

GO TEAM MEETING #1

Barack & Michelle Obama Academy
October 2, 2024

TOPICS

School Strategic Plan

Strategic Plan & Priorities Review

SMART Goals

Data Discussion

Spring MAPS

GMAS

School Uniform Discussion

Principal's Report

Current Enrollment & Leveling

Information about our school



**2021-2025
STRATEGIC PLAN**

Mission: Our mission is to enrich, nurture, and respect all children as unique individuals while fostering an environment which develops the social, emotional, physical, and intellectual development of every child.

Barack & Michelle Obama Academy

Vision: To work collaboratively as school leaders, teachers, parents, and community members, to provide a child-centered learning environment focused on high student achievement for all students.

SMART Goals

Literacy

By May 2024, we will increase the number of students scoring proficient and above, in grades 3-5, on the Georgia Milestones Assessment from 14.9% to 19.9%.

Mathematics

By May 2024, we will increase the number of students scoring proficient and above, in grades 3-5, on the Georgia Milestones Assessment from 17.4% to 22.4%.

Whole Child:

By May 2024, we will decrease our suspension rate from 0.34 to 0.3 based on the Infinite Campus Platform Behavior Data.

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All

Data
Curriculum & Instruction
Signature Program

1. Improve student mastery of core content knowledge in literacy and mathematics.
2. Prepare all students to have a global mindset inclusive of the learning profiles, learner attributes, and self-inquiry.

- 1A. Utilize the Fountas and Pinnell curriculum, and the Cox Campus LFA knowledge, with fidelity in order to implement a Balanced Literacy Framework (guided reading, mini-lesson, interactive read aloud, and small group instruction) in K-5 classrooms. (Literacy)
- 1B. Implement FUNdations phonics program across K-3 classrooms. (Literacy)
- 1C. Implement Writing A-Z (Writing City) program to provide targeted writing instruction in K-5. (Literacy)
- 1D. Implement a conceptual math framework, aligned with the state, using the Georgia Standards of Excellence and the enVision Math Program.
- 1E. Provide remediation and acceleration as indicated by MAP Growth Reading/Math (K-5) & Reading Fluency (PreK-3) Assessment Data.
- 2A. Begin the writing and implementation of the IB planners.
- 2B. Implement a Performing Arts Pathway.

Building a Culture of Student Support

Whole Child & Intervention
Personalized Learning

3. Utilize various interventions to support closing our current academic gaps.
4. Build systems identifying and addressing root causes to promote social-emotional growth.

- 3A. Utilize Teacher Tutors to implement small group instruction to support students in both Special Education & general education based on student data needs.
- 3B. Implement an increased literacy block to support targeted, individualized instruction for students within the small group setting.
- 4A. Implement a PBIS school-wide behavior plan with IB/SEL alignment.
- 4B. Implementation of a school-based sensory room for students to help support opportunities for Restorative Practices.
- 4C. Foster a sense of community through the House System.
- 4D. Implementation of the Safety Patrol Program.
- 4E. Targeted monthly classroom counselor lessons addressing current needs within the school, grade level, or classroom.

Equipping & Empowering Leaders & Staff

Strategic Staff Support
Equitable Resource Allocation

5. Build teacher capacity in core content areas, literacy and mathematics.
6. Build teacher capacity in the creation of IB planners through the lens of the content areas, infusing the IB/SEL Competencies.

- 5A. Professional learning and coaching support around the Science of Reading and a Balanced Literacy framework (guided reading, mini-lesson, interactive read aloud, and small group instruction for readers/non-readers).
- 5B. Professional learning around FUNdations phonics program (K-3 teachers).
- 5C. Professional learning on effective writing instruction; specifically through the use of the Writing A-Z program.
- 5C. Professional learning and coaching to improve teacher understanding of the Georgia Standards and enVision Mathematics program.
- 6A. Monthly embedded professional learning through the IB lens.
- 6B. Monthly IB observations and feedback to each teacher based on a current area of focus.
- 6B. Ongoing monthly professional learning and coaching support with our Restorative Practices Coach and Counselor.

Creating a System of School Support

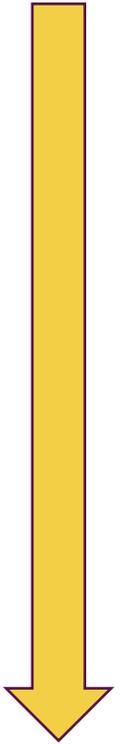
Strategic Staff Support
Equitable Resource Allocation

7. Inform, engage, and activate our parents and community.

- 7A: Quarterly parent/teacher conference weeks to increase communication around students' academics, attendance, and social needs.
- 7B: Use of our NEST (CARE Team) Members to build relationships with parents and provide opportunities to collaborate in different facets within the building.
- 7C: Use of multiple communication channels to reach all stakeholders (Wednesday Courier, Robo Call, Remind 101, School Marquee, Twitter, Instagram, School Website).
- 7D: Build community connection and collaboration through outreach and partnerships and community events (ie. Literacy Night, I Love Math Day, GMAS Carnival, Awards Day, Morning with Moms, All Pro Dads).

Strategic Plan Priority Ranking

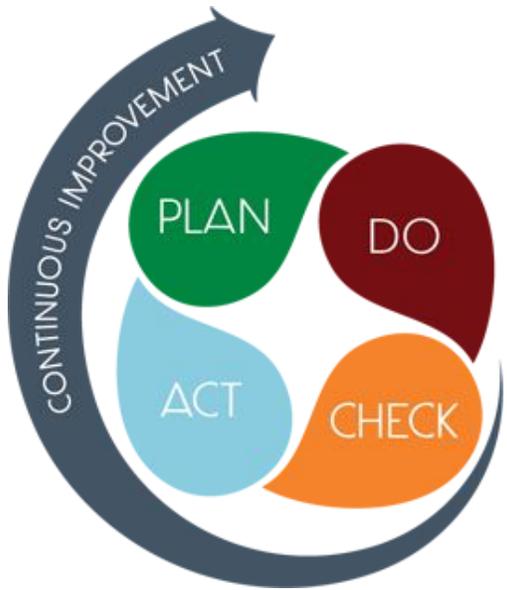
Higher



Lower

1. Improve student mastery of core content knowledge in literacy and mathematics. (#1)
2. Build teacher capacity in core content areas, literacy and mathematics. (#5)
3. Utilize various interventions to support closing our current academic gaps. (#3)
4. Inform, engage, and activate our parents and the community . (#7)
5. Build systems identifying and addressing root causes to promote social-emotional growth. (#4)
6. Build teacher capacity in the understanding of IB/SEL competencies. (#6)
7. Prepare all students to have a global mindset inclusive of the learning profiles, learner attributes, and self-inquiry. (#2)

CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN



Strategic Plan Priority

CIP SMART Goal

Key Indicator





**DATA
DISCUSSION**



SPRING MAP RESULTS

K-2 MAP Quintiles: Reading

School	Window	Exams	Quintiles				
BAMO	Spring 2021-2022	111	39%	14%	31%	14%	
	Spring 2022-2023	112	38%	15%	25%	14%	8%
	Spring 2023-2024	128	21%	15%	28%	16%	20%

K-2 by Grade

School	Grade	Window	Exams	Quintiles				
BAMO	KK	Spring 2021-2022	32	16%	22%	38%	22%	
		Spring 2022-2023	44	18%	16%	36%	20%	9%
		Spring 2023-2024	41	10%	10%	32%	20%	29%
01	01	Spring 2021-2022	34	41%	9%	35%	12%	
		Spring 2022-2023	30	33%	27%	27%	10%	
		Spring 2023-2024	46	22%	26%	24%	15%	13%
02	02	Spring 2021-2022	45	53%	13%	22%	9%	
		Spring 2022-2023	38	63%	5%	11%	11%	11%
		Spring 2023-2024	41	32%	7%	29%	15%	17%

K-2 MAP Quintiles: Math

School	Window	Exams	Quintile Distribution				
BAMO	Spring 2021-2022	111	46%	18%	18%	13%	5%
	Spring 2022-2023	111	36%	18%	21%	16%	9%
	Spring 2023-2024	128	26%	19%	20%	22%	14%

K-2 by Grade

School	Grade	Window	Exams	Quintile Distribution				
BAMO	KK	Spring 2021-2022	32	19%	16%	28%	25%	13%
		Spring 2022-2023	43	21%	12%	23%	28%	16%
		Spring 2023-2024	41	17%	12%	12%	24%	34%
	01	Spring 2021-2022	34	47%	15%	21%	15%	
		Spring 2022-2023	30	33%	30%	20%	13%	
		Spring 2023-2024	46	28%	20%	26%	22%	4%
	02	Spring 2021-2022	45	64%	22%	9%		
		Spring 2022-2023	38	55%	16%	18%	5%	5%
		Spring 2023-2024	41	32%	24%	20%	20%	5%

K-2 MAP Fluency

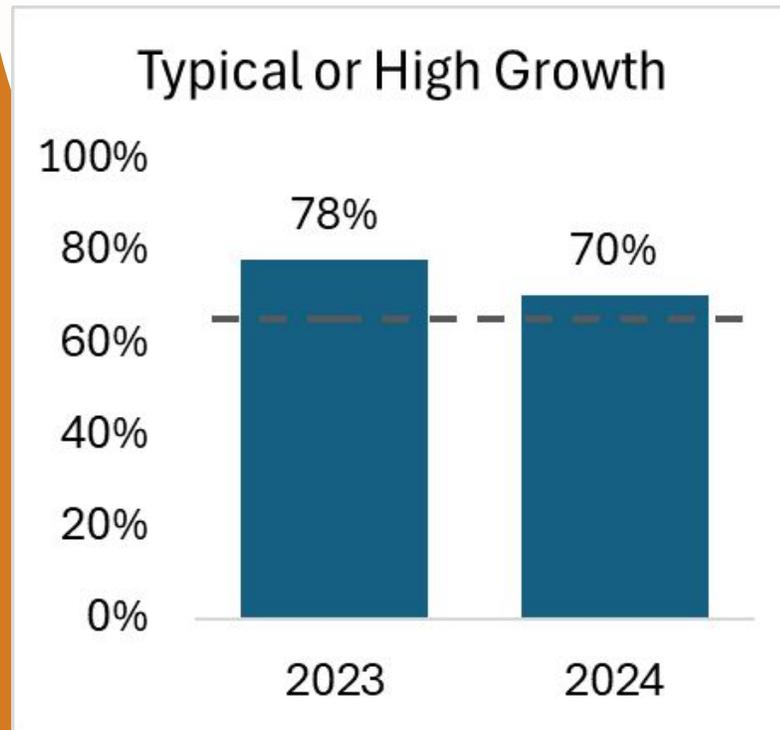
BAMO	Spring 2021-2022	55%	26%	20%
	Spring 2022-2023	54%	34%	12%
	Spring 2023-2024	34%	49%	17%

School	Tested Gr..	Window			
BAMO	K	Spring 2021-2022	42%	58%	
		Spring 2022-2023	44%	54%	
		Spring 2023-2024	13%	88%	
	1	Spring 2021-2022	66%	14%	20%
		Spring 2022-2023	59%	34%	7%
		Spring 2023-2024	46%	34%	20%
	2	Spring 2021-2022	55%	11%	34%
		Spring 2022-2023	63%	9%	28%
		Spring 2023-2024	44%	21%	35%

ELA

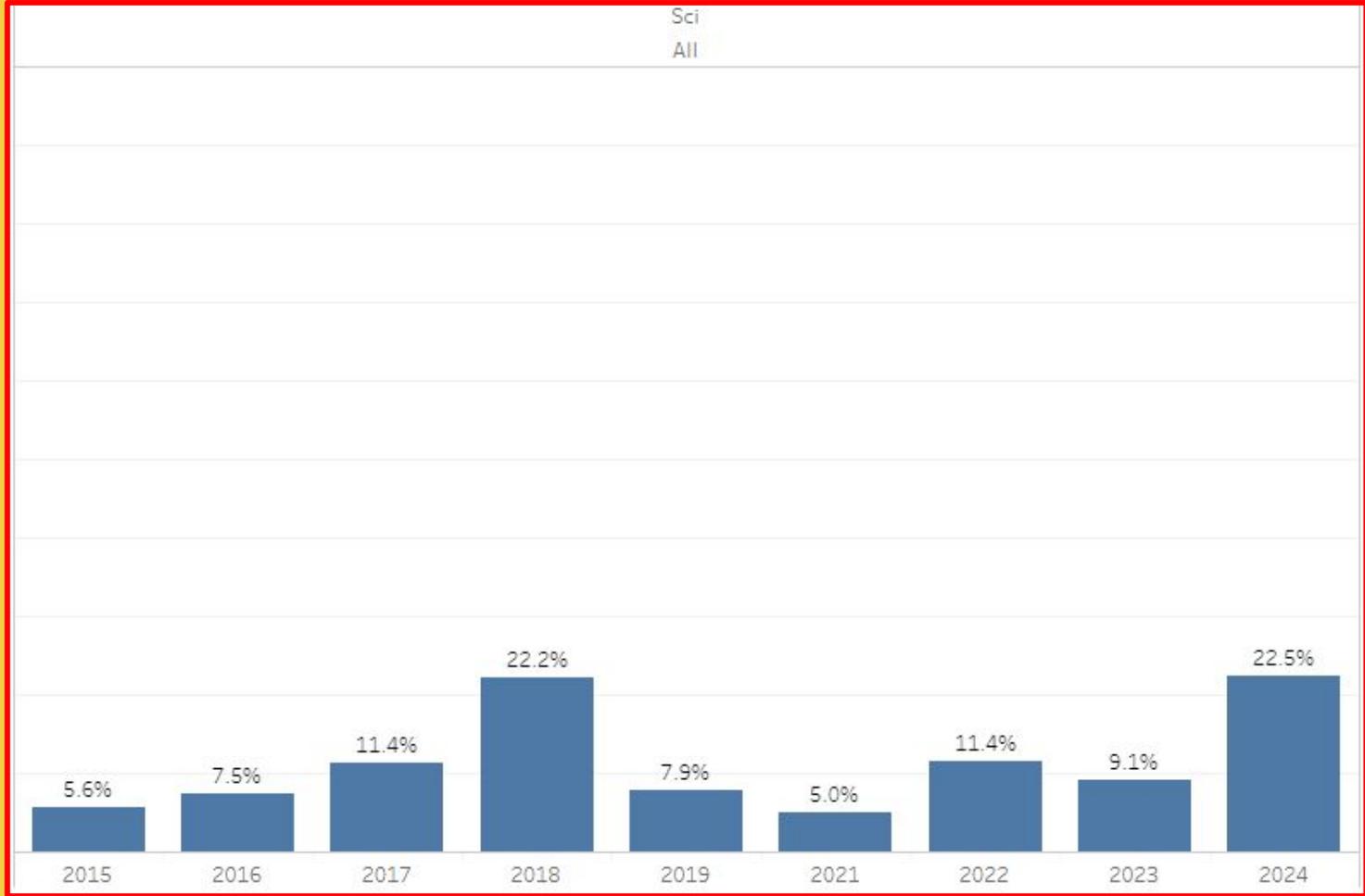
Test Subject	Grade	year	Comparison Group	Tested	
ELA	3	2022	All	42	76% 14% 7%
		2023	All	42	57% 29% 12%
		2024	All	39	49% 23% 23% 5%
	4	2022	All	47	68% 23% 6%
		2023	All	35	66% 17% 17%
		2024	All	45	44% 31% 22%
	5	2022	All	35	54% 37% 9%
		2023	All	44	52% 34% 14%
		2024	All	40	43% 25% 25% 8%

ELA SGP Data



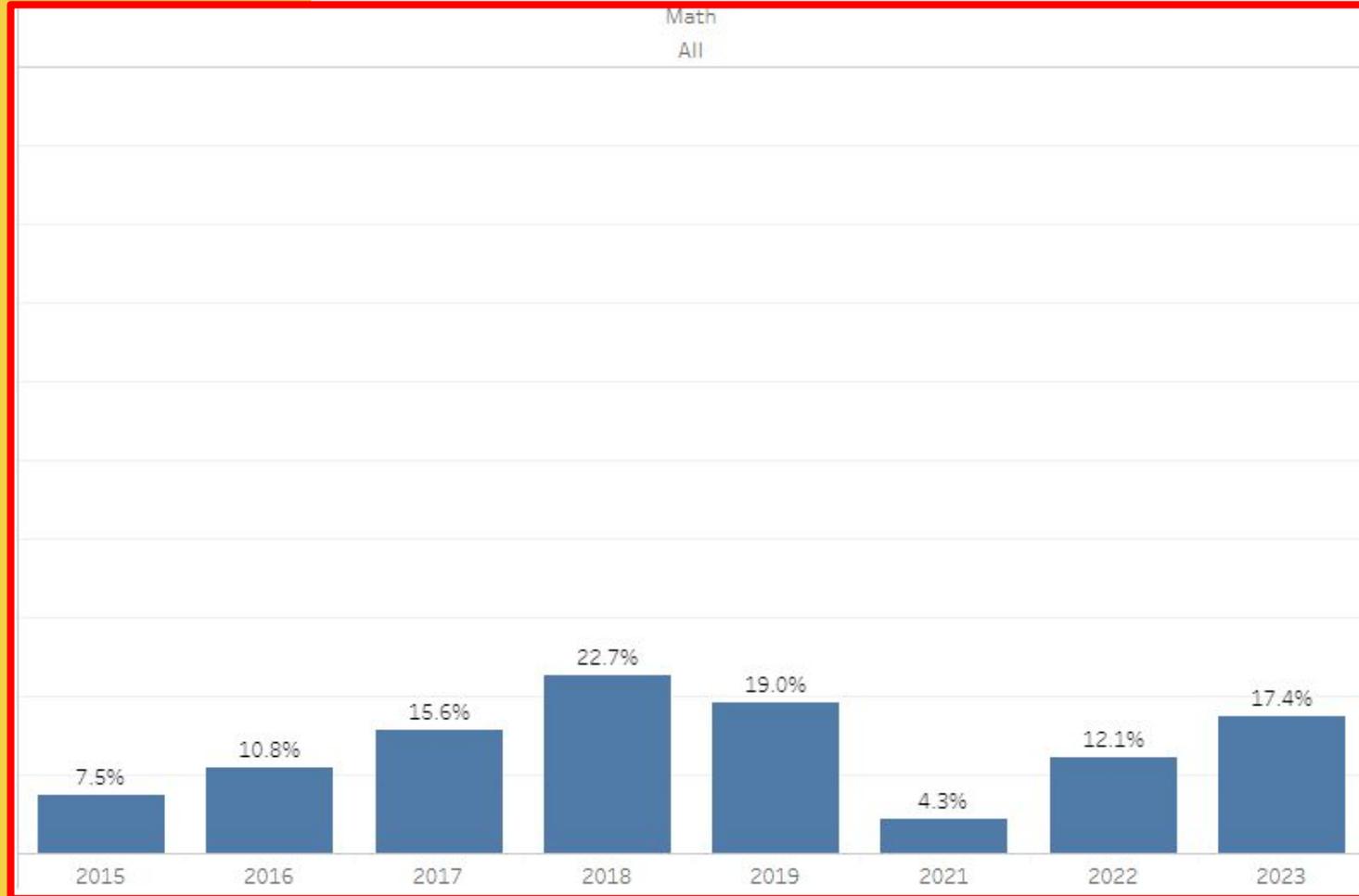
(65% is state reference for typical or high growth)

GMAS RESULTS



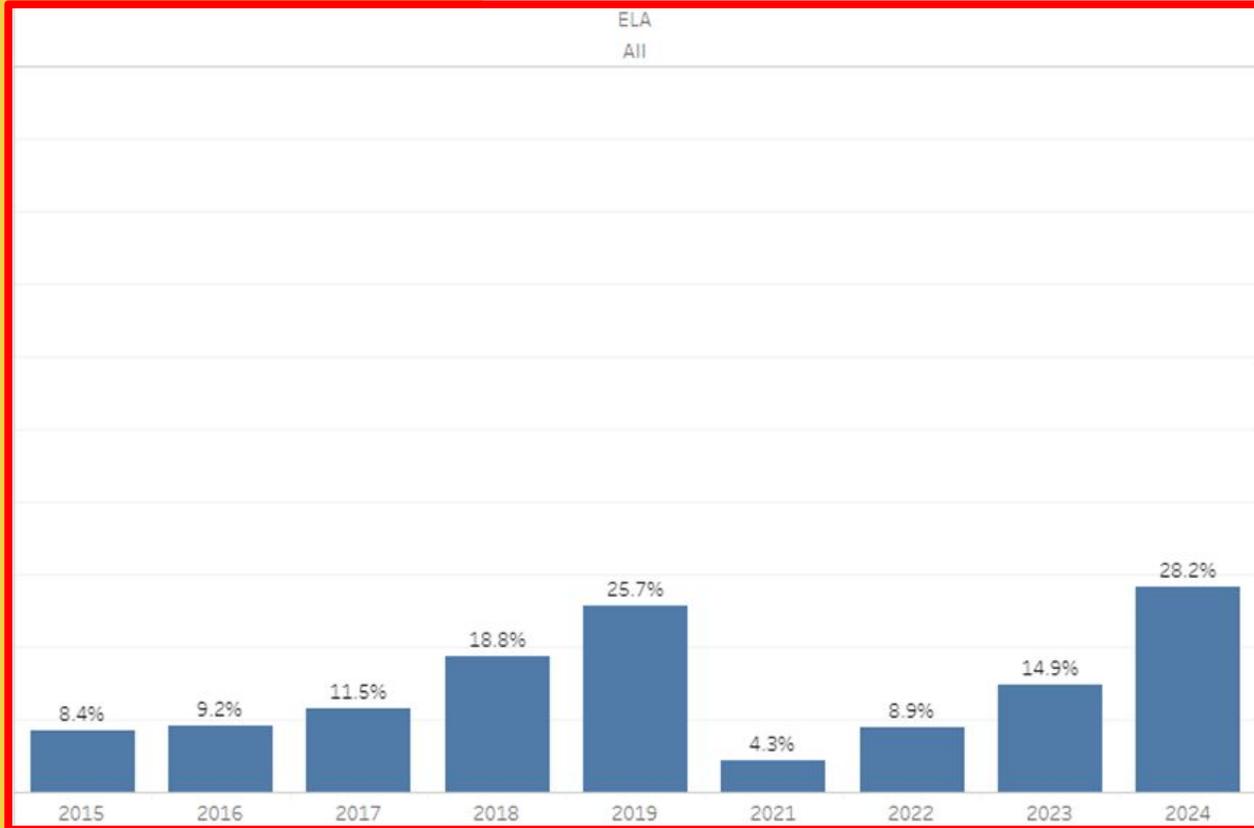
GMAS Science Results

GMAS Math Results



2024- 26%

GMAS ELA Results



GLOWS & GROWS

GLOWS

GROWS



IMPACT

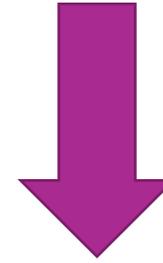
ARE WE ON TARGET TO
SUCCESSFULLY ACCOMPLISH
OUR PRIORITIES?

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.

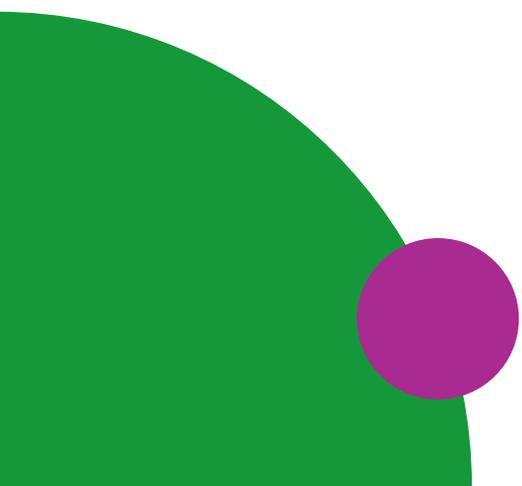
Utilizing current data, the
GO Team will review &
possibly update the
school strategic priorities
and plan

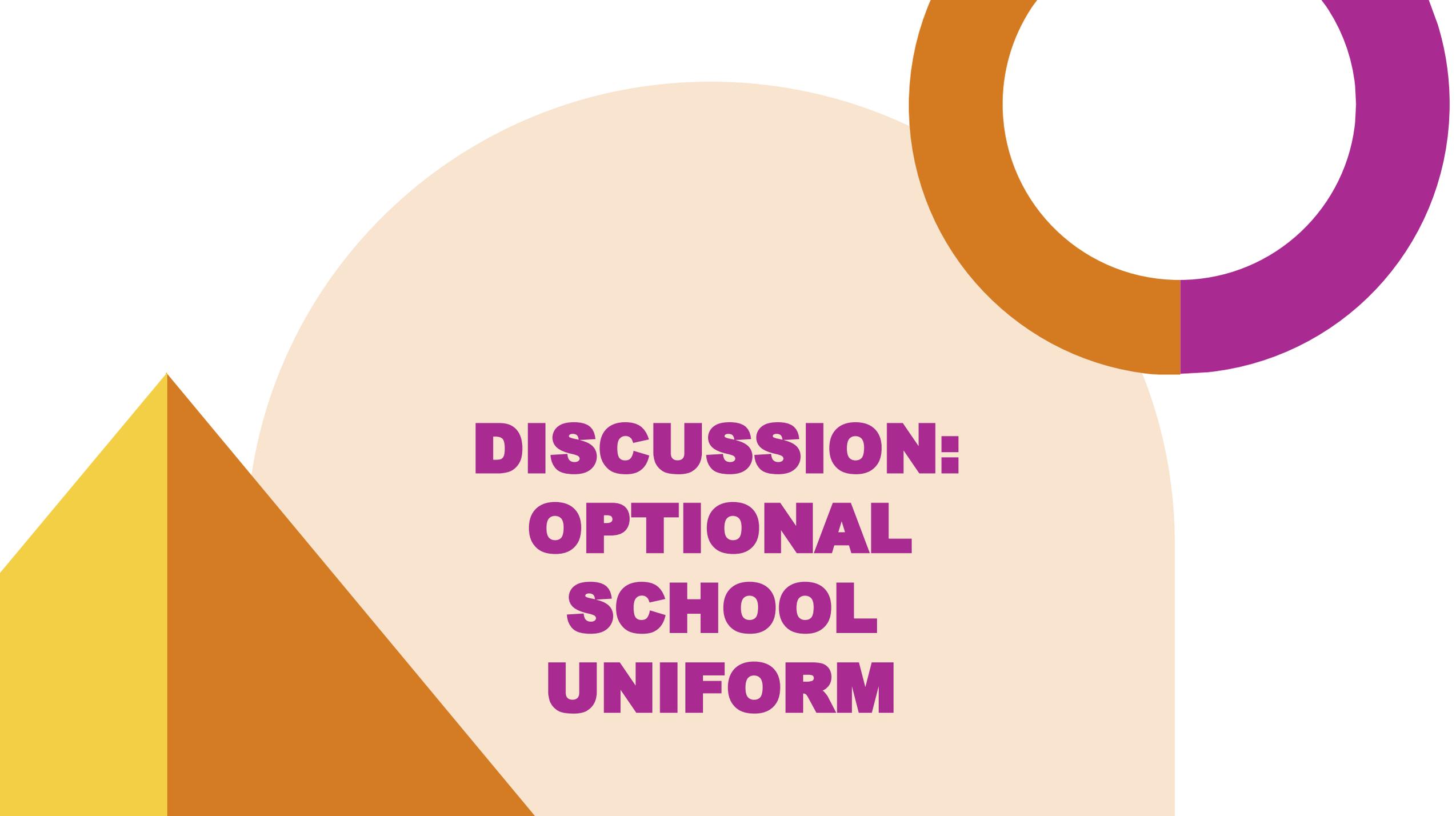
5

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).



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

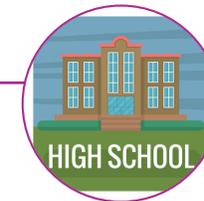
Elementary School without Ambassadors
Recommend inclusion of at least 3 students selected by the principal with GO Team input



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.

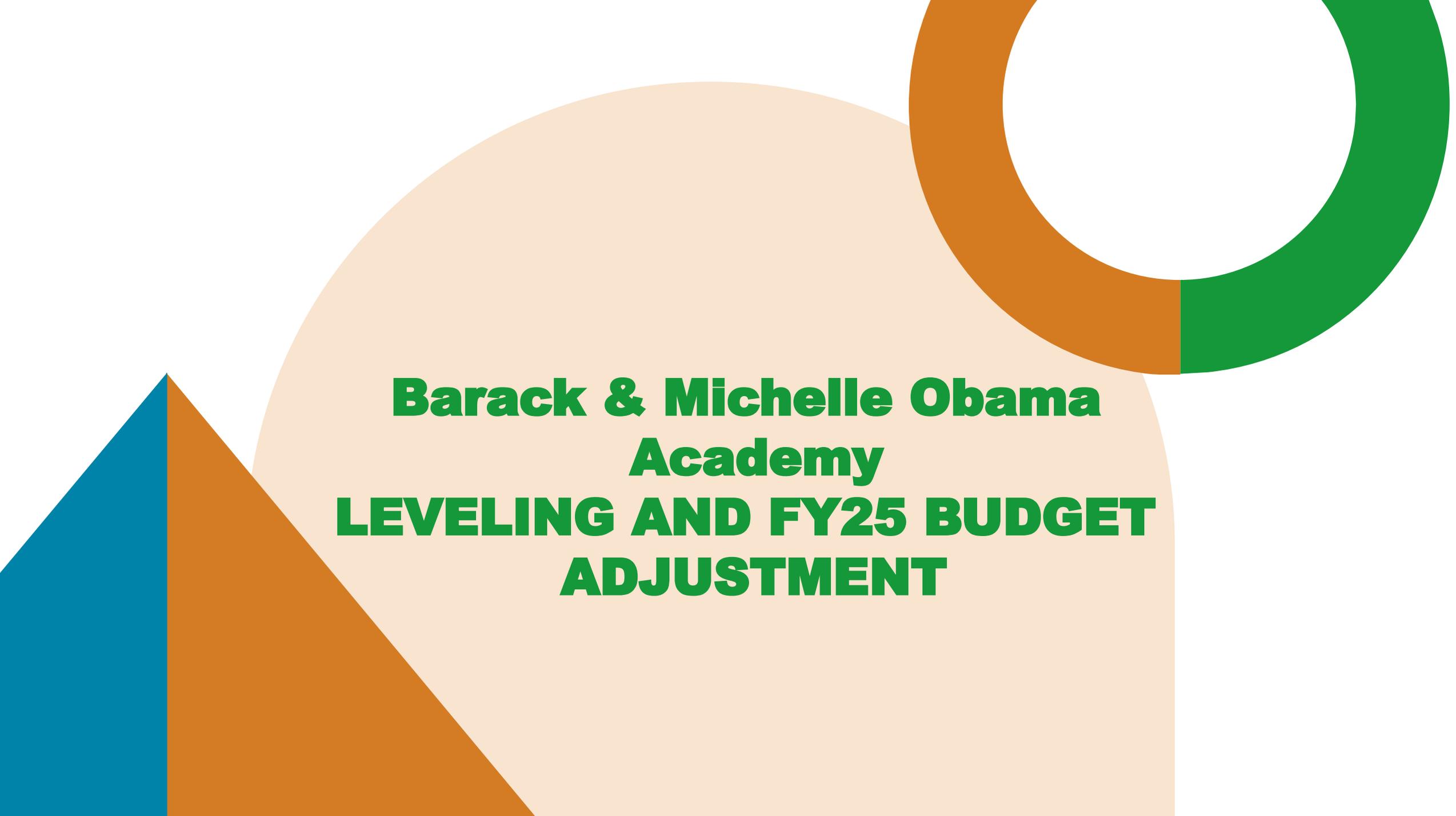
Role	Name	Email Address
Chair		

(add additional rows, if needed)





PRINCIPAL'S REPORT



**Barack & Michelle Obama
Academy
LEVELING AND FY25 BUDGET
ADJUSTMENT**

ENROLLMENT

Projected Enrollment	247
15-Day Count(08.21.24) Enrollment	251
Difference	4

LEVELING

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

Budget Adjustment*	+\$21, 336
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**The budget adjustment reflects the impact of the following: enrollment changes, FY25 reserve, adjustments to Title I, Family Engagement and School Improvement Allocations, Security Grants and FY24 carryover funds*

Plan for FY25 Leveling Reserve

\$55,817

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Utilize various interventions to support closing our current academic gaps.	Whole Child & Intervention, Curriculum & Instruction	Provided Home to School Transportation for After School Tutorial.	Afterschool Tutorial Busses	\$7,000
Prepare all students to have a global mindset inclusive of the learning profiles, learner attributes, and self-inquiry.	Signature Programming	Provide field trip experience for scholars.	Field Trip Transportation	\$10,000
Prepare all students to have a global mindset inclusive of the learning profiles, learner attributes, and self-inquiry.	Signature Programming	Provide field trip experience for scholars.	Student Admissions	\$10,000
Utilize various interventions to support closing our current academic gaps.	Curriculum & Instruction	Provide instructional materials for literacy and math instruction	Classroom Material & Supplies	\$20,817
Build teacher capacity in core content areas, literacy and mathematics.	Whole Child & Intervention; Curriculum & Instruction	Provide teachers with Professional Learning opportunities that support research-based practices for literacy and mathematics, in addition to IB.	Teacher Stipends for Professional Learning & Club Sponsorships	\$8,000

Plan for FY25 Leveling Reserve

\$ 27,908

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Utilize various interventions to support closing our current academic gaps.	Whole Child & Intervention, Curriculum & Instruction	Provided Home to School Transportation for After School Tutorial.	Afterschool Tutorial Busses	\$5016
Utilize various interventions to support closing our current academic gaps.	Curriculum & Instruction	Provide instructional materials for literacy and math instruction	Classroom Material & Supplies	\$22,892

Plan for FY25 Budget Adjustment

\$ 21,336

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Prepare all students to have a global mindset inclusive of the learning profiles, learner attributes, and self-inquiry.	Signature Programming	Provide field trip experience for scholars.	Student Admissions	\$10,000
Build teacher capacity in core content areas, literacy and mathematics.	Whole Child & Intervention; Curriculum & Instruction	Provide teachers with Professional Learning opportunities that support research-based practices for literacy and mathematics, in addition to IB.	Teacher Stipends for Professional Learning & Club Sponsorships	\$8,000
Utilize various interventions to support closing our current academic gaps.	Curriculum & Instruction Whole Child & Intervention	Provide targeted small group instruction to scholars in literacy and math.	Provide a Teacher Tutor to support small group instruction.	\$3,336

Plan for FY25 Title I Holdback

\$17,640



Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Utilize various interventions to support closing our current academic gaps.	Curriculum & Instruction Whole Child & Intervention	Provide targeted small group instruction to scholars in literacy and math.	Provide a Teacher Tutor to support small group instruction.	\$17,500



Plan for FY25 Title I Holdback

\$ 3553



Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Prepare all students to have a global mindset inclusive of the learning profiles, learner attributes, and self-inquiry.	Signature Programming	Provide field trip experience for scholars.	Student Admissions	\$3,553

SUMMARY OF CHANGES AS A RESULT OF FY25 BUDGET ADJUSTMENT

Personnel Changes	Non-Personnel Changes
No Personnel Changes	\$45,000 Security Grant

Summary of Changes

PRINCIPALS: Please provide a summary of the impact these changes and how it relates to your strategic plan here.

INFORMATION ABOUT OUR SCHOOL

- KaBOOM Build - Oct. 3, 2024

JOIN US ON SATURDAY, January 11

All GO team members are invited,
but plan to have at **least 3 members** of your
GO Team attend!



6th Annual G3 Summit

LEADING WITH PURPOSE: LET'S GET TO WORK

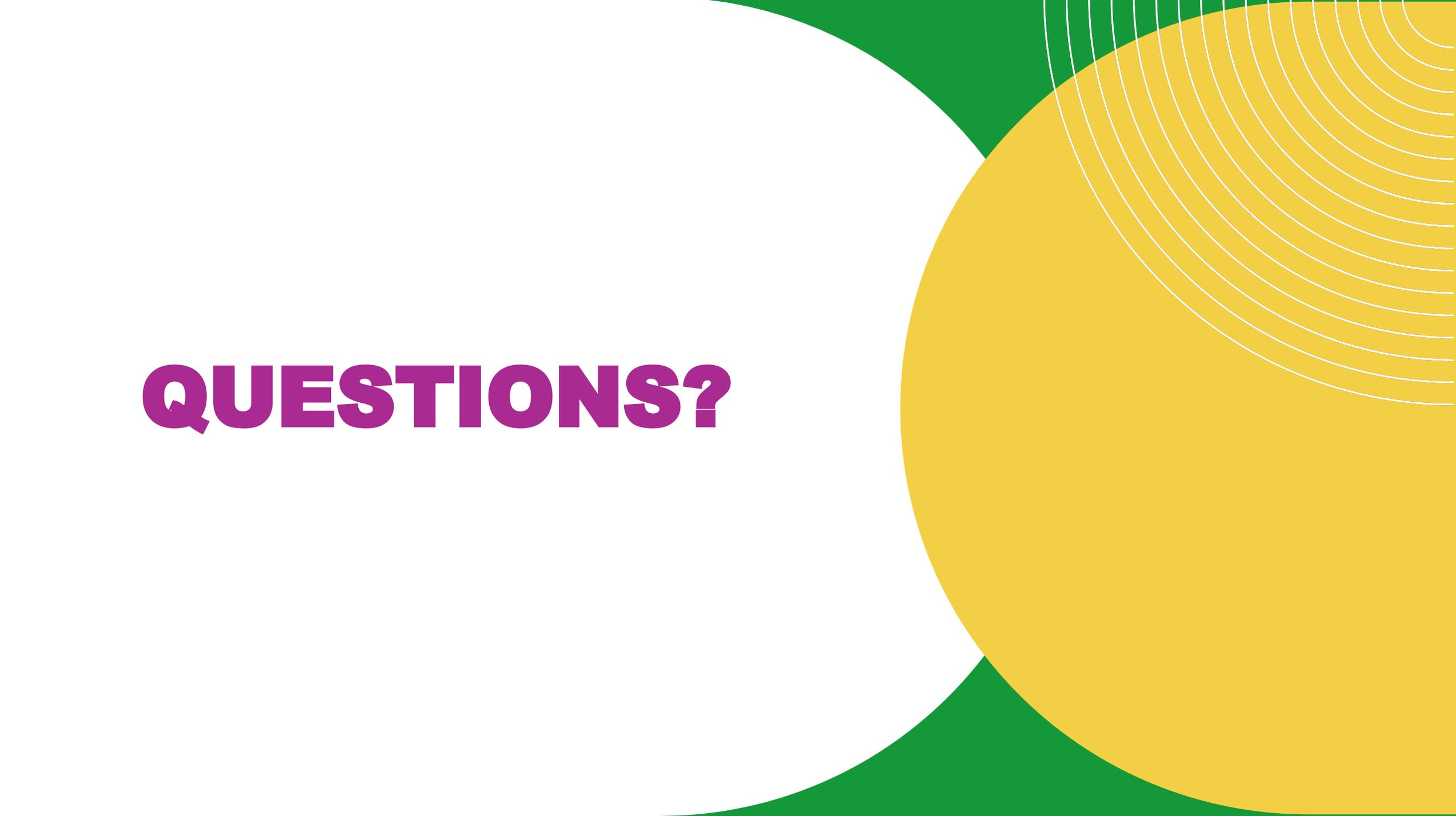
TUSKEGEE ARMEN GLOBAL ACADEMY

Saturday, September 28, 2024

8:30 AM - 2:30 PM

Go.Grow.Govern.

QUESTIONS?

The background features a large white circle on the left side. To its right, there are two overlapping curved shapes: a green one at the top and a yellow one at the bottom. The yellow shape contains several thin, white, concentric curved lines that resemble a ripple effect or a stylized sunburst.