



GO Team Business Meeting #2

Where we are – Where we're going
Sutton Middle School
October 3rd, 2023

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.



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
SY22-23

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 rank
of the strategic plan
priorities for SY24-25 in
preparation for budget
discussions.



Discussion Items

Current Strategic Plan

Continuous Improvement Plan

Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

MAP Data

Data Protocol



Current Strategic Plan

2021-2025

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

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 & 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

School Strategic Priorities

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).
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.
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.
1. **Engage parents and community through effective outreach and community**.
2. **All families have access to school events and opportunities to support their student.**

Sutton Middle School

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 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.

School Strategies

- 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.
- 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.**



Continuous Improvement Plan

SY 2022-2023



Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Students do not show their ability to comprehend text and write at their appropriate grade level. ELA proficiency levels from GMAS show that 50% of 6th grade students, 54% of 7th grade students, and 49% of 8th grade students scored in the developing and below levels on the 22-23 GMAS.	Students do not show their ability to demonstrate pre-requisite and grade-level mathematical skills. Math proficiency levels from GMAS show that 66% of 6th grade students, 61% of 7th grade students, and 56% of 8th grade students scored in developing and below levels on the 22-23 GMAS.	Based on the 2022-2023 BASC-3 data, 17% of students were at an elevated risk and 6% of students were at an extremely elevated risk on the behavioral and emotional risk index (BERI).

Root Cause		
Students lack reading comprehension skills and have limited vocabulary.	Students lack pre-requisite and grade-level skills	Students lack the skills needed to successfully communicate their Social and Emotional needs

Our Overarching Needs: Elementary & Middle Schools		
<p>Literacy:</p> <p>Our Black and Hispanic students are not performing at the same achievement level as our White students. We need to reduce the achievement gap between our Black, Hispanic, SWD, and ELL as compared to our White students.</p>	<p>Numeracy:</p> <p>Our Black and Hispanic students are not performing at the same achievement level as our White students. We need to reduce the achievement gap between our Black, Hispanic, SWD, and ELL as compared to our White students.</p>	<p>Whole Child & Intervention:</p> <p>We need to reduce the percentage of students in the extremely elevated risk category on the BASC-3 screener from fall to spring.</p>

SMART Goals		
<p>By May 2024, students will increase on the ELA GMAS EOG assessment by 3% in all subgroups:</p> <p>By May 2024, SWD students will increase from 20% to 23% on the ELA EOG assessment in proficient and above</p> <p>By May 2024, ELL students will increase from 7% to 10% on the ELA EOG assessment in proficient and above</p> <p>By May 2024, Black students will increase from 35% to 38% on the ELA EOG assessment in proficient and above</p> <p>By May 2024, Hispanic students will increase from 28% to 31% on the ELA EOG assessment in proficient and above</p>	<p>By May 2024, students will increase on the Math GMAS EOG assessment by 3% in all subgroups:</p> <p>By May 2024, SWD students will increase from 13% to 16% on the Math EOG assessment</p> <p>By May 2024, ELL students will increase from 44% to 47% on the Math EOG assessment</p> <p>By May 2024, Black students will increase from 22% to 25% on the Math EOG assessment</p> <p>By May 2024, Hispanic students will increase from 19% to 22% on the Math EOG assessment</p>	<p>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%.</p>

Progress Monitoring Measures		
<p>Administer NWEA MAP Assessment 3 times a year</p> <p>Administer Amplify ELA unit assessments at the end of each unit</p> <p>Administer Amplify ELA mid unit assessments as students engage in Amplify units</p> <p>Teacher Data Tracker</p> <p>Administer daily classroom exit slips</p> <p>Walkthrough data/Learning Walks (Targeted Instruction)</p> <p>Data Talk (fall and spring)</p>	<p>Administer NWEA NWEA MAP Assessment 3 times a year</p> <p>Administer Amplify Math unit assessments at the end of each unit</p> <p>Administer Amplify Math mid unit assessments as students engage in Amplify Units</p> <p>Teacher Data Tracker</p> <p>Administer daily classroom exit slips</p> <p>Walkthrough data/Learning Walks (Targeted Instruction)</p> <p>Data Talk (fall and spring)</p>	<p>BASC-3 screener</p> <p>Attendance Data</p> <p>Small group pre- and post-assessment</p> <p>Care Team Data Tracker</p>

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

Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
<p>Monitoring and tracking of major assessments for targeted students within the ELA classroom</p> <p>Teachers will identify 10 students proportional to our targeted subgroups using assessment data to track and provide personalized and targeted instruction in the classroom.</p>	All ELA teachers including SPED and ESOL teachers	August-May	<p>80% of teachers are completing Classroom Data Tracker on a weekly basis.</p> <p>80% of teachers are implementing personalized and targeted instruction for their 10 identified students.</p>	50% of students will meet projected growth on the MAP assessment.	General Funds (IXL)	Data

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	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 target instruction through identifying gaps during weekly PLCs 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	C&I Personalized Learning

Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
<p>Monitoring and tracking of major assessments for targeted students within the Math classroom</p> <p>Teachers will identify 10 students proportional to our targeted subgroups using assessment data to track and provide personalized and targeted instruction in the classroom.</p>	All Math teachers including SPED and ESOL teachers	August-May	<p>80% of teachers are completing Classroom Data Tracker on a weekly basis.</p> <p>80% of teachers are implementing personalized and targeted instruction for their 10 identified students.</p>	50% of students will meet projected growth on the MAP assessment.	General Funds (IXL)	C&I

GO TEAM DISCUSSION: Review the priorities and goals in your strategic plan and the information and goals CIP. Reflect on if updates need to be made to the Strategic Plan.

GO Team Activity & Discussion

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

Are all CIP Goals reflected in our Strategic Plan Priorities?

Three empty blue rectangular boxes stacked vertically, connected by a vertical line on the left, intended for listing missing CIP goals.

Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*





MAP Data

1st Administration

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%	26%	8%
			Reading	513	22%	25%	38%	15%
		07	Math	504	32%	35%	21%	11%
			Reading	506	29%	31%	30%	10%
		08	Math	494	23%	34%	22%	21%
			Reading	496	21%	26%	35%	18%

SPRING SWD

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	72	57%	26%	14%	
			Reading	72	53%	18%	26%	
		07	Math	60	67%	20%	10%	
			Reading	60	63%	18%	13%	
		08	Math	55	69%	24%		
			Reading	56	63%	25%	7%	5%

SPRING ELL

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	85	73%	24%	
			Reading	87	71%	18%	10%
		07	Math	74	68%	28%	
			Reading	76	57%	38%	5%
		08	Math	59	63%	31%	
			Reading	59	58%	36%	7%

Black

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	175	34%	51%	14%	
			Reading	176	21%	38%	39%	
		07	Math	208	44%	38%	12%	6%
			Reading	208	41%	30%	23%	6%
		08	Math	174	32%	43%	21%	
			Reading	174	27%	32%	32%	10%

SPRING Hispanic

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	139	45%	35%	19%	
			Reading	144	44%	23%	28%	6%
		07	Math	123	53%	32%	10%	6%
			Reading	125	43%	38%	15%	
		08	Math	136	35%	38%	15%	12%
			Reading	136	32%	32%	29%	7%

SPRING White

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	147		31%	46%	18%
			Reading	144		13%	49%	35%
		07	Math	139		29%	43%	26%
			Reading	139		25%	50%	23%
		08	Math	145		19%	31%	47%
			Reading	147	6%	14%	45%	35%

Fall MAP Results

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	Fall 2023-2024	06	Math	496	12%	41%	30%	18%
			Reading	503	14%	24%	43%	19%
		07	Math	514	25%	38%	24%	13%
			Reading	519	28%	32%	31%	9%
		08	Math	490	24%	36%	25%	15%
			Reading	495	19%	36%	33%	12%

Fall SWD

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	Fall 2023-2024	06	Math	64	34%	48%	9%	8%
			Reading	63	29%	37%	25%	10%
		07	Math	69	59%	25%	10%	6%
			Reading	70	59%	24%	16%	
		08	Math	54	56%	26%	13%	6%
			Reading	53	51%	28%	19%	

Fall ELL

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	Fall 2023-2024	06	Math	45	38%	60%	
			Reading	51	55%	39%	6%
		07	Math	92	58%	39%	
			Reading	100	72%	23%	
		08	Math	77	56%	38%	6%
			Reading	81	48%	42%	10%

Fall

Black or African American

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	Fall 2023-2024	06	Math	189	17%	58%	23%	
			Reading	191	16%	32%	44%	8%
		07	Math	183	33%	46%	18%	
			Reading	181	28%	43%	26%	
		08	Math	192	33%	41%	18%	8%
			Reading	192	26%	43%	25%	7%

Fall Hispanic/Latino

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	Fall 2023-2024	06	Math	109	20%	43%	19%	17%
			Reading	114	29%	34%	22%	15%
		07	Math	145	40%	43%	15%	
			Reading	152	50%	36%	11%	
		08	Math	123	42%	40%	11%	7%
			Reading	127	34%	43%	17%	6%

Fall White

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	Fall 2023-2024	06	Math	147		20%	46% 33%
			Reading	147		11%	52% 33%
		07	Math	141		24%	40% 33%
			Reading	141	6%	20%	54% 20%
		08	Math	141		22%	46% 32%
			Reading	142		22%	56% 21%

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.

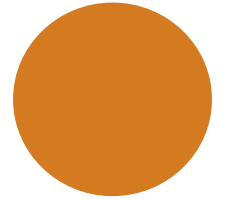
Robert J. Mckain

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 2024-2025 school year.

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





Thank you