# Sarah Smith GO Team Business Meeting #3

**November 13, 2025**

ATLANTA PUBLIC SCHOOLS

# Roll Call

| Name | Officer or Representative Position | Role | Email Address |
|---|---|---|---|
| Stacey Perot | | **Principal** | stacey.perot@atlanta.k12.ga.us |
| Cimona Hinton Dirickson | Chairperson | **Parent/Guardian** | chinton@cau.edu |
| Elizabeth Zielinski | | **Parent/Guardian** | egzielinski@gmail.com |
| Ann Mintman | Vice Chairperson | **Parent/Guardian** | ann.mintman@gmail.com |
| Jennifer Moore | | **Instructional Staff** | Jennifer.Moore@atlanta.k12.ga.us |
| Prissy Stewart | | **Instructional Staff** | pristewart@atlanta.k12.ga.us |
| Delrio Carter | | **Instructional Staff** | ccarter@atlanta.k12.ga.us |
| Laquisha Smith | | **Community Member** | LaquishaRena@icloud.com |
| Kelsey Bunker | Cluster Advisory Representative | **Community Member** | Kelsey.Bunker@atlanta.k12.ga.us |
| Javier Irizzary | Secretary | **Swing Seat** | jirizzary.uprm@gmail.com |



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# Action Items

1. Approval of Agenda
2. Approval of Previous Minutes

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# Agenda



ATLANTA PUBLIC SCHOOLS | GO TEAMS STRONG SCHOOLS START WITH ME!

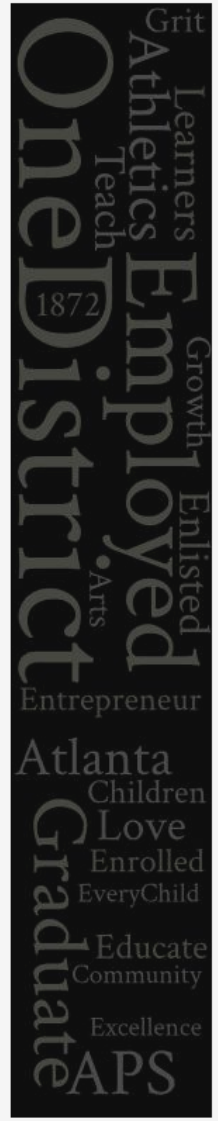
**Meeting Agenda**

**Sarah Smith Elementary**
**Date:** Thursday November 13, 2025
**Time:** 3:00PM

**Public Viewing Link:** https://www.youtube.com/@sarahsmithgoteam8171
**Submit to participate in Public Comment via** Google Form **by 11/12 at 3pm**
**Physical Location:** SRS Intermediate Media Center

I. **Call to Order**
II. **Roll Call; Establish Quorum**
III. **Action Items**
  a. Approval of Agenda
  b. Approval of Previous Minutes
IV. **Discussion Items**
  a. 2025-2030 Strategic Plan Development
    i. Confirm Mission/Vision, Goals from Previous Meeting
    ii. Develop 2025-2030 Strategic Plan Objectives
V. **Information Items**
  a. Principal's Report
VI. **Announcements**
VII. **Public Comment**
VIII. **Adjournment**

I propose that today we start with Principal's report as we tend to exhaust our brain power by the end of the meeting and then we rush.

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# Previous Minutes

https://docs.google.com/document/d/1mqcnsy3dBXC5OdU9M8tgwajhPlOoxyz7UsoVT1iQYCo/edit?usp=sharing

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# Discussion Items

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# Continuing the 2025-2030 School Strategic Plan Development Process

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# School Strategic Planning Overview

## Purpose

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

## Timeline

Our school's 2030 Strategic Goals and Objectives should be **updated, approved and ranked by January 2026**. Schools will focus on the strategies as part of FY27 Budget and Continuous Improvement Plan processes.

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# Revisiting the APS 2025-2030 Strategic Plan

## 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)

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# *GO Team's Focus (Governance)*




*What is our purpose?*
*What do we do?*

*What is our picture of the future?*

*What results do we want to satisfy our stakeholder needs?*

*What are the main focus areas ("Pillars of Excellence") of our work?*

*What continuous improvement activities are needed to get results?*

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# School Strategic Planning Process Overview

1. **Review Data**

2. **Align Mission/Vision/Purpose**

3. **Confirm 2030 Goals**
   - Create CIP Goals to 2030
   - Identify Additional Goals

4. **Identify 2025-2030 Strategic Objectives**
   - Reflect on 2020-2025 Strategic Plan
   - Review and Discuss Additional Objectives Going Forward

5. **Approve Your Strategic Plan & Rank Your Strategic Objectives for FY27**

***Sample GO Team Business Meeting Cadence***

**Business Meeting 1:**
- Review Data *(MAP, GMAS, Graduation Rate, CCRPI, etc.)*

**Business Meeting 2:**
- Review Data (School KPIs)
- Align Mission/Vision/ Purpose
- Confirm 2030 Goals

**Business Meeting 3:**
- Identify 2025-2030 Strategic Objectives

**Business Meeting 4 (Budget Allocation):**
- Approve Your Strategic Plan & Rank Your Strategic Objectives for FY27

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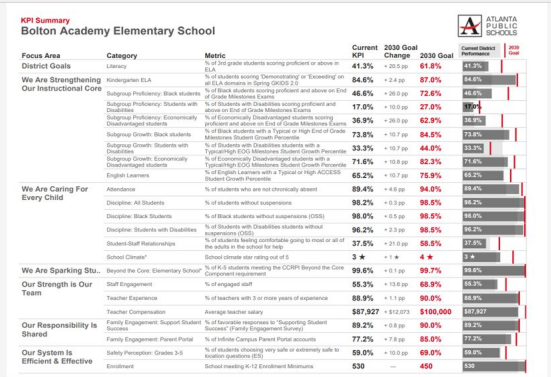
# In Our Last Meeting We…

## 1 Reviewed Our School Data

**Guiding Questions for the GO Team to Discuss:**

- What do you notice?
- What are your wonderings?
- Are you on track?
- Are there specific sub-group performance gaps?
- Outside of the "Instructional Core," what could be a focus area?


KPI Summary
Bolton Academy Elementary School

| Focus Area | Category | Metric | Current KPI | 2030 Goal Change | 2030 Goal |
|---|---|---|---|---|---|
| District Goals | Literacy | % of 3rd grade students scoring proficient or above in ELA | 41.3% | + 20.5 pp | 61.8% |
| We Are Strengthening Our Instructional Core | Kindergarten ELA | % of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0 | 84.6% | + 2.4 pp | 87.0% |
| | Subgroup Proficiency: Black students | % of Black students scoring proficient and above on End of Grade Milestones Exams | 46.6% | + 26.0 pp | 72.6% |
| | Subgroup Proficiency: Students with Disabilities | % of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams | 17.0% | + 10.0 pp | 27.0% |
| | Subgroup Proficiency: Economically Disadvantaged students | % of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams | 36.9% | + 26.0 pp | 62.9% |
| | Subgroup Growth: Black students | % of Black students with a Typical or High End of Grade Milestones Student Growth Percentile | 73.8% | + 10.7 pp | 84.5% |
| | Subgroup Growth: Students with Disabilities | % of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile | 33.3% | + 10.7 pp | 44.0% |
| | Subgroup Growth: Economically Disadvantaged students | % of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile | 71.6% | + 10.8 pp | 82.3% |
| | English Learners | % of English Learners with a Typical or High ACCESS Student Growth Percentile | 65.2% | + 10.7 pp | 75.9% |
| We Are Caring For Every Child | Attendance | % of students who are not chronically absent | 89.4% | + 4.6 pp | 94.0% |
| | Discipline: All Students | % of students without suspensions | 98.2% | + 0.3 pp | 98.5% |
| | Discipline: Black Students | % of Black students without suspensions (OSS) | 98.0% | + 0.5 pp | 98.5% |
| | Discipline: Students with Disabilities | % of Students with Disabilities students without suspensions (OSS) | 96.2% | + 2.3 pp | 98.5% |
| | Student-Staff Relationships | % of students feeling comfortable going to most or all of the adults in the school for help | 37.5% | + 21.0 pp | 58.5% |
| | School Climate* | School climate star rating out of 5 | 3 ★ | + 1 ★ | 4 ★ |
| We Are Sparking Stu.. | Beyond the Core: Elementary School* | % of K-5 students meeting the CCRPI Beyond the Core Component requirement | 99.6% | + 0.1 pp | 99.7% |
| Our Strength is Our Team | Staff Engagement | % of engaged staff | 55.3% | + 13.6 pp | 68.9% |
| | Teacher Experience | % of teachers with 3 or more years of experience | 88.9% | + 1.1 pp | 90.0% |
| | Teacher Compensation | Average teacher salary | $87,927 | + $12,073 | $100,000 |
| Our Responsibility Is Shared | Family Engagement: Support Student Success | % of favorable responses to "Supporting Student Success" (Family Engagement Survey) | 89.2% | + 0.8 pp | 90.0% |
| | Family Engagement: Parent Portal | % of Infinite Campus Parent Portal accounts | 77.2% | + 7.8 pp | 85.0% |
| Our System Is Efficient & Effective | Safety Perception: Grades 3-5 | % of students choosing very safe or extremely safe to location questions (ES) | 59.0% | + 10.0 pp | 69.0% |
| | Enrollment | School meeting K-12 Enrollment Minimums | 530 | — | 450 |

## 2 Aligned Our Mission and Vision

**Mission and Vision Alignment:**



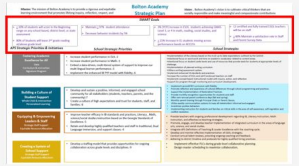

**Guiding Question:** Does our current school mission and vision align with these statements?




## 3 Confirmed Our 2030 Goals

**Guiding Question: After reviewing our current Strategic Plan and school KPIs, are there any additional goals we would like to include with our 2030 CIP Goals for the 2025-2030 Strategic Plan?** *(No more than 1-2 additional goals)*

*1. Enter any proposed additional goals for the strategic plan that the team identifies here.*


Bolton Academy
Strategic Plan


Bolton Academy Elementary School

WHO WE ARE...

# We are Sarah Smith

WHY WE EXIST...

**to foster an inclusive community that empowers every student to learn, grow, and achieve success in life**

## Student suggestions/comments

- add Superstars - represents our attitude and mascot
- Loved words 'inclusive', 'community', 'empowers', 'grow', and 'achieve'.
- Some expressed concern with the word 'foster' given the alternative meaning of looking after a child without becoming their legal parent. Some suggestions for alternatives were:
- To continue an inclusive community...
- To continue the legacy of an inclusive community...
- To level up to an inclusive community…
- Change “achieve success in life to “succeed in life”

# Sarah Smith Proposed Updates to School Mission and Vision:

***See 4th & 5th grade student feedback***
***- mostly 5th grade classes responded***



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# (SCHOOL NAME) Proposed Goals for the 2025-2030 Strategic Plan:



***Please review the 4th goal***

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## Continuous Improvement Goals (Sarah Smith)

1 *By the end of the 2025-2026 school year, the 3rd-5th grade students will increase scoring proficient or above from 53.1 % (SY24-25) to 59% (SY25-26) on the spring 2026 EOG in English Language Arts.*

2 *By the end of the 2025-2026 school year, the 3rd-5th grade students will increase scoring proficient or above from 49.3% (SY24-25) to 55% (SY25-26) on the spring 2026 EOG in Math.*

3 Sarah Smith will improve our Georgia School Climate rating from a 2/5 stars to 3/5 stars by improving student attendance and student self management skills during the 2025-2026 school year.

4 Sarah Smith will improve staff engagement (37.5%), family engagement (77.8%), and positive student-staff relationships (49.5%) by 5% during the 2025-2026 school year

## 2030 Strategic Plan Goals (Example)

1 **By 2030**, *the 3rd-5th grade students will increase scoring proficient or above from 53.1 % (SY24-25) to* ***73.1%*** *on the spring 2030 EOG in English Language Arts.*

2 **By 2030**, *the 3rd-5th grade students will increase scoring proficient or above from 49.3% (SY24-25) to* ***70%*** *on the spring 2030 EOG in Math.*

3 **By 2030**, Sarah Smith will improve our Georgia School Climate rating from a 2/5 stars to **4/5** stars by improving student attendance and student self management skills.

4 **By 2030** Sarah Smith will improve staff engagement from 37.5% to **52.9%**, family engagement from 77.8% to **85.9%**, and positive student-staff relationships from 49.5% to **70.5%**.

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# Today's Focus:

# School Strategic Planning Process: Step 4

1. **Review Data**
2. **Align Mission/Vision/Purpose**
3. **Confirm 2030 Goals**
   - Create CIP Goals to 2030
   - Identify Additional Goals
4. **Identify 2025-2030 Strategic Objectives**
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***Sample GO Team Business Meeting Cadence***

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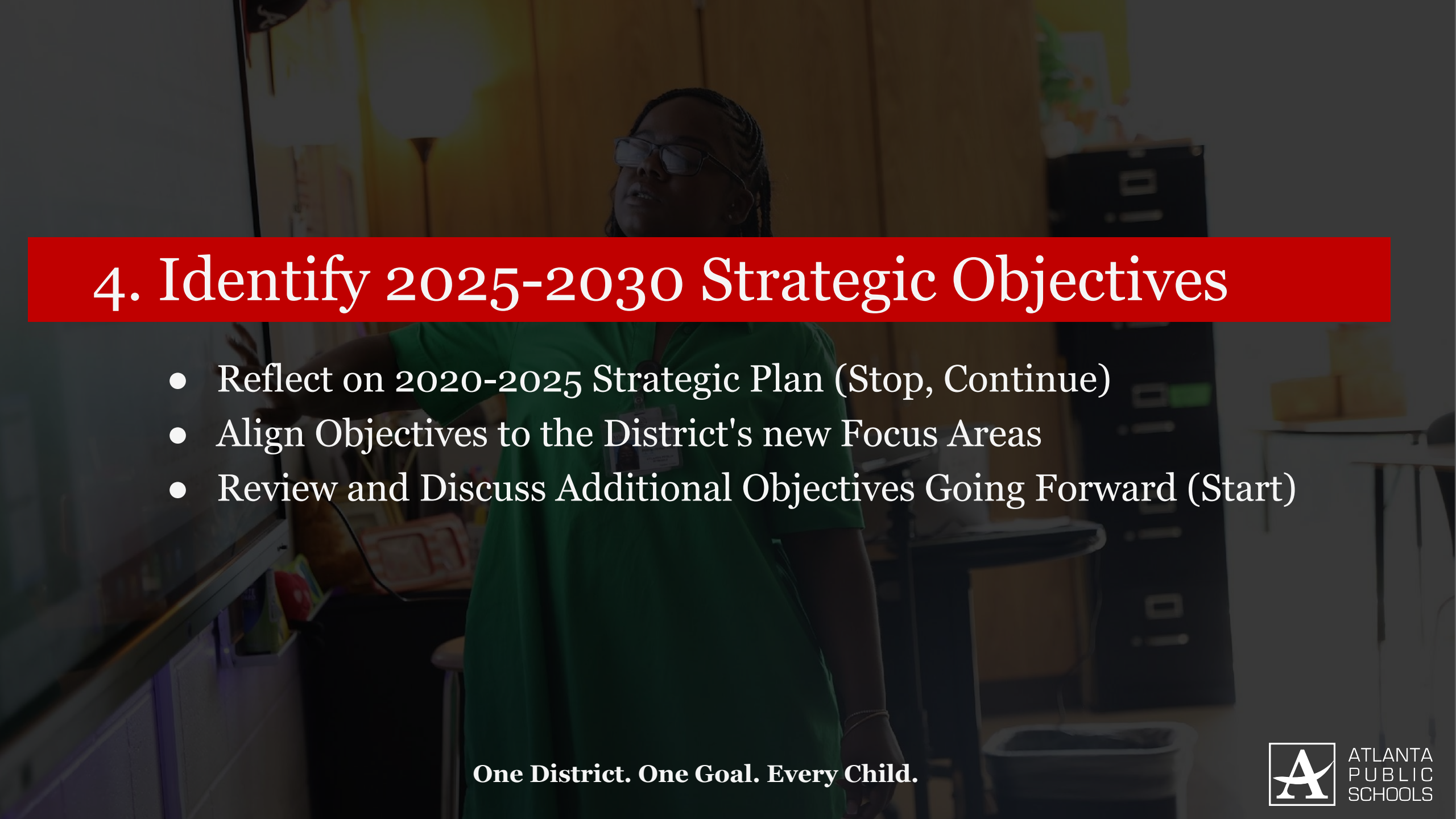
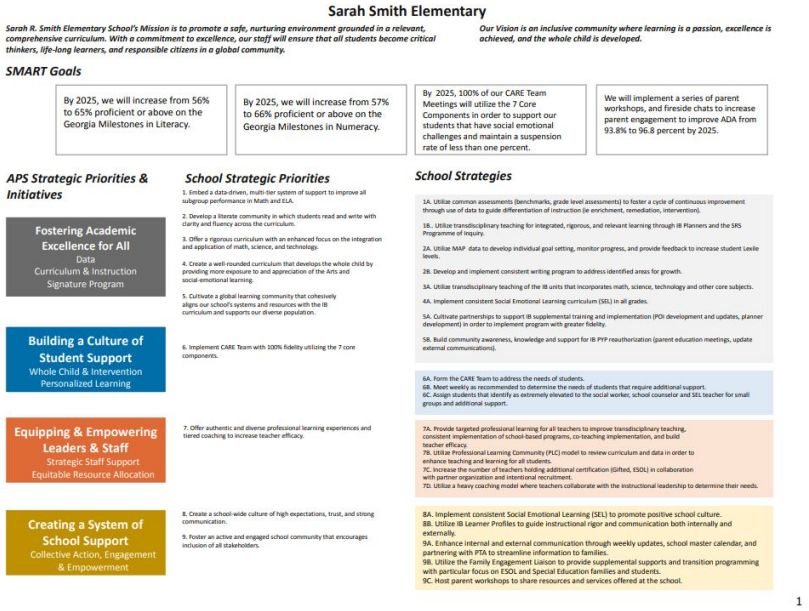


# 4. Identify 2025-2030 Strategic Objectives

- Reflect on 2020-2025 Strategic Plan (Stop, Continue)
- Align Objectives to the District's new Focus Areas
- Review and Discuss Additional Objectives Going Forward (Start)

# 4

# Using our new, 2025-2030 Strategic Goals as a guide we will complete a Start, Stop and Continue exercise to review our current “Strategic Priorities” and identify our 2025-2030 Strategic Objectives



Sarah Smith Elementary

*Sarah R. Smith Elementary School's Mission is to promote a safe, nurturing environment grounded in a relevant, comprehensive curriculum. With a commitment to excellence, our staff will ensure that all students become critical thinkers, life-long learners, and responsible citizens in a global community.*

*Our Vision is an inclusive community where learning is a passion, excellence is achieved, and the whole child is developed.*

***SMART Goals***

- By 2025, we will increase from 56% to 65% proficient or above on the Georgia Milestones in Literacy.
- By 2025, we will increase from 57% to 66% proficient or above on the Georgia Milestones in Numeracy.
- By 2025, 100% of our CARE Team Meetings will utilize the 7 Core Components in order to support our students that have social emotional challenges and maintain a suspension rate of less than one percent.
- We will implement a series of parent workshops, and fireside chats to increase parent engagement to improve ADA from 93.8% to 96.8 percent by 2025.

| *APS Strategic Priorities & Initiatives* | *School Strategic Priorities* | *School Strategies* |
|---|---|---|
| **Fostering Academic Excellence for All**<br>Data<br>Curriculum & Instruction<br>Signature Program | 1. Embed a data-driven, multi-tier system of support to improve all subgroup performance in Math and ELA.<br>2. Develop a literate community in which students read and write with clarity and fluency across the curriculum.<br>3. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.<br>4. Create a well-rounded curriculum that develops the whole child by providing more exposure to and appreciation of the Arts and social-emotional learning.<br>5. Cultivate a global learning community that cohesively aligns our school's systems and resources with the IB curriculum and supports our diverse population. | 1A. Utilize common assessments (benchmarks, grade level assessments) to foster a cycle of continuous improvement through use of data to guide differentiation of instruction (ie enrichment, remediation, intervention).<br>1B.. Utilize transdisciplinary teaching for integrated, rigorous, and relevant learning through IB Planners and the SRS Programme of Inquiry.<br>2A. Utilize MAP data to develop individual goal setting, monitor progress, and provide feedback to increase student Lexile levels.<br>2B. Develop and implement consistent writing program to address identified areas for growth.<br>3A. Utilize transdisciplinary teaching of the IB units that incorporates math, science, technology and other core subjects.<br>4A. Implement consistent Social Emotional Learning curriculum (SEL) in all grades.<br>5A. Cultivate partnerships to support IB supplemental training and implementation (POI development and updates, planner development) in order to implement program with greater fidelity.<br>5B. Build community awareness, knowledge and support for IB PYP reauthorization (parent education meetings, update external communications). |
| **Building a Culture of Student Support**<br>Whole Child & Intervention<br>Personalized Learning | 6. Implement CARE Team with 100% fidelity utilizing the 7 core components. | 6A. Form the CARE Team to address the needs of students.<br>6B. Meet weekly as recommended to determine the needs of students that require additional support.<br>6C. Assign students that identify as extremely elevated to the social worker, school counselor and SEL teacher for small groups and additional support. |
| **Equipping & Empowering Leaders & Staff**<br>Strategic Staff Support<br>Equitable Resource Allocation | 7. Offer authentic and diverse professional learning experiences and tiered coaching to increase teacher efficacy. | 7A. Provide targeted professional learning for all teachers to improve transdisciplinary teaching, consistent implementation of school-based programs, co-teaching implementation, and build teacher efficacy.<br>7B. Utilize Professional Learning Community (PLC) model to review curriculum and data in order to enhance teaching and learning for all students.<br>7C. Increase the number of teachers holding additional certification (Gifted, ESOL) in collaboration with partner organization and intentional recruitment.<br>7D. Utilize a heavy coaching model where teachers collaborate with the instructional leadership to determine their needs. |
| **Creating a System of School Support**<br>Collective Action, Engagement & Empowerment | 8. Create a school-wide culture of high expectations, trust, and strong communication.<br>9. Foster an active and engaged school community that encourages inclusion of all stakeholders. | 8A. Implement consistent Social Emotional Learning (SEL) to promote positive school culture.<br>8B. Utilize IB Learner Profiles to guide instructional rigor and communication both internally and externally.<br>9A. Enhance internal and external communication through weekly updates, school master calendar, and partnering with PTA to streamline information to families.<br>9B. Utilize the Family Engagement Liaison to provide supplemental supports and transition programming with particular focus on ESOL and Special Education families and students.<br>9C. Host parent workshops to share resources and services offered at the school. |

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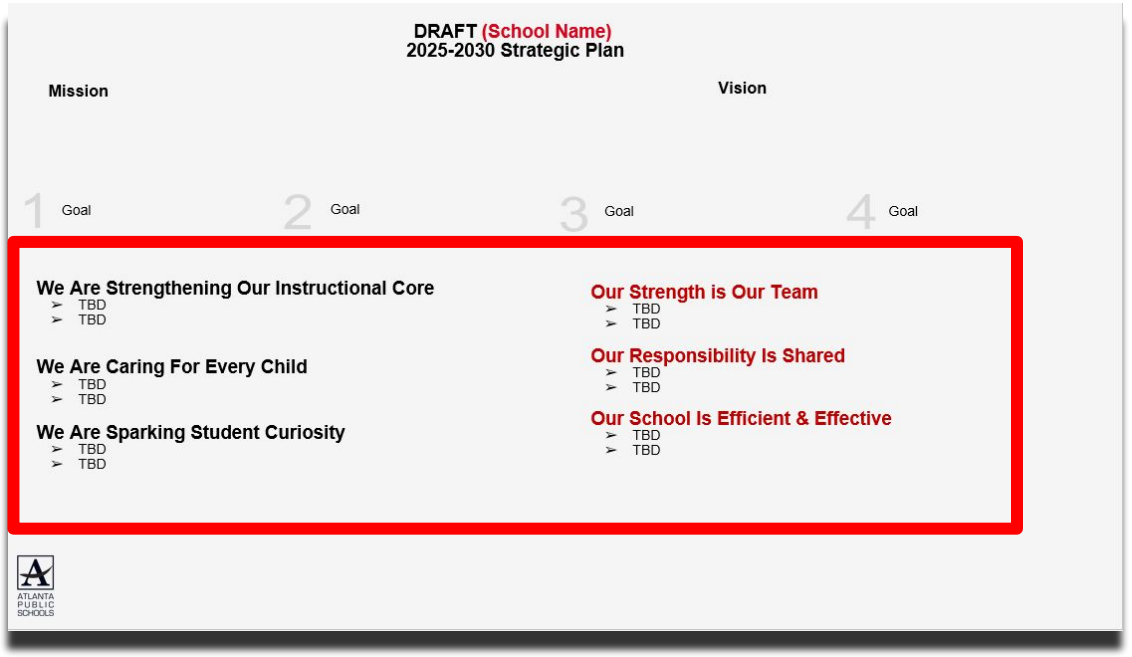

DRAFT (School Name)
2025-2030 Strategic Plan

**Mission**

**Vision**

1 Goal 2 Goal 3 Goal 4 Goal

**We Are Strengthening Our Instructional Core**
- TBD
- TBD

**We Are Caring For Every Child**
- TBD
- TBD

**We Are Sparking Student Curiosity**
- TBD
- TBD

**Our Strength is Our Team**
- TBD
- TBD

**Our Responsibility Is Shared**
- TBD
- TBD

**Our School Is Efficient & Effective**
- TBD
- TBD

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# Sarah Smith Elementary

***Sarah R. Smith Elementary School's Mission is to promote a safe, nurturing environment grounded in a relevant, comprehensive curriculum. With a commitment to excellence, our staff will ensure that all students become critical thinkers, life-long learners, and responsible citizens in a global community.***

***Our Vision is an inclusive community where learning is a passion, excellence is achieved, and the whole child is developed.***

## *SMART Goals*

| | | | |
|---|---|---|---|
| By 2025, we will increase from 56% to 65% proficient or above on the Georgia Milestones in Literacy. | By 2025, we will increase from 57% to 66% proficient or above on the Georgia Milestones in Numeracy. | By 2025, 100% of our CARE Team Meetings will utilize the 7 Core Components in order to support our students that have social emotional challenges and maintain a suspension rate of less than one percent. | We will implement a series of parent workshops, and fireside chats to increase parent engagement to improve ADA from 93.8% to 96.8 percent by 2025. |

## *APS Strategic Priorities & Initiatives*

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

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

**Equipping & Empowering Leaders & Staff**
Strategic Staff Support
Equitable Resource Allocation

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

## *School Strategic Priorities*

1. Embed a data-driven, multi-tier system of support to improve all subgroup performance in Math and ELA.

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

3. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.

4. Create a well-rounded curriculum that develops the whole child by providing more exposure to and appreciation of the Arts and social-emotional learning.

5. Cultivate a global learning community that cohesively aligns our school's systems and resources with the IB curriculum and supports our diverse population.

6. Implement CARE Team with 100% fidelity utilizing the 7 core components.

7. Offer authentic and diverse professional learning experiences and tiered coaching to increase teacher efficacy.

8. Create a school-wide culture of high expectations, trust, and strong communication.

9. Foster an active and engaged school community that encourages inclusion of all stakeholders.

## *School Strategies*

1A. Utilize common assessments (benchmarks, grade level assessments) to foster a cycle of continuous improvement through use of data to guide differentiation of instruction (ie enrichment, remediation, intervention).

1B.. Utilize transdisciplinary teaching for integrated, rigorous, and relevant learning through IB Planners and the SRS Programme of Inquiry.

2A. Utilize MAP data to develop individual goal setting, monitor progress, and provide feedback to increase student Lexile levels.

2B. Develop and implement consistent writing program to address identified areas for growth.

3A. Utilize transdisciplinary teaching of the IB units that incorporates math, science, technology and other core subjects.

4A. Implement consistent Social Emotional Learning curriculum (SEL) in all grades.

5A. Cultivate partnerships to support IB supplemental training and implementation (POI development and updates, planner development) in order to implement program with greater fidelity.

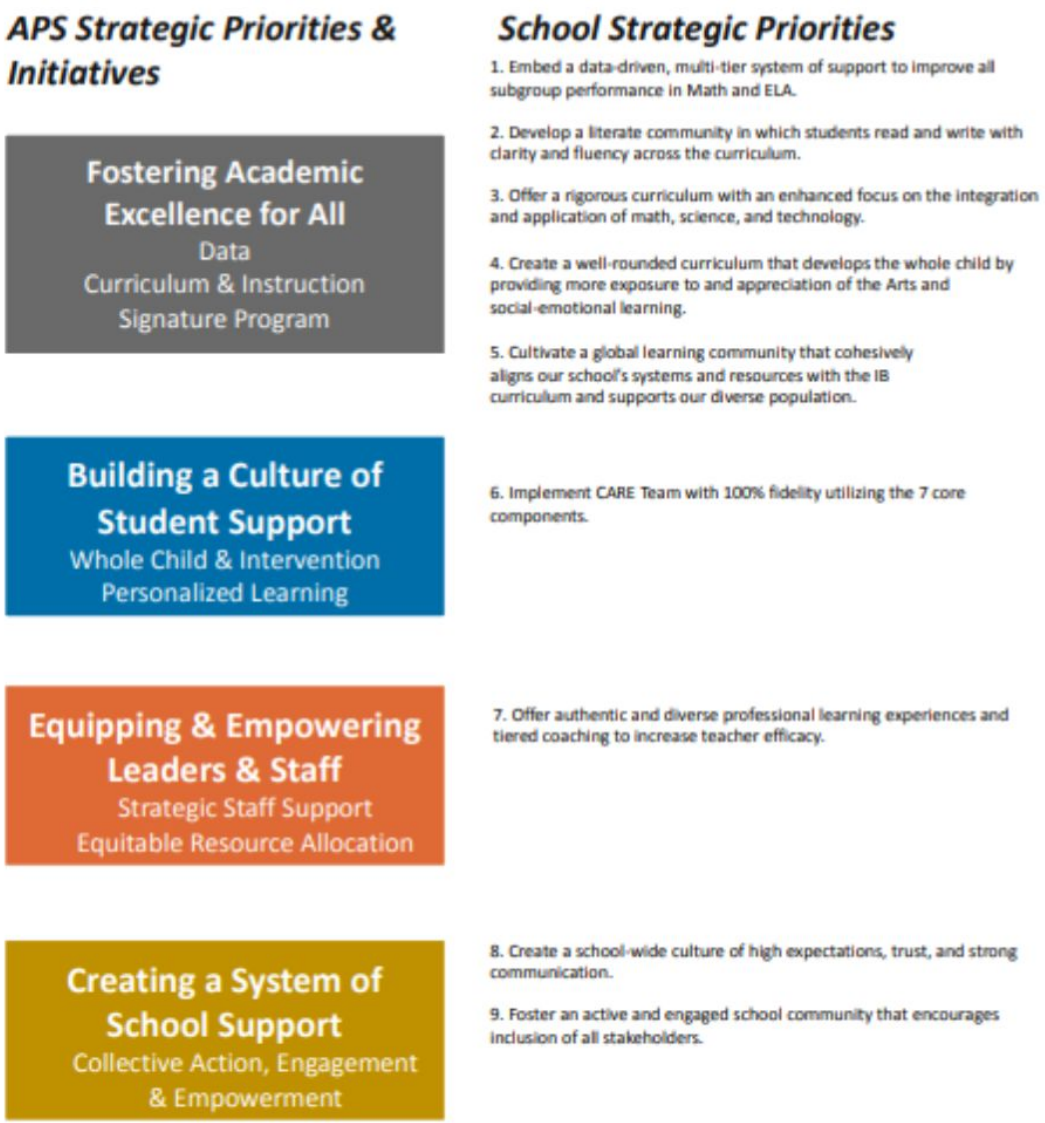
5B. Build community awareness, knowledge and support for IB PYP reauthorization (parent education meetings, update external communications).

6A. Form the CARE Team to address the needs of students.
6B. Meet weekly as recommended to determine the needs of students that require additional support.
6C. Assign students that identify as extremely elevated to the social worker, school counselor and SEL teacher for small groups and additional support.

7A. Provide targeted professional learning for all teachers to improve transdisciplinary teaching, consistent implementation of school-based programs, co-teaching implementation, and build teacher efficacy.
7B. Utilize Professional Learning Community (PLC) model to review curriculum and data in order to enhance teaching and learning for all students.
7C. Increase the number of teachers holding additional certification (Gifted, ESOL) in collaboration with partner organization and intentional recruitment.
7D. Utilize a heavy coaching model where teachers collaborate with the instructional leadership to determine their needs.

8A. Implement consistent Social Emotional Learning (SEL) to promote positive school culture.
8B. Utilize IB Learner Profiles to guide instructional rigor and communication both internally and externally.
9A. Enhance internal and external communication through weekly updates, school master calendar, and partnering with PTA to streamline information to families.
9B. Utilize the Family Engagement Liaison to provide supplemental supports and transition programming with particular focus on ESOL and Special Education families and students.
9C. Host parent workshops to share resources and services offered at the school.

# Identifying 2025-2030 Strategic Objectives: Stop Discussion




**Guiding Questions:**

**Stop**

- What current priorities/activities are not having the needed impact and should be stopped?
- Are there any priorities/activities that are no longer aligned with our mission, vision, goals or focus areas?

**Notes:**

- Think about what has been working; has been completed; or never started.
- If your goals for 2030 are bigger than what you have achieved so far, then what must you do differently going forward?

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A. Create a school-wide culture of high expectations, trust, and strong communication.

B. Cultivate a global learning community that cohesively aligns our school's systems and resources with the IB curriculum and supports our diverse population.

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

D.Embed a data-driven, multi-tier system of support to improve all subgroup performance in Math and ELA.

E. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.

F. Create a well-rounded curriculum that develops the whole child by providing more exposure to and appreciation of the Arts and social-emotional learning.

G. Implement CARE Team with 100% fidelity utilizing the 7 core components. (this is a strategy- not an objective)

H. Offer authentic and diverse professional learning experiences and tiered coaching to increase teacher efficacy.

I. Foster an active and engaged school community that encourages inclusion of all stakeholders

# Identifying 2025-2030 Strategic Objectives: Stop Discussion




**Guiding Questions:**

**Stop**

- What current priorities/activities are not having the needed impact and should be stopped?
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ATLANTA PUBLIC SCHOOLS

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D.Embed a data-driven, multi-tier system of support to improve all subgroup performance in Math and ELA.

E. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.

F. Create a well-rounded curriculum that develops the whole child by providing more exposure to and appreciation of the Arts and social-emotional learning.

G. Implement CARE Team with 100% fidelity utilizing the 7 core components. (this is a strategy- not an objective)

H. Offer authentic and diverse professional learning experiences and tiered coaching to increase teacher efficacy.

I. Foster an active and engaged school community that encourages inclusion of all stakeholders

# Identifying 2025-2030 Strategic Objectives: Continue Discussion




**Guiding Questions:**

**Continue**

- What current priorities/activities are working well and should be maintained? ✓

**Notes:**

- Think about what has been working; has been completed; or never started.
- If your goals for 2030 are bigger than what you have achieved so far, then what must you do differently going forward?

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# Identifying 2025-2030 Strategic Objectives: Which stay so far?

A. Create a school-wide culture of high expectations, trust, and strong communication.

B. Cultivate a global learning community that cohesively aligns our school's systems and resources with the IB curriculum and supports our diverse population.

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

D.Embed a data-driven, multi-tier system of support to improve all subgroup performance in Math and ELA.

E. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.

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# Aligning Your Objectives to the District's New Focus Areas

## “Getting Back to Basics”

### We Are Strengthening Our Instructional Core
- TBD- Strategic Objective
- TBD- Strategic Objective

### We Are Caring For Every Child
- TBD- Strategic Objective
- TBD- Strategic Objective

### We Are Sparking Student Curiosity
- TBD- Strategic Objective
- TBD- Strategic Objective

## “Community of Believers”

### Our Strength is Our Team
- TBD- Strategic Objective
- TBD- Strategic Objective

### Our Responsibility Is Shared
- TBD- Strategic Objective
- TBD- Strategic Objective

### Our School Is Efficient & Effective
- TBD- Strategic Objective
- TBD- Strategic Objective

**You will now move the Objectives (*previously Priorities*) you want to “Continue” to the appropriate Focus Area**

- Use your 2020-2025 Strategic Plan, the APS 2025-2030 Strategic Plan (slide 9) and your school KPI sheet to help categorize your objectives. Please note:
  - *Fostering Academic Excellence for All* is likely aligned to “We Are Strengthening Our Instructional Core” or “We Are Sparking Student Curiosity”
  - *Building a Culture of Student Support* is likely aligned to “We Are Caring For Every Child”
  - *Equipping & Empowering Leaders & Staff* is likely aligned to “Our Strength is Our Team”
  - *Creating a System of School Support* is likely aligned to “Our Responsibility is Shared” or “Our School is Efficient & Effective”

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Remind me to delete the STOP priorities before we slide them up

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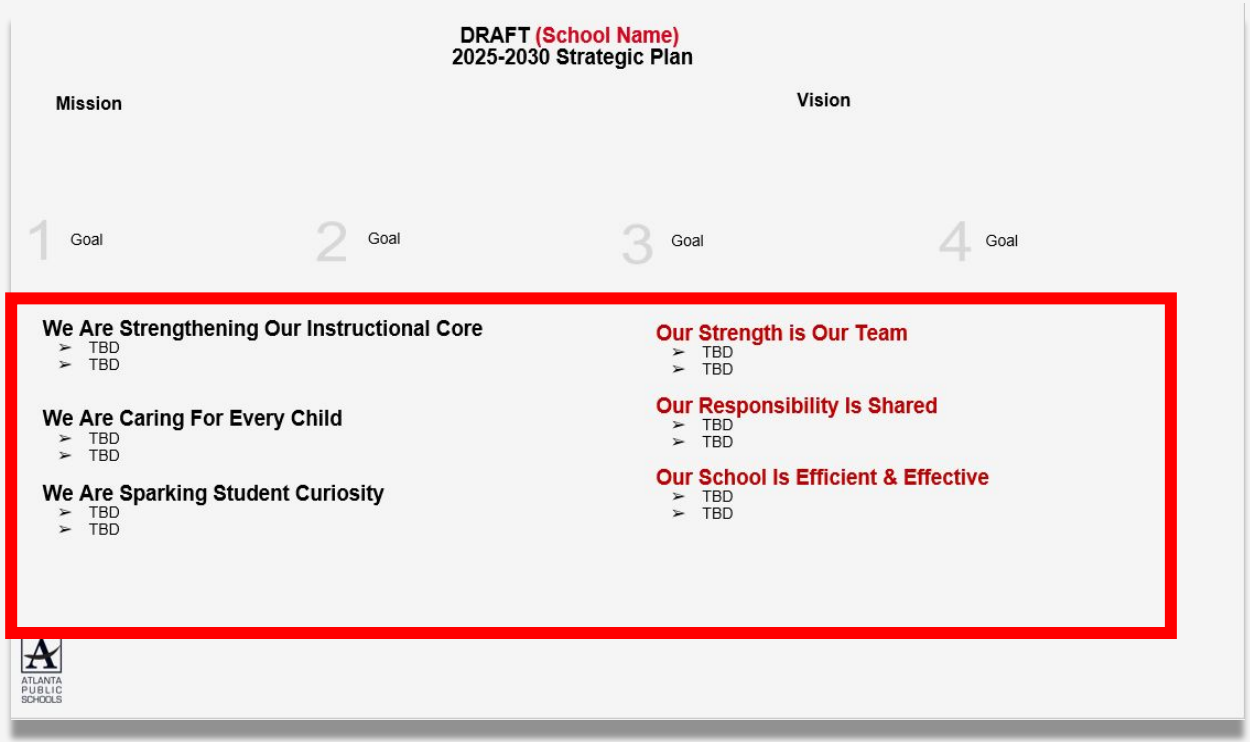
# Identifying 2025-2030 Strategic Objectives: "Start" Discussion



DRAFT (School Name)
2025-2030 Strategic Plan

**Mission**

**Vision**

1 Goal | 2 Goal | 3 Goal | 4 Goal

**We Are Strengthening Our Instructional Core**
- TBD
- TBD

**We Are Caring For Every Child**
- TBD
- TBD

**We Are Sparking Student Curiosity**
- TBD
- TBD

**Our Strength is Our Team**
- TBD
- TBD

**Our Responsibility Is Shared**
- TBD
- TBD

**Our School Is Efficient & Effective**
- TBD
- TBD

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- After you have aligned your Objectives to the appropriate Focus Area, identify any new Objectives the school must start to address the goals in your plan +
- **You should have 1-2 Objectives for each Focus Area.**
- Use the APS 2025-2030 Strategic Plan (slide 9) and your school KPI sheet for ideas if you need to identify new Objectives.
- Focus on the "**Getting Back to Basics**" Focus Areas first (***Strengthening Our Instructional Core, Caring For Every Child, and Sparking Student Curiosity***)
- Make sure you have something in the "**Community of Believers**" Focus Areas that support your core work (***Strength is Our Team, Responsibility is Shared, System is Effective & Efficient***)

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**Guiding Questions:** Are there any new "objectives" we must **START** to completely address our 2025-2030 Strategic Goals? Do we have 1-2 Objectives to support each Focus Area?

## "Getting Back to Basics"

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- TBD- Strategic Objective
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# Where we're going

At our next meeting we will:

- Vote on the 2025-2030 Strategic Plan
- Rank our 2025-2030 Strategic Objectives
- Begin the discussion of the 2026-2027 budget

Let me or the Chair know of any additional information you need for our future discussion.

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# Principal's Report



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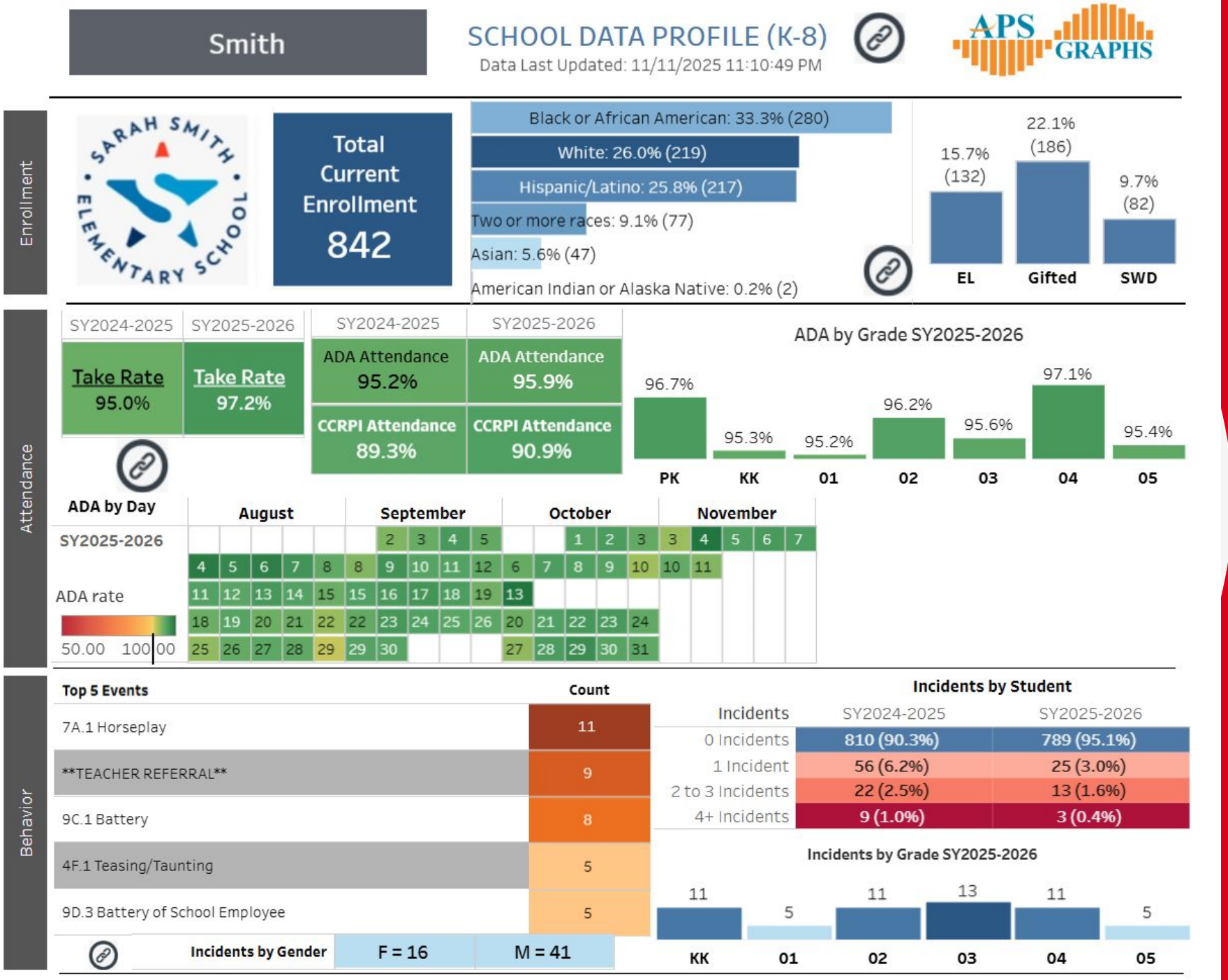
# Principal's Report

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**MILESTONES ACHIEVEMENTS - JUST ANNOUNCED**

Congrats to 24-25 Sarah Smith 3rd grade teachers (and all K-2 who supported their growth over the years) - You are being recognized as Literacy Leaders by GADOE for Gateway Growth.

**Gateway Growth (5th & 8th Grade and High School):**

Schools earned this award when the percentage of fifth-grade, eighth-grade, or high school students scoring Proficient or Above in mathematics increased according to the tiered growth criteria below:

- Schools with fewer than 50% of students in the identified grade or course scoring Proficient or Above in mathematics in 2024-25 needed a 15-point or higher increase compared to the 2023-24 Georgia Milestones assessment.
- Schools with at least 50 but less than 70% of students in the identified grade or course scoring Proficient or Above in mathematics in 2024-25 needed a 10-point or higher increase.
- Schools with at least 70 but less than 90% of students in the identified grade or course scoring Proficient or Above in mathematics in 2024-25 needed a 5-point or higher increase.
- Schools with at least 90 but less than 98% of students in the identified grade or course scoring Proficient or Above in mathematics in 2024-25 needed a 3-point or higher increase.

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**Gateway Growth (3rd & 6th Grade and High School):**

Schools earned this award when the percentage of third-grade, sixth-grade, or high scho students reading at or above grade level increased according to the tiered growth criteria below:

- Schools with fewer than 50% of students in the identified grade or course reading at or above grade level in 2024-25 needed a 15-point or higher increase compared to the 2023-24 Georgia Milestones assessment.
- Schools with at least 50 but less than 70% of students in the identified grade or course reading at or above grade level in 2024-25 needed a 10-point or higher increase.
- Schools with at least 70 but less than 90% of students in the identified grade or course reading at or above grade level in 2024-25 needed a 5-point or higher increase.
- Schools with at least 90 but less than 98% of students in the identified grade or course reading at or above grade level in 2024-25 needed a 3-point or higher increase.

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# UPDATES- DLI

DLI Advisory Council Notifications

NEW STAFFING for SPANISH MATH SUPPORTS

## CATCHING UP SPANISH PROFICIENCY



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One District. One Goal. Every Child.

**Reference Guides for Spanish - K–5 DLI**

| | | |
|---|---|---|
| | | □ Conectores avanzados |

What students should know and be able to do in Spanish by the end of each grade level.

| Grado | Phonological and grammatical skills | Language and Writing |
|---|---|---|
| K | □ Direct syllables (ma, me, mi, mo, mu)<br>□ Initial, middle, and final sounds<br>□ Word formation with syllables<br>□ Words with common patterns<br>□ Use of articles with agreement<br>□ Differentiation between b/v, silent h, stress on mamá/papá | □ Correct use of articles<br>□ Writing simple sentences<br>□ Oral description of drawings |
| 1 | □ Frequently Used Words<br>□ Differences between similar sounds (c/s/z...)<br>□ Common digraphs (ch, ll, rr)<br>□ Open and closed syllables<br>□ Strong/weak vowels, diphthongs<br>□ Accents, umlauts, accents<br>□ Word families | □ Nouns and verbs with agreement<br>□ Use of pronouns and adjectives<br>□ Differentiating tú/usted<br>□ Use of punctuation marks<br>□ Complete sentence recognition |
| 2 | □ Contractions (al, del)<br>□ Blends (fr, fl, pl)<br>□ Accents that change meaning<br>□ Multisyllabic words<br>□ Triphthongs<br>□ Accentuation rules (acute, grave, proparoxytone)<br>□ Diphthong vs. hiatus | □ Collective nouns<br>□ Irregular plurals<br>□ Writing simple paragraphs<br>□ Basic connectives |
| 3 | □ Homophones (hola/ola)<br>□ Spelling rules (b/v, ll/y...)<br>□ H and silent u<br>□ Cognates<br>□ Suffixes (-ito, -ote)<br>□ Dates and numbers | □ Verb Conjugation<br>□ Systematic Accentuation Rules<br>□ Comparatives and Superlatives<br>□ Adjective Position<br>□ Narratives and Descriptions |
| 4 | □ Compound Words<br>□ Using Umlauts<br>□ English-Like Words<br>□ Spelling Changes with Suffixes | □ Interrogative/Relative Pronouns<br>□ Adjective Order<br>□ Preterite, Conditional<br>□ Apocope<br>□ Confusing Words (tube/had)<br>□ Paragraphs with Main Idea and Details |
| 5 | □ Technical Cognates<br>□ Prefixes and Suffixes<br>□ Comparison with English | □ Argumentative Texts<br>□ Revision and Editing<br>□ Formal/Informal Registers |

| | | |
|---|---|---|
| | | □ Advanced Connectives |



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# Bilingual EIP Support

Having a DLI paraprofessional in my classroom has made a noticeable difference for both my students and me. Her presence allows me to immediately begin small-group instruction, which has made my planning more intentional. I can now strategically group students who need specific academic or language support. This individualized attention helps ensure that all learners, especially those who need targeted scaffolds, receive meaningful support during instruction.
While I don't yet have quantitative data, I've seen clear evidence of improvement through student anecdotes. For example, one non-native Spanish-speaking student recently became extremely frustrated during our DLI literacy block on comprehension and summarizing narrative stories. He was visibly anxious and on the verge of tears. Because the paraprofessional was present, I was able to continue teaching while she worked one-on-one with him in the target language (Spanish) exactly as the DLI program recommends. Within about 10–15 minutes, he regained confidence and completed his written summary, even proudly sharing it with his peers.

During math instruction, she consistently supports my native Spanish-speaking students by reteaching foundational concepts. This has become a routine part of our classroom culture.

Transitions are now smoother and more efficient. Each morning at 10 a.m. we switch classes, and having her support gives me a few uninterrupted minutes to debrief with my English partner teacher about student needs or behaviors.

Her support has allowed me to elevate the quality of instruction by being more intentional with small-group differentiation. It provides me the flexibility to focus on deeper instruction while ensuring that no student is left behind academically or linguistically.

Math EIP services have been requested for years at SRS for students who have difficulties with basic math skills and to close learning gaps in our Spanish speaking students. As our school goal has been to increase the MAP scores every year, this year having EIP math teacher is a step forward to meet that goal, it helps set a solid foundation for ongoing success in upper elementary grades and enhances equity in access to core math content for students that are performing below grade level.
Students work daily during small group instruction with her receiving targeted and individualized instruction on their own academic needs, reinforcing and also re-teaching math concepts. This has helped to build their confidence and motivation to learn. These students are more willing to participate in whole group instruction and feel more confident at school.

Our EIP teacher has a lot of experience working with first graders, she reinforces concepts and vocabulary in both languages, as well as, using manipulatives and hands-on activities for a better understanding of the skill. She always comes to class prepared and differentiates her weekly activities according to our standards and the students needs.

# Teacher Feedback

An additional EIP teacher support for EIP students and students who need math intervention has been significant for these learners. We have been recently implementing a more structured approach to her small group push in by using Do The Math resources and methodology. She has been serving this students with differentiated approaches to reinforce foundational skills. This program has assessments every 5 lessons and check-ins so we will soon be able to have qualitative data to track the progress of students she is supporting and modify instruction accordingly. This will allow this students to fill gaps and solidify their overall math growth.

Our Spanish para supports students in the target language Her focus with our students is flexible as she is able to provide Spanish language support in speaking, reading, listening and writing for either math or science content.

Having a Spanish speaking EIP teacher in my class during small group math sessions has been incredibly beneficial. She works every day with students who struggle with basic math skills, helping them reinforce concepts, prepare for tests, and navigate the use of Chromebooks—especially since, for many of them, this is their first time being in school and taking digital assessments.
During whole-group instruction, I've begun to notice gradual improvements in the students who work with her. They are more engaged, motivated, and confident to participate. In the most recent unit assessment, they achieved an average score, showing steady progress. Having her in my class has significantly enhanced classroom management. Working independently and following routines can be challenging for kindergarteners, but her presence has been invaluable. With an adult guiding each small group, students demonstrate better behavior, smoother transitions, and a clearer understanding of classroom expectations. She brings materials and worksheets that align with the math standards we are currently working on. She also requests manipulatives that support student learning. In addition to providing academic support, she reinforces positive behavior, work habits, and skills related to SEL and self-management.

Having EIP support has made a big difference in the classroom. Students benefit from the extra attention she gives, especially those who need more academic support. She connects well with students and quickly notices when someone needs extra help or encouragement. With her support, classroom management has improved, and students receive quick feedback and redirection, which helps create a positive learning environment. I've also seen more engagement, participation, and confidence from students, especially those who used to struggle. EIP works with small groups and individual students to strengthen key skills and build independence.

She has been wonderful, and her support is really appreciated. The teaching experience has been more focused (from both of us). Maybe, once we finish the current science and math units, I will be able to share feedback with data or more details. Having an extra support is fantastic for instructional time. Teaching in a second language is an extra layer for learning, but the students have found support on her and recognizes her as an authority in the classroom apart from the homeroom teacher. She has worked with me in math with my morning group and Spanish with my afternoon group due to schedule conflicts, but it has alleviated the lack of time I had to work with each student in the past. (Specially highflyers who could be challenged more but I couldn't do it because of time/resources). The support has been great for me! She is willing to help me with several tasks related to student support/and class assignments too. She wants to learn more about the educational system and has brought ideas to my room which I really appreciate. I am completely aware that the organization of schedules is difficult, I would like to suggest a better distribution of her support among the grades.



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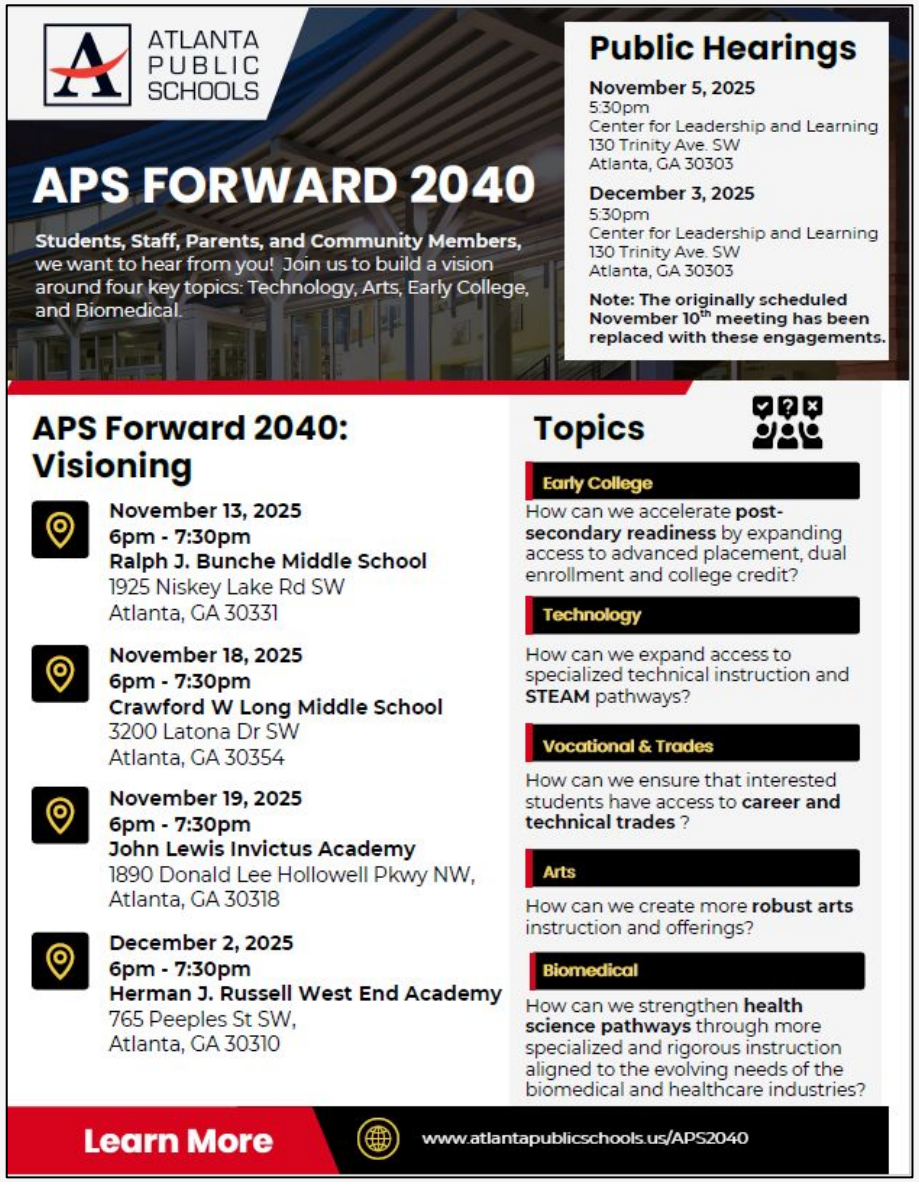


# Comprehensive Long-Range Facilities Plan

www.atlantapublicschools.us/APS2040

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# Public Comment



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# Thank you

# Time adjourned?

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# DRAFT (School Name)
# 2025-2030 Strategic Plan Template

**Mission**

**Vision**

1 Strategic Goal

2 Strategic Goal

3 Strategic Goal

4 Strategic Goal

## We Are Strengthening Our Instructional Core
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