

GO Team

Business Meeting #2

November 19th, 2025 ~ 4:30pm

Where we are – Where we're going

One District. One Goal. Every Child.

Agenda

- I. Call to Order**
- II. Roll Call; 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. 2025-2030 Strategic Plan Development
 - b. 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**

Action Items

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

Discussion Items

One District. One Goal. Every Child.

2025-2030 School Strategic Plan Development

A woman with glasses and braided hair, wearing a green shirt, is looking upwards in a classroom. The background shows a whiteboard, a desk with a printer, and a black storage unit.

Atlanta Public Schools 2025-2030 Strategic Plan

One District. One Goal. Every Child.

WHO WE ARE...

We are *Atlanta's* Public School System

WHY WE EXIST...

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

A COMMUNITY OF BELIEVERS GETTING BACK TO BASICS

Our Strength is Our Team

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

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

Our Responsibility Is Shared

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

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

Our System Is Efficient & Effective

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

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

We Are Strengthening Our Instructional Core

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

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

We Are Caring For Every Child

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

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

We Are Sparking Student Curiosity

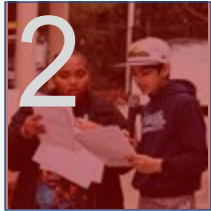
Atlanta's students will have access to explore and expand their passions and interests.

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

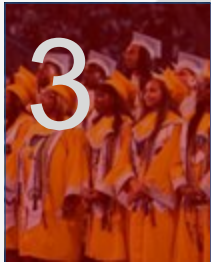
Goals and Key Performance Indicators



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)

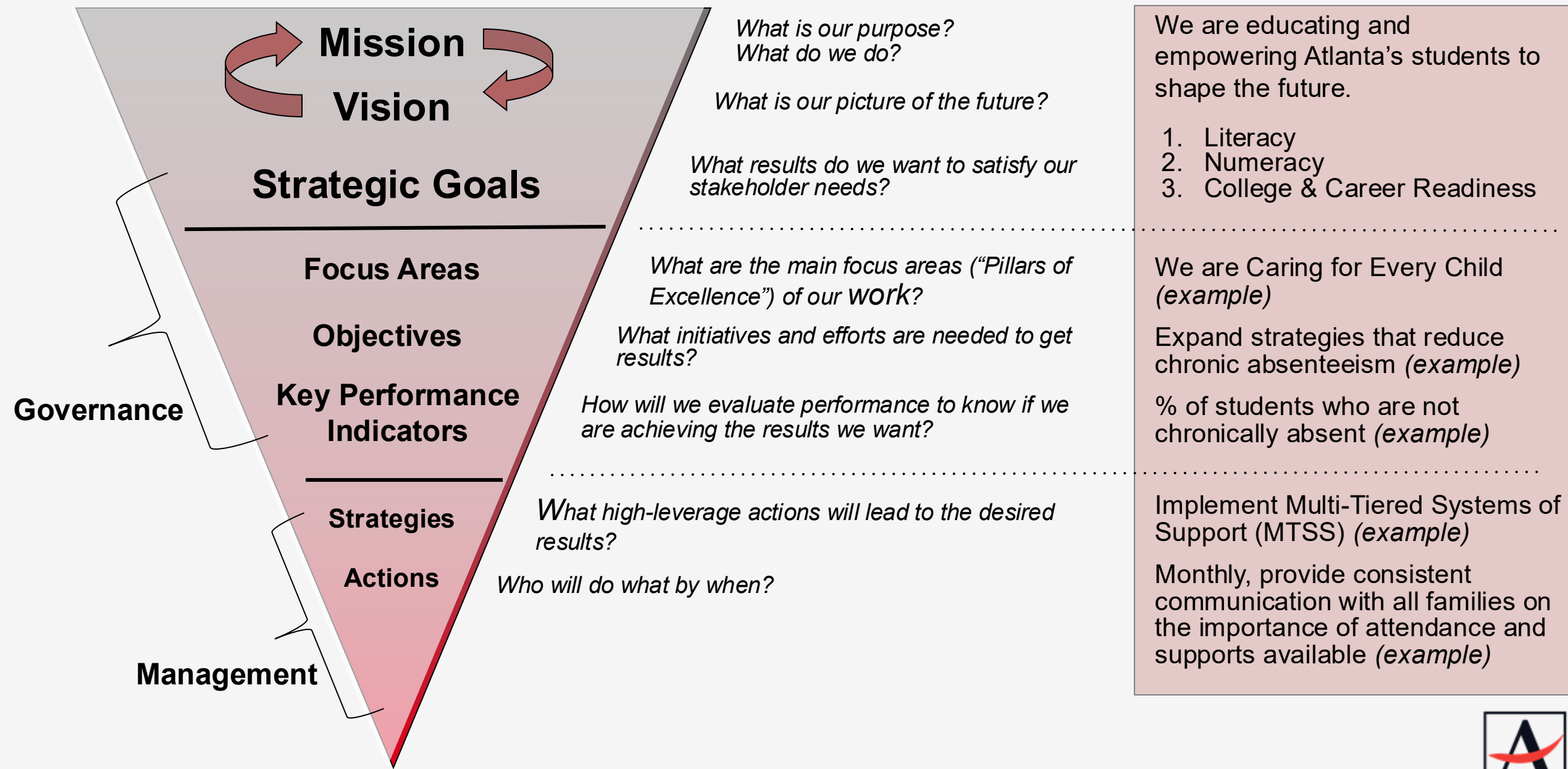
68.8%	Absenteeism % of students who are not chronically absent*	80%
60%	Sense of Belonging % students who feel a sense of belonging*	75%
89.6%	Discipline: All Students % of all students without suspensions (OSS) *	95%
83.5%	Discipline: Students with Disabilities % of Students with Disabilities students 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

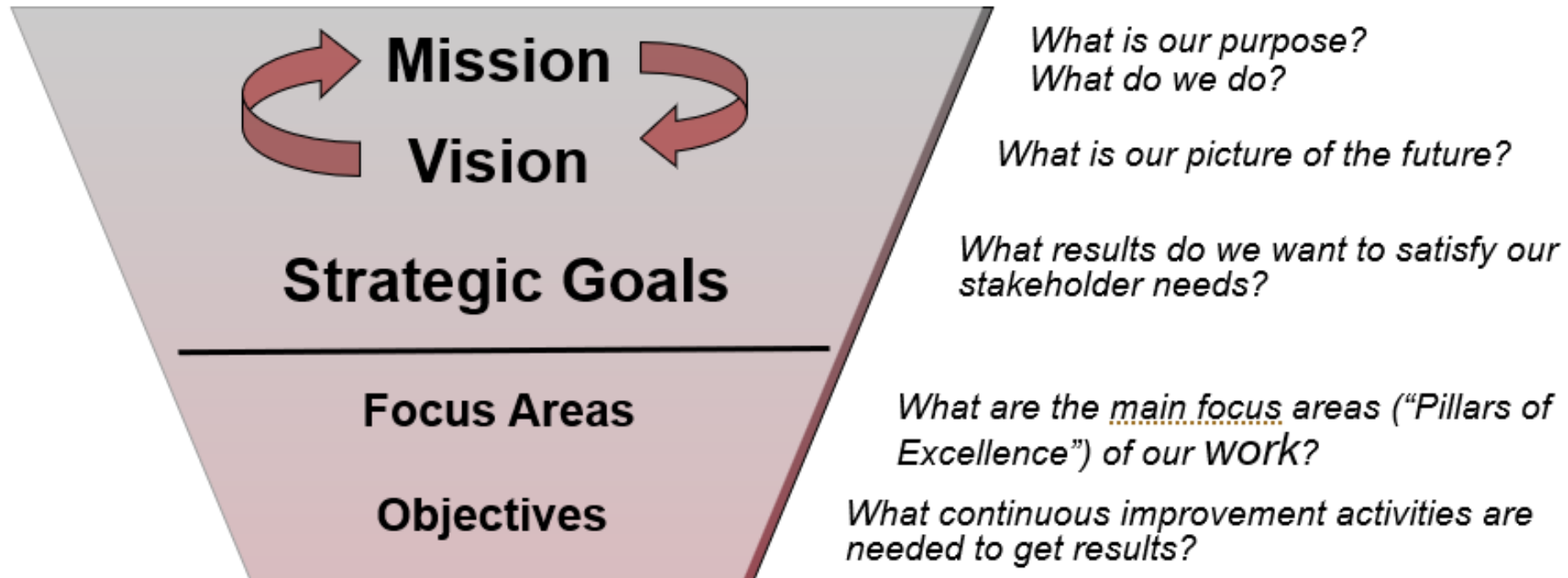
A woman with glasses and braided hair, wearing a green short-sleeved shirt and a lanyard with an ID badge, is pointing her right hand towards a whiteboard. She is standing in a classroom or meeting room. The background is slightly blurred, showing shelves with books and other classroom items. A red banner with white text is overlaid across the middle of the image.

GO Team School Strategic Plan Development

One District. One Goal. Every Child.



GO Team Focus (Governance)



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.

Three Key Resources to Review

1

2020-2025 School Strategic Plan

2

2025-2026 Continuous Improvement Plan Goals

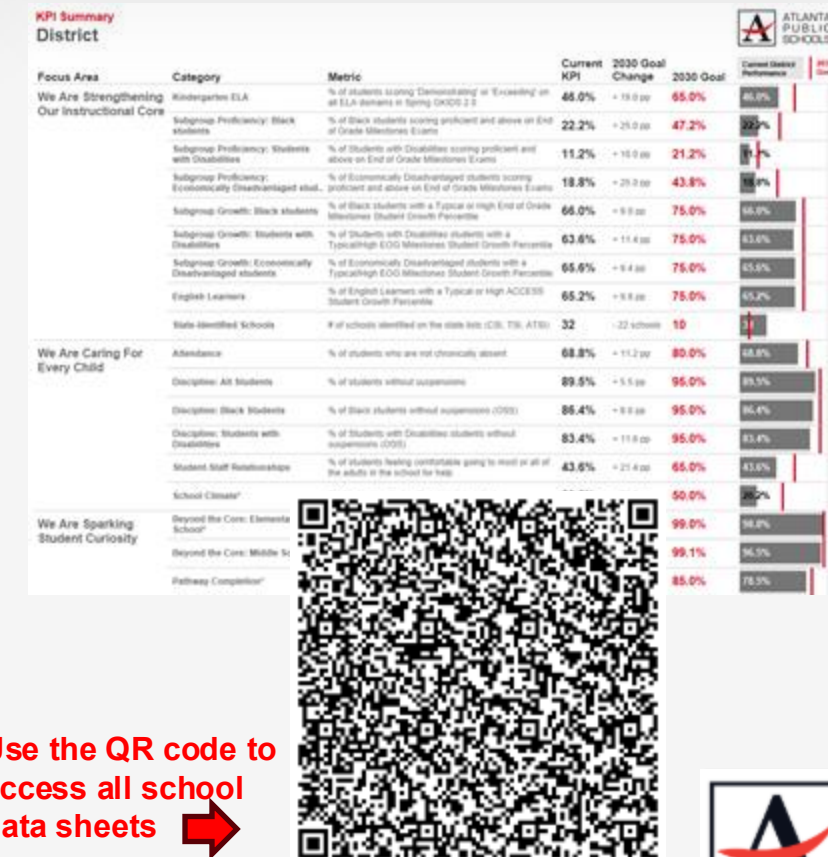
3

School Data Sheet

<https://tinyurl.com/SchoolDataSheets>

FICKETT ELEMENTARY SCHOOL		
Mission In a safe and nurturing environment, with collaboration of all stakeholders, provide all students with a quality, rigorous curriculum that develops curious, experienced, and compassionate learners that think positively and globally.	SMART Goals During the 2022-2023 school year, we will increase the percentage of FAY students scoring at proficient and above on the ELA GMAS from 15% to 18% by May 2023. We will increase the ADA Attendance Rate from 2021-2022 89.1% to 94% by May 2023.	Vision A school of excellence that empowers students, to become curious, considerate, lifelong learners who are internationally minded and college and career ready. Implement hosting and engaging parent and family events through capacity building activities with PIMS POINTS which will offer volunteer opportunities, weekly surveys to parents, etc.
APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	- Universal Screener - administered three times a year. Data will inform instructional decisions. - Accelerated Reader - will be used to build students' comprehension skills. Can be tracked for accuracy on assessments and Lexile scores. - Read 180 - daily intervention program - System 44 - daily intervention program - Read-daily intervention programSchool-wide Common Assessments	- We will provide Tuesday Afternoon PLC on Vocabulary Acquisition. - We will provide Tuesday Afternoon PLC on Guided Reading. - We will provide Tuesday Afternoon PLC on Writing Strategies - We will provide Tuesday Afternoon PLC Technology Resources. - New Partnership with the Leadership Academy
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	During the 2022-2023 school year, we will increase the ADA Attendance Rate from 2021-2022 89.1% to 94% by May 2023.	Field Trips for students with Perfect Attendance Parenting Classes with a focus on Improved Attendance Weekly attendance team meetings
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	Provide professional development opportunities on Tuesday afternoon in PLC on how to use inquiry-based tasks and hands-on manipulatives with students as a way to help them develop their conceptual understanding.	Tuesday afternoon Professional Learning Communities. Weekly Extended Planning with Coaches as indicated in Master Schedule
Creating a System of School Support Strategic Staff Support Equitable Resource Allocation	Remediate Students	- Improve academic achievement through technology integration - Small group pull-out when needed to reinforce academic standards - Data Driven Small Group Instruction / Tutorial program for academic remediation - Focused behavior and academic interventions - Reading and Math Specialist

1. By the end of the 2025-2026 school year, the 3rd–5th grade students will increase scoring proficient or above in ELA from 17% to 22% proficient and from 5% to 10% distinguished.
2. By the end of the 2025-2026 school year, the 3rd–5th grade students will increase scoring proficient or above in MATH from 22% to 30% proficient and from 6% to 11% distinguished.
3. By the end of the 2025-2026 school year, the attendance rate will improve, increasing the average daily attendance (ADA) by 3% from the current baseline. This will support the whole child approach by ensuring students are consistently engaged and present, which is essential for academic growth and well-being.
4. By the end of the 2025-2026 school year, 3rd–5th grade students will decrease the percentage of students at the beginning level in science from 68% to 45%, increase students scoring proficient or above from 7% to 20%, and increase those scoring at the distinguished level from 5% to 7%.



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

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

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Sample GO Team Business Meeting Cadence

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- ✓ 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

1. Review Data

One District. One Goal. Every Child.

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

R. N. Fickett Elementary School



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	26.9%	+ 20.5 pp	47.4%	26.9%	
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	52.5%	+ 21.0 pp	73.5%	52.5%	
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	21.9%	+ 26.0 pp	47.9%	21.9%	
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	2.1%	+ 10.0 pp	12.1%	2.1%	
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	19.6%	+ 26.0 pp	45.6%	19.6%	
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	65.3%	+ 10.7 pp	76.0%	65.3%	
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	72.2%	+ 10.7 pp	82.9%	72.2%	
We Are Caring For Every Child	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	65.1%	+ 10.7 pp	75.8%	65.1%	
	Attendance	% of students who are not chronically absent	57.3%	+ 15.0 pp	72.3%	57.3%	
	Discipline: All Students	% of students without suspensions	95.0%	+ 3.5 pp	98.5%	95.0%	
	Discipline: Black Students	% of Black students without suspensions (OSS)	95.0%	+ 3.5 pp	98.5%	95.0%	
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	91.8%	+ 6.7 pp	98.5%	91.8%	
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	57.2%	+ 21.0 pp	78.2%	57.2%	
We Are Sparking Stu..	School Climate*	School climate star rating out of 5	2 ★	+ 2 ★	4 ★	2 ★	
	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	98.2%	+ 0.2 pp	98.4%	98.2%	
Our Strength is Our Team	Staff Engagement	% of engaged staff	58.1%	+ 13.3 pp	71.4%	58.1%	
	Teacher Experience	% of teachers with 3 or more years of experience	78.4%	+ 6.6 pp	85.0%	78.4%	
	Teacher Compensation	Average teacher salary	\$87,101	+ \$12,899	\$100,000	\$87,101	
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	76.7%	+ 7.3 pp	83.9%	76.7%	
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	58.0%	+ 18.0 pp	76.0%	58.0%	
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	56.4%	+ 10.0 pp	66.4%	56.4%	
	Enrollment	School meeting K-12 Enrollment Minimums	402	+ 48 students	450	402	

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

School > Fickett

Updated 9/25/2025



ATLANTA
PUBLIC
SCHOOLS

A teacher with glasses and braids, wearing a green polo shirt and a lanyard with an ID badge, is pointing at a whiteboard in a classroom. The background shows a typical classroom setting with a desk, a trash can, and a black storage unit.

2. Align Mission/Vision/Purpose

One District. One Goal. Every Child.

We are *Atlanta's* Public School System

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

Note:

- Your GO Team will decide if they would like to update the school mission, vision, or purpose statements. Use this slide and a combination of the next 2 slides to display your school's current mission and vision, and lead your team in the discussion.
- **Potential Activity:** Share the current school mission/vision. Ask GO Team members to hold up fingers to indicate their level of satisfaction with the current mission and vision (**5=Love it, 0=Strongly Dislike**). Proceed with the discussion based on the team's feedback.



Mission

In a safe and nurturing environment, with collaboration of all stakeholders, provide all students with a quality, rigorous curriculum that developes curious, experienced, and compassionate learners that think positively and globally.

FICKETT ELEMENTARY SCHOOL

2021-2025

Vision

A school of excellence that empowers students, to become curious, considerate, lifelong learners who are internationally minded and college and career ready.

SMART Goals

During the 2022-2023 school year, we will increase the percentage of FAY students scoring at proficient and above on the ELA GMAS from 15% to 18% by May 2023.

We will increase the ADA Attendance Rate from 2021-2022 89.1% to 94% by May 2023.

During the 2022-2023 school year, we will increase the percentage of FAY students scoring at proficient and above on the Math GMAS from 15% to 18% by May 2023.

Implement hosting and engaging parent and family events through capacity building activities with PIMS POINTS which will offer volunteer opportunities, weekly surveys to parents, etc.

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

- Universal Screener - administered three times a year. Data will inform instructional decisions.
- Accelerated Reader- will be used to build students' comprehension skills. Can be tracked for accuracy on assessments and Lexile scores.
- Read 180- daily intervention program
- System 44- daily intervention program
- iRead-daily intervention programSchool-wide Common Assessments

During the 2022-2023 school year, we will increase the ADA Attendance Rate from 2021-2022 89.1% to 94% by May 2023.

Provide professional development opportunities on Tuesday afternoon in PLC on how to use inquiry-based tasks and hands-on manipulatives with students as a way to help them develop their conceptual understanding.

Remediate Students

School Strategies

- We will provide Tuesday Afternoon PLC on Vocabulary Acquisition.
- We will provide Tuesday Afternoon PLC on Guided Reading.
- We will provide Tuesday Afternoon PLC on Writing Strategies
- We will provide Tuesday Afternoon PLC : Technology Resources.
- New Partnership with the Leadership Academy

Field Trips for students with Perfect Attendance
Parenting Classes with a focus on Improved Attendance
Weekly attendance team meetings

Tuesday afternoon Professional Learning Communities.

Weekly Extended Planning with Coaches as indicated in Master Schedule

- Improve academic achievement through technology integraton
- Small group pull-out when needed to reinforce academic standards
- Data Driven Small Group Instruction / Tutorial program for academic remediation
- Focused behavior and academic interventions
- Reading and Math Specialist

Mission and Vision Alignment

WHO WE ARE...

We are *Atlanta's* Public School System

WHY WE EXIST ...

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

APS MISSION

Through a caring culture of equity, trust, and collaboration, every student will graduate ready for college, career, and life.

APS VISION

A high-performing school district where students love to learn, educators inspire, families engage and the community trust the system.



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

Mission	FICKETT ELEMENTARY SCHOOL	Vision
In a safe and nurturing environment, with collaboration of all stakeholders, provide all students with a quality, rigorous curriculum that develops curious, experienced, and compassionate learners that think positively and globally.		A school of excellence that empowers students, to become curious, considerate, lifelong learners who are internationally minded and college and career ready.

Mission and Vision Alignment:

Component	Fickett's School Mission	APS Mission	Alignment Status
Culture/Environment	" <u>safe</u> and nurturing environment with collaboration of all stakeholders "	"Through a caring culture of equity, trust, and collaboration "	Strong Alignment: Both emphasize a caring culture and the essential role of collaboration.
Core Instruction	" <u>provide</u> all students with a quality rigorous curriculum "	" <u>every</u> student will graduate ready for college, career, and life "	Strong Alignment: APS focuses on the outcome (readiness), and yours focuses on the means (rigorous curriculum). They support each other.
Student Outcome	" <u>develops</u> curious, experience[d], and compassionate Learners that think positively and globally"	" <u>every</u> student will graduate ready for college, career, and life "	Good Alignment: Your focus is on the <i>type</i> of learner (compassionate, global thinker), while APS focuses on the <i>required standard</i> (graduation/readiness).

Mission and Vision Alignment:

Component	Fickett's School Vision	APS Vision	Alignment Status
School/System Performance	"a school of excellence"	"A high-performing school district"	Strong Alignment: Both emphasize high quality/excellence.
Student Experience	"Empower students to become curious... lifelong Learners "	" <u>where</u> students love to learn "	Strong Alignment: Both prioritize student engagement and intrinsic motivation (curiosity leads to a love of learning).
Educator Role	<i>Implied through excellence</i>	" <u>educators</u> inspire"	Weak Alignment: The educator's active role as an "inspirer" is implied in yours but not explicitly named, which is a key component of the APS system vision.
Stakeholder Engagement	<i>Implied</i>	" <u>families</u> engage and the community trust the system "	Weak Alignment: Your vision is internally focused on student outcomes; the APS vision is externally focused on stakeholder engagement and trust.
Outcome	" <u>internationally minded</u> and College and Career ready "	<i>Not explicitly named in the APS Vision</i>	Good Alignment: Your vision provides the specific outcome that justifies the high-performing system.

Mission and Vision Alignment:

Component	Fickett's School Vision	APS Vision	Alignment Status
School/System Performance	"a school of excellence"	"A high-performing school district"	Strong Alignment: Both emphasize high quality/excellence.
Student Experience	"Empower students to become curious... lifelong Learners "	" <u>where</u> students love to learn "	Strong Alignment: Both prioritize student engagement and intrinsic motivation (curiosity leads to a love of learning).
Educator Role	<i>Implied through excellence</i>	" <u>educators</u> inspire"	Weak Alignment: The educator's active role as an "inspirer" is implied in yours but not explicitly named, which is a key component of the APS system vision.
Stakeholder Engagement	<i>Implied</i>	" <u>families</u> engage and the community trust the system "	Weak Alignment: Your vision is internally focused on student outcomes; the APS vision is externally focused on stakeholder engagement and trust.
Outcome	" <u>internationally minded</u> and College and Career ready "	<i>Not explicitly named in the APS Vision</i>	Good Alignment: Your vision provides the specific outcome that justifies the high-performing system.

Mission and Vision

Fickett's Mission Proposed Alignment

We envision a high-performing school of excellence where inspired educators build curiosity, students become compassionate lifelong learners, and engaged families and community members trust our system to ensure every child is College and Career ready.

APS Vision Component	Alignment in New School Vision	Rationale for Alignment
A high-performing school district	"a high-performing school of excellence"	Directly mirrors the desired high standard of quality.
Students love to learn	" <u>students</u> become curious lifelong learners"	Curiosity is the engine that drives a love of learning.
Educators inspire	" <u>inspired</u> educators build curiosity"	The Educator Role is now explicit: they are <i>inspired</i> and <i>active</i> in their role as knowledge builders.
Families engage and the community trust the system	" <u>engaged</u> families and community members trust our system"	Stakeholder Engagement is explicitly named and connected to the essential outcome of trust , directly aligning with the APS system goals.
Ultimate Outcome	" <u>fully</u> College and Career ready"	Although not explicitly in the APS Vision statement itself, adding the core mission outcome strengthens the school's purpose and justification for being a "high-performing" system.

Proposed Updates to School Mission and Vision:

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



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, the 3rd–5th grade students will increase scoring proficient or above in ELA from 17% to 22% proficient and from 5% to 10% distinguished.

2 By the end of the 2025-2026 school year, the 3rd–5th grade students will increase scoring proficient or above in MATH from 22% to 30% proficient and from 6% to 11% distinguished.

3 By the end of the 2025-2026 school year, the attendance rate will improve, increasing the average daily attendance (ADA) by 3% from the current baseline. This will support the whole child approach by ensuring students are consistently engaged and present, which is essential for academic growth and well-being.

4 By the end of the 2025-2026 school year, 3rd–5th grade students will decrease the percentage of students at the beginning level in science from 68% to 45%, increase students scoring proficient or above from 7% to 20%, and increase those scoring at the distinguished level from 5% to 7%.

2030 Strategic Plan Goals (Example)

1 **By 2030**, the percentage of proficient and above learners as assessed by the GMAS EOG ELA will increase by **TBD** (# students) overall from **TBD** (2025) to **TBD**. Sub Goal: Subgroups Black will increase by **TBD** from **TBD** (2025) to **TBD** and SWD will increase by **TBD** from **TBD** (2025) to **TBD**.

2 **By 2030**, the percentage of proficient and above learners as assessed by the GMAS EOG Math will increase by **TBD** overall from **TBD** (2025) to **TBD**. Sub Goal: Subgroups Black will increase by **TBD** from 30%(2025) to **TBD**, and SWD will increase by **TBD** from 26%(2025) to **TBD**.

3 **By 2030**, the CCRPI attendance rate will remain at or above 90%, by ensuring chronic absenteeism as determined by GADOE does not exceed 10% days absent for the student's enrollment period greater than 30 days, with an emphasis on the following subgroups: Blacks from 74%(2025) to **TBD** and Hispanic from 88%(2025) to **TBD**.

4 **By 2030**, 3rd–5th grade students will reduce beginning-level science performance to 25%, increase proficiency to 40%, and raise distinguished performance to 15%.

Continuous Improvement Goals

1 By the end of the 2025-2026 school year, the 3rd–5th grade students will increase scoring proficient or above in ELA from 17% to 22% proficient and from 5% to 10% distinguished.

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4 By the end of the 2025-2026 school year, 3rd–5th grade students will decrease the percentage of students at the beginning level in science from 68% to 45%, increase students scoring proficient or above from 7% to 20%, and increase those scoring at the distinguished level from 5% to 7%.

Goal Component	Description
Specific & Measurable	The percentage of all 3rd-grade students scoring Proficient or above in ELA will increase from 26.9% to 47.4%. AND The percentage of Students with Disabilities (SWD) scoring Proficient or above will increase from 2.1% to 12.1%.
Achievable & Relevant	This represents a required annual growth of 4.1% pp for the overall population and 2.0% pp for the SWD subgroup, prioritizing deep structural changes in inclusive practices and specialized instruction.
Time-bound	Both final targets will be achieved by the End-of-Grade Milestones Assessment in Spring 2030.

2030

Goal Component	ATTENDANCE Description	
Specific & Measurable	The percentage of students who are not chronically absent (attending 90% or more of school days) will increase from 57.3% to 72.3%.	
Achievable & Relevant	This represents a required average annual increase of 3 percentage points, focusing on tiered intervention systems to improve student engagement and eliminate barriers to attendance.	
Time-bound	The final target of 72.3% will be achieved by the end of the 2030 school year.	
School Year	Target Attendance Rate (%)	Annual Gain Needed (Percentage Points)
Current Baseline (End of 2025)	57.3%	N/A
End of 2026	60.3%	+3.0 pp
End of 2027	63.3%	+3.0 pp
End of 2028	66.3%	+3.0 pp
End of 2029	69.3%	+3.0 pp
Final Goal (End of 2030)	72.3%	+3.0 pp

4 By 2030, 3rd–5th grade students will reduce beginning-level science performance to 25%, increase proficiency to 40%, and raise distinguished performance to 15%.

Mission

In a safe and nurturing environment, with collaboration of all stakeholders, provide all students with a quality, rigorous curriculum that developes curious, experienced, and compassionate learners that think positively and globally.

FICKETT ELEMENTARY SCHOOL

2021-2025

Vision

A school of excellence that empowers students, to become curious, considerate, lifelong learners who are internationally minded and college and career ready.

SMART Goals

During the 2022-2023 school year, we will increase the percentage of FAY students scoring at proficient and above on the ELA GMAS from 15% to 18% by May 2023.

We will increase the ADA Attendance Rate from 2021-2022 89.1% to 94% by May 2023.

During the 2022-2023 school year, we will increase the percentage of FAY students scoring at proficient and above on the Math GMAS from 15% to 18% by May 2023.

Implement hosting and engaging parent and family events through capacity building activities with PIMS POINTS which will offer volunteer opportunities, weekly surveys to parents, etc.

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

- Universal Screener - administered three times a year. Data will inform instructional decisions.
- Accelerated Reader- will be used to build students' comprehension skills. Can be tracked for accuracy on assessments and Lexile scores.
- Read 180- daily intervention program
- System 44- daily intervention program
- iRead-daily intervention programSchool-wide Common Assessments

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Provide professional development opportunities on Tuesday afternoon in PLC on how to use inquiry-based tasks and hands-on manipulatives with students as a way to help them develop their conceptual understanding.

Remediate Students

School Strategies

- We will provide Tuesday Afternoon PLC on Vocabulary Acquisition.
- We will provide Tuesday Afternoon PLC on Guided Reading.
- We will provide Tuesday Afternoon PLC on Writing Strategies
- We will provide Tuesday Afternoon PLC : Technology Resources.
- New Partnership with the Leadership Academy

Field Trips for students with Perfect Attendance
Parenting Classes with a focus on Improved Attendance
Weekly attendance team meetings

Tuesday afternoon Professional Learning Communities.

Weekly Extended Planning with Coaches as indicated in Master Schedule

- Improve academic achievement through technology integraton
- Small group pull-out when needed to reinforce academic standards
- Data Driven Small Group Instruction / Tutorial program for academic remediation
- Focused behavior and academic interventions
- Reading and Math Specialist

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

In a safe and nurturing environment, with collaboration of all stakeholders, provide all students with a quality, rigorous curriculum that develops curious, experienced, and compassionate learners that think positively and globally.

FICKETT ELEMENTARY SCHOOL

2021-2025

Vision

A school of excellence that empowers students, to become curious, considerate, lifelong learners who are internationally minded and college and career ready.

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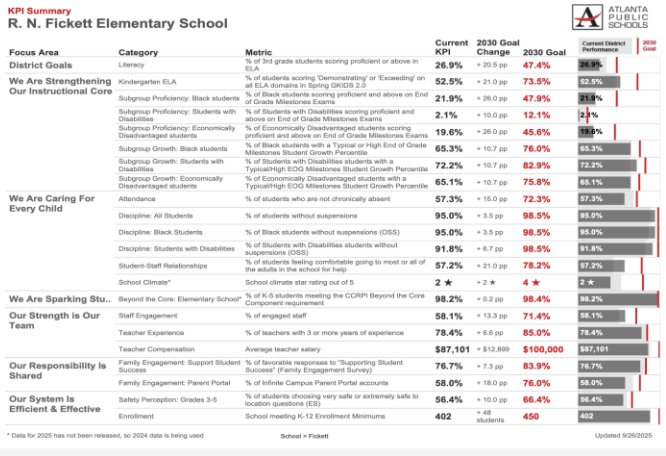
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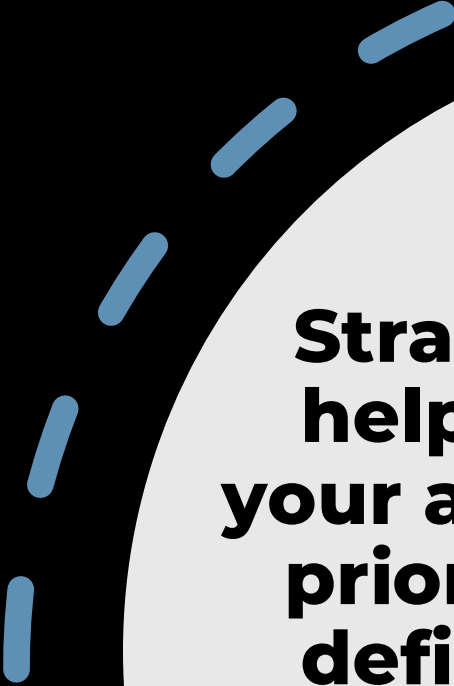
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Guiding Questions for the GO Team to Discuss:

- 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?





**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.



APS FORWARD 2040

Students, Staff, Parents, and Community Members, we want to hear from you! Join us to build a vision around four key topics: Technology, Arts, Early College, and Biomedical.

Public Hearings

November 5, 2025

5:30pm
Center for Leadership and Learning
130 Trinity Ave. SW
Atlanta, GA 30303

December 3, 2025

5:30pm
Center for Leadership and Learning
130 Trinity Ave. SW
Atlanta, GA 30303

Note: The originally scheduled November 10th meeting has been replaced with these engagements.

APS Forward 2040: Visioning



November 13, 2025
6pm - 7:30pm
Ralph J. Bunche Middle School
1925 Niskey Lake Rd SW
Atlanta, GA 30331



November 18, 2025
6pm - 7:30pm
Crawford W Long Middle School
3200 Latona Dr SW
Atlanta, GA 30354



November 19, 2025
6pm - 7:30pm
John Lewis Invictus Academy
1890 Donald Lee Hollowell Pkwy NW,
Atlanta, GA 30318



December 2, 2025
6pm - 7:30pm
Herman J. Russell West End Academy
765 Peeples St SW,
Atlanta, GA 30310

Topics



Early College

How can we accelerate **post-secondary readiness** by expanding access to advanced placement, dual enrollment and college credit?

Technology

How can we expand access to specialized technical instruction and **STEAM** pathways?

Vocational & Trades

How can we ensure that interested students have access to **career and technical trades**?

Arts

How can we create more **robust arts** instruction and offerings?

Biomedical

How can we strengthen **health science pathways** through more specialized and rigorous instruction aligned to the evolving needs of the biomedical and healthcare industries?

Learn More



www.atlantapublicschools.us/APS2040

UPDATE

Comprehensive Long-Range Facilities Plan

www.atlantapublicschools.us/APS2040

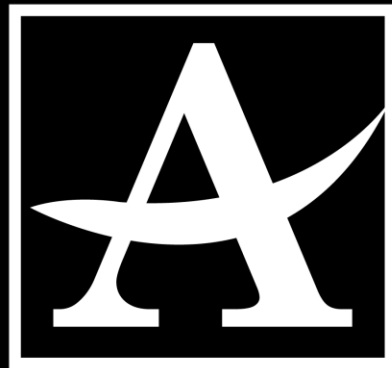


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Questions?



Thank you



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