULTS

Please click the appropriate response below.

Ц Сору

305 responses



- I am interested in my child being able to take home their student device. I would NOT like for devices to be kept at school
- I am NOT interested in having my child take home a student device. I would like for devices to be kept at school with teachers.

COMMUNITY COMMENTS

Comments

140 responses

I would like devices to be sent home only when, and only to the extent, necessary for completion of homework/projects.

This would be very helpful for students

I feel like it is smarter and ultimately more effective for the students to leave their computers at school.

We have devices at home that my son can use to help with school assignments.

If the expectation is that schoolwork and homework are required to be completed on a device while not in class, devices are needed at our home. We do not have devices to allow our students to complete work at home.

IF she has log in information, she can log into her computer at home to comeplete anywork, versus having to bring a device home





Please note, my vote only stands if Students are also not required to conduct online homework outside of the school. Thank you.

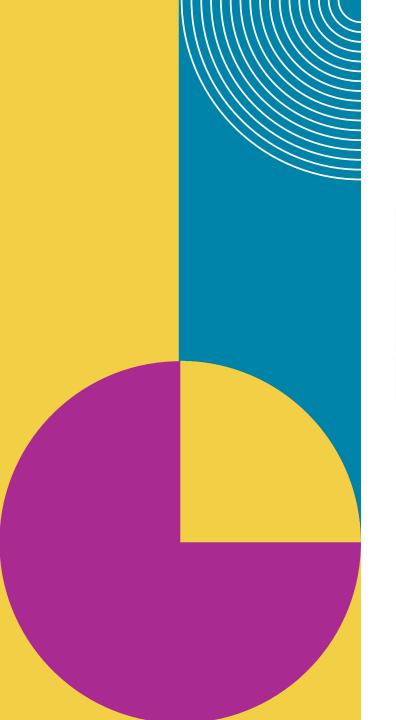
The laptops are heavy and my child's backpack is already stuffed. They can leave their school device there and access my backpack from home to manage school/homework.

As long as it decreases the amount of homework the student has so that there is less need for the device

My only concern with my answer is how it impacts any other out of class work, homework, projects, etc. Ultimately I'd like to support the way the majority of the teachers feel. I'm curious if there is any difference between 6, 7, 8th grades.

As a middle level educator, myself, it is difficult for teachers to be able to effectively teach when concerned with broken laptops, laptops that have not been charged properly or missing laptops. Therefore, I believe it to be most beneficial for the carts to be kept with teachers. It will ensure that each student has access to a laptop daily for instructional purposes.

Honestly I do not have an opinion. I am fine with either decision.



COMMUNITY COMMENTS

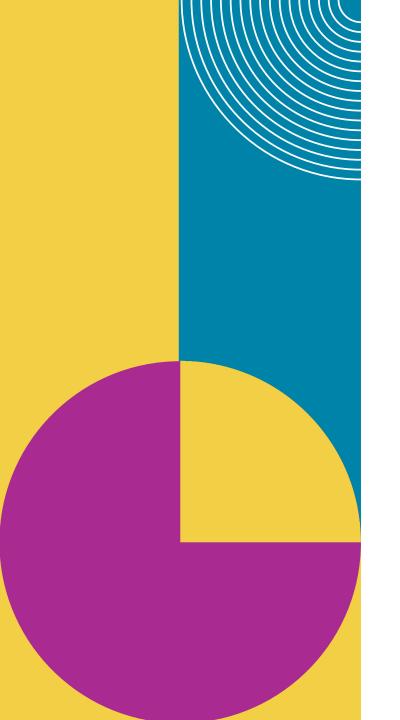
I would like the devices kept at school as long as students do not have home that requires the use of chromebooks at home.

The students have so much to carry around all day, I think it would be best for them to leave computers at school

I support either decision on this. We have devices to use at home if necessary.



 Based on information presented, I would like for each person to briefly share their opinion regarding next steps as a school.



2021-2025 STRATEGIC PLAN

Sutton Middle School

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

SMART Goals

The percentage of proficient and distinguished scores on the EOG in Math by Black and Hispanic students will increase by 5%. The percentage of proficient and distinguished scores on the EOG in ELA by Black and Hispanic students will increase by 5%.

APS Strategic Priorities & School Strategic Priorities Initiatives

Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program

Building a Culture of Student Support

Whole Child & Intervention Personalized Learning

Equipping & Empowering Leaders & Staff

Strategic Staff Support Equitable Resource Allocation

Creating a System of School Support Partnering with Families and Communities

- Meeting the diverse needs of all learners.
- Targeting instruction, remediation and interventions for our historically underperforming student sub groups. (Black, Hispanic, ESOL, and SWD).
- Using Social Emotional Learning to support all students.
- Targeting supports for students who are struggling academically.
- Providing supports to help students who are having Social and Emotional challenges.
- Equipping teachers with the resources needed to assure quality instruction and appropriate technology utilization.
- Staffing the school to allow for student needs beyond academics to be met.
- 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.
- Engage parents and community through effective outreach and community.
- All families have access to school events and opportunities to support their student.

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

Students will increase their selfawareness 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.

School Strategies

- Implementation with fidelity of the Intervention/Enrichment Block (WIN).
- Implementation, support and professional learning to assure fidelity of Amplify ELA and Amplify Math.
- Implementation with fidelity of the International Baccalaureate Middle Years Programme to support all students in all content areas.
- 2A. Weekly SEL lessons via the Second Step curriculum for all students.
- 2B. Daily WIN (What I Need Block) to provide targeted and individualized intervention and enrichment for students.
- 2C. Use of the BASC-3 screener for individual and group counseling supports for students.
- 3A. Using a collaborative approach to the budgeting process that includes input from staff, parents, and stakeholders.
- 3B. Ensuring staffing in areas outside academics that meets the needs of students (Counselors, SELTs, Administration, Operations, IB Coordinator, DLI/ESOL Coordinator)
- 3C. Each year assure a set aside of funds from the budget to meet training and endorsement needs.
- **4a.** Host a minimum of one parent event per month with bilingual Spanish translation at 50% of those.
- 4b. Provide access to school events in multiple modalities (live, zoom, recorded)
- 4c. Provide training and support for parents on supporting their students in all areas, SEL, technology and academically, with targeted outreach to sup- groups.

CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN



Targeting
Instruction (SubGroups)



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



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)

Social Emotional Learning



By the Spring 2024 assessment, students with an elevated risk on the behavioral and emotional risk index (BERI) from the fall, will decrease by 3%



BASC-3 screener

Attendance Data

Small group pre- and postassessment

Care Team Data Tracker

Community Engagement/Parent Outreach



Increase the percentage of families responding positively to the School Climate survey question from 71% in 2022 to 74%, "I am involved in the decision-making process at my student's school."



Sign-in sheets, agendas, parent surveys

Online usage data, partner organization reports and presentations

Parent survey response rate and data

DATA DISCUSSION

SPRING MAP RESULTS

School	Window	Exams				
DISTRICT	Spring 2022-2023	36,823	39%	30%	21%	11%

MAP Growth Achievement Level Predictions by Grade



Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English *click a grade-level or section to generate a list of students in that category combination below*



School	Window	Grade	Exam	Exams					
Sutton	Spring 2022-2023	06	Math	509	28%	38	38%		8%
			Reading	513	22%	25%	38	96	15%
		07	Math	504	32%		35%	21%	11%
			Reading	506	29%	319	6	30%	10%
		08	Math	494	23%	34%	2	2%	21%
			Reading	496	21%	26%	359	%	18%

GMAS RESULTS

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

District	2023	41%	29%	20%	10%
DISCHEL	2023	4270	2370	2070	1070





GLOWS & GROWS

PRESENTATION & DISCUSSION

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



Whole Child + Intervention



Building connections, confidence and wellness

Students receive the support needed to thrive in all areas of development and learning.

Personalized Learning



Growing every student to their full potential

Students take ownership of their learning and growth, and move at a pace that maximizes understanding and retention.

Data



Making evidence-based decisions

Educators measure and compare results over time to track progress and adjust course.

Signature Programming



Boosting the quality and consistency of programs

Students experience rigorous, quality academic programming such as IB and STE(A)M.

Curriculum + Instruction



Choosing the very best teaching tools and practices

Educators provide rigorous, culturally relevant content, taught well.



CIP HIGHLIGHTS

BY MAY 2024, STUDENTS WILL INCREASE ON THE ELA/MATH GMAS EOG ASSESSMENT BY 3% IN ALL SUBGROUPS:

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



APS School Comparison

Milestone Comparison

District	2	023	41%		29%		20%	10%	
Howard	2023	18%	23%		31%		28%		
Sutton	2023	27%	29%			30%	14%		
King	2023		48%			30%	16%	5%	
Sylvan	2023		49%			34%		.%	
Bunche	2023	54%				32%		12%	
H Russell	2023	55%				32%		11%	
Young	2023	60%				27%		11%	
Invictus	2023	58%				30%		11%	
Long	2023	59%				31%	9%		

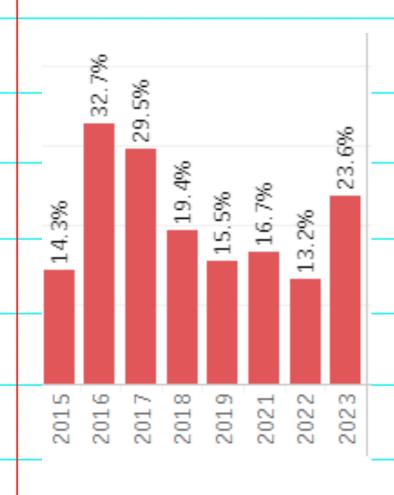
2023 vs 2022 Georgia Milestones Data Comparison

Sutton ELA AII 2022 AII 1536 20% 31% 369	13%	
2023 AII 1530 24% 27% 36 9	13%	
Math All 2022 All 1535 28% 33%	5% 13%	_
2023 AII 1534 28% 33 %	5% 13%	
Sci All 2022 All 517 27% 24% 30%	18%	
2023 AII 507 31% 24% 279	18%	_
Soc All 2022 All 517 20% 33% 29%	18%	
2023 AII 506 23% 32% 29 9	16%	



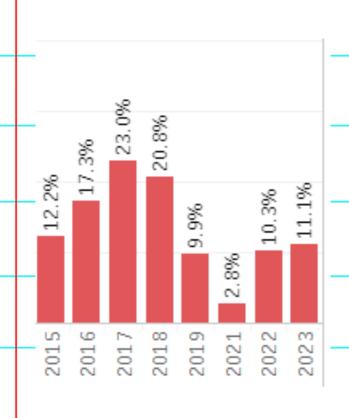
SUBGROUP COMPARATIVE ANALYSIS

6TH GRADE ELA SWD



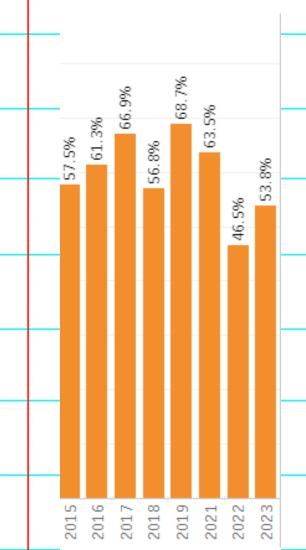
- INCREASE FROM 13.2% TO 23.6%
 - +10.4% INCREASE
 - 2023: 72 STUDENTS

SUBGROUP COMPARATIVE ANALYSIS 6TH GRADE MATH (SWD)



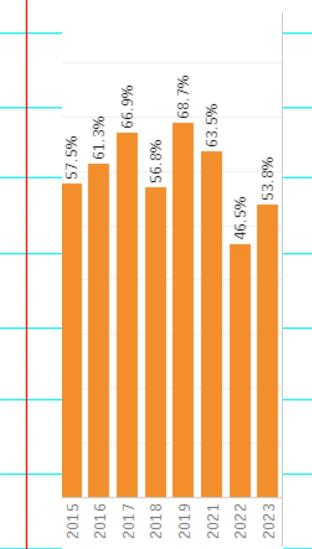
- INCREASE FROM 10.3% TO 11.1%
 - +0.8% INCREASE
 - 2023: 72 STUDENTS

SUBGROUP COMPARATIVE ANALYSIS 6TH GRADE ELA (NOT SWD)



- INCREASE FROM 46.5% TO 53.8%
 - +7.3% INCREASE
 - 2023: 456 STUDENTS

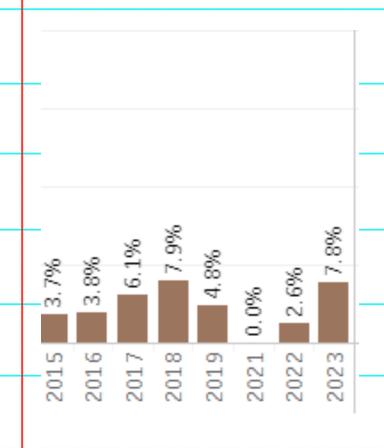
SUBGROUP COMPARATIVE ANALYSIS 6TH GRADE MATH (NOT SWD)



- INCREASE FROM 32.2% TO 37.2%
 - +5% INCREASE
 - 2023: 444 STUDENTS

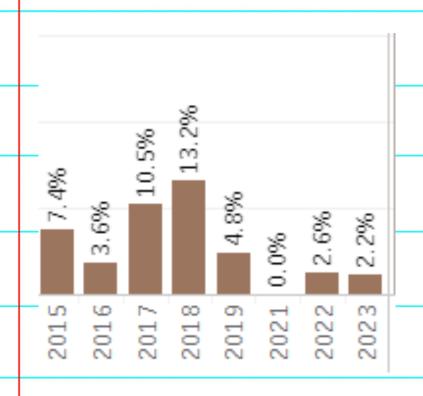


SUBGROUP COMPARATIVE ANALYSIS 6TH GRADE ELA (ELL)



- INCREASE FROM 2.6% TO 7.8%
 - +5.2% INCREASE
 - 2023: 90 STUDENTS

SUBGROUP COMPARATIVE ANALYSIS 6TH GRADE MATH (ELL)



- DECREASE FROM 2.6% TO 2.2%
 - -.4% DECREASE
 - 2023: 90 STUDENTS



SUBGROUP COMPARATIVE ANALYSIS 6TH GRADE ELA

- ASIAN INCREASED 61.9% TO 70.6%
- BLACK INCREASED 28.4% TO 33.3%
 - HISPANIC INCREASED 18.3% TO

29.5%

- MULTIRACIAL INCREASED 60% TO 66.7%
- WHITE INCREASED 75.5% TO 83.3%

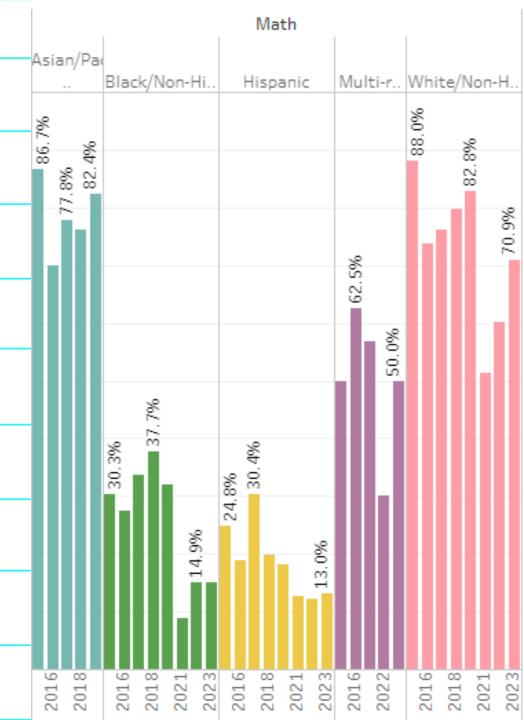


SUBGROUP COMPARATIVE ANALYSIS 6TH GRADE MATH

- ASIAN INCREASED 61.9% TO 70.6%
 - BLACK REMAINED AT 14.9%
 - HISPANIC INCREASED 12.2% TO

13.0%

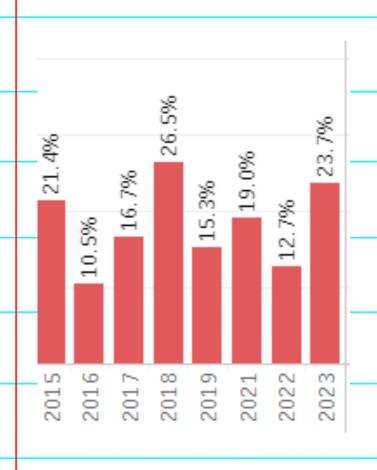
- MULTIRACIAL INCREASED 30% TO 50%
- WHITE INCREASED 60.1% TO 70.9%





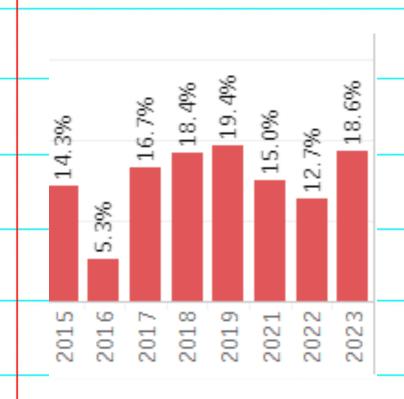


SUBGROUP COMPARATIVE ANALYSIS 7TH GRADE ELA (SWD)



- INCREASE FROM 12.7% TO 23.7%
 - +10.4% INCREASE
 - 2023: 59 STUDENTS

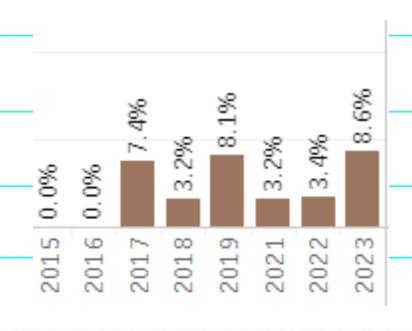
SUBGROUP COMPARATIVE ANALYSIS 7TH GRADE Math (SWD)



- INCREASE FROM 12.7% TO 18.6%
 - +5.9% INCREASE
 - 2023: 59 STUDENTS

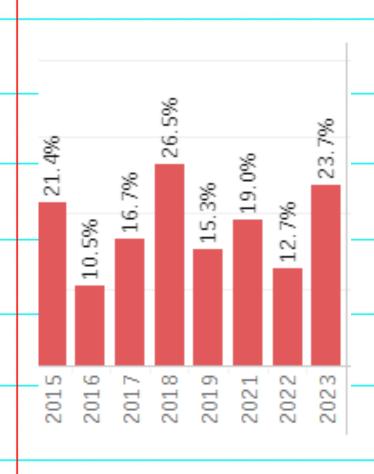


SUBGROUP COMPARATIVE ANALYSIS 7TH GRADE ELA (ELL)



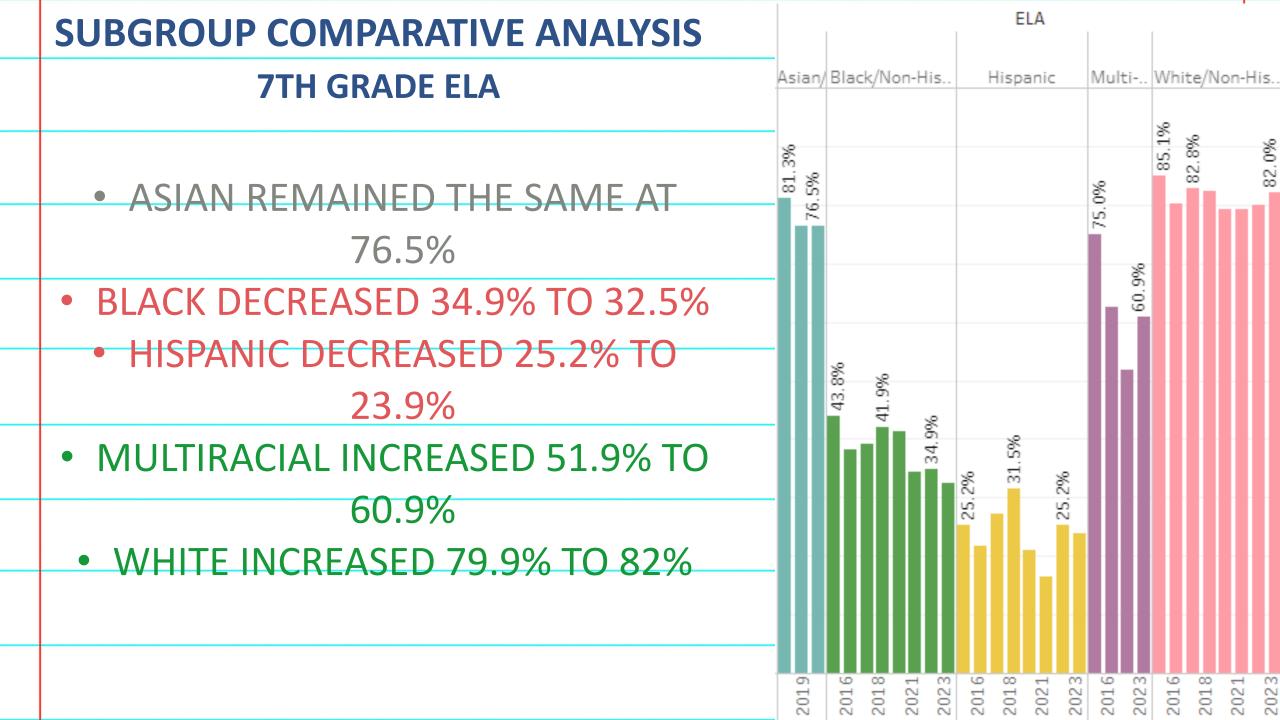
- INCREASE FROM 3.4% TO 8.6%
 - +5.2% INCREASE
 - 2023: 81 STUDENTS

SUBGROUP COMPARATIVE ANALYSIS 7TH GRADE MATH (ELL)



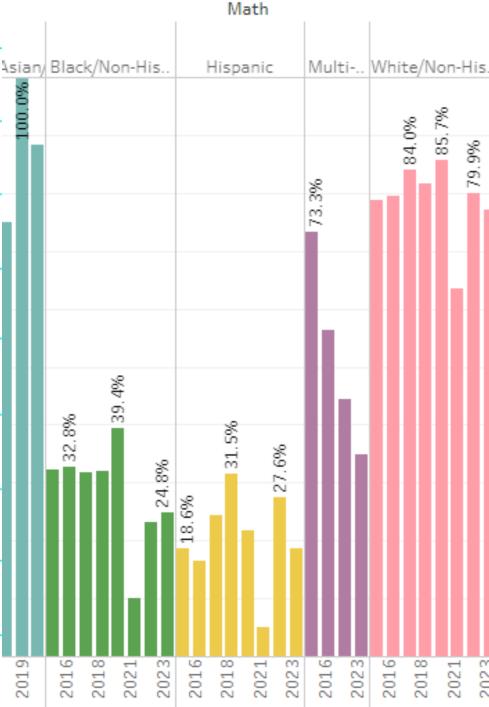
- DECREASE FROM 8.5% TO 7.4%
 - -1.1% DECREASE
 - 2023: 81 STUDENTS





SUBGROUP COMPARATIVE **ANALYSIS** 7TH GRADE Math ASIAN DECREASED 100% TO 88.2% BLACK INCREASED 23.1% TO 24.8% HISPANIC DECREASED 27.6% TO 18.7% **MULTIRACIAL DECREASED 44.4% TO** 34.8%

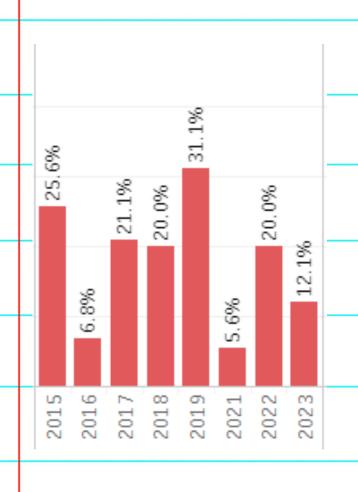
WHITE DECREASED 79.9% TO 77%





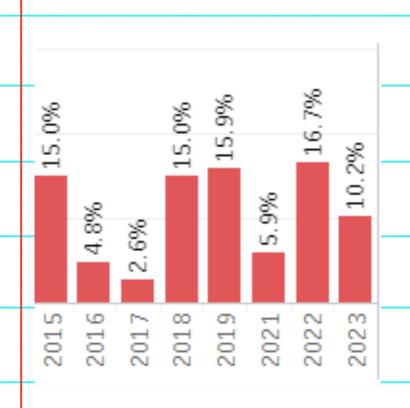


SUBGROUP COMPARATIVE ANALYSIS 8TH GRADE ELA (SWD)



- DECREASE FROM 20% TO 12.1%
 - -7.9% DECREASE
 - 2023: 58 STUDENTS

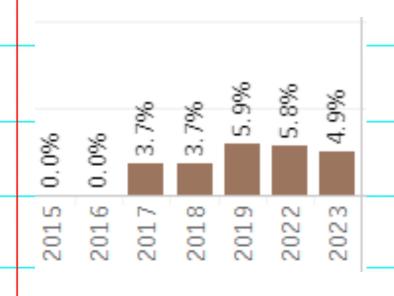
SUBGROUP COMPARATIVE ANALYSIS 8TH GRADE Math (SWD)



- DECREASE FROM 16.7% TO 12.1%
 - -5.9% DECREASE
 - 2023: 59 STUDENTS

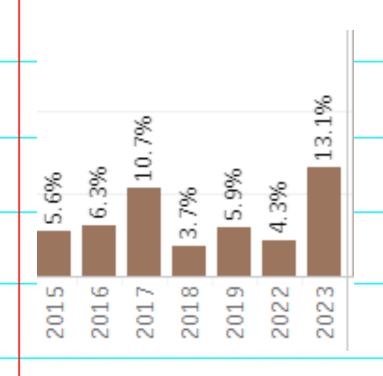


SUBGROUP COMPARATIVE ANALYSIS 8TH GRADE ELA (ELL)



- DECREASE FROM 5.8% TO 4.9%
 - -0.9% DECREASE
 - 2023: 61 STUDENTS

SUBGROUP COMPARATIVE ANALYSIS 8TH GRADE MATH (ELL)



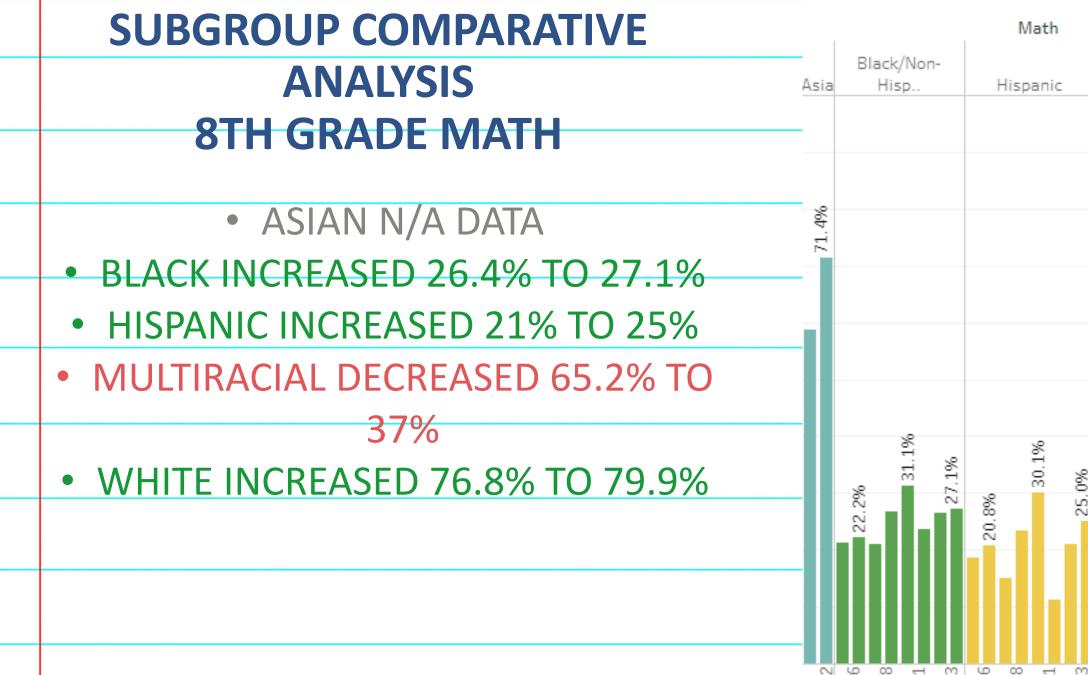
- INCREASE FROM 4.3% TO 13.1%
 - +8.8% INCREASE
 - 2023: 61 STUDENTS

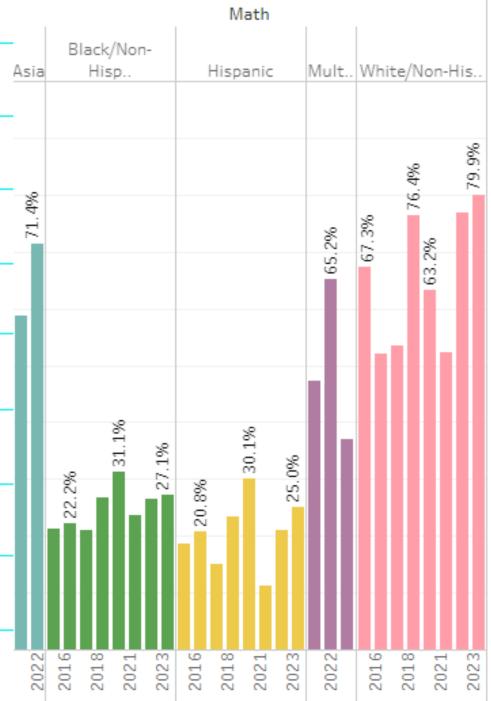


SUBGROUP COMPARATIVE ANALYSIS 8TH GRADE ELA

- ASIAN REMAINED THE SAME AT 76.5%
- BLACK DECREASED 34.9% TO 32.5%
 - HISPANIC DECREASED 25.2% TO 23.9%
- MULTIRACIAL INCREASED 51.9% TO 60.9%
 - WHITE INCREASED 79.9% TO 82%







GO TEAM DISCUSSION: DATA PROTOCOL

What do you notice?

What are your wonderings?

 What additional questions do you have?

Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed 2021-2025 Strategic Plan 2

Summer

School Leadership completed Needs Assessment and defined overarching needs for SY22-23 3

August

School Leadership completed 2022-2023 Continuous Improvement Plan



Sept. - Dec.

Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan



Before Winter Break

GO Team will take action (vote) on the rank of the strategic plan priorities for SY23-24 in preparation for budget discussions.



QUESTIONS?

PRINCIPAL'S REPORT



Projected Enrollment	1564
Current Enrollment	1555
Difference	-9



Plan for FY24 Leveling Reserve \$189,053

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Banking Use this as a safety net in case we lose teachers due to enrollment	ALL	N/A	N/A	\$189,053
If released, these funds would be used to provide teachers with additional support, resources, PL, and staffing should there be a need based on enrollment and data.	ALL	N/A	N/A	\$189,053

QUESTIONS?





ATLANTA PUBLIC **SCHOOLS**

GO • GROW • GOVERN SAVE THE DATE

Plan for AT LEAST 3 of your GO Team members to attend!

Saturday, Sept. 23rd 8:30am - 2:30pm

Phoenix Academy 256 Clifton St SE, Atlanta, GA 30317

goteam@apsk12.org 404-802-2885