

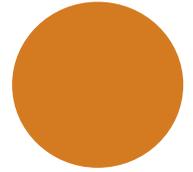


GO Team Business Meeting #2

October 21, 2024
Rivers Elementary School

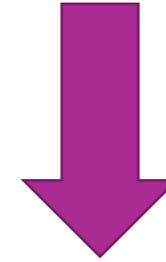
Where We Are

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 2024

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

3

August 2024

School Leadership completed 2024-2025 Continuous Improvement Plan

4

Sept. - Dec. 2024

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

Georgia Milestones Math Data
(if not previously discussed)

Continuous Improvement Plan

Needs Assessment

SMART GOALS

Action Plan

Strategic Plan Alignment & Update



Current Strategic Plan

2021-2025

E. Rivers Elementary School (North Atlanta Cluster) 2024-25 Strategic Plan

District Mission & Vision

With a caring culture of equity, trust and collaboration, every student will graduate ready for college, career, and life.

A high-performing school district where students love to learn, educators inspire, families engage, and the community trusts the system

Cluster Mission & Vision

To implement IB with depth and fidelity in order to develop inquiring, knowledgeable and caring young people who will graduate ready for college and career.

A high-performing cluster where students, educators and families work together to create a better and more peaceful world through intercultural understanding and respect.

School Mission & Vision

By providing a rigorous, inquiry-based education, the E. Rivers' family develops confident, engaged learners, inspiring them to be respectful & compassionate citizens of the world

To build acceptance and confidence through collaboration and inquiry where all students thrive in a respectful environment

Signature Program: International Baccalaureate

School Strategies

School Priorities

Key Performance Measures



Academic Program



Talent Management



Systems & Resources



Culture

1. Improve student mastery of academic content
2. Provide rigor to all students
3. Extend focus on bi-literacy through the implementation of dual language immersion and world language program

4. Build teacher capacity in literacy and math
5. Expand teacher collaboration opportunities
6. Retain and develop highly qualified teachers and staff for traditional, DLI, and support classes

7. Build systems, resources to support Cluster Plan and IB PYP implementation

8. Foster a positive and inclusive school culture for students, staff, and families.
9. Inform and engage the entire school community

- 1A. Provide remediation and acceleration as indicated by data (i.e., in classrooms & during WIN block)
- 1B. Implement ~~O-G~~ Science of Reading methodologies using FlyLeaf and Heggerty resources through third grade
- 1C. Administer MAP as growth measure and progress monitoring tool
- 1D. Use district-provided materials and scope and sequence for reading and writing and Envision and state resources for math
- 1E. Analyze student achievement data to implement small-group instruction to provide differentiated tasks
- 1F. Provide for low teacher-student ratios
- 2A. Implement IB framework through aligned units of inquiry that are rigorous, real-world interdisciplinary projects and units
- 2B. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning
- 2C. Implement WIN block using HMH programs & Edgenuity for intervention and talent development for enrichment
- 2D. Administrator/coaching walkthroughs and feedback on rigor and relevance
- 2E. ~~review and implement new math standards~~
- 2F. Intentional focus on student reading levels and use of resources and text at appropriate level of challenge
- 2G. Implement RTI process to ensure students receive supportive instruction
- 3A. Expand and support of DLI program (to include for support and push-in personnel and through monitoring and curriculum development)
- 3B. Provide DLI time for vertical and team planning in support of bridging of both languages

- 4A. Provide targeted professional learning opportunities focused on IB, DLI, gifted endorsements, GA Standards, ~~O-G~~, and data analysis and science of reading
- 4B. ~~Rely on district-level specialists to assist during planning and Professional Learning Days~~
- 4C. Increase the number of teachers with gifted and/or ESOL endorsements
- 4D. Fund Master Teacher- Instructional Coach, MTSS Specialist, and IB Coordinator to provide job-embedded coaching & support
- 5A. Implement intentional vertical and horizontal alignment collaboration opportunities (PLCs, Strategy Shares, and Tuesdays)
- 5B. Allow for 90 minutes of common planning weekly in master schedule
- 6A. Adhere to district timelines and protocols for hiring practices
- 6B. Host student teachers when possible
- 6C. Expand and stipend teacher leadership opportunities

- 7A. Provide time in summer for teachers to revise IB unit planners
- 7B. Provide teacher training on PYP and IB Standards & Practices
- 7C. Utilize Visible Thinking strategies to teach for understanding and strengthen IB implementation
- 7D. Revise curriculum maps to align with district resources and IB units
- 7E. Embed SEL strategies into PYP unit plans using IB terminology

- 8A. Implement Social/Emotional Learning and develop communication/ leadership skills of staff and students
- 8B. Incentivize positive student behavior and attendance and recognize student achievement and performance
- 8C. Embrace Restorative Practices for student mediation
- 9A. Build community awareness, knowledge and support of IB and other instructional initiatives and share through parent workshops and communication tools
- 9B. Provide translation and support services for ESOL families
- 9C. Utilize weekly communication systems to inform parents and stakeholders
- 9D. Fund part-time, bilingual parent liaison
- 9E. Utilize parent conferences to share student data and build positive parent-teacher relationships
- 9F. Host a variety of school events for families (e.g., Talent Show, Art Night, Picnics, International Dinner, Bingo Night).

- Increase % of students scoring at Proficient or Distinguished in Reading/ELA and Math in Milestones
- Increase the % of students who meet or exceed typical growth on MAP Reading & Math
- Increase % of English Learner students moving performance bands on ACCESS annually
- ≥70% of students will meet or exceed targeted Lexile level [i.e., ≥ than 650 (Third Grade), 750 (Fourth Grade), 850 (Fifth Grade) on the GMA]

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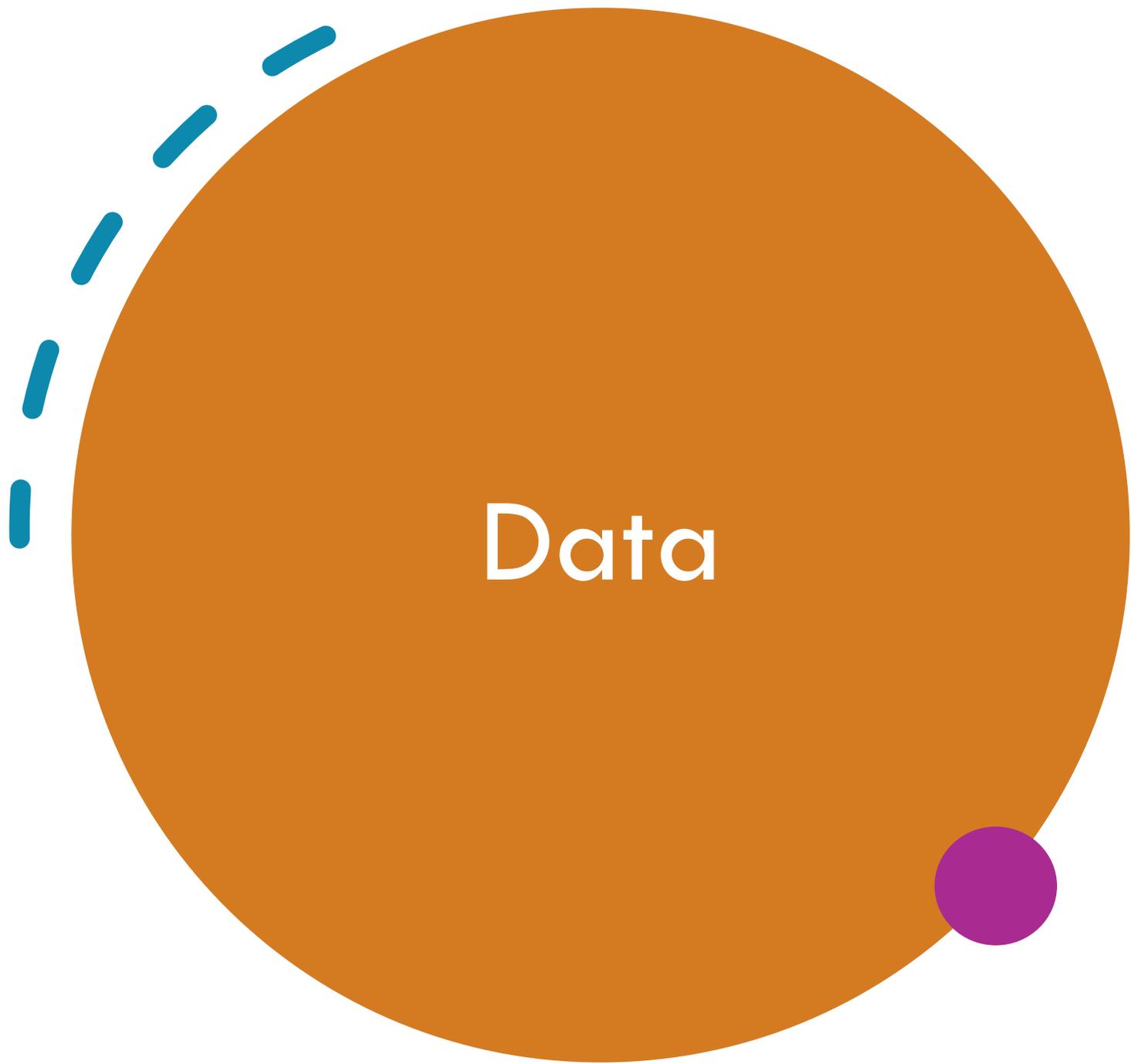
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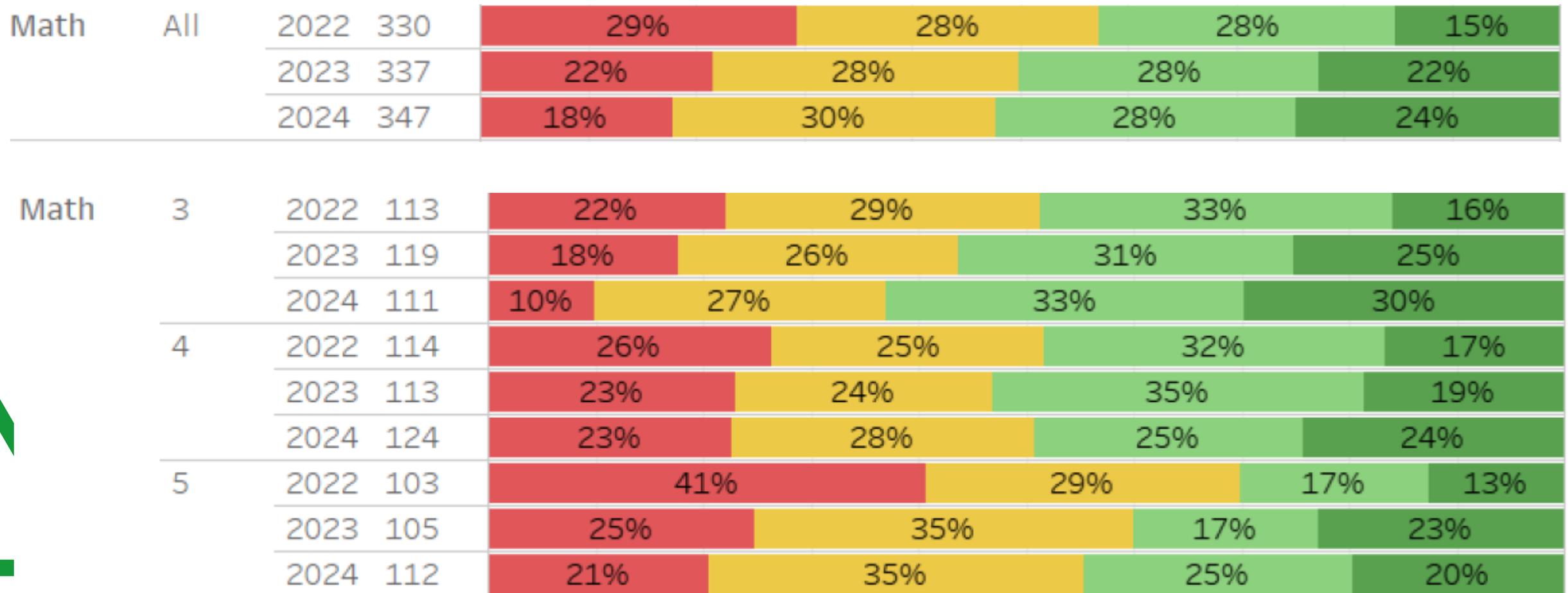
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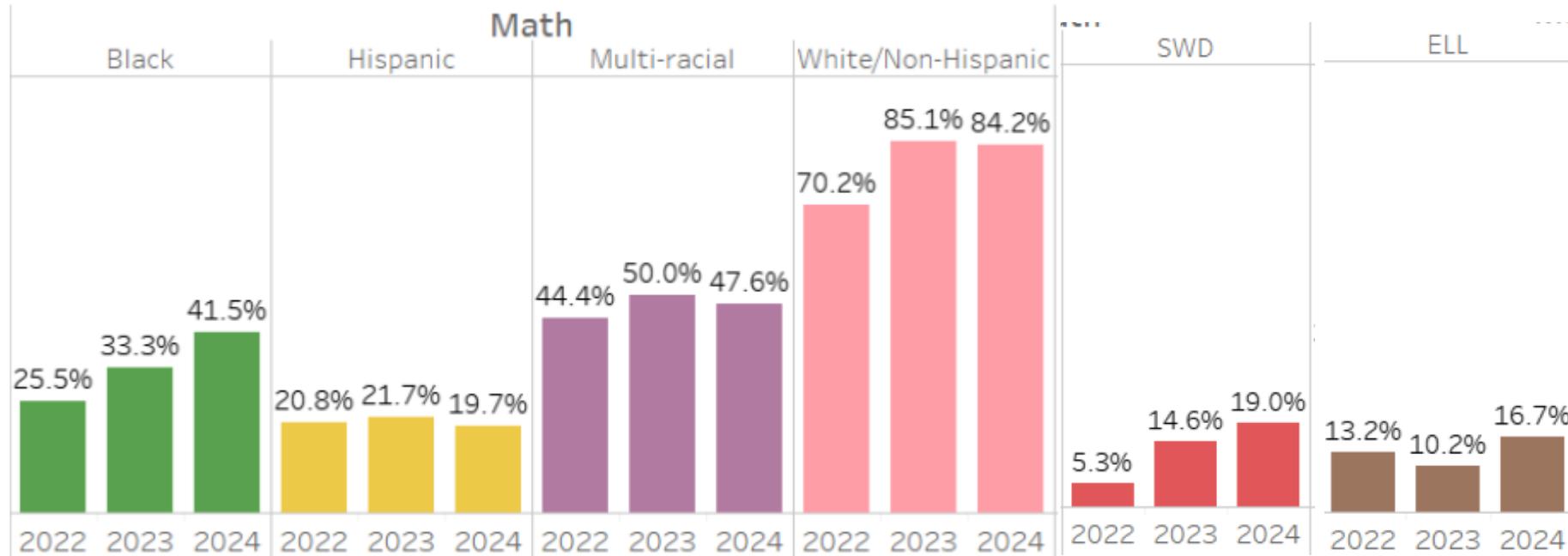


Data

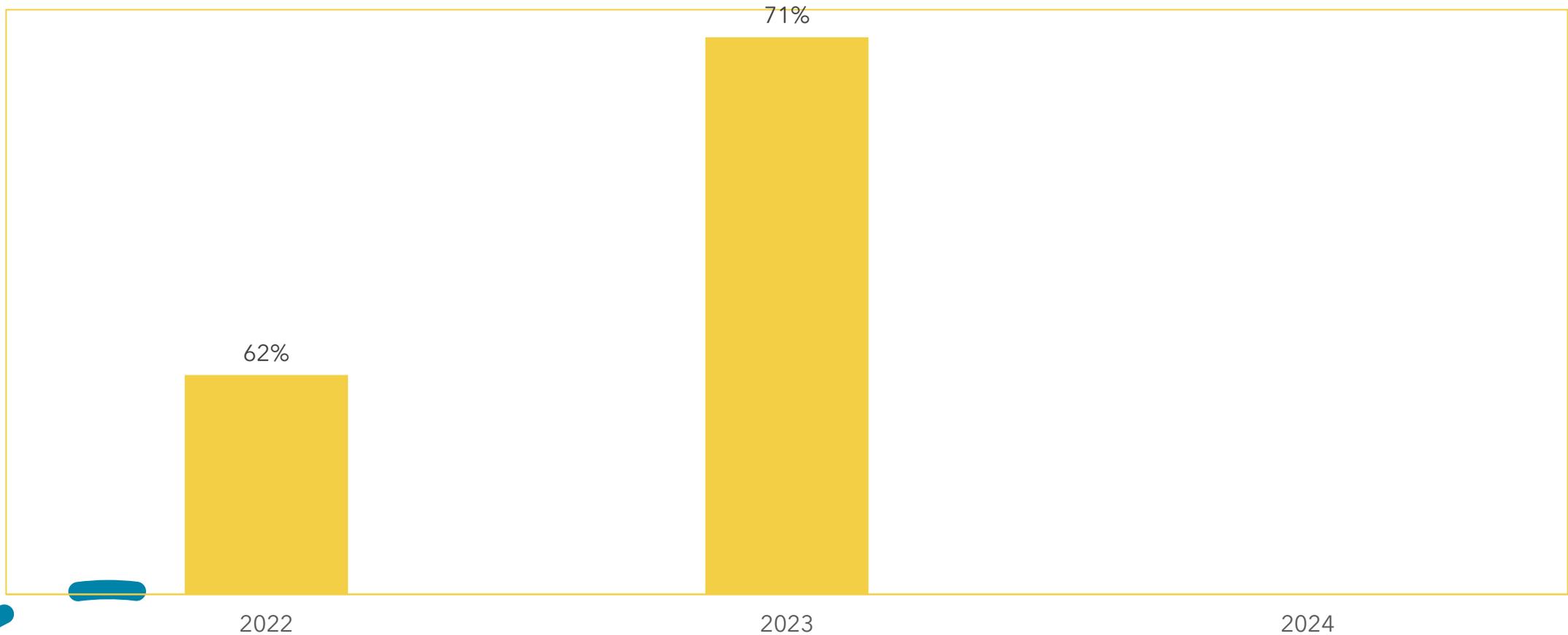
GA MILESTONES MATH RESULTS



GA MILESTONES MATH RESULTS



Percentage of E Rivers ES Students Moving One or More Performance Bands on the ACCESS Test



*Information Source: Georgia Department of Education - College and Career Readiness Index

*https://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html

LEXILE levels from Reading Milestones

- Grade 3:Lexile \geq 650 Percent 33%
- Grade 4:Lexile \geq 750 Percent 37%
- Grade 5:Lexile \geq 850 Percent 26%

GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?



Continuous Improvement Plan

Our Overarching Needs: Elementary & Middle Schools

<p>Literacy: Inconsistent practices and philosophies for teaching reading within and across grade levels.</p>	<p>Numeracy: Lack of intentional focus during PLC meetings to internalize standards and to identify and correct student misconceptions.</p>	<p>Whole Child & Intervention: Teachers have had inconsistent training and monitoring.</p>
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SMART Goals (Elementary and Middle Schools)

<p>The percentage of students who score proficient and above on GMAS will increase by three percent from 55% in '24 to 58% in '25.</p>	<p>The percentage of students who score proficient and above on Spring MAP will increase by three percent from 46% in '24 to 49% in '25.</p>	<p>The percentage of students who <u>report to liking school</u> will increase by 5%, from 65% in '24 to 70% in '25 and the percentage of students who report that students treat each other well will increase by 5% from 55% in '24 to 60% in '25.</p>
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Progress Monitoring Measures

<ul style="list-style-type: none"> - Aimsweb Data MAP Growth Common Assessments bi-weekly Learning Walks to focus on small groups, Foundations, and 	<ul style="list-style-type: none"> -AIMSweb data -MAP Growth -Common Assessment in Envision -biweekly Learning Walks to focus on small groups and differentiation 	<ul style="list-style-type: none"> -number of student participation in student clubs
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Elementary & Middle Schools Literacy CIP Goal:

The percentage of students who score at proficient and above will increase by three percent from 55% in Spring '24 to 58% in spring '25.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Revise pacing guides during PLC meetings to include strategies for re-teaching	PLC Chairs Instructional Coach IB Coordinator Greeson & Harrell	August 2024-April 2025	-50% of PLC time will involve strategy study and share -90% of lessons will follow pacing guides - % of small group instruction will reflect re-teaching	-60% of students will meet projected MAP RIT growth for MAP Reading - PLC meeting minutes	NA	C & I Data
implement science of reading strategies to include Flyleaf, Heggerty, Morpheme Magic	PLC Chairs RAL Coach Greeson & Harrell	August 2024-April 2025	-100% of students will be placed into appropriate FlyLeaf groups based on assessment data	-60% of students will meet projected MAP RIT growth for MAP Reading	NA	C & I Data
Implement differentiated small groups to include guided reading and re-teaching	Classroom teachers Admin	August 2024-April 2025	->60% of learning walks will include small group instruction	-60% of students will meet projected MAP RIT growth for MAP Reading	NA	Personalized Learning
Build-in time for remediation in the master schedule and in teacher lesson plans	RAL Coach PLC Chairs Greeson & Harrell	August 2024-April 2025	-At least 60 minutes/month will be reserved for remediation	->75% of students will score >70% on unit common assessments 		C & I Personalized Learning
Integrate subject-specific content and vocabulary (e.g., SS & Science) into reading instruction	Instructional Coach IB Coordinator PLC Chairs	August 2024-April 2025	-at least 75% of nonfiction texts relate to current IB units -pacing guides and lesson plans	->75% of students will score >70% on unit common assessments	NA	C & I
Identify and utilize "Lab Classrooms" for science of reading modeling	RAL Coach PLC Chairs Admin	August 2024-April 2025	-at least 85% of teachers will visit a lab class each quarter	--60% of students will meet projected MAP RIT growth for MAP Reading	NA	C & I

Action Plans

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
SWD teachers and SWD co-teachers will have dedicated time for common planning and on-going training	SELT cluster Inclusion specialist	quarterly	-75% of classroom observations will include differentiated tasks for SpEd students in co-taught setting	-60% of SWD will meet projected RIT growth in MAP Reading	NA	Personalized Learning
Schedule targeted EIP push-in supports in under-performing groups (i.e., Hispanic and black) using ESOL teachers	EIP & ESOL Teachers classroom teachers	August 2024-April 2025	-75% of classroom observations will include EIP students working in small group with teacher	-60% of EIP students will meet projected RIT growth in MAP Reading	NA	Personalized Learning
SELT reviews plans and data with SpEd and co-teachers	Giles	August 2024-April 2025	-100% of SpEd students will have data toward progress monitoring goals	-60% of SWD will meet projected RIT growth in MAP Reading	NA	Whole Child & Intervention
Implement bridging to increase vocabulary mastery in DLI classrooms	DLI Teachers Instructional Coach Greeson & Harrell	August 2024-April 2025	-daily lesson plans include <u>specified</u> vocabulary for bridging	-60% of DLI students will meet projected RIT growth in MAP Reading ->75% of students will score >70% on unit common assessments	NA	C & I

Elementary & Middle Schools Numeracy CIP Goal:

The percentage of students who score at proficient and above on Spring MAP will increase by three percent from 46% in Spring '24 to 49% in Spring '25.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Conduct standard, unit, lesson internalization	PLC Chairs Instructional Coach Greeson & Harrell	August 2024-April 2025	-at least 80% of math units will utilize the internalization process -100% of teachers will administer math common assessments	->75% of students will score >70% on unit common assessment-	NA	C & I
Facilitate bi-weekly data meetings	PLC Chairs Instructional Coach Greeson & Harrell	August 2024-April 2025	->95% of teachers will collect and analyze data from math common assessments ->30% of all PLC meetings will include data analysis	-60% of students will meet projected MAP RIT growth for MAP Math	NA	Data & Personalized Learning
Utilize small groups to focus on differentiation	classroom teachers administration	August 2024-April 2025	->60% of learning walks will include small group instruction	-60% of students will meet projected MAP RIT growth for MAP Math	NA	Personalized Learning
Include learning targets and success criteria with daily lesson plans.	classroom teachers administration	August 2024-April 2025	90% of weekly lesson plans will include the action step.	-60% of students will meet projected MAP RIT growth for MAP Math	NA	C & I



Action Plans

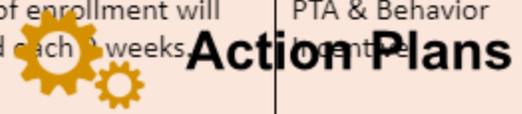
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Schedule targeted EIP push-in supports in under-performing groups (i.e., Hispanic and black) using ESOL teachers	EIP & ESOL Teachers classroom teachers	August 2024-April 2025	-75% of classroom observations will include EIP students working in small group with <u>teache</u>	-60% of EIP students will meet projected RIT growth in MAP Math	NA	Personalized Learning
SELT reviews plans and data with SpEd and co-teachers	SELT - Giles	August 2024-April 2025	-100% of SpEd students will have data toward progress monitoring goal	-60% of SWD will meet projected RIT growth in MAP Math	NA	Personalized Learning
Implement bridging to increase vocabulary mastery in DLI classrooms	DLI Teachers Instructional Coach Greeson & Harrell	August 2024-April 2025	-daily lesson plans include <u>specified</u> vocabulary for bridging	-60% of DLI students will meet projected RIT growth in MAP Reading ->75% of students will score >70% on unit common assessments	NA	C & I

Whole Child & Intervention CIP Goal:

The percentage of students who report liking school will increase by 5%, from 65% in '24 to 70% in '25 and the percentage of students who report that students treat each other well will increase by 5% from 55% in '24 to 60% in '25.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Teach Second Step and SEL strategies for staff	SEL Coordinator & Admin SEL CLL support		100% of teachers will maintain active Second Step accounts in digital platform	The number of discipline incidents/referrals will decrease by 15%, down from 32 complete incidents/referrals in 23-24	NA	C & I
Utilize PBIS incentives using Roars Bucks and the Roars Store & Lion's Den	Admin MTSS Specialist	August 2024 - May 2025	Behavior referrals to admin Number of students participating in the Lion's Den and Roar's Store	The number of discipline incidents/referrals will decrease by 15%, down from 32 complete incidents/referrals in 23-24	PTA & Behavior Incentives	Whole Child
Positive phone calls from admin and/or staff to students who are modeling desired behavior	Admin Staff	August 2024 - May 2025	Excel spreadsheet of student with demographic info	At least 25% of enrollment will be recognized each 9 weeks.	NA	Whole Child
Incentivize lunchroom and bus behavior with rewards	Admin MTSS Specialist Lunch monitors Bus Drivers	August 2024 - May 2025	at least 80% of all classes will receive lunchroom rewards	The number of discipline referrals from lunchtime will decrease by 25% from last year	PTA & Behavior Incentive	Whole Child
Monthly and quarterly student recognitions - AR, IB Students of the Month, MAP growth	Admin Media Specialist Instructional Coach	August 2024 - May 2025	At least two celebrations per month	At least 25% of enrollment will be recognized each 9 weeks.	PTA & Behavior Incentive	Whole Child
Increase participation in student clubs and extracurricular activities	Club sponsors	August 2024 - May 2025	Student list and meeting schedules	a 25% increase of club offerings	NA	Whole Child
Implement Lion's Pride Walls to recognize positive dispositions and personal achievements	Admin MTSS Specialist	August 2024 - May 2025	100% of classroom doorways will display students being recognized	At least 25% of enrollment will be recognized each 9 weeks.	NA	Whole Child
Implement a formal structure for lunch bunch/breakfast club	Admin MTSS Specialist Counselor Social Worker	August 2024 - May 2025	5 - 10 students per quarter per adult	At least 25% of enrollment will be recognized each 9 weeks.	NA	Whole Child



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

Are all CIP Goals reflected in our Strategic Plan Priorities?

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

Updates to the Strategic Plan

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





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

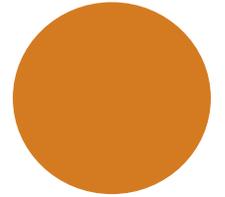
Robert J. Mckain

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 any updates to our strategic plan and the 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.





Principal's Report

Facilities Capacity & Utilization Process

- APS BOE Presentation on October 7, 2024

<https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=36031014&AID=1708673&MID=118795>

Facilities Master Planning – BOE Review Spring 2022

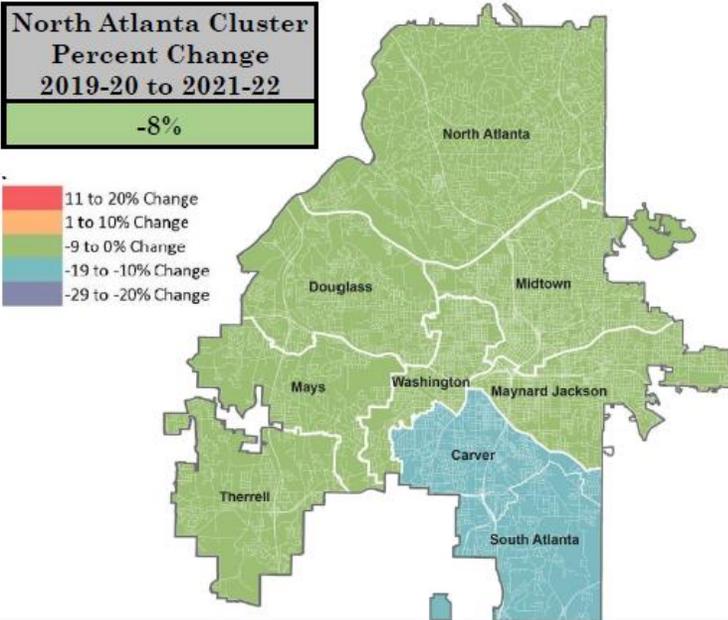


NORTH ATLANTA CLUSTER

AN OVERVIEW OF STUDENT ENROLLMENT IN THE CLUSTER AND ITS IMPACT ON SCHOOL CAPACITY

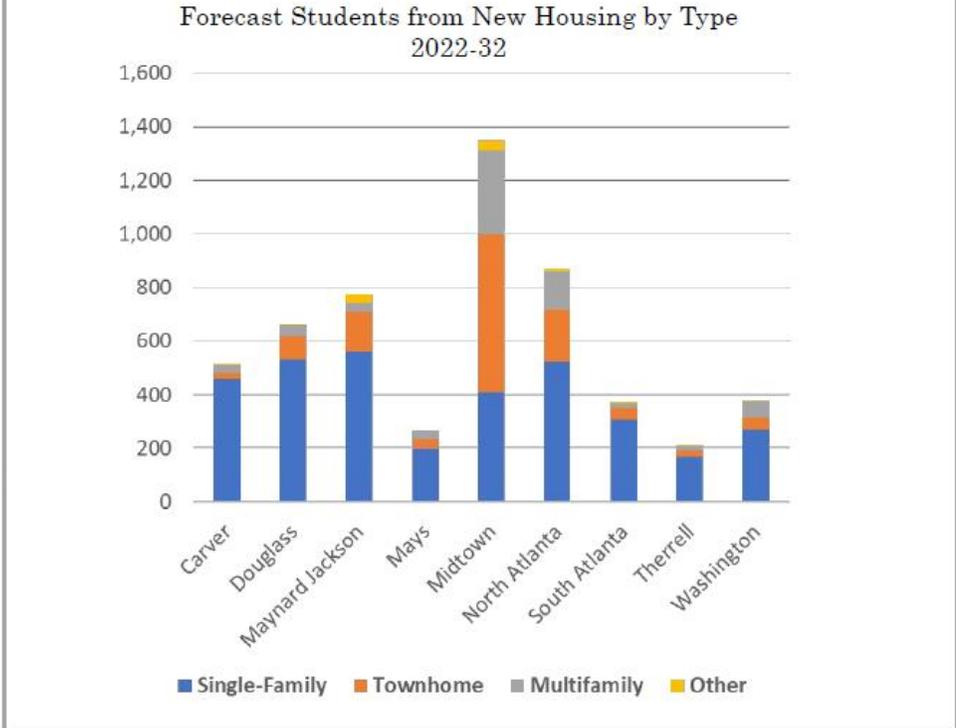
LOOKING BACK

By reviewing population trends and the impact of COVID-19, we see that elementary schools are losing enrollment at a rapid rate, while high schools are on the rise. Enrollment is down for APS in the last two years, including approximately 650 students in the North Atlanta Cluster. The census shows the North Atlanta Cluster growing by more than 28,700 people over the past 10 years.



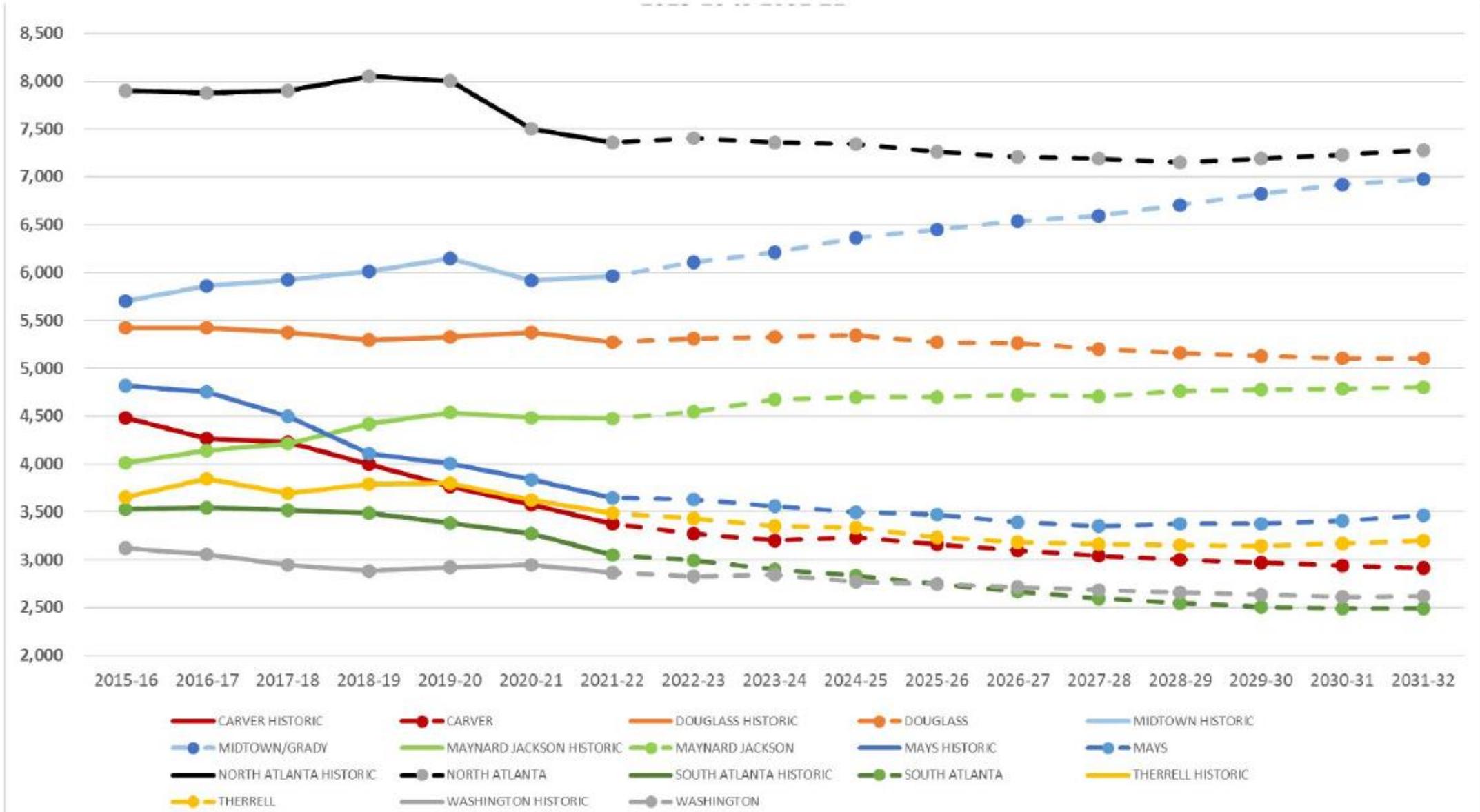
LOOKING FORWARD

In order to project student enrollment in the future, we look at the births in each school zone, students progressing to the next grade level, and students coming from new development. Specific to new housing, the North Atlanta Cluster is projected to enroll between 80 and 94 additional students from new development each year for the next 10 years, the second most of any cluster.



PUTTING IT ALL TOGETHER

When reviewing previous and projected enrollment by cluster, you can see the North Atlanta Cluster is projected to remain near their current enrollment.



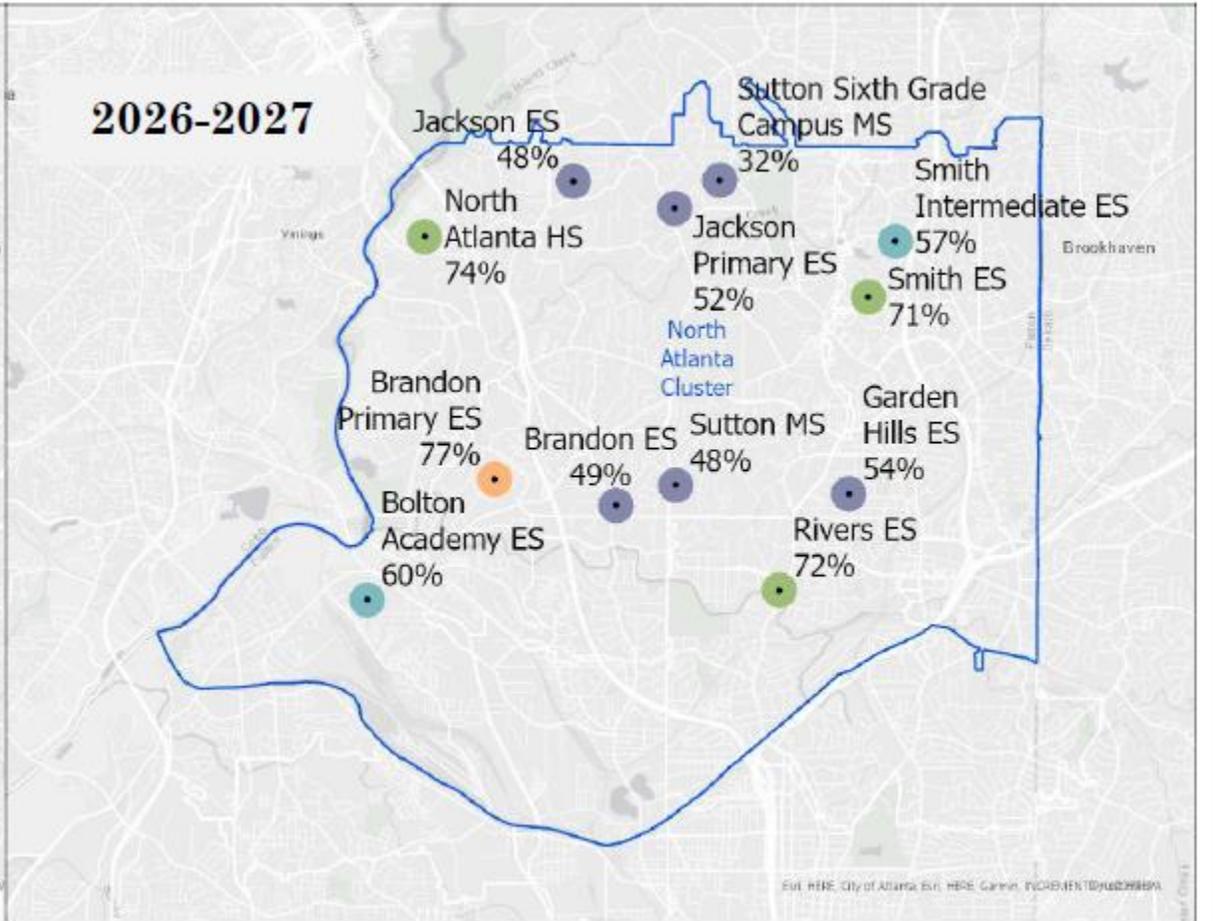
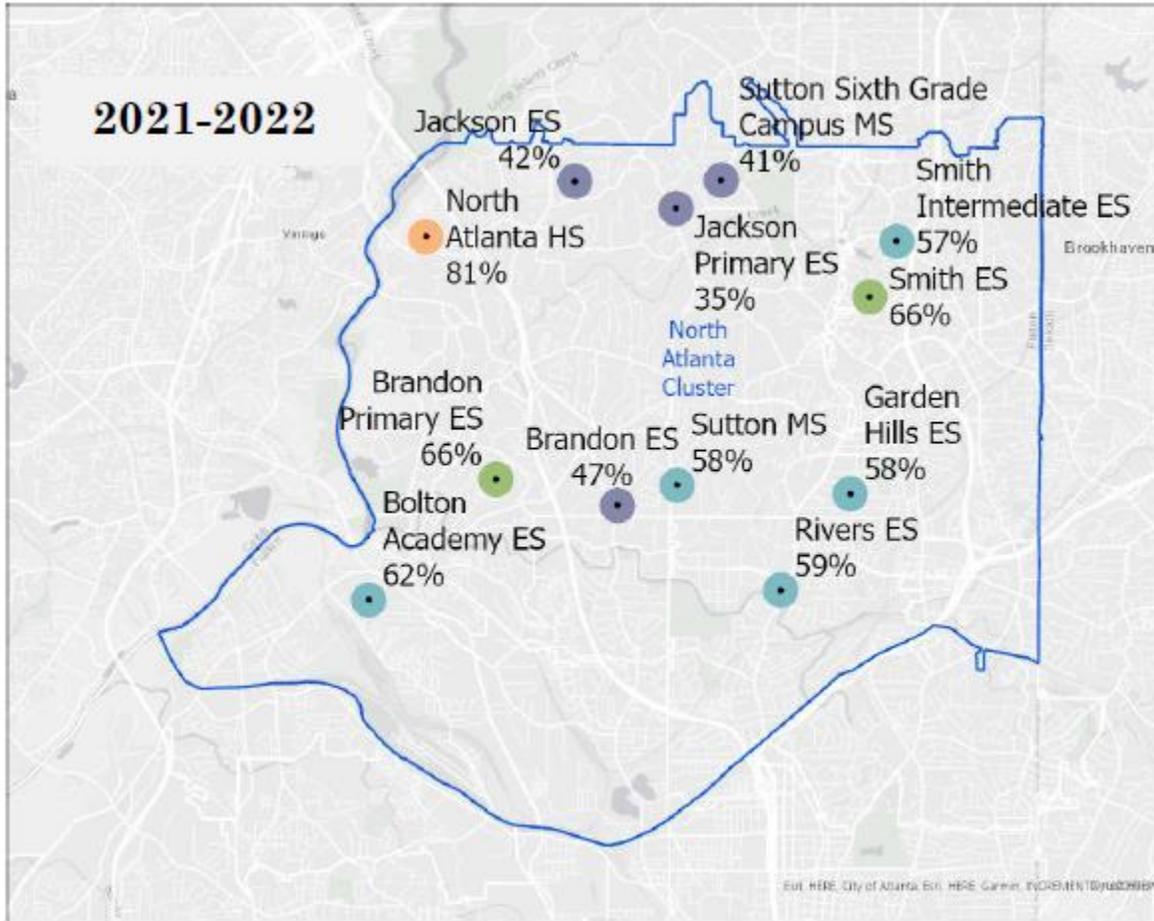
NORTH ATLANTA CLUSTER

WHAT DOES THIS LOOK LIKE BY SCHOOL?

To understand the impact of projected enrollment schools, we determine how many students each school can hold (capacity). The Student Success Funding (SFF) formula number allows schools flexibility and additional space for lower class sizes and wraparound services. The North Atlanta Cluster is currently and projected to have several schools and campuses underutilized.

	Enrollment > 90% of Capacity
	Enrollment between 75% - 90%
	Enrollment between 65% - 75%
	Enrollment between 55% - 65%
	Enrollment < 54%

School Name	School Capacity (SSF)	2021-2022 Enrollment	2021-2022 Utilization % (SSF)	2026-2027 Projection	2026-2027 Utilization % (SSF)	2031-2032 Projection	2031-2032 Utilization % (SSF)
Bolton ES	780	484	62%	467	60%	489	63%
Brandon Primary (K-2)	630	417	66%	485	77%	477	76%
Brandon ES (3-5)	804	380	47%	393	49%	429	53%
Garden Hills ES	715	413	58%	389	54%	393	55%
Jackson Primary (K-1)	399	141	35%	206	52%	203	51%
Jackson Elem (2-5)	748	312	42%	356	48%	363	49%
Rivers ES	1,105	649	59%	795	72%	847	77%
Smith ES (K-2)	599	396	66%	427	71%	431	72%
Smith Intermediate (3-5)	681	386	57%	386	57%	396	58%
Sutton MS (Northside)	1,800	1,040	58%	855	48%	925	51%
Sutton MS (Powers Ferry 6th Grade Campus)	1,296	526	41%	415	32%	485	37%
North Atlanta HS	2,750	2,218	81%	2,034	74%	1,845	67%





Thank you