

Tuskegee Airmen Global Academy

Organizational Design & Strategic Plan **SY 2021-2022**



Revised January 6, 2020

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Tuskegee Airmen Global Academy

Dear Stakeholders,

We invite all of you to join us, as TAG Academy continues on its journey of becoming a premiere school where all students are engaged learners! Our school's vision challenges us to continue to provide transformative educational experiences, while also being flexible enough to meet the ever changing social, emotional, and cognitive needs of TAG's 21st Century scholars. Our learning experiences are designed to empower students to be change agents, innovators and problem solvers. It is our charge to ensure that each and every TAG Academy student is prepared to positively impact their families, community, and emerging global society. We welcome our Stakeholders to embark on this journey with us!

Yolanda Weems, Principal
Tuskegee Airmen Global Academy



"We Were Aware, We Dare Not Fail."

Charles Dryden Sr. | One Of The First Tuskegee Airman In Combat



Tuskegee Airmen Global Academy

(TAG Academy) is a special-purpose government entity that operates in the spirit of a non-profit organization. TAG Academy utilizes systems thinking, strategic planning, organizational learning, and organizational design to develop a culture and structure that embraces the vision and drives its mission. Additionally, TAG Academy provides authentic cultural-relevant learning experiences to equip students with cognitive skills and develop social & emotional intelligence to successfully navigate the advancement, norms, and uncertainty in society.



Our Vision

Tuskegee Airmen Global Academy is a premiere school that creates innovative leaders, healthy families, vibrant communities and transformative change in society.





Our Mission

Our mission is to cultivate "Change Agents" through high quality, stimulating real-world learning experiences through the 4 Divisions of Learning:

- Agriculture
- Aerospace, Aviation & Engineering
- Entrepreneurship
- Health Science, Social & Environmental Justice

We are dedicated to empowering our learners to navigate and improve the community in which they live. Additionally, we challenge them to achieve their full potential by promoting innovation and creativity, so that they become productive citizens.



Organizational Details



Establishment | 2015 (Merger of Connally Elementary & Venetian Hills Elementary)

Purpose | To Provide Innovative & Relevant Educational Services To Students Aged 6-11 To Successfully Prepare Them For College, Career, and Life.

Neighborhoods Served | Cascade Avenue, Venetian Hills, West View, Campbellton Road, West End, Oakland City, and Pomona Park

Students Served | 560 Students

Family Size | 560 Families

Staff Size | 70+ Employees

Budget | \$6,000,000+

Learning Experience: Divisions of Learning



The Divisions of Learning are designed to contextualize and conceptualize TAG Academy's learning experiences. Our Divisions of Learning aligns us to industries and partners, producing a pipeline to expose our students to tangible experiences faced historically, presently, and in the future.

- Agriculture
- Aviation, Aerospace & Engineering
- Entrepreneurship
- Health Science |
Social & Environmental Justice



Learning Experience: **Divisions of Learning**

Agriculture:

Our agriculture-oriented signature programs include our Agriculture Garden for Research Initiative and our school-based Farmer's Market. In both programs, students explore urban farming, alternative & innovative agricultural practices, agribusiness, and agricultural sustainability for building a healthy community. These programs are offered year-round to the students, families, and community through targeted grade-level problem-based learning projects, after-school clubs, and summer programming.

Key Partnerships:

- West Atlanta Watershed Alliance
- Grape Roots, Inc.
- Basil Me



Learning Experience: **Divisions of Learning**

Aviation, Aerospace & Engineering:

Our aerospace, aviation, and engineering programming focus on the transdisciplinary integration of authentic Science, Technology, Engineering, and Mathematics (STEM) learning experiences. Students engage in activities that require them to be real-world innovative problem solvers. Further, students develop and evaluate innovative solutions to problems in the aviation, aerospace, and engineering field. Our students experience these disciplines through problem-based and multi-media learning experiences, flight simulation, augmented reality techniques, and on-site field experiences. These experiences and collaboration with industry experts offer our students the opportunity to explore careers and seek aviation, aerospace, and engineering career pathways for a fluid 21st Century global market.

Key Partnerships:

- Tuskegee Airmen (Atlanta Chapter)
- Daniel Guggenheim School of Aerospace Engineering (GT)
- Honeywell International Inc.



Learning Experience:

Divisions of Learning

Entrepreneurship:

Our entrepreneurship programming is shaped by Booker T. Washington's entrepreneurial philosophy of focusing on socio-cultural and economic challenges faced by vulnerable communities. Our students are charged with using entrepreneurship as a means for identifying socioeconomic community barriers, and then create a business or use an entrepreneur mindset to alleviate those social, economic, physical barriers impacting their communities. Students learn to view their community not as a liability, but as an opportunity to use their power, knowledge, and ability to be change agents to improve and strengthen their families and neighborhoods.

Key Partnerships:

- Tantrum Agency
- Buzz Cafe
- A2D



Learning Experience: **Divisions of Learning**

Health Science | Social & Environmental Justice:

Programming in this division of learning is designed to empower students to confront social, economic, and public health challenges that specifically impact their lives locally, nationally, and globally. Students will use design thinking to develop practical and innovative solutions to correct systemic norms that perpetuate societal disparities.

Key Partnerships:

- Morehouse School of Medicine
- Atlanta Bike Coalition
- Georgia Commute Options
- Georgia Safe Routes To Schools
- Robert Constant, Author
- Zellie Rainey Orr, Historian & Civil Rights Advocate
- Josh Rowan, Commissioner of Atlanta's Department of Transportation





Tuskegee Airmen Global Academy

Organizational Structure

TAG Academy's Organizational Structure: **GoTeam**

The GoTeam is the local school governance team. This team is responsible for collaborating with school leaders to provide input regarding the school's strategic plan, budget, family engagement, flexibility requests, and participation in hiring and evaluating the school's principal.

Ashlee Lee | **GoTeam Chair**

Math Specialist, TAG Academy

Alexandria Rackston | **GoTeam Co-Chair**

4th Grade STEM Teacher, TAG Academy

Yolanda Weems | **Principal**

Principal, TAG Academy

Michelle Denson | **Staff Seat**

2nd Grade Teacher

Malcolm Benson | **Community Seat**

Telecommunication Strategist

David Hefner | **Community Seat**

Vice President of Strategy and Institutional Effectiveness, Morehouse School of Medicine

Wykeisha Howe | **Parent Seat**

Executive Director, Respect Cascade Inc.

Brian Smith | **Parent Seat**



TAG Academy's Organizational Structure:

Senior Leadership Team

The Senior Leadership Team develops systems and structures to cultivate the organization's growth, sustainability, and success. The team sets the vision, prioritize budget, hire and evaluate staffing, and manages school-wide operations to achieve annual goals. Additionally, The Senior Leadership Team engages and collaborates with families, community, and GO Team to achieve the school's mission and goals.

Yolanda Weems | **Principal**

Nechelle Sharpe | **Assistant Principal**

Marco Pitts | **Assistant Principal**



TAG Academy's Organizational Structure:

Administration Team

The Administration Team creates the strategic plan to ensure the organization's growth and success. The team sets and models the expectations for leaders, teachers, and students on school-wide practices for creating a positive learning culture. Further, The Administration Team seeks and cultivates partnerships with organizations that align and advance TAG Academy's vision and mission.



Yolanda Weems | **Principal**

Nechelle Sharpe | **Assistant Principal**

Marco Pitts | **Assistant Principal**

Warren Edwards | **Instructional Coach**

Creighton Bryan | **Education Technology Specialist**

TAG Academy's Organizational Structure: **Departments**

Support Team | Yolanda Weems | **Department Leader**

The Support Team provides a multitude of services that support the students, teachers, staff, and families.

Yolanda Weems | **Principal**

Mavis Miller| **Clerk**

Chelse Mills| **Bookeeper**

Elizabeth Farrell| **Nurse**

LaDonia Coe-Watson| **Clerk/Parent Liasion**



TAG Academy's Organizational Structure: **Departments**

Academic House of Innovation | Nechelle Sharpe | Department Leader

The Academic House of Innovation designs academic systems that ensure the "transfer of learning" teaching strategies to engage students in real-world, authentic problem solving & performance tasks to demonstrate their learning. AHOI sets the school-wide professional development to increase teacher efficacy. The team develops intentional feedback loops for high-impact evaluation of academic programs to further the organization's continuous growth and meet its annual goals.



Nechelle Sharpe | **Dean of Academics**

Warren Edwards | **Academic Coordinator & Strategist**

Creighton Bryan | **Academic Coordinator & Strategist**

Ashlee Lee | **Academic Strategist**

Patrick Butler | **Academic Strategist**

TAG Academy's Organizational Structure: **Departments**

Culture and Climate Team | **Marco Pitts** | **Department Leader**

The Culture and Climate Team develops a comprehensive student support system focusing on proactive strategies to help students alleviate & cope with social, economic & health barriers. Additionally, the team executes the strategic plan to ensure that the organization meets its annual goals.

Marco Pitts | **Assistant Principal**

LaMont Mitchell| **Social Worker**

Trina Scott| **Counselor**

Andrea Gibbs| **Behavior Specialist**

LaToya Henry| **Special Education Lead Teacher**

Renina Knapp| **Student Support Team Coordinator**

Owen Rogers| **Support Liaison**



TAG Academy's Organizational Structure:

Departments

Family Engagement Team | Yolanda Weems | Department Leader

The Family Engagement Team goal is to build genuine relationships with families to support their overall well-being, including students' learning and healthy development at home and school. When families are engaged, and partnerships are created with a common focus, it helps children grow and thrive.

Yolanda Weems | **Principal**

Marco Pitts | **Assistant Principal**

Nechelle Sharpe | **Dean of Academics**

LaDonia Coe-Watson | **Parent Liaison/Clerk**

LaMont Mitchell | **Social Worker**

Trina Scott | **Counselor**

Andrea Gibbs | **Behavior Specialist**

LaToya Henry | **Special Education Lead Teacher**

Renina Knapp | **Student Support Team Coordinator**

Warren Edwards | **Academic Coordinator & Strategist**

Creighton Bryan | **Academic Coordinator & Strategist**

Ashlee Lee | **Academic Strategist**

Patrick Butler | **Academic Strategist**

Mavis Miller | **Clerk**

Chelse Mills | **Book Keeper**

Elizabeth Farrell | **Nurse**

TAG Academy's Organizational Structure: Learning Experience Designers

PRIMARY PHASE

The academic system's primary phase is to provide students with the fundamental skills and knowledge in Literacy and Mathematics. An important part of elementary schooling is socialization with peers and creating identification of the child with the community.

- Anteneille Woods | Pre-Kindergarten
- Joy Trimble | Pre-Kindergarten
- Janay Boyd | Kindergarten | Grade-Level Chair
- JoVonna Johnson | Kindergarten | Grade-Level Chair
- Andrea Lane | Kindergarten
- Kimberly Anderson | Kindergarten
- Charmeil Bell | Kindergarten
- Adrienne Davis | Kindergarten
- Raven Parrott | Kindergarten
- Nia Clinkscales | Kindergarten
- Karen Weary-Wilson | Kindergarten
- Jasmine Hill | 1st Grade | Grade-Level Chair
- Camri Dorsey | 1st Grade | Literacy PLC Leader
- Anesha Williams | 1st Grade | Math PLC Leader
- Kiara Fernandez | 1st Grade
- Lakeisha Allen | 1st Grade
- Valerie Johnson | 1st Grade
- Sheakita Turner | Multiple Grade Levels
- Kimberly Sims | Multiple Grade-Levels

TAG Academy's Organizational Structure: Learning Experience Designers

INTEGRATION PHASE

This phase expands learning by strengthening fundamental skills content by engaging in evidence-based application of the curriculum. There is substantial integration of academic transfer with a balanced approach to real world problem- based learning.

- Michelle Denson | 2nd Grade | Grade-Level Chair
- Algernon Barlow | 2nd Grade
- Roger Williams | 2nd Grade
- Shenee Swaby-Bell | 2nd Grade
- Sharon Mitchell | 2nd Grade
- Chelsea Andrews| 2nd Grade
- Kiara Fernandez | 2nd Grade
- Dana Bowden | 3rd Grade | Grade-Level Chair
- Shannon Baskin | 3rd Grade
- David Archibald | 3rd Grade
- Jasmyne Jenkins | 3rd Grade
- Joi Williams | 3rd Grade
- James Lockhart | 3rd Grade
- Chanika Mitchell | Multiple Grade-Levels
- Elizabeth Philpot | Multiple Grade-Levels
- Sharontae Dowell | Multiple Grade-Levels

TAG Academy's Organizational Structure: Learning Experience Designers

TRANSFER PHASE

Students' competencies are broadened by connecting their learning to the real world. Students develop duty and responsibility within one's own community. Incorporating 21st-century skills and problem-based learning aids in managing the world they live in and cultivating change agents.

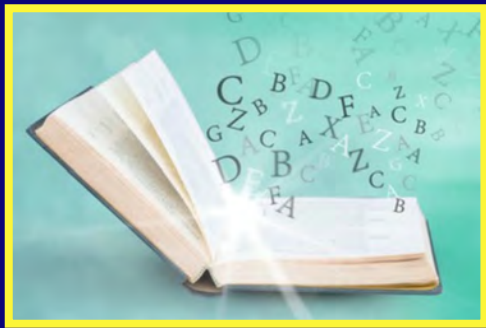
- Jodi Kokoszka | 4th Grade | Grade-Level Chair
- Alexandria Rackston | 4th Grade | STEM PLC Leader
- Tasasha Battle | 4th Grade
- Nola Bowden | 4th Grade
- Juветta Lindsey | 4th Grade
- Nnenia Joseph | 5th Grade | Grade-Level Chair
- Krystal Wells | 5th Grade | Literacy PLC Leader
- Teshauna Russell | 5th Grade | Math PLC Leader
- Toneka Bussey | 5th Grade
- Michael Darville | 5th Grade
- Gretchen Clay-Perkins | 5th Grade
- Kia Neville | 5th Grade
- Tiffany Williams | 4th & 5th Grade
- Marcus Copeland | Multiple Grade-Levels
- Tayla Washington | Multiple Grade-Levels
- Yanus Brassell | Multiple Grade-Levels
- Aisha Bryant | Multiple Grade-Levels



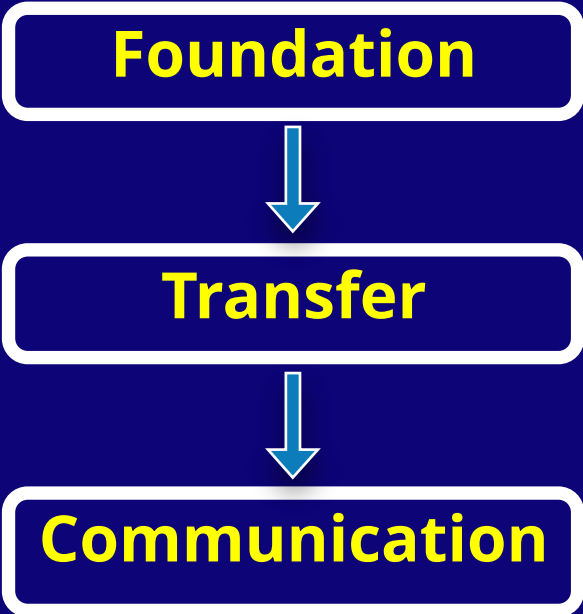
Tuskegee Airmen Global Academy

Academy System

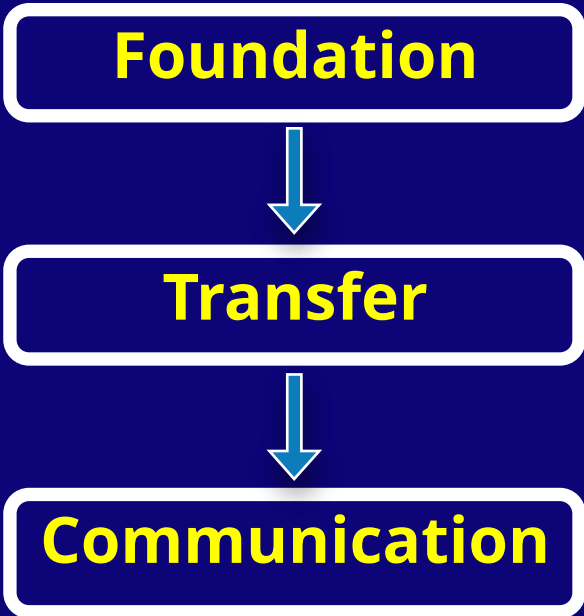
TAG Academy's Academic System is comprised of three components: Literacy, Math, and STEM. Every student on each grade-level engages in learning experiences connected to these components. The learning experiences are designed to build content mastery by taking students through the process of *foundational building, transfer of learning, and communication of ideas and reasoning*.



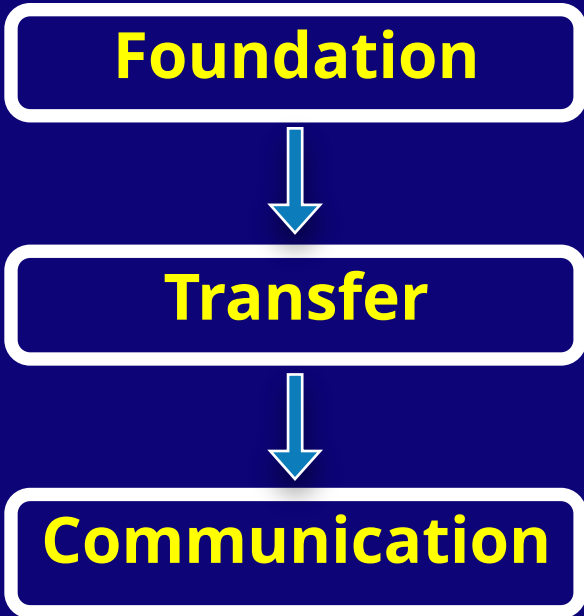
Literacy



Math



STEM



Build The **Foundation**

Remember | Understand | Apply | Analyze



Demonstrate Learning Through **Transfer**

Evaluate | Design | Create | Innovate



Develop A Voice Through Effective **Communication**

Writing | Multimedia | Oration | The Arts

Feedback Loops

Foundation



Formative and Summative Assessments

Transfer



Problem-Based, Project -Based Learning,
Performance and Summative Assessments

Communication



The Effectiveness Of Influencing,
Motivating, &
Inspiring Stakeholders

Tuskegee Airmen Global Academy

Data Analysis

The data analysis results are used to determine the most impactful strategies for improving students learning. We designed an academic system that will positively impact students' trajectory; developed a comprehensive wraparound support system that reinforces whole child development and a strong family engagement structure that builds a bridge between home and school.



May 2019 Georgia Milestone Data

AN EDUCATIONAL DISPARITY AT TAG ACADEMY

3rd-5th Grade Data

IN LITERACY

only 
12.82%

Of Our Students with
Disabilities Are On
Grade-Level.

only 
18.45%

Of Our African
American Students
Are On Grade-Level.

only 
18.61%

Of Our Economically
Disadvantaged
Students Are On
Grade-Level.

IN MATH

only 
15.39%

Of Our Students with
Disabilities Are On
Grade-Level.

only 
29.52%

Of Our African
American Students
Are On Grade-Level.

only 
29.56%

Of Our Economically
Disadvantaged
Students Are On
Grade-Level.

2019 Georgia Milestone Data

Data Comparison TAG Academy VS The State's Data

AN EDUCATIONAL DISPARITY AT TAG ACADEMY

English & Language Arts

State of Georgia

	Proficient	Distinguished	On Grade-Level
All Students	29.93%	14%	43.93%
Students with Disabilities	10.55%	3.16%	13.71%
Black	22.52%	6.50%	29.02%
Economically Disadvantaged	24.86%	7.21%	32.07%
English Learners	25.06%	7.20%	32.26%
Hispanic	26.86%	8.25%	35.11%
American Indian/Alaskan Native	34.01%	11.58%	45.59%
Multi-Racial	33.77%	17.28%	51.05%
White	37.26%	20.60%	57.86%
Asian /Pacific Islander	35.86%	38.52%	74.38%

Tuskegee Airmen Global Academy

All-Students	14.60%	4.01%	18.61%
Students with Disabilities	12.82%	0%	12.82%
Black	14.39%	4.06%	18.45%
Economically Disadvantage	14.60%	4.01%	18.61%

Math

State of Georgia

	Proficient	Distinguished	On Grade-Level
All Students	34.05%	13.71%	47.76%
Students with Disabilities	14.37%	3.99%	18.36%
Black	25.35%	5.20%	30.55%
Economically Disadvantaged	29.20%	7.07%	36.27%
English Learners	31.68%	9.71%	41.39%
Hispanic	33.21%	8.68%	41.89%
American Indian/Alaskan Native	33.29%	14.76%	48.05%
Multi-Racial	37.12%	16.17%	53.29%
White	42.26%	20.07%	62.33%
Asian /Pacific Islander	35.24%	46.83%	82.07%

Tuskegee Airmen Global Academy

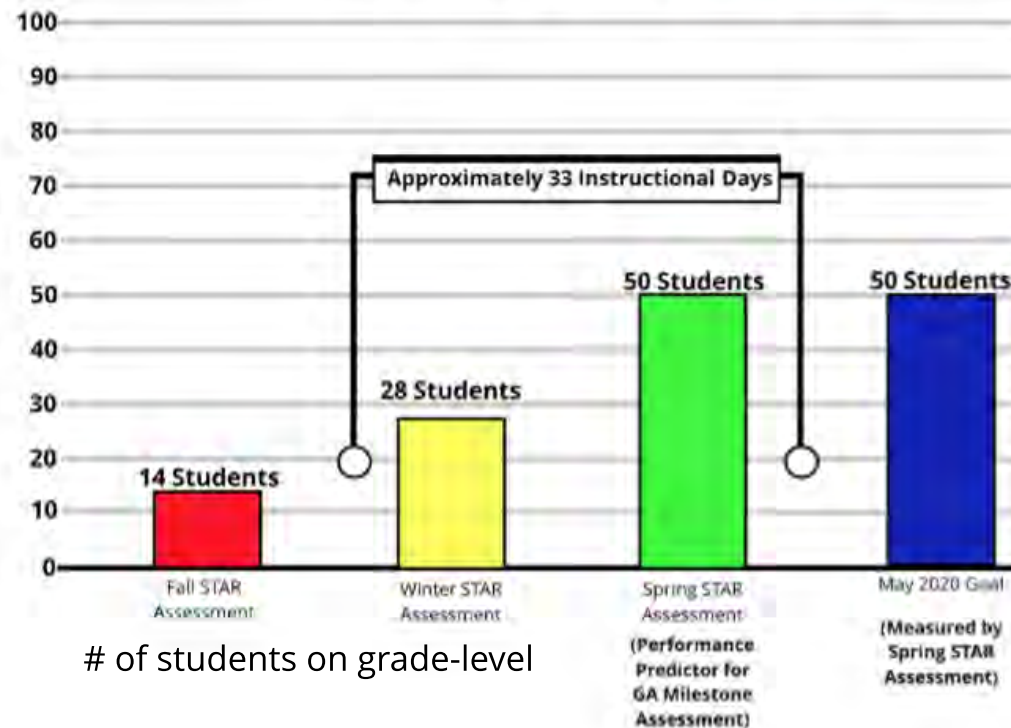
All-Students	23.36%	6.20%	29.56
Students with Disabilities	10.26%	5.13%	15.39
Black	23.62%	5.90%	29.52
Economically Disadvantage	23.36%	6.20%	29.56

2020 Winter STAR Data (February 2020)

AN EDUCATIONAL DISPARITY AT TAG ACADEMY

3rd Grade Math

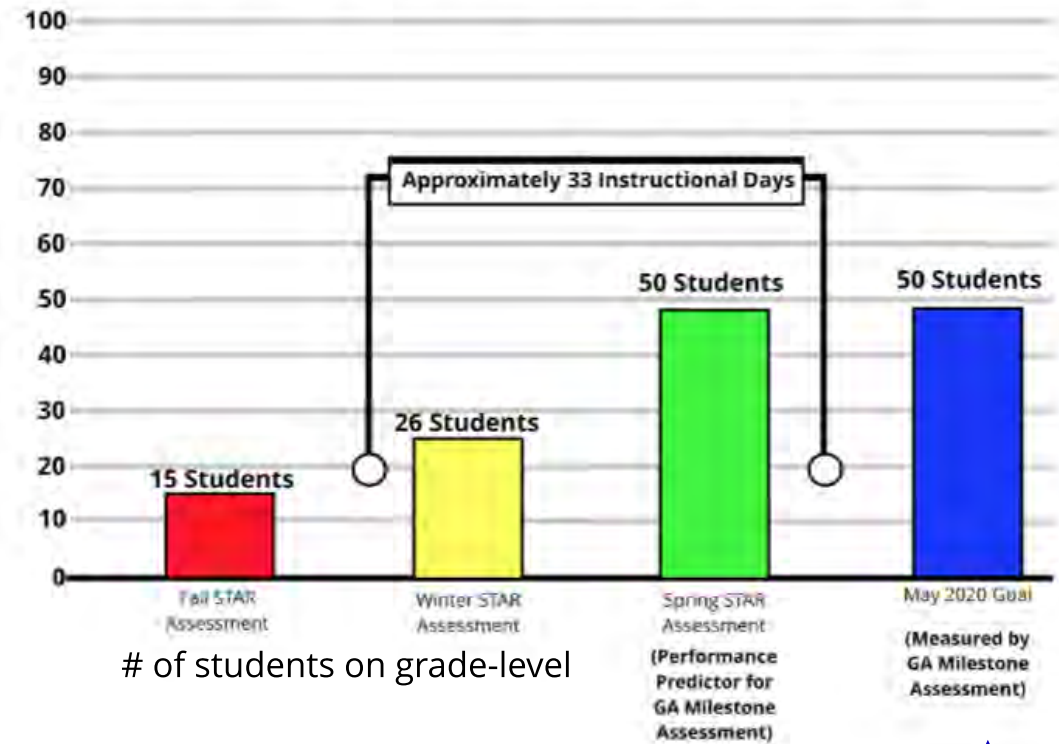
Instructional Leaders: Archibald, Baskin & Bowden



Our Goal By The End of SY2020
{The Spring STAR Assessment & Georgia Milestone Assessments Were Never Administered Due To COVID-19}

3rd Grade Reading

Instructional Leaders: Barlow, Jenkins & Williams



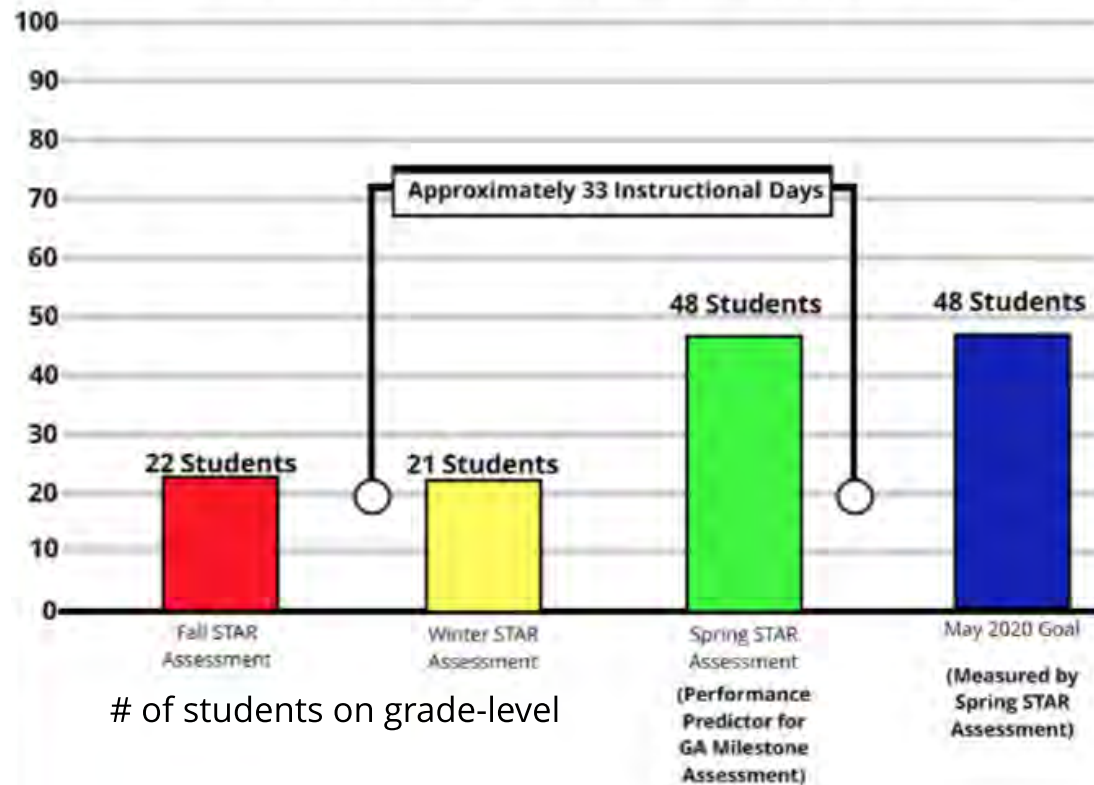
Our Goal By The End of SY2020
{The Spring STAR Assessment & Georgia Milestone Assessments Were Never Administered Due To COVID-19}

2020 Winter STAR Data (February 2020)

AN EDUCATIONAL DISPARITY AT TAG ACADEMY

4th Grade Math

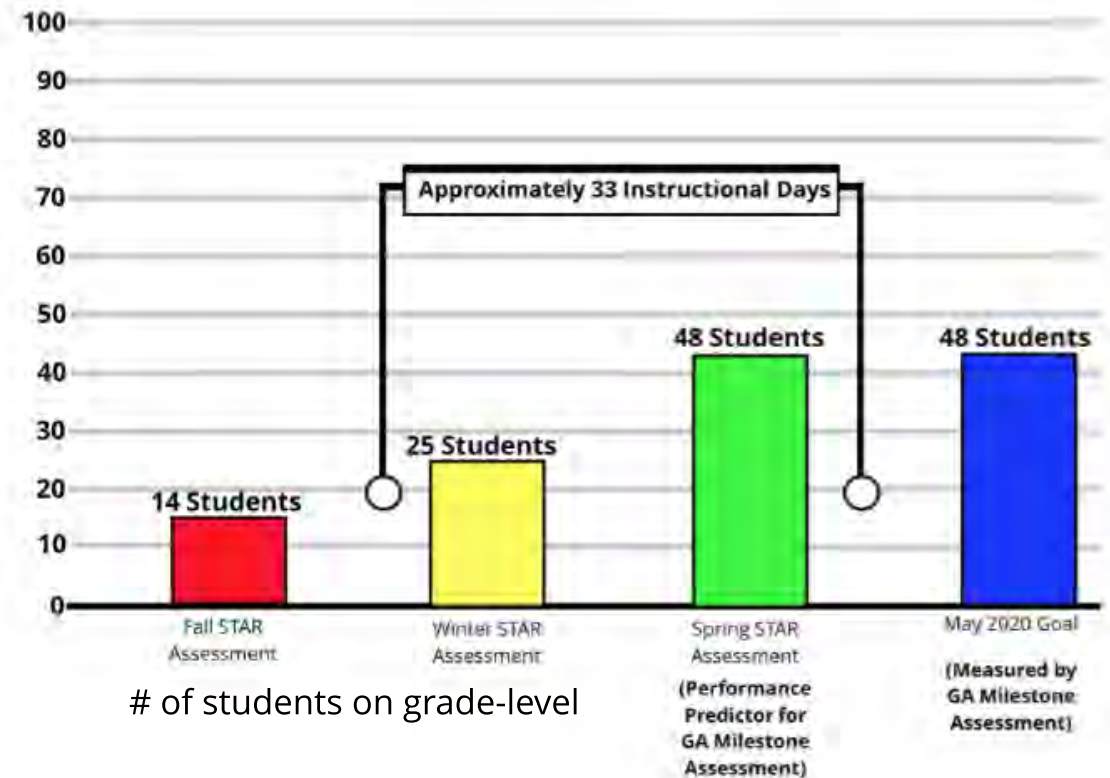
Instructional Leaders: Lindsey, Kokoszka, and Clay-Perkins



Our Goal By The End of SY2020
{The Spring STAR Assessment & Georgia Milestone Assessments Were Never Administered Due To COVID-19}

4th Grade Reading

Instructional Leaders: Battle, Rackston, and Lewis



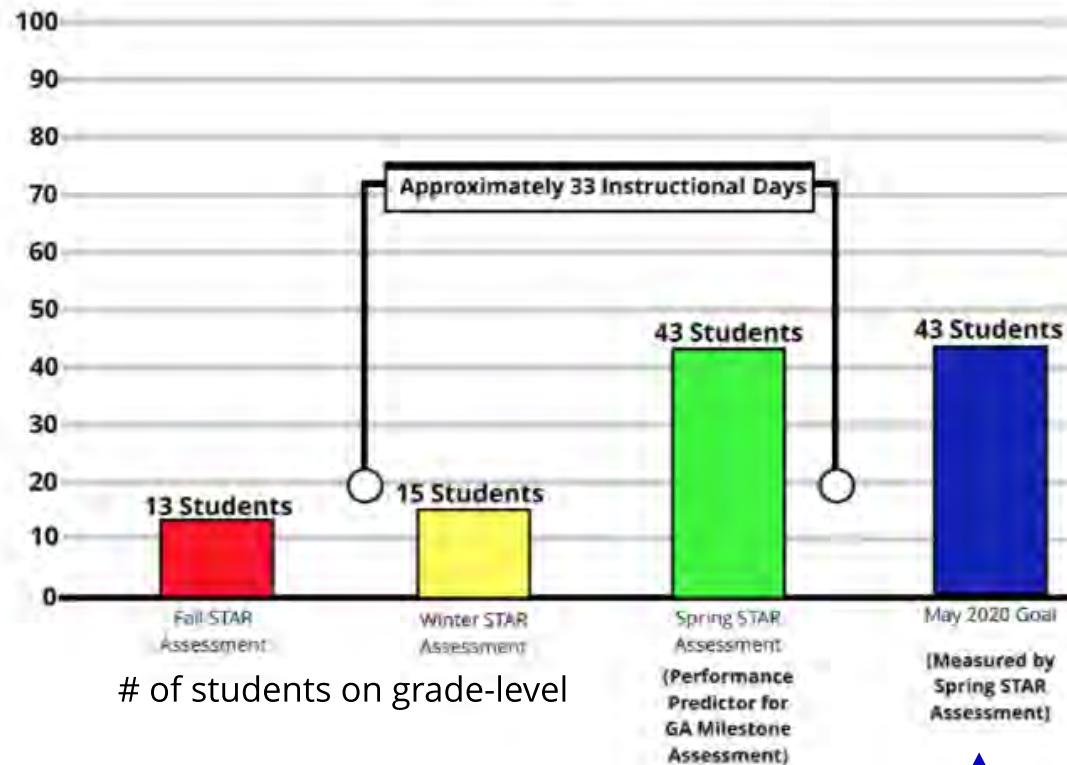
Our Goal By The End of SY2020
{The Spring STAR Assessment & Georgia Milestone Assessments Were Never Administered Due To COVID-19}

2020 Winter STAR Data (February 2020)

AN EDUCATIONAL DISPARITY AT TAG ACADEMY

5th Grade Math

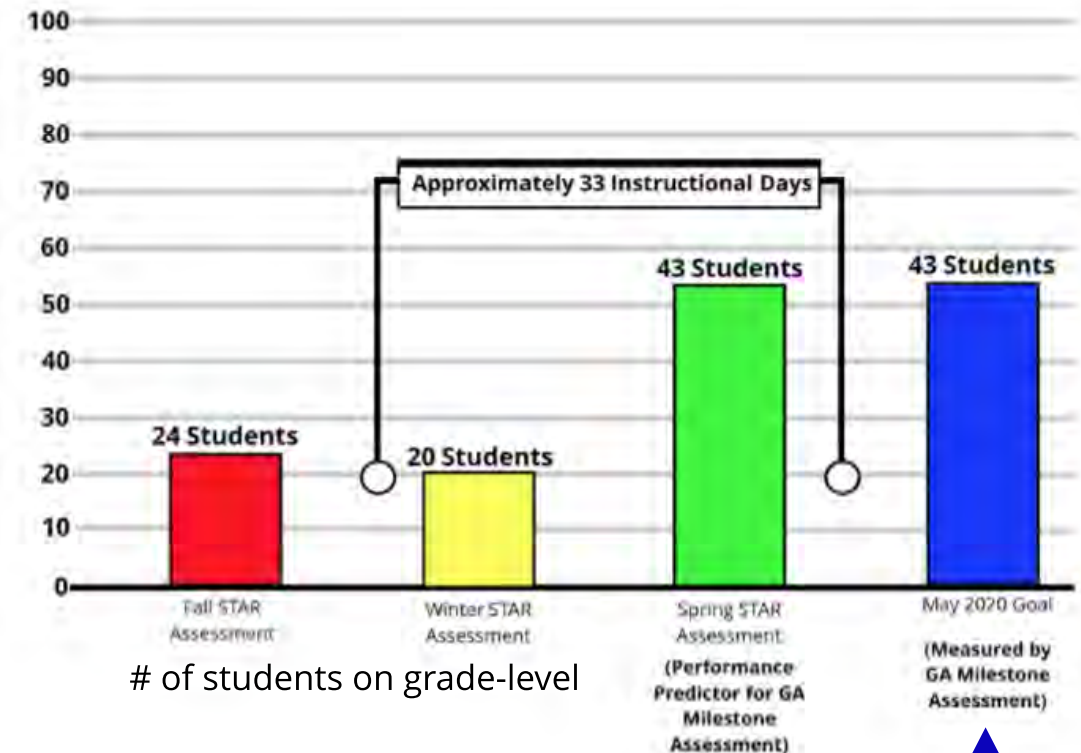
Instructional Leaders: Russell & Clay-Perkins



Our Goal By The End of SY2020
{The Spring STAR Assessment & Georgia Milestone Assessments Were Never Administered Due To COVID-19}

5th Grade Reading

Instructional Leaders: Wells, Joseph, and Lewis



Our Goal By The End of SY2020
{The Spring STAR Assessment & Georgia Milestone Assessments Were Never Administered Due To COVID-19}

Trend Data

AN EDUCATIONAL DISPARITY AT TAG ACADEMY

| **2017** | 

Data from the Georgia Milestones Assessment

15.6%

Of Our Students Are On Grade-Level in **Math**.

14.7%

Of Our Students Are On Grade-Level in **Reading**.

17.6%

Of Our Students Are On Grade-Level in **Science**.

7.4%

Of Our Students Are On Grade-Level in **Social Studies**.

| **2019** | 

Data from the Georgia Milestones Assessment

29.52%

Of Our Students Are On Grade-Level in **Math**.

18.96%

Of Our Students Are On Grade-Level in **Reading**.

29.41%

Of Our Students Are On Grade-Level in **Science**.

16.47%

Of Our Students Are On Grade-Level in **Social Studies**.

| **2018** | 

Data from the Georgia Milestones Assessment

20.35%

Of Our Students Are On Grade-Level in **Math**.

16.31%

Of Our Students Are On Grade-Level in **Reading**.

18.83%

Of Our Students Are On Grade-Level in **Science**.

11.76%

Of Our Students Are On Grade-Level in **Social Studies**.

| **2018** |

22%

Of Our Students Are On Grade-Level in **Math**.

18%

Of Our Students Are On Grade-Level in **Reading**.

| **2019** |

23%

Of Our Students Are On Grade-Level in **Math**.

26%

Of Our Students Are On Grade-Level in **Reading**.

Winter STAR Data

(Year to Year Comparison)

Trending higher in both Reading and Math

Trend Data

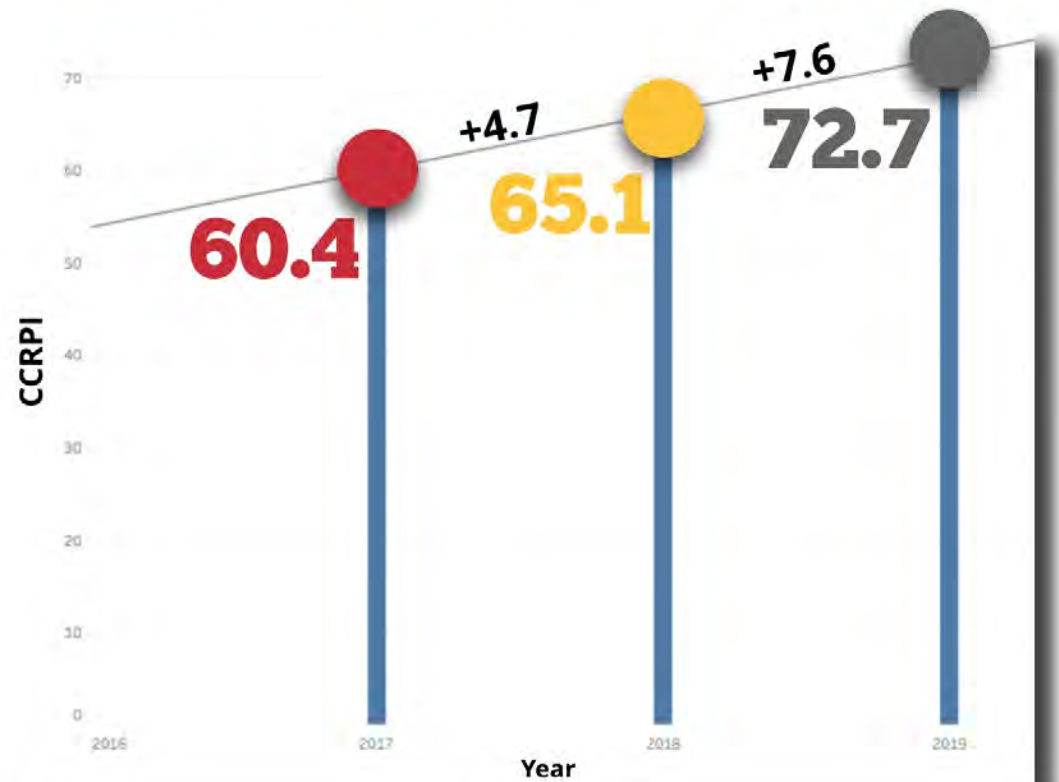
AN EDUCATIONAL DISPARITY AT TAG ACADEMY

Our Score

72.7

CCRPI

Tuskegee Airmen Global Academy



CCRPI is a comprehensive school improvement and accountability tool. The assessment results are utilized to identify students failing to achieve mastery of content, provide teachers with feedback about instructional practices, and help the school establish priorities.



Tuskegee Airmen Global Academy

Strategy

TAG Academy's Strategic Plan SY 2021-2022

Our Students

Content Mastery



Our Students

Social & Emotion Intelligence



Our Families

Re-Engaging Families



Strategic Priority #1

Design an academic system that ensures transfer of learning teaching strategies to engage students in real world authentic problem solving & performance task to demonstrate their learning

Rationale: Deep understanding occurs when students are engaged in conceptual learning and transference of skills across all contexts in real-world situations. True content mastery occurs when students use acquired knowledge to construct meaning in creative, innovative ways.

Strategic Priority #2

Expand our student support system by focusing on proactive strategies to help alleviate & cope with the social, economic & health barrier faced by our students.

Rationale: The socioeconomic and physical barriers have a direct impact on student performance. It is vital that a school plans proactively to support the whole child with a comprehensive approach to wraparound services.

Strategic Priority #3

Adopt APS's "Removing Barrier" School-Based Family Engagement Model to methodically "meet" families where they are, while identifying and providing solutions for families' core needs while promoting the academic well-being of the student.

Rationale: Many of our families are adversely impacted by social and economic determinants. In many cases, these factors are creating family instability. This family instability directly correlates to inadequate students achievement and cognitive growth as well as social and emotional obstacles.

Our Students

Content Mastery



Strategic Priority #1

Design an academic system that ensures transfer of learning teaching strategies to engage students in real world authentic problem solving & performance task to demonstrate their learning.

TAG Academy's Strategic Plan SY 2021-2022

Our Students Content Mastery

Strategic Priority #1

Design an academic system that ensures transfer of learning teaching strategies to engage students in real world authentic problem solving & performance task to demonstrate their learning.

Yolanda Weems - Principal | Nechelle Sharpe - Assistant Principal | Marco Pitts - Assistant Principal | Academic House of Innovation

Tactics for the Dean Of Academics, Instructional Coach, Technology Specialist, STEM Specialist, and Math Specialist:

- Re-purpose the roles of the Specialist to align with Strategic Priority Number #1.
- Design professional learning based on needs assessments and academic frameworks to ensure that teachers design authentic learning activities supported by content area standards and use digital tools and resources to maximize active, deep learning.
- Build the capacity of educators and instructional teams to ensure transfer of knowledge and the ISTE Standards are placed into practice by facilitating active learning and providing meaningful feedback.
- Explore and apply instructional & learning experience design principles to create innovative learning environments that engage and support learning.

TAG Academy's Strategic Plan SY 2021-2022

Our Students Content Mastery

Strategic Priority #1

Design an academic system that ensures transfer of learning teaching strategies to engage students in real world authentic problem solving & performance task to demonstrate their learning.

Yolanda Weems - Principal | Nechelle Sharpe - Assistant Principal | Marco Pitts - Assistant Principal | Academic House of Innovation

Tactics for the Dean Of Academics, Instructional Coach, Technology Specialist, STEM Specialist, and Math Specialist:

- Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
- Create intentional student groupings based on students instructional levels so that teachers can create learning experiences that meet the diverse needs of the students served with instructional para support for each content area; Students in tier 4 will receive instruction in all content areas as a grouping strategy.
- Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
- Provide teachers with 75 minutes of daily instructional preparation. Prioritize scheduling for grades 3-5 with BTC and Lunch back to back for a continuous block of preparation time.
- Create an intentional schedule of collaborative planning each Tuesday. (SST, IEP and co-facilitation)

TAG Academy's Strategic Plan SY 2021-2022

Our Students Content Mastery

Strategic Priority #1

Design an academic system that ensures transfer of learning teaching strategies to engage students in real world authentic problem solving & performance task to demonstrate their learning.

Yolanda Weems - Principal | Nechelle Sharpe - Assistant Principal | Marco Pitts - Assistant Principal | Academic House of Innovation

Tactics for the Dean Of Academics, Instructional Coach, Technology Specialist, STEM Specialist, and Math Specialist:

- Design a BTC Course to nurture and foster students engagement in Literacy application to improve Lexile scores.
- Leverage digital tools and platforms providing opportunity for all students to participate in extended TAGtopia Tutorial offered on Wednesday's from 4:00PM-5:00PM.
- Implement a program evaluation tool to provide feedback on the effectiveness of Strategic Priority #1

TAG Academy's Strategic Plan SY 2021-2022

Our Students Content Mastery

Strategic Priority #1

Design an academic system that ensures transfer of learning teaching strategies to engage students in real world authentic problem solving & performance task to demonstrate their learning.

Yolanda Weems - Principal | Nechelle Sharpe - Assistant Principal | Marco Pitts - Assistant Principal | Academic House of Innovation

Initial Budget Implications:

- Re-purpose Math Specialist.
- Prioritize funding for digital platforms that aid in student transfer of content (create, design and innovate) and STEM equipment and materials.
- Create a substitute budget to support inclusive of the monthly all day planning and professional learning for teachers.
- Purchase Articulate 360 Virtual Professional Learning platform to provide teachers with learning to build capacity in transference instruction.

Our Students Social & Emotion Intelligence



Strategic Priority #2

Expand our student support system by focusing on proactive strategies to help alleviate & cope with the social, economic & health barrier faced by our students.

TAG Academy's Strategic Plan SY 2021-2022

Our Students Social & Emotion Intelligence

Strategic Priority #2

Expand our student support system by focusing on proactive strategies to help alleviate & coup with the social, economic & health barrier faced by our students.

Yolanda Weems - Principal | Nechelle Sharpe - Assistant Principal | Marco Pitts - Assistant Principal | Climate & Culture Team

Tactics for the Climate & Culture Team Leader, Counselor, Behavior Specialist, Social Worker, and School Nurse:

- Identify, research, and understand behavior causation that impact learning respective to neuroscience, social and physical environments, and emotional injury
- Implements research and evidenced based interventions to promote responsible, appropriate behavior and reduce inappropriate behavior in all students
- MSM provides one-on-one and group mentoring to students in 3rd–5th grade to support character development, attitudes towards learning, and social-emotional learning.
- Use the Beyond the Core Course to increases awareness in dealing with oneself, others, and relationships in an effective way through the implementation of an SEL (self-management, self-awareness, social awareness, relationship skills and responsible decision masking)
- Conduct guidance activities, individuals and groups counseling as serve a preventative strategies for social and emotional conflict.

TAG Academy's Strategic Plan SY 2021-2022

Our Students Social & Emotion Intelligence

Strategic Priority #2

Expand our student support system by focusing on proactive strategies to help alleviate & coup with the social, economic & health barrier faced by our students.

Yolanda Weems - Principal | Nechelle Sharpe - Assistant Principal | Marco Pitts - Assistant Principal | Climate & Culture Team

Tactics for the Climate & Culture Team Leader, Counselor, Behavior Specialist, Social Worker, and School Nurse:

- Create care plans for students with chronic illness to monitor their well-being.
- Conduct preventative measures such as health care assessments and screenings for vision, hearing, dental, scoliosis and nutritional to help early diagnosis health challenges.
- Partner with healthcare provider to provide assess to health services for our students.
- Parents with mental health services connected to mental health wraparound support, teacher & staff training., crisis intervention, home visits and attendance Monitoring & Support.
- Implement a program evaluation tool to provide feedback on the effectiveness of Strategic Priority #2.

TAG Academy's Strategic Plan SY 2021-2022

Our Students Social & Emotion Intelligence

Strategic Priority #2

Expand our student support system by focusing on proactive strategies to help alleviate & coup with the social, economic & health barrier faced by our students.

Yolanda Weems - Principal | Nechelle Sharpe - Assistant Principal | Marco Pitts - Assistant Principal | Climate & Culture Team

Initial Budget Implications:

Prioritize funding positions for wrap around services for students and families.

Social Worker Position

Counselor Position

Behavior Specialist Position

Registered Nurse Position

Our Families

Re-Engaging Families



Strategic Priority #3

Adopt APS's "Removing Barrier" School-Based Family Engagement Model to methodically “meet” families where they are, while identifying and providing solutions for families’ core needs while promoting the academic wellbeing of the student.

Our Students Re-Engaging Families

Strategic Priority #3

Adopt APS's "Removing Barrier" School-Based Family Engagement Model to methodically "meeting" families where they are, while identifying and providing solutions for families' core needs while promoting the academic wellbeing of the student.

Yolanda Weems - Principal | Nechelle Sharpe - Assistant Principal | Marco Pitts - Assistant Principal | Family Engagement Team
Academic House of Innovation | Climate & Culture Team

Tactics for School-Based Family Engagement Team:

- Create a school-based family engagement committee comprised of parent liaison, counselor, behavior specialist, social worker and academic representative so that the school provides a comprehensive approach to supporting the learner and families.
- Design a qualitative data tool to identify the barriers faced by our families. Based on that data design programming or identify agencies to support the families' needs.
- Partner with the GO Team Family Engagement Committee to develop strategies for the school-based family engagement interventions.

TAG Academy's Strategic Plan SY 2021-2022

Our Students Re-Engaging Families

Strategic Priority #3

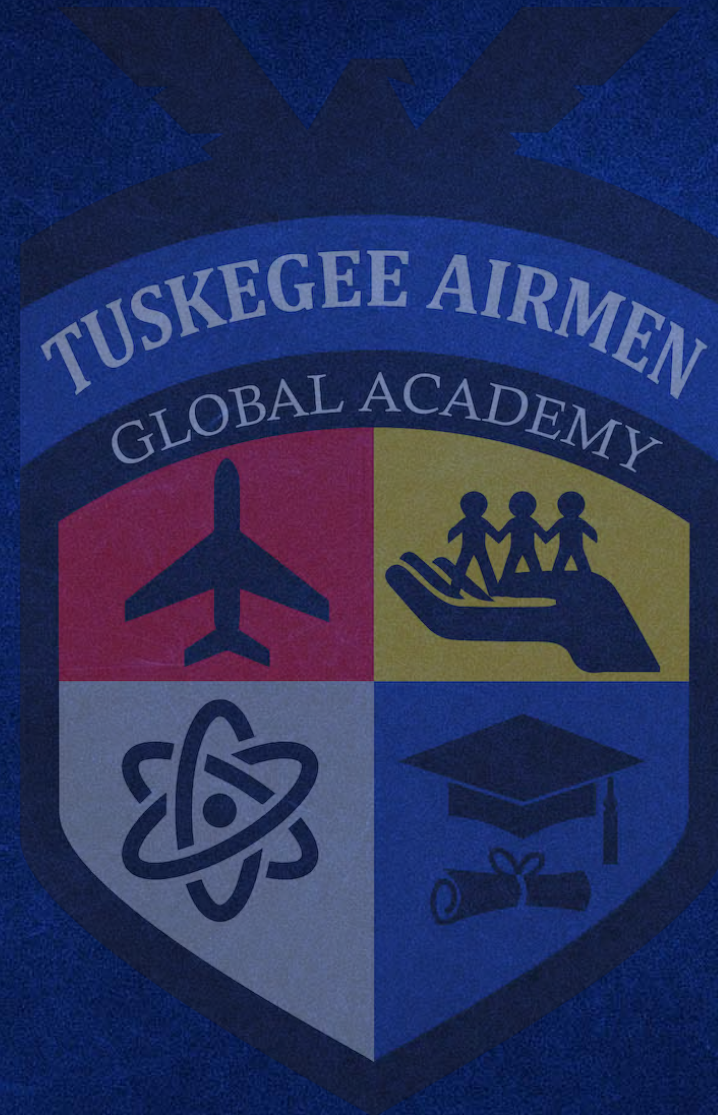
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Yolanda Weems - Principal | Nechelle Sharpe - Assistant Principal | Marco Pitts - Assistant Principal | Family Engagement Team
Academic House of Innovation | Climate & Culture Team

Initial Budget Implications:

Prioritize funding for positions and platforms to support the family engagement strategy.

- Parent Liaison position
- Remind 101 Platform
- Our School App





Budget Development Process

Tuskegee Airmen Global Academy



Norms

- This is a meeting of the GO Team. Only members of the team may participate in the discussion. Any members of the public present are here to quietly observe.
- We will follow the agenda as noticed to the public and stay on task.
- We invite and welcome contributions of every member and listen to each other.
- We will respect all ideas and assume good intentions.

Discussion of Budget Summary

(Step 4: Budget Choices)

Executive Summary

- This budget represents an investment plan for our school's students, employees and the community as a whole.
- The budget recommendations are tied directly to the school's strategic vision and direction.
- The proposed budget for the general operations of the school are reflected at \$6,249,173
- This investment plan for FY21 accommodates a student population that is projected to be 525 students, which is a increase/decrease of -7 students from FY20.

School Allocation

FY2022 TOTAL SCHOOL ALLOCATIONS

School	Tuskegee Airmen Global Academy
Location	1416
Level	ES
FY2022 Projected Enrollment	525
Change in Enrollment	-7
Total Earned	\$6,249,173

SSF Category	Count	Weight	Allocation
Base Per Pupil	525	\$4,445	\$2,333,755
Grade Level			
Kindergarten	77	0.60	\$205,370
1st	90	0.25	\$100,018
2nd	85	0.25	\$94,462
3rd	97	0.25	\$107,797
4th	80	0.00	\$0
5th	96	0.00	\$0

School Allocation

Poverty	435	0.50	\$966,841
Concentration of Poverty		0.06	\$96,123
EIP/REP	83	1.05	\$387,403
Special Education	57	0.03	\$7,601
Gifted	10	0.60	\$26,671
Gifted Supplement	17	0.60	\$45,042
ELL	5	0.15	\$3,334
Small School Supplement	FALSE	0.40	\$0
Incoming Performance	0	0.10	\$0
Baseline Supplement	No		\$0
Transition Policy Supplement	No		\$0
Total SSF Allocation			\$4,374,419

School Allocation

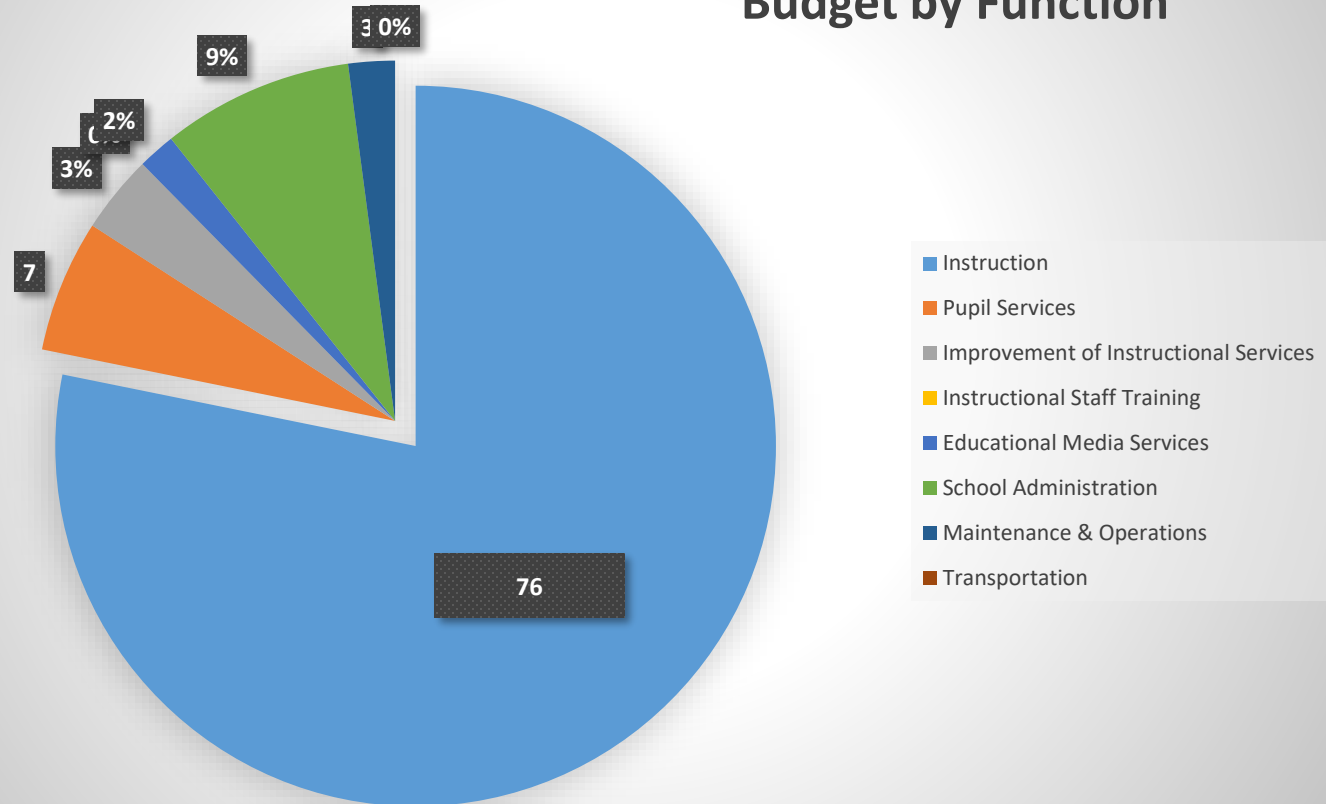
Additional Earnings			
Signature			\$232,000
Turnaround			\$290,000
Title I			\$360,450
Title I Holdback			-\$54,068
Title I Family Engagement			\$11,000
Title I School Improvement			\$0
Title IV Behavior			\$0
Summer Bridge			\$0
Field Trip Transportation			\$13,811
Dual Campus Supplement			\$0
District Funded Stipends			\$10,200
Reduction to School Budgets			\$0
Total FTE Allotments	15.55		\$1,011,361
Total Additional Earnings			\$1,874,754
Total Allocation			\$6,249,173

Budget by Function (Required)

School	Tuskegee Airmen Global Academy			
Location	1416			
Level	ES			
Principal	Ms. Yolanda Weems			
Projected Enrollment	525			
Account	Account Description	FTE	Budget	Per Pupil
1000	Instruction	58.80	\$ 4,792,339	\$ 9,128
2100	Pupil Services	5.25	\$ 429,643	\$ 818
2210	Improvement of Instructional Services	2.00	\$ 203,060	\$ 387
2213	Instructional Staff Training	-	\$ -	\$ -
2220	Educational Media Services	1.00	\$ 102,453	\$ 195
2400	School Administration	6.00	\$ 543,236	\$ 1,035
2600	Maintenance & Operations	5.00	\$ 221,911	\$ 423
2700	Transportation	-	\$ -	\$ -
Total		78.05	\$ 6,292,644	\$ 11,986

Budget by Function (Required)

FY21 Budget by Function



What's Next?

- February:
 - One-on-one Associate Superintendent discussions
 - Cluster Planning Session (positions sharing, cluster alignment, etc.)
 - GO Team Feedback Session
 - HR Staffing Conferences
- March:
 - Final GO Team Approval

Questions?



Thank you for your time and attention.