



# **Martin Luther King, Jr. Middle School GO Team Business Meeting #3**

**November 20, 2025**



ATLANTA  
PUBLIC  
SCHOOLS

# Agenda

## Action Items

Approval of Agenda

Approval of Previous Minutes

## Discussion Items

2025-2030 Strategic Plan Development

Confirm Mission/Vision, Goals from Previous Meeting

Develop 2025-2030 Strategic Plan Objectives

## Information Items

Principal's Report

Cluster Advisory Team Report

CCRPI Data

## Announcements

MAP Testing

Athletics

Beta Club

CEP Trip

Cluster Orchestra Event

Winter Fine Arts Showcase

## Public Comment

## Adjournment



# Action Items

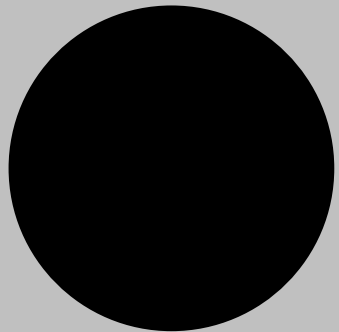
1. Approval of Agenda
2. Approval of Previous Minutes

# Discussion Items





# **Continuing the 2025-2030 School Strategic Plan Development Process**



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# School Strategic Planning Overview

## Purpose

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

## Timeline

Our school's 2030 Strategic Goals and Objectives should be **updated, approved and ranked by January 2026.** Schools will focus on the strategies as part of FY27 Budget and Continuous Improvement Plan processes.

# Revisiting the APS 2025-2030 Strategic Plan



## 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 (e.g. 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 (e.g. mentors, coaches, counselors)

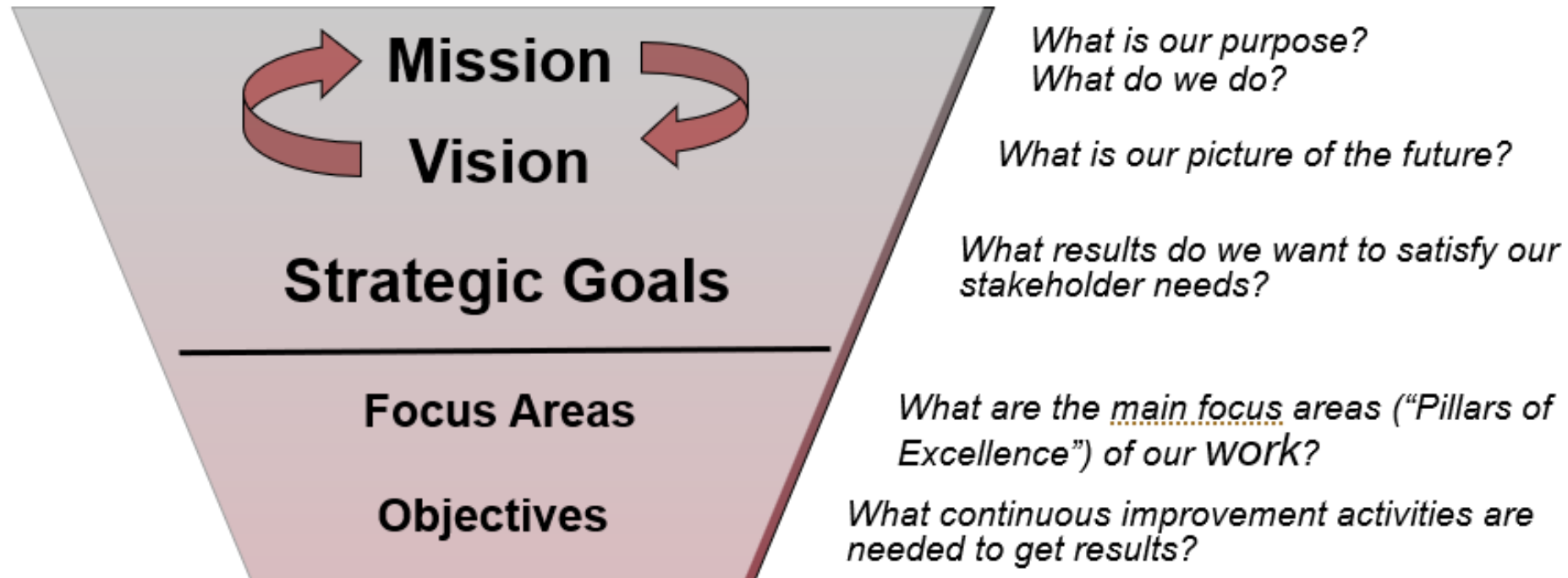
### We Are Sparking Student Curiosity

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 (e.g. School of the Arts)



# *GO Team's Focus (Governance)*





# School Strategic Planning Process Overview

## 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

# In Our Last Meeting We...

1

## Reviewed Our School Data

KPI Summary  
Martin L. King Jr. Middle School

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance	2030 Goal
District Goal	Math	% of 6th grade students scoring proficient or above in Math	31.5%	+ 20.5 pp	52.0%	31.5%	52.0%
We Are Strengthening Our Instructional Core	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	16.9%	+ 26.1 pp	42.9%	16.9%	42.9%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	10.3%	+ 10.0 pp	20.3%	10.3%	20.3%
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	13.7%	+ 26.1 pp	39.7%	13.7%	39.7%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	61.3%	+ 10.7 pp	72.0%	61.3%	72.0%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	68.8%	+ 10.7 pp	79.5%	68.8%	79.5%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	62.7%	+ 10.7 pp	73.4%	62.7%	73.4%
	English Learners	% of English Learners with a Typical or High ACCESS Student Growth Percentile	63.0%	+ 10.7 pp	73.7%	63.0%	73.7%
	State-Identified Schools	# of schools identified on the state lists (CSI, TSI, ATSI)	On List	-	Not On List	On List	Not On List
	Attendance	% of students who are not chronically absent	68.4%	+ 15.0 pp	83.4%	68.4%	83.4%
	Discipline: All Students	% of students without suspensions	75.0%	+ 17.0 pp	92.0%	75.0%	92.0%
We Are Caring For Every Child	Discipline: Black Students	% of Black students without suspensions (OSS)	68.0%	+ 24.0 pp	92.0%	68.0%	92.0%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	62.3%	+ 29.7 pp	92.0%	62.3%	92.0%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	42.0%	+ 21.0 pp	63.0%	42.0%	63.0%
	School Climate*	School climate star rating out of 5	2 ★	+ 2 ★	4 ★	2 ★	4 ★
We Are Sparking Sta...	Beyond the Core: Middle School*	% of 6-8 students meeting the CCRPI Beyond the Core Component requirement	99.5%	+ 0.5 pp	100.0%	99.5%	100.0%
Our Strength is Our Team	Staff Engagement	% of engaged staff	60.6%	+ 13.0 pp	73.6%	60.6%	73.6%
	Teacher Experience	% of teachers with 3 or more years of experience	83.3%	+ 6.1 pp	89.4%	83.3%	89.4%
	Teacher Compensation	Average teacher salary	\$89,403	+ \$10,597	\$100,000	\$89,403	\$100,000
Our Responsibility is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	73.9%	+ 7.6 pp	81.4%	73.9%	81.4%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	72.6%	+ 12.4 pp	85.0%	72.6%	85.0%
Our System is Efficient & Effective	Safety Perception: Grades 6-12	% of students choosing very safe or extremely safe to location questions (MSHS)	47.8%	+ 13.0 pp	60.8%	47.8%	60.8%
	Enrollment	School meeting K-12 Enrollment Minimums	879	+ 21 students	900	879	900

\* Where data from the 2022-2023 school year has not been released, data from the prior year is used.

School > Jackson > King

Updated 9/26/2025

2

## Aligned Our Mission and Vision

Suggestion to add the word "empower" to Vision Statement to emphasize student agency. New statement will read, "We create a safe, inclusive, and challenging learning environment where all students are empowered to grow as thinkers and leaders."

3

## Confirmed Our 2030 Goals

### Continuous Improvement Goals-King Middle School

- By the end of the 2025-2026 school year, the 6th-8th grade students will increase scoring developing or above from 60% (SY24-25) to 65% (SY25-26) on the spring 2026 EOG in ELA.
- By the end of the 2025-2026 school year, the 6th-8th grade students will increase scoring developing or above from 67% (SY24-25) to 72% (SY25-26) on the spring 2026 EOG in Math.
- By May 2026, King will implement a structured Positive Behavior Interventions and Supports (PBIS) program to recognize and incentivize positive student behaviors school-wide and include a minimum of two student recognition events or incentives per month with at least 80% student participation. As a result, we project a decrease in behavioral referrals by at least 25%.
- Optional Goal

### 2030 Strategic Plan Goals-King Middle School

- By 2030, the percentage of proficient and above learners as assessed by the GMAS EOG ELA will increase by 20% (# students) overall from 34% (2025) to 54% Sub Goal: Subgroups Black will increase by 20% from 21% (2025) to 41% and SWD will increase by 20% from 10% (2025) to 30%.
- By 2030, the percentage of proficient and above learners as assessed by the GMAS EOG Math will increase by 20% overall from 39% (2025) to 59% Sub Goal: Subgroups Black will increase by 20% from 13.7% (2025) to 33.7% and SWD will increase by 20% from 9% (2025) to 29%.
- By 2030, the CCRPI attendance rate will remain at or above 90. This will be achieved by ensuring that chronic absenteeism (defined as more than 10% days absent, per GADOE) does not exceed 10% overall. This effort will specifically focus on closing the attendance gap for the following subgroups, raising their rates to 95%: Black students (from an 88% baseline in 2025) and Hispanic students (from 91% baseline in 2025).
- By 2030, the % of students without suspensions will increase to 92% (up from a 75% baseline in 2025). This target will be met across all subgroups, with a specific focus on closing the equity gap for Black students from 68% (2025) to 92% and SWD from 62% (2025) to 92%.



# King Middle School Proposed Updates to School Mission and Vision:

## *Updated Vision*

We create a safe, inclusive, and challenging learning environment where all students are **empowered** to grow as thinkers and leaders.

## *Kept Mission the Same*

To provide an academically challenging education that develops globally competitive students who are prepared for college, career, and life.



# King Middle School Proposed Goals for the 2025-2030 Strategic Plan:



- **By 2030**, the percentage of proficient and above learners as assessed by the GMAS EOG **ELA** will increase by 20% (# students) overall from 34% (2025) to 54%  
**Sub Goal:** Subgroups Black will increase by 20% from 21% (2025) to 41% and SWD will increase by 20% from 10% (2025) to 30%.
- **By 2030**, the CCRPI **attendance** rate will remain at or above 90. This will be achieved by ensuring that chronic absenteeism (defined as more than 10% days absent, per GADOE) does not exceed 10% overall.  
This effort will specifically focus on closing the attendance gap for the following **subgroups**, raising their rates to 95% Black students (from an 88% baseline in 2025) and Hispanic students (from 91% baseline in 2025).
- **By 2030**, the percentage of proficient and above learners as assessed by the GMAS EOG **Math** will increase by 20% overall from 29% (2025) to 49%.  
**Sub Goal:** Subgroups Black will increase by 20% from 13.7% (2025) to 37.7%, and SWD will increase by 20% from 9% (2025) to 29%.
- **By 2030**, the % of students without **suspensions** will increase to 92% (up from a 75% baseline in 2025).  
This target will be met across all **subgroups**, with a specific focus on closing the equity gap for Black students from 68% (2025) to 92% and SWD from 62% (2025) to 92%.

# Today's Focus:

## School Strategic Planning Process: Step 4

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



## 4. Identify 2025-2030 Strategic Objectives

- Reflect on 2020-2025 Strategic Plan (Stop, Continue)
- Align Objectives to the District's new Focus Areas
- Review and Discuss Additional Objectives Going Forward (Start)

# Using our new, 2025-2030 Strategic Goals as a guide we will complete a **Start, Stop** and **Continue** exercise to review our current “Strategic Priorities” and identify our 2025-2030 Strategic Objectives

**Review Strategic Plan 2020-2025**

**Mission:** To prepare students for a globally competitive environment in which students graduate college and career ready while fostering principles of responsibility, service, respect, compassion, international-mindedness within an academically challenging educational framework.

**Vision:** We will have a peaceful, productive and orderly learning environment that meets the academic, social and developmental needs of all our students. Our goal is to prepare students for a successful high school experience without the need for remediation.

**SMART Goals**

- The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from 29% to 32% by the spring 2025 GMAS.
- The percentage of students in grades 6-8 scoring at proficient or higher in Math will increase from 19% to 22% by the spring 2025 GMAS.
- Decrease the number of behavior referrals by 3% from 558 incidents to 542 incidents or lower.

**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

**School Strategic Priorities**

- Use data to drive instructional decisions to increase student achievement.
- Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
- Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.
- Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
- Increase student attendance and participation.
- Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.

**School Strategies**

- Use MAP data to create realistic learning goals for students (3 times a year).
- Analyze Data from Write Score, iReady, classroom formative and summative and IXL to assess growth in the areas of reading and math.
- Create and implement specific supports for subgroups such as ESL, Gifted and SWD by having teachers use research-based co-teaching models, add WYCOR in daily lessons and provide targeted accommodations and enrichment opportunities in all lesson plans daily.
- Monitor and provide timely feedback to teachers with *glows and grows* when observing the instructional framework in classes.
- Use lesson internalization practices during collaborative planning to ensure teacher understanding of content being taught.
- Conduct monthly PL to support teachers in facilitating IB practices with fidelity.
- Monitor and observe teachers to ensure IB implementation in each classroom.
- Use AMP UP Survey Results, Student Feedback through Prowler Pack and IB Student Council or any other communication from students to evaluate practices.
- Implement Restorative Practices: Restorative Practice Professional Learning
- Whole Child Intervention Team will monitor students with high rates of absenteeism. Members will work with and mentor those students and put practices in place to monitor them daily. We utilize research-based interventions for a targeted growth of students.
- Quarterly attendance incentives. Attendance Clerk will focus on student attendance and communicate with families as needed.
- Students will have their own device for use in school and at home. The device will have internet access built in to assist in removing barriers to working outside of the classroom.
- Multiple supplemental platforms will be used to assist students in receiving additional academic support. (IXL, i-Ready, Write score, Lesia (ESL), ACCESS, Brain Pop)

**Review Strategic Plan 2020-2025**

**SMART Goals**

- The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from 29% to 32% by the spring 2025 GMAS.
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**APS Strategic Priorities & Initiatives**

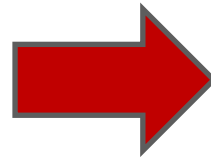
- Equipping & Empowering Leaders & Staff**  
Strategic Staff Support  
Equitable Resource Allocation
- Creating a System of School Support**  
Strategic Staff Support  
Equitable Resource Allocation

**School Strategic Priorities**

- Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.
- Develop a positive and collaborative environment for students, staff and all stakeholders.

**School Strategies**

- Provide professional development that focuses on teaching daily lessons in ways that clarify the objectives of the lesson, reinforce what is taught, and meaningfully engage students.
- Provide teachers with opportunities to facilitate PLs for their specific contents.
- Utilize content area instructional coaches facilitate PL.
- Implement positive intervention strategies.
- Implement Social Emotional Learning (SEL) for staff and students.
- Facilitate team building activities for staff and students.
- Build community awareness through IB projects, Go Team and PTA.



**DRAFT (School Name)  
2025-2030 Strategic Plan**

**Mission**

**Vision**

1 Goal 2 Goal 3 Goal 4 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
- > TBD

**Our Responsibility Is Shared**

- > TBD
- > TBD

**Our School Is Efficient & Effective**

- > TBD
- > TBD

**ATLANTA PUBLIC SCHOOLS**





**Mission:** Our mission is to nurture and empower our diverse student population while fostering critical thinking, creativity, and a deep understanding of others through STEAM education.

**Vision:** Our vision is to cultivate an authentic and relevant learning environment through an investigative approach, empowering all students to empathize, problem solve, explore, discover, and innovate collaboratively.

**SMART Goal #1** – Increase cohesion in instructional approaches and curriculum both horizontally & vertically.

**SMART Goal #2** – Increase overall attendance rates in all grade levels from our baseline of 2023.24 school year.

**SMART Goal #3** – Implement MTSS using research-based interventions to move students toward on-grade level performance.

**SMART Goal #4** – Increase family engagement across all grade levels to actively participate in their child's literacy and numeracy development.

**Fostering Academic Excellence for All**  
Data, Curriculum & Instruction, Signature Program

#### Strategic Priorities

- 1. Improve academic achievement** in Math, Reading, and Science by increasing the % of students scoring in the proficient & distinguished categories on MAP & Milestones.
- 2. Close academic gaps**, in Math & Reading, for our school subgroups. (ESOL, African American, SWD)

#### School Strategies

- Streamline professional learning communities (PLC) where teachers focus on what students need to learn, determine a pathway for how to show students have learned it, assess what to do if students do not learn it and how to respond if they already know it.
- Incorporate school wide writing block for all teachers at all grade levels.
- Incorporate gifted strategies across all grade levels for all students. (% of teachers gifted endorsed)
- Incorporating the VHE Design Thinking Process to help guide our writing block. (include on lesson plan format)
- Implement real-world PBL Opportunities to encourage integrating content (STEAM), critical thinking, problem solving & collaboration.
- Implement "WISE Time" on GATE days for students needing remediation.
- Implement the Readers are Leaders initiative and strategies, extended learning & enrichment opportunities

**Building a Culture of Student Support**  
Whole Child & Intervention  
Personalized Learning

- 3. Create an Inclusive School Environment:** Foster a culture of belonging where every student feels safe, valued, and supported.
- 4. Implement a Comprehensive Multi-Tiered System of Supports (MTSS):** Address academic, behavioral, and social-emotional needs through evidence-based interventions and supports.

- **Strengthen Social-Emotional Learning (SEL) Programs:** Implement programs that build emotional intelligence, resilience, and interpersonal skills. Create a bank of pre-recorded lessons by administration - Counselor, AP, Principal, Coaches
- **Enhance Teacher Capacity for Student Support:** Provide professional development to help educators address diverse needs effectively, leveraging tech.
- **Develop Personalized Intervention Plans:** Use data to identify at-risk students and provide targeted supports.
- **Strengthen Cross-Grade Level & Dept. Collaboration:** Ensure alignment between grade levels, instructional staff, and other school departments such as GATE, ESOL, SWD & EIP.
- **Foster Student Goal-Setting and Reflection for academics and behaviors:** Empower students to set academic and personal goals and track their progress toward mastery.
- **Monitor and discuss Attendance data** during Whole Child Meetings f all students for excused and unexcused absences as well as accumulated tardies.
- Better understand the accessibility of our building and the needs of students.

**Equipping & Empowering Leaders & Staff**  
Strategic Staff Support  
Equitable Resources  
Allocation

- 5. Build Capacity Across All Grade Levels:** Develop comprehensive training and mentorship programs that empower teachers & future leaders to drive school improvement, foster innovation, and implement equity-focused practices.
- 6. Enhance Teacher and Staff Retention Efforts:** Create a supportive work environment through recognition programs, and initiatives that promote work-life balance and long-term commitment.
- 7. Equitable Resources:** Distribute resources strategically based on student and school needs to ensure equitable support for underserved populations and maximize educational outcomes.

- **Conduct Frequent Observations:** Add one additional observation, above district/state requirements, for all teachers to provide continued constructive feedback.
- **Establish Recognition Programs:** System to regularly recognize outstanding performance (e.g., "Teacher of the Month"). Celebrate staff contributions through public recognition, awards, and celebratory events.
- **Create a Work-Life Balance Initiative:-** Offer flexible scheduling options where possible (e.g., staggered start times, remote work for planning days). Partner with childcare providers to establish a partnership.
- **Conduct Exit and Stay Interviews:** - Regularly conduct stay interviews to understand what motivates staff to remain. Analyze exit interviews to identify trends and address underlying retention challenges.
- **Develop a Resource Allocation Framework:** Create a rubric or criteria to identify student groups with the greatest need. Include factors such as socioeconomic status, academic performance, and access to extracurricular opportunities.
- **Provide PD Opportunities district, state and national.**
- **Leverage Teacher Knowledge** – Asks teachers to provide PD to leverage their knowledge
- Mentor/Mentee support with other grade level teachers.

**Creating a System of School Support**  
Collective Action,  
Engagement & Empowerment

- 8. Develop Cross-School Collaboration Networks** Establish professional learning communities (PLCs) and inter-school partnerships to share best practices, resources, and innovative solutions.
- 9. Foster a Culture of Shared Accountability** Engage all stakeholders—teachers, staff, families, and community members—in setting and achieving common goals for student success.
- 10. Empower Students & Parents as Active Participants in Their Child's Education** Implement programs that encourage student voice, leadership, and ownership of their learning journey.

- Create a family resource center to support engagement and collaboration
- **Engage Families and Communities as Partners:** Build collaborative relationships to support students' academic and personal growth.
- Increase percentage of teachers with credentials or certifications for advanced learning (e.g. gifted, reading, math, ESOL, SPED)
- Form a teacher committee specifically working towards hiring highly qualified and effective teachers to join the VHE team.
- **Promote parent engagement** and involvement through PTO in 4 school wide PTO meetings a year. Topics to be determined based on parent input.
- **Promote parent engagement** and involvement through grade level family academic nights.
- Translation services and opportunities for parents who speak other languages to engage with teachers and the community.
- Strategic Feedback sessions with parents led by school. Grade level discussions with families. (PTO)
- Parent perspectives on what we can do better.



# Review Strategic Plan 2020-2025

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## SMART Goals

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The percentage of students in grades 6-8 scoring at proficient or higher in Math will increase from 19% to 22% by the spring 2025 GMAS.

Decrease the number of behavior referrals by 3% from 558 incidents to 542 incidents or lower.

## APS Strategic Priorities & Initiatives

### School Strategic Priorities

### School Strategies

**Fostering Academic Excellence for All**  
Data  
Curriculum & Instruction  
Signature Program

1. Use data to drive instructional decisions to increase student achievement.
2. Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
3. Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.

**Building a Culture of Student Support**  
Whole Child & Intervention  
Personalized Learning

4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
5. Increase student attendance and participation.
6. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students

- 1A. Use MAP data to create realistic learning goals for students.(3 times a year)  
1B. Analyze Data from Write Score, iReady, classroom formative and summatives and IXL to assess growth in the areas of reading and math  
Add1C- Create and implement specific supports for subgroups such as ESL, Gifted and SWD by having teachers use research based coteaching models, add WICOR in daily lessons and provide targeted accommodations and enrichment opportunities in all lesson plans daily.  
2A. Monitor and provide timely feedback to teachers with glows and grows when observing the instructional framework in classes.  
2B Use lesson internalization practices during collaborative planning to ensure teacher understanding of content being taught.  
3A Conduct monthly PL to support teachers in facilitating IB practices with fidelity.  
3B Monitor and observe teachers to ensure IB implementation in each classroom.

- 4A. Use AMP UP Survey Results, Student Feedback through Prowler Pack and IB Student Council or any other communication from students to evaluate practices  
4B. Implement Restorative Practices; Restorative Practice Professional Learning  
5A. Whole Child Intervention Team will monitor students with high rates of absenteeism. Members will work with and mentor those students and put practices in place to monitor them daily. We utilize research-based interventions for a targeted growth of students.  
5B. Quarterly attendance incentives. Attendance Clerk will focus on student attendance and communicate with families as needed  
6A. Students will have their own device for use in school and at home. The device will have internet access built in to assist in removing barriers to working outside of the classroom.  
6B. Multiple supplemental platforms will be used to assist students in receiving additional academic support. (IXL, i-Ready, Write score, Lexia (ESL), ACCESS, Brain Pop)

# Review Strategic Plan 2020-2025

## SMART Goals

The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from 29% to 32% by the spring 2025 GMAS.

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### APS Strategic Priorities & Initiatives

**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

7. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.

8. Develop a positive and collaborative environment for students, staff and all stakeholders.

### School Strategies

7A Provide professional development that focuses on teaching daily lessons in ways that clarify the objectives of the lesson, reinforce what is taught, and meaningfully engage students .  
7B Provide teachers with opportunities to facilitate PLs for their specific contents.  
7C. Utilize content area instructional coaches facilitate PL.

8A Implement positive intervention strategies.  
8B Implement Social Emotional Learning(SEL) for staff and students  
8C Facilitate team building activities for staff and students  
8D Build community awareness through IB projects, Go Team and PTA

# Identifying 2025-2030 Strategic Objectives: **Stop** Discussion

## Guiding Questions:

### Stop



- What current priorities/activities are not having the needed impact and should be stopped?
- Are there any priorities/activities that are no longer aligned with our mission, vision, goals or focus areas?

1. Use data to drive instructional decisions to increase student achievement.
2. Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
3. Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.
4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
5. Increase student attendance and participation.
6. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.
7. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.
8. Develop a positive and collaborative environment for students, staff and all stakeholders.

## Notes:

- Think about what has been working; has been completed; or never started.
- If your goals for 2030 are bigger than what you have achieved so far, then what must you do differently going forward?



# Identifying 2025-2030 Strategic Objectives: Continue Discussion

## Guiding Questions:

### Continue



- What current priorities/activities are working well and should be maintained?

1. Use data to drive instructional decisions to increase student achievement.
2. Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
3. Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.
4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
5. Increase student attendance and participation.
6. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.
7. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.
8. Develop a positive and collaborative environment for students, staff and all stakeholders.

## Notes:

- Think about what has been working; has been completed; or never started.
- If your goals for 2030 are bigger than what you have achieved so far, then what must you do differently going forward?



# Identifying 2025-2030 Strategic Objectives: Continue Discussion

*Enter the “Strategic Priorities” from your 2020-2025 Strategic Plan that you and your GO Team think should continue as “Strategic Objectives” on your 2025-2030 Strategic Plan based on today’s discussion.*



# Aligning Your Objectives to the District's New Focus Areas

## “Getting Back to Basics”

### **We Are Strengthening Our Instructional Core**

- TBD- Strategic Objective
- TBD- Strategic Objective

### **We Are Caring For Every Child**

- TBD- Strategic Objective
- TBD- Strategic Objective

### **We Are Sparking Student Curiosity**

- TBD- Strategic Objective
- TBD- Strategic Objective

## “Community of Believers”

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

- TBD- Strategic Objective
- TBD- Strategic Objective

### **Our Responsibility Is Shared**

- TBD- Strategic Objective
- TBD- Strategic Objective

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

- TBD- Strategic Objective
- TBD- Strategic Objective

## **You will now move the Objectives (*previously Priorities*) you want to “Continue” to the appropriate Focus Area**


- Use your 2020-2025 Strategic Plan, the APS 2025-2030 Strategic Plan (slide 7) and your school KPI sheet to help categorize your objectives. Please note:
  - *Fostering Academic Excellence for All* is likely aligned to “We Are Strengthening Our Instructional Core” or “We Are Sparking Student Curiosity”
  - *Building a Culture of Student Support* is likely aligned to “We Are Caring For Every Child”
  - *Equipping & Empowering Leaders & Staff* is likely aligned to “Our Strength is Our Team”
  - *Creating a System of School Support* is likely aligned to “Our Responsibility is Shared” or “Our School is Efficient & Effective”




# Identifying 2025-2030 Strategic Objectives: “Start” Discussion

**DRAFT (School Name)**  
**2025-2030 Strategic Plan**

Mission	Vision
<div>1 Goal</div> <div><b>We Are Strengthening Our Instructional Core</b> ➤ TBD ➤ TBD</div> <div><b>We Are Caring For Every Child</b> ➤ TBD ➤ TBD</div> <div><b>We Are Sparking Student Curiosity</b> ➤ TBD ➤ TBD</div>	<div>3 Goal</div> <div><b>Our Strength is Our Team</b> ➤ TBD ➤ TBD</div> <div><b>Our Responsibility Is Shared</b> ➤ TBD ➤ TBD</div> <div><b>Our School Is Efficient &amp; Effective</b> ➤ TBD ➤ TBD</div>
<div>2 Goal</div>	<div>4 Goal</div>

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- After you have aligned your Objectives to the appropriate Focus Area, identify any new Objectives the school must start to address the goals in your plan 
- You should have 1-2 Objectives for each Focus Area.
- Use the APS 2025-2030 Strategic Plan (slide 7) and your school KPI sheet for ideas if you need to identify new Objectives.
- Focus on the “**Getting Back to Basics**” Focus Areas first (***Strengthening Our Instructional Core, Caring For Every Child, and Sparking Student Curiosity***)
- Make sure you have something in the “**Community of Believers**” Focus Areas that support your core work (***Strength is Our Team, Responsibility is Shared, System is Effective & Efficient***)

# **Guiding Questions:** Are there any new “objectives” we must **START** to completely address our 2025-2030 Strategic Goals? Do we have 1-2 Objectives to support each Focus Area?

## **“Getting Back to Basics”**

### **We Are Strengthening Our Instructional Core**

- Use data to drive instructional decisions to increase student achievement
- Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
- Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.

### **We Are Caring For Every Child**

- Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
- Increase student attendance and participation.

### **We Are Sparking Student Curiosity**

- Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.
- Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.

## **“Community of Believers”**

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

- TBD- Strategic Objective
- TBD- Strategic Objective

### **Our Responsibility Is Shared**

- TBD- Strategic Objective
- TBD- Strategic Objective

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

- TBD- Strategic Objective
- TBD- Strategic Objective



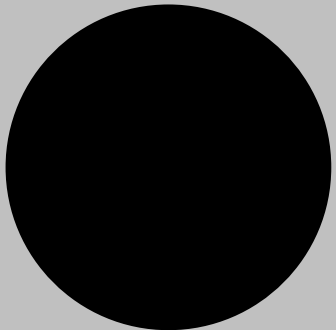


# Where we're going

At our next meeting we will:

- Vote on the 2025-2030 Strategic Plan
- Rank our 2025-2030 Strategic Objectives
- Begin the discussion of the 2026-2027 budget

Let me or the Chair know of any additional information you need for our future discussion.



# Questions?



# Information Items



The Content Mastery component addresses whether our students are achieving at the level necessary to be prepared for the next grade, college, or career.

- It measures student achievement scores on high-stakes assessments, specifically the Georgia Milestones and the Georgia Alternate Assessment 2.0.
- In the areas of English Language Arts (ELA), Mathematics, Science, and Social Studies.
- Our focus is to ensure mastery of grade-level standards and rigorous instruction in all core content areas.

HOW DID THE SCHOOL PERFORM ON  
CONTENT MASTERY?

51.6  +9.8

HOW DID THE DISTRICT AND STATE  
PERFORM?

DISTRICT SCORE

54.9

STATE SCORE

65.6

HOW DID THE SCHOOL PERFORM ON EACH  
CONTENT AREA?

ENGLISH LANGUAGE ARTS

99.42% Participation Rate

54.31  +6.03

MATHEMATICS

98.60% Participation Rate

53.52  +10.06

SCIENCE

97.04% Participation Rate

48.98  +23.02

 [View SCIENCE data](#)

SOCIAL STUDIES

97.78% Participation Rate

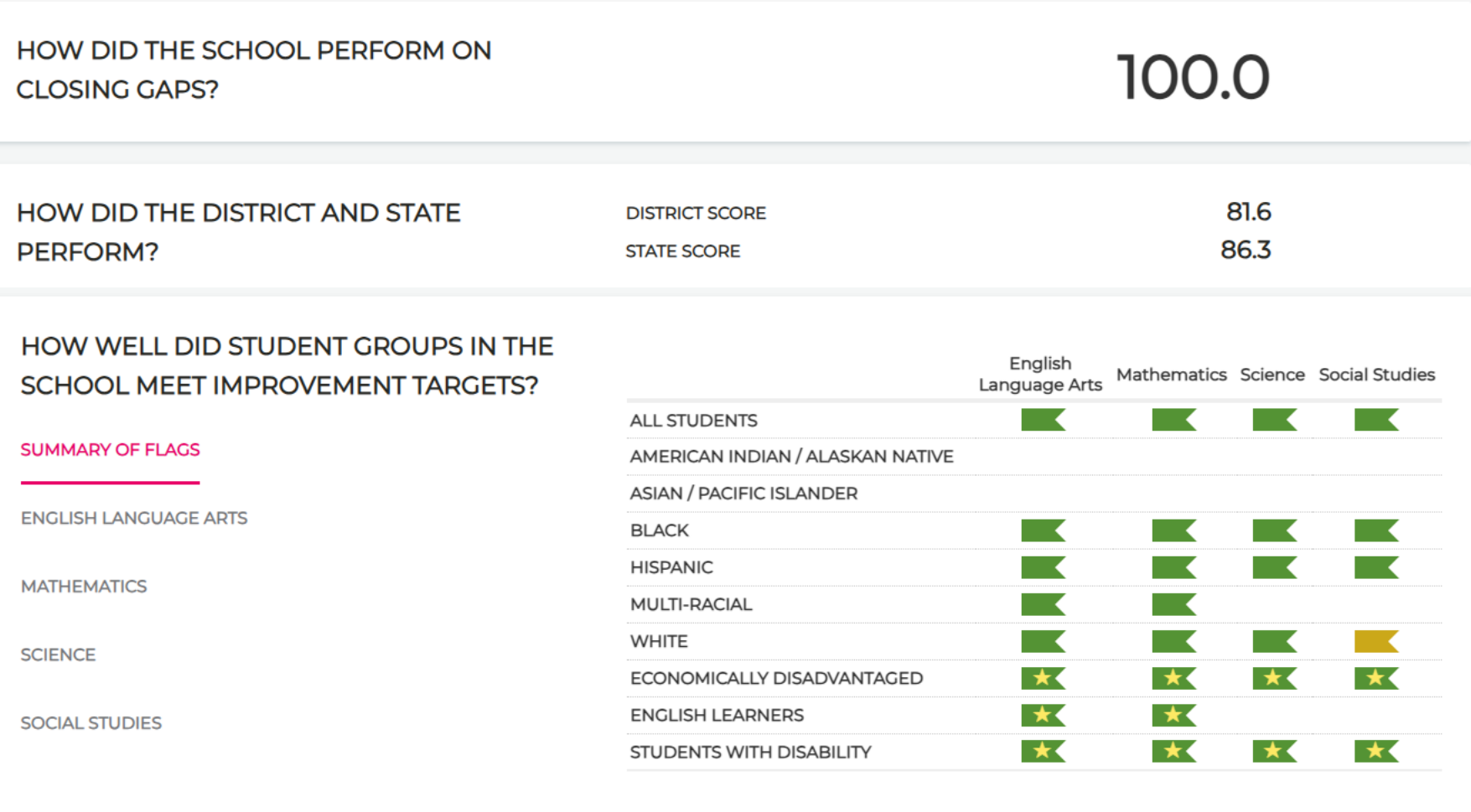
40.41  +7.29

- Progress measures the amount of growth students demonstrate from one year to the next, regardless of their starting point.
- It measures the academic growth in ELA and Math. This indicator uses Student Growth Percentiles (SGPs), which compare a student's growth to that of their academically-similar peers. It assesses how much value we are adding to a student's learning journey.
  - The English Learner Progress portion measures how well our English Learners are progressing towards English language proficiency, assessing movement within or between performance bands.
  - Our focus is to implement targeted, differentiated instruction to ensure every student shows significant academic growth.

HOW DID THE SCHOOL PERFORM ON PROGRESS?		81.2	↑	+5.4
HOW DID THE DISTRICT AND STATE PERFORM?	DISTRICT SCORE	86.1		
	STATE SCORE	83.1		
HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?	ENGLISH LANGUAGE ARTS	83.23	↑	+7.65
	MATHEMATICS	82.75	↓	-0.50
	PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	64.83	↑	+21.28

Closing the gaps component sets the crucial expectation that all students and all student groups must make improvements in achievement rates over time.

- It uses CCRPI improvement targets (represented by improvement flags) for academic achievement. It tracks whether historically lower-performing student groups are making necessary gains to narrow the achievement gap.
- The purpose is to demonstrate the progress we are making in improving student performance among various student groups (e.g., race/ethnicity, disability, English Learners, etc.).
- Our focus is to utilize disaggregated data to identify achievement gaps and implement strategies that support accelerated progress for all student subgroups.



Readiness measures whether students are participating in activities that prepare them for, and demonstrate readiness for, the next educational level, college, or career. Key indicators are:

- At or above grade-level reading: Student foundational literacy skills.
- Student Attendance: Measures non-tardy, non-absent students.
- Beyond the Core: Participation in programs/courses beyond the core academics such as, world language, fine arts, career tech, etc.


HOW DID THE SCHOOL PERFORM ON READINESS?


75.9  +2.1

HOW DID THE DISTRICT AND STATE PERFORM?	DISTRICT SCORE	75.9
	STATE SCORE	83.2


HOW DID THE SCHOOL PERFORM IN EACH AREA OF READINESS?

AT OR ABOVE GRADE-LEVEL READING


 [View AT OR ABOVE GRADE-LEVEL READING data](#)


58.53%  +4.33

STUDENT ATTENDANCE

69.39%  +1.71

BEYOND THE CORE

 [View BEYOND THE CORE data](#)

99.77%  +0.26

# Principal's Report





## **SCHOOL UPDATES**

**Before Presenting to your GO Team:**  
**Insert as many slides as necessary**  
**to highlight items pertinent to your**  
**school and community as part of**  
**the principal report; or just use this**  
**time to speak to items specific for**  
**your stakeholders**

# Cluster Advisory Team Report



# Announcements



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# Thank you