

Deerwood Academy

GO Team Meeting

April 26, 2023

Agenda

- I. **Call to Order**
- II. **Roll Call; Establish Quorum**
- III. **Action Items**
 - a. Approval of Agenda
 - b. Approval of Previous Minutes:
- IV. **Discussion Items**
 - a. 2023 Spring MAPS results
 - b. BASC-3 results
 - c. Needs Assessment
- V. **Information Items**
 - a. Principal's Report
 - a. 2022-2023 Family Engagement and/or Partnership Highlights
 - b. Cluster Advisory Team Report
 - c. GO Team Elections
- VI. **Announcements**
- VII. **Public Comment** *(if applicable)*
- VIII. **Adjournment**

Meeting Agenda

Deerwood Academy

Date: April 26, 2023

Time: 6:00 PM

Location: Zoom (Virtual)

- I. Call to Order**
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- VIII. Adjournment**



Budget Approval Meeting Minutes

[Deerwood Academy]

Date: [March 14, 2023]

Time: [6:00 PM]

Location: [Virtual/ Zoom]

- i. Call to order: [6:10 PM]
- ii. Roll Call

| Role | Name (or Vacant) | Present or Absent |
|------------------------|------------------|-------------------|
| Principal | Joy Antone | Present |
| Parent/Guardian | Rashida Cloud | Present |
| Parent/Guardian | LeTisha Lumpkin | Absent |
| Parent/Guardian | | |
| Parent/Guardian | Dariah Smith | Absent |
| Instructional Staff | Dionn Wright | Present |
| Instructional Staff | Nafeesah Charles | Present |
| Instructional Staff | Jeremiah Blount | Absent |
| Community Member | Mr. Selman | Present |
| Community Member | Aileen Walton | Absent |
| Swing Seat | Norman Whaley | Present |
| Student (High Schools) | | |

Guests Present: [If someone has been invited someone to present to the GO Team, list the name(s) here; you do not have to list observers]

Quorum Established: [Yes or No]

- iii. Action Items *(add items as needed)*
 - A. **Approval of Agenda:** Motion made by: [Whaley]; Seconded by: [Charles]
 - Members Approving: 4
 - Members Opposing: 0
 - Members Abstaining: 0
 - Motion [Passes/Fails]
 - B. **Approval of Previous Minutes:** List amendments to the minutes:
 - Motion made by: [Whaley]; Seconded by: [Charles]
 - Members Approving: 4
 - Members Opposing: 0
 - Members Abstaining: 0
 - Motion [Passes/Fails]
 - C. **Approval of the Budget** *(after final presentation/review):*

Budget Approval Meeting Minutes

Motion made by: [Wright]; Seconded by: [Selman]

Members Approving: 4

Members Opposing: 0

Members Abstaining: 0

Motion [Passes/Fails]

- IV. Discussion Items *(add items as needed)*
 - A. **Discussion Item 1:** Presentation of the final budget [The budget that was preapproved was modified due to the state changing the amount that was allocated to each school. To offset the difference APS decided to distribute funds to schools at an earlier date.]
 - B. **Discussion Item 2 Full time SELT:** Due to our numbers the district did not approve our proposal to have a full time SELT due to our numbers.
- V. Information Items *(add items as needed)*
 - A. **Principal's Report** [Add brief summary of the report and any resulting discussion]
 - i. **BASC-3 Results-** Based on our BASC reader for 1,2, and 4th grades the teacher and students results are very similar and more people felt comfortable. In 3 and 5 the teachers felt that more of the scholars might need support vs the scholars who feel as though things are fine.
 - ii. **Spring ACES Presentation**
 - B. **Information Item 2** [Add brief summary of the item and any resulting discussion]
- VI. Announcements [Add brief summary of the announcements]
- VII. **Adjournment**
 - Motion made by: [Wright]; Seconded by: [Whaley]
 - Members Approving: 4
 - Members Opposing: 0
 - Members Abstaining: 0
 - Motion [Passes/Fails]

ADJOURNED AT [6:48 PM]

Minutes Taken By: [Dionn Wright]

Position: [Secretary]

Date Approved: [Insert Date the Minutes are APPROVED by the GO Team]

2023 Spring MAPS Results

Data Points to Consider

- Spring Results
- Fall to Spring Comparison
 - Literacy
 - Numeracy



Needs Assessment

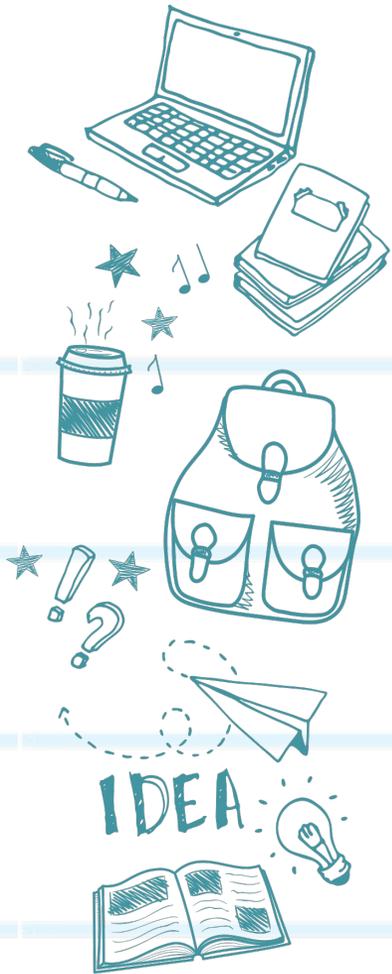
ACTIVITY

Needs Assessment

During this Needs Assessment, we will look at data from the Spring MAPS administration and identify 2-3 potential needs for the 2023-2024 school year.

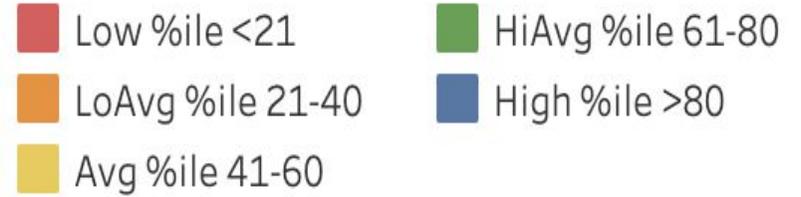
This discussion will help school leadership as they begin developing the school's 2023-2024 Continuous Improvement Plan this summer.





Math

Growth Quintile by Timeframe



| School | Tested Grade | Exams | Growth Quintile by Timeframe | | | | | |
|----------|--------------|-------|------------------------------|-----|-----|-----|-----|-----|
| Deerwood | KK | 61 | 15% | 13% | 16% | 11% | 44% | |
| | 01 | 72 | 43% | | 22% | 8% | 14% | 13% |
| | 02 | 59 | 42% | | 27% | 17% | 8% | 5% |
| | 03 | 72 | 35% | | 21% | 24% | 14% | 7% |
| | 04 | 55 | 18% | 27% | | 22% | 18% | 15% |
| | 05 | 65 | 34% | | 26% | 18% | 8% | 14% |

Reading

| School | Tested Grade | Exams | Growth Quintile by Timeframe | | | | | |
|----------|--------------|-------|------------------------------|-----|-----|-----|-----|-----|
| Deerwood | KK | 64 | 22% | 13% | 13% | 13% | 41% | |
| | 01 | 75 | 52% | | 25% | 11% | 8% | 4% |
| | 02 | 60 | 33% | | 17% | 18% | 18% | 13% |
| | 03 | 71 | 37% | | 28% | 11% | 15% | 8% |
| | 04 | 56 | 21% | 25% | | 18% | 18% | 18% |
| | 05 | 66 | 36% | | 35% | 9% | 14% | 6% |

Spring SY 23 Math

| School | Growth Timeframe | Tested Grade | Exams | |
|----------|-----------------------------------|--------------|-------|------------|
| Deerwood | Fall to Spring (same school year) | KK | 61 | 31% 5% 64% |
| | | 01 | 72 | 67% 31% |
| | | 02 | 59 | 75% 24% |
| | | 03 | 72 | 63% 33% |
| | | 04 | 55 | 55% 5% 40% |
| | | 05 | 65 | 65% 32% |

Spring SY 23 Reading

| School | Growth Timeframe | Tested Grade | Exams | |
|----------|-----------------------------------|--------------|-------|------------|
| Deerwood | Fall to Spring (same school year) | KK | 64 | 38% 5% 58% |
| | | 01 | 75 | 81% 7% 12% |
| | | 02 | 60 | 55% 5% 40% |
| | | 03 | 71 | 70% 27% |
| | | 04 | 56 | 50% 5% 45% |
| | | 05 | 66 | 74% 5% 21% |



BASC-3 Data

Teacher

| Remember: | N-Never | S-Sometimes | O-Often | A-Almost always |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I have trouble sitting still. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. My teacher is proud of me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. My parents trust me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I have trouble paying attention to the teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I want to do better, but I can't. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Others have respect for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. People tell me to slow down. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I am lonely. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. My school feels good to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I am liked by others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I worry but I don't know why. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. I talk while other people are talking. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. I feel like my life is getting worse and worse. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. My parents are proud of me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. I get along with my teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I get blamed for things I can't help. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. I feel safe at school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. I forget to do things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. I'm happy with who I am. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. I get into trouble for not paying attention. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Even when I try hard, I fail. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. My parents listen to what I say. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. I feel out of place around people. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. I have trouble controlling my thoughts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. I am good at making decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. I worry about what is going to happen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. No one understands me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. My parents like to be with me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Remember: | N-Never | S-Sometimes | O-Often | A-Almost always |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Worries. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Is well organized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Has poor self-control. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Is sad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Is highly motivated to succeed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Gets into trouble. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Tries to help others to be their best. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Changes moods quickly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Annoys others on purpose. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Has a short attention span. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Defies teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Is easily upset. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Is easily stressed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Has trouble concentrating. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Disrupts other children's activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Completes assignments incorrectly because of not following instructions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Is good at getting people to work together. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Disobeys. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Has good study habits. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Appears tense. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Student

Fall 2022

| School | BASC Risk Type | Timeframe | Submitted by | Comparison Variable | Count | Extremely Elevated | Elevated | Normal |
|----------|--|-----------|-------------------------|---------------------|-------|--------------------|----------|--------|
| Deerwood | Behavioral and Emotional Risk Index (BERI) | Fall 2022 | Student | ALL | 169 | 8% | 21% | 71% |
| | | | Teacher/School official | ALL | 409 | 6% | 15% | 78% |

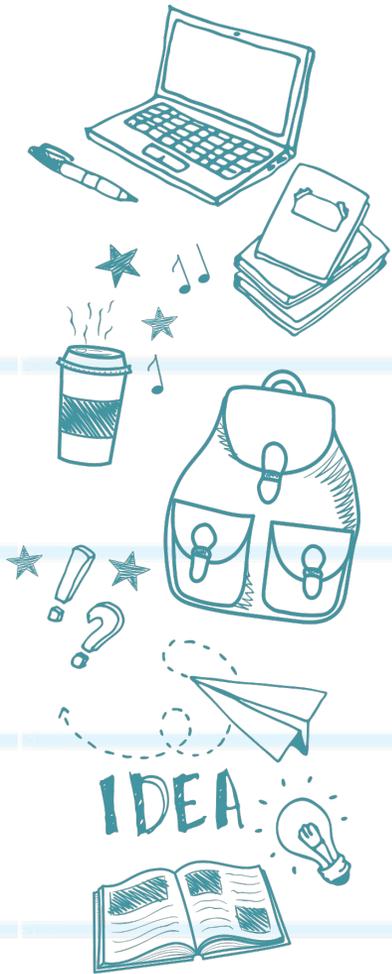
Spring 2023

| School | BASC Risk Type | Timeframe | Submitted by | Comparison Variable | Count | Extremely Elevated | Elevated | Normal |
|----------|--|-------------|-------------------------|---------------------|-------|--------------------|----------|--------|
| Deerwood | Behavioral and Emotional Risk Index (BERI) | Spring 2023 | Student | ALL | 177 | 8% | 18% | 73% |
| | | | Teacher/School official | ALL | 420 | 8% | 15% | 77% |

Needs Assessment:

What are two to three (2-3) needs we can identify based our data?

| | Need |
|----|--|
| 1 | Monitor correlation between ARA attendance and learning retention. |
| 2 | Focus on teaching phonics and reading... |
| 3 | Find funds to get tutors in earlier (August) |
| 4. | Expand tutorials after school and Saturdays... |



Information Items



Coca-Cola

ps
c Preferred School Care

Sponsors & Partners



Sign up
for Student Mental
& Physical Health
Today!

 hazel



Partnering with the Community



PLEASE JOIN US FOR OUR

Thanksgiving

LUNCHEON

November 16, 2022

Tickets: \$9.00

Use this QR Code to PREPAY online
by Friday,

November 11, 2022.



Deerwood Academy Wins State-wide GA Tech Competition

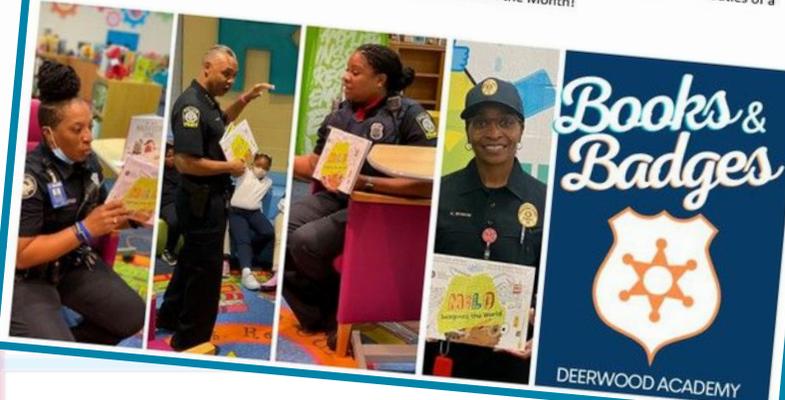
We did it!

**DEERWOOD ACADEMY WINS GEORGIA TECH
BUZZER READERS COMPETITION**

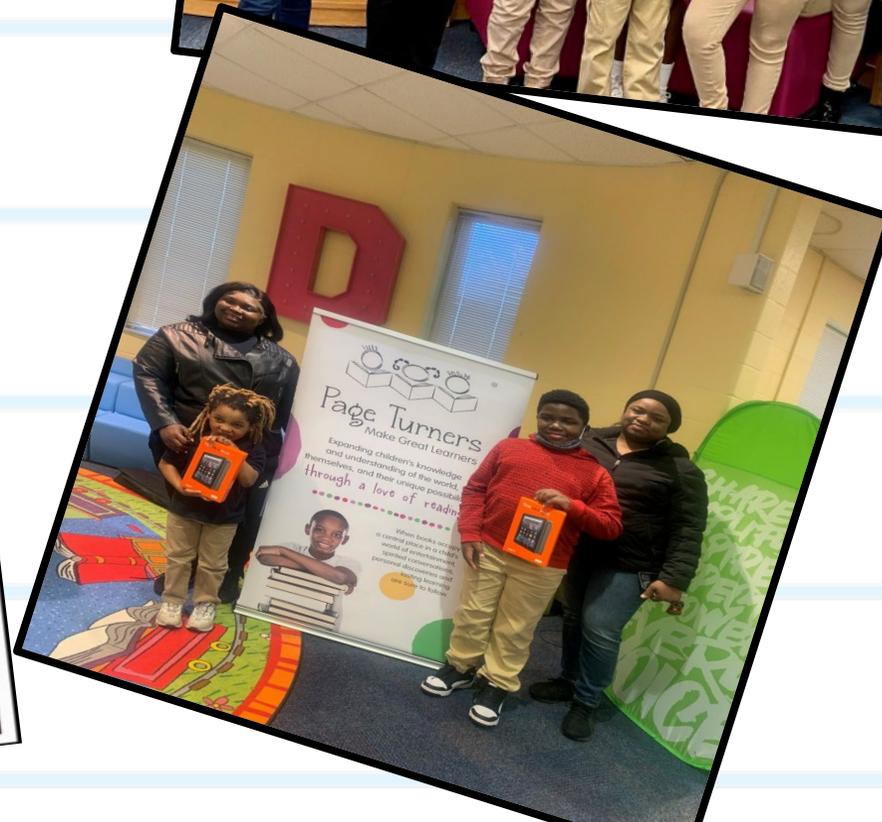
YOU'VE EARNED...

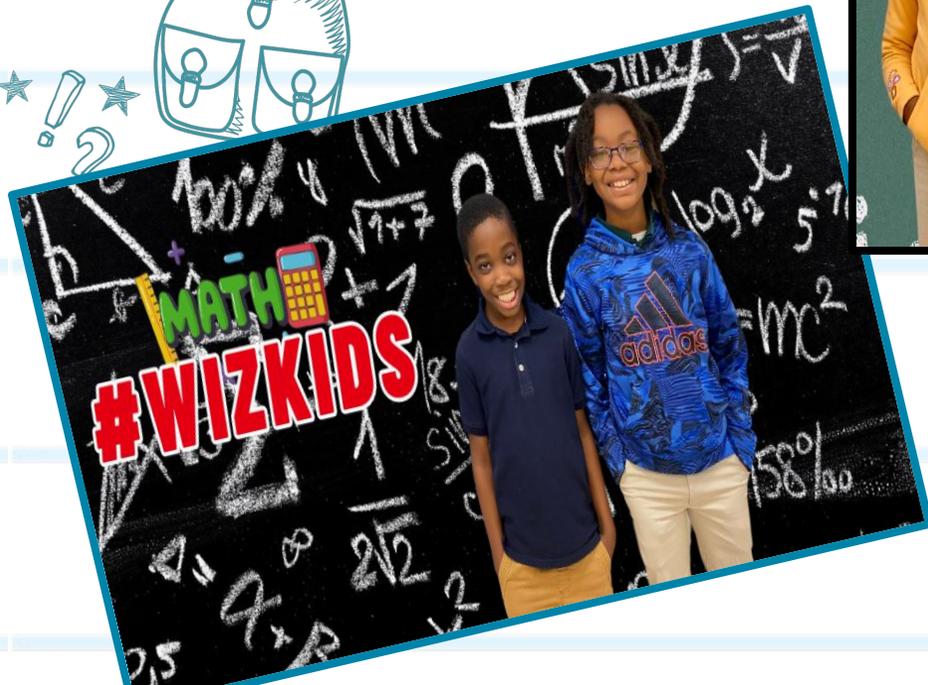
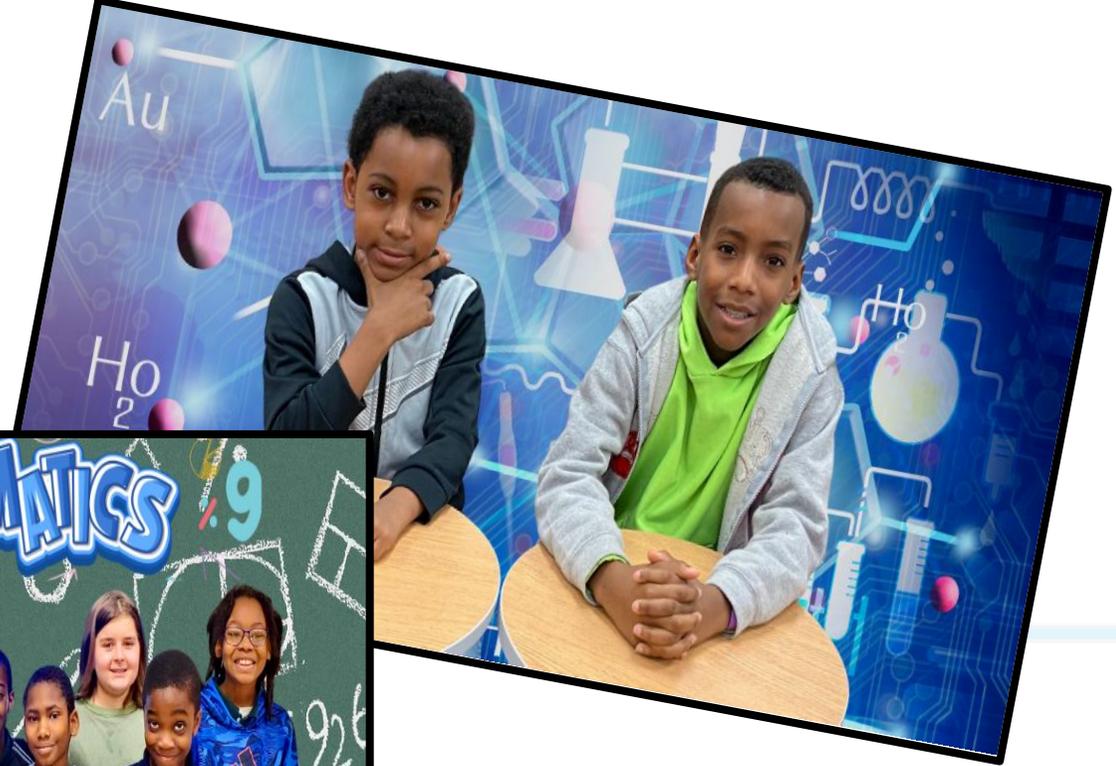
Free tickets to GT Women's Basketball Game & Pizza Party
January 19th @ 7pm/ GT vs Syracuse
McCamish Pavillion

Deerwood Academy is a proud participant in the Books and Badges reading initiative sponsored by Atlanta Public Schools. Officers from the Atlanta Police Department as well as the Atlanta Public Schools Police Department gave of their time to read to our scholars. Students enjoyed the opportunity to read and find out more about the duties of a police officer. Even the Chief of APSPD joined in to share the SEL Book of the Month!



Partnering with the Community

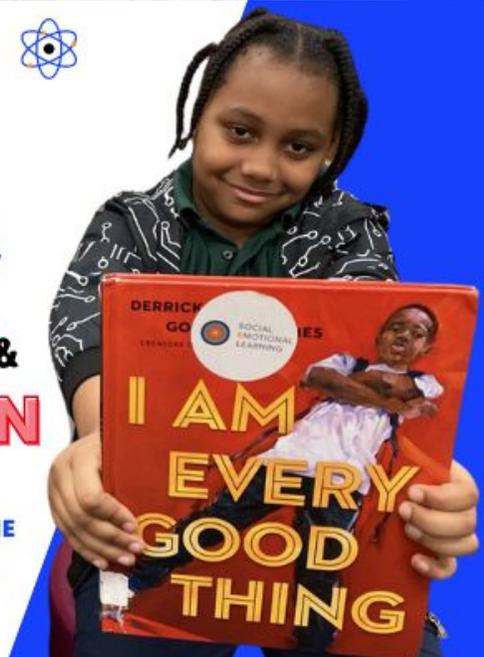






Congratulations DWAYNE HINES & KRISTOPHER DUNN

FOR BEING RECOGNIZED AS
2 OF THE TOP 5 BEANSTACK LOGGERS IN THE
DISTRICT FOR THE MONTH OF JANUARY!



Principal's Report



Cluster Advisory Team Report



Priority 2: SCHOOLS: SEL High-Level Status Update

Reporting Date
November 29, 2022

Priority Description: Every school addresses the social emotional wellbeing of students and staff

Action Steps:

1. Establish a process to engage parents in school programming focused on the SEL well-being of their children
2. Include wrap-around services to address student social & emotional; well-being.
3. Establish school-wide behavioral expectations focused on positive reinforcements

Last Status

-

G

This Status

November 2022

G

OVERALL STATUS

Steps 2 and 3 are in progress in all schools. School are working to establish action step 1.

Priority Highlights

Key Activities Completed

- ✓ Clinical therapist on staff at Continental Colony, Kimberly Elementary, Deerwood Academy
- ✓ Behavior specialist on staff at Therrell High School, Bunche Middle School, and Fickett Elementary
- ✓ Partnership with Community and Schools at Kimberly, Bunche Middle, and Therrell High School
- ✓ Partnership with Georgia Hope at Continental Colony
- ✓ Second Step curriculum is used at all schools
- ✓ PBIS implemented at all elementary schools

Key Activities through SY 22-23

- establish process to engage parents in school programming focused on the SEL well-being of their children
- establish school-wide behavior expectations focused on positive reinforcements at the high school

Major Deliverables

| Key Deliverables | Responsible | Due | Status |
|---|-----------------|---------------|--------|
| • establish process to engage parents in school programming focused on the SEL well-being of their children | Jay Antone | February 2023 | |
| • establish school-wide behavior expectations focused on positive reinforcements at the high school | Gretchen Blair | February 2023 | |
| Analyze cluster BESS/BASC data as well as discipline data to determine progress | Thomas Sugimoto | March 2023 | |

CRITICAL SUCCESS FACTORS

- Student office referrals decrease over time from reports IC/APS Graphs
- Decrease of students at the Extremely Elevated Risk on BESS/BASC from Fall to Spring
- Student office referrals decrease over time

G

No Major Issues

Y

Slipping but Recoverable

R

Requires Escalation

C

Completed



ATLANTA
PUBLIC
SCHOOLS

Additional Information Items

- **GO Team Elections**
 - Find candidates at apsstrongschools.com
 - Vote **APRIL 18-27**
 - Households are sent a unique link based upon information in Infinite Campus
 - School Staff will be sent a link to their APS email address

Announcements

- **GO Team Members**

- Check your email starting **May 1** for end of year survey links
 - GO Team Satisfaction Survey
 - Principal Feedback Survey
- Complete your required trainings **ASAP**
 - Contact the GO Team Office with any questions





Thank You
for yet another
great year!

