

Barack and Michelle Obama Academy 2020-2021 Implementation Plan

District Mission & Vision

Mission:
With a caring culture of trust and collaboration, every student will graduate ready for college and career.

Vision:
A high performing school district where students love to learn, educators inspire, families engage and the community trusts the system.

Cluster Mission & Vision

Mission: The Jackson Cluster will graduate students who are productive, caring, and lifelong learners.

Vision: Our vision is to develop inquiry, knowledge and character: Every teacher, every leader, every day in collaboration with every stakeholder

School Mission & Vision

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

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

School Priorities

Cultivate a literate community in which students read and write with clarity and fluency across the curriculum.

Signature Program: None

SMART Goals

Goal 1a. By the end of the 2019-2020 school year, we will increase the number of students in proficient and distinguished on the GMAS by 5%.
Goal 1b. By the end of the 2019-2020 school year, we will increase the number of Kindergarten students scoring at the Probable Reader level, first grade students scoring at the Transitional Reader level, and second grade students scoring at the proficient by 3% on the STAR Assessment.

Barriers

1. Surface level writing PD.
2. Lack of understanding of a literacy instructional framework.
3. How to address the needs of struggling learners
4. Implementation of school-wide writing plan

School Strategies

1. Targeted professional development using Fountas and Pinnell Classroom and its components.
2. Implement the coaching cycle with fidelity.
3. Classroom observations, side-by-side coaching and FAST feedback.
4. Implementation of Fountas and Pinnell and Lucy Calkins.

Strategic Impact

- PD will be specified based on the trends in the building.
- Teachers will receive specific action steps to implement in their classroom.
- Teachers will implement the strategies and receive observations to support growth.
- Student achievement will be evident.

Cultivate a mathematical community in which students are able to apply a variety of problem solving strategies due to having a strong conceptual understanding of domain topics and gaining number sense through daily mathematical discussions.

Goal 1 a. By the end of the 2019-2020 school year, we will increase the number of students in proficient and distinguished on the GMAS by 5%. Goal 1b. By the end of the 2019-2020 school year, we will increase the number of K/1 students scoring at 80 out of 100 in Early Numeracy, and second grade students scoring at or above proficient on the STAR Assessment by 3%.

Barriers

1. Surface level PD for mathematics.
2. Lack of understanding how to teach mathematics conceptually
3. How to use manipulatives to support conceptual understanding
4. Lack of understanding of how to have students discuss math effectively

School Strategies

1. Implement the coaching cycle focused on math strategies with fidelity.
2. Targeted Professional Development focused around math content/pedagogy and Eureka.
3. Focus on instructional planning and lesson demonstrations.

Strategic Impact

- PD will be specified based on the trends in the building.
- Teachers will receive specific action steps to implement in their classroom.
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School Priorities

Develop a positive school wide culture with all stakeholders.

Signature Program: None

SMART Goals

Goal 1a. By the end of the 2019-2020 school year, we will decrease the number of suspensions by 35% (.25 or lower). Goal 1b. By the end of the 2019-2020 school year, we will increase the number of students who believe "Students in my class behave so that teachers can teach" (Georgia Climate Survey Results) by 5%. Goal 1c. By the end of the 2019-2020 school year, we will increase the number of personnel who believe "My opinion counts" by 5%.

Barriers

Lack of common discipline procedures across the building

Lack of targeted support for new staff members in the building.

School Strategies

1. Professional Development on strategies that can be used to support behavior (PBIS, SEL, Restorative Practices, House System)
2. Implementation of PBIS and the House System.
3. Implementation of Eagle Mates (including the teacher induction program)

Strategic Impact

- School wide strategy for all stakeholders to have ownership.
- Clear systems and protocols for dealing with behavioral concerns in the building.
- New staff members are abreast of happenings/workings of the school.
- All stakeholders are engaged in the academic and emotional learning process.