GO Team

Business Meeting # 2

Where we are – Where we're going

Perkerson Elementary School

October 9, 2025

4:00 PM

Public Comment

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Agenda

I. **Call to Order Roll Call;**
II. **Establish Quorum**
III. **Action Items** *(add items as needed)*
    a. Approval of Agenda
    b. Approval of Previous Minutes
    c. Additional Action Item 1 *(if needed)*:
IV. **Discussion Items** *(add items as needed)*
    a. Graduation Rate *(For High School GO Teams if not previously discussed)*
    b. 2025-2030 Strategic Plan Development c. Additional Discussion Item *(if needed)*:
V. **Information Items** *(add items as needed)*
    a. Principal's Report
    b. APS Forward 2040 –Comprehensive Long-Range Facilities Plan Update
    c. Additional Information Item *(if needed)*:
VI. **Announcements** *(add items as needed)*
VII. **Public Comment** *(if applicable)* VIII.
Adjournment



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Action Items

1. Approval of Agenda
2. Approval of Previous Minutes
3. Additional Action Item *(if needed)*

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Discussion Items



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Optional School Uniform

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Optional School Uniform

In the 2023-2024 school year, the APS Board of Education updated the district's dress code policy. As part of the update, starting with the 2025-2026 school year if a school wishes to **maintain or explore implementing** an optional school uniform, it **must** go through an engagement process and have a vote as outlined below:



ELEMENTARY

A school uniform is adopted upon the agreement of the principal and a majority vote of the School Governance Team (GO Team).



MIDDLE

School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.



HIGH

School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.

If your school currently has a school uniform and wishes to continue it, you must go through this process!

ABOE Policy JCDB
Student Dress Code

(Last Revised, 06/03/2024)

http://tinyAPS.com/?APSDressCodePolicy

Requirements

1. A top of non-see-through fabric
2. A bottom of non-see-through fabric
3. Shoes
4. Undergarments that are not visible

RESTRICTIONS

1. No words or symbols that are gang-related, sexually suggestive, obscene or promote illegal behavior
2. Nothing associated with alcohol, illegal drugs or tobacco
3. No flip-flops, athletic slides or footwear that doesn't support the front and back of the foot

School-specific Dress Codes

We have one districtwide student dress code adopted by the Atlanta Board of Education.
School-specific dress codes may not contradict Board policy.

Examples of problematic school specific dress-code provisions

"dress in good taste"	"no baggy pants"	"no sweatpants"	"no activewear"	"no short shorts or skirts"	"no spaghetti straps"
"no tube tops"	"no dresses"	"no tight/revealing clothing"	"no leggings"	"no joggers"	"no 'extreme' hairstyles or colors"
"no Crocs"	"all shirts must be tucked in	"no hoodies/hooded jackets"	"hair should be clean and neatly groomed"	"no shirts which expose cleavage"	"students dressed in uniform are better perceived by teachers and peers"

School Uniforms

- Schools may choose to adopt an ***optional*** school uniform.

- **Effective immediately, at no time will students have their instructional time interrupted or be barred from school or class for declining to wear the optional school uniform.**

Are We Interested in Establishing an optional school uniform?

The GO Team needs to **vote** on **maintaining or exploring implementing an optional school uniform**.

After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

If the GO Team votes to move forward, then the team should proceed to discuss the School Uniform Advisory Committee.

DISCUSSION

Only needed if the GO Team voted YES *to maintaining or exploring establishing an optional school uniform.*

The GO Team will now discuss if they wish to move forward with establishing a School Uniform Advisory Committee.

The School Uniform Advisory Committee will be responsible for:

1. Develop a stakeholder engagement plan to receive feedback on implementing a uniform and its components, if adopted. Must include a minimum 20-day public comment period on any proposed uniform
2. Recommending the optional school uniform components.
3. Establishing the student voting timeline and process (*if necessary*).
4. Determine the length of time the uniform will be in use before reconsideration
5. Developing a communication plan to inform the school community about the optional school uniform, if the uniform is adopted
6. Other objectives as defined by the GO Team.

Committee members

Only needed if the GO Team voted YES *to maintaining or exploring establishing an optional school uniform.*

The GO Team will also need to determine who will be on the committee:

1. The GO Team Chair will name the Committee Chair.
2. No more than 2 additional GO Team members may be on the committee (a maximum of 3 GO Team Members).
3. Committee must have **at least 3 students** as outlined below:
4. Other committee members may be added, as determined by the GO Team.



ELEMENTARY

Elementary School with Ambassadors

Recommend inclusion of at least 3 student ambassadors

Elementary School without Ambassadors

Recommend inclusion of at least 3 students selected by the principal with GO Team input



MIDDLE

Middle School with Student Ambassadors

At least 3 student ambassadors

Middle School without Student Ambassadors

At least 3 students selected by the principal with GO Team input



HIGH

High School with Elected Student Government

At least 3 students as selected by the SGA

High School without Elected Student Government

At least 3 students as selected by the principal with GO Team input

Establish the Committee

Only needed if the GO Team voted YES *to maintaining or exploring establishing an optional school uniform.*

The GO Team needs to **TAKE ACTION (vote)** on establishing its **School Uniform Advisory Committee** based on the previous discussion.

After the motion and a second, the GO Team may have additional discussion.

Once discussion is concluded, the GO Team will vote.

If the GO Team votes in the affirmative (yes) for moving forward, then the Chair will need to fill out a committee resolution form (*see example on next slide*) and send to the GO Team Office.

BLANK COMMITTEE RESOLUTION

Committee Establishment Resolution

The _____GO Team shall have a School Uniform Committee. Advisory Committee, consisting of the principal or his/her designee, designated chair, and additional members appointed by the GO Team (*see back for list of members*).

The committee chair shall attend all meetings of the committee. The Advisory Committee shall serve in an advisory capacity, offering assistance and making recommendations to the GO Team for action. The Advisory Committee shall not have the authority to act on behalf of the GO Team.

Meetings of the Advisory Committee shall be scheduled and publicly noticed by the committee chair. A written report of committee discussions shall be presented by the committee chair to the GO Team at the next scheduled GO Team meeting.

The proposed Advisory Committee has the following goals/objectives (*add objectives, if necessary*):

a) Develop a stakeholder engagement plan to receive feedback on implementing a uniform and its components, if adopted. Must include a minimum 20-day public comment period on any proposed uniform

b) Recommend the optional school uniform components

c) Establish the student voting timeline and process ~~(if necessary)~~

d) Determine the length of time the uniform will be in use before reconsideration

e) Create a communication plan to inform the school community about the optional school uniform, if the uniform is adopted

The proposed Advisory Committee will operate as an **AD HOC COMMITTEE.**

Expected Committee Time Frame: _____
(*must be completed by last GO Team meeting of SY 24-25)*

_____ _____ _____ _____
Principal Date GO Team Chair Date

_____ _____
Advisory Committee Chair Date Date Submitted to GO Team Office: _____

School Uniform Committee Membership

You may have no more than 3 GO Team members (committee chair and 2 others) on the committee. For middle and high schools, there must be **at least** 3 student representatives.

For all other members, list the members of the committee below as voted on by the GO Team. Other than GO Team members, names can be provided as individuals are identified. For example, if the GO Team voted for the Committee to have 2 individuals with medical background, and a faith leader, list under **Role:** Medical, Medical, and Faith Leader.

Role	Name	Email Address
Chair		

(*add additional rows, if needed*)

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.

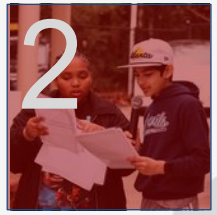
- Promote robust arts, athletics, world language, and enrichment offerings
- Expand access to high-interest and workforce-ready offerings (e.g. career programs and pathways, advanced coursework)
- Explore specialized and innovative school models (eg. School of the Arts)

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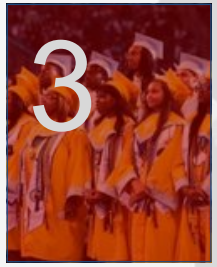
Goals and Key Performance Indicators



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** % ofstudentswhoarenotchronicallyabsent*	80%
60%	**Sense of Belonging** % studentswhofeelasenseofbelonging*	75%
89.6%	**Discipline: All Students** % of allstudentswithoutsuspensions(OSS) *	95%
83.5%	**Discipline: Students with Disabilities** % of StudentswithDisabilitiesstudentswithout 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 FY27Budget and Continuous Improvement Plan processes.

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Three Key Resources to Review

1 2020-2025 School Strategic Plan



Mission: Our mission is to provide a comprehensive and rigorous curriculum that will prepare all students to be life-long learners and globally minded citizens, who are growing in academics, character, and leadership.

Vision Frederick W. Benteen Elementary School is a school that provides a world class education that prepares students of today to be leaders of tomorrow.

SMART Goals

- Students in grades 3-5 will increase the level of Proficient and above students by at least 3 percent on the EOG ELA GMAS
- Students in grades 3-5 will increase the level of Proficient and above students by at least 3 percent on the EOG Math GMAS
- To further support whole child development, the school will increase the integration of SEL strategies throughout the school day amongst and between school stakeholders inclusive of students, staff, parents, and community.

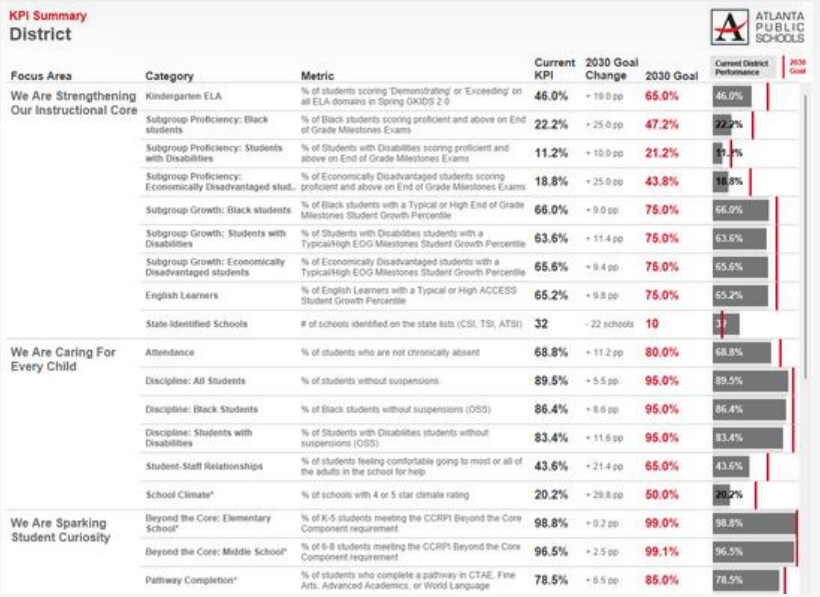
APS Strategic Priorities & Initiatives	*School Strategic Priorities*	*School Strategies*
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	1. Increase staff knowledge of math and ELA/reading best practices to impact student learning. 2. 3. Increase implementation and intersection of IB and DLI	1A. Create instructional frameworks to guide math and ELA/Reading instruction 1B. Strengthen language development with a literary focus on interactive Read Alouds in ELA classes. 1C. Reflect & Revise IB unit planners after implementation in grade PreK – 5th grade.
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	1 Develop a culture with an emphasis on Social Emotional Learning 2 Professionally develop the teaching staff by providing tailored, specific PD based on their collective and individual strengths and weaknesses	1: Increase the amount of time allocated in the master schedule for SEL instruction 2: Develop master schedule where teachers have collaborative planning opportunities to improve teacher efficiency in inquiry based instruction in all content areas.
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	1 Build capacity of staff around ELL learners and strategies and tenets of IB.	1: Dual Language Immersion Program as the approved instructional model for ESOL students in grades K- 5 and provide opportunities and partnership with the EOSL/World Language Department for staff to become ESOL endorsed 2: Create a matrix and schedule to ensure all staff are trained on IB annually.
Creating a System of School Support Collective Action, Engagement & Empowerment	1 Build a school structure to provide support and opportunities for staff feedback	1: Consolidate the lead team & pedagogical lead team into one governing body to streamline operation and structure for support

2 2025-2026 Continuous Improvement Plan Goals

1. By the end of the 2025 - 2026 school year, Benteen will increase the CCRPI Attendance by at least 6.6% points from 83.4% to 90%.
2. By the end of the 2025 - 2026 school years, Benteen will increase the percent of students scoring proficient and above on the GMAS assessments in math by 5%, from 35% to 40%. Benteen will decrease the percent of students scoring beginning on the GMAS assessment in math by 3%, from 38 to 35%. By the end of the 2025 - 2026 school year, Benteen will increase the CCRPI Attendance by at least 6.6% points from 83.4% to 90%.

3 School Data Sheet

https://tinyurl.com/SchoolDataSheets



KPI Summary
District

ATLANTA PUBLIC SCHOOLS

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	46.0%	+ 19.0 pp	65.0%
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	22.2%	+ 25.0 pp	47.2%
	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%
	Subgroup Proficiency: Economically Disadvantaged stud..	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	18.8%	+ 25.0 pp	43.8%
	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%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	63.6%	+ 11.4 pp	75.0%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	65.6%	+ 9.4 pp	75.0%
	English Learners	% of English Learners with a Typical or High ACCESS Student Growth Percentile	65.2%	+ 9.8 pp	75.0%
	State-Identified Schools	# of schools identified on the state lists (CSI, TSI, ATSI)	32	- 22 schools	10
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	68.8%	+ 11.2 pp	80.0%
	Discipline: All Students	% of students without suspensions	89.5%	+ 5.5 pp	95.0%
	Discipline: Black Students	% of Black students without suspensions (OSS)	86.4%	+ 8.6 pp	95.0%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	83.4%	+ 11.6 pp	95.0%
	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%
	School Climate*	% of schools with 4 or 5 star climate rating	20.2%	+ 29.8 pp	50.0%
We Are Sparking Student Curiosity	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	98.8%	+ 0.2 pp	99.0%
	Beyond the Core: Middle School*	% of 6-8 students meeting the CCRPI Beyond the Core Component requirement	96.5%	+ 2.5 pp	99.1%
	Pathway Completion*	% of students who complete a pathway in CTAE, Fine Arts, Advanced Academics, or World Language	78.5%	+ 6.5 pp	85.0%

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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

T. J. Perkerson Elementary School

ATLANTA PUBLIC SCHOOLS

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	14.0%	+ 21.0 pp	35.0%	14.0%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	39.6%	+ 21.0 pp	60.6%	39.6%
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	17.5%	+ 26.0 pp	43.5%	17.5%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	2.2%	+ 10.0 pp	12.2%	2.2%
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	17.5%	+ 26.0 pp	43.5%	17.5%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	70.5%	+ 10.7 pp	81.2%	70.5%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	66.7%	+ 10.7 pp	77.4%	66.7%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	74.7%	+ 10.3 pp	85.0%	74.7%
	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	62.3%	+ 15.0 pp	77.3%	62.3%
	Discipline: All Students	% of students without suspensions	98.4%	+ 0.1 pp	98.5%	98.4%
	Discipline: Black Students	% of Black students without suspensions (OSS)	98.2%	+ 0.3 pp	98.5%	98.2%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	98.3%	+ 0.2 pp	98.5%	98.3%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	56.9%	+ 21.1 pp	77.9%	56.9%
	School Climate*	School climate star rating out of 5	2 ★	+ 2 ★	4 ★	2 ★
We Are Sparking Stu..	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	98.8%	+ 0.2 pp	99.0%	98.8%
Our Strength is Our Team	Teacher Experience	% of teachers with 3 or more years of experience	68.6%	+ 7.6 pp	76.2%	68.6%
	Teacher Compensation	Average teacher salary	$83,729	+ $16,271	$100,000	$83,729
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	69.2%	+ 8.0 pp	77.2%	69.2%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	50.9%	+ 18.7 pp	69.6%	50.9%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	53.5%	+ 10.0 pp	63.5%	53.5%
	Enrollment	School meeting K-12 Enrollment Minimums	309	+ 141 students	450	309

* Data for 2025 has not been released, so 2024 data is being used

School > Perkerson

Updated 9/26/2025

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2. Align Mission/Vision/Purpose

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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

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Perkerson Elementary School

Mission

With a focus on STEAM, students will,
Investigate thoroughly, think
Logically, and use creativity to
Develop leadership skills

Vision

At Perkerson Elementary School, we are…
Creating a challenging learning environment where we
Achieve excellence,
Think critically and
Solve problems

SMART Goals

Smart Goal 1/ Priority 1: By May 2026, Perkerson Elementary School will increase the percentage of students performing at Proficiency and Above in Math from 20.5% to 25.5% for All Students, and from 0% to 5% for Students with Disabilities, as measured by the Georgia Milestones Assessment.

Smart Goal 2/ Priority 1: By May 2026, Perkerson Elementary School will increase the percentage of students performing at Proficient and Above in ELA from 16.8% to at least 21.8% for All Students, and from 5.6% to at least 10.6% for Students with Disabilities, as measured by the Georgia Milestones Assessment.

Smart Goal 3/ Priority 1: By May 2026, Perkerson Elementary School will increase the average daily student attendance rate from 64.1% to at least 69.1%, as measured by Infinite Campus attendance reports.

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
Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

Strategy: Build teacher capacity to implement explicit math instruction using GADOE Math Learning Plans, daily Number Talks, and the Numeracy Project through job-embedded professional learning, coaching, and collaborative planning.

School Strategies

1. Provide ongoing professional learning on number sense developmental progressions and pre-Number Talk activities.
2. Implement weekly PLCs focused on building teacher capacity in planning and delivering explicit instruction and utilization of GADOE Math Learning Plans.
3. Provide feedback and coaching to all math teachers through bi-weekly instructional walks focused on the effective implementation of Number Talks and GADOE Math Learning Plans.

4. Students with Disability (SWD)
Provide targeted intervention and enrichment during small group instruction using Numeracy Project resources and diagnostic data (i.e., i-Ready, MAP).

5. Facilitate family math nights and Parent University to engage families in math learning strategies.

School Strategic Priorities

Strategy: Build teacher capacity to implement a Structured Literacy Framework aligned to the Science of Reading through professional learning, coaching and planning support.

School Strategies

1. Provide all ELA teachers with weekly professional learning on the components of the structured literacy framework.
2. During PLCs, embed structured writing instruction using Writable, GADOE writing checklist, as well as Write Score performance tasks to improve students' ability to organize and clearly communicate ideas.

3. Students with Disability (SWD)
Conduct monthly professional learning that provides teachers with maximum coaching in employing the 22 High-Leverage Practices for teaching and learning, with a focus on the instructional and collaboration domains.

4. Implement a Home Literacy Program where students read (or are read to) for at least 20 minutes each evening while encouraging parents to utilize the school-wide Accelerated Reading program.

School Strategic Priorities

Strategy: Implement a comprehensive, data-driven attendance improvement plan focused on early identification, student incentives, and family engagement to reduce chronic absenteeism and promote a culture of consistent attendance.

School Strategies

1. Launch a "Perfect Attendance " incentive program where students earn weekly rewards for on-time, daily attendance.
2. Conduct weekly parent check-in calls for students with below 80% attendance to identify barriers and offer resources (transportation, health, etc.).

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Mission and Vision Alignment:

WHO WE ARE...	WHY WE EXIST...
We are *Atlanta's* Public School System	To educate and empower Atlanta's students to shape the future

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

Mission:
With a focus on STEAM, students will,
Investigate thoroughly, think
Logically, and use creativity to
Develop leadership skills

Perkerson Elementary Strategic Plan

Vision:
Creating a challenging learning environment where we
Achieve excellence,
Think critically and
Solve problems

Proposed Updates to School Mission and Vision:

Enter proposed changes to the school mission and vision here based on the GO Team's discussion.



ATLANTA PUBLIC SCHOOLS



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 May 2026, Perkerson Elementary School will increase the percentage of students performing at Proficiency and Above in Math from 20.5% to 25.5% for All Students, and from 0% to 5% for Students with Disabilities, as measured by the Georgia Milestones Assessment.

2

By May 2026, Perkerson Elementary School will increase the percentage of students performing at Proficient and Above in ELA from 16.8% to at least 21.8% for All Students, and from 5.6% to at least 10.6% for Students with Disabilities, as measured by the Georgia Milestones Assessment.

3

By May 2026, Perkerson Elementary School will increase the average daily student attendance rate from 64.1% to at least 69.1%, as measured by Infinite Campus attendance reports.

4

2030 Strategic Plan Goals

1

By **2030**, Perkerson Elementary School will increase the percentage of students performing at Proficiency and Above in Math from **TBD** to **TBD** for All Students, and from **TBD** to **TBD** for Students with Disabilities, as measured by the Georgia Milestones Assessment.

2

By **2030**, Perkerson Elementary School will increase the percentage of students performing at Proficient and Above in ELA from **TBD** to at least **TBD** for All Students, and from **TBD** to at least **TBD** for Students with Disabilities, as measured by the Georgia Milestones Assessment.

3

By **2030**, Perkerson Elementary School will increase the average daily student attendance rate from **TBD** to at least **TBD**, as measured by Infinite Campus attendance reports.

4

By **2030**, 100% of all K-5 general education classrooms will achieve program fidelity, as measured by the required weekly data submission within the Second Step digital platform, confirming the consistent delivery of one Second Step lesson per week throughout the school year.

Perkerson Elementary School

Mission

With a focus on STEAM, students will,
Investigate thoroughly, think
Logically, and use creativity to
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Vision

At Perkerson Elementary School, we are…
Creating a challenging learning environment where we
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SMART Goals

Smart Goal 1/ Priority 1: By May 2026, Perkerson Elementary School will increase the percentage of students performing at Proficiency and Above in Math from 20.5% to 25.5% for All Students, and from 0% to 5% for Students with Disabilities, as measured by the Georgia Milestones Assessment.

Smart Goal 2/ Priority 1: By May 2026, Perkerson Elementary School will increase the percentage of students performing at Proficient and Above in ELA from 16.8% to at least 21.8% for All Students, and from 5.6% to at least 10.6% for Students with Disabilities, as measured by the Georgia Milestones Assessment.

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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
Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

Strategy: Build teacher capacity to implement explicit math instruction using GADOE Math Learning Plans, daily Number Talks, and the Numeracy Project through job-embedded professional learning, coaching, and collaborative planning.

School Strategies

1. Provide ongoing professional learning on number sense developmental progressions and pre-Number Talk activities.
2. Implement weekly PLCs focused on building teacher capacity in planning and delivering explicit instruction and utilization of GADOE Math Learning Plans.
3. Provide feedback and coaching to all math teachers through bi-weekly instructional walks focused on the effective implementation of Number Talks and GADOE Math Learning Plans.

4. Students with Disability (SWD)
Provide targeted intervention and enrichment during small group instruction using Numeracy Project resources and diagnostic data (i.e., i-Ready, MAP).

5. Facilitate family math nights and Parent University to engage families in math learning strategies.

School Strategic Priorities

Strategy: Build teacher capacity to implement a Structured Literacy Framework aligned to the Science of Reading through professional learning, coaching and planning support.

School Strategies

1. Provide all ELA teachers with weekly professional learning on the components of the structured literacy framework.
2. During PLCs, embed structured writing instruction using Writable, GADOE writing checklist, as well as Write Score performance tasks to improve students' ability to organize and clearly communicate ideas.

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School Strategies

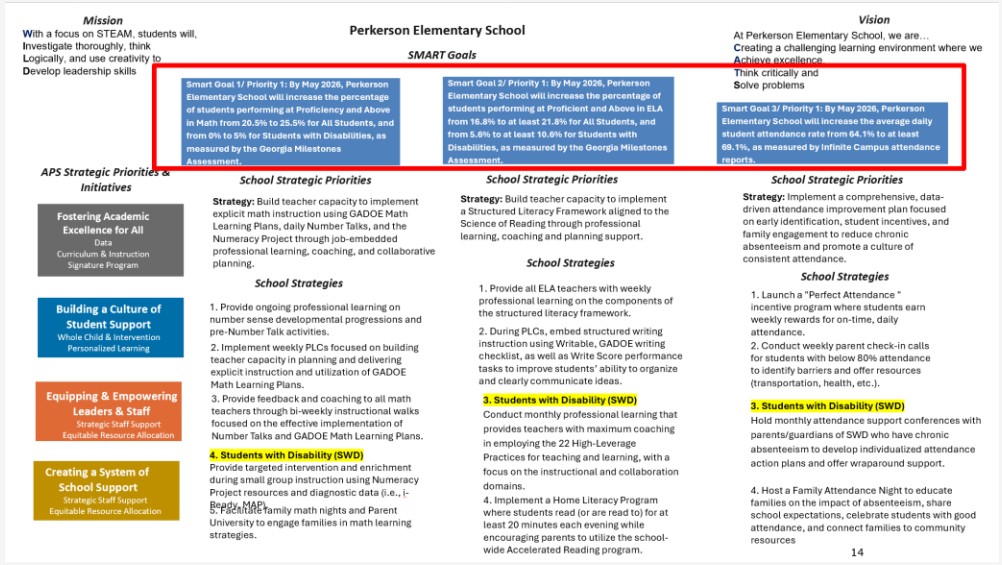
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Guiding Question: After reviewing our current Strategic Plan and school KPIs, are there any additional goals we would like to include with our 2030 CIP Goals for the 2025-2030 Strategic Plan? *(No more than 1-2 additional goals)*

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



Mission
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Perkerson Elementary School

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- 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 — Strategic Staff Support; Equitable Resource Allocation

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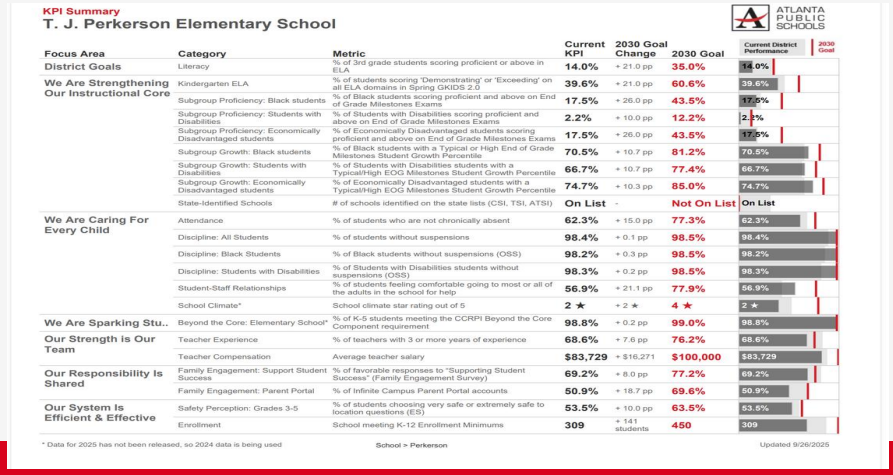
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KPI Summary
T. J. Perkerson Elementary School

ATLANTA PUBLIC SCHOOLS

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	14.0%	+ 21.0 pp	35.0%	14.0%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	39.6%	+ 21.0 pp	60.6%	39.6%
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	17.5%	+ 26.0 pp	43.5%	17.5%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	2.2%	+ 10.0 pp	12.2%	2.2%
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	17.5%	+ 26.0 pp	43.5%	17.5%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	70.5%	+ 10.7 pp	81.2%	70.5%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	66.7%	+ 10.7 pp	77.4%	66.7%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	74.7%	+ 10.3 pp	85.0%	74.7%
	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	62.3%	+ 15.0 pp	77.3%	62.3%
	Discipline: All Students	% of students without suspensions	98.4%	+ 0.1 pp	98.5%	98.4%
	Discipline: Black Students	% of Black students without suspensions (OSS)	98.2%	+ 0.3 pp	98.5%	98.2%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	98.3%	+ 0.2 pp	98.5%	98.3%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	56.9%	+ 21.1 pp	77.9%	56.9%
	School Climate*	School climate star rating out of 5	2 ★	+ 2 ★	4 ★	2 ★
We Are Sparking Stu..	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	98.8%	+ 0.2 pp	99.0%	98.8%
Our Strength is Our Team	Teacher Experience	% of teachers with 3 or more years of experience	68.6%	+ 7.6 pp	76.2%	68.6%
	Teacher Compensation	Average teacher salary	$83,729	+ $16,271	$100,000	$83,729
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	69.2%	+ 8.0 pp	77.2%	69.2%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	50.9%	+ 18.7 pp	69.6%	50.9%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	53.5%	+ 10.0 pp	63.5%	53.5%
	Enrollment	School meeting K-12 Enrollment Minimums	309	+ 141 students	450	309

* Data for 2025 has not been released, so 2024 data is being used

School > Perkerson

Updated 9/26/2025

ATLANTA PUBLIC SCHOOLS

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.

ATLANTA PUBLIC SCHOOLS

SCHOOL UPDATES

October 10th Devices go home
October 13th Extended Learning Day
October 14th-October 17th Fall Break
October 20th Devices come back to school
October 23rd Parent-Teacher Conferences
October 30th Parent University
October 31st Fall Party/Dress Like Your Favorite Book Character

APS Forward 2040: Reshaping the Future of Education

Taskforce Meetings

May 8, 2025 - Presentation

August 5, 2025- Presentation

Upcoming Public Meetings

- *October 20* - Virtual – *at Noon*
- *November 10* In-person *at 6PM at CLL (130 Trinity Ave)*

Comprehensive Long-Range Facilities Plan

atlantapublicschools.us/APS2040

ATLANTA PUBLIC SCHOOLS
One District. One Goal. Every Child.

Questions



ATLANTA PUBLIC SCHOOLS

Thank you

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