GO TEAM MEETING #1

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: What is our fundamental purpose and how do we achieve it?

Our mission is to provide <u>every</u> child–––regardless of background, need, or identity–––a holistic genius-awakening education, built on family-style classrooms, conscious diversity, and scholarly excellence.

4

Core Values: Who must we be to achieve our mission?

Core values are the deeply ingrained, shared principles that guide all of our organization's actions at the network, school, and classroom levels.

1. **LOVE** - We do everything with love and compassion. Our geniuses, colleagues, and community feel cared for, respected, and valued by our words and actions.

2. **COLLECTIVE RESPONSIBILITY** - We are a community sharing the responsibility and privilege of educating and empowering our children. We are accountable to one another and achieve results as an interdependent team. I am because we are, and we succeed together.

3. **AUDACITY -** We boldly do what's right for our geniuses, confronting oppressive mindsets head on, and standing for justice in all that we do. We are not constrained by convention or perceived limits and do whatever it takes to provide a genius-awakening education.

4. **EXCELLENCE -** We put forth our best effort and achieve big things. We set and pursue ambitious goals, so our community thrives and our Geniuses are on a path to choice-filled lives. We never stop learning and growing, as scholars and as people .

5. **WHOLENESS -** We understand the importance of balancing and integrating different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We provide a holistic education for our geniuses, and we support each other to be and care for our whole selves.

6. **JOY** - We find, bring, and share joy in our work every day. We practice gratitude, celebrate wins, and offer praise.

Graduate Profile: What knowledge, skills, and mindsets do we want our graduating 8th-grade geniuses to possess to meet the challenges of high school, college, and the world?

A Kindezi graduate is a --

- **CRITICAL THINKER:** Geniuses analyze, evaluate, and reason effectively. They consider multiple perspectives, ask questions, construct arguments, and solve problems. They develop, refine, and revise ideas based on the best information available.

- **PERSISTENT PROBLEM SOLVER:** Geniuses know how to take on challenges and navigate difficult situations. They are tenacious, creative, and often collaborative, when applying their holistic set of skills to find solutions to complex problems.

- **EMPOWERED LEARNER:** Geniuses are proficient in all academic core subjects, demonstrating high individualized growth. They apply that knowledge to real-world scenarios and challenges. Geniuses continuously seek learning opportunities and knowledge to better themselves, others, and their community.

- **LEADER:** Geniuses have vision and the courage to take initiative. They lead by example and by working with others to achieve a goal and/or serve their community. They are risk-takers and know how to try something new or go against the grain. Geniuses work alongside others as global citizens to pursue justice with shared respect for human dignity. Geniuses stick up for themselves and for other people -- both individuals and groups

- **SAVVY:** Geniuses can read the world around them and make appropriate adaptations with love and authenticity. They have proficient technology skills, awareness of the digital world, and a working knowledge of basic finance. They can make informed, strategic decisions as they mature.

- **SELF-CONFIDENT & SELF-LOVING:** Geniuses know their voice and ideas matter. They have a strong sense of who they are, their strengths and challenges, what they can contribute to their community, and who they want to become. Geniuses ask for what they need. They practice self-compassion and self-regulation. Geniuses know they are inherently valuable and worthy of love.

2025 Strategic Plan: Theory of Action

If we...

IDENTITY

Clarify who we are and what we stand for:
- Design and internalize equity commitments, core values, holistic graduate aims, and a refreshed mission statement
- Integrate our beliefs and values into all academic, cultural, talent, operational, and financial systems and processes

ACADEMICS

Commit to genius awakening education for all:
- Design an instructional vision that aligns with our graduate aims, maximizes our small class sizes and diversity, and results in in a joy filled, genius awakening education
- Ensure all geniuses have access to rich experiences, inside and outside the classroom, to spark curiosity and apply learning
- Adopt equitable curriculum and assessments where Geniuses see themselves and their interests in their learning
- Implement a system of academic support that deepens teacher content knowledge, pedagogy, and love of teaching

TALENT

Create a great place to work:
- Build opportunities for every staff member to grow and develop in the direction aligned to their personal and professional goals and to the needs of the school
- Interrogate and restructure all talent practices, systems, and policies to evaluate staff members' beliefs about equity and inclusion as a means of ensuring we are building a safe and compassionate organization for all
- Define sustainable staffing, compensation and rewards, and talent systems structures to ensure rewards and incentives are transparent, fair, and sustainable and ultimately helping us to fulfill our mission

ORGANIZATIONAL SUSTAINABILITY

Design a Learning Community Built to Last:
- Develop and execute a financial strategy - inclusive of optimal scale, facilities, staffing, and budget - to ensure long-term sustainability
- Re-vision student recruitment and enrollment strategy and ownership
- Refresh operating model to centralize functions at the network level and clarify decision rights

Then...

All Geniuses, Staff, and Families will:
- Believe in what we stand for and how we show up for all student, staff, and families
- Our values will be evident in every classroom, school, interaction, policy, and system

All geniuses will:
- Experience genius awakening education that cultivates a love & ownership over their own learning, regardless of classroom, school, or starting point
- Have unique experiences inside and outside the classroom that spark joy, curiosity, passion for learning
- Benefit from strong relationships with highly skilled teachers with deep content expertise

All staff members will:
- See the targeted, personalized investment we are making in their growth, while ensuring the school is set up for success for years to come
- Aspire and work to embody our beliefs and take responsibility for their impact when they do not
- Feel understood in their roles and responsibilities, valued for their contributions, and able to balance their professional and personal lives with success

All community members will:
- Feel secure in their belief that Kindezi schools are sustainable for the long-term
- Have their voices heard in the decision-making process
- Have the tools, systems, resources, and physical environments to support student learning

By 2025...

Geniuses will be better prepared for high school, college, and choice-filled lives.

Develop the knowledge and skills necessary to excel in the high school of their choice and compete globally

(Critical Thinker, Problem Solver, Leader, Empowered Learner, Advocate, Confident, Self-loving & Self Aware)

+

Earn "Proficient" or above on Georgia Milestone assessments

+

Every genius demonstrates high-level of individual growth

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

Strengths	Challenges
Increase in ELA GMAS Scores from SY22-23 to SY 23-24. Scores increased from 12.3% Proficient and Above (2023) to 14.6% Proficient and Above (2024)	Approaximately 60% of our geniuses are scoirng in the beginner leve in ELA for GMAS
Increase in Science GMAS Scores from SY22-23 to SY 23-24. Scores increased from 6% Proficient and Above (2023) to 18% Proficient and Above	Approaximately 62% of our geniuses are scoirng in the beginner level in Science for GMAS
Increased ADA 3.1% and ended the year higher them the disticts ADA of 90.4%	More than 30% of our geniuses were absent 10 or more days.

Our Overarching Needs

Literacy	Numeracy	Whole Child & Intervention
There is a need for targeted focus/ intervention on geniuses gaining critical foundational skills in decoding, vocabulary, and comprehension domains that have been identified as root causes for proficiency gaps in literacy. This need will be addressed in a shift to structured literacy ,where there will be targeted literacy intervention blocks, a structured phonics block, supplemental personalized learning through the I-Ready My path, and various assessment opportunities to analyze data and further drive instruction.	There is a need for targeted focus/ intervention on geniuses gaining critical foundational numeracy. This need will be addressed through a structured math intervention block with the use of the Do The Math Intervention curriculum. This intervention block will be monitored weekly with fidelity with consistent data analysis to drive instruction, differentiation, and assist with instructional planning.	In the area of attendance, appropriate attendance accountability monitoring and intervention needs to be put in place to increase genius attendance rates and a significant decrease of 30% of the genius population exhibiting chronic absenteeism. These initiatives will be rooted in the goal and promotion initiative of geniuses loving school and being engaged to attend daily.

Based on the needs assessment, establish clear and measurable goals and objectives for improving student achievement.
Goals should be specific, achievable, relevant, and time-bound (SMART).
Align goals with state and district standards and priorities

SMART Goals

Literacy	Numeracy	Whole Child & Intervention
By May 2025, the % of students in grades 3 – 5 scoring in the beginning category will decrease by 5% from 60% (2024) to 55% (2025) and the % of students scoring proficient or above will increase by 5% from 15% & (2024) to 20% (2025) in Reading/ELA based on Milestones Data.	By May 2025, the % of students in grades 3 – 5 scoring in the beginning category will decrease by 5% from (2024) and the % of students scoring proficient or above will increase by 5% from (2024) to (2025) in MAth based on Milestones Data.	During the 2024-2025 school year, the percentage of students with 10% or more of their enrolled day absensent will decrease from 36% to 30%

Progress Monitoring Measures

Literacy	Numeracy	Whole Child & Intervention
• Weekly Data & Instructional Planning PLCs, • Submission/review of instructional lesson plans, implementation of the coaching cycle (plan, observe, coach, model, Co-teach), common building assessments, universal screeners • Monitoring of MAP data.	• Weekly Data & Instructional Planning PLCs, • Submission/review of instructional lesson plans, implementation of the coaching cycle (plan, observe, coach, model, Co-teach), common building assessments, universal screeners • Monitoring of MAP data.	ADA, CCRPI, Genius monthly surveys, Weekly WCI meetings.

DATA DISCUSSION

Achievement Overview

Kindezi Gideons | Math K-12

Grade	Achievement Winter 2023-2024 Median and Distribution
All Grades	31st — 34% — 24% — 21% — 11% — 10%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th   Rostere_
Teste_

Grade	Achievement Spring 2023-2024 Median and Distribution
All Grades	37th — 34% — 18% — 21% — 16% — 11%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th   Rostered

Achievement Overview

Kindezi Gideons | Reading

Grade	Achievement Winter 2023-2024 Median and Distribution
All Grades	33rd 37% 19% 17% 15% 12%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th   Rostere

Kindezi Gideons

Achievement Overview

Kindezi Gideons | Reading

Grade	Achievement Spring 2023-2024 Median and Distribution
All Grades	38th 32% 21% 17% 18% 12%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th   Rostered   Tested

Gideons

ELA

	2018	2019	2022	2023	2024
3rd	9%	13%	13%	9%	7%
4th	6%	7%	6%	22%	11%
5th	7%	5%	7%	6%	26%

Math

	2018	2019	2022	2023	2024
3rd	31%	30%	13%	8%	19%
4th	18%	26%	6%	22%	26%
5th	9%	14%	5%	6%	13%

Science

	2018	2019	2022	2023	2024
5th	2%	0%	2%	6%	17%

GLOWS & GROWS

GLOWS

- Increased in all grades levels in Math GMAS
- Double digit gain of 11% in 3rd grade math
- 20% gain in 5th grade ELA
- 5th grade cohort increased 4% from their 4th grade year in ELA
- 4th grade cohort increased 18% from their 3rd grade year
- 5th grade increased 11% in Science
- Grew 2% in ELA Schoolwide
- Grew 7% in Math School Wide

GROWS

- Decreased proficiency in grades 3rd and 4th in ELA GMAS
- Network Goal is 30% proficiency in ELA and Math ELA
- 14% proficiency in ELA
- 19% proficiency in Math

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.

<u>The School Uniform Advisory Committee will be responsible for:</u>

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

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 <u>with</u> Ambassadors
Recommend inclusion of at least 3 student ambassadors

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

MIDDLE

Middle School <u>with</u> Student Ambassadors
At least 3 student ambassadors

Middle School <u>without</u> Student Ambassadors
At least 3 students selected by the principal with GO Team input

HIGH

High School <u>with</u> Elected Student Government
At least 3 students as selected by the SGA

High School <u>without</u> 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

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

(Kindezi @ Gideons) LEVELING

INFORMATION ABOUT OUR SCHOOL

- Attendance Update: 93.2 ADA (APS- 92.4)..... CCRPI 78.9%
- Gideons had the highest survey data out of the The Kindezi Schools... that includes Geniuses, Staff, and Parents
- I ATTEND bike Give Away
- Curriculum Night/ Fall Festival
- Science of Reading (Rollins)
- First Fridays
- Kindezi Walkthrough
- Athletics
- STEAM!!!!!
- Hands- On Atlanta Saturday Steam Camp

QUESTIONS?