

VHE GO TEAM 10/2

Carrying the Work Forward Together

One District. One Goal. Every Child.



Enrollment Numbers at VHE

Grade	Actual	Projected
PreK	25	
Kindergarten	107	111
1 st	119	123
2 nd	119	115
3 rd	110	113
4 th	98	99
5 th	91	91
Total	670 (25 PreK)	652

Underprojected – Lost approximately \$110,000 based on the 15 day count.



WHY WE EXIST...

Facilities Master Plan

WHO WE ARE...

**We are *Atlanta's* Public
School System**

WHY WE EXIST...

**To educate and empower
Atlanta's students to
shape the future**

A COMMUNITY OF BELIEVERS GETTING BACK TO BASICS

Our Strength is Our Team

Atlanta's students will have effective and engaged teachers, leaders, and staff.

- Increase concentration of highly-effective teachers and leaders
- Prioritize engagement and retention for staff
- Grow and promote strong teachers, leaders, and staff

Our Responsibility Is Shared

Atlanta's students will have supportive families, communities, and partners.

- Build meaningful partnerships
- Expand Atlanta Partners for Education (APFE) impact
- Increase access and engagement for families and communities

Our System Is Efficient & Effective

Atlanta's students will have the schools and resources they need to succeed.

- Maximize facility usage for the student and community good
- Leverage data to drive strategic financial investments
- Implement sustainability initiatives

We Are Strengthening Our Instructional Core

Atlanta's students will have high-quality instruction, materials, and targeted support.

- Implement high-quality, relevant, and engaging instructional materials and professional learning in all core content areas
- Target resources towards subgroups (eg. exceptional education, English learners, economically-disadvantaged)
- Accelerate early learning

We Are Caring For Every Child

Atlanta's students will have trusted, supportive adults meeting their unique needs.

- Expand strategies that reduce chronic absenteeism and disproportionate discipline
- Implement systematic culture and climate strategies
- Increase student access to trusted and reliable adults (eg. mentors, coaches, counselors)

We Are Sparking Student Curiosity

Atlanta's students will have access to explore and expand their passions and interests.

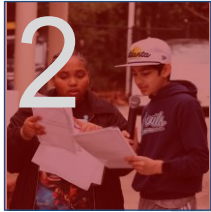
- Promote robust arts, athletics, world language, and enrichment offerings
- Expand access to high-interest and workforce-ready offerings (e.g. career programs and pathways, advanced coursework)
- Explore specialized and innovative school models (eg. School of the Arts)



Goals and Key Performance Indicators



1 Literacy is a fundamental right that opens the door to lifelong learning. By 2030, we will increase the percentage of 3rd grade students scoring proficient or above in ELA (GA Milestones) by **20 percentage points**.



2 Our students will thrive as critical-thinkers and problem-solvers. By 2030, we will increase the percentage of 8th grade students scoring proficient or above in Math (GA Milestones) by **20 percentage points**.



3 Every APS student will graduate enrolled, enlisted, employed, or as an entrepreneur. By 2030, we will increase the percentage of students meeting at least one CCRPI College and Career Readiness Indicator by **20 percentage points**.

Focus Area: We Are Caring For Every Child

Actual (2025)

Light pink: 2024

Target (2030)

68.8%	Absenteeism % of students who are not chronically absent*	80%
60%	Sense of Belonging % students who feel a sense of belonging*	75%
89.6%	Discipline: All Students % of all students without suspensions (OSS) *	95%
83.5%	Discipline: Students with Disabilities % of Students with Disabilities students without suspensions (OSS)*	95%
86.4%	Discipline: Black Students % of Black students without suspensions (OSS)*	95%
56%	Student-Staff Relationships % of students feeling comfortable going to most or all of the adults in the school for help*	75%
0%	Student Success Plans % of students with individual success plans	90%
19%	School Climate % of schools with 4 or 5 star climate rating*	50%

* Includes Charter and Partner Schools



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School Strategic Planning Overview

Purpose: To cascade the district strategic plan, while grounding our focus in the school's Continuous Improvement Plan. This will **create alignment, reduce confusion, and simplify our efforts.**

Timeline: Your 2030 Strategic Goals and Objectives should be **done by January**. Schools will focus on the strategies as part of FY27 budget and Continuous Improvement Plan processes.

1 2020-2025 School Strategic Plan

2 2025-2026 Continuous Improvement Plan Goals

3 School Data Sheet

1. By the end of the 2025.26 school year, increase the percentage of 3rd, 4th & 5th grade students scoring Proficient and Distinguished by 5% on EOG ELA & MATH.
2. By May 2026, VHE will increase the number of 4th grade students scoring Proficient or Distinguished on the Georgia Milestones End-of-Year Assessment by at least 10%, while reducing the number of students scoring Beginning and Developing in Math.
3. By May 2026, Virginia-Highland Elementary will implement a comprehensive whole-child framework that supports students' academic, social-emotional, and physical well-being, as evidenced by: (a 5% decrease in office discipline referrals, a 10% increase in student attendance rates, and at least 80% of students reporting feeling safe and supported at school (George student survey)).
4. By spring of 2026, all VHE 5th grade students will achieve scores within the Proficient or Distinguished performance levels on the science Georgia Milestones EOY assessment. Students who scored at the Beginning and Developing levels in 2025, will demonstrate measurable growth, advancing to either to the Proficient or Distinguished categories. 70% of students will attain the Distinguished category and 30% of students will achieve the Proficient category.

* Where data from the SY2025-2026 school year has not been released, data from the prior year is used. School > VHF Updated 9/26/2025



Mission: Our mission is to nurture and empower our diverse student population while fostering critical thinking, creativity, and a deep understanding of others through STEAM education.

Vision: Our vision is to cultivate an authentic and relevant learning environment through an investigative approach, empowering all students to empathize, problem solve, explore, discover, and innovate collaboratively.

SMART Goal #1 – Increase cohesion in instructional approaches and curriculum both horizontally & vertically.

SMART Goal #2 – Increase overall attendance rates in all grade levels from our baseline of 2023.24 school year.

SMART Goal #3 – Implement MTSS using research-based interventions to move students toward on-grade level performance.

SMART Goal #4 – Increase family engagement across all grade levels to actively participate in their child's literacy and numeracy development.

Fostering Academic Excellence for All
Data, Curriculum & Instruction, Signature Program

Strategic Priorities

1. **Improve academic achievement** in Math, Reading, and Science by increasing the % of students scoring in the proficient & distinguished categories on MAP & Milestones.
2. **Close academic gaps**, in Math & Reading, for our school subgroups. (ESOL, African American, SWD)

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

3. **Create an Inclusive School Environment:** Foster a culture of belonging where every student feels safe, valued, and supported.
4. **Implement a Comprehensive Multi-Tiered System of Supports (MTSS):** Address academic, behavioral, and social-emotional needs through evidence-based interventions and supports.

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resources
Allocation

5. **Build Capacity Across All Grade Levels:** Develop comprehensive training and mentorship programs that empower teachers & future leaders to drive school improvement, foster innovation, and implement equity-focused practices.
6. **Enhance Teacher and Staff Retention Efforts:** Create a supportive work environment through recognition programs, and initiatives that promote work-life balance and long-term commitment.
7. **Equitable Resources:** Distribute resources strategically based on student and school needs to ensure equitable support for underserved populations and maximize educational outcomes.

Creating a System of School Support
Collective Action, Engagement & Empowerment

8. **Develop Cross-School Collaboration Networks** Establish professional learning communities (PLCs) and inter-school partnerships to share best practices, resources, and innovative solutions.
9. **Foster a Culture of Shared Accountability** Engage all stakeholders—teachers, staff, families, and community members—in setting and achieving common goals for student success.
10. **Empower Students & Parents as Active Participants in Their Child's Education** Implement programs that encourage student voice, leadership, and ownership of their learning journey.

School Strategies

- Streamline professional learning communities (PLC) where teachers focus on what students need to learn, determine a pathway for how to show students have learned it, assess what to do if students do not learn it and how to respond if they already know it.
 - Incorporate school wide writing block for all teachers at all grade levels.
 - Incorporate gifted strategies across all grade levels for all students. (% of teachers gifted endorsed)
 - Incorporating the VHE Design Thinking Process to help guide our writing block. (include on lesson plan format)
 - Implement real-world PBL Opportunities to encourage integrating content (STEAM), critical thinking, problem solving & collaboration.
 - Implement "WISE Time" on GATE days for students needing remediation.
 - Implement the Readers are Leaders initiative and strategies, extended learning & enrichment opportunities
- **Strengthen Social-Emotional Learning (SEL) Programs:** Implement programs that build emotional intelligence, resilience, and interpersonal skills. Create a bank of pre-recorded lessons by administration – Counselor, AP, Principal, Coaches
 - **Enhance Teacher Capacity for Student Support:** Provide professional development to help educators address diverse needs effectively, leveraging tech.
 - **Develop Personalized Intervention Plans:** Use data to identify at-risk students and provide targeted supports.
 - **Strengthen Cross-Grade Level & Dept. Collaboration:** Ensure alignment between grade levels, instructional staff, and other school departments such as GATE, ESOL, SWD & EIP.
 - **Foster Student Goal-Setting and Reflection for academics and behaviors:** Empower students to set academic and personal goals and track their progress toward mastery.
 - **Monitor and discuss Attendance data** during Whole Child Meetings f all students for excused and unexcused absences as well as accumulated tardies.
 - Better understand the accessibility of our building and the needs of students.
- **Conduct Frequent Observations:** Add one additional observation, above district/state requirements, for all teachers to provide continued constructive feedback.
 - **Establish Recognition Programs:** System to regularly recognize outstanding performance (e.g., "Teacher of the Month"). Celebrate staff contributions through public recognition, awards, and celebratory events.
 - **Create a Work-Life Balance Initiative:-** Offer flexible scheduling options where possible (e.g., staggered start times, remote work for planning days). Partner with childcare providers to establish a partnership.
 - **Conduct Exit and Stay Interviews:** - Regularly conduct stay interviews to understand what motivates staff to remain. Analyze exit interviews to identify trends and address underlying retention challenges.
 - **Develop a Resource Allocation Framework:** Create a rubric or criteria to identify student groups with the greatest need. Include factors such as socioeconomic status, academic performance, and access to extracurricular opportunities.
 - **Provide PD Opportunities district, state and national.**
 - **Leverage Teacher Knowledge** – Asks teachers to provide PD to leverage their knowledge
 - Mentor/Mentee support with other grade level teachers.
- **Create a family resource center** to support engagement and collaboration
 - **Engage Families and Communities as Partners:** Build collaborative relationships to support students' academic and personal growth.
 - Increase percentage of teachers with credentials or certifications for advanced learning (e.g. gifted, reading, math, ESOL, SPED)
 - Form a teacher committee specifically working towards hiring highly qualified and effective teachers to join the VHE team.
 - **Promote parent engagement** and involvement through PTO in 4 school wide PTO meetings a year. Topics to be determined based on parent input.
 - **Promote parent engagement** and involvement through grade level family academic nights.
 - Translation services and opportunities for parents who speak other languages to engage with teachers and the community.
 - Strategic Feedback sessions with parents led by school. Grade level discussions with families. (PTO)
 - Celebrate success on what we do better.

Continuous Improvement Goals (VHES)

1 By the end of the 2025.26 school year, increase the percentage of 3rd, 4th & 5th grade students scoring Proficient and Distinguished by 10% on EOG ELA(76% - 86%) & MATH (77% to 87%) .

2 By May 2026, VHE will increase the number of 4th grade students scoring Proficient or Distinguished on the Georgia Milestones End-of-Year Assessment by at least 10%, while reducing the number of students scoring Beginning and Developing. (ELA 69% to 79% & Math 71% to 81%)

3 By May 2026, Virginia-Highland Elementary will implement a comprehensive whole-child framework that supports students' academic, social-emotional, and physical well-being, as evidenced by:

- a 6% increase in student attendance rates, and
- 100% of students reporting feeling safe and supported at school (George student survey).
- A 20% increase from 54% to 74% of students reporting that teachers can teach because of student's behaviors.

4 By spring of 2026, all VHE 5th grade students will achieve scores within the Proficient or Distinguished performance levels on the science Georgia Milestones EOY assessment. Students who scored at the Beginning and Developing levels in 2025, will demonstrate measurable growth, advancing to either to the Proficient or Distinguished categories. 70% of students will attain the Distinguished category and 30% of students will achieve the Proficient category.

2030 Strategic Plan Goals (VHES)

1 **By 2030**, increase the percentage of 3rd, 4th & 5th grade students scoring Proficient and Distinguished on EOG ELA by 10% from 76% to 86% & MATH by 10% from 77% to 87%.

2 **By 2030**, VHE will increase the number of 4th grade students scoring Proficient or Distinguished on the Georgia Milestones End-of-Year Assessment while reducing the number of students scoring Beginning and Developing in EOG ELA by 10% from 24% to 14% & EOG Math by 10% from 23% to 13%.

3 **By 2030**, Virginia-Highland Elementary will implement a comprehensive whole-child framework that supports students' academic, social-emotional, and physical well-being, as evidenced by: an increase in student attendance rates from 89% of students missing 6 or more days to 95%, Increasing the percentage of students reporting feeling safe (92% to 100%) and increasing the percentage of students who feel their teachers can teach because of student behaviors from 54% to 74%

4 **By 2030**, all VHE 5th grade students will achieve scores within the Proficient or Distinguished performance levels on the science Georgia Milestones EOY assessment. Students who scored at the Beginning and Developing levels in 2025, will demonstrate measurable growth, advancing to either to the Proficient or Distinguished categories. 70% of students will attain the Distinguished category and 30% of students will achieve the Proficient category. We will have 100% of students scoring at Proficient or Distinguished moving from 91% to 100%.



KPI Summary

Virginia-Highland Elementary School



Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance	2030 Goal
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	67.0%	+ 21.0 pp	88.0%	67.0%	
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	50.4%	+ 26.0 pp	76.4%	50.4%	
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	35.7%	+ 10.0 pp	45.7%	35.7%	
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	41.8%	+ 26.0 pp	67.8%	41.8%	
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	73.1%	+ 10.7 pp	83.8%	73.1%	
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	68.2%	+ 10.7 pp	78.9%	68.2%	
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	90.0%	+ 4.0 pp	94.0%	90.0%	
	Discipline: All Students	% of students without suspensions	99.7%	—	99.7%	99.7%	
	Discipline: Black Students	% of Black students without suspensions (OSS)	99.2%	—	99.2%	99.2%	
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	100.0%	—	100.0%	100.0%	
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	53.2%	+ 21.0 pp	74.2%	53.2%	
	School Climate*	School climate star rating out of 5	4 ★	—	4 ★	4 ★	
We Are Sparking Stu..	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	99.8%	+ 0.1 pp	99.9%	99.8%	
Our Strength is Our Team	Staff Engagement	% of engaged staff	62.3%	+ 12.9 pp	75.1%	62.3%	
	Teacher Experience	% of teachers with 3 or more years of experience	93.2%	—	93.2%	93.2%	
	Teacher Compensation	Average teacher salary	\$90,529	+ \$9,471	\$100,000	\$90,529	
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	87.0%	+ 3.0 pp	90.0%	87.0%	
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	91.6%	—	91.6%	91.6%	
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	70.0%	+ 10.0 pp	80.0%	70.0%	
	Enrollment	School meeting K-12 Enrollment Minimums	625	—	450	625	
District Goal	Literacy	% of 3rd grade students scoring proficient or above in ELA	69.1%	+ 17.9 pp	87.0%	69.1%	

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School > VHE

Updated 9/26/2025



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- Equitable Resources: Distribute resources strategically based on student and school needs to ensure equitable support for underserved populations and maximize educational outcomes for all students.

- Emergency Preparedness: Each year, Virginia-Highland Elementary will fully implement a comprehensive, “all-hazards” emergency preparedness system aligned with the Ready Georgia Seal of Preparedness standards.

Our Strength is Our Team

- Build Capacity Across All Grade Levels: Develop comprehensive training and mentorship programs that empower teachers & future leaders to drive school improvement, foster innovation, and implement equity-focused practices.
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We Are Sparking Student Curiosity

- Virginia-Highland Elementary will provide students with meaningful learning experiences that extend beyond the classroom by intentionally connecting instruction to real-world applications and enriching activities through Project Based Learning. 100% of all students will participate in a project based learning opportunity.
- In alignment with Georgia's CCRPI *Beyond the Core* indicators, our school will ensure that students have opportunities to engage in fine arts, world languages, physical education, career awareness, and other exploratory programs that complement and deepen their core academic learning. 100% of VHE students will participate in Beyond the Core indicators offered at VHE.



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- Emergency Preparedness: Each year, Virginia-Highland Elementary will fully implement a comprehensive, “all-hazards” emergency preparedness system aligned with the Ready Georgia Seal of Preparedness standards.

By **May 2026**, Virginia-Highland Elementary will achieve the **Ready Georgia Seal of Preparedness** by:

Specific: Developing, updating, and implementing a comprehensive School Safety Plan in collaboration with the local Emergency Management Agency and public safety partners.

Measurable: Conducting a minimum of **12 emergency drills per year** (fire, lockdown, evacuation, severe weather), at least **one full-scale exercise with outside agencies**, and collecting feedback through After-Action Reports.

Achievable: Training **100% of school staff** in crisis response, threat assessment, and emergency medical response (CPR/First Aid/Stop the Bleed).

Relevant: Strengthening school safety and ensuring all staff and students are prepared for emergencies, directly supporting the Ready Georgia Seal of Preparedness standards.

Time-Bound: Reviewing, updating, and reporting progress on preparedness goals at the end of **each semester**, with the target of full Seal certification by **May of each school year**.

- In alignment with Georgia's CCRPI *Beyond the Core* indicators, our school will ensure that students have opportunities to engage in fine arts, world languages, physical education, career awareness, and other exploratory programs that complement and deepen their core academic learning. 100% of VHE students will participate in Beyond the Core indicators offered at VHE.

By **May 2026**, Virginia-Highland Elementary will increase student participation and achievement in **Beyond the Core areas** (Fine Arts, World Languages, PE/Health, and Career Awareness) by ensuring that:

Specific: All students in grades K-5 will have access to and participate in instruction across **all CCRPI Beyond the Core areas** each semester.

Measurable: At least **90% of students** will demonstrate growth or proficiency as measured by local rubrics, performance tasks, and participation records in Beyond the Core subjects.

Achievable: Teachers and enrichment staff will integrate cross-curricular connections between core academics and Beyond the Core subjects at least **once per unit** to deepen learning.

Relevant: Expanding learning opportunities beyond ELA and Math directly supports the **CCRPI Beyond the Core indicators**, ensuring students are well-rounded and prepared for success in middle school and beyond.

Time-Bound: Progress will be reviewed **quarterly** by the leadership team.



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Stakeholder Engagement At Our School



Why We're Here

GO Teams play a vital role in decision-making that impacts the school's direction, priorities, and overall success.

- Stakeholder engagement ensures that the decisions we make reflect the real needs and voices of the people our schools serve.
- We're stronger when we bring others into the work—when we listen, learn, and co-create with families, students, staff, and community members.

Today our GO Team will: Brainstorm ways to involve our school's key stakeholders in our work.



Stakeholder Engagement Exercise

Here's the challenge:

We're going to look at four groups—Families, Students, Staff, and Community.

For each group, we'll ask and answer three questions:

1. **INFORM** – What's a fun or unexpected way to keep them in the loop?
2. **INPUT** – What's a meaningful way to get their ideas or feedback?
3. **INVITE** – How can we bring them into the *work*, not just the audience?

Let's get creative, specific, and push past the usual answers.



<u>Inform</u> What's a fun, unexpected way to keep them in the loop?	Notes in backpack -Video clips from class Monthly edition of the morning news for parents Parent education events - middle school sports, how to manage social media and young kids, etc	-podcasts	-staff spotlight Periodic "lunch and learn" sessions with Go Team / PTO	could put small cards about VHE happenings monthly into neighborhood newsletters- esp. VHCA, Midtown neighbors, MLPA (MC) Folding board outside school with VHE info (ways to donate, accomplishments. Not event info)
<u>Input</u> What's a meaningful way to gather their ideas or feedback?	-“family input boards outside” so they can put sticky notes about what they'd like to see more of Host a series of small, informal coffees with diverse representation from our parent population -short online surveys before or after events	Jelly bean voting Grade ambassadors- meet with admin to discuss ideas a few times a year (MC) -use bulletin board in cafeteria for suggestions and feedback	-coffee talk for staff Informal meet ups with grade level leads, one topic per meeting (could be a happy hour)	Host a pop-up VHE table at community events Community Day at VHE - invite neighbors in to tour the school, hear from staff, meet student ambassadors
<u>Invite</u> How can we bring them into the work	Projects like decorating building or gardening welcome families to collaborate with students on activities to build stronger connection to the school community (MC)	-create a student council	-work on cross-curricular or grade level lessons	-business partnerships, which we already do

Thank You!



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