

Virginia-Highland Elementary

GO Team Meeting

5/14/2025

Agenda

Call to Order

Roll Call; Establish Quorum

Action Items

- a. Approval of Agenda
- b. Approval of Previous Minutes

Discussion Items

- a. 2025 Spring MAP Results
- b. Needs Assessment

Information Items

- a. **Principal's Report**
 - i. Playground
 - ii. Security Enhancements
 - iii. New Hires
 - iv. 2024.25 – Family Engagement and/or Partnership Highlights
- b. March 24, 2025 Cluster Advisory Team Report
- c. May 8, 2025 Facilities Master Plan Taskforce Report

Announcements

- a. Awards Days

Public Comment

- a. *Public will not be allowed to comment*

Adjournment

2025 Spring MAPS Results

Data Points to Consider

- Spring Results
- Fall to Spring Comparison
 - Literacy
 - Numeracy



Reading – Spring – Achievement

2nd – 5th Combined

School	Window	Exams				
Lin	Spring 2024-2025	358	4%	14%	38%	44%
Morningside	Spring 2024-2025	465	6%	15%	39%	40%
VHE	Spring 2024-2025	389	7%	16%	36%	41%
Springdale Park	Spring 2024-2025	275	9%	16%	35%	40%
Brandon	Spring 2024-2025	563	11%	17%	41%	31%
Jackson Elementary	Spring 2024-2025	273	10%	20%	41%	29%
Bolton	Spring 2024-2025	366	16%	25%	37%	22%
E Rivers	Spring 2024-2025	455	27%	22%	34%	17%
Smith	Spring 2024-2025	543	23%	26%	33%	18%
Garden Hills	Spring 2024-2025	284	30%	35%	25%	10%
Hope-Hill	Spring 2024-2025	251	43%	31%	17%	9%

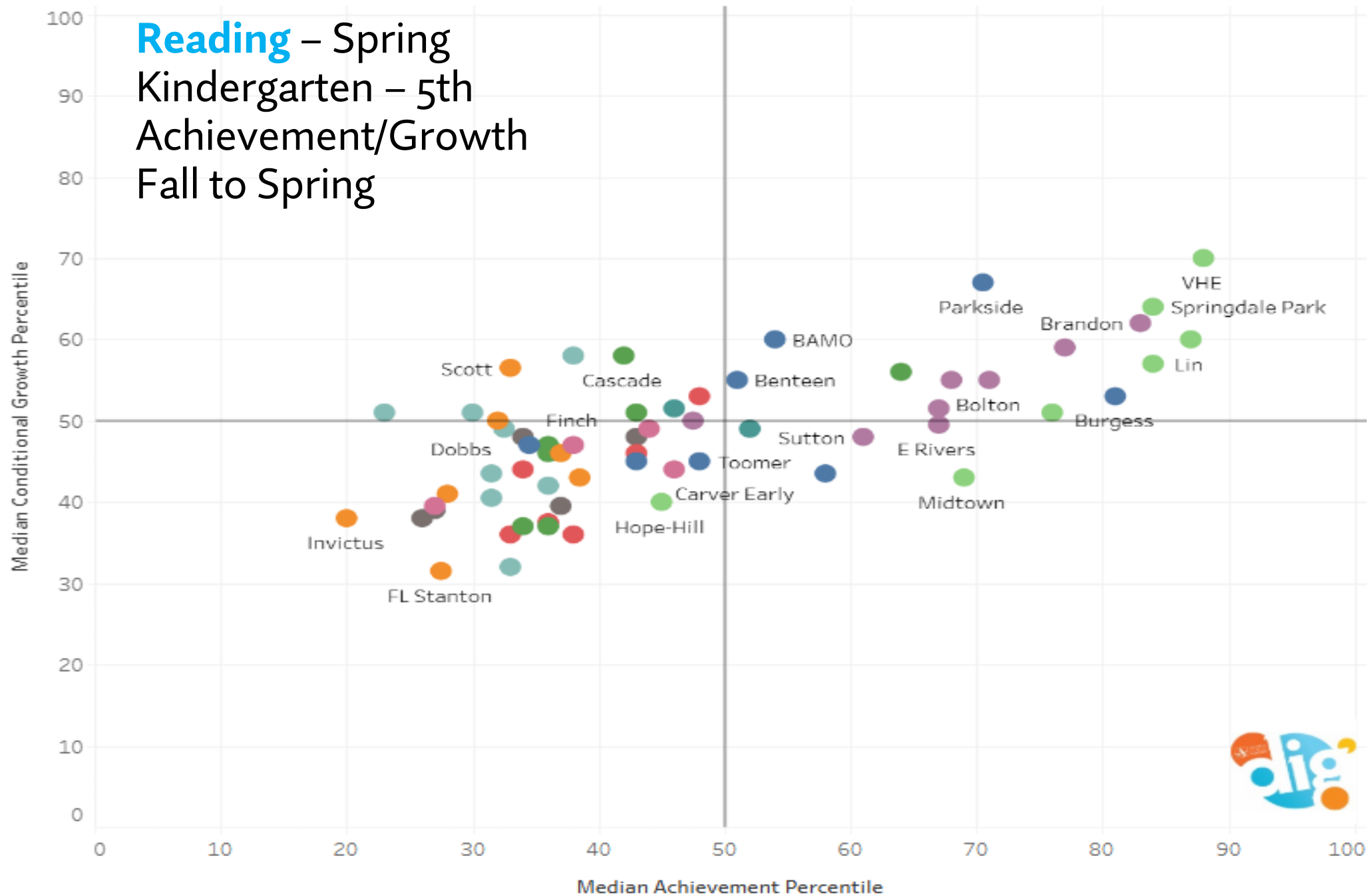


Reading – Spring – Growth Fall to Spring

School	Growth Timeframe	Exams		
VHE	Fall to Spring (same school year)	592	31%	65%
Springdale Park	Fall to Spring (same school year)	397	32%	63%
Brandon	Fall to Spring (same school year)	850	36%	59%
Lin	Fall to Spring (same school year)	501	38%	57%
Jackson Elementary	Fall to Spring (same school year)	426	38%	56%
Morningside	Fall to Spring (same school year)	699	39%	55%
Bolton	Fall to Spring (same school year)	503	41%	53%
Smith	Fall to Spring (same school year)	738	46%	49%
Garden Hills	Fall to Spring (same school year)	390	46%	47%
E Rivers	Fall to Spring (same school year)	604	48%	48%
Howard	Fall to Spring (same school year)	1,000	48%	46%
North Atlanta	Fall to Spring (same school year)	1,023	48%	48%
Sutton	Fall to Spring (same school year)	1,478	50%	44%
Hope-Hill	Fall to Spring (same school year)	337	55%	40%
Midtown	Fall to Spring (same school year)	732	58%	37%



Reading – Spring
Kindergarten – 5th
Achievement/Growth
Fall to Spring



Math – Spring – Achievement

2nd – 5th Combined

School	Window	Exams				
Lin	Spring 2024-2025	275		18%	47%	33%
Springdale Park	Spring 2024-2025	210	7%	15%	36%	43%
Morningside	Spring 2024-2025	345	5%	19%	47%	29%
VHE	Spring 2024-2025	279	6%	21%	42%	30%
Jackson Elementary	Spring 2024-2025	205	8%	21%	42%	29%
Brandon	Spring 2024-2025	396	7%	26%	38%	29%
Smith	Spring 2024-2025	411	21%	36%	33%	10%
Bolton	Spring 2024-2025	273	21%	37%	34%	9%
E Rivers	Spring 2024-2025	340	26%	33%	29%	12%
Garden Hills	Spring 2024-2025	207	26%	44%	26%	4%
Hope-Hill	Spring 2024-2025	179	45%	37%	15%	



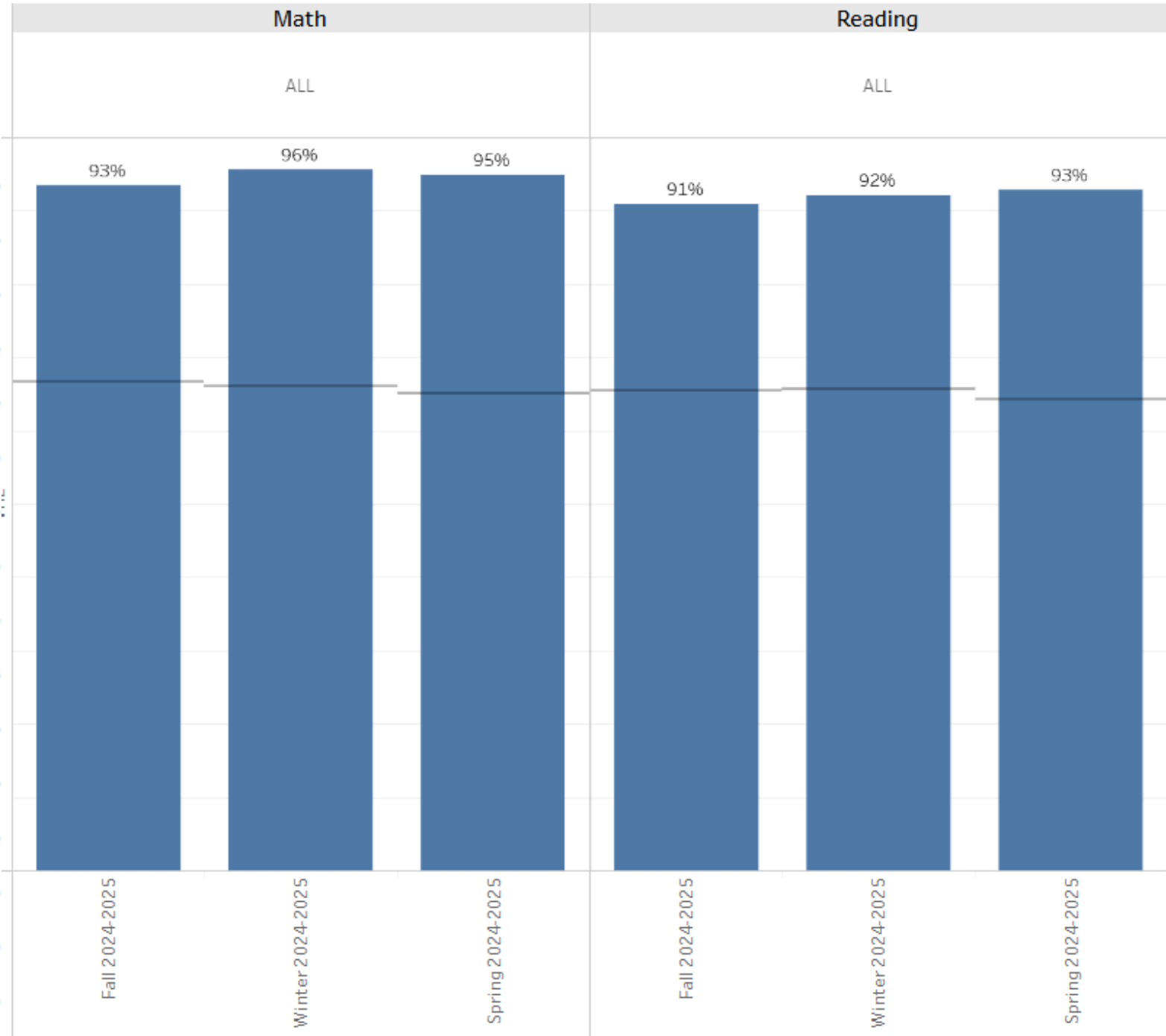
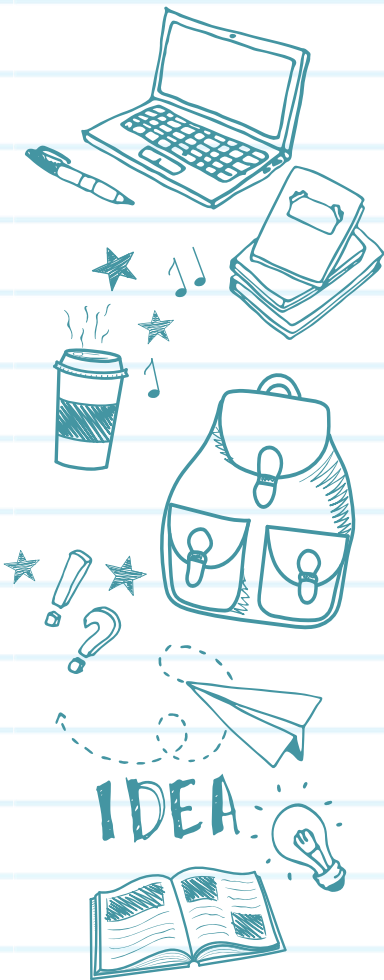
Math – Spring – Growth Fall to Spring

School	Growth Timeframe	Exams		
Springdale Park	Fall to Spring (same school year)	397	24%	72%
VHE	Fall to Spring (same school year)	591	24%	71%
Brandon	Fall to Spring (same school year)	847	25%	69%
Jackson Elementary	Fall to Spring (same school year)	424	33%	58%
Lin	Fall to Spring (same school year)	502	34%	60%
Morningside	Fall to Spring (same school year)	700	35%	61%
Bolton	Fall to Spring (same school year)	505	37%	56%
North Atlanta	Fall to Spring (same school year)	670	37%	56%
Garden Hills	Fall to Spring (same school year)	359	40%	55%
Howard	Fall to Spring (same school year)	999	43%	51%
Smith	Fall to Spring (same school year)	722	50%	45%
Sutton	Fall to Spring (same school year)	1,438	50%	43%
Midtown	Fall to Spring (same school year)	736	50%	45%
Hope-Hill	Fall to Spring (same school year)	339	51%	45%
E Rivers	Fall to Spring (same school year)	607	51%	44%

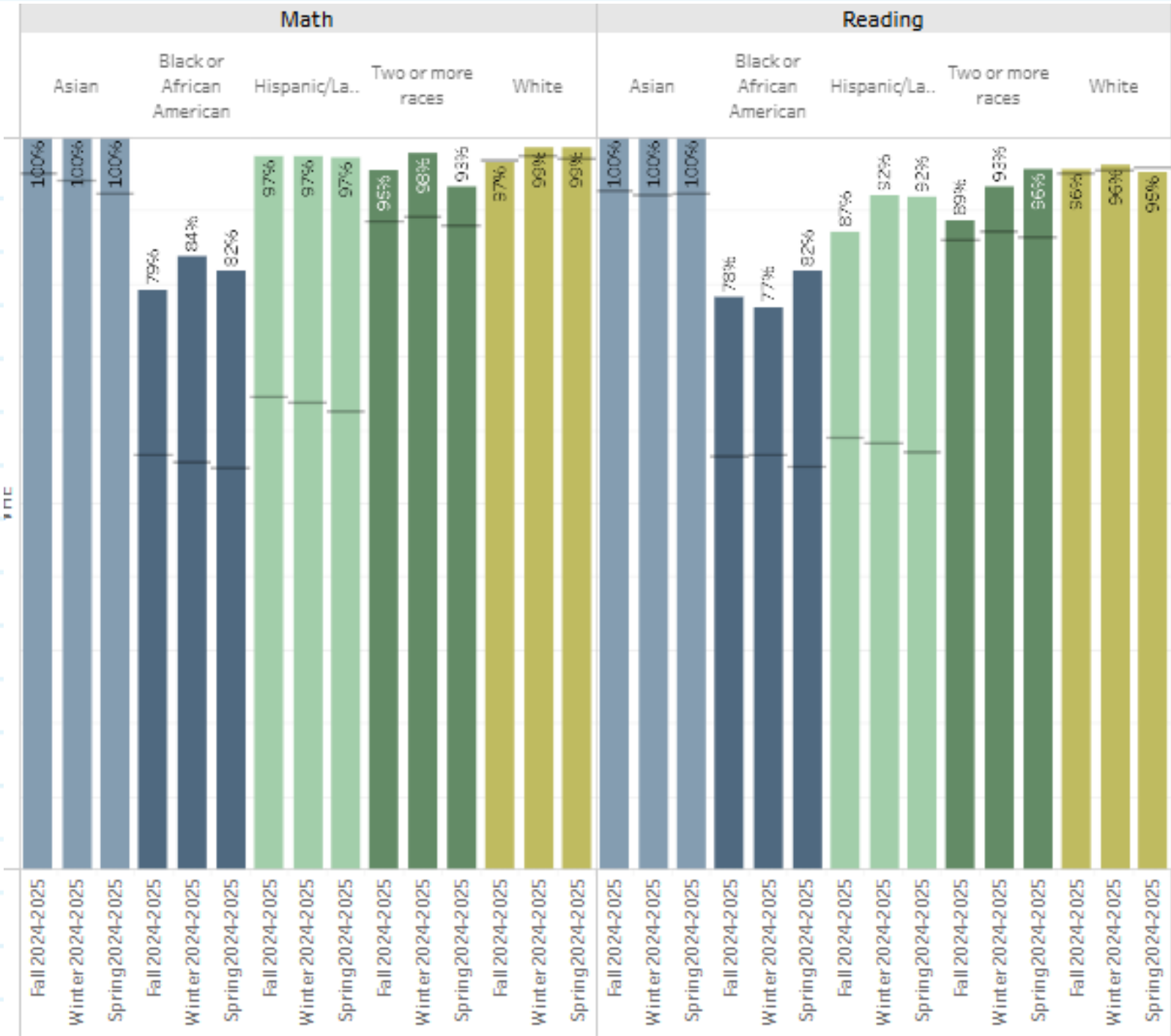
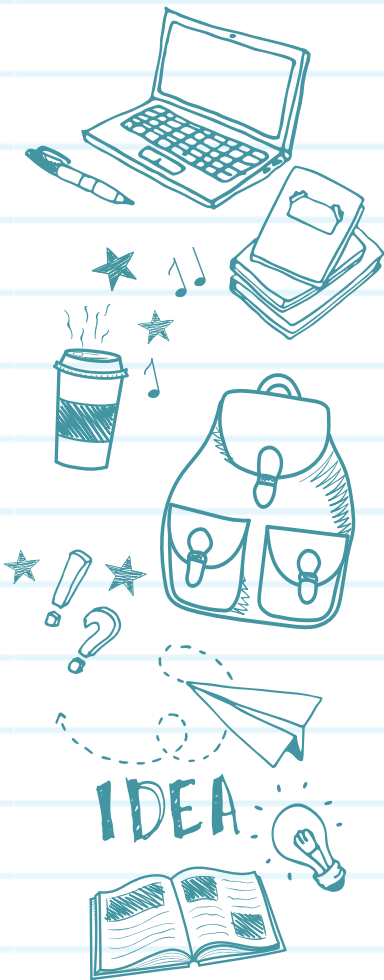




Math & Reading – Developing & Above All Grades



Math & Reading – Developing & Above Ethnicity



Reading Growth –

Ethnicity – AA



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring (same school year)	16,602	52% 43%		
School	Growth Timeframe	Exams			
Lin	Fall to Spring (same school year)	46	30% 7% 63%		
Springdale Park	Fall to Spring (same school year)	62	34% 65%		
VHE	Fall to Spring (same school year)	86	37% 62%		
BAMO	Fall to Spring (same school year)	228	38% 7% 55%		
Humphries	Fall to Spring (same school year)	152	39% 9% 52%		
Bolton	Fall to Spring (same school year)	231	41% 54%		
Beecher	Fall to Spring (same school year)	194	42% 7% 51%		
Scott	Fall to Spring (same school year)	195	42% 54%		
Benteen	Fall to Spring (same school year)	127	43% 8% 50%		
Brandon	Fall to Spring (same school year)	195	43% 53%		
Parkside	Fall to Spring (same school year)	246	43% 52%		
Smith	Fall to Spring (same school year)	233	44% 7% 48%		

Math Growth

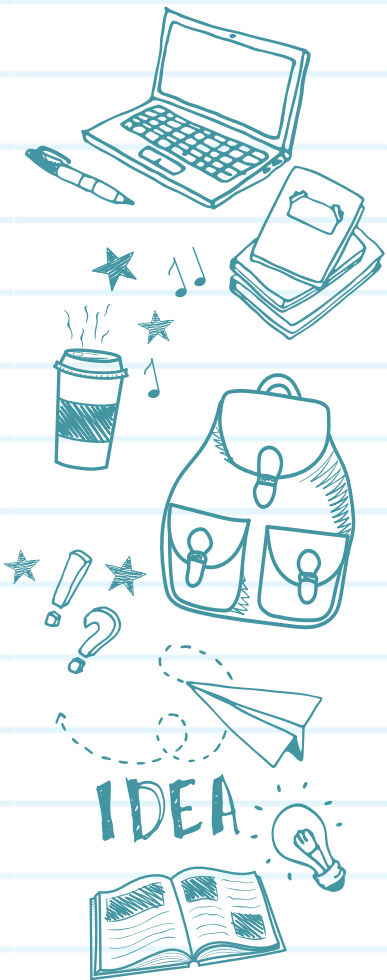
Ethnicity – AA



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring (same school year)	16,654	50% 44%		
School	Growth Timeframe	Exams			
Brandon	Fall to Spring (same school year)	194	27% 68%		
Cascade	Fall to Spring (same school year)	216	28% 68%		
Lin	Fall to Spring (same school year)	46	30% 11% 59%		
VHE	Fall to Spring (same school year)	86	31% 7% 62%		
Springdale Park	Fall to Spring (same school year)	62	32% 6% 61%		
BAMO	Fall to Spring (same school year)	228	35% 62%		
Hutchinson	Fall to Spring (same school year)	164	37% 7% 57%		
North Atlanta	Fall to Spring (same school year)	268	37% 6% 57%		
Garden Hills	Fall to Spring (same school year)	159	38% 58%		
Beecher	Fall to Spring (same school year)	194	39% 57%		
Perkerson	Fall to Spring (same school year)	236	39% 6% 55%		
Humphries	Fall to Spring (same school year)	151	40% 56%		
Jackson Elementary	Fall to Spring (same school year)	93	40% 9% 52%		

Reading Growth

Ethnicity – Hispanic



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring (same school year)	2,770			
Toomer	Fall to Spring (same school year)	18	22%	22%	56%
Parkside	Fall to Spring (same school year)	25	24%	16%	60%
Deerwood	Fall to Spring (same school year)	16	25%	13%	63%
VHE	Fall to Spring (same school year)	61	30%		66%
Lin	Fall to Spring (same school year)	26	31%		65%
Jackson Elementary	Fall to Spring (same school year)	32	31%	9%	59%
Tuskegee	Fall to Spring (same school year)	15	33%	13%	53%
Peyton Forest	Fall to Spring (same school year)	26	35%		62%
Jackson High	Fall to Spring (same school year)	23	35%	9%	57%
Usher-Collier	Fall to Spring (same school year)	13	38%		62%
Brandon	Fall to Spring (same school year)	75	39%		56%
Carver Early	Fall to Spring (same school year)	10	40%	10%	50%
Kimberly	Fall to Spring (same school year)	10	40%	20%	40%
King	Fall to Spring (same school year)	49	41%		55%
Springdale Park	Fall to Spring (same school year)	50	42%		56%
Morningside	Fall to Spring (same school year)	57	42%		56%
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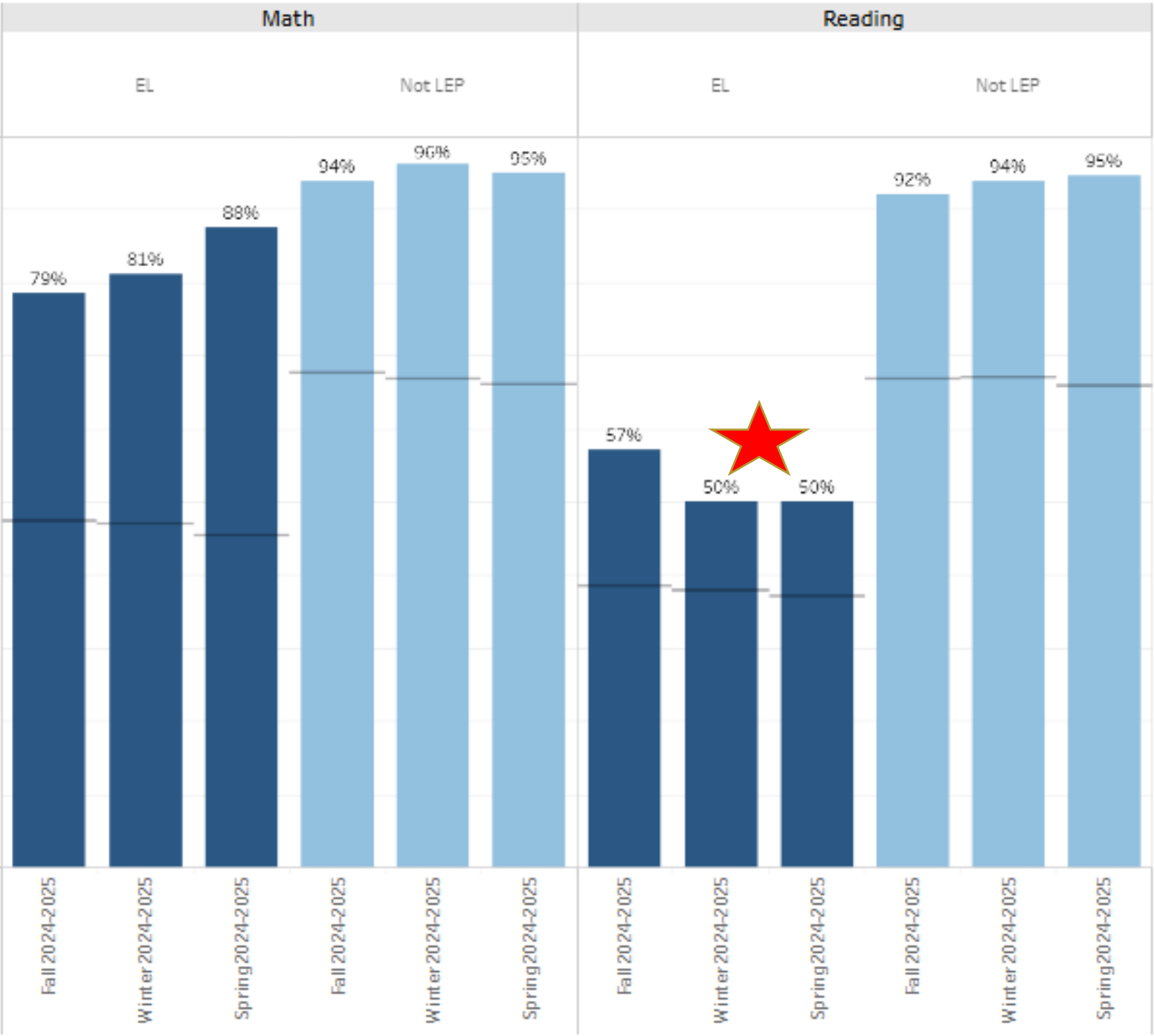
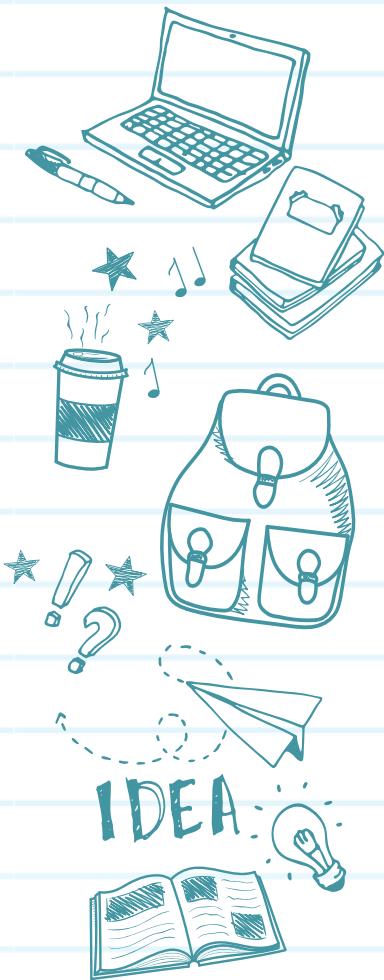
Math Growth

Ethnicity – Hispanic



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring (same school year)	2,593	46%	6%	49%
School	Growth Timeframe	Exams			
Tuskegee	Fall to Spring (same school year)	15	13%		87%
Parkside	Fall to Spring (same school year)	26	27%		69%
Brandon	Fall to Spring (same school year)	74	28%	14%	58%
Peyton Forest	Fall to Spring (same school year)	28	29%	7%	64%
VHE	Fall to Spring (same school year)	61	30%		66%
Kimberly	Fall to Spring (same school year)	10	30%	20%	50%
Scott	Fall to Spring (same school year)	50	30%		68%
Hutchinson	Fall to Spring (same school year)	47	32%		66%
Bolton	Fall to Spring (same school year)	106	33%	7%	60%
Harper-Archer ES	Fall to Spring (same school year)	38	34%	8%	58%
Humphries	Fall to Spring (same school year)	29	34%	10%	55%
Usher-Collier	Fall to Spring (same school year)	17	35%	12%	53%
Springdale Park	Fall to Spring (same school year)	50	36%		62%
Boyd	Fall to Spring (same school year)	11	36%		64%
Dobbs	Fall to Spring (same school year)	29	38%	10%	52%
Lin	Fall to Spring (same school year)	26	38%		62%
Burgess	Fall to Spring (same school year)	37	41%	11%	49%

Math & Reading – Developing & Above ESOL



Reading Growth

Ethnicity – ESOL



School	Growth Timeframe	Exams	
DISTRICT	Fall to Spring (same school year)	1,550	54% 42%

School	Growth Timeframe	Exams	
Peyton Forest	Fall to Spring (same school year)	21	29% 67%
Jackson Elementary	Fall to Spring (same school year)	20	30% 65%
Brandon	Fall to Spring (same school year)	24	38% 8% 54%
King	Fall to Spring (same school year)	26	38% 58%
Morningside	Fall to Spring (same school year)	26	38% 62%
Young	Fall to Spring (same school year)	34	44% 9% 47%
Therrell	Fall to Spring (same school year)	18	44% 50%
South Atlanta	Fall to Spring (same school year)	21	48% 10% 43%
Dobbs	Fall to Spring (same school year)	10	50% 50%
Garden Hills	Fall to Spring (same school year)	103	50% 8% 42%
Hutchinson	Fall to Spring (same school year)	39	51% 44%
Howard	Fall to Spring (same school year)	29	52% 7% 41%
West Manor	Fall to Spring (same school year)	21	52% 48%
Bolton	Fall to Spring (same school year)	55	53% 44%
North Atlanta	Fall to Spring (same school year)	141	53% 45%
Humphries	Fall to Spring (same school year)	15	53% 47%
Kimberly	Fall to Spring (same school year)	11	55% 45%
Cleveland	Fall to Spring (same school year)	20	55% 40%
Midtown	Fall to Spring (same school year)	18	56% 6% 39%
VHE	Fall to Spring (same school year)	18	56% 44%
Sutton	Fall to Spring (same school year)	215	56% 41%

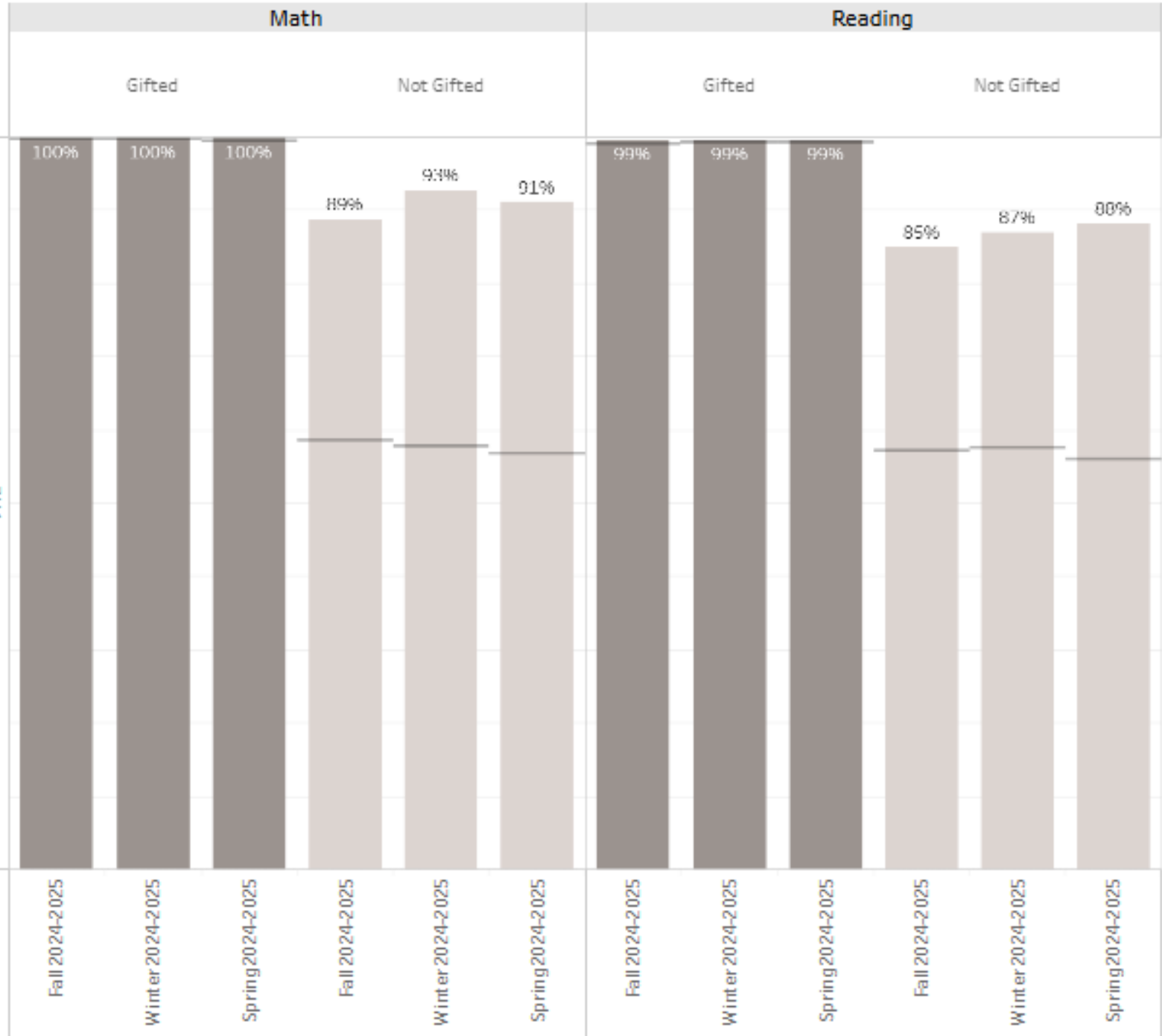
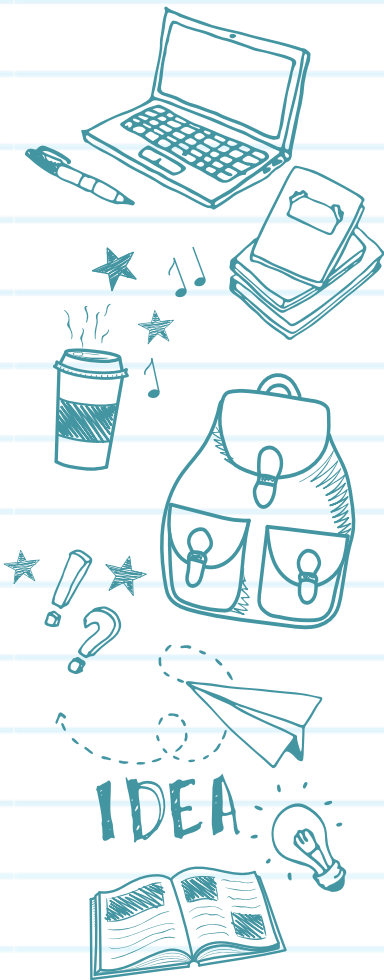
Math Growth

Ethnicity – ESOL



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring (same school year)	1,416	48%	6%	46%
School	Growth Timeframe	Exams			
Scott	Fall to Spring (same school year)	36	22%		75%
VHE	Fall to Spring (same school year)	18	22%	11%	67%
Kimberly	Fall to Spring (same school year)	11	27%		73%
Dobbs	Fall to Spring (same school year)	10	30%	10%	60%
Usher-Collier	Fall to Spring (same school year)	10	30%	20%	50%
Brandon	Fall to Spring (same school year)	23	30%	9%	61%
Peyton Forest	Fall to Spring (same school year)	23	30%		65%
Morningside	Fall to Spring (same school year)	28	32%		68%
Invictus	Fall to Spring (same school year)	30	33%		63%
Jackson Elementary	Fall to Spring (same school year)	20	35%		65%
Mays	Fall to Spring (same school year)	31	35%	10%	55%
Hutchinson	Fall to Spring (same school year)	39	36%		64%
Bolton	Fall to Spring (same school year)	55	36%		58%
Harper-Archer ES	Fall to Spring (same school year)	29	38%	10%	52%

Math & Reading – Developing & Above Gifted



Reading Growth

Ethnicity – Gifted



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring (same school year)	4,854	45%	7%	49%
School	Growth Timeframe	Exams			
Peyton Forest	Fall to Spring (same school year)	11	18%		82%
Douglass	Fall to Spring (same school year)	20	25%		70%
Parkside	Fall to Spring (same school year)	159	31%		65%
Tuskegee	Fall to Spring (same school year)	19	32%		63%
VHE	Fall to Spring (same school year)	199	35%		61%
Jackson Elementary	Fall to Spring (same school year)	122	36%	8%	56%
Kimberly	Fall to Spring (same school year)	11	36%	9%	55%
Brandon	Fall to Spring (same school year)	313	37%	7%	55%
Toomer	Fall to Spring (same school year)	60	38%	8%	53%
Young	Fall to Spring (same school year)	31	39%	10%	52%
King	Fall to Spring (same school year)	139	39%	9%	52%
Springdale Park	Fall to Spring (same school year)	156	40%		56%
Lin	Fall to Spring (same school year)	224	41%	7%	53%
BEST MS/HS	Fall to Spring (same school year)	17	41%	6%	53%
Scott	Fall to Spring (same school year)	12	42%		58%

Math Growth

Ethnicity – Gifted



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring (same school year)	4,717	38%	6%	56%
School	Growth Timeframe	Exams			
Cascade	Fall to Spring (same school year)	14	7%	93%	
Kimberly	Fall to Spring (same school year)	11	18%	27%	55%
North Atlanta	Fall to Spring (same school year)	142	20%	75%	
BAMO	Fall to Spring (same school year)	19	21%	79%	
Brandon	Fall to Spring (same school year)	313	22%	7%	71%
Harper-Archer ES	Fall to Spring (same school year)	22	23%	9%	68%
Jackson High	Fall to Spring (same school year)	60	25%	72%	
VHE	Fall to Spring (same school year)	199	26%	70%	
Springdale Park	Fall to Spring (same school year)	156	26%	70%	
Peyton Forest	Fall to Spring (same school year)	11	27%	73%	
Jackson Elementary	Fall to Spring (same school year)	122	33%	11%	56%
Burgess	Fall to Spring (same school year)	148	33%	8%	59%
Beecher	Fall to Spring (same school year)	46	35%	63%	
Lin	Fall to Spring (same school year)	224	36%	6%	58%
Usher-Collier	Fall to Spring (same school year)	14	36%	64%	

Math & Reading – Developing & Above SWD



Reading Growth

Ethnicity – SWD



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring (same school year)	2,833	54% 42%		
School	Growth Timeframe	Exams			
Springdale Park	Fall to Spring (same school year)	24	25% 8% 67%		
Humphries	Fall to Spring (same school year)	21	29% 67%		
Garden Hills	Fall to Spring (same school year)	19	32% 11% 58%		
North Atlanta	Fall to Spring (same school year)	91	40% 58%		
Dunbar	Fall to Spring (same school year)	24	42% 54%		
Jackson Elementary	Fall to Spring (same school year)	55	42% 11% 47%		
Harper-Archer ES	Fall to Spring (same school year)	26	42% 12% 46%		
BAMO	Fall to Spring (same school year)	54	43% 6% 52%		
Cascade	Fall to Spring (same school year)	21	43% 52%		
Perkerson	Fall to Spring (same school year)	23	43% 13% 43%		
Morningside	Fall to Spring (same school year)	29	45% 10% 45%		
VHE	Fall to Spring (same school year)	29	45% 10% 45%		
Parkside	Fall to Spring (same school year)	67	46% 49%		
Douglass	Fall to Spring (same school year)	99	46% 48%		

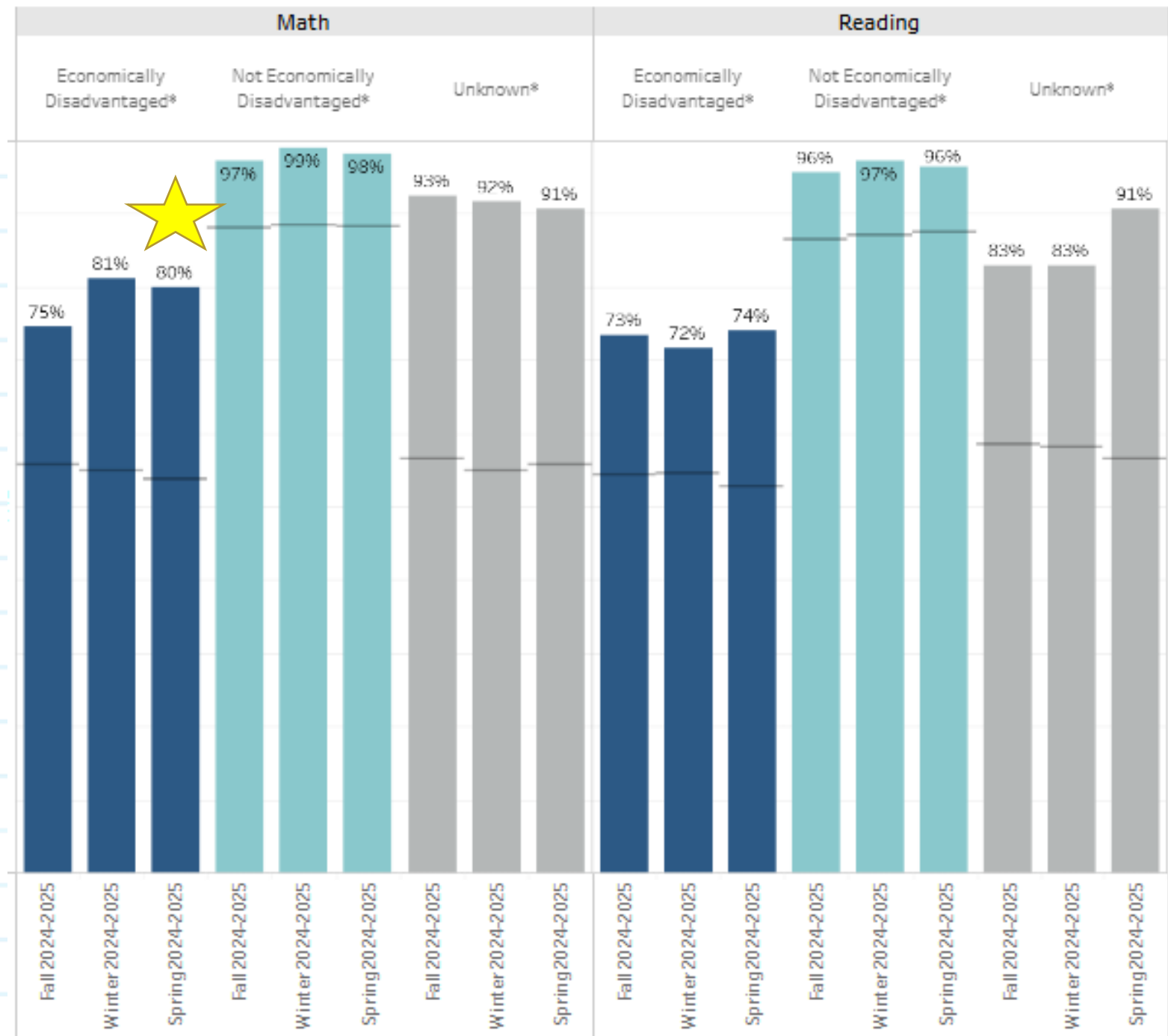
Math Growth

Ethnicity – SWD



School	Growth Timeframe	Exams		
DISTRICT	Fall to Spring (same school year)	2,790	54%	41%
School	Growth Timeframe	Exams		
Humphries	Fall to Spring (same school year)	21	24%	62%
Springdale Park	Fall to Spring (same school year)	24	25%	71%
Beecher	Fall to Spring (same school year)	32	31%	63%
Cascade	Fall to Spring (same school year)	21	33%	62%
Finch	Fall to Spring (same school year)	36	36%	58%
Brandon	Fall to Spring (same school year)	84	37%	56%
Parkside	Fall to Spring (same school year)	64	38%	56%
Morningside	Fall to Spring (same school year)	29	38%	52%
North Atlanta	Fall to Spring (same school year)	47	38%	49%
Kimberly	Fall to Spring (same school year)	18	39%	56%
BAMO	Fall to Spring (same school year)	54	41%	57%
Douglass	Fall to Spring (same school year)	107	42%	51%
Garden Hills	Fall to Spring (same school year)	19	42%	58%
Sylvan	Fall to Spring (same school year)	57	44%	54%
Jackson Elementary	Fall to Spring (same school year)	54	44%	48%
Hank Aaron	Fall to Spring (same school year)	20	45%	50%
Scott	Fall to Spring (same school year)	24	46%	50%
Bolton	Fall to Spring (same school year)	45	47%	49%
Heritage	Fall to Spring (same school year)	30	47%	47%
H Russell	Fall to Spring (same school year)	51	47%	47%
Dunbar	Fall to Spring (same school year)	23	48%	39%
Deerwood	Fall to Spring (same school year)	28	50%	46%
Hutchinson	Fall to Spring (same school year)	28	50%	46%
Burgess	Fall to Spring (same school year)	43	51%	44%
Harper-Archer ES	Fall to Spring (same school year)	25	52%	40%
Perkerson	Fall to Spring (same school year)	23	52%	43%
Mays	Fall to Spring (same school year)	74	53%	45%
Peyton Forest	Fall to Spring (same school year)	34	53%	38%
FL Stanton	Fall to Spring (same school year)	15	53%	40%
West Manor	Fall to Spring (same school year)	30	53%	33%
Jones	Fall to Spring (same school year)	43	53%	37%
South Atlanta	Fall to Spring (same school year)	56	54%	43%
Midtown	Fall to Spring (same school year)	50	54%	42%
Lin	Fall to Spring (same school year)	22	55%	45%
VHE	Fall to Spring (same school year)	29	55%	45%

Math & Reading – Developing & Above Economically Disad.



Needs Assessment

ACTIVITY

Needs Assessment

During this Needs Assessment, we will look at data from the Spring MAPS administration and identify 2-3 potential needs for the 2025-2026 school year.

This discussion will help school leadership as they prepare for the 2025-2026 school year.



ACTIVITY: Strengths & Opportunities

Reading

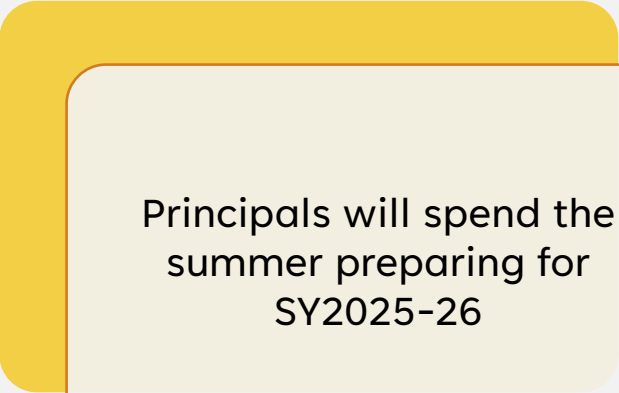
Strengths	Opportunities
High Overall Proficiency 93% of students are performing at <i>Developing or Above</i> , indicating strong foundational reading skills across the student body.	Focus on Students Not Meeting Growth Targets While 69% are exceeding growth, 31% are not. Analyze this subgroup to understand and address potential barriers to growth (e.g., attendance, instructional match, higher achieving students, socio-emotional factors). Half of ESOL students remain below the <i>Developing</i> level in reading; these students may need more intensive interventions and language-rich support to access grade-level texts.
Strong Growth Exceedance Rate 69% of students are <i>exceeding</i> their growth targets, which reflects effective instruction, targeted interventions, and a positive academic trajectory.	Push More Students from Developing to Proficient/Exceeds Although 93% are at <i>Developing or Above</i> , the goal should be to increase the percentage reaching <i>Proficient</i> and <i>Exceeds</i> levels. With only 44% ESOL student exceeding growth targets, over half of students are not making expected or accelerated progress. Review strategies for differentiation and language scaffolding.
Effective Reading Instruction The high achievement and growth suggest strong instructional practices, aligned curriculum, and successful differentiation.	Targeted Support for High-Performing Students Ensure that students already exceeding growth targets are being sufficiently challenged to maintain engagement and continued advancement.
Data-Driven Practices The use of MAP data to monitor performance and growth implies a commitment to evidence-based decision-making and continuous improvement.	Close Achievement Gaps Investigate if any subgroups (e.g., by grade level, demographic, or program participation) are underrepresented in the 93% or 69% to close equity gaps.
Student Engagement in Literacy High percentages of both achievement and growth indicate that students are likely engaged and motivated in reading. (Reading Stamina, Structured Literacy Approach, Media Specialist etc.)	Refinement of Tiered Interventions Strengthen or expand Tier 2 and Tier 3 reading supports to help the remaining students meet or exceed growth targets. For ESOL students, Integrate more explicit vocabulary, oral language, and reading comprehension strategies into content instruction to support language acquisition.
	Professional Learning Focused on Differentiation Continue building teacher capacity to differentiate instruction, especially for students at the extremes of the performance spectrum. For ESOL students, Identify what's working for the students showing strong growth and replicate those practices with students who are not yet meeting targets.

ACTIVITY: Strengths & Opportunities

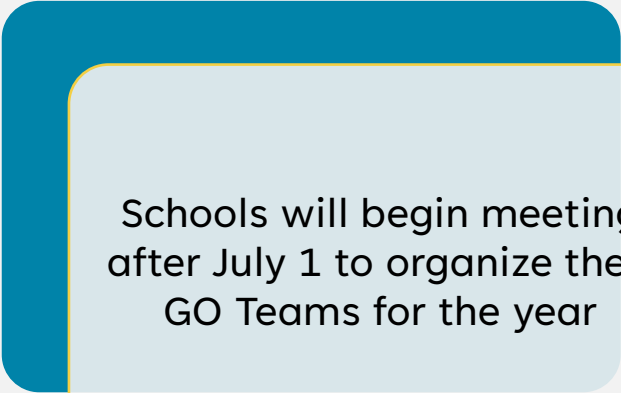
Math

Strengths	Opportunities
High Math Proficiency 94% of students are performing at <i>Developing or Above</i> , indicating strong math instruction and a solid foundational understanding across most grade levels.	Support for the Remaining 6% Below Developing Although a small group, these students may require targeted Tier 2 or Tier 3 interventions to bring them up to grade-level expectations.
Exceptional Growth Results 76% of students are <i>exceeding</i> their MAP Math growth targets, demonstrating that instruction is not only effective but also accelerating student progress.	Focus on the 24% Not Exceeding Growth Targets Examine why nearly a quarter of students are not meeting or exceeding growth goals. Consider factors such as pacing, readiness, or differentiation.
Strong Alignment Between Instruction and Assessment The high growth and achievement rates suggest alignment between curriculum, daily instruction, and assessment expectations.	Deepen Learning for High Achievers With a large group exceeding growth targets, there is an opportunity to further enrich instruction for advanced learners to prevent plateauing.
Effective Use of Data to Drive Math Instruction These results reflect a clear focus on using data to identify learning needs, adjust instruction, and monitor progress.	Ensure Consistency Across Grades Analyze the data by grade level to ensure all teachers and cohorts are contributing to the strong schoolwide performance.
Instructional Practices That Foster Math Confidence The performance indicates that students are likely engaged, supported, and challenged in a way that builds math confidence and problem-solving ability.	Refine Small Group and Personalized Instruction Leverage data to enhance small group work, especially for students just below or at the cusp of proficiency or growth benchmarks.
	Continued Professional Development in Math Instruction Maintain momentum by providing PD focused on advanced math strategies, real-world application, and rigorous problem-solving.

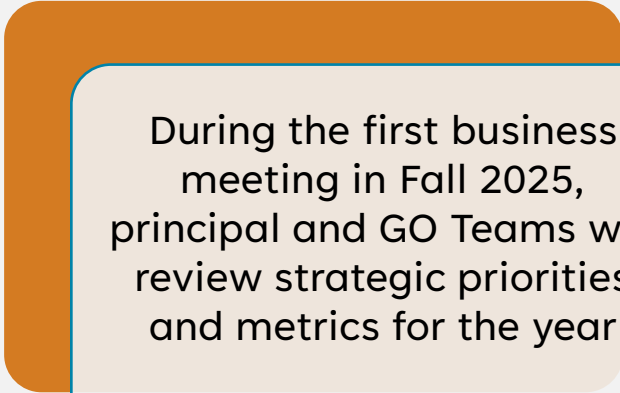
Next Steps



Principals will spend the summer preparing for SY2025-26



Schools will begin meeting after July 1 to organize their GO Teams for the year



During the first business meeting in Fall 2025, principal and GO Teams will review strategic priorities and metrics for the year

Information Items

- I. Information Items**
 - a. Principal's Report**
 - i. Playground**
 - ii. Security Enhancements**
 - iii. New Hires**
 - iv. 2024.25 – Family Engagement and/or Partnership Highlights**
 - b. March 24, 2025 Cluster Advisory Team Report**
 - c. May 8, 2025 Facilities Master Plan Taskforce Report**



Principal's Report

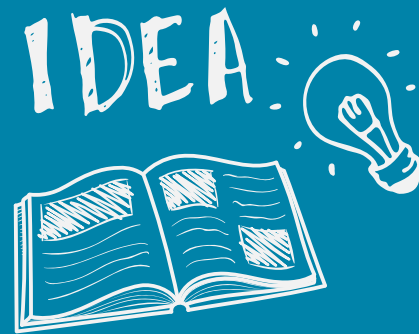


Additional Information Items

- **March 24, 2025 Cluster Advisory Team Report**
- **Facilities Master Plan Taskforce Update**
- **GO Team Elections**
 - Find **RESULTS** at apsstrongschools.com

Announcements

- **GO Team Members**
 - **Complete your end of year surveys (AVAILABLE NOW!** Check your email for the link)
 - Principal Feedback Survey
 - GO Team Satisfaction Survey
 - **Complete your required trainings ASAP**
 - Contact the GO Team Office with any questions





Thank
You

for yet another
great year!

