

GO Team

Business Meeting #2

Where we are – Where we're going

One District. One Goal. Every Child.

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One District. One Goal. Every Child.

Agenda

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
V. **Information Items** *(*
    a. Principal's Report
    b. APS Forward 2040 –Comprehensive Long-Range Facilities Plan Update
VI. **Announcements**
VII. **Public Comment**
VIII. **Adjournment**



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Action Items

1. Approval of Agenda
2. Approval of Previous Minutes

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Discussion Items



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2025-2030 School Strategic Plan Development

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Atlanta Public Schools
2025-2030 Strategic Plan

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WHO WE ARE...

We are *Atlanta's* Public School System

WHY WE EXIST...

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

A COMMUNITY OF BELIEVERS GETTING BACK TO BASICS

Our Strength is Our Team

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

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

Our Responsibility Is Shared

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

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

Our System Is Efficient & Effective

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

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

We Are Strengthening Our Instructional Core

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

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

We Are Caring For Every Child

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

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

We Are Sparking Student Curiosity

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

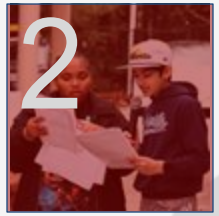
- Promote robust arts, athletics, world language, and enrichment offerings
- Expand access to high-interest and workforce-ready offerings (e.g. career programs and pathways, advanced coursework)
- Explore specialized and innovative school models (eg. School of the Arts)

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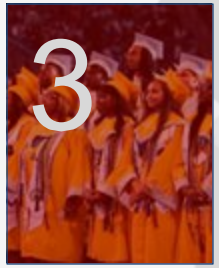
Goals and Key Performance Indicators



By 2030, we will increase the percentage of 3rd grade students scoring proficient or above in ELA (GA Milestones) by **20 percentage points.**



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



By 2030, we will increase the percentage of students meeting at least one CCRPI College and Career Readiness Indicator by **20 percentage points.**

Focus Area: **We Are Caring For Every Child**

Actual (2025) (Light pink: 2024)		Target (2030)
68.8%	**Absenteeism** % of students who are not chronically absent*	80%
60%	**Sense of Belonging** % students who feel a sense of belonging*	75%
89.6%	**Discipline: All Students** % of all students without suspensions (OSS) *	95%
83.5%	**Discipline: Students with Disabilities** % of Students with Disabilities students without suspensions (OSS)*	95%
86.4%	**Discipline: Black Students** % of Black students without suspensions (OSS)*	95%
56%	**Student-Staff Relationships** % of students feeling comfortable going to most or all of the adults in the school for help*	75%
0%	**Student Success Plans** % of students with individual success plans	90%
19%	**School Climate** % of schools with 4 or 5 star climate rating*	50%

* Includes Charter and Partner Schools

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GO Team School Strategic Plan Development

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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?

We are educating and empowering Atlanta's students to shape the future.

1. Literacy
2. Numeracy
3. College & Career Readiness

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

We are Caring for Every Child *(example)*

What continuous improvement activities are needed to get results?

Expand strategies that reduce chronic absenteeism *(example)*

How will we evaluate performance to know if we are achieving the results we want?

% of students who are not chronically absent *(example)*

What high-leverage strategies will lead to the desired results?

Implement Multi-Tiered Systems of Support (MTSS) *(example)*

Who will do what by when?

Monthly, provide consistent communication with all families on the importance of attendance and supports available *(example)*

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GO Team 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 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**.

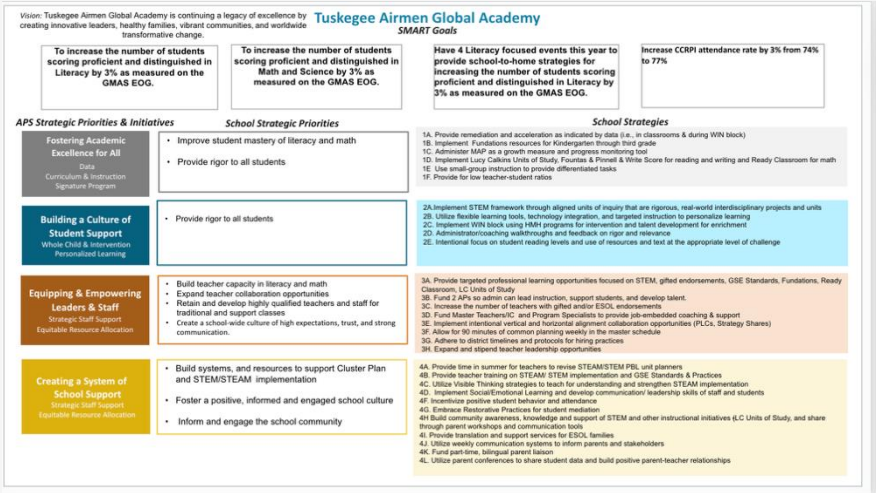
Timeline

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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Three Key Resources to Review

1 2020-2025 School Strategic Plan



2 2025-2026 Continuous Improvement Plan Goals

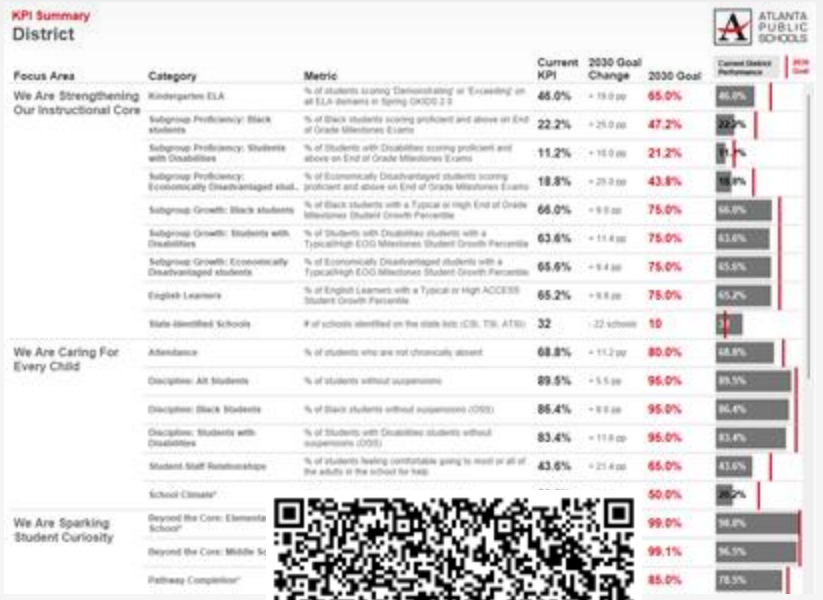
1. By the end of the 2025–2026 school year, TAG will increase the percentage of students scoring Proficient and Above in ELA from 18.9% to 24.9%. This growth will be achieved through consistent standards-based planning, data-driven reteach cycles, and focused literacy instruction aligned to priority standards.

1. By the end of the 2025–2026 school year, TAG will increase the percentage of students scoring Proficient and Above in Math from 33.5% to 42%. This growth will be achieved through consistent standards-based planning, data-driven reteach cycles, and focused literacy instruction aligned to priority standards.

1. Increase the CCRPI attendance rate from **73%** to **78%** by May 2026.

3 School Data Sheet

https://tinyurl.com/SchoolDataSheets



Use the QR code to access all school data sheets

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School Strategic Planning Process

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):
- Confirm & Prioritize Your Strategic Plan

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Today's Focus:

School Strategic Planning Process: Steps 1, 2, and 3

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

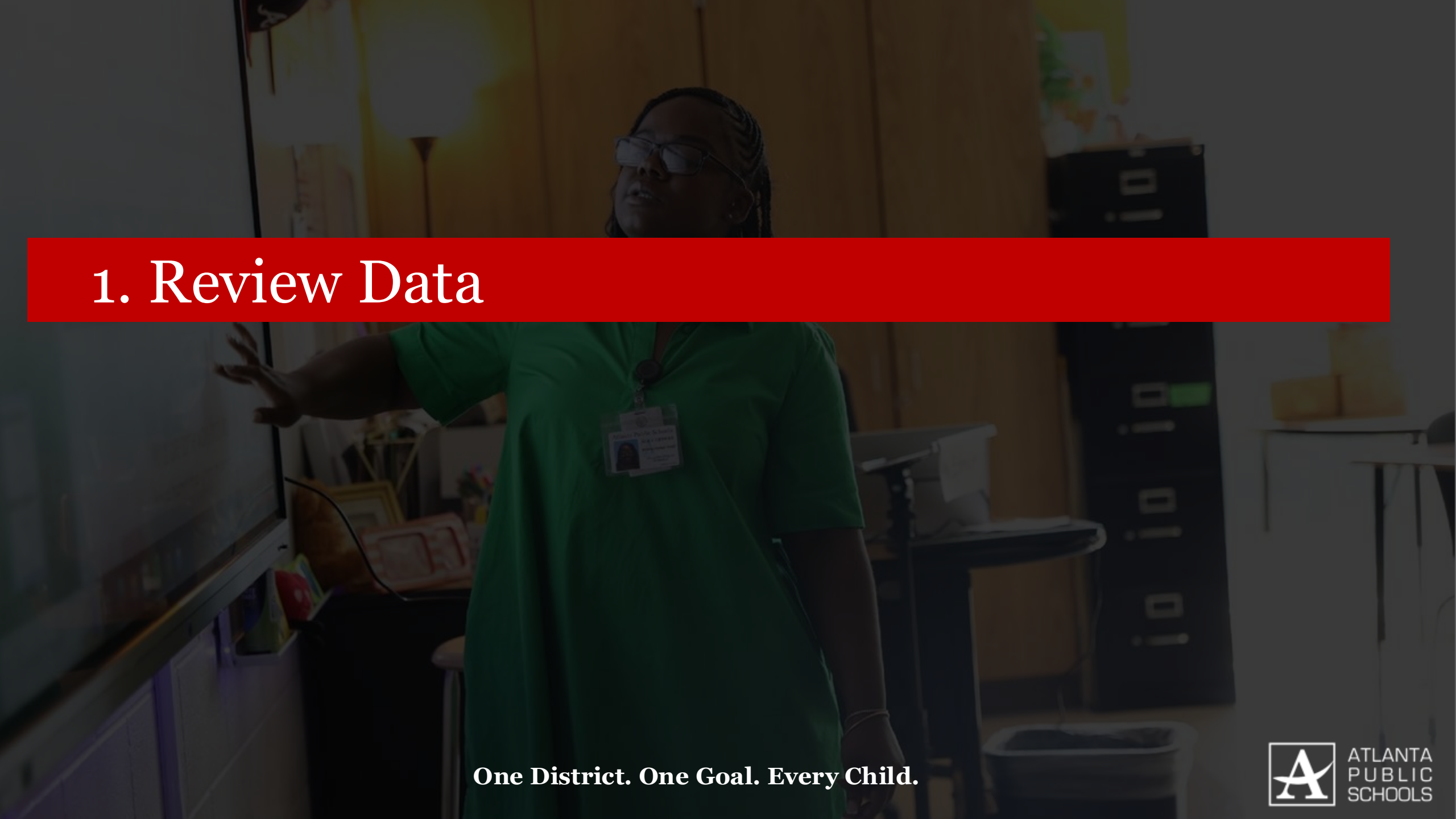
Business Meeting 1:
- ✓ Review Data *(MAP, GMAS, Graduation Rate, CCRPI, etc.)*

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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1. Review 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

Tuskegee Airmen Global Academy

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Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance / 2030 Goal
District Goals	Literacy	% of 3rd grade students scoring proficient or above in ELA	18.8%	+ 20.5 pp	39.3%	18.8%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	75.9%	+ 11.1 pp	87.0%	75.9%
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	26.2%	+ 26.0 pp	52.2%	26.2%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	8.3%	+ 10.0 pp	18.3%	8.3%
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	25.2%	+ 26.0 pp	51.2%	25.2%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	67.1%	+ 10.8 pp	77.8%	67.1%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	61.5%	+ 10.7 pp	72.2%	61.5%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	66.7%	+ 10.7 pp	77.4%	66.7%
	State-Identified Schools	# of schools identified on the state lists (CSI, TSI, ATSI)	On List	-	Not On List	On List
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	71.0%	+ 15.0 pp	86.0%	71.0%
	Discipline: All Students	% of students without suspensions	99.2%	—	99.2%	99.2%
	Discipline: Black Students	% of Black students without suspensions (OSS)	99.2%	—	99.2%	99.2%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	98.2%	+ 0.3 pp	98.5%	98.2%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	47.3%	+ 21.1 pp	68.3%	47.3%
	School Climate*	School climate star rating out of 5	3 ★	+ 1 ★	4 ★	3 ★
We Are Sparking Stu..	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	99.8%	+ 0.1 pp	99.9%	99.8%
Our Strength is Our Team	Staff Engagement	% of engaged staff	53.3%	+ 13.8 pp	67.1%	53.3%
	Teacher Experience	% of teachers with 3 or more years of experience	82.2%	+ 6.2 pp	88.4%	82.2%
	Teacher Compensation	Average teacher salary	$89,832	+ $10,168	$100,000	$89,832
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	83.3%	+ 6.6 pp	89.9%	83.3%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	58.4%	+ 18.0 pp	76.4%	58.4%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	52.3%	+ 10.0 pp	62.3%	52.3%
	Enrollment	School meeting K-12 Enrollment Minimums	426	+ 24 students	450	426

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2. Align Mission/Vision/Purpose

WHO WE ARE...

We are *Atlanta's* Public School System

WHY WE EXIST...

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

Our Vision

Tuskegee Airmen Global Academy is continuing a legacy of excellence by creating innovative leaders, healthy families, vibrant communities, and worldwide transformative change.

Our Mission

Our mission is to cultivate Change Agents through high-quality, stimulating real-world learning experiences through the integration of student-created processes, the Engineering Design Process, and Design Thinking to build content mastery in all disciplines.

We are dedicated to empowering our scholars to achieve their full potential by promoting innovation, empathy, and creativity to become productive global citizens.

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Vision: Tuskegee Airmen Global Academy is continuing a legacy of excellence by creating innovative leaders, healthy families, vibrant communities, and worldwide transformative change.

Tuskegee Airmen Global Academy

SMART Goals

CURRENT PLAN

To increase the number of students scoring proficient and distinguished in Literacy by 3% as measured on the GMAS EOG.

To increase the number of students scoring proficient and distinguished in Math and Science by 3% as measured on the GMAS EOG.

Have 4 Literacy focused events this year to provide school-to-home strategies for increasing the number of students scoring proficient and distinguished in Literacy by 3% as measured on the GMAS EOG.

Increase CCRPI attendance rate by 3% from 74% to 77%

APS Strategic Priorities & Initiatives	*School Strategic Priorities*	*School Strategies*
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	• Improve student mastery of literacy and math • Provide rigor to all students	1A. Provide remediation and acceleration as indicated by data (i.e., in classrooms & during WIN block) 1B. Implement Fundations resources for Kindergarten through third grade 1C. Administer MAP as a growth measure and progress monitoring tool 1D. Implement Lucy Calkins Units of Study, Fountas & Pinnell & Write Score for reading and writing and Ready Classroom for math 1E Use small-group instruction to provide differentiated tasks 1F. Provide for low teacher-student ratios
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	• Provide rigor to all students	2A.Implement STEM framework through aligned units of inquiry that are rigorous, real-world interdisciplinary projects and units 2B. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning 2C. Implement WIN block using HMH programs for intervention and talent development for enrichment 2D. Administrator/coaching walkthroughs and feedback on rigor and relevance 2E. Intentional focus on student reading levels and use of resources and text at the appropriate level of challenge
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	• Build teacher capacity in literacy and math • Expand teacher collaboration opportunities • Retain and develop highly qualified teachers and staff for traditional and support classes • Create a school-wide culture of high expectations, trust, and strong communication.	3A. Provide targeted professional learning opportunities focused on STEM, gifted endorsements, GSE Standards, Fundations, Ready Classroom, LC Units of Study 3B. Fund 2 APs so admin can lead instruction, support students, and develop talent. 3C. Increase the number of teachers with gifted and/or ESOL endorsements 3D. Fund Master Teachers/IC and Program Specialists to provide job-embedded coaching & support 3E. Implement intentional vertical and horizontal alignment collaboration opportunities (PLCs, Strategy Shares) 3F. Allow for 90 minutes of common planning weekly in the master schedule 3G. Adhere to district timelines and protocols for hiring practices 3H. Expand and stipend teacher leadership opportunities
Creating a System of School Support Strategic Staff Support Equitable Resource Allocation	• Build systems, and resources to support Cluster Plan and STEM/STEAM implementation • Foster a positive, informed and engaged school culture • Inform and engage the school community	4A. Provide time in summer for teachers to revise STEAM/STEM PBL unit planners 4B. Provide teacher training on STEAM/ STEM implementation and GSE Standards & Practices 4C. Utilize Visible Thinking strategies to teach for understanding and strengthen STEAM implementation 4D. Implement Social/Emotional Learning and develop communication/ leadership skills of staff and students 4F. Incentivize positive student behavior and attendance 4G. Embrace Restorative Practices for student mediation 4H Build community awareness, knowledge and support of STEM and other instructional initiatives (LC Units of Study, and share through parent workshops and communication tools 4I. Provide translation and support services for ESOL families 4J. Utilize weekly communication systems to inform parents and stakeholders 4K. Fund part-time, bilingual parent liaison 4L. Utilize parent conferences to share student data and build positive parent-teacher relationships

WHO WE ARE...

We are *Atlanta's* Public School System

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

WHY WE EXIST...

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Our Mission

Our mission is to cultivate Change Agents through high-quality, stimulating real-world learning experiences through the integration of student-created processes, the Engineering Design Process, and Design Thinking to build content mastery in all disciplines.

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Proposed Updates to School Mission and Vision:



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3. Confirm 2030 Goals

- Extend your Continuous Improvement Plan Goals to 2030
- Identify if there are any additional goals for the strategic plan beyond those identified. If so, capture them (no more than 1-2 additional goals)

Continuous Improvement Goals

1 By the end of the 2025–2026 school year, TAG will increase the percentage of students scoring Proficient and Above in ELA from 18.9% to 24.9%. This growth will be achieved through consistent standards-based planning, data-driven reteach cycles, and focused literacy instruction aligned to priority standards.

2 By the end of the 2025–2026 school year, TAG will increase the percentage of students scoring Proficient and Above in Math from 33.5% to 42%. This growth will be achieved through consistent standards-based planning, data-driven reteach cycles, and focused literacy instruction aligned to priority standards.

3 Increase the CCRPI attendance rate from **73%** to **78%** by May 2026.

4 **Add a goal**

2030 Strategic Plan Goals (Example)

1 **By 2030**……

2 **By 2030**…..

3 **By 2030**, ……

4 **Add a goal**

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Increase the percentage of students scoring Proficient and Above in ELA from 18.9% to 33.9%.

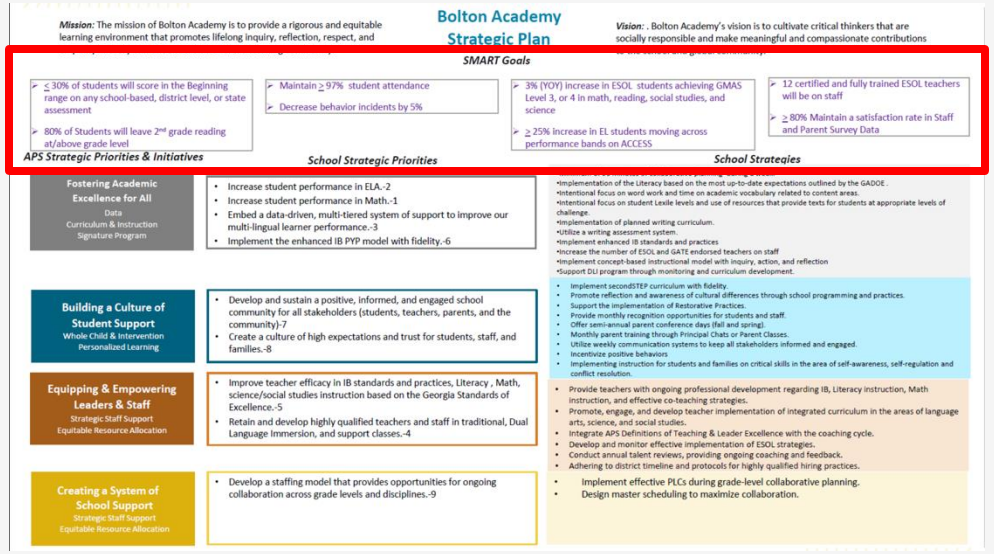
Increase the percentage of students scoring Proficient and Above in Math from 33.5% to 48.5%.

Increase the CCRPI attendance rate from 71% to 86% by 2030, ensuring equitable access to learning.

APS Strategic Priorities & Initiatives	*School Strategic Priorities*	*School Strategies*
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	• Improve student mastery of literacy and math • Provide rigor to all students	• Launch the 'See It, Name It, Do It'/ TAG data protocol to drive consistent use of assessment data and reteach plans. • Implement the APS Literacy Framework and Math PL series with fidelity to accelerate proficiency. • Expand cross-curricular STEAM/ELA integrated units emphasizing problem-solving and communication skills. • Use formative assessment cycles (CFUs, exit tickets) weekly to monitor growth and adjust instruction. • Host quarterly Literacy & Numeracy Family Academies to strengthen at-home learning connections. Administrator/coaching walkthroughs and feedback on rigor and relevance
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	• Provide rigor and equitable access for all students through targeted academic and behavioral supports.	•Strengthen the (MTSS) by implementing consistent Tier 1–3 academic interventions and progress monitoring in all grades •Use attendance data as an early indicator to provide personalized WCI plans & supports for students missing time. • Expand gifted and advanced learning opportunities through differentiated instruction, project-based extensions, and teacher endorsements • Develop Individualized Learning Plans for students with disabilities, ensuring standards-based IEP goals are aligned to grade-level expectations and progress is reviewed monthly. • Implement Student Support Data Talks every 4 weeks to review MTSS, gifted, and SWD data for instructional adjustments & intervention placement.
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	• Build teacher capacity in literacy and math • Expand teacher collaboration opportunities • Retain and develop highly qualified teachers and staff for traditional and support classes • Create a school-wide culture of high expectations, trust, and strong communication.	•Provide targeted professional learning opportunities focused on ELA, Math, Science, STEAM, gifted endorsements • Fund 2 APs so admin can lead instruction, support students, and develop talent. • Increase the number of teachers with gifted and/or ESOL endorsements •Fund Master Teachers/IC to provide job-embedded coaching & support •Implement intentional vertical and horizontal alignment collaboration opportunities (PLCs, Strategy Shares) •Allow for 60-75 minutes of common planning weekly in the master schedule •Adhere to district timelines and protocols for hiring practices • Expand and stipend teacher leadership opportunities
Creating a System of School Support Strategic Staff Support Equitable Resource Allocation	• Build systems, and resources to support Cluster Plan and STEM/STEAM implementation • Foster a positive, informed and engaged school culture • Inform and engage the school community	• Provide time in summer for teachers to revise STEAM/STEM PBL unit planners • Provide teacher training on STEAM/ STEM implementation and Standards & Practices • Utilize Visible Thinking strategies to teach for understanding and strengthen STEAM implementation • Implement Social/Emotional Learning and develop communication/ leadership skills of staff and students • Incentivize positive student behavior and attendance • Embrace Restorative Practices for student mediation • Build community awareness, knowledge and support of STEM and other instructional initiatives (share through parent workshops and communication tools) • Provide translation and support services for ESOL families • Utilize weekly communication systems to inform parents and stakeholders • Utilize parent conferences to share student data and build positive parent-teacher relationships

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

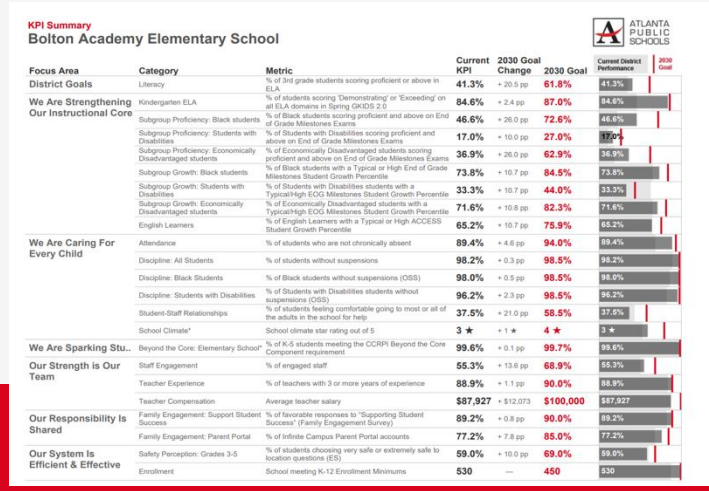
Mission: The mission of Bolton Academy is to provide a rigorous and equitable learning environment that promotes lifelong inquiry, reflection, respect, and

Vision: . Bolton Academy's vision is to cultivate critical thinkers that are socially responsible and make meaningful and compassionate contributions

SMART Goals

- ≤ 30% of students will score in the Beginning range on any school-based, district level, or state assessment
- 80% of Students will leave 2nd grade reading at/above grade level
- Maintain ≥ 97% student attendance
- Decrease behavior incidents by 5%
- 3% (YOY) increase in ESOL students achieving GMAS Level 3, or 4 in math, reading, social studies, and science
- ≥ 25% increase in EL students moving across performance bands on ACCESS
- 12 certified and fully trained ESOL teachers will be on staff
- ≥ 80% Maintain a satisfaction rate in Staff and Parent Survey Data

APS Strategic Priorities & Initiatives	*School Strategic Priorities*	*School Strategies*
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	• Increase student performance in ELA.-2 • Increase student performance in Math.-1 • Embed a data-driven, multi-tiered system of support to improve our multi-lingual learner performance.-3 • Implement the enhanced IB PYP model with fidelity.-6	•Implementation of the Literacy based on the most up-to-date expectations outlined by the GADOE . •Intentional focus on word work and time on academic vocabulary related to content areas. •Intentional focus on student Lexile levels and use of resources that provide texts for students at appropriate levels of challenge. •Implementation of planned writing curriculum. •Utilize a writing assessment system. •Implement enhanced IB standards and practices •Increase the number of ESOL and GATE endorsed teachers on staff •Implement concept-based instructional model with inquiry, action, and reflection •Support DLI program through monitoring and curriculum development.
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	• Develop and sustain a positive, informed, and engaged school community for all stakeholders (students, teachers, parents, and the community)-7 • Create a culture of high expectations and trust for students, staff, and families.-8	• Implement secondSTEP curriculum with fidelity. • Promote reflection and awareness of cultural differences through school programming and practices. • Support the implementation of Restorative Practices. • Provide monthly recognition opportunities for students and staff. • Offer semi-annual parent conference days (fall and spring). • Monthly parent training through Principal Chats or Parent Classes. • Utilize weekly communication systems to keep all stakeholders informed and engaged. • Incentivize positive behaviors • Implementing instruction for students and families on critical skills in the area of self-awareness, self-regulation and conflict resolution.
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	• Improve teacher efficacy in IB standards and practices, Literacy , Math, science/social studies instruction based on the Georgia Standards of Excellence.-5 • Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.-4	• Provide teachers with ongoing professional development regarding IB, Literacy instruction, Math instruction, and effective co-teaching strategies. • Promote, engage, and develop teacher implementation of integrated curriculum in the areas of language arts, science, and social studies. • Integrate APS Definitions of Teaching & Leader Excellence with the coaching cycle. • Develop and monitor effective implementation of ESOL strategies. • Conduct annual talent reviews, providing ongoing coaching and feedback. • Adhering to district timeline and protocols for highly qualified hiring practices.
Creating a System of School Support Strategic Staff Support Equitable Resource Allocation	• Develop a staffing model that provides opportunities for ongoing collaboration across grade levels and disciplines.-9	• Implement effective PLCs during grade-level collaborative planning. • Design master scheduling to maximize collaboration.



KPI Summary

Bolton Academy Elementary School

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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

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Strategic planning will help you fully uncover your available options, set priorities for them, and define the methods to achieve them.

Robert J. Mckain

Questions?





Principal's Report

One District. One Goal. Every Child.

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What Has Happened Over the Last Few Weeks:

- All 1st -3rd Grade students visited the Bijan Reading Event
- Ride for the Westside Participation
- Hispanic Heritage Month Faculty Soccer Game
- Benchmark Advance Planning Day
- Kindergarten Shape Parade
- Media Center Stone Soup





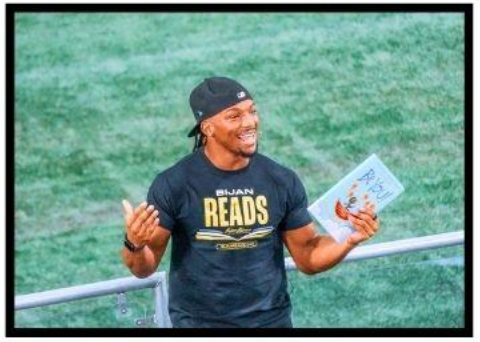




Upcoming:

- Parent Data Palooza Night
  - Wednesday, October 29, 5:00-6:00
- Stem-tember Fall Festival
  - Wednesday, October 29, 6:00-7:00
  - FREE EVENT





APS Forward 2040: Reshaping the Future of Education

Taskforce Meetings

May 8, 2025 - Presentation
August 5, 2025- Presentation

Upcoming Public Meetings

- October 20
- November 10

Virtual – at Noon
In-person at 6PM at CLL (130 Trinity Ave)

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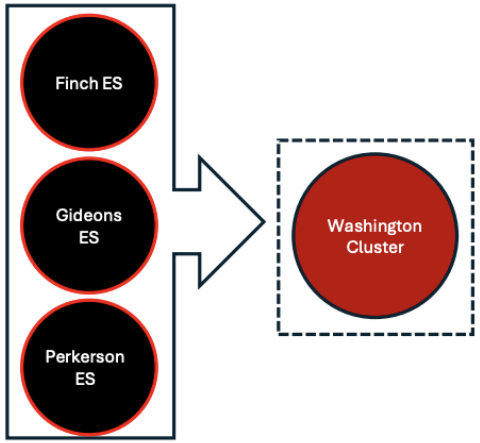
UPDATE

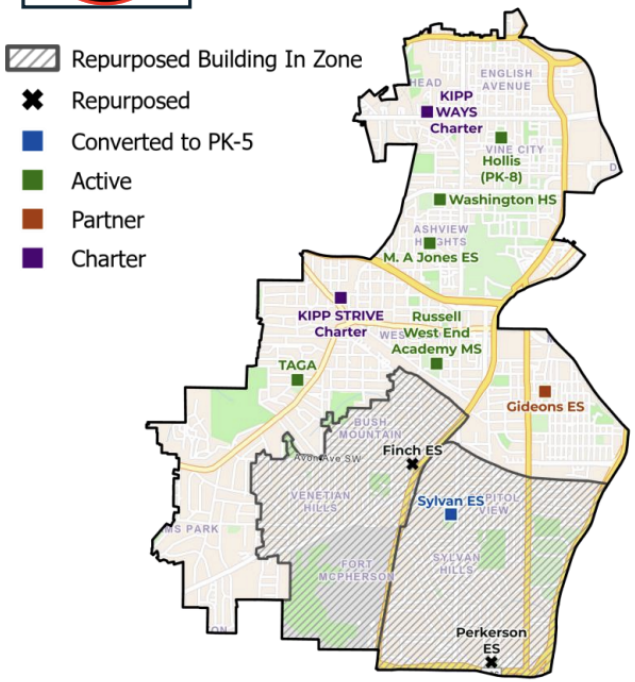
Comprehensive Long-Range Facilities Plan

atlantapublicschools.us/APS2040

DISTRICT UPDATES

Washington – Primary Scenario





School(s)	Proposed Action	Resulting Capacity	2025-2026 Enrollment	2029-2030 Projected Live-In
FL Stanton ES	Portion of students from repurposed FL Stanton move to Washington Finch, Gideons, and Perkerson attendance areas move from Carver to Washington. Finch and Perkerson repurposed and move to converted Sylvan MS	0	196	3106
Finch ES		0	288	
Gideons ES		575	311	
M.A. Jones ES		725	438	
Hollis Innovation Academy (PK-5)		1075	401	
Perkerson ES		0	337	
Converted Sylvan MS		850	0	
Tuskeegee Airman Academy		750	424	
Total		3975	2395	
Hollis Innovation Academy (6-8)	Hollis remains a PK-8 Russell West End accepts students from Sylvan MS in Carver Cluster	365	218	1281
Russell West End MS		1050	330	
Sylvan MS		0	458	
Total		1415	1006	
Washington HS	Accept HS students from Finch, Gideons & Perkerson moving to Washington Cluster	1675	786	1552

*Projected Live-In for middle and high school does not include anyareas from FL Stanton as exact boundaries are TBD

Facility
- Hollis Condition Improvements
- *Consider pool improvement
- Sylvan MS converted to ES for Finch ES & Perkerson ES
- Finch ES & Perkerson ES repurposed

Boundary
- Finch, Gideons & Perkerson ES move from Carver to Washington Cluster
- Accept portion of students from repurposed FL Stanton ES

Re-Purpose
- Finch ES & Perkerson ES – repurpose TBD

Operational Savings
- Reduction of 2 ES Facilities: @ $3m to $4m annually

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Questions?



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Public Comment

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Thank you

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