

Strategy Update

January 2026

One District. One Goal. Every Child.

Mid-Year Strategic Plan Update

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One District. One Goal. Every Child.

Because of APS...

generations of Atlantans have gone on to become nationally recognized leaders, artists, entrepreneurs, and public servants

Bold Ambitions, Impactful Outcomes

By 2030, Atlanta Public Schools will:

- Offer high-quality, universal PK3 and PK4.
- Have a \$100,000 average teacher salary.
- Implement individual success plans for every student.
- Establish community hubs in every cluster.

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.

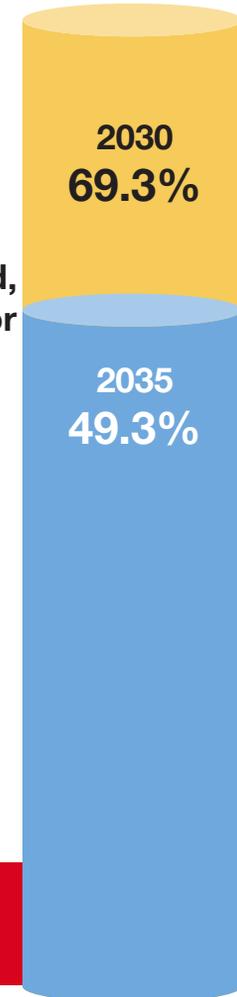
By 2030, we will increase the percentage of 8th grade students scoring proficient or above in Math (GA Milestones) by 20 percentage points.



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.



Bold Ambitions, Impactful Outcomes

Key Performance Indicators

We are continually reviewing Key Performance Indicators and Goals.

You can follow progress on the APS Strategic Plan Website:
www.atlantapublicschools.us/strategicplan

KPI Summary District

Select District, School, or Cluster:
 District > District



Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance	2030 Goal
District Goal	Literacy	% of 3rd grade students scoring proficient or above in ELA	34.9%	+ 20.0 pp	54.9%	34.9%	
	Math	% of 8th grade students scoring proficient or above in Math	36.0%	+ 19.8 pp	55.8%	36.0%	
	College & Career Readiness*	% of students meeting at least one CCRPI College and Career Readiness Indicator	49.3%	+ 15.7 pp	65.0%	49.3%	
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	46.1%	+ 18.9 pp	65.0%	46.1%	
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	22.2%	+ 25.0 pp	47.2%	22.2%	
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	11.2%	+ 10.0 pp	21.2%	11.2%	
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Ex...	18.8%	+ 25.0 pp	43.8%	18.8%	
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	66.0%	+ 9.0 pp	75.0%	66.0%	
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Perce...	63.6%	+ 11.4 pp	75.0%	63.6%	
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Perce...	65.6%	+ 9.4 pp	75.0%	65.6%	
	English Learners	% of English Learners with a Typical or High ACCESS Student Growth Percentile	65.2%	+ 9.8 pp	75.0%	65.2%	
	State-Identified Schools	# of schools identified on the state lists (CSI, TSI, ATSI)	32	- 22 schools	10	32	
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	68.8%	+ 11.2 pp	80.0%	68.8%	
	Discipline: All Students	% of students with no Out-of-School suspensions	89.5%	+ 5.5 pp	95.0%	89.5%	
	Discipline: Black Students	% of Black students with no Out-of-School suspensions	86.4%	+ 8.6 pp	95.0%	86.4%	
	Discipline: Students with Disabilities	% of Students with Disabilities with no Out-of-School suspensions	83.3%	+ 11.7 pp	95.0%	83.3%	
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	43.6%	+ 21.4 pp	65.0%	43.6%	
	School Climate*	% of schools with 4 or 5 star climate rating	20.2%	+ 29.8 pp	50.0%	20.2%	
Beyond the Core: Elementary	% of K-5 students meeting the CCRPI Beyond the Core	0.0%	- 0.4 pp	0.5%	0.0%		

* Where data from the SY2024-2025 school year has not been released, data from the prior year is used.

Updated 9/26/2025





One District. One Goal. Every Child.



Our Pathway to Excellence

The Six Focus Areas of the 2025-2030 Strategic Plan

- 1 Our Strength is Our Team**
Atlanta's students will have effective and engaged teachers, leaders, and staff.
- 2 Our Responsibility is shared**
Atlanta's students will have supportive families, communities, and partners.
- 3 Our System is Efficient & Effective**
Atlanta students will have the schools and resources they need to succeed.

- 4 We Are Strengthening Our Instructional Core**
Atlanta's students will have high-quality instruction, materials, and targeted support.
- 5 We Are Caring For Every Child**
Atlanta's students will have trusted, supportive adults meeting their unique needs.
- 6 We Are Sparking Student Curiosity**
Atlanta's students will have access to explore and expand their passions and interests.

Board Reporting

August	September	October	November	December	January
<p>Implement high-quality, relevant, and engaging instructional materials and professional learning in all core content areas</p> <p>Increase concentration of highly-effective teachers and leaders</p>	<p>Expand strategies that reduce chronic absenteeism and disproportionate discipline</p> <p>Maximize facility usage for the student and community good</p>	<p>Implement systematic culture and climate strategies</p> <p>Implement sustainability initiatives</p>	<p>Expand access to high-interest and workforce-ready offerings</p> <p>Expand Atlanta Partners for Education (APFE) impact</p>	<p>Explore specialized and innovative school models</p> <p>Increase access and engagement for families and communities</p>	<p>Mid-year Report</p>
February	March	April	May	June	
<p>Accelerate early learning</p> <p>Grow and promote strong teachers, leaders, and staff</p>	<p>Increase student access to trusted and reliable adults</p> <p>Build meaningful partnerships</p>	<p>Promote robust arts, athletics, world language, and enrichment offerings</p> <p>Prioritize engagement and retention for staff</p>	<p>Target resources towards subgroups</p> <p>Leverage data to drive strategic financial investments</p>	<p>End-of-Year Report</p>	



Our Strength is Our Team

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



Actions Taken

- Implemented targeted pay adjustments for non-teaching roles.
- Partnered with GSU for no-cost master's degrees for educators.
- Achieved record-breaking 90% teacher retention.



Areas to Address

- Grow the percentage of experienced principals.
- Empower more staff through the Micro-Credential Cohort.
- Expand wellbeing resources and benefit options for staff.



Next Steps

- Launch the APS Employee Engagement survey in January.
- Establish formal mentoring programs to grow future leaders.
- Continue progress toward the \$100,000 average salary goal.



Actions Taken

- Began the District Family Ambassador program and held the 6th Annual APS Family Engagement Conference.
- Identified partnership contacts at every school.
- Recruited corporate leaders to strengthen APFE governance.

Areas to Address

- Improve Parent Portal account registration (currently 68%).
- Identify and meet specific partnership needs in every school.
- Improve family engagement in mid-year student success conversations.

Next Steps

- Host Parent University sessions across the district.
- Create a fundraising menu for unfunded strategic needs.
- Launch district campaign to bring more awareness on Parent Portal.



Actions Taken

- Developed a Comprehensive Long Range Facilities Plan.
- Cut Central Office spending and constrained utility growth.
- Deployed 20 additional propane-powered buses.



Areas to Address

- Repurpose excess properties for community good through lease/sale/trade/reuse.
- Reduce dependence on the Fund Balance.
- Improve school utilization and enrollment minimums.



Next Steps

- Develop recommendations for the E-SPLOST 2027.
- Implement a process for redistricting and rezoning.
- Demo unused buildings to reduce neighborhood blight.

4 We Are Strengthening Our Instructional Core

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



Actions Taken

- Implemented new Instructional Frameworks to build alignment.
- Provided consistent coaching through 362 school visits.
- Established a Literacy Council and Writing Playbooks.



Areas to Address

- Address ongoing instructional pacing challenges through dedicated support calendars.
- Strengthen professional learning (eg. targeted math, science of reading, practice vs. information).
- Focus on “modeling and guided practice” in explicit instruction.



Next Steps

- Continuous standard alignment within the HMH curriculum resource.
- Develop differentiated review opportunities aligned to GMAS Math blueprints.
- Partner to improve early learning and literacy models.





Actions Taken

- Convened the District Attendance Review Team (DART) and Chronic Absence Review Team (school-level).
- Identified student needs earlier due to stronger data systems.
- Reorganized Student Services for better collaboration.



Areas to Address

- Continue to uncover barriers and root causes of chronic absenteeism.
- Increase the percentage of students feeling a sense of belonging.
- Strengthen data use and understanding to flag students.



Next Steps

- Create a clear Restorative Practices Framework for discipline.
- Position athletic coaches as central mentors for students.
- Continue Tier 3 intensive social work and home visits.



Actions Taken

- Launched Individual College & Career Plans for all 8th graders.
- Launched a process to explore and open specialized school models and programs.
- Launched the Youth Announcer Program for sports communication.



Areas to Address

- Engage stakeholders and communities on various specialized school offerings.
- Prepare middle school students for secondary opportunities.
- Increase awareness of college and career readiness initiatives internally and externally.



Next Steps

- Expand access to high-skill, high-wage career pathways.
- Secure key partners to support innovative school models.
- Provide ongoing professional learning for school teams on "YouScience" and advisement.

School-level Planning & Monitoring

Our schools drive district strategy in action—each one shaping a **2025–2030 School Strategic Plan** through its GO Team, bringing that vision to life each year with a **Continuous Improvement Plan** led by the school leadership team, and reinforcing it daily through **Look-For observations** that connect every classroom to the district’s goals.



School Strategic Plan 2025–2030

- The School GO Team is responsible for developing and approving the 2025-2030 School Strategic Plan
- The process cascades the district strategic plan into a school-level plan, and grounds the plan in the school's existing Continuous Improvement Plan for alignment.
- The process includes reviewing Key Performance Indicators and the effectiveness of previous plans.
- The final step is to approve the plan and rank objectives to help guide the FY27 budget process.



Continuous Improvement Plan 2025–2026

- The Continuous Improvement Plan (CIP) helps schools improve student outcomes by identifying challenges and planning targeted actions.
- The process starts by collecting and analyzing school data to understand problems and root causes.
- The team creates SMART goals based on the district’s goals, and identifies action steps based on the data findings
- Throughout the school year, schools track implementation, assign responsibilities, and share updates.
- These plans also serve as the Title I-required plans.



Classroom Observations Ongoing

- The Universal Framework for Explicit Instruction Rubric (Look-for) is an observation tool designed to guide and document classroom observation.
- Divided into four areas of effective instructional practice, school leaders are able to reduce the variability of instructional from classroom to classroom and ensure stellar explicit instruction:
 - Engage (Spark Curiosity. Build Purpose)
 - Explicit Instruction (Model with Clarity. Teach Strategically. Empower through I Do, We Do, You Do.)
 - Apply & Assess (Practice Purposefully. Check Understanding)
 - Self-Reflect (Pause. Process. Progress)

Next Steps in Strategy Management

Review Key Performance Indicators

- Teacher Quality
- Amira
- Facility Utilization

Continue Monitoring Process

- Ensure 100% participation in status updates and review process

Strengthen Board Presentations & Public Transparency

- Continually improve based on Board preferences
- Build out the new website

Our Strength is Our Team

Grow and promote strong teachers, leaders, and staff
Empower Principals and Managers as Talent Developers

Submitted by Nikki Stroud
12/8/2025 6:36:09 PM

Action Plan Owners	Outcomes/Success Indicators
Career Development Team Talent Management Team	Talent conversations and career development planning are embedded into the culture of schools and departments.
KPIs	2025 - 2030
% of engaged staff	51% - 65%
% of Principals with 3 or more years of experience as principals within APS	53.10% - 80%
% of teachers returning the following year	85% - 90%
% of teachers with 3 or more years of experience	84% - 90%
Average teacher salary	\$88,840.00 - \$100,000.00

Action Items	Item Updates
Offer principals and managers professional development on coaching skills, feedback, and career pathway conversations. On track	<p>● In Progress, On Track</p> <p>Career Development Team</p> <p>Ongoing</p>
Conduct structured talent review sessions with school and department leaders to identify high-potential staff and succession needs. On track	<p>● In Progress, On Track</p> <p>Career Development Team</p> <p>Ongoing</p>
Establish formal mentoring/sponsorship programs led by principals and managers to grow future leaders. On track	<p>● In Progress, On Track</p> <p>Career Development Team</p> <p>2026-01-31</p>

Additional Support Required	Resources Required
<ul style="list-style-type: none"> • Schools & Academics: Collaboration to ensure leader coaching and talent development practices reinforce instructional priorities. • Finance: Budget approvals for professional development, mentorship programs, and recognition initiatives. • School Leaders: Active engagement in mentoring, coaching, and creating growth opportunities for staff. 	<ul style="list-style-type: none"> • Budget to recognize and reward principals/managers who demonstrate excellence in developing talent.

Risks	Other Information
<ul style="list-style-type: none"> • Limited funding or time for principals and managers to participate in training, coaching, and talent reviews. • Inconsistent commitment across leaders to embrace talent development responsibilities. 	

Thank You!



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Appendix

Strategies & Actions

Note: Our Strategies and Actions may change based on data, prioritization, funding, and other factors. The following slides provide an in-depth, but not exhaustive, look into the work of the 2025-2030 Strategic Plan.

One District. One Goal. Every Child.

1 Our Strength is Our Team

Key Performance Indicators

Baseline (2025) Light pink: 2024

Goal (2030)

TBD	Teacher Quality TBD	TBD
51%	Teacher Engagement % of engaged staff	65%
84%	Teacher Experience % of teachers with 3 or more years of experience	90%
85%	Teacher Retention % of teachers returning the following year	90%
\$88,840.00	Teacher Compensation Average teacher salary	\$100,000.00
53.1%	Principal Experience % of Principals with 3 or more years of experience as principals within APS	75%

Objectives

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

* We are continually reviewing our Key Performance Indicators and goals to ensure alignment and prioritization.



1 Our Strength is Our Team

Strategies & Actions

Increase the concentration of highly effective teachers & leaders

Strategic recruitment, selection, and development

- Tier schools to drive targeted talent strategy
- Close experienced-educator distribution gaps
- Launch the APS Academy for Building Leaders in Education (ABLE)
- Launch the APS Aspiring Teacher Leader Professional Learning Series

Competitive total rewards strategy to attract and retain high-performing talent

- Maintain a competitive compensation framework
- Broaden the narrative around APS compensation to reflect Total Rewards and Perks
- Offer additional earning opportunities through District and school-funded stipends
- Align educator development investments to school needs

Prioritize engagement and retention for staff

Recognize and Reward Staff Contributions

- Analyze FY25 Gallup Engagement Survey Results to identify trends and growth opportunities
- Launch stakeholder engagement feedback sessions
- Provide leaders with Professional Development sessions related to Employee Engagement
- Design and implement a districtwide recognition program to highlight excellence across roles
- Provide skills and professional growth opportunities to targeted employee groups
- Recognize and reward staff who complete significant growth milestones (e.g. micro-credentials, leadership tracks).

Empower employees to remain and grow in Atlanta Public Schools

- Implement a districtwide recognition program to celebrate excellence across all roles and schools
- Conduct engagement feedback sessions with staff to surface needs, ideas, and solutions directly from employees.
- Provide leaders with professional development focused on building culture of engagement, belonging, and trust.
- Expand wellness and work-life balance initiatives that address staff well-being and reduce burnout

Grow and promote strong teachers, leaders, and staff

Empower Principals and Managers as Talent Developers

- Offer principals and managers professional development on coaching skills, feedback, and career pathway conversations.
- Conduct structured talent review sessions with school and department leaders to identify high-potential staff and succession needs.
- Establish formal mentoring/sponsoring programs led by principals and managers to grow future leaders.
- Equip leaders with retention performance, and engagement data to guide talent decisions and targeting supports.
- Include talent management as a metric in talent management conversations and celebrate leaders who excel at growing their people.

Provide career growth opportunities that build staff, provide clear pathways for advancement align with organizational goals, and support long-term retention

- Launch a tiered APS Leadership Academy for teacher leaders, aspiring assistant principals, principals, and central office leaders.
- Provide broader access to micro-credentialing, endorsements, and certification pathways aligned with district priorities.
- Launch differentiated professional learning pathways for staff.



2 Our Responsibility is Shared

Key Performance Indicators

Baseline (2025)

Light pink: 2024

Goal (2030)

83.5%	Family Engagement: Student Support % of favorable responses to “Supporting Student Success” (Family Engagement Survey)*	90%
68.0%	Family Engagement: Parent Portal % of Infinite Campus Parent Portal accounts*	85%
\$1,140,000	Fundraising Fundraising Revenue through APFE (Cash and Grants)	\$10,000,000
11.1%	Community Hubs % of clusters with access to community hubs	100%

Objectives

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

* We are continually reviewing our Key Performance Indicators and goals to ensure alignment and prioritization.

* Includes Charter and Partner Schools



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2 Our Responsibility is Shared

Strategies & Actions

Build meaningful partnerships

Enhance the Partner Experience: Focus on making the district a trusted, responsive, and efficient collaborator for external partners.

- Streamline the MOU development and renewal process to reduce turnaround time and improve clarity of expectations.
- Strengthen communication channels to ensure timely responses and consistent updates throughout the partnership lifecycle.
- Build partner relationship management routines (e.g., partner check-ins, recognition events, feedback loops) to nurture trust and engagement.

Align Partnerships to School Needs: Focus on ensuring partner efforts directly serve identified priorities and strengthen school capacity for partnership management.

- Conduct an annual school needs inventory to identify areas where partnerships can best support academic and operational goals.
- Match identified needs with vetted partners and track fulfillment using a shared database or dashboard.
- Develop training and tools to build school leaders' capacity to identify, manage, and sustain high-impact partnerships.

Cultivate Strategic District Partnerships: Focus on proactively identifying and aligning district-level partnerships that advance strategic priorities and student success.

- Map priority focus areas from the district's strategic plan to potential community and corporate sectors for targeted outreach.
- Initiate coordinated engagement efforts to attract partners that bring scalable resources, expertise, or innovation.
- Evaluate partnership outcomes annually to adjust strategy and ensure alignment with evolving district goals.

Expand Atlanta Partners for Education (APFE) impact

Ensure fundraising is aligned with APS strategic priorities

- Align Atlanta Partners for Education Board priorities with Atlanta Public Schools Strategic Plan
- Launch Corporate Sponsorship Packet
- Support Facilities Planning by hosting "Reimagine What's Possible: APS Facilities Planning" meeting to engage civic, business, and community leaders.
- Pursue grants directly tied to APS priorities—literacy acceleration and college & career readiness.
- Create a fundraising menu to fulfill unfunded needs
- Identify potential donors and a timeline aligned to those fundraising goals

Strengthen financial management and internal processes

- Build capacity through contract bookkeeper
- Identify an accounting firm to conduct an audit
- Secure a contractor to handle grants management

Build awareness of Atlanta Partners for Education, while strengthening donor relationships.

- Identify potential new Atlanta Partners for Education Board Members
- Confirm and Advisory Council and Cadence
- Develop strategy to expand outreach to national

Increase access and engagement for families and communities

Promote schools' efforts to effectively engage parents and families as partners in students' success.

- Provide tailored support to schools and clusters to strengthen their strategic approach to family partnership.
- Equip schools with strategy and resources to engage families using a tiered approach model
- Local schools to host Input Meetings based on SY26 Family Engagement Survey results.

Build families' awareness of academic resources, instructional tools, and performance data to strengthen how they support students at home.

- Launch district communication campaign to bring more awareness to Parent Portal as a resource for families to stay connected.
- Promote families to engage in mid-year student success conversations based on Winter MAP scores.
- Pilot Family Ambassador (Parent Advisory) cohort
- Host APS Annual Family Engagement Conference

Integrate Family Engagement into Academics Division and embed high-impact engagement practices across departments: Schools, Instruction & Innovation, and Performance.

- Host Parent University virtual sessions on Testing & Assessments, Summer Learning, and Instructional Technology.
- Collaborate with cross-functional teams on the creation of Individual Student Success Plans



3 Our System is Efficient & Effective

Key Performance Indicators

Baseline (2025) Light pink: 2024

Goal (2030)

Baseline (2025)	Indicator	Goal (2030)
62.5%	Elementary School Safety Perception % of students choosing very safe or extremely safe to location questions (ES)*	70%
56.5%	Middle and High School Safety Perception % of students choosing very safe or extremely safe to location questions (MS/HS)*	65%
22%	Fund Balance % of Total Fund Balance (of expenditures)	0%
61.9%	Meal Participation: Lunch % of students participating in lunch*	72%
36.2%	Meal Participation: Breakfast % of students participating in breakfast*	46%
	Transportation: Morning % of on-time morning bus arrivals	
81.4%	Transportation: Afternoon % of on-time afternoon bus arrivals	90%
	Utility Usage Cost per square foot for electricity, gas, and water	\$1.92
NA	Facility Support % of facilities work orders completed on time	90%
27	Facility Usage # of excess properties repurposed for community good	48
5.60%	Facility Utilization % of facilities between 85% and 95% utilization	80%
34.30%	Enrollment % of schools meeting K-12 Enrollment Minimums	80%

Objectives

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

* We are continually reviewing our Key Performance Indicators and goals to ensure alignment and prioritization.

* Includes Charter and Partner Schools



3 Our System is Efficient & Effective

Strategies & Actions

Maximize facility usage for the student and community good

Comprehensive Long Range Facilities Plan

- Develop a Comprehensive Long Range Facilities Plan to serve as a long-term roadmap to modernize APS schools
- Implement a process to address redistricting and rezoning, including update Board Policy
- Develop recommendations for E-SPLOST 2027

Re-activating and Repurposing APS Properties to Support the Student and Community Good

- Leverage stakeholder engagement to understand student and community needs
- Address unactivated properties through, partnerships with AUDC, MALB, and AHA, etc.
- Activate any current and future unactivated properties through one of the following 5 methods Short-term lease; Medium-term lease; Long-term lease; district use; and/or Sale or trade.

Address Blight of Unactivated Properties

- Formally identify surplus properties
- Demo or maintain surplus properties to prevent neighborhood blight.

Leverage data to drive strategic financial investments

Strategic resource allocation for measurable impact

- Reassess Pension Contribution
- Review school allotment and phase out small school supplement
- Conduct a comprehensive, data-driven analysis of current school allotment formulas, focusing on equity transparency, and alignment with student needs.
- Build capacity of school leaders: Begin early, sharing how principals can leverage their budgets to achieve their goals.
- Continue to streamline central office functions



3 Our System is Efficient & Effective

Strategies & Actions

Implement sustainability initiatives

Strengthen Organizational Structures

- Complete organizational reviews and audits in individual divisions
- Communicate new structures, responsibilities, and expectations
- Continue to rethink how we structure the organization to best support schools and students

Develop and maintain sustainable funding models

- Outcomes-based Contracting
 - Select initial pilot areas that have clear student outcome goals and align with district priorities.
 - Identify metrics and target goals relevant to the pilot's objectives and the district's KPI's
- Centralized vs. Decentralized Procurement
 - Audit and continue to review individual software/platform purchases
 - Develop processes to ensure IT is central to the purchasing review process.
- Build Capacity of School Leaders to Leverage Budgets: Begin early sharing how principals can leverage their budgets to achieve their goals

Enhance Operational Processes for Long-Term Efficiency

- Develop Standard Operating Procedures to reduce siloed decision making and clarify roles and expectations.
- Virtual Help Desk: Centralized IT expertise to reduce the need for additional field technicians to provide faster and more personalized support through screen sharing and virtual waiting rooms.
- Develop an FMX Work Order Ticket Dashboard to track work order completion resulting in more efficiency..
- ERP: Human Resources and Payroll
- Nutrition: Increase daily participation of lunch and breakfast
- Transportation: Improve on-time bus departure and arrival times

Advance Environmental Stewardship Practices

- Transportation
 - Optimize bus routes; monitor and reduce excessive idling.
 - Perform bus inspections in-house and incorporate weekly check-ins for maintenance efficiency.
- Facilities
 - Reduce overall footprint
 - Identify best practices in environmental stewardship in our schools with Student Advisory Council
- Energy Use
 - Request for Proposal, adoption, audit, and implementation of comprehensive energy efficiency plan with Energy Service Company (ESCO)
- Nutrition
 - Develop a plan to address food waste through APS Nutrition



4 We Are Strengthening Our Instructional Core

Key Performance Indicators

Baseline (2025)	Light pink: 2024	Goal (2030)
46.1%	Kindergarten ELA % of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0*	65.0%
11.2%	Subgroup Proficiency: Students with Disabilities % of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams*	21.2%
22.2%	Subgroup Proficiency: Black students % of Black students scoring proficient and above on End of Grade Milestones Exams*	47.2%
18.8%	Subgroup Proficiency: Economically Disadvantaged students % of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams*	43.8%
63.6%	Subgroup Growth: Students with Disabilities % of Students with Disabilities students with a Typical or High End of Grade Milestones Student Growth Percentile*	75%
66.0%	Subgroup Growth: Black students % of Black students with a Typical or High End of Grade Milestones Student Growth Percentile*	75%
65.6%	Subgroup Growth: Economically Disadvantaged students % of Economically Disadvantaged students with a Typical or High End of Grade Milestones Student Growth Percentile*	75%
64.8%	English Learners % of English Learners with a Typical or High ACCESS Student Growth Percentile*	75%
32	School Support # of schools identified on the state lists (CSI, TSI, ATSI)*	10
0%	Early Learning Access: Pre-K 3 % of students with access to high-quality Pre-K 3 seats*	20%
28%	Early Learning Access: Pre-K 4 % of students with access to high-quality Pre-K 4 seats*	40%

Objectives

- ❖ 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 continually reviewing our Key Performance Indicators and goals to ensure alignment and prioritization.

* Includes Charter and Partner Schools



4 We Are Strengthening Our Instructional Core

Strategies & Actions

Implement high-quality, relevant, and engaging instructional materials and professional learning in all core content areas

Implement High-Quality Instructional Materials (HQIM) Aligned to Standards

- Ensure curriculum alignment in ELA, Math, Science, and Social Studies with the Georgia Standards of Excellence and the district's K-12 Universal Framework
- Provide ongoing, job-embedded professional learning on effective use of HQIM, including coaching cycles, and professional learning communities (PLCs)
- Support teachers in integrating HQIM into daily instruction with fidelity and intentionality with
- Monitor and strengthen implementation through classroom walkthroughs, lesson plan reviews, student work analysis, and teacher/student feedback

Build Teacher Capacity Through Targeted, Standards-Based Professional Learning

- Design a districtwide professional learning calendar aligned to HQIM implementation, standards based and explicit instruction..
- Differentiate PL by school performance level on progress monitoring data
- Facilitate PLCs to analyze student work, share best practices, and co-plan

Integrate College, Career, and Real-World Readiness into Core Instruction

- Expand dual enrollment, AP/IB, and CTAE pathways.
- Provide PL for teachers on embedding employability and literacy/numeracy skills.
- Partner with colleges, employers, and community leaders to co-design authentic learning experiences.

Target resources towards subgroups (eg. exceptional education, English learners, economically-disadvantaged)

Establish a professional learning calendar to address best practices for instructional strategies for access to grade level standards.

- Observe classroom instruction in all student group specific areas identifying district wide trends of opportunities and focus.
- Develop P:L calendar based on identified instructional needs and implement Exceptional Thursdays for instructional staff who support student groups.
- Implement Lunch and Learn Wednesdays for district level instructional support teams focused in instructional strategies for instructional planning and curriculum development.

Develop universal collaborative practice look-fors for instruction that is inclusive, aligned to grade-level standards and responsive to student needs.

- Create with TnL an Instructional Framework and lesson plan development tools for collaborative planning.
- Implement a rubric to identify specific instructional actions for observable evidence for student groups in Tier 1 instruction.
- Establish a Lunch and Learn to Train and Model (Calibrate) the School Based Instructional Team on written and observable actions for collaborative planning and instructional implementation.
- Develop Video Library for Explicit Instruction and Collaborative planning for teachers who support student subgroups

Build shared understanding among instructional staff of the strategies and skills needed for explicit instructional for GATE, SWD, and Multi-Language Learners.

- Partner with T&L to define and calibrate expectations for both explicit instruction and SDI.
- Continue SDI PD and implement Train-the-Trainer model to reinforce components of explicit instruction.
- Support collaborative planning with explicit instruction checklists and feedback.
- Embed prompts into lesson plan templates for explicit instruction strategies.



4 We Are Strengthening Our Instructional Core (ctd)

Strategies & Actions

Accelerate early learning

Provide training, resources, and targeted early learning supports to PK3 sites to ensure children build strong foundational skills as they transition to PK4.

- Strengthen relationships with PreK3 centers through consistent communication and collaborative planning to align instructional practices and share early learning resources.
- Distribute developmentally appropriate instructional materials and family resources that promote foundational skill-building.
- Host PreK3 family engagement events and transition workshops to prepare families for PreK4 expectations.

Provide high-quality curriculum, coaching, and instructional support to ensure all PK classrooms intentionally build the skills for students to show academic progress on the Kindergarten Readiness Inventory.

- Observe classroom instruction, model (or co-teach), and provide feedback to improve instructional practices.
- Conduct fidelity checks to ensure curriculum implementation and effective use of instructional materials: Heggerty and Frog Street curriculum.
- Analyze KRI data regularly and make adjustments to instructional practices to ensure solid academic progress.

Launch campaign that empowers families and early learning providers to build the knowledge and skills needed to support and accelerate early development.

- Establish an Early Learning Transitions team, which includes school leaders, parents, PreK4 teachers, and community early learning providers.
- Host engaging learning events about implementing evidence-based literacy and numeracy strategies (including distributing materials) to libraries, child care centers, family agencies.

Identify underserved neighborhoods and strategically increase PK4 enrollment to ensure all PreK classrooms are operating at full capacity.

- Develop targeted outreach campaigns for families in underserved areas, highlighting the benefits of PreK4 programs.
- Partner with community organizations, childcare centers, and local agencies to promote PreK4 enrollment.



5 We Are Caring For Every Child

Key Performance Indicators

Baseline (2025) Light pink: 2024

Goal (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%

Objectives

- ❖ 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 continually reviewing our Key Performance Indicators and goals to ensure alignment and prioritization.

5 We Are Caring For Every Child

Strategies & Actions

Expand strategies that reduce chronic absenteeism and disproportionate discipline

Provide support to schools to prevent and mitigate student absenteeism

- Identify and convene the District Attendance Review Team (DART) to review school attendance data, and uncover barriers/root causes
- Monitor school-based attendance campaigns/celebrations
- Create a customized School Attendance Support Plan

Use real-time data to identify and support students with barriers to improve regular attendance through tiered interventions.

- Intensive case management, wraparound services, home visits, or referrals to community agencies (as needed)
- Provide ongoing training to staff on data dashboards to flag students with emerging or chronic absenteeism
- Share reports with district leadership and community partners to align resources

Embed Restorative Practices as the foundation for behavior mgmt, focusing on building relationships, repairing harm, and teaching social-emotional skills.

- Conduct Root Cause Analysis by investigating underlying causes to include taking a deep look at inconsistent enforcement of policies, gaps in supports, patterns of overrepresentation in referrals and data by subgroups.
- Create a clear Restorative Practices Framework to develop restorative discipline protocols (e.g., circle processes, meditation & restorative conferences)

Implement systematic culture and climate strategies

Build leader capacity to shape positive school culture and climate

- Provide leadership coaching and mentorship, grounded in data.
- Work with principals to develop and monitor systems and routines for adults and students.
- Share best practices during cluster-level principal meetings.
- Provide a systematic approach to leverage cluster support teams in implementing cluster support plans.
- Promote data-driven decision-making through surveys, feedback, and analysis.

Create a safe and welcoming environment for all

- Build community with our newly implemented Elementary School Resource Officers
- Build capacity of school leaders and staff to deepen welcoming practices
- Build on recommendations from Safety & Security Task Force and Safe Havens International
- Implement signal boosters for police radios for signal improvement

Increase opportunities for students to feel heard and valued

- Leverage ongoing feedback through surveys and focus groups to increase belonging
- Track and report the status of the SY25-26 SAC Recommendations
- Upon approval, student representative(s) from SAC will participate in the ABOE Work Sessions and Policy Committee Meetings
- Continue with the Student Bill of Rights (SBR) pilot with intended SY26-27 district-wide adoption
- Increase student interactions with trusted and reliable adults

Increase student access to trusted and reliable adults (eg. mentors, coaches, counselors)

Systematic Connection Through Evidence-Based SEL and Restorative Practices

- High-Quality Explicit SEL Instruction: Train teachers and staff extensively in SEL delivery, integrating lessons into daily classroom routines and cross-curricular projects, with fidelity monitoring through coaching and peer support systems.
- Strengthen Restorative Practices, Check-Ins, and Circles
- Leverage SEL and Restorative Practices to Strengthen Trust, Connection, Community, and Attendance

Build purposeful, trust-centered coach-student relationships

- Provide annual workshops on mentorship best practices, mental health awareness, and trauma-informed support, focusing on real-life scenarios coaches may encounter.
- Create protocols that encourage coaches to partner with counselors, teachers, and families in support student wellbeing and navigating challenges.
- Track participation, feedback, and impact with surveys and checklists, then celebrate coaches and students who exemplify strong, trust-based relationships through awards and school-wide recognition events.



6 We Are Sparking Student Curiosity

Key Performance Indicators

Baseline (2025)

Light pink: 2024

Goal (2030)

58%	Post-Secondary Enrollment % of on-time graduating seniors who were enrolled in a 2-year or 4-year institution the October following graduation*	65%
48.8%	Pathway Completion % of students who complete a pathway in CTAE, Fine Arts, Advanced Academics, or World Language*	65%
48.2%	Advanced Coursework % of students earning HS credit in AP, IB, or Dual Enrollment*	55%
NA	Extracurricular Activities % of students participating in at least one school-based extracurricular activity	75%
98.8%	Non-Core Courses: Elementary School %of K-5 students meeting the CCRPI Beyond the Core Component by earning a passing grade in a Fine Arts, World Language, Career Exploratory, or Computer Science course*	99%
96.5%	Non-Core Courses: Middle School %of 6-8 students meeting the CCRPI Beyond the Core Component requirement by earning a passing grade in a Fine Arts, World Language, Physical education/ health, Career Exploratory, or Computer Science course*	99%
0	Innovative School Models Number of new specialized and innovative programs or school models	5

* We are continually reviewing our Key Performance Indicators and goals to ensure alignment and prioritization.

Objectives

- ❖ 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

6 We Are Sparking Student Curiosity

Strategies & Actions

Promote robust arts, athletics, world language, and enrichment offerings

Increase student engagement and achievement in fine arts

- Conduct a K-12 Fine Arts Program Audit to analyze enrollment, offerings, and gaps.
- Provide targeted professional learning for arts educators in arts integration, culturally responsive instruction, and digital arts
- Ensure scheduling structures allow students to pursue fine arts alongside core and advanced coursework

Develop and implement a cohesive K-12 health & PE framework that embeds the district's instructional priorities—to foster healthy, and globally competent students.

- Align Health & PE standards with the K-12 instructional framework and ensure vertical alignment and progression of skills across grade bands
- Provide ongoing professional development on standards, curriculum, and best practices.

Expand access and engagement for student athletics

- Leverage data to identify participation gaps, then design targeted interventions to increase inclusivity, equity, and interest across all grade levels and student groups.
- Launch pilot programs that introduce new sports at early grade levels, expanding choices to include both traditional teams and intramural/group activities.
- Partner with coaches and physical education staff to develop age-appropriate training and recruitment drives, emphasizing inclusivity and fun.
- Conduct ongoing facility audits to identify areas of need of repair, upgrade, or enhanced safety features, prioritizing student experience and accessibility.

Expand access to high-interest and workforce-ready offerings (e.g. career programs and pathways, advanced coursework)

Increase student engagement in individualized postsecondary planning and align efforts with Georgia's workforce needs.

- By 8th grade, all students will take YouScience Interest and Aptitude assessments and complete Individual College & Career Plans (ICCPs)
- Embed ICCPs into the advisement process with annual reviews with students, counselors, and families.
- Explore implementation of robust programming in middle school to better prepare students for secondary opportunities (e.g. Dual Enrollment)
- Increase college readiness programming to better prepare students for post-secondary opportunities
- Launch a College & Career Readiness awareness campaign focused on postsecondary planning

Build staff capacity to effectively implement College & Career Readiness initiatives and advisement

- Provide ongoing professional learning for school teams on all CCR initiatives: YouScience, College and Career Plans, Academic Advisement, Dual Enrollment/Accelerated Career
- Meet with school teams to identify academic advisement strategies currently in place across the district
- Create a toolkit for academic advisement best practices

Expand access to high-skill, high-demand and high-wage pathways

- Review the Metro Atlanta Chamber's recommendation to see if implementing pathways by Fall 2027 is feasible.
- Expand access to high-skill, high-demand and high-wage pathways aligned to student aptitude, interest and regional workforce demand data

Explore specialized and innovative school models

Develop & implement a protocol/process for identifying & launching specialized & innovative school models

- Establish cross functional district/school/community stakeholder advisory groups to guide exploration of potential specialized and innovative school models
- Gather and analyze new and existing data points for advisory group to (1) assess student passions and career interests and community/business workforce needs and (2) identify potential innovative and specialized school models that align with these needs and interests
- Establish a process for prioritizing select number of innovative and specialized school models and create a flexible blueprint for use in implementing new school models in APS schools from planning to launch.
- Communication plan that explains each action step above for a variety of audiences (district staff, community members, students, etc.)

