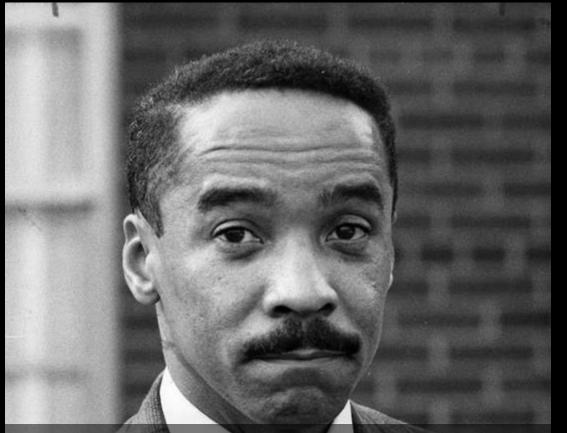
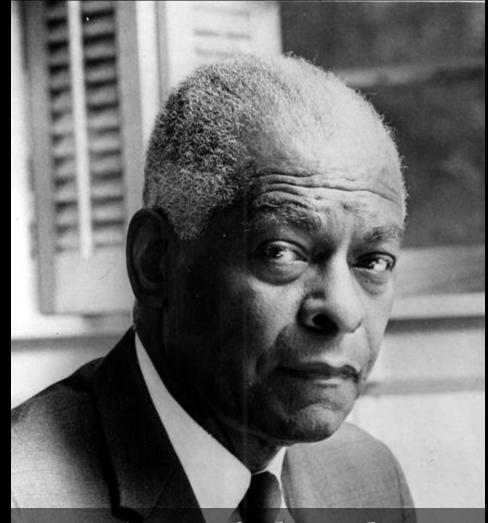
# From Belief to Impact

Carrying the Work Forward Together





"Must develop a community of believers ... peers, parents, educators at all levels, business persons, members of the clergy, and citizens-at-large." -Dr. Alonzo Crim



"It's not failure, but aiming too low, that is life's greatest tragedy." -Dr. Benjamin E. Mays

# We are *Atlanta's* Public School System

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)

00.00/	Absenteeism	0.00/
68.8%	% of students who are not chronically absent*	80%
	Sense of Belonging	
60%	% students who feel a sense of belonging*	75%
	Discipline: All Students	
89.6%	% of all students without suspensions (OSS) *	95%
	Discipline: Students with Disabilities	
	% of Students with Disabilities students without suspensions	
83.5%	(OSS)*	95%
	Discipline: Black Students	
86.4%	% of Black students without suspensions (OSS)*	95%
	Student-Staff Relationships	
	% of students feeling comfortable going to most or all of the	
<b>56%</b>	adults in the school for help*	75%
	Student Success Plans	
0%	% of students with individual success plans	90%
	School Climate	
19%	% of schools with 4 or 5 star climate rating*	50%

<sup>\*</sup> Includes Charter and Partner Schools





**Strategic Goals** 

**Focus Areas** 

**Objectives** 

Key Performance Indicators

**Strategies** 

**Actions** 

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?

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

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

Who will do what by when?

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

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

We are Caring for Every Child (example)

Expand strategies that reduce chronic absenteeism (example)

% of students who are not chronically absent (example)

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

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





**Strategic Goals** 

**Focus Areas** 

**Objectives** 

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?

# GO Team Focus (Governance)





#### **School Strategic Planning Overview**

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

**Timeline:** Your 2030 Strategic Goals and Objectives should be **completed by January 2026**. Schools will focus on the strategies as part of FY27 Budget and Continuous Improvement Plan processes.



#### Three Key Resources to Review

2020-2025 School Strategic Plan 2025-2026 Continuous Improvement Plan Goals

3 School Data Sheet

Mission: Our mission is to provide a comprehensive and rigorous Vision Frederick W. Benteen Elementary School is a curriculum that will prepare all students to be life-long learners and school that provides a world class education that prepares globally minded citizens, who are growing in academics, character, and students of today to be leaders of tomorrow SMART Goals Students in grades 3-5 will increase the level To further support whole child development Students in grades 3-5 will increase the the school will increase the integration of SEL level of Proficient and above students of Proficient and above students by at least 3. strategies throughout the school day amongst by at least 3 percent on the EOG ELA percent on the EOG Math GMAS and between school stakeholders inclusive of students, staff, parents, and community, APS Strategic Priorities & School Strategic Priorities 1A. Create instructional frameworks to guide math and ELA/Neading L. Increase staff knowledge of math and ELA/reading best practices to impact student. 16. Strengthen language development with a literary focus on interactive Read Alouds in ELA classes. of 15 and DU SC, Reflect & Revise III unit planners after implementation in grade Pret -1 Develop a culture with an emphasis on Social 1: increase the amount of time allocated in the master schedule for SEs 2 Professionally develop the teaching staff by 2: Develop master schedule where teachers have collaborative planning providing tailored, specific PD based on their apportunities to improve teacher efficiency in inquiry based instruction collective and individual strengths and 1. Build capacity of staff around ELL 1: Dual Language immersion Program as the approved instructions learners and strategies and tenets of its 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 or 1 Build a school structure to provide 1: Consolidate the lead team & pedagogical lead team into one governing support and opportunities for staff body to streamline operation and structure for support

- 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%.
- 3. 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%.

KPI Summary District						ATLANTA PUBLIC SCHOOLS
Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Cornel Debty   PER Performance   Corn
We Are Strengthening Our Instructional Core	Kinderparters ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all SUA demants in Spring CKODS-2-9.	45.0%	± 19.0 pp	65.0%	46.0%
Our instructional Con-	Subgroup Proficiency: Black students	% of Struck students scoring proficient and above on End of Grade Milestones Econic	22.2%	+25.0 pp	47.2%	Min.
	Subgroup Profesency: Students with Cloubillies	% of Students with Disabilities scoring professeri and above on End of Oracle Misotones Exams	11.2%	+160 (0	21.2%	ph.
	Subgroup Proficiency: Economically Creativantaged stud.	% of Economically Disadvantaged studients scoring proticent and above on End of Grade Milantones Evants	18.8%	+25.2 00	43.8%	Mes.
	Subgroup Growth: Disch students	% of Elect Students with a Typical or migh End of Oracle Milestones Disubset Crowth Percentile	66.0%	+1120	75.0%	66.0%
	Subgroup Growth: Students with Disabilities	% of Students selfs Disabilities students with a Typicalinigh EOG Milestones Student Droots Percentile	63.6%	-11.638	75.0%	43.0%
	Sebgroup Growth: Economically Disadvantaged students	% of Economically Disastrantaged students with a Typical/High EOG Milestones Student-Growth Percentile	65.6%	+1430	75.0%	65.6%
	English Learners	% of English Learners with a Typical or High ACCESS Student Growth Parcentile	65.2%	+110	75.0%	652%
	State-Identified Schools	If of schools almetfied on the state link (CSL TSL ATE)	32	-22 schools	10	
We Are Caring For	Aberdance	% of phydenic who are not chromoally abount.	68.8%	+ 11.5 pg	80.0%	48.8%
Every Child	Discipline: All Students	% of students without suspensions	89.5%	+5.5 (0)	96.0%	89.5%
	Discipline Disck Students	% of Stack phylents enthed purposessors (OSS)	85.4%	-110	95.0%	86.4%
	Discipline: Students with Disabilities	% of Students with Dissentine students without expensions (2005)	83.4%	-11800	96.0%	83.6%
	Student Staff Fundamentops	% of viurionits healing constantable going to must pir all of the adults in the school for help.	43.6%	+21 4 pp	65.0%	43.0%
	School Climate*	Not school with 6 or 5 star consist saling	20.2%	+25.5 (6	50,0%	Man .
We Are Sparking	Devocé the Core: Elementary School*	% of K-S students meeting the CCRPI Beyond the Core Component requirement	98.8%	+12 (0	99.0%	SLES
Student Curiosity	Depond the Core: Middle School:	% of 6-8 students meeting the CCRIM Reyard the Cory Component reguratives	96.5%	-23:00	99,1%	96.5%
	Pathway Completion*	% of students who complete a pathway in CTAE, Fine Arts, Advanced Academics, or World Language.	78.5%	+6520	85.0%	78.5%





#### **School Strategic Planning Process**

- 1 Review Data
- 2 Align Mission/Vision/Purpose
- **2** Confirm 2030 Goals
  - Create CIP Goals to 2030
  - Identify Additional Goals
- 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

#### **Business Meeting 2:**

- Review Data (School KPIs)
- Align Mission/Vision/ Purpose
- Confirm 2030 Goals

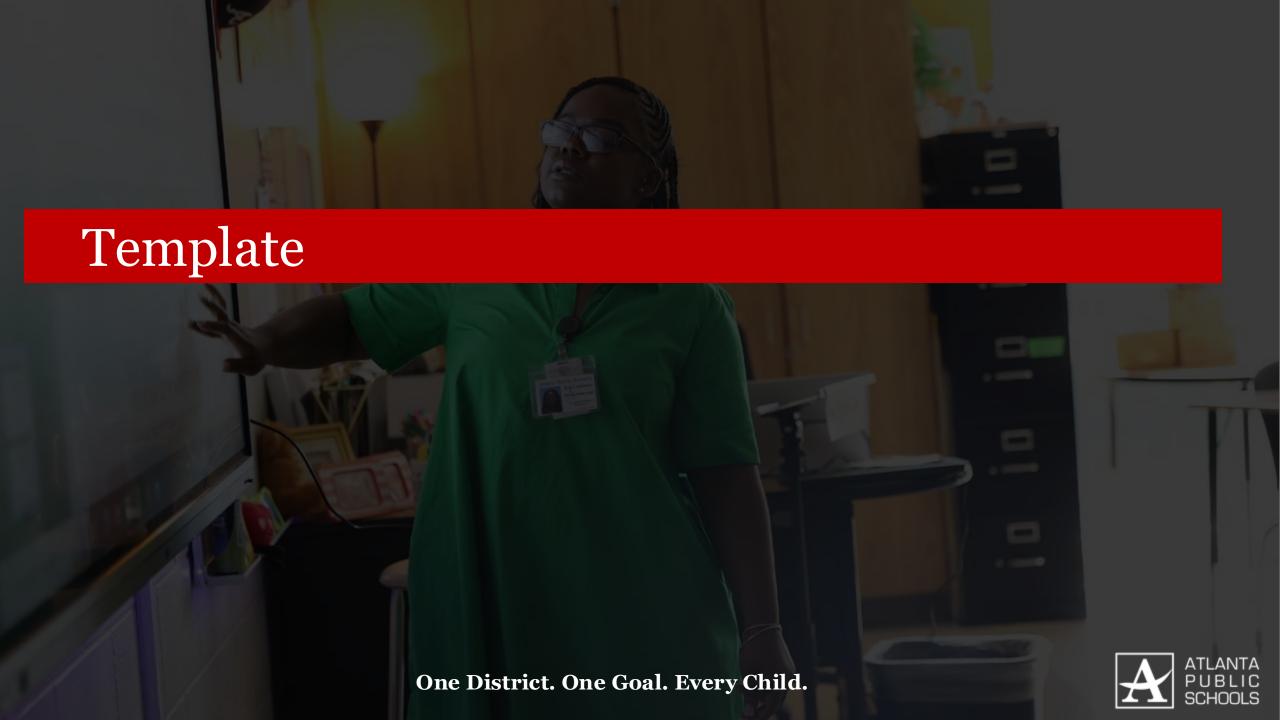
#### **Business Meeting 3:**

Identify 2025-2030 Strategic Objectives

#### **Business Meeting 4 (Budget Allocation):**

 Approve Your Strategic Plan & Rank Your Strategic Objectives for FY27





#### **School Name**

Goal Goal

#### We Are Strengthening Our Instructional Core

- ➤ TBD
- ➤ TBD

#### We Are Caring For Every Child

- ➤ TBD
- ➤ TBD

#### We Are Sparking Student Curiosity

- ➤ TBD
- ➤ TBD

#### **Our Strength is Our Team**

➤ TBD

Goal

➤ TBD

#### Our Responsibility Is Shared

- ➤ TBD
- ➤ TBD

#### **Our School Is Efficient & Effective**

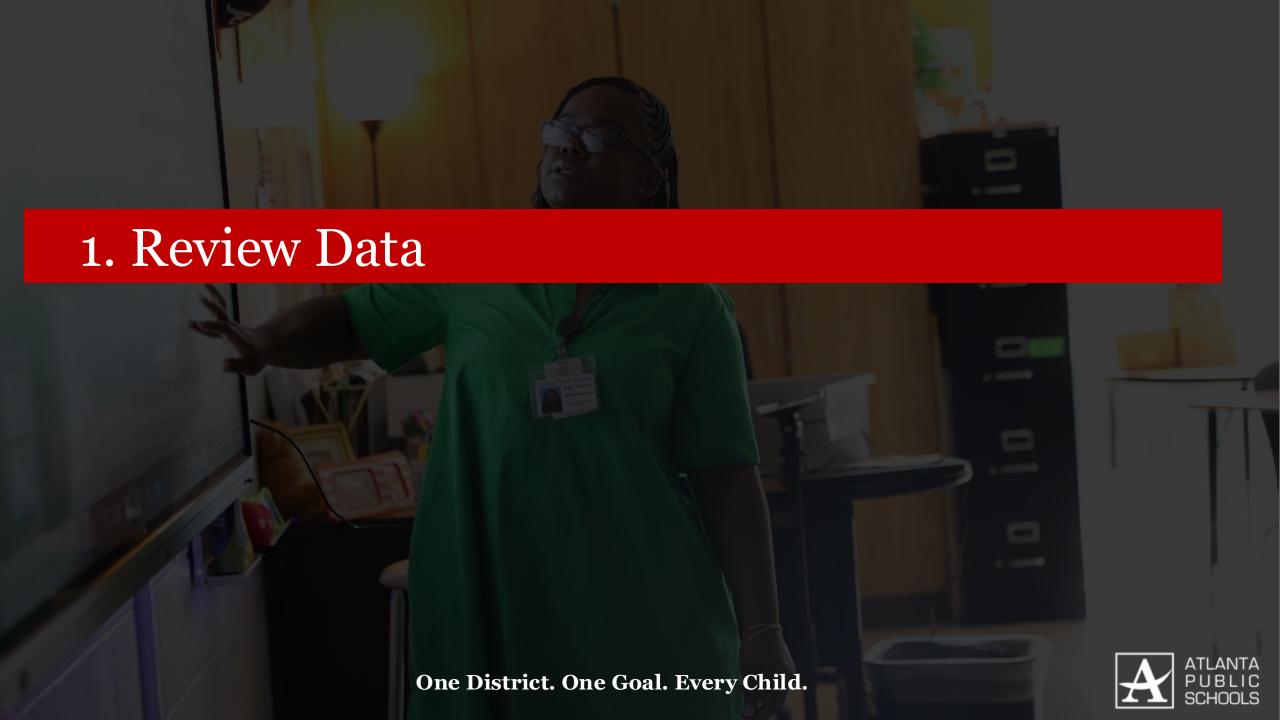
Goal

- ➤ TBD
- ➤ TBD

#### A few notes before we begin:

- 1. You may add an additional 1-2 goals to your Continuous Improvement Plan goals. An additional goal can round out your focus beyond academics and attendance.
- 2. We recommend having 1-2 "strategic objectives" in each of the 6 focus areas. Don't go too crazy. We can't focus on everything.
- 3. Feel free to add your school's mission/vision statements and logo to the template. If you want to double check yours with APS' purpose statement, here you go: **Educate & Empower Atlanta's Students to Shape the Future**





#### Parkside Elementary School

School > Jackson > Parkside ▼



Focus Area	Category 2+	→ Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance	2030 Goal
District Goal	Literacy	% of 3rd grade students scoring proficient or above in ELA	45.8%	+ 20.5 pp	66.3%	45.8%	
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	64.8%	+ 21.0 pp	85.8%	64.8%	
our manuchonal core	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	21.8%	+ 26.0 pp	47.8%	21.8%	
	Subgroup Proficiency: Students with Disabilities	h % of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	21.1%	+ 10.1 pp	31.1%	21.1%	
	Subgroup Proficiency: Economically Disadvantaged students	y % of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Ex	19.5%	+ 26.0 pp	45.5%	19.5%	
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	66.1%	+ 10.8 pp	76.8%	66.1%	
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Perce	63.0%	+ 10.7 pp	73.7%	63.0%	
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Perce	65.7%	+ 10.7 pp	76.4%	65.7%	
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	81.1%	+ 12.9 pp	94.0%	81.1%	
Every Cilliu	Discipline: All Students	% of students with no Out-of-School suspensions	99.4%	_	99.4%	99.4%	
	Discipline: Black Students	% of Black students with no Out-of-School suspensions	99.0%	_	99.0%	99.0%	
	Discipline: Students with Disabilities	% of Students with Disabilities with no Out-of-School suspensions	96.6%	+ 1.9 pp	98.5%	96.6%	
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	59.2%	+ 21.0 pp	80.2%	59.2%	
	School Climate*	School climate star rating out of 5	3 ★	+1*	4★	3★	



We Are Sparking Student Curiosity	Beyond the Core: Elementary School*	Percentage of K-5 students meeting the CCRPI Beyond the Core Component	99.8%	+ 0.1 pp	99.9%	99.8%
Our Strength is Our Team	Staff Engagement	% of engaged staff	43.5%	+ 14.8 pp	58.2%	43.5%
Icaiii	Teacher Experience	% of teachers with 3 or more years of experience	92.0%	_	92.0%	92.0%
	Teacher Retention	% of teachers returning the following year	81.4%	+ 5.5 pp	86.9%	81.4%
	Teacher Compensation	Average teacher salary	\$93,991	+ \$6,009	\$100,000	\$93,991
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	85.6%	+ 4.4 pp	90.0%	85.6%
Silateu	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	72.8%	+ 12.2 pp	85.0%	72.8%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	65.8%	+ 10.0 pp	75.8%	65.8%
Ellicielli & Ellective	Enrollment	School meeting K-12 Enrollment Minimums	600	_	450	600
	Facility Utilization	% of facilities between 85% and 95% utilization	104.0%	- 4.0 pp	100.0%	104.0%



District Goal	Literacy	% of 3rd grade students scoring proficient or above in ELA	34.9%	+ 20.0 pp	54.9%	34.9%
	Math	% of 8th grade students scoring proficient or above in Math	36.0%	+ 19.8 pp	55.8%	36.0%
	College & Career Readiness*	% of students meeting at least one CCRPI College and Career Readiness Indicator	43.3%	+ 21.7 pp	65.0%	43.3%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	46.1%	+ 18.9 pp	65.0%	46.1%
Our mistructional core	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	22.2%	+ 25.0 pp	47.2%	22.2%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	11.2%	+ 10.0 pp	21.2%	11.2%
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Ex	18.8%	+ 25.0 pp	43.8%	18.8%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	66.0%	+ 9.0 pp	75.0%	66.0%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Perce	63.6%	+ 11.4 pp	75.0%	63.6%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Perce	65.6%	+ 9.4 pp	75.0%	65.6%
	English Learners	% of English Learners with a Typical or High ACCESS Student Growth Percentile	65.2%	+ 9.8 pp	75.0%	65.2%
	State-Identified Schools	# of schools identified on the state lists (CSI, TSI, ATSI)	32	- 22 schools	10	32
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	68.8%	+ 11.2 pp	80.0%	68.8%
Lvery Cilliu	Discipline: All Students	% of students with no Out-of-School suspensions	89.5%	+ 5.5 pp	95.0%	89.5%
	Discipline: Black Students	% of Black students with no Out-of-School suspensions	86.4%	+ 8.6 pp	95.0%	86.4%
	Discipline: Students with Disabilities	% of Students with Disabilities with no Out-of-School	83 3%	+ 11 7 pp	95.0%	83.3%

#### Notes:

- These are aligned to the district's KPI's
- Before identifying missing data, review what is available on this dashboard for strategic importance.
- Where data from SY25-26 has not been released, data from the prior year is used.
- These are great examples of potential additions to your strategic goals.

#### **Guiding Questions:**

- 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?

Category	Metric	Current KPI		2030 Goal	Current District Performance	2030 Goa
Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	33.0%	+ 26.0 pp	59.0%	33.0%	
Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	28.0%	+ 10.0 pp	38.0%	28.0%	
Subgroup Proficiency: Economically Disadvantaged stud.,	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	24.1%	+ 26.0 pp	50.1%	24.1%	
Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	70.9%	+ 10.7 pp	81.6%	70.9%	
Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	69.7%	+ 10.7 pp	80.4%	69.7%	
Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	68.2%	+ 10.7 pp	78.9%	68.2%	
English Learners	% of English Learners with a Typical or High ACCESS Student Growth Percentile	63.6%	+ 10.7 pp	74.3%	63.6%	T
Attendance	% of students who are not chronically absent	90.2%	+ 3.8 pp	94.0%	90.2%	
Discipline: All Students	% of students without suspensions	93.0%	-	93.0%	93.0%	
Discipline: Black Students	% of Black students without suspensions (OSS)	82.6%	+ 9.4 pp	92.0%	82.6%	
Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	83.8%	+ 8.2 pp	92.0%	83.8%	
Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	45.2%	+ 21.0 pp	66.2%	45.2%	Γ.
School Climate*	School climate star rating out of 5	5 *	7-	5 *	5 <del>*</del>	
Beyond the Core: Middle School*	% of 6-8 students meeting the CCRPI Beyond the Core Component requirement	99.0%	+ 1.0 pp	100.0%	99.0%	
Staff Engagement	% of engaged staff	50.6%	+ 14.0 pp	64.6%	50.6%	
Teacher Experience	% of teachers with 3 or more years of experience	88.6%	+ 1.4 pp	90.0%	88.6%	
Teacher Compensation	Average teacher salary	\$91,607	+ \$8,393	\$100,000	\$91,607	
Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	56.8%	+ 9.3 pp	66.1%	56.8%	
Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	94.8%	7-	94.8%	94.8%	
Safety Perception: Grades 6-12	% of students choosing very safe or extremely safe to location questions (MS/HS)	61.3%	+ 13.0 pp	74.3%	61.3%	
Enrollment	School meeting K-12 Enrollment Minimums	1073	-	900	1073	
Math	% of 8th grade students scoring proficient or above in Math	73.8%	+ 13.3 pp	87.0%	73.8%	
	students  Subgroup Proficiency: Students with Disabilities  Subgroup Proficiency: Economically Disadvantaged stud  Subgroup Growth: Black students  Subgroup Growth: Students with Disabilities  Subgroup Growth: Economically Disadvantaged students  English Learners  Attendance  Discipline: All Students  Discipline: Students with Disabilities  Student-Staff Relationships  School Climate*  Beyond the Core: Middle School*  Staff Engagement  Teacher Experience  Teacher Compensation  Family Engagement: Support Student Success  Family Engagement: Parent Portal  Safety Perception: Grades 6-12  Enrollment	Subgroup Proficiency: Black students scoring proficient and above on End of Grade Millestones Exams with Disabilities with Disabilities Subgroup Proficiency: \$\forall \text{ for Economically Disadvantaged students scoring proficient and above on End of Grade Millestones Exams Subgroup Proficiency: \$\forall \text{ for Economically Disadvantaged students scoring proficient and above on End of Grade Millestones Exams Subgroup Growth: Black students \$\forall \text{ for Economically Disadvantaged students scoring proficient and above on End of Grade Millestones Exams Subgroup Growth: Black students \$\forall \text{ for Economically Disadvantaged students with a Typical or High End of Grade Millestones Student Growth Percentile Subgroup Growth: Economically \$\forall \text{ for Economically Disadvantaged students with a Typical/High EOG Millestones Student Growth Percentile Proficient All Students \$\forall \text{ of Economically Disadvantaged students with a Typical/High EOG Millestones Student Growth Percentile Student Growth Percentile Proficient Growth Percentile \$\forall \text{ of students with a Typical or High ACCESS Student Growth Percentile Proficient Growth Percentile Proficient Growth Percentile \$\forall \text{ of students with our are not chronically absent}\$}\$  Discipline: All Students \$\forall \text{ of students without suspensions (OSS)}\$\$  Discipline: Students with \$\forall \text{ of students with Disabilities students without suspensions (OSS)}\$\$  Discipline: Students with \$\forall \text{ of Students with Disabilities students without suspensions (OSS)}\$\$  Student-Staff Relationships \$\forall \text{ of Students with Disabilities students without suspensions (OSS)}\$\$  Student-Staff Relationships \$\forall \text{ of Students with Disabilities students without suspensions (OSS)}\$\$  Student-Staff Relationships \$\forall \text{ of Students with Disabilities students without suspensions (OSS)}\$\$  Beyond the Core: Middle School* \$\forall \text{ of Students with Disabilities students without suspensions (OSS)}\$\$	Category         Metric         KPI           Subgroup Proficiency: Black students         % of Black students scoring proficient and above on End of Grade Milestones Exams         33.0%           Subgroup Proficiency: students with Disabilities         % of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams         28.0%           Subgroup Proficiency: Economically Disadvantaged students         % of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams         24.1%           Subgroup Growth: Black students         % of Black students with a Typical Pripercentile         70.9%           Subgroup Growth: Students with Disabilities         \$ of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile         69.7%           Subgroup Growth: Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile         68.2%           Subgroup Growth: Economically Disadvantaged students with a Typical Pripercentile         63.6%           English Learners         % of Economically Disadvantaged students with a Typical or High ACCESS Students with a Typical/High EOG Milestones Student Growth Percentile         63.6%           Attendance         % of students who are not chronically absent         90.2%           Discipline: All Students         % of students without suspensions (OSS)         82.6%           Discipline: Students with         % of Students with Disabilities studen	Subgroup Proficiency: Black students scoring proficient and above on End of Grade Milestones Exams 28.0% + 10.0 pp subgroup Proficiency: Students with Disabilities Scoring proficient and above on End of Grade Milestones Exams 28.0% + 10.0 pp proficiency: % of Students with Disabilities Scoring proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 26.0 pp proficient and above on End of Grade Milestones Exams 24.1% + 20.7 pp pp proficient and above on End of Grade Milestones Exams 24.1% + 10.7 pp pp proficient and above on End of Grade Milestones Exams 24.1% + 10.7 pp pp pp pp pp proficient and above on End of Grade Milestones Exams 24.1% + 10.7 pp	Category         Metric         KPI         Change         2030 Goal           Subgroup Proficiency: Black students students students         of Grade Milestones Exams         33.0%         +26.0 pp         59.0%           Subgroup Proficiency: Students with Disabilities above on End of Grade Milestones Exams         28.0%         +10.0 pp         38.0%           Subgroup Proficiency: Economically Disadvantaged students above on End of Grade Milestones Exams         24.1%         +26.0 pp         50.1%           Subgroup Growth: Black students         % of Economically Disadvantaged students scroing proficient and above on End of Grade Milestones Student Growth Percentile         24.1%         +26.0 pp         50.1%           Subgroup Growth: Black students with Disabilities Students with Disabilities         % of Students with Disabilities Students with a Typical or High End of Grade Milestones Student Growth Percentile         69.7%         +10.7 pp         81.6%           Subgroup Growth: Economically Disadvantaged students with Disabilities         % of English Learners         69.2%         +10.7 pp         78.9%           English Learners         % of Students with Disabilities Students Growth Percentile         68.2%         +10.7 pp         78.9%           Attendance         % of students with Disabilities Students Growth Percentile         68.2%         +10.7 pp         74.3%           Discipline: All Students         % of students with a T	Netric   Subgroup Proficiency: Black students scoring proficient and above on End   33.0%   +26.0 pp   59.0%   33.0%





# We are *Atlanta's* Public School System

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

#### Notes:

- You may or may not want to update your mission, vision, or purpose statements.
- Potential Activity: Share the current school mission/vision. Ask GO Team members to show a number of fingers from their fist (needs to be rewritten) to five (love it) to indicate their agreement level. If mostly 4's and 5's, move on. If some 3's, ask for feedback. If mostly 1's and 2's, set up another time to dive deeper.

#### **Guiding Question:**

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



### Mission and Vision

• Mission
Grounded in self-awareness and diverse perspectives, every student will be an empathetic critical thinker ready to succeed academically, socially, creatively.

• Vision
A beloved community school
where a diverse population of
students is inspired by their
teachers, and peers, who
together build a foundation for
lifelong learning and
engagement in their community



and world.



- 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 2026**

By Spring 2026, the percentage of proficient and above learners as assessed by the GMAS EOG ELA will increase by 5% overall from 51% (2025) to 56%. Sub Goal: Subgroups Black will increase by 5% from 20%(2025) to 25%, and ED will increase by 5% from 19%(2025) to 24%

By Spring 2026, the percentage of proficient and above learners as assessed by the GMAS EOG Math will increase by 5% overall from 52% (2025) to 57%. Sub Goal: Subgroups Black will increase by 5% from 20% (2025) to 25%, and ED will increase by 5% from 18% (2025) to 23%.

By Spring 2026, the CCRPI attendance rate will increase by 5% overall from 81% (2025) to 86%, 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 66%(2025) to 71%.

#### 2030 Strategic Plan Goals

By 2030, the percentage of proficient and above learners as assessed by the GMAS EOG ELA will increase by TBD (%) overall from 51% (2025) to TBD Sub Goal: Subgroups Black will increase by TBD from 20% 2025) to TBD and ED will increase by TBD from 19% (2025) to TBD

By 2030, the percentage of proficient and above learners as assessed by the GMAS EOG Math will increase by TBD (%) overall from 52% (2025) to TBD . Sub Goal:
Subgroups Black will increase by TBD from 20%(2025) to TBD , and ED will increase by TBD from 18%(2025) to TBD .

By 2030, the CCRPI attendance rate will increase by TBD (%) overall from 81% (2025) to TBD (%) 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 66%(2025) to TBD.

**Additional Goal** (Staff Engagement, Discipline, Teacher Retention, AP Course Enrollment, etc)



Principal's Report



### **CCRPI 2025**

#### Content Mastery (78.2) +4

• District Score 62.4

• State Score 68.0

• ELA 76.03

• Math 78.26

• Science 84.09

#### Closing GAPS (93.8) +28.8

District Score

• State Score 75.0



# Progress (89.6) -10.2

<ul> <li>District Score</li> </ul>	88.3
------------------------------------	------

•	State Score	86.1
•	State Score	00.1

• ELA 89.19

• Math 90.07



# Updates

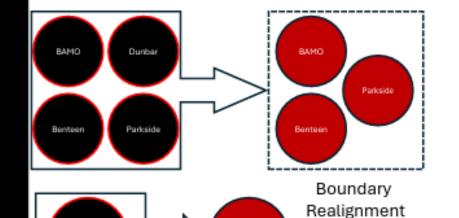
- Hired 3 of the 4 Teacher Tutors
- Working with subgroup students in ELA/Math
- Vacant 4<sup>th</sup> ELA position (goal is to have filled by 11/21/25)
- Vacant GO Team staff seat
- Long Range Plan (First read is Nov. & Second read and potential vote are Dec.)



#### Jackson - Primary Scenario

Toomer

Annex



Pre-K Redistributed

School(s)	Proposed Action	Resulting Capacity	2025-2026 Enrollment	2029-2030 Projected Live-In
Benteen ES		550	342	
BAMO ES	Dunbar ES Repurposed	550	321	
Dunbar ES	Boundary Realignment between Benteen, BAMO, and Parkside	0	306	1913
Park side ES		625	650	
Total		1725	1619	



Toomer Annex repurposed and Pre-K classes redistributed to nearby schools



Repurpose Dunbar ES Repurpose Toomer Annex



BAMO, Benteen, Dunbar and Parkside boundary realignment



Toomer Annex repurposed - TBD Dunbar repurposed - TBD

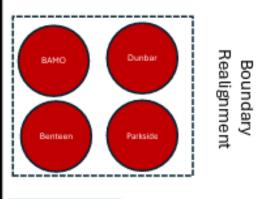


Operational Savings

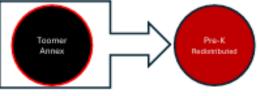
Reduction of 1 ES Facility: @ \$1.5m-\$2m annually



#### <u>Jackson – Secondary Scenario</u>



School(s)	Proposed Action	Resulting Capacity	2025-2026 En rollm en t	2029-2030 Projected Live-In
Benteen ES		550	342	
BAMO ES	Boundary Realignment between	550	321	
Dunbar ES	Benteen, BAMO, Dunbar and Parkside	450	306	1913
Parkside ES		625	650	
Total		2175	1619	





Programs Toomer Annex repurposed and Pre-K classes redistributed to nearby schools

Facility

TBD

យ៉ា Boundary

BAMO, Benteen, Dunbar and Parkside boundary realignment



Re-Purpose

Toomer Annex repurposed - TBD



Operational Savings

N/A

Repurposed

Boundary Realignment Area

Active

Charter