

# Barack & Michelle Obama Academy

## GO TEAM MEETING

Wednesday, October 25, 2023 @ 4:45 pm



# ACTION ITEMS



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# AGENDA



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## MEETING NOTICE

School	Date	Time	Location
Barack and Michelle Obama Academy	10/25/2023	4:45 PM	970 Martin Street, Atlanta, GA 30315 Media Center

Notice Prepared By: Tanaka Appling Date Posted: 10/23/2023

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### Meeting Agenda

*This meeting **will not** allow for Public Comment*

Agenda items for this meeting:

- I. **Action Items:**
  1. Approval of Agenda
  2. Approval of Previous Minutes
  3. Fill Vacant Parent Seat
- II. **Discussion Items**
  - A. School Strategic Plan
    1. Strategic Plan and CIP Alignment
    2. Strategic Plan Updates
  - B. Data Discussion
    1. MAP Spring 2023 to Fall 2023 Growth
- III. **Information Items**
  - A. Principal's Report



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# APPROVAL OF PREVIOUS MINUTES



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# GO TEAM VACANCIES

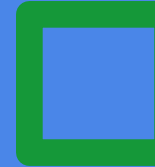
## Parent Seat



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# 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.



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# Timeline for GO Teams

You are **HERE**



1

## Fall 2021

GO Team Developed 2021-2025 Strategic Plan

2

## Summer 2023

School Leadership completed Needs Assessment and defined overarching needs for SY22-23

3

## August 2023

School Leadership completed 2023-2024 Continuous Improvement Plan

4

## Sept. – Dec. 2023

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

MAP Data

Data Protocol



# Current Strategic Plan

2021-2025



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**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 and 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 March 2023, students scoring at the beginning level on MAP will decrease from 47% to 44%.

By March 2023, students scoring at the proficient level and above on MAP will increase from 20% to 25%.

**Mathematics**  
By March 2023, students scoring at the beginning level on MAP will decrease from 45% to 42%.

By March 2023, students scoring at the proficient level and above on MAP will increase from 13% to 18%.

**Attendance**  
Decrease the percentage of students with chronic attendance concerns from 49.6% to 44%.

### 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. 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.**

**3. Utilize various interventions to support closing our current academic gaps.**

**4. Build systems identifying and addressing root causes to promote social-emotional growth.**

**5. Build teacher capacity in core content areas, literacy and mathematics.**

**6. Build teacher capacity in the understanding of IB/SEL Competencies.**

**7. Inform, engage, and activate the community.**

### School Strategies

**1A.** Utilize the Fountas and Pinnell curriculum 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-2 classrooms. (Literacy)

**1C.** Implement a conceptual math framework using the Georgia Standards of Excellence and Eureka.

**1D.** Provide remediation and acceleration as indicated by MAP Growth Reading/Math (K-5) & Reading Fluency (PreK-2) Assessment Data.

**2A.** Complete the IB feasibility study and apply for candidacy.

**2B.** Implement a Performing Arts Pathway.

**3A:** Utilize Reading Specialist to implement small group instruction to support lowest 25% of student population.

**3B:** Implement a 30-minute intervention/enrichment block four days a week to provide individualized instruction using iRead, Read 180, System 44, Do The Math, and Enrichment Platforms.

**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.

**5A.** Professional learning around Balanced Literacy framework (guided reading, mini-lesson, interactive read aloud, and small group instruction).

**5B.** Professional learning around FUNDations phonics program (K-2 teachers).

**5C.** Professional learning to improve teacher understanding of the Georgia Standards and Eureka program.

**5D.** Professional learning to increase teacher understanding of the implementation of the C-R-A model, with the use of manipulatives, to build students' conceptual understanding of content.

**6A.** Monthly 90-minute professional learning around the IB competencies.

**7A:** Provide resources for parents in order to assist them in helping their students through APTT (Academic Parent-Teacher Teams K-2).

**7B:** Use of full-time parent liaison to build relationships with parents and provide opportunities to collaborate.

**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.

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# Continuous Improvement Plan

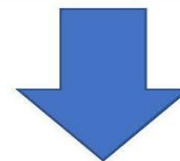


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*UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES*	
Strengths	Challenges
Literacy: Greater than 75% of our students meet or exceeded expectations in Picture Vocabulary on the MAP Fluency Assessment.	Literacy: 56% of our students are scoring below proficiency in Phonics Word Recognition. 21% are approaching expectations in Phonics Word Recognition.
Literacy: 68% of our students meet or exceeded expectations in Listening Comprehension on the MAP Fluency Assessment.	Literacy: The gap in phonics word recognition grew from Fall 2022 to Spring 2023, with 38% scoring below proficiency in the fall and an increase of 18% in the spring.
Literacy: Increase of 9% scoring at developing and above on GMAS in Spring 2023 in grades 3-5. Increase of 6% scoring at proficient and above on GMAS in Spring 2023 in grades 3-5.	Literacy: More than 70% of our students need remediation and support in the writing domain of formulating Key Ideas and Details.
Math: Increase of 6.9% scoring at developing and above on GMAS in Spring 2023 in grades 3-5. Increase of 5.3% scoring at proficient and above on GMAS in Spring 2023 in grades 3-5.	Math: 33.8% of students in our building, K-5, met or exceeded their MAP Growth Goal from Fall to Spring.
	Math: Greater than 75% of our students need remediation in Geometry standards and concepts.

Our Overarching Needs		
Literacy: In 3-5, more than 70% of our students need remediation and support in the writing domain of formulating Key Ideas and Details.	Numeracy: In 3-5, more than half of our students in scoring at beginning learner on Georgia Milestones, with more than 75% of students needing remediation in Number and Operations and Geometry.	Whole Child & Intervention: Our suspension rate is .34, an increase over the past two years. 22.9% of our students have two or more incidents reported within Infinite Campus.



Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Three-fourths of our students in grades 3-5 are not reaching a level of proficiency within the writing domain of Key Ideas and Details.	More than half of our 3-5 students are scoring below proficiency in it relates to the Georgia Milestones Assessment.	A group of students within our building have ongoing behavior incidents and concerns that are not effectively being addressed within our current model of support.





## Needs Assessment

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Three-fourths of our students in grades 3-5 are not reaching a level of proficiency within the writing domain of Key Ideas and Details.	More than half of our 3-5 students are scoring below proficiency in it relates to the Georgia Milestones Assessment. Less than 67% of students met or exceeded their MAP Growth goal from fall to spring.	A group of students within our building have ongoing behavior incidents and concerns that are not effectively being addressed within our current model of support.
Why?	Why?	Why?
Students do not have the background knowledge of vast topics to be able to effectively formulate thoughts that support the given writing topic.	Students lack application opportunities of concepts and standards.	Differing behavior expectations throughout the building and amongst different adults.
Why?	Why?	Why?
Teacher capacity and understanding of an effective writing framework to support struggling learners in the area of key ideas and details.	Inconsistent mathematical practices used to facilitate learning in each classroom, K-5.	Teachers/Staff lack an understanding of the behavior framework and available supports for all areas throughout the building.
Why?	Why?	Why?
Teacher lack of strategies to grow student's experiences to formulate key ideas and details.	Teacher capacity and understanding of the math standards and framework.	Limited trainings and follow through of the 'why' of the PBIS structure and Restorative Practices framework. .
Why?	Why?	Why?
Why?	Why?	Why?
Root Cause		
Teachers lack clear structure and understanding of writing curriculum to effectively implement strategies that support the growth of student ideas and details.	Teachers lack an understanding of a strong, cohesive mathematical framework to support the facilitation of learning for all levels of math learners within the building.	Faculty and staff have an inconsistent and unclear understanding of the schoolwide PBIS structure and language that should be used to support consistent building practices for all students.





Our Overarching Needs: Elementary & Middle Schools		
<p><b>Literacy:</b></p> <p>In 3-5, more than 70% of our students need remediation and support in the writing domain of formulating Key Ideas and Details.</p>	<p><b>Numeracy:</b></p> <p>In 3-5, more than half of our students in scoring at beginning learner on Georgia Milestones, with more than 75% of students needing remediation in Number and Operations and Geometry.</p>	<p><b>Whole Child &amp; Intervention:</b></p> <p>We have a suspension rate of .34, an increase over the past two years. 22.9% of our students have two or more incidents reported within Infinite Campus.</p>

SMART Goals (Elementary and Middle Schools)		
<p><b>Literacy Goal 1:</b> By May 2024, 3-5 students will increase the number of students scoring proficient and above on the Milestones Assessment from 14.9% to 19.9%.</p>	<p><b>Numeracy Goal 1:</b> By May 2024, 3-5 students will increase the number of students scoring proficient and above on the Milestones Assessment from 17.4% to 22.4%.</p>	<p><b>Whole Child Goal 1:</b> By May 2024, we will decrease our suspension rate from 0.34 to 0.3 based on the Infinite Campus Platform Behavior Data.</p>

Progress Monitoring Measures		
<p>Write Score Assessments</p> <p>Writing A-Z Informal/Formal Assessments</p> <p>Writing A-Z Weekly Tasks</p> <p>Common Assessments (will include at least one writing focused question)</p>	<p>Mid-Module District Assessments</p> <p>End of Unit District Assessments</p> <p>MAP Math Growth Assessment</p>	<p>Weekly CARES (NEST) Meetings</p> <p>Monthly PBIS Behavior Meetings &amp; Data Review</p> <p>APS Graphs Monthly Overview</p> <p>Weekly Support Logs &amp; Office Call Log Review</p>





## Action Plans

Elementary & Middle Schools Literacy CIP Goal:						
By May 2024, 3-5 students will increase the number of students scoring proficient and above on the Milestones Assessment from 14.9% to 19.9%.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Provide K-5 literacy teachers with Writing A-Z Program Training and ongoing professional learning to review the implementation of the program.	School Literacy Coach (Nakita Womack)  Literacy Teachers (K-5)  Principal/Assistant Principal (Robin Christian & Shannon Holloman)	August 2023 - April 2024	Professional Learning Presentations & Agendas Kick-Up Responses Literacy Planning Agendas	Writing A-Z Assessments (pre vs. post)	Funds 150	Curriculum & Instruction  Data
Grades 3-5: Complete the quarterly district Write Score Assessments (pre and post), and analyze data to adjust instruction.	School Literacy Coach (Nakita Womack)  Literacy Teachers (K-5)  Principal/Assistant Principal (Robin Christian & Shannon Holloman)	September 2023 - May 2024	Write Score Assessment Calendars Write Score Completion Platform Report Write Score Data Reports & Analysis Protocol	Write Score Data Reports	District Funded	Curriculum & Instruction  Data
Implement daily Writing City Lessons for writing instruction focused on specific genres and generating key ideas and details, K-5.	School Literacy Coach (Nakita Womack)  Literacy Teachers (K-5)  Principal/Assistant Principal (Robin Christian & Shannon Holloman)	August 2023 - May 2024	Writing City Lesson Tracker Weekly ELA Lesson Plans		Funds 150	Curriculum & Instruction

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Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Provide training to the entire DSE teacher team around SDI strategies to support the individualized needs of students based on IEP goals and grade level content.	District SWD Instructional Support  Special Education Lead Teacher (Angela Andrews)  Principal (Robin Christian)  Assistant Principal (Shannon Holloman)  Special Education Teachers	August 2023 - December 2023	Professional Learning Presentation District Support Next - Steps/Feedback Email		Funds 150	Curriculum & Instruction  Whole Child & Intervention  Data
Review each student's individual Writing A-Z and Write Score data to create individualized plans of support.	Special Education Lead Teacher (Angela Andrews)  Principal (Robin Christian)  Special Education Teachers  Literacy Coach (Nakita Womack)	September 2023 - May 2024	Professional Learning Presentation  District Data Reports  Data Protocol with a focus on the support/reteach plan for each student (also to include proactive measures of support)	Writing A-Z Assessments  IEP Goals  Write Score Data (3-5)	Fund 150	Curriculum & Instruction  Whole Child & Intervention  Data



## Action Plans

Elementary & Middle Schools Numeracy CIP Goal:						
By May 2024, 3-5 students will increase the number of students scoring proficient and above on the Milestones Assessment from 17.4% to 22.4%.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Implement the district unit internalization protocol with grade level teams.	Math Instructional Coach (Mary Dawkins)  Principal (Robin Christian)  Assistant Principal (Shannon Holloman)  K-5 Math Teachers	August 2023 - May 2024	PLC Agendas Kick-Up Sign-in Sheets Unit Internalization Planning Notes	Commitment Statements Reflection Documents District Created Assessment Data Walkthrough Documentation in Kick-Up	Funds 150	Curriculum & Instruction  Whole Child & Intervention  Data
Provide monthly professional learning opportunities that support the understanding and implementation of the state's new mathematical framework.	Math Instructional Coach (Mary Dawkins)  Principal (Robin Christian)  Assistant Principal (Shannon Holloman)  K-5 Math Teachers	August 2023 - May 2024	Professional Learning Presentations Professional Learning Kick-Up Sign-in Sheets Professional Learning Feedback Data	Survey Feedback on Effectiveness and Next Steps Walkthrough Documentation in Kick-Up	Funds 150	Curriculum & Instruction  Whole Child & Intervention  Data
Facilitate bi-weekly coaching support cycles with math teachers to provide ongoing feedback for the implementation of the state framework and standards.	Math Instructional Coach (Mary Dawkins)  Principal (Robin Christian)  Assistant Principal (Shannon Holloman)	August 2023 - May 2024	Kick-Up Coaching & Feedback Tracker Weekly Coaching Schedule Observation & Feedback Forms & Data	Observation/Feedback Documentation in Kick-Up	Funds 150	Curriculum & Instruction  Whole Child & Intervention

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## Action Plans

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Provide training to the entire DSE teacher team around SDI strategies to support the individualized needs of students based on IEP goals and grade level content.	District Special Education Instructional Support  Special Education Lead Teacher (Angela Andrews)  Principal (Robin Christian)  Assistant Principal (Shannon Holloman)  Special Education Teachers	August 2023 - December 2023	Professional Learning Presentation District Support Next - Steps/Feedback Email	Observation/Feedback Documentation in Kick-Up	Funds 150	Curriculum & Instruction  Whole Child & Intervention  Data
Conduct data digs with each teacher/case manager to review the MAP Math Learning Continuum for each student; alongside the student's IEP, to determine a targeted plan of support for the student.	Special Education Lead Teacher (Angela Andrews)  Principal (Robin Christian)  Assistant Principal (Shannon Holloman)  Special Education Teachers  Math Coach (Mary Dawkins)	September 2023 - May 2024	Professional Learning Presentations  MAP Data Professional Learning  Data Dig Protocol	Data Dig Protocol  MAP Math Student Reports	Fund 150	Curriculum & Instruction  Whole Child & Intervention  Data





## Action Plans

Whole Child & Intervention CIP Goal:						
By May 2024, we will decrease our suspension rate from 0.34 to 0.3 based on the Infinite Campus Platform Behavior Data.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Create a detailed behavior management plan, through the use of PBIS, that supports schoolwide implementation.	Restorative Practices Coach (Jasmin Linder)  Principal (Robin Christian)  Assistant Principal (Shannon Holloman)  BaMO Faculty & Staff	July 2023 - August 2023	Behavior Management Plan PBIS Plan of Support		Funds 150	Whole Child & Intervention  Data
Hold monthly professional learning opportunities for all staff to grow their practices in the implementation of PBIS practices throughout the building.	Restorative Practices Coach (Jasmin Linder)  Principal (Robin Christian)  Assistant Principal (Shannon Holloman)  BaMO Faculty & Staff  PBIS Team	July 2023 - May 2024	Professional Learning Presentations  Kick-Up Sign-in Sheets  Observation & Feedback Data provided to Staff	District Walks Feedback	Funds 150	Whole Child & Intervention  Data
Conduct monthly coaching cycles with teachers to provide feedback and support on the implementation of practices.	Restorative Practices Coach (Jasmin Linder)  Principal (Robin Christian)  Assistant Principal (Shannon Holloman)  BaMO Faculty & Staff	July 2023 - May 2024	Coaching Cycle Implementation  Observation & Feedback Data provided to staff	Kick-Up Coaching Cycles Documentation  Emails with next steps for teachers  Observation and Feedback	Fund 150	Whole Child & Intervention  Data



**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

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

Are all CIP Goals reflected in our Strategic Plan Priorities?



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# Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*
- 2 *Utilize school CIP goals to replace SMART GOALS*
3. *Update the school priorities and strategies as needed*
4. *Align strategies to include parent engagement (include parents and community)*



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# MAP Data



# SPRING 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				
DISTRICT	Spring 2022-2023	36,823	39%	30%	21%	11%
School	Window	Exams				
BAMO	Spring 2022-2023	328	56%	29%	12%	



# Fall 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				
DISTRICT	Fall 2023-2024	35,919	36%	32%	22%	10%
School	Window	Exams				
BAMO	Fall 2023-2024	313	44%	40%	16%	

25



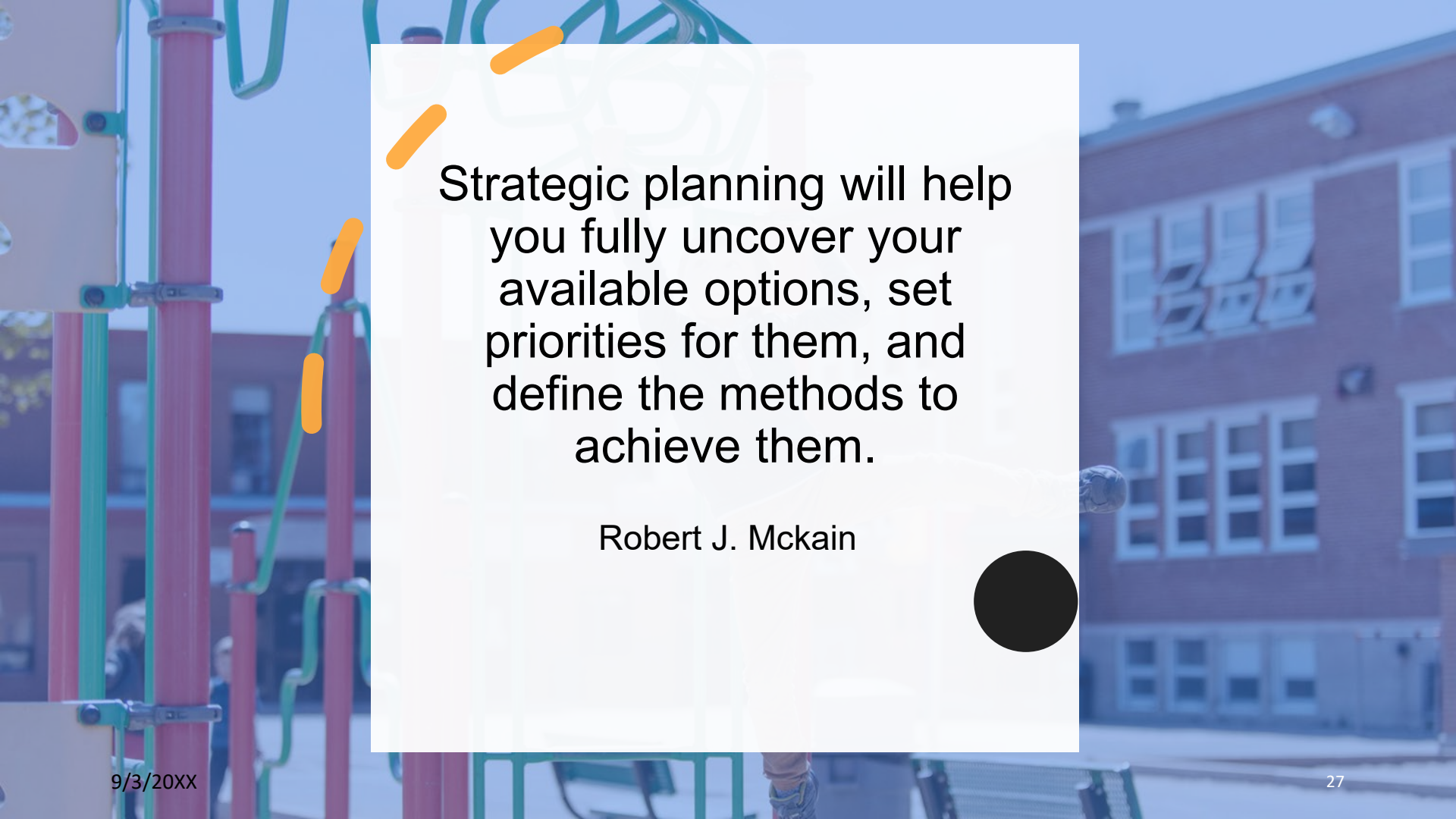
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# GO Team Discussion: Data Protocol

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



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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 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.



Thank you



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# PRINCIPAL'S REPORT



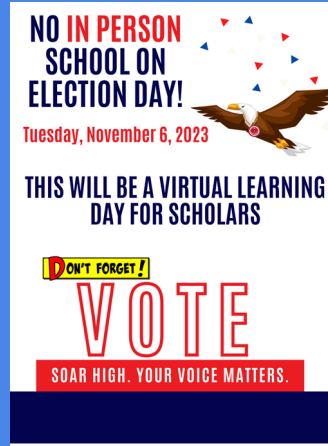
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- **Cluster Night**
- **Living Live Foundation**
- **Hands on Atlanta Day**
- **MAP Conferences**
- **Dr. Perkins Visit**
- **Literacy Night**
- **RISE Indy**
- **Red Ribbon Week**



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# UPCOMING EVENTS



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# QUESTIONS

