

Ralph J. Bunche Middle School

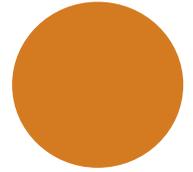
GO Team
Business Meeting #2
October 7, 2024

Where we are - Where we're going



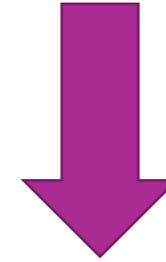
Where We Are

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

Continuous Improvement Plan

Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

School Uniform





Current Strategic Plan

2021-2025

Ralph J. Bunche Middle School

Mission: Through rigorous learning experiences, and a challenging international educational program, RJBMS will develop 21st century lifelong learners who are competent, caring and contributing members of a global society prepared for high school and beyond.

Vision: Our vision at RJBMS is to enhance and support the development of all stakeholders and provide an educational and professional experience that will increase their love of learning and professional

SMART Goals

To increase the number of full academic year students scoring proficient or above on the 2025 ELA GMAS by 5% (from 18.5% to 23.5%) from the 2024 GMAS

To increase the number of full academic year students scoring proficient or above on the 2025 math GMAS by 5% from (11.3.% to 16.3%) the 2024 GMAS

To increase ADA by at least 5% (from 89.6% to 95%)
by Spring 2025

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
Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

1. Recruit, train and retain effective teaching staff and recruit high quality staff.
2. Increase student growth in reading and math
3. Implementation of the IB curriculum
4. Implement social and emotional learning programs to develop strong school stakeholders
5. Implement professional learning, and resources for staff
6. Implement incentives, wellness strategies and resources for staff

School Strategies

1. Use a balanced system of assessments to include diagnostic, formative and summative to monitor learning and guide instruction
2. Identify teachers with the highest growth to pair with students with the greatest need
3. Build teacher instructional capacity through ongoing professional learning that provides time and resources for teachers to grow in the content knowledge, pedagogy, increasing rigor, inquiry based instruction, fully implement the IB MYP Framework, and implement weekly PLCs led by instructional coaches, PLC leads and administrators
4. Implement an advisory program and daily advisement courses to incorporate SEL, student surveys, restorative practices, trauma informed strategies and check and connect
5. Increase student support with small groups led by counselors, social worker, behavior specialist, and SSDS
6. Provide professional learning and support for all teachers, and mentors for new teachers
7. Provide the structure, support and opportunities to build the instructional capacity of staff
8. Incorporate programs to include emotional, financial, physical support, fitness challenges and incentives



Continuous Improvement Plan



Needs Assessment

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

Strengths	Challenges
Consistent use of ELA Amplify; increased consistency of teachers' use of math Amplify; student growth in ELA (proficient 16.3 to 18.5) and math (proficient 10.8 to 11.3) GMAS	4 SWD students with disproportionate suspension; 10 SWDs and one 504 student with "warning" suspensions
School wide interventions (Math 180 and Read 180) to support students in different tiers (achieved growth in data due to MTSS implementation and intervention block for personalized learning;	Low student participation from targeted students in after school/Extended Day tutorial . 262 of 723 (36%) students attended tutorial.
Wrap Around Services for Whole Child Interventions involving for SEL, Hazel Health, Family Ties, Community in Schools, and additional extended day opportunities such as ASAS, Future Seekers, tutorials, TRIO and UPS mentoring	School ADA Attendance Rate is 89.6%; we did not meet the district goal of 90.4%. However, we exceeded the district's 89% rate
Decreased OSS rate from 2.39% to 1.3%	Limited parental engagement in academic programs e.g. Parent Teacher Conferences



Our Overarching Needs

Literacy	Numeracy	Whole Child & Intervention
To increase literacy proficiency for all students in grades 6-8 scoring proficient or above on the 2025 GMAS by at least 5%; (from 18.5% to 23.5 %) from the 2024 GMAS	Increase numeracy proficiency for all students in grades 6-8 scoring proficient or above on the 2025 GMAS by at least 5%; (from 11.3% to 16.3 %) from the 2024 GMAS	Increase school ADA by at least 5% (from 89.6% to 95%) by Spring 2025.
		
Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Students in rising grades 7 and 8 scored less than 25% proficient or above on the 2023 GMAS for ELA	Less than 15% of the students in grades 6- 8 scored proficient or above on MAP assessment	More than 10% of students do not attend school regularly.



Goals

SMART Goals

Literacy	Numeracy	Whole Child & Intervention
To increase the number of full academic year students scoring proficient or above on the 2025 ELA GMAS, by 5% (from 18.5% to 23.5 %) from the 2024 GMAS	To increase the number of full academic year students scoring proficient or above on the 2025 math GMAS, by 5% (from 11.3% to 16.3 %) from the 2024 GMAS	Increase school ADA by at least 5% (from 89.6% to 95%) by Spring 2025.

Progress Monitoring Measures

Literacy	Numeracy	Whole Child & Intervention
Growth will be measured by MAP, Amplify unit assessments, exit tickets, iReady data reports; walkthrough data (lesson plan implementation and personalized learning)	Growth will be measured by MAP, Amplify unit assessments, exit tickets, and iReady data reports, walkthrough data (lesson plan implementation and personalized learning)	Monitoring via Infinite Campus and APS Graphs to identify students who are at risk of missing 2 days of school monthly

Action Plan: Literacy

Literacy SMART Goal							
To increase the number of full academic year students scoring proficient or above on the 2025 ELA GMAS, by 5% (from 18.5% to 23.5 %) from the 2024 GMAS							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Monitor alignment the of rigor in the lesson to the learning target, tasks and assessments with the use of Amplify curriculum resources coupled with GA Standard of Excellence and IB Approaches to Teaching and Learning	Instructional Coaches, Teachers, IB Coordinator, Administrators	August 2024- May 2025	100% of the ELA teachers will implement the Amplify curriculum as evidence through lesson plans, data and planning PLCs, weekly walkthroughs (Observation form in Kickup)	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input checked="" type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Deconstruct standards, internalize lessons and practice implementation, data analysis, reteaching models for remediation, differentiated lessons, acceleration	Instructional Coaches, Teachers, IB Coordinator, Administrators	August 2024- May 2025	100% of the ELA teachers will plan collaboratively, receive feedback on lesson plans, create practice scripts of the lesson rollout. Teachers will execute lessons as planned in the PLCs	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Provide feedback, coaching and tiered professional development and support around research based content specific instructional strategies, monitor implementation and writing across the curriculum	Instructional Coaches, Teachers, IB Coordinator, Administrators, district ELA and SWD Coordinators/SDI Coach	August 2024- May 2025	100% of teachers will attend tiered professional learning and receive biweekly feedback on ELA performance as evidenced by meeting and PL agendas and sign-in sheets, and coaching logs	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

Action Plan: Literacy → SubGroups: DSE and GATE

Subgroup Action Steps for Literacy (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Professional learning and implementation of SDI instructional strategies for SWD students	Admin, Instructional Coaches, IB Specialist, Teachers, SELT	August 2024-May 2025	100% of teachers will attend the professional development meetings for SDI instructional strategies, co-teaching models, and provide support to SWD students, as evidenced by meeting and PL agendas and sign-in sheets, and coaching logs	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Implement professional learning and implementation of differentiation using gifted instructional strategies for acceleration of gifted students	Admin, IB Specialist, Instructional Coaches, GATE Chair, and Teachers	August 2024-May 2025	100% of teachers will attend the professional development meetings for gifted instructional strategies and provide support to GATE students as evidenced by meeting and PL agendas and sign-in sheets, and coaching logs	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

Action Plan: Numeracy

Numeracy SMART Goal							
To increase the number of full academic year students scoring proficient or above on the 2025 math GMAS, by 5% (from 11.3% to 16.3 %) from the 2024 GMAS							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Deconstruct standards, internalize lessons and practice implementation, data analysis, reteaching models for remediation, differentiated lessons, acceleration	Admin, Instructional Coaches, Content Leads, Teachers	August 2024- May 2025	100% of the math teachers will implement data protocols in their PLCs	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Monitor lesson plans, implementation of the instructional framework	Admin, Instructional Coaches, Content Leads/Department Chairs, Teachers	August 2024- May 2025	100% of the math teachers will plan collaboratively, receive feedback on lesson plans, create practice scripts of the lesson rollout. Teachers will execute lessons as planned in the PLCs	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Monitor lesson internalization and practice of lessons and practice implementation, data analysis, reteaching models for remediation and acceleration	Admin, Instructional Coaches, Content Leads/Department Chairs, Teachers	August 2024- May 2025	100% of teachers will receive utilize lesson internalization	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

Action Plan: Numeracy → SubGroups: ELL and DSE

Subgroup Action Steps for Numeracy (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Scheduling ELLs in the same math class to provide intentional support and specific strategies to support WIDA standards	Admin, Instructional Coaches, ELL teacher and content teachers	August 2024-May 2025	100% of teachers will attend professional development and provide support to ELL students	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment.	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
Providing specially designed instruction (SDI) for SWD students	SELT, Admin, IRR and content teachers	August 2024-May 2025	100% of teachers will attend the professional development for SDI and provide support for SWD students	70% of the students will score a level of proficiency on the Common Formative Assessments (CFA) and bi-weekly assessment	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

Action Plan: Whole Child and Intervention

Whole Child & Intervention SMART Goal

Increase school ADA by at least 5% (from 89.6% to 95%) by Spring 2025

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Implement Restorative Practices and PBIS for all students grades 6-8	Admin, SSDS, Teachers, Counselors, Behavior Specialist, Support Staff, PBIS MTL	August 2024 -May 2025	100% of teachers will implement Restorative Practices and PBIS as monitored by monthly PBIS walkthroughs	The OSS rate will decrease to 1.0 %	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Provide monthly professional development on identified PBIS interventions and supports (maximize structure, student engagement, responding to inappropriate behavior)	PBIS MTL, Admin, Counselors, WCI Team	August 2024 -May 2025	100% of teachers will attend professional development for PBIS	The OSS rate will decrease to 1.0 %	N/A	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Continue to implement Wrap Around Services to include Family Ties, Community in Schools, Big Brother/Big Sisters, Girl Scouts, TRIO, UPS, Future Seekers	WCI Team, Counselors, SSW, Admin	August 2024 -May 2025	100% of faculty and staff will recommend students for Wrap Around Services as needed	The OSS rate will decrease to 1.0 %	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input checked="" type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

Action Plan: Whole Child and Intervention-subgroups

Subgroup Action Steps for Whole Child & Intervention (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
MTSS Data Meetings for Tier 2 and Tier 3 students	MTSS Coordinator	August 2024 -May 2025	Teachers and WCI Team members will attend 100% of assigned meetings	The OSS rate will decrease to 1.0%	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
Host Parent Universities and monthly conferences to teach parents about SEL, wrap around resources and intervention programs, and follow up with support	Parent Liaison, Admin, SSW, Counselors, Behavior Specialist, Community in Schools	August 2024 -May 2025	Support staff will attend 100% of conferences and follow up with support	The OSS rate will decrease to 1.0%	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

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?

N/A



DISCUSSION: OPTIONAL SCHOOL UNIFORM

*Cover only if not discussed
and voted on at a previous
GO Team meeting.*

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).



MIDDLE

School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.



HIGH

School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.

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 must 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

Elementary School without Ambassadors

Recommend inclusion of at least 3 students selected by the principal with GO Team input



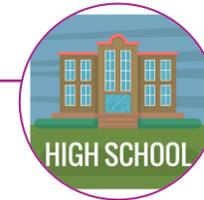
MIDDLE

Middle School with Student Ambassadors

At least 3 student ambassadors

Middle School without Student Ambassadors

At least 3 students selected by the principal with GO Team input



HIGH

High School with Elected Student Government

At least 3 students as selected by the SGA

High School without Elected Student Government

At least 3 students as selected by the principal with GO Team input

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



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)





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

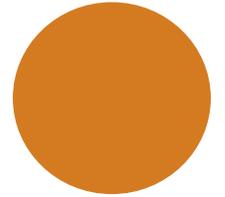
Robert J. Mckain

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.

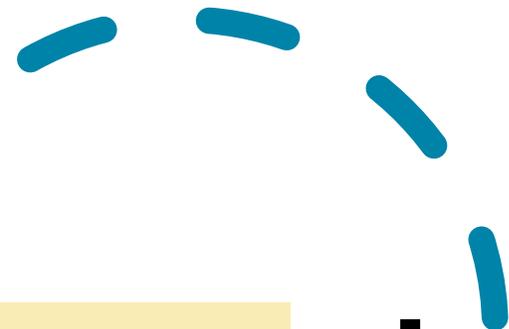


Principal's Report



A large yellow decorative shape on the left side of the slide, consisting of a semi-circle at the top, a vertical bar on the left, and a wider base at the bottom with a small notch in the center.

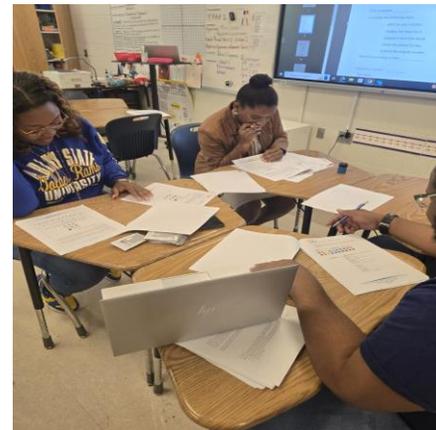
\$45,000 security grant
will be used for
NON-INSTRUCTIONAL PARA/SECURITY

A blue dashed arc in the top right corner of the slide, composed of several short, curved segments.

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Principal's Report





Thank you