

***What would it feel like, sound like and look like if APS provided students more personalized and individual learning and support?***

**Student Support**

- Personalized, relationship-based attention that crosses grade levels
- Better identification of "borderline" issues such as vision, speech or dyslexia
- More resources for outreach for individual needs, including support for parents/students on 504 and IEPs
- Gather information from students at each academic level on what their experiences have been over the past year. Conduct assessments to determine student learning style

**Students expressing confidence and appreciation for learning because their schooling is realigned to meet their learning and career needs**

**Autonomy**

- Principal has the authority to form plan based on local community need
- Not the one size fits all way everything seems to have to be

**School in the classroom is the #1 most important thing APS provides**

**Student Experience**

- More teacher engagement is crucial to build life-long learners
- Encourage small group work and hands on learning, so students can develop better relationships
- Push in social emotional learning services into each classroom
- Enrichment for students who need challenge beyond the stated curriculum standards
- We should find way for all students to have what they need, not take away from students simply because not everyone has it



- Counselor or master teacher at each level that can build a relationship with the child
- Create a plan through the Go Team provides personalized learning and support
- Examine the 8 class load for high school. Look at 4 or 6 classes.
- Increase gifted certified teachers
- Teaching parents and students how to advocate for themselves
- Individualized tutoring
- Reduce class sizes
- Paraprofessionals per class that focus on social emotional learning with each student
- More systems in place for more support and communication for parents and students
- Summer learning and afterschool learning
- Students in high school should be given more options to individualize their education (eg. night classes, options to take alternative classes)
- Personalized transportation options

***What would impactful parent/guardian support feel like, sound like and look like?***

**Engagement**

- Need for engagement for Hispanic/Spanish speaking only families
- Greater engagement through the local school not from the district level
- Very interactive meetings are not scheduled during dinnertime so people can give their full attention to the meeting and input
- Don't rely on word of mouth for parents, but intentionally communicate and be proactive in communication
- Greater inclusion of all parents in the decision-making process at the school- and cluster-level

**All students and families need support, not just those who are having academic gaps**

**Parent Support**

- Families should be given lesson plans, topics, concepts, skills be learning to be able to help with learning, how to make connections with what their learning with life.
- Resources are pushed out - mental health, meals, parent, tech resources
- More robust parent academies

**Provide parental support in a manner so that the community works towards and buys into the school's goals and student learning**

**Communication**

- More cohesion in district communication.
- Timely and proactive communication.
- When communicating, share details and expectations



- Partner for tutoring services, mental health, health care accessibility
- Create a list of resources for each school that are available so counselors, principals, teachers can publicize what resources would resonate with their parent body
- Requirement for parents to volunteer. Assessment of parent talents to support parent volunteer initiative
- Conduct educational sessions for parents at all schools using outside experts.
- Ensure parents know where to go to get important information.
- Target non-participation in a strategic way.
- Ensure ease of access to information, especially given multiple engagements across grade bands for some parents.
- Take advantage of teacher-directed communication to parents

***How does the vision create a brighter future for North Atlanta students? Does this vision address the most important priorities for the North Atlanta Cluster to achieve now and into the future?***

**Instructional Delivery and Academics**

- Providing an intentional focus on early literacy and numeracy skills.
- Implementing changes to instructional delivery models to improve instructional quality, provide opportunities for academic recovery and create a more personalized learning experience.
- Launching and growing early childhood support birth to 5 years old.

**Student Support and Whole Child Well-Being**

- Enhanced interventions for students during the school year (Math, Literacy, SEL).
- Implementing a universal screener for diagnosis, progress monitoring, embedded formative assessments and an intervention block.
- Providing additional mental health supports across all schools.

**Staff Support and Well-Being**

- Providing staff learning opportunities to build their capacity regarding the vision.
- Providing staff well-being support and resources.

**System Supports, Structures and Processes**

- Making decisions that are equity guided and data informed.
- Redefining the support structures for schools through the lens of equity.
- Utilizing data reviews at the school and central office levels.
- Leveraging philanthropic support and partnerships for the larger vision.

**If a child is not socially and emotionally well, a student will not do well academically**

**Academics & Whole Child**

- Having a broader access to Pre-K for all students and dual immersion program for students
- More attention to the whole child, mental health support, looking at the individual support staff and repurposed for other skill sets they have to support other students and staff

**Right now, it's a difficult time for parents to see any sort of vision because we are in the weeds with the here and now**

**Equity**

- Some of this language feels like trying to get all students on par with one another instead of raising each student to their individual maximum potentials
- There are kids in the NA cluster who are not the wealthy and need to make sure their needs are met
- Look at all data and all groups needing equitable supports

**Every student doesn't need to be fixed, doesn't have learning lost. How will we ensure that these students who don't need intervention will still get what they need to be ready for college, career and life?**

**Vision Implementation**

- Some of this language seems much more elementary focused than addressing middle and high school needs
- We need more information/data on the instructional delivery models so the best decisions can be made
- I am not seeing what's different from this new vision with the current state in the district
- Principals need to be able to make more localized decisions. Need some differentiation of this by school/cluster