

BPA GO TEAM MEETING #1

October 3, 2024
6:00 via ZOOM

TODAY'S TOPICS

BPA Strategic Plan

Strategic Plan & Priorities Review

SMART Goals Review

Data Discussion

Spring 2024 GMAS (g.3,4,5, GMAS)

Fall 2024 MAP Data

School Uniform Discussion

Principal's Report

Current Enrollment & Leveling info



**2021-2025
STRATEGIC PLAN**

Burgess-Peterson Academy 2021-2025 Strategic Plan

SMART Goals

The percentage of students in grades 3, 4, 5 scoring proficient or above in reading/ELA will increase from 50% to 75% by June 2025.
(60% 2022, 65% 2023, 70% 2024)

The percentage of students in grades 3, 4, 5 scoring proficient or above in MATH will increase from 50% to 75% by June 2025.
(60% 2022, 65% 2023, 70% 2024)

We will increase the school climate rating from 4 stars to 5 stars by June 2025

Burgess-Peterson will be reauthorized as an IB PYP school with 100% of programme standards and practices met.

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

Collective Action, Engagement & Empowerment

School Strategic Priorities

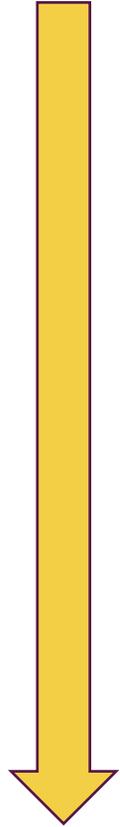
1. Implement structured literacy practices and increase student growth and proficiency for all grade levels.
2. Implement conceptually rigorous and developmentally appropriate math program and increase student proficiency for all grade levels.
3. Maintain authorization as an International Baccalaureate PYP World School & Improve Systems and Resources to support PYP.
4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, and wellness.
5. Improve Teacher Efficacy in IB, Literacy & Math Development and other Core Content Areas
6. Inform and engage the school community
7. Foster a positive, informed and engaged school culture

School Strategies

- 1A. Utilize Orton Gillingham phonics methodology daily with fidelity.
- 1B. Focus on Accelerated Reader Individual Student Goals
- 1C. Assess Reading Levels three times yearly using the MAP Reading Fluency (K-2) and Growth Reading (1-5) assessment and intervene as appropriate utilizing data
- 2A. Utilize Eureka Math resource daily with fidelity.
- 2B. Assess Math Levels three times yearly using the MAP Growth Math assessment and intervene as appropriate utilizing data
- 3A. Implement and Refine IB "Planners" and the BPA Programme of Inquiry
- 3B. Explicitly teach and reinforce the IB Learner Profile and Attitudes school-wide (monthly school meetings, IB ambassadors, IB profile focus of the month).
- 3C. Enact PYP growth through strategies, including but not limited to, self study, action plan, IB ambassadors.
- 4A: Implement daily SEL instruction through community gathering and Second Step lessons and embed within daily learning throughout the day.
- 4B: Administer BASC-3 screener assessment each school year with 90% parent participation and 100% student/staff participation.
- 4C: Utilize the BASC-3 data to identify urgent intervention students needing additional support.
- 4D: Development of the Whole Child by supporting programs including but not limited to Gardening Education, Band, Steel Drum Band, Drum Line, Choir, Art Club, Violin, Early Spanish Exposure, and Girls on the Run.
- 4E: Collaborate with community out of school time programs to ensure continuity of student support.
- 5A. Provide targeted professional learning for all teachers to improve early literacy and math instruction and assessment.
- 5B: Provide targeted professional learning for all teachers to develop and implement the International Baccalaureate PYP
- 5C: Provide culturally responsive pedagogy training and trauma informed training.
- 5D: Continue to participate in and enhance the CREATE Pre-Service Teacher Residency Partnership.
- 6A. Build community awareness, knowledge and support for IB PYP
- 6B. Strengthen relationships with King Middle School
- 6C. Cultivate partnerships with the EAV and REYNOLDSTOWN business community
- 7A. Support a family focused environment to enhance the Climate and Culture among Staff Members and BPA families
- 7B. Continue with a strong Parent Engagement Program.

Strategic Plan Priority Ranking

Higher



Lower

- 1. Implement conceptually rigorous and developmentally appropriate math program and increase student proficiency for all grade levels.***
- 2. Implement structured literacy practices and increase student growth and proficiency for all grade levels.***
- 3. Maintain authorization as an International Baccalaureate PYP World School & Improve Systems and Resources to support PYP.**
- 4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, and wellness.**
- 5. Improve Teacher Efficacy in IB, Literacy & Math Development and other Core Content Areas**
- 6. Inform and engage the school community**
- 7. Foster a positive, informed and engaged school culture**

CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN



Strategic Plan Priority

CIP SMART Goal

Key Indicator

Improve Math Outcomes



75% Proficient or Above Spring 2025



GMAS Spring 2025

Improve Reading Outcomes



75% Proficient or Above Spring 2025



GMAS Spring 2025

Maintain IB and Whole Child Supports



Maintain IB and Whole Child Supports



Climate Rating
IB Standards & Practices



**DATA
DISCUSSION**

FALL 2024 MAP RESULTS

MAP is the APS and BPA “Universal Screener” and our best predictor of likely outcomes on the GMAS

We use it to identify students who may need extra support, who flag for “first look” gifted screening and for markers of dyslexia.

FALL 2024 MATH MAP RESULTS

MAP Growth Achievement Level Predictions by School

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8

(*Reading tests taken in Spanish are not given a GAMAS Achievement Level)

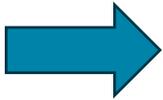
click in a school or district row to see grade level performance if there are above 10 students per grade

Data updates
nightly
during test
window.



School	Window	Exams	Achievement Level Predictions			
DISTRICT	Fall 2024-2025	10,874	30%	37%	24%	9%

School	Window	Exams	Achievement Level Predictions			
Lin	Fall 2024-2025	356	19%	44%	35%	
Morningside	Fall 2024-2025	461	5%	22%	47%	26%
Springdale Park	Fall 2024-2025	280	9%	20%	41%	30%
VHE	Fall 2024-2025	395	7%	25%	41%	27%
Brandon	Fall 2024-2025	568	10%	29%	40%	22%
Jackson Elementary	Fall 2024-2025	277	10%	29%	43%	18%
Burgess	Fall 2024-2025	371	11%	36%	36%	16%
E Rivers	Fall 2024-2025	430	20%	35%	33%	13%
Parkside	Fall 2024-2025	360	23%	32%	31%	14%
Smith	Fall 2024-2025	524	19%	38%	33%	10%
Bolton	Fall 2024-2025	346	19%	42%	33%	6%
Beecher	Fall 2024-2025	140	22%	44%	26%	8%
Toomer	Fall 2024-2025	276	34%	36%	23%	6%



FALL 2024 RDG MAP RESULTS

MAP Growth Achievement Level Predictions by School

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8
 (*Reading tests taken in Spanish are not given a GAMAS Achievement Level)

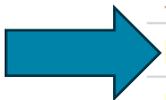
Data updates
 nightly
 during test
 window.



click in a school or district row to see grade level performance if there are above 10 students per grade

School	Window	Exams	Achievement Level Predictions			
DISTRICT	Fall 2024-2025	10,876	34%	28%	24%	14%

School	Window	Exams	Achievement Level Predictions			
Lin	Fall 2024-2025	355	19%	37%	41%	
Morningside	Fall 2024-2025	467	7%	18%	37%	37%
VHE	Fall 2024-2025	397	9%	18%	36%	37%
Springdale Park	Fall 2024-2025	281	14%	20%	31%	35%
Burgess	Fall 2024-2025	366	16%	20%	36%	29%
Brandon	Fall 2024-2025	570	14%	21%	36%	28%
Jackson Elementary	Fall 2024-2025	278	12%	24%	34%	29%
Bolton	Fall 2024-2025	345	17%	27%	36%	20%
E Rivers	Fall 2024-2025	426	23%	27%	33%	17%
Smith	Fall 2024-2025	523	22%	28%	33%	17%
Parkside	Fall 2024-2025	355	29%	23%	27%	21%
Beecher	Fall 2024-2025	140	23%	32%	31%	14%
Toomer	Fall 2024-2025	275	32%	32%	20%	16%



SPRING MAP V. ACTUAL GMAS

% Proficient and above over time

Color relative to 2024 GMAS



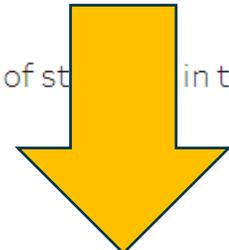
Choose Metric: % Proficient and ...
 Choose Tests: (Multiple values)
 Compare to: 2024 GMAS
 Group Students by: By Tested Grade

Associate Super... (All) Cluster (All) School Burgess Ethnicity (All) ELL (All) Gifted (All) SWD (All) Exam (All) Grade (All)

Use the School filter to view data for a specific school.

This view enables you to compare NWEA MAP Growth Achievement to GMAS results. Use the **Choose Metric** to view the percentage of students in the Developing and above performance band and Proficient and above. You can **Group Students by** tested grade or cohort.

*Figures are suppressed for subjects/groups with < 10 tests.



Grade	Test and Window	ELA/Reading	Math
03	Spring 2023-2024 MAP	66%	54%
	2024 GMAS	65%	68%
04	Spring 2023-2024 MAP	63%	56%
	2024 GMAS	60%	63%
05	Spring 2023-2024 MAP	65%	35%
	2024 GMAS	68%	59%
All	Spring 2023-2024 MAP	65%	50%
	2024 GMAS	64%	64%

MAP SUBGROUP 2023 V. 2024

Subgroup Comparison Group
Ethnicity

MAP Growth Subgroup Comparison (Proficient and Above): **Burgess**

Data for this comparison exists for Grades 2-8 ONLY. The horizontal lines represent the district average in each category.

School
All

Window
Multiple values

Exam
All

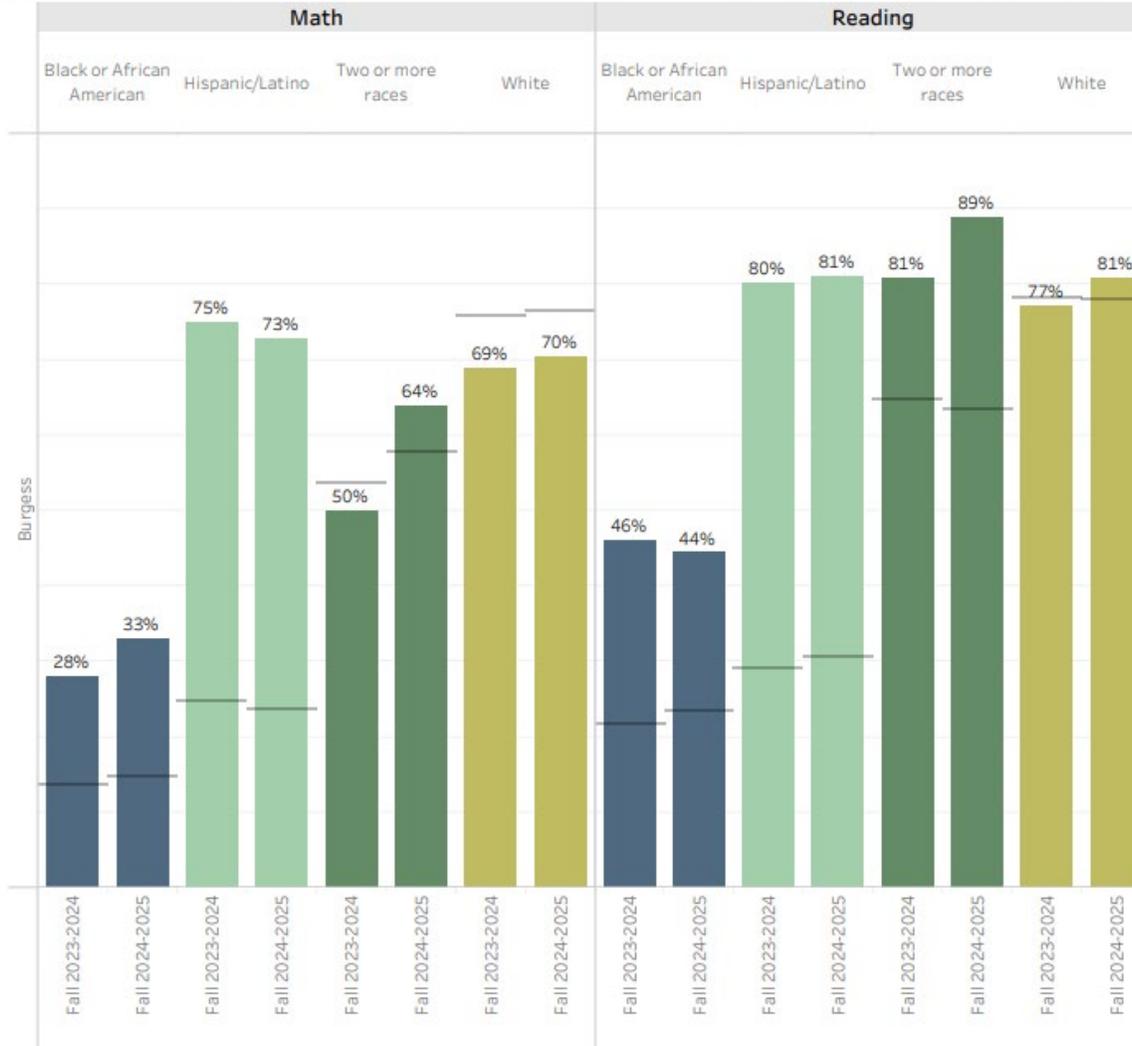
Grade
All

Choose Aggregate Level
Proficient and Above

Subgroup Comparison
■ Black or African American
■ Hispanic/Latino
■ Two or more races
■ White

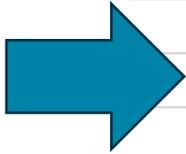


Figures are suppressed for subjects/groups with less than 10 tests.



MAP FLUENCY (K, 1, 2, 3)

School	Test Type (Result)	Window				
BAMO	Dyslexia Screener	Fall 2024-2025	32%	28%	29%	11%
Beecher	Dyslexia Screener	Fall 2024-2025	21%	22%	45%	12%
Benteen	Dyslexia Screener	Fall 2024-2025	24%	20%	39%	17%
Bolton	Dyslexia Screener	Fall 2024-2025	18%	19%	44%	18%
Boyd	Dyslexia Screener	Fall 2024-2025	32%	31%	28%	8%
Brandon	Dyslexia Screener	Fall 2024-2025	12%	18%	36%	33%
Burgess	Dyslexia Screener	Fall 2024-2025	10%	17%	36%	37%
Cascade	Dyslexia Screener	Fall 2024-2025	29%	29%	33%	9%
Cleveland	Dyslexia Screener	Fall 2024-2025	32%	30%	30%	8%
Continental	Dyslexia Screener	Fall 2024-2025	28%	33%	27%	12%
Deerwood	Dyslexia Screener	Fall 2024-2025	26%	30%	33%	12%
Dobbs	Dyslexia Screener	Fall 2024-2025	34%	29%	29%	9%
E Rivers	Dyslexia Screener	Fall 2024-2025	19%	21%	45%	15%
FL Stanton	Dyslexia Screener	Fall 2024-2025	24%	37%	30%	9%
Fickett	Dyslexia Screener	Fall 2024-2025	28%	29%	32%	10%
Finch	Dyslexia Screener	Fall 2024-2025	32%	31%	26%	10%
Garden Hills	Dyslexia Screener	Fall 2024-2025	34%	22%	28%	15%
Harper-Archer ES	Dyslexia Screener	Fall 2024-2025	31%	29%	31%	9%
Heritage	Dyslexia Screener	Fall 2024-2025	40%	25%	28%	7%
Hollis	Dyslexia Screener	Fall 2024-2025	34%	29%	26%	10%
Hope-Hill	Dyslexia Screener	Fall 2024-2025	29%	23%	32%	16%

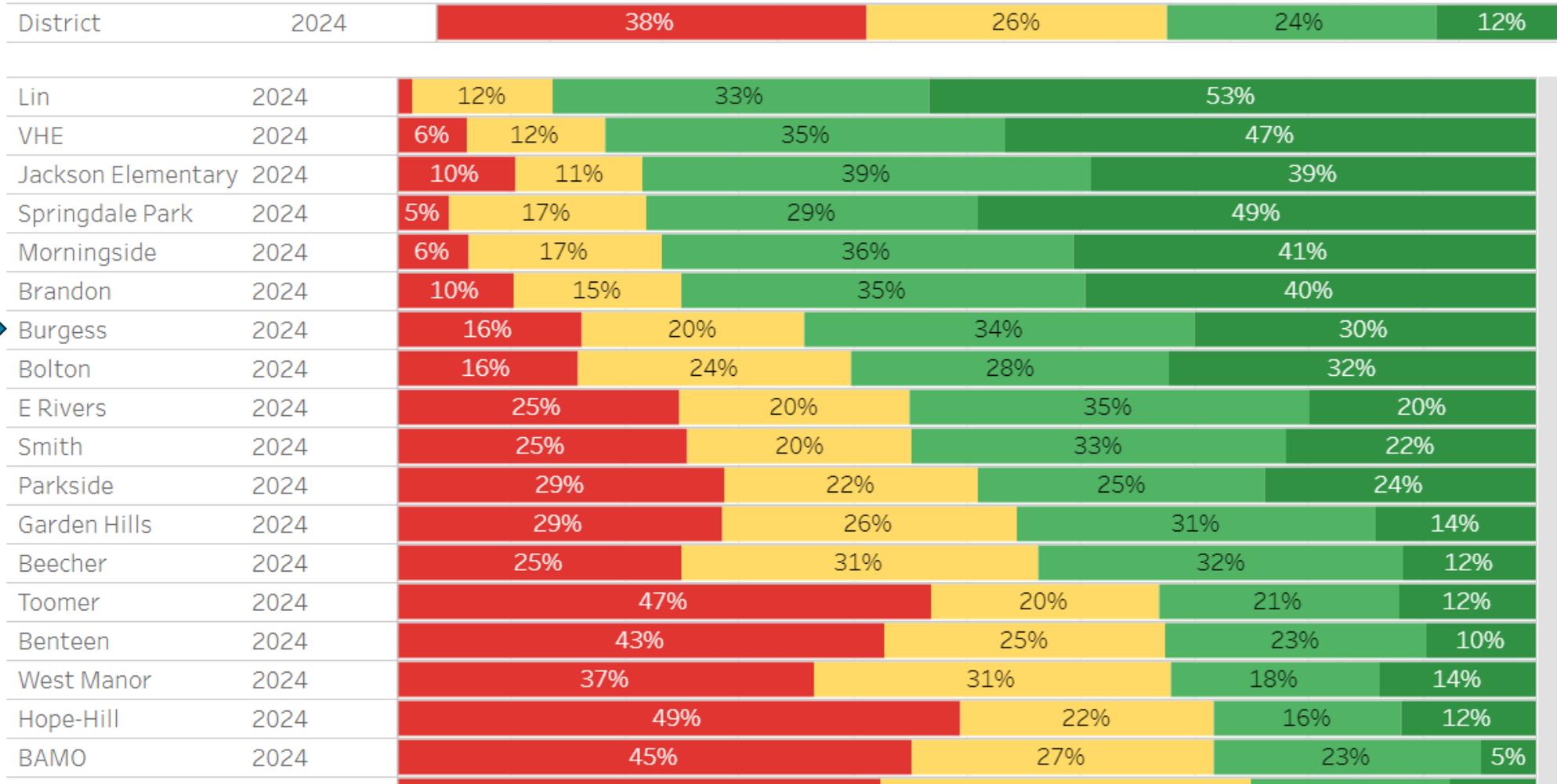


2 Schools with higher outcomes; Morningside VHE both had 39% dark blue

2024 GMAS READING

Milestone Comparison

Click School Name or Year to show results by Grade-Level.



2024 GMAS MATH

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

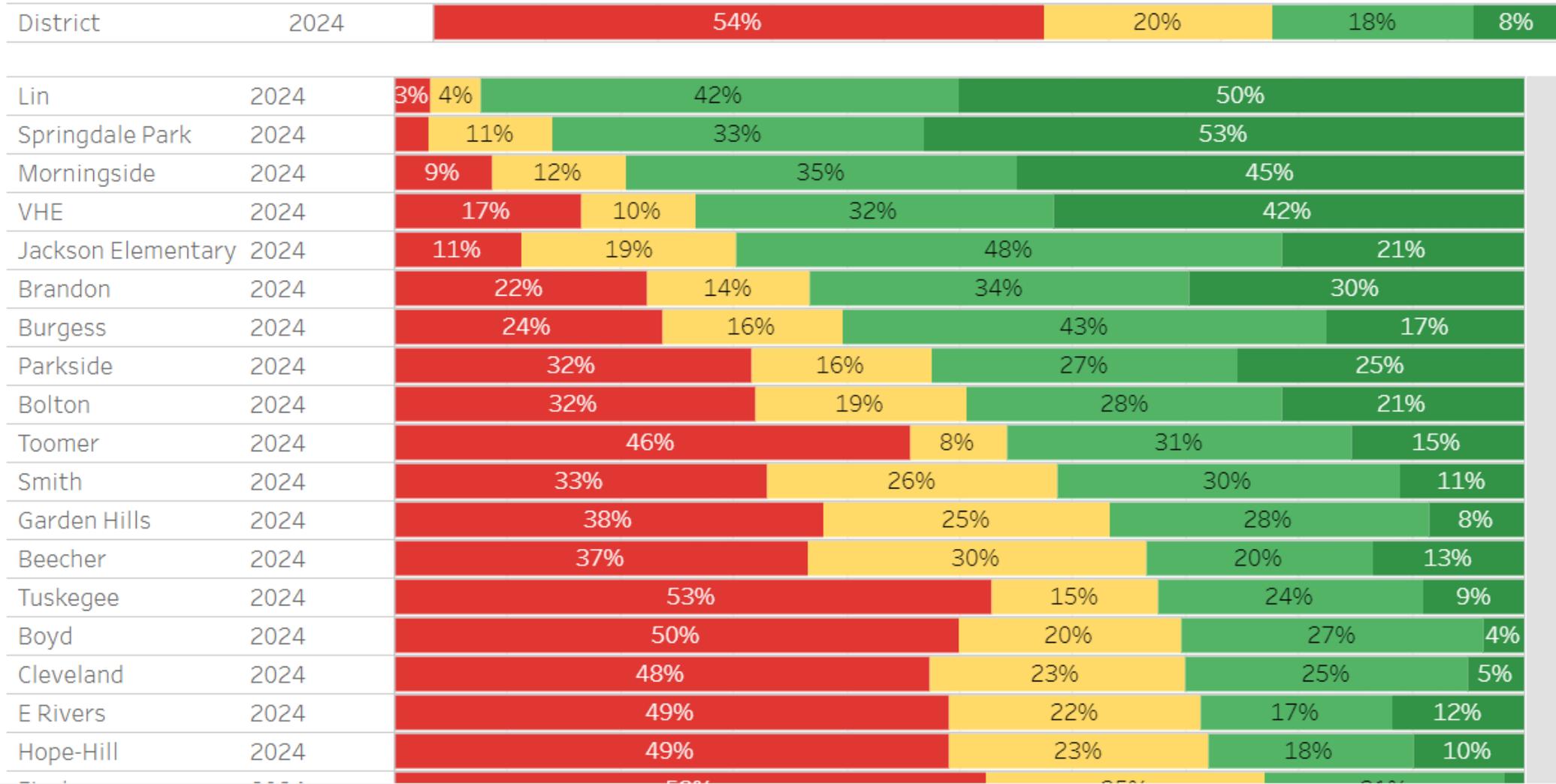
District	2024	35%	33%	19%	12%
Lin	2024	8%	33%	58%	
Springdale Park	2024	4%	16%	22%	57%
VHE	2024	4%	17%	25%	54%
Jackson Elementary	2024	9%	14%	35%	42%
Morningside	2024	4%	20%	37%	39%
Brandon	2024	8%	18%	34%	40%
Burgess	2024	13%	23%	36%	28%
E Rivers	2024	18%	30%	28%	24%
Parkside	2024	25%	25%	29%	21%
Bolton	2024	20%	32%	26%	22%
Smith	2024	18%	35%	30%	17%
Garden Hills	2024	23%	36%	26%	15%
West Manor	2024	36%	28%	27%	8%
Beecher	2024	29%	35%	27%	9%
Benteen	2024	37%	27%	25%	10%
Toomer	2024	41%	26%	23%	10%
Fickett	2024	38%	32%	27%	3%
Tuskegee	2024	42%	29%	24%	6%



2024 GMAS SCIENCE

Milestone Comparison

Click School Name or Year to show results by Grade-Level.



2024 READING V. CHALLENGE

Year
2024

Grade
Multiple values

Subject
ELA

Ethnicity
All

SWD
All

ELL
All

Gender
All

Cluster

- Carver
- Charter
- Douglass
- Jackson
- Mays
- Midtown
- North Atlan..
- South Atlan..
- Therrell
- Washington

Click to highlight school

- ANCS Elementary
- BAMO
- Beecher
- Benteen
- Bolton

Milestones NCE Scores vs Challenge Index



2024 MATH V. CHALLENGE

Year
2024

Grade
Multiple values

Subject
Math

Ethnicity
All

SWD
All

ELL
All

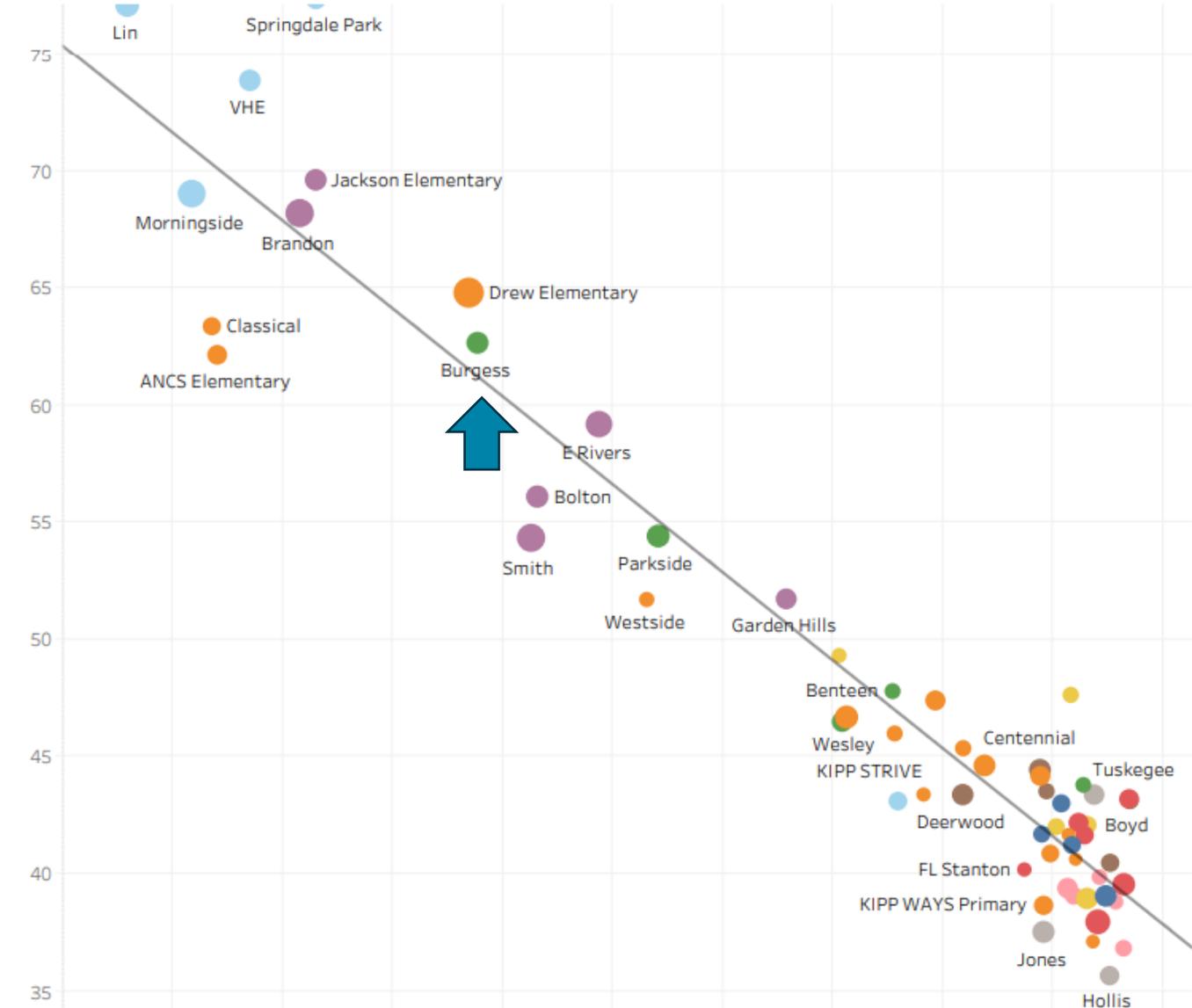
Gender
All

- Cluster
- Carver
 - Charter
 - Douglass
 - Jackson
 - Mays
 - Midtown
 - North Atlan..
 - South Atlan..
 - Therrell
 - Washington

Click to highlight school

ANCS Elementary	
BAMO	
Beecher	
Benteen	
Bolton	
Boyd	

Milestones NCE Scores vs Challenge Index



PERFORMANCE OVER TIME

Year over Year Milestones Comparison for Burgess



READING AT OR ABOVE GRADE LVL

Year	Count	District	
2024	11,765	43%	57%

School	Year	Count	Reading at or above grade level	
Lin	2024	276	5%	95%
Springdale Park	2024	195	8%	92%
VHE	2024	230	9%	91%
Jackson Elementary	2024	231	11%	89%
Morningside	2024	376	11%	89%
Brandon	2024	391	13%	87%
Burgess	2024	239	20%	80%
Bolton	2024	246	23%	77%
E Rivers	2024	345	27%	73%
Smith	2024	389	30%	70%
Parkside	2024	257	30%	70%
Garden Hills	2024	209	35%	65%
Beecher	2024	112	38%	63%
Benteen	2024	125	45%	55%
West Manor	2024	130	50%	50%
T	2024	200	51%	49%

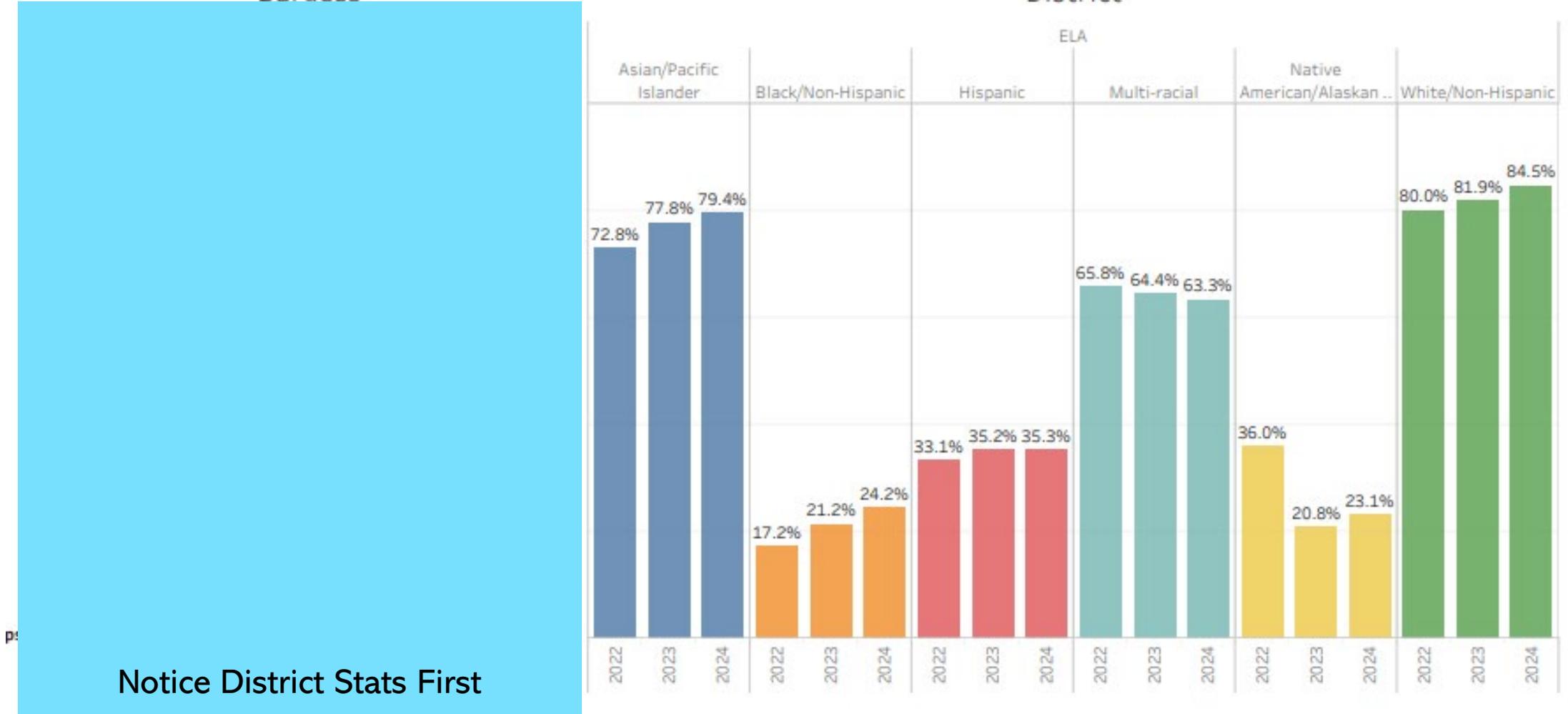


SUBGROUP PERFORMANCE

Compare by Subgroup or Year (Proficient and Above): Selected subgroup: Ethnicity

Buraess

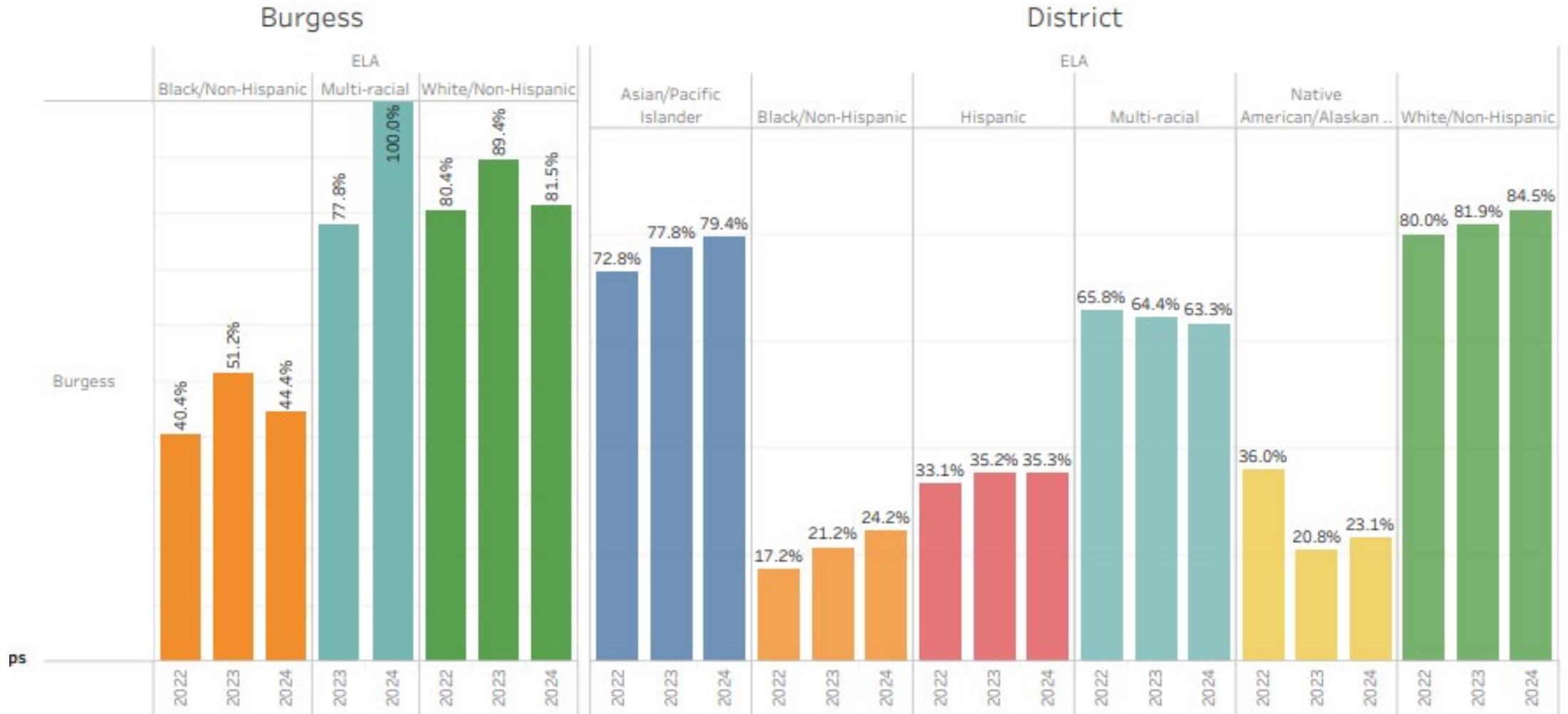
District



Notice District Stats First

SUBGROUP PERFORMANCE

Compare by Subgroup or Year (Proficient and Above): Selected subgroup: Ethnicity



GLOWS & GROWS

GLOWS

- Remarkable Growth Over Time
- Early Years Data is Outstanding
- The Earlier and the Longer we have students the Better they do
- BPA Typically Outperforms District Averages Across the Board
- Relative Position Among other Neighborhood Schools is Strong

GROWS

- Black students continue to be outperformed by other subgroups
- Had a slight downturn in ELA for 2024

IMPACT

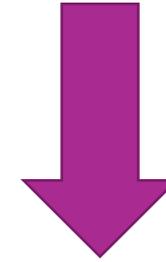
ARE WE ON TARGET TO SUCCESSFULLY ACCOMPLISH OUR PRIORITIES?

GO TEAM DISCUSSION: DATA PROTOCOL

- What do you notice?
- What are your wonderings?
- What additional questions do you have?

Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed 2021-2025 Strategic Plan

2

Summer

School Leadership completed Needs Assessment and defined overarching needs

3

August

School Leadership completed Continuous Improvement Plan

4

Sept. - Dec.

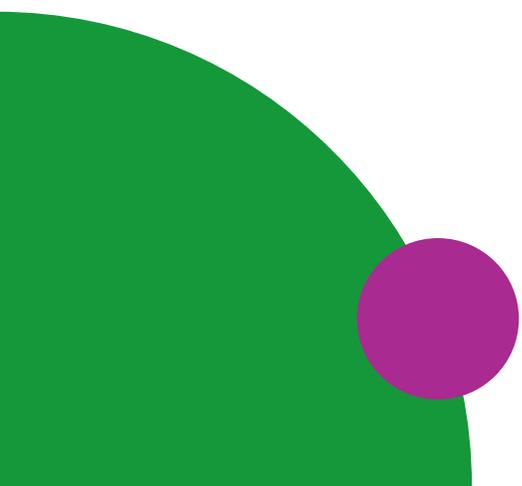
Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

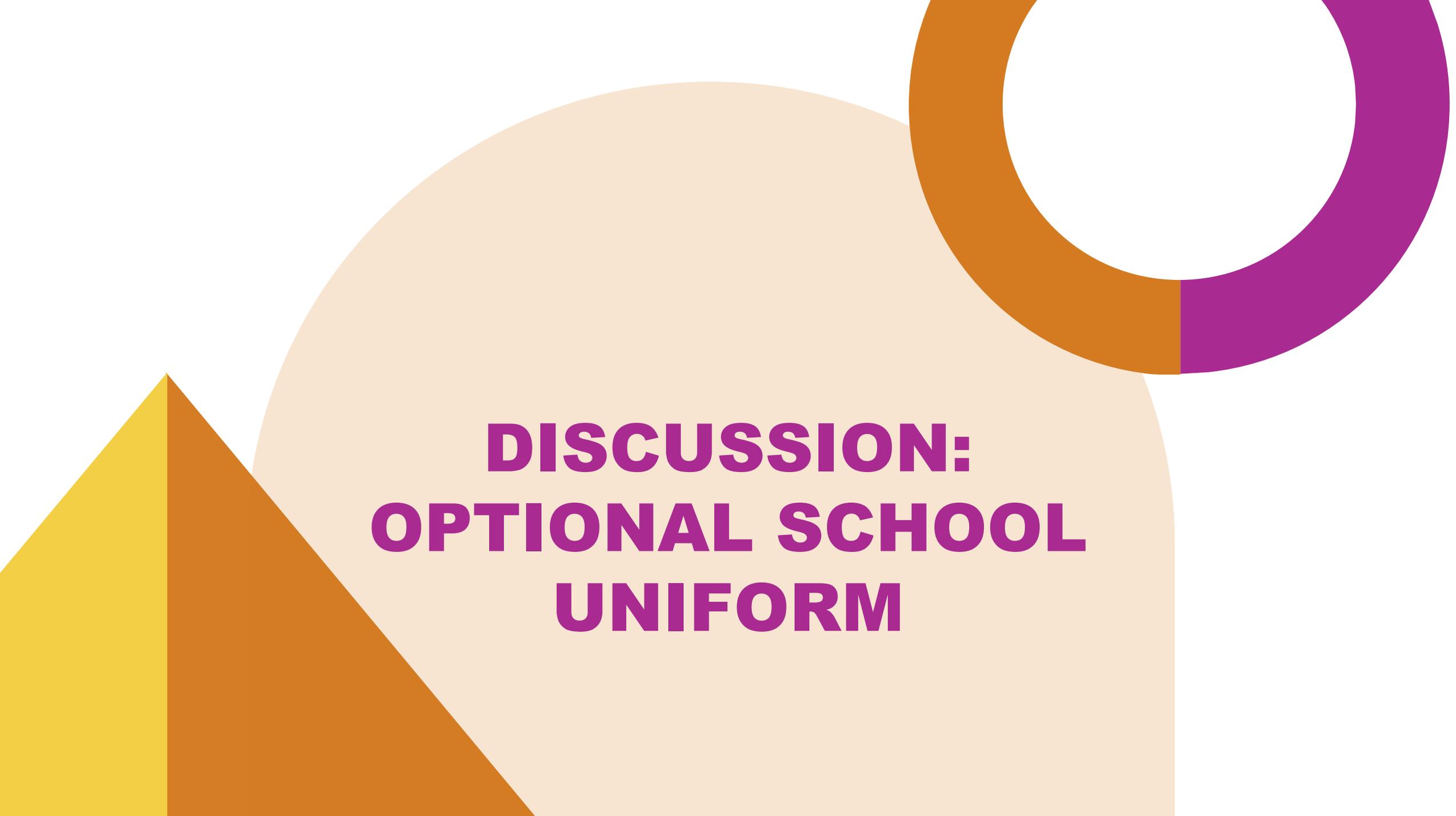
5

Before Winter Break

GO Team will take action (vote) on the rank of the strategic plan priorities for SY25-26 in preparation for budget discussions.

QUESTIONS?





**DISCUSSION:
OPTIONAL SCHOOL
UNIFORM**

OPTIONAL SCHOOL UNIFORM

In the 2023-2024 school year, the APS Board of Education updated the district's dress code policy. As part of the update, starting with the 2025-2026 school year if a school wishes to **maintain or explore implementing** an optional school uniform, it **must** go through an engagement process and have a vote as outlined below:



ELEMENTARY

A school uniform is adopted upon the agreement of the principal and a majority vote of the School Governance Team (GO Team).

If your school currently has a school uniform and wishes to continue it, you must go through this process!

ABOE POLICY JCDB STUDENT DRESS CODE

(Last Revised, 06/03/2024)

<http://tinyAPS.com/?APSDressCodePolicy>

REQUIREMENTS

1. A top of non-see through fabric
2. A bottom of non-see through fabric
3. Shoes
4. Undergarments that are not visible

RESTRICTIONS

1. No words or symbols that are gang-related, sexually suggestive, obscene or promote illegal behavior
2. Nothing associated with alcohol, illegal drugs or tobacco
3. No flip-flops, athletic slides or footwear that doesn't support the front and back of the foot

SCHOOL-SPECIFIC DRESS CODES

We have one districtwide student dress code adopted by the Atlanta Board of Education. School-specific dress codes may not contradict Board policy.

Examples of problematic school specific dress-code provisions

“dress in good taste”

“no baggy pants”

“no sweatpants”

“no activewear”

“no short shorts or skirts”

“no spaghetti straps”

“no tube tops”

“no dresses”

“no tight/revealing clothing”

“no leggings”

“no joggers”

“no ‘extreme’ hairstyles or colors”

“no Crocs”

“all shirts must be tucked in”

“no hoodies/hooded jackets”

“hair should be clean and neatly groomed”

“no shirts which expose cleavage”

“students dressed in uniform are better perceived by teachers and peers”



SCHOOL UNIFORMS

Schools may choose to adopt an *optional* school uniform.

Effective immediately, **at no time** will students have their instructional time interrupted or be barred from school or class for declining to wear the optional school uniform.

ESTABLISH AN OPTIONAL SCHOOL UNIFORM

If your school currently has a school uniform and wishes to continue it, you must go through this process!

The GO Team needs to **TAKE ACTION (vote)** on **maintaining or exploring implementing an optional school uniform.**

After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

If the GO Team votes to move forward, then the team should proceed to discuss the School Uniform Advisory Committee.

**TAKE
ACTION**

DISCUSSION

Only needed if the GO Team voted YES to maintaining or exploring establishing an optional school uniform.

The GO Team will now discuss if they wish to move forward with establishing a School Uniform Advisory Committee.

The School Uniform Advisory Committee will be responsible for:

1. Develop a stakeholder engagement plan to receive feedback on implementing a uniform and its components, if adopted. Must include a minimum 20-day public comment period on any proposed uniform
2. Recommending the optional school uniform components.
3. Establishing the student voting timeline and process (*if necessary*).
4. Determine the length of time the uniform will be in use before reconsideration
5. Developing a communication plan to inform the school community about the optional school uniform, if the uniform is adopted
6. Other objectives as defined by the GO Team.

COMMITTEE MEMBERS

Only needed if the GO Team voted YES to maintaining or exploring establishing an optional school uniform.

The GO Team will also need to determine who will be on the committee:

1. The GO Team Chair will name the Committee Chair.
2. No more than 2 additional GO Team members may be on the committee (a maximum of 3 GO Team Members).
3. Committee **may** have at least 3 students as outlined below:
4. Other committee members may be added, as determined by the GO Team.



ELEMENTARY

Elementary School with Ambassadors Recommend inclusion of at least 3 student ambassadors

ESTABLISH THE COMMITTEE

Only needed if the GO Team voted YES to maintaining or exploring establishing an optional school uniform.

The GO Team needs to **TAKE ACTION (vote)** on establishing its **School Uniform Advisory Committee** based on the previous discussion.

After the motion and a second, the GO Team may have additional discussion.

Once discussion is concluded, the GO Team will vote.

If the GO Team votes in the affirmative (yes) for moving forward, then the Chair will need to fill out a committee resolution form (*see example on next slide*) and send to the GO Team Office.

**TAKE
ACTION**

BLANK COMMITTEE RESOLUTION



Committee Establishment Resolution

The _____ GO Team shall have a School Uniform Committee Advisory Committee, consisting of the principal or his/her designee, designated chair, and additional members appointed by the GO Team (*see back for list of members*).

The committee chair shall attend all meetings of the committee. The Advisory Committee shall serve in an advisory capacity, offering assistance and making recommendations to the GO Team for action. The Advisory Committee shall not have the authority to act on behalf of the GO Team.

Meetings of the Advisory Committee shall be scheduled and publicly noticed by the committee chair. A written report of committee discussions shall be presented by the committee chair to the GO Team at the next scheduled GO Team meeting.

The proposed Advisory Committee has the following goals/objectives (*add objectives, if necessary*):

- a) Develop a stakeholder engagement plan to receive feedback on implementing a uniform and its components, if adopted. Must include a minimum 20-day public comment period on any proposed uniform
- b) Recommend the optional school uniform components
- c) Establish the student voting timeline and process (if necessary)
- d) Determine the length of time the uniform will be in use before reconsideration
- e) Create a communication plan to inform the school community about the optional school uniform, if the uniform is adopted

The proposed Advisory Committee will operate as an **AD HOC COMMITTEE**.

Expected Committee Time Frame: _____
(*must be completed by last GO Team meeting of SY 24-25*)

Principal Date GO Team Chair Date

Advisory Committee Chair Date Date Submitted to GO Team Office: _____

School Uniform Committee Membership

You may have no more than 3 GO Team members (committee chair and 2 others) on the committee. For middle and high schools, there must be **at least 3** student representatives.

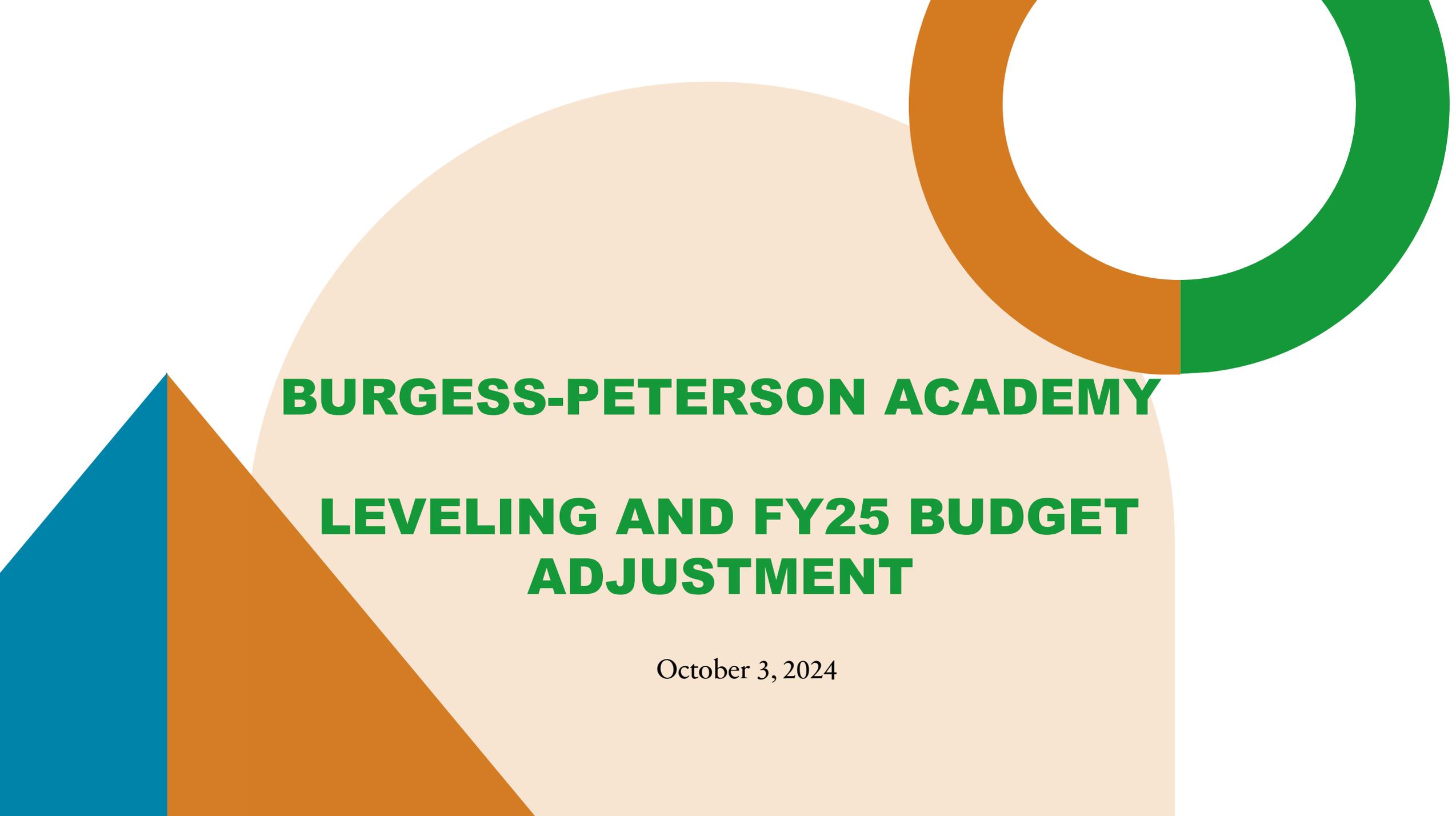
For all other members, list the members of the committee below as voted on by the GO Team. Other than GO Team members, names can be provided as individuals are identified. For example, if the GO Team voted for the Committee to have 2 individuals with medical background, and a faith leader, list under **Role**: Medical, Medical, and Faith Leader.

Role	Name	Email Address
Chair		

(*add additional rows, if needed*)



PRINCIPAL'S REPORT



BURGESS-PETERSON ACADEMY

**LEVELING AND FY25 BUDGET
ADJUSTMENT**

October 3, 2024

ENROLLMENT

Projected Enrollment	572
15-Day Count(08.21.24) Enrollment	579
Difference	+7

LEVELING

Leveling is the process the District uses to adjust school budget allocations to match student enrollment.

Enrollment Adjustment	\$37,338
“Reserve” Adjustment	\$47,764
GA DOE Safety Grant	\$45,000
Total Increase	\$130,102

SUMMARY OF CHANGES AS A RESULT OF FY25 BUDGET ADJUSTMENT

Personnel Changes	Non-Personnel Changes
No Personnel Changes	\$10k – Student Transportation / Buses
	\$15k – Computer Equipment
	\$15k – Web-Bases Subscriptions and Licenses
	\$5k – Books other than Text for Instruction
	\$5k- Employee Training / Travel
	\$35k- Instructional Materials and Supplies
	\$45k- Safety and Security Grant (see next slide)

\$45,000 STATE SECURITY GRANT

BPA will receive “Security Vestibule” June 2025

\$20,000– Upgrade and Add Extra Security Cameras

\$2,500 – Add Exterior Speakers to the Two Playgrounds

\$1,000 – Install Black-out Film to Courtyard Classroom Doors

\$7,500 – Repair / Replace Classroom Blinds. Add Blinds to Dionne Huggins Learning Lab.

\$2,000 – Purchase Two-Way Radios for Grade Level / Dept. Chairs

\$3,000 – Purchase Additional Classroom keys/lanyards for Substitute Teachers

\$1,000 – Purchase “bullhorns” for Classes Adjacent to Playgrounds

QUESTIONS?

The background features a large yellow circle on the right side, partially overlapping a green curved shape at the top and bottom. The yellow circle contains several thin, white, concentric curved lines that create a ripple effect.