Sutton Middle Dress Code

Survey Results

Current Sutton Dress Code

The following articles of clothing and dress are not permitted at any time unless there is a Principal designated spirit day (hat day, etc.):

- **No tank tops, halter tops, tops with spaghetti straps, tops that show midriffs, backs, or cleavage.**
- **No sagging shorts or trousers or baggy oversized clothing.**
- **Shorts and skirts may not be shorter than 3 inches above the knee.**
- **No undergarments may be visible at any time.**

Current Sutton Dress Code

- Clothing or jewelry with obscene or inappropriate messages or pictures that are offensive, insulting, embarrassing, sexually suggestive, obscene, gang related or promote illegal activity in prohibited.

- No clothing or jewelry containing any advertisement or display of words or symbols associated with alcohol, illegal drugs or tobacco products.

- No caps, hats, hoods, or bandanas, or other distracting head wear. Hoodies may be worn, but hoods must not be on the head.

- No backpacks, coats, sunglasses, gloves, or mittens may be worn in the building.

- No pants or skirts with holes that show skin above the knee.

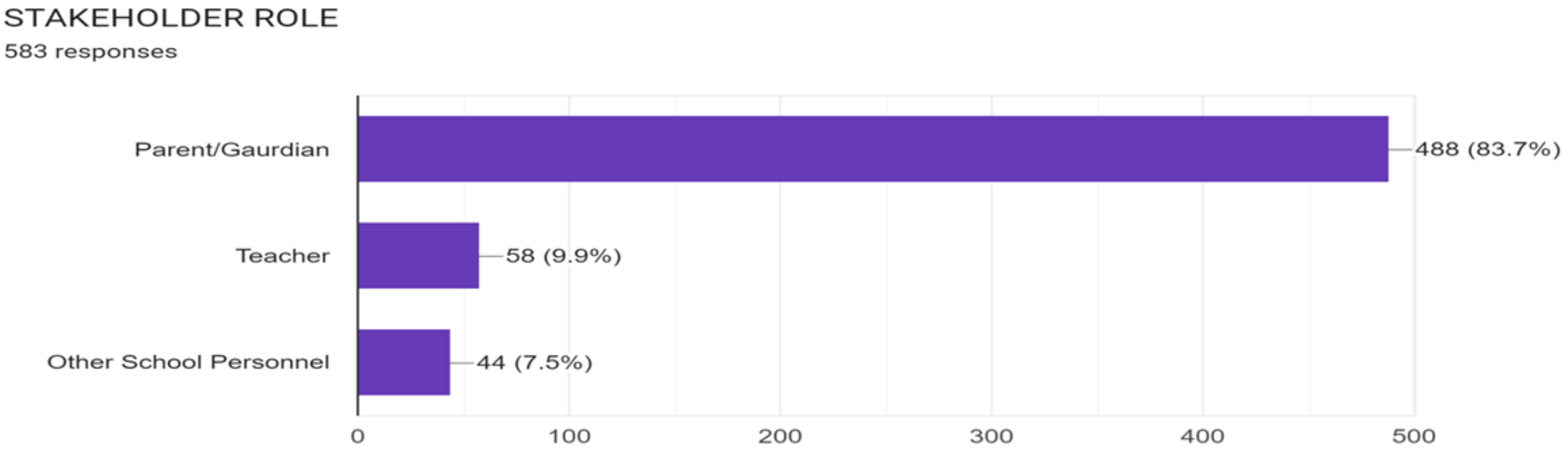
Current Sutton Dress Code

- **No open toes shoes of any sort may be worn by students including sandals, shower shoes, flip flops, slides and other toe exposing shoes.**
- **No sleepwear may be worn including pajama bottoms, nightshirts, etc.**
- **Belts must be fastened and sized appropriately.**
- **No heavy outdoor jackets and coats may be worn in the building.**
- **No blankets are permitted.**

**** There are currently no explicit directives for students, parents/guardians, and/or staff regarding responsibility and/or enforcement of the above Dress Code.***

Parent/Guardian and Staff Results

Parent/Guardian/Staff Breakdown



Option 1: The CURRENT Sutton Dress Code seems unreasonable/unacceptable to me

286 responses and/or 46% of those that responded.

REOCCURRING COMMENTS/THEMES:

- Girls are not treated equally (especially when it comes to the length of shorts)
- Too difficult to find shorts that meet the current dress code (especially for girls)
- Shoes of any type should be allowed
- Tank tops should be allowed
- Holes in pants/shorts/etc. Should be allowed
- Pajamas should be allowed
- Coats should be allowed
- Oversized clothing should be allowed (sensory issues, gender neutral)
- Current Dress Code is discriminatory (gender, racial, gender orientation, etc.)
- Allow Backpacks
- Enforcement should uniform and equitable (non-punitive)
- Staff needs more training

Option 3: The CURRENT Sutton Dress Code seems reasonable/acceptable to me

252 responses and/or 43.2% of those that responded.

REOCCURRING COMMENTS/THEMES:

- Reasonable but needs to be uniformly enforced with better staff development on how to equitably enforce
- Consistent with other North Atlanta Cluster schools
- Tight clothing (leggings/shorts should be worn with shirts that cover buttocks)
- Dress code should introduce students to professional dress and high standards
- Reasonable consequences for students that don't follow current dress code
- Sandals and Crocs should not be prohibited
- Sutton should go to uniforms
- *Several participants did NOT leave comments with this option*

Option 2: I feel neutral on this/ have no firm opinion

63 responses and/or 10.3% of those that responded.

REOCCURRING COMMENTS/THEMES:

- *Several participants did NOT leave comments with this option*
- Most were blank or N/A

Spanish Version of Parent/Guardian and Staff Results

Spanish Version of Parent/Guardian/Staff Breakdown

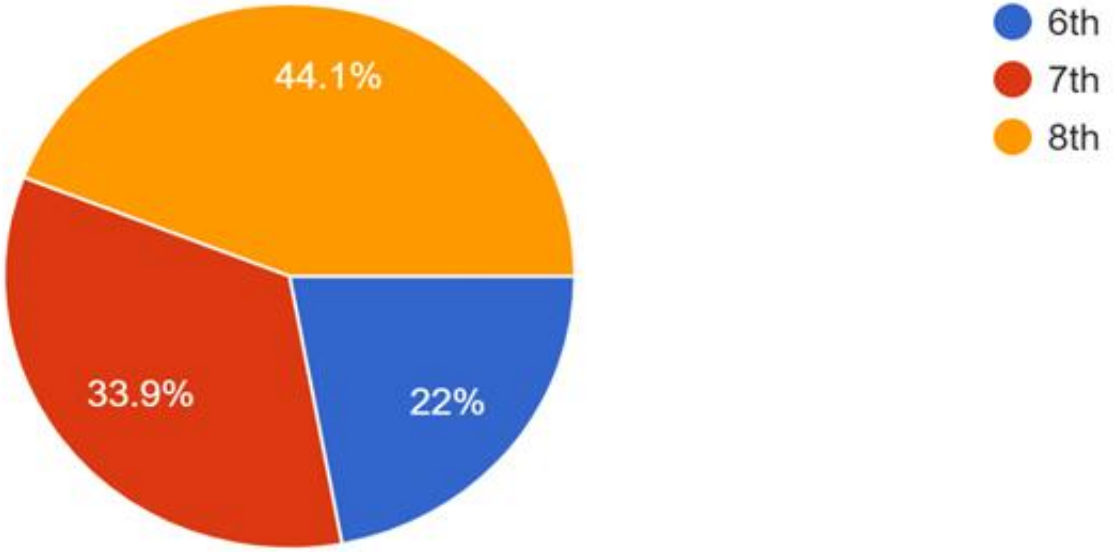
- **Total- 24 responses**
- **Parents/Guardians- 23 (95.8%)**
- **Other School personnel: 1 (4.2%)**
  - *1 (4.2%) The CURRENT above dress code seems unreasonable/unacceptable to me (no comment)*
  - *21 (87.5%) The CURRENT above dress code seems reasonable/acceptable to me (comments were similar to English version)*
  - *2 (8.3%) I feel neutral on this/ have no firm opinion (no comments)*

Student Results

Student Breakdown

What is your grade level?

821 responses



821-Responses

6th- 181 (22%)

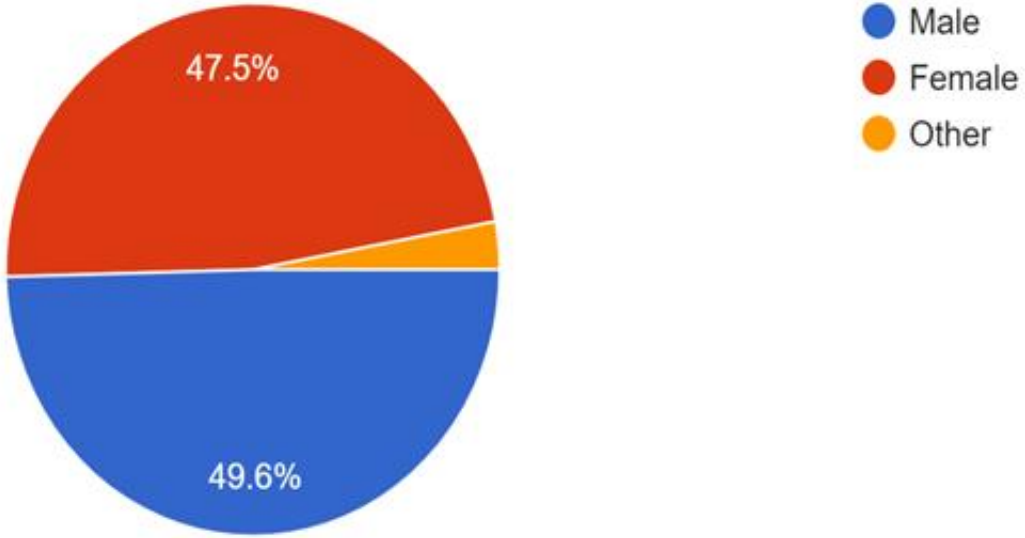
7th- 278 (33.9%)

8th- 362 (44.1%)

Student Breakdown

Which best honors your Gender Identity?

821 responses



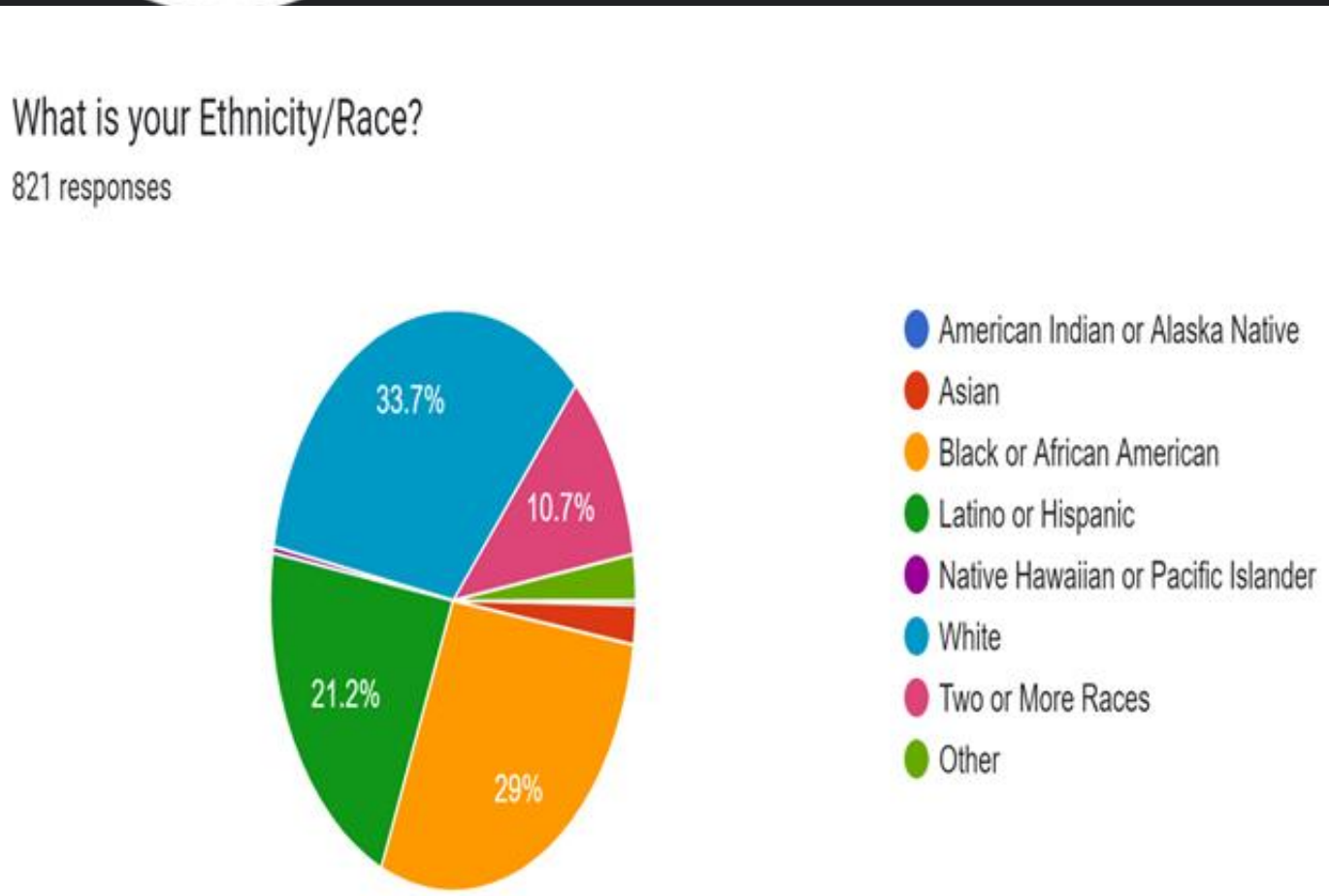
821-Responses

Male- 402 (49.6%)

Female- 390 (47.5%)

Other- 24 (2.9%)

Student Breakdown



821 Responses

White 277 (33.7%)

Black or African American 238 (29%)

Latino or Hispanic 174 (21.2%)

Two or More Races 88 (10.7%)

Other 21 (2.6%)

Asian- 18 (2.2%)

Section 1: The CURRENT Sutton Dress Code

The following articles of clothing and dress are not permitted at any time unless there is a Principal designated spirit day (hat day, etc.):

- **No tank tops, halter tops, tops with spaghetti straps, tops that show midriffs, backs, or cleavage.**
- **No sagging shorts or trousers or baggy oversized clothing.**

DISAGREE with these sections of the dress code

359 RESPONSES (43.7%)

I do not have an opinion on these sections of the dress code

279 RESPONSES (33.6%)

AGREE with these sections of the dress code

186 RESPONSES (22.7%)

Section 2: The CURRENT Sutton Dress Code

The following articles of clothing and dress are not permitted at any time unless there is a Principal designated spirit day (hat day, etc.):

- **Shorts and skirts may not be shorter than 3 inches above the knee.**
- **No undergarments may be visible at any time.**

DISAGREE with these sections of the dress code

326 RESPONSES (39.7%)

I do not have an opinion on these sections of the dress code

228 RESPONSES (27.8%)

AGREE with these sections of the dress code

267 RESPONSES (32.5%)

Section 3: The CURRENT Sutton Dress Code

The following articles of clothing and dress are not permitted at any time unless there is a Principal designated spirit day (hat day, etc.):

• Clothing or jewelry with obscene or inappropriate messages or pictures that are offensive, insulting, embarrassing, sexually suggestive, obscene, gang related or promote illegal activity in prohibited.

• No clothing or jewelry containing any advertisement or display of words or symbols associated with alcohol, illegal drugs or tobacco products.

DISAGREE with these sections of the dress code

76 RESPONSES (9.3%)

I do not have an opinion on these sections of the dress code

182 RESPONSES (22.2%)

AGREE with these sections of the dress code

563 RESPONSES (68.6%)

Section 4: The CURRENT Sutton Dress Code

The following articles of clothing and dress are not permitted at any time unless there is a Principal designated spirit day (hat day, etc.):

- **No caps, hats, hoods, or bandanas, or other distracting head wear. Hoodies may be worn, but hoods must not be on the head.**
- **No backpacks, coats, sunglasses, gloves, or mittens may be worn in the building.**

DISAGREE with these sections of the dress code

537 RESPONSES (65.4%)

I do not have an opinion on these sections of the dress code

157 RESPONSES (19.1%)

AGREE with these sections of the dress code

127 RESPONSES (15.5%)

Section 5: The CURRENT Sutton Dress Code

The following articles of clothing and dress are not permitted at any time unless there is a Principal designated spirit day (hat day, etc.):

- **No pants or skirts with holes that show skin above the knee.**
- **No open toes shoes of any sort may be worn by students including sandals, shower shoes, flip flops, slides and other toe exposing shoes.**

DISAGREE with these sections of the dress code

420 RESPONSES (51.2%)

I do not have an opinion on these sections of the dress code

217 RESPONSES (26.4%)

AGREE with these sections of the dress code

184 RESPONSES (22.4%)

Section 5: The CURRENT Sutton Dress Code

The following articles of clothing and dress are not permitted at any time unless there is a Principal designated spirit day (hat day, etc.):

- **No pants or skirts with holes that show skin above the knee.**
- **No open toes shoes of any sort may be worn by students including sandals, shower shoes, flip flops, slides and other toe exposing shoes.**

DISAGREE with these sections of the dress code

420 RESPONSES (51.2%)

I do not have an opinion on these sections of the dress code

217 RESPONSES (26.4%)

AGREE with these sections of the dress code

184 RESPONSES (22.4%)

Section 7: The CURRENT Sutton Dress Code

The following articles of clothing and dress are not permitted at any time unless there is a Principal designated spirit day (hat day, etc.):

- **No heavy outdoor jackets and coats may be worn in the building.**
- **No blankets are permitted.**

DISAGREE with these sections of the dress code

306 RESPONSES (37.3%)

I do not have an opinion on these sections of the dress code

272 RESPONSES (33.1%)

AGREE with these sections of the dress code

243 RESPONSES (29.6%)

STUDENTS VS. ADULT STAKEHOLDERS RESULTS

CURRENT DRESS CODE (STUDENTS)

DISAGREE: 40%

NO OPINION: 28%

AGREE: 32%

CURRENT DRESS CODE (ADULTS)

DISAGREE: 46%

NO OPINION: 10.3%

AGREE: 43.2%

GO Team Meeting #2

Where we are – Where we're going

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.

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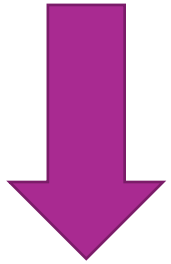
Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed 2021-2025 Strategic Plan

2

Summer 2022

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

3

August 2022

School Leadership completed 2022-2023 Continuous Improvement Plan

4

Sept. – Dec. 2022

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 SY23-24 in preparation for budget discussions.

INTERNAL USE

Discussion Items

Current Strategic Plan

Continuous Improvement Plan

Needs Assessment
SMART GOALS
Monitoring Measures

MAP Data

Data Protocol

INTERNAL USE

Current Strategic Plan

2021-2025

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APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	1. Meeting the diverse needs of all learners. 2. Targeting instruction, remediation and interventions for our historically underperforming student sub groups. (Black, Hispanic, ESOL, and SWD).	**1A.** Implementation with fidelity of the Intervention/Enrichment Block (WIN). **1B.** Implementation, support and professional learning to assure fidelity of Amplify ELA and Amplify Math. **1C.** Implementation with fidelity of the International Baccalaureate Middle Years Programme to support all students in all content areas.
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	1. Using Social Emotional Learning to support all students. 2. Targeting supports for students who are struggling academically. 3. Providing supports to help students who are having Social and Emotional challenges.	**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.
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	1. Equipping teachers with the resources needed to assure quality instruction and appropriate technology utilization. 2. Staffing the school to allow for student needs beyond academics to be met. 3. 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.	**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.
Creating a System of School Support artnering with Families and Communities	1. Engage parents and community through effective outreach and community . 2. All families have access to school events and opportunities to support their student.	**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.

Continuous Improvement Plan

SY 2022-2023

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Sutton Middle School

Needs Assessment

Strengths	Opportunities/Challenges
Algebra I performance exceeds district achievement on EOC/ High achievement for white and black students on EOG	GMAS scores declined for all grade levels in the distinguished and proficient categories for Math and ELA
Minimal discipline infractions as compared to district middle schools for all students	Academic gap remains as measured by EOG between white students and black, Hispanic, and SWD students
Decrease in elevated and extremely elevated risk category on BASC3 assessment	Academic achievement for SWD and ESOL students. Amplify Math and ELA data show SWD and ESOL students are not achieving at the same levels as our white students
Strong implementation and teacher training in the IB programme	Build trust and calibration among school staff
Support of ESOL students through Dual Language Immersion	Support student well-being and mental health through new hired staff members

Our Overarching Needs		
Literacy: writing across the curriculum initiative, annotation of objectives and breaking down know/show, streamline use of solos in Amplify curriculum to collect needed formative data to guide instruction	Numeracy: increase use of hands-on manipulatives in the classroom, building comprehension of word problems, annotation of objectives and breaking down know/show, increase use of Amplify exit tickets to provide consistent data	Whole Child & Student Support: addition of Behavior Specialists and full time Psychologist, monitor and protect SEL time within the weekly schedule, continue use of Cougar store school-wide incentive plan, incorporate SEL strategies in weekly lesson plans

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
Students do not show their ability to comprehend text and write at their appropriate grade level.	Students do not show their ability to demonstrate pre-requisite and grade-level mathematical skills.	Based on 21-22 BASC-3 data, 16% of students were at an elevated risk and 7% of students were at an extremely elevated risk on the behavioral and emotional risk index (BERI).

Sutton Middle School

Goals

Our Overarching Needs		
Literacy: writing across the curriculum initiative, annotation of objectives and breaking down know/show, streamline use of solos in Amplify curriculum to collect needed formative data to guide instruction	Numeracy: increase use of hands-on manipulatives in the classroom, building comprehension of word problems, annotation of objectives and breaking down know/show, increase use of Amplify exit tickets to provide consistent data	Whole Child & Student Support: addition of Behavior Specialists and full time Psychologist, monitor and protect SEL time within the weekly schedule, continue use of Cougar store school-wide incentive plan, incorporate SEL strategies in weekly lesson plans

SMART Goals (Elementary/Middle School)		
By May 2023, students will increase on the ELA GMAS EOG assessment by 3% in all subgroups.	**By May 2023, students will increase on the Math GMAS EOG assessment by 3% in all subgroups.**	**By May 2023, students with an elevated risk on the behavioral and emotional risk index (BERI), will decrease by 3%.**

SMART Goals (High School)		

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 Administer daily classroom exit slips	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 Administer daily classroom exit slips	BASC-3 screener Attendance Data Small group pre- and post-assessment

CIP Goal #1 Strategy: Language & Literature Personalized Learning

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Reflection and Goal Setting Implementation	All content teachers, administrative team, instructional support staff	August -May	Student work sample Student Data Analysis forms PL Agenda Teacher Data Analysis template	N/A	C & I Personalized Learning
Targeted Instruction	All content teachers Administration Instructional Support Staff	August-May	Student work sample Student Data Analysis form PL Agenda Teacher Data Analysis template	N/A	C & I Personalized Learning

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Monitoring and tracking of major assessments for selected students within the ELA classroom	All ELA teachers including SPED and ESOL teachers	August-May	Tracker for each class Copy of student assessments MAP Assessment	General Funds (IXL)	Data

Sutton Middle School

Action Plans

CIP Goal #2 Strategy: Math Personalized Learning

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Reflection and Goal Setting Implementation	All content teachers, administrative team, instructional support staff	August -May	Student work sample Student Data Analysis forms PL Agenda Teacher Data Analysis template	N/A	C & I Personalized Learning
Targeted Instruction	All content teachers Administration Instructional Support Staff	August-May	Student work sample Student Data Analysis form PL Agenda Teacher Data Analysis template	N/A	C & I Personalized Learning

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Monitoring and tracking of major assessments of selected students within the math classroom	All Math teachers including SPED and ESOL teachers	August-May	Tracker for each class Copy of student assessments MAP Assessment	General Funds (IXL)	(C&I) Data

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Sutton Middle School

Action Plans

CIP Goal #3 Strategy: Social Emotional Learning (SEL)

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Bi-weekly Care Team Meetings to look at student data regarding attendance, behavior and support services for identified students to analyze effectiveness of student supports.	School Social Worker – Ms. S. Cruz (Lead), Grade Level Counselors, Nurse,	August – May	Care Team Meetings, data and Agendas	General Funds, CARES, and Title IV	• Data • Whole Child • Personalized Learning
Delivery of weekly Social Emotional Learning via the Second Step Curriculum.	Classroom Teachers	August – May	Walkthroughs, photos, lesson plans	N/A	• Curriculum and Instruction • Whole Child
School Wide Programming through the Counseling Department to include bimonthly Core Curriculum, College and Career Week, No Place for Hate, Red Ribbon Week, and Small Groups	Grade Level Counselors	August – May	Walkthroughs, photos, lesson plans	Local Funds	• Curriculum and Instruction • Whole Child

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5

INTERNAL USE

MAPS Data

1st Administration

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school	exam	ExamCount2					
Sutton	Math	1,473	22%	20%	19%	19%	20%
	Reading	1,468	14%	14%	20%	26%	26%

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Sutton: Domain Quintile

exam	domain	ExamCount					
Math	Geometry	1,473	22%	21%	19%	18%	20%
	Operations and Algebraic Thinking	1,473	21%	21%	19%	21%	18%
	Statistics and Probability	1,473	23%	21%	19%	18%	18%
	The Real and Complex Number Systems	1,473	19%	18%	19%	20%	23%
Reading	Vocabulary Acquisition and Use	1,468	12%	14%	20%	26%	28%
	Informational Text	1,468	15%	16%	18%	24%	27%
	Literature	1,468	15%	14%	20%	26%	24%

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Sutton	1,473	21%	21%	19%	21%	18%

Math: Operations and Algebraic Thinking

school	ExamCount					
Howard	1,071	11%	14%	17%	23%	35%
Sutton	1,473	21%	21%	19%	21%	18%
AVA	19	11%	42%	11%	21%	16%
BEST MS/HS	85	26%	27%	24%	19%	5%
King	767	37%	28%	17%	11%	7%
AVA - Direct	77	35%	27%	23%	12%	
Young	676	41%	27%	19%	9%	4%
Sylvan	393	42%	26%	19%	10%	
CSK	147	34%	24%	29%	12%	
Bunche	731	43%	26%	19%	10%	
Long	634	48%	27%	15%	8%	
H Russell	366	49%	25%	18%	6%	
Hollis	200	53%	29%	12%	5%	
Invictus	711	51%	28%	15%	5%	
Hank Aaron	18	56%	22%	17%	6%	

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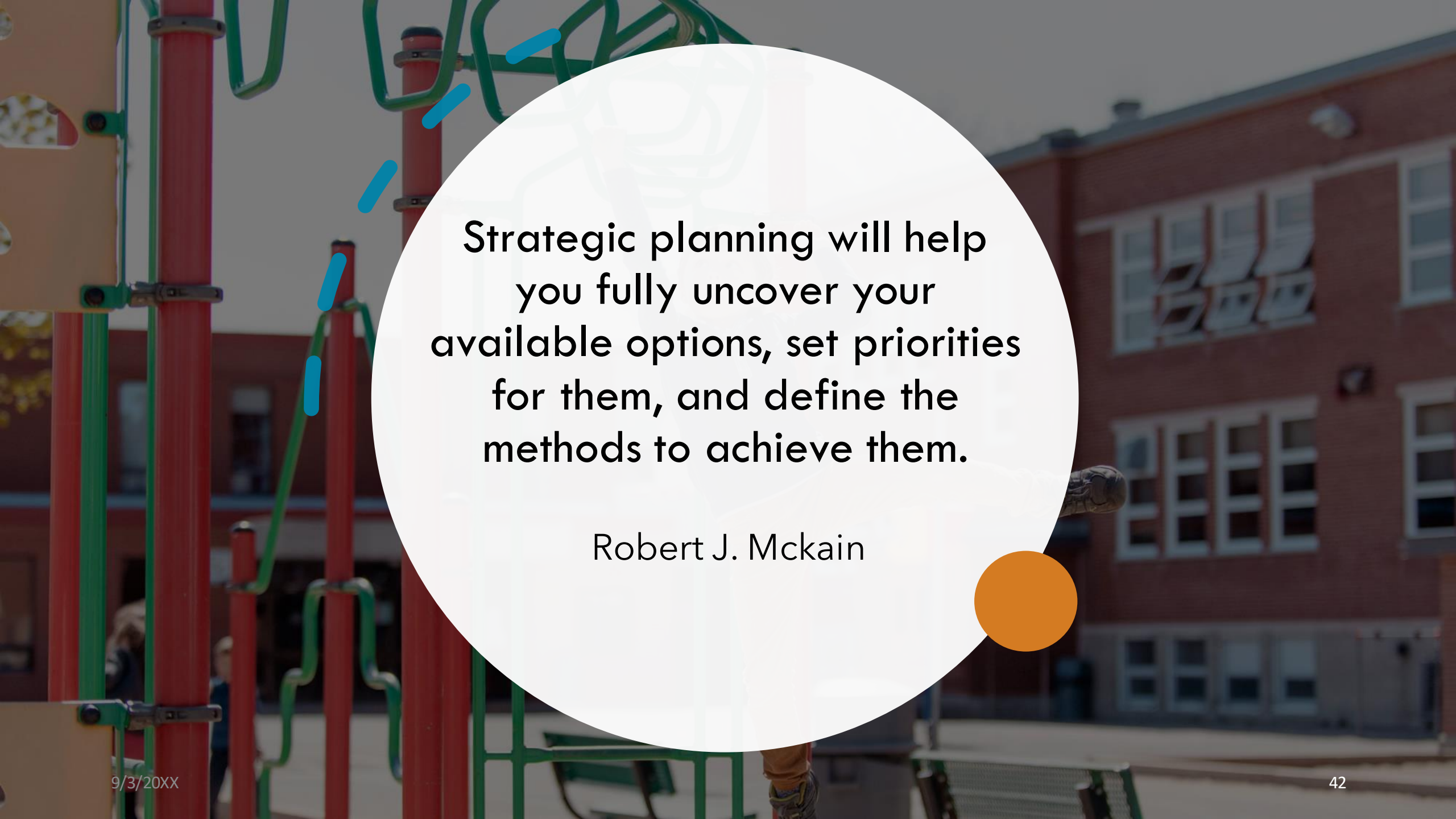
Sutton	1,468	15%	14%	20%	26%	24%

Reading: Literature

school	ExamCount					
Howard	1,069	9%	11%	14%	24%	42%
Sutton	1,468	15%	14%	20%	26%	24%
CSK	148	20%	16%	21%	27%	16%
AVA	20	15%	30%	25%	10%	20%
King	763	33%	22%	17%	17%	12%
AVA - Direct	69	23%	29%	19%	19%	10%
BEST MS/HS	87	26%	25%	22%	14%	13%
Young	675	33%	23%	19%	16%	8%
Bunche	709	36%	20%	20%	16%	7%
Sylvan	396	37%	23%	17%	17%	6%
Long	620	39%	24%	20%	15%	4%
Hollis	202	39%	28%	16%	14%	4%
H Russell	365	39%	25%	18%	11%	7%
Invictus	716	41%	26%	19%	11%	4%
Hank Aaron	21	67%		19%	14%	

GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- What additional questions do you have?



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

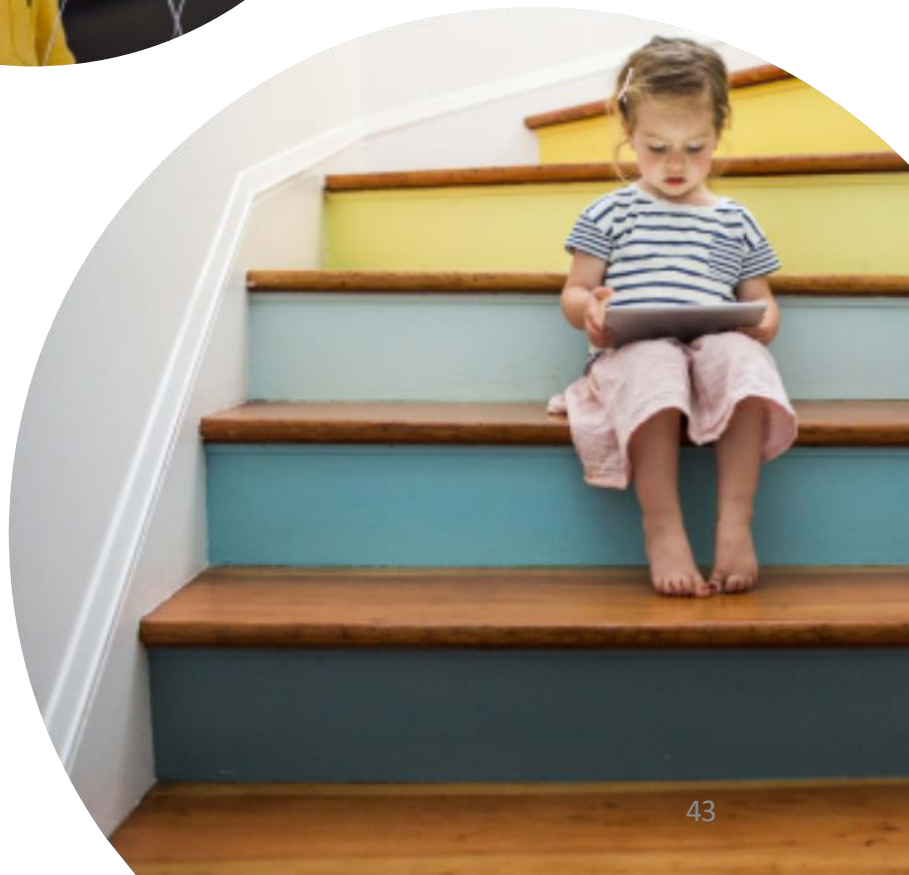
Robert J. Mckain

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 ranking our strategic priorities for the 2023-2024 school year.

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



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Thank you

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