

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

**Student Experience**

- Provide the extra help for students when they need it
- Allow students voice and choice as it relates to learning
- Provide students with several opportunities throughout the year to set goals and monitor their progress especially due to the hardships of COVID-19
- Ensure that students are always involved in the conversation in an effort to capture their voice and perspective
- Students also feel that the implementation or ""follow-through"" of their ideas never happens

**If students were provided with more personalized and individual learning, we could focus on the whole child.**

**Student Support**

- Ensure that students are consistently celebrated in all aspects
- From a SWD lens, ensure the students are accommodated appropriately
- Create data to help with individualized learning
- Even if they are face to face, they still need the technology
- We can provide more specialized teachers in the classroom (EIP, SPED, gifted)
- We should support the whole student – have art, music, PE, counselors, librarians, social workers.

**The challenge is meeting people where they are. There is a lot of trauma our students face and it's not necessarily viewed as traumatic experience (normalized)**



- Mental health supports such as therapists and community based agencies
- Full wraparound services and counselors for every school
- Smaller class sizes/groups
- More teacher/student collaboration
- Opportunities for students and parents to select virtual learning
- Every student has access to technology
- Teach parents and guardians know how to advocate for change
- More choice for student learning styles, - cluster/AVA/school based

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

- Getting feedback from parents about how to be a better resource, more focus on mental health, understanding backgrounds to understand how to engage to meet them where they are
- A safe space for parents to feel welcome other than the parent center to take risk and engage with the school
- Opportunities for parents to engage with students in their learning
- Parents participation in the planning, proactive vs. reactive planning by parents
- Do not make assumptions of what parents know; provide information that is pertinent to grade level

**Consistent communication to staff, families, and other stakeholders including celebrating schools**

**Parent Support**

- Wrap-around services for parents to fill in the gaps for parents to make them more comfortable in providing support.
- Having specific supports for each individual family represented regardless of the amount of time and the need

**Impactful support should not assume anything about family dynamics; it should be centered around the students' needs**



- Organize parent teams
- Resources and options for students to be extended/pushed academically
- More wrap around options
- A parent university to be two fold: parents help students with financial forms, applications, etc. and school working with parents to help them work with their child or with resumes, etc.
- Parent Engagement Room
- Flexibility on school side to make meetings accessible
- Outdoor parent involvement day to gather community parents
- Parent social media groups
- Partnerships with department of labor to assist families to with job opportunities
- More parent liaisons in schools along with more resources available to them
- Worksource Atlanta as an avenue to assist our parents to develop skills



***How does the vision create a brighter future for South Atlanta students? Does this vision address the most important priorities for the South 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.

**Due to lack of resources, transportation, programs, community outlets or events and exposure we are not growing our top students**

**Understanding the Community**

- The struggle of the community may not be understood
- Many of our families are displaced, living well beyond the poverty level, and are in need of basic food, shelter, mental health services

**The vision encompasses many of the things that are going to have to be addressed as we come out of the pandemic. There will need to be purposeful, meaningful plans to address issues.**

**Academics & Whole Child**

- Better collaboration and expectations for what students need prior to entering school by focusing on birth to five year olds
- More cultural exposure
- We need additional support for our gifted students
- Vision supports cluster priority to start putting emphasis on reading and math for student learning across all levels
- A cradle-to-college program might be good
- Equity of experience not just money
- Have an on-campus therapist to ensure students have resources for self-care and mental health support

**It will be paramount to be intentional with the 2021-22 school year.**

**Parent & Staff Support**

- Building capacity for our APS staff members yields to offering a higher quality education
- Parents need options to learn how to help their students(eg. parent/student learning weekend, zoom option for parents to sit in on class during instruction)