

# GO Team

## Business Meeting #2

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. Graduation Rate *(For High School GO Teams if not previously discussed)*
  - b. 2025-2030 Strategic Plan Development
  - c. Additional Discussion Item *(if needed)*:
- V. Information Items** *(add items as needed)*
  - a. Principal's Report
  - b. APS Forward 2040 –Comprehensive Long-Range Facilities Plan Update
  - c. Additional Information Item *(if needed)*:
- VI. Announcements** *(add items as needed)*
- VII. Public Comment** *(if applicable)*
- VIII. Adjournment**

# 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**

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.**

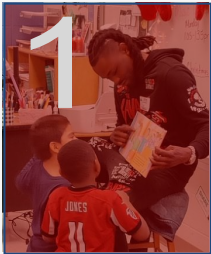
- Expand strategies that reduce chronic absenteeism and disproportionate discipline
- Implement systematic culture and climate strategies
- Increase student access to trusted and reliable adults (eg. mentors, coaches, counselors)

## We Are Sparking Student Curiosity

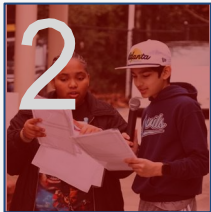
**Atlanta's students will have access to explore and expand their passions and interests.**

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

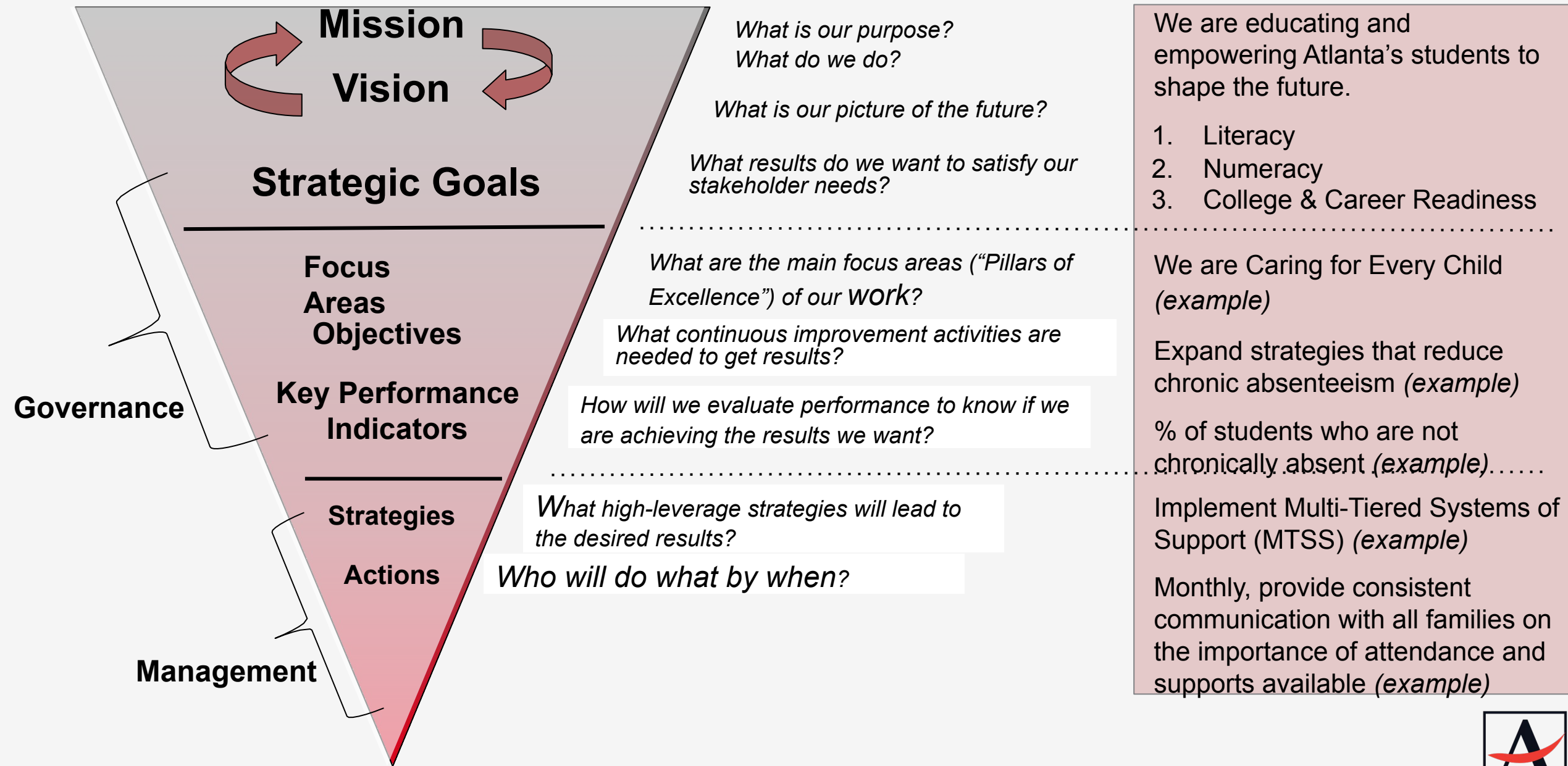
\* Includes Charter and Partner Schools



A woman with glasses and braids, wearing a green polo shirt and a name tag, is pointing at a whiteboard in a classroom. The background shows a typical classroom setting with a whiteboard, a desk, and a trash can.

# 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

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

**SMART Goals**

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

**APS Strategic Priorities & Initiatives**

- 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**  
Collective Action, Engagement & Empowerment

**School Strategic Priorities**

- Increase staff knowledge of math and ELA/reading best practices to impact student learning.
- Increase implementation and intersection of IB and DIU
- Develop a culture with an emphasis on Social Emotional Learning
- Professionally develop the teaching staff by providing tailored, specific PD based on their collective and individual strengths and weaknesses
- Build capacity of staff around ELL learners and strategies and tenets of IB.
- Build a school structure to provide support and opportunities for staff feedback

**School Strategies**

- Create instructional frameworks to guide math and ELA/Reading instruction
- Strengthen language development with a literary focus on interactive Read Alouds in ELA classes.
- Reflect & Revise IB unit planners after implementation in grade PreK – 5<sup>th</sup> grade.
- Increase the amount of time allocated in the master schedule for SEL instruction
- Develop master schedule where teachers have collaborative planning opportunities to improve teacher efficiency in inquiry based instruction in all content areas.
- Dual Language Immersion Program as the approved instructional model for ESOL students in grades K- 5 and provide opportunities and partnership with the ESOL/World Language Department for staff to become ESOL endorsed
- Create a matrix and schedule to ensure all staff are trained on IB annually.
- Consolidate the lead team & pedagogical lead team into one governing body to streamline operation and structure for support

2

## 2025-2026 Continuous Improvement Plan Goals

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

3

## School Data Sheet

<https://tinyurl.com/SchoolDataSheets>

| KPI Summary District                        |                                                           |                                                                                                        |             | Current District Performance | 2030 Goal |
|---------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------|------------------------------|-----------|
| Focus Area                                  | Category                                                  | Metric                                                                                                 | Current KPI | 2030 Goal Change             | 2030 Goal |
| We Are Strengthening Our Instructional Core | Kindergarten ELA                                          | % of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GHDS 2.0             | 46.0%       | + 19.0 pp                    | 65.0%     |
|                                             | Subgroup Proficiency: Black students                      | % of Black students scoring proficient and above on End of Grade Milestones Exams                      | 22.2%       | + 25.0 pp                    | 47.2%     |
|                                             | Subgroup Proficiency: Students with Disabilities          | % of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams          | 11.2%       | + 10.0 pp                    | 21.2%     |
|                                             | Subgroup Proficiency: Economically Disadvantaged students | % of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams | 18.8%       | + 25.0 pp                    | 43.8%     |
|                                             | Subgroup Growth: Black students                           | % of Black students with a Typical or High End of Grade Milestones Student Growth Percentile           | 66.0%       | + 9.0 pp                     | 75.0%     |
|                                             | Subgroup Growth: Students with Disabilities               | % of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile  | 63.6%       | + 11.4 pp                    | 75.0%     |
|                                             | Subgroup Growth: Economically Disadvantaged students      | % of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile  | 65.6%       | + 9.4 pp                     | 75.0%     |
|                                             | English Learners                                          | % of English Learners with a Typical or High ACCESS Student Growth Percentile                          | 65.2%       | + 9.8 pp                     | 75.0%     |
|                                             | State-Identified Schools                                  | # of schools identified on the state lists (CSL, TSL, ATSL)                                            | 32          | - 22 schools                 | 10        |
|                                             |                                                           |                                                                                                        |             |                              |           |
| We Are Caring For Every Child               | Attendance                                                | % of students who are not chronically absent                                                           | 68.8%       | + 11.2 pp                    | 80.0%     |
|                                             | Discipline: All Students                                  | % of students without suspensions                                                                      | 89.5%       | + 5.5 pp                     | 95.0%     |
|                                             | Discipline: Black Students                                | % of Black students without suspensions (OSS)                                                          | 86.4%       | + 8.6 pp                     | 95.0%     |
|                                             | Discipline: Students with Disabilities                    | % of Students with Disabilities students without suspensions (OSS)                                     | 83.4%       | + 11.6 pp                    | 95.0%     |
|                                             | Student-Staff Relationships                               | % of students feeling comfortable going to most or all of the adults in the school for help            | 43.6%       | + 21.4 pp                    | 65.0%     |
| We Are Sparking Student Curiosity           | School Climate*                                           |                                                                                                        | 60.0%       | + 20.2%                      | 80.2%     |
|                                             | Beyond the Core: Elements School*                         |                                                                                                        | 99.0%       | + 98.8%                      | 99.8%     |
|                                             | Beyond the Core: Middle School*                           |                                                                                                        | 99.1%       | + 96.5%                      | 99.6%     |
|                                             | Pathway Completion*                                       |                                                                                                        | 85.0%       | + 78.5%                      | 93.5%     |

Use the QR code to access all school data sheets



ATLANTA PUBLIC SCHOOLS



## 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

4

Identify Additional Goals  
Identify 2025-2030 Strategic  
Objectives

- Reflect on 2020-2025 Strategic Plan
- Review and Discuss

5

Additional Objectives Going  
Forward

**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

KPI Summary

Charles L. Gideons Elementary School



| Focus Area                                  | Category                                                | 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                                             | 13.8%       | + 21.2 pp        | 35.0%     | 13.8%                        |           |
| We Are Strengthening Our Instructional Core | Kindergarten ELA                                        | % of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0            | 54.3%       | + 21.0 pp        | 75.3%     | 54.3%                        |           |
|                                             | Subgroup Proficiency: Black students                    | % of Black students scoring proficient and above on End of Grade Milestones Exams                      | 12.6%       | + 26.0 pp        | 38.6%     | 12.6%                        |           |
|                                             | Subgroup Proficiency: Students with Disabilities        | % of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams          | 3.7%        | + 10.0 pp        | 13.7%     | 3.7%                         |           |
|                                             | Subgroup Proficiency: Economically Disadvantaged stud.. | % of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams | 11.4%       | + 26.0 pp        | 37.4%     | 11.4%                        |           |
|                                             | Subgroup Growth: Black students                         | % of Black students with a Typical or High End of Grade Milestones Student Growth Percentile           | 61.7%       | + 10.7 pp        | 72.4%     | 61.7%                        |           |
|                                             | Subgroup Growth: Students with Disabilities             | % of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile  | 52.9%       | + 10.7 pp        | 63.6%     | 52.9%                        |           |
|                                             | Subgroup Growth: Economically Disadvantaged students    | % of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile  | 61.3%       | + 10.7 pp        | 72.0%     | 61.3%                        |           |
| We Are Caring For Every Child               | Attendance                                              | % of students who are not chronically absent                                                           | 58.9%       | + 15.0 pp        | 73.9%     | 58.9%                        |           |
|                                             | Discipline: All Students                                | % of students without suspensions                                                                      | 99.1%       | —                | 99.1%     | 99.1%                        |           |
|                                             | Discipline: Black Students                              | % of Black students without suspensions (OSS)                                                          | 99.0%       | —                | 99.0%     | 99.0%                        |           |
|                                             | Discipline: Students with Disabilities                  | % of Students with Disabilities students without suspensions (OSS)                                     | 94.9%       | + 3.6 pp         | 98.5%     | 94.9%                        |           |
|                                             | Student-Staff Relationships                             | % of students feeling comfortable going to most or all of the adults in the school for help            | 55.5%       | + 21.0 pp        | 76.5%     | 55.5%                        |           |
|                                             | School Climate*                                         | School climate star rating out of 5                                                                    | 3 ★         | + 1 ★            | 4 ★       | 3 ★                          |           |
| We Are Sparking Student Curiosity           | Beyond the Core: Elementary School*                     | % of K-5 students meeting the CCRPI Beyond the Core Component requirement                              | 99.3%       | + 0.1 pp         | 99.4%     | 99.3%                        |           |
| Our Responsibility Is Shared                | Family Engagement: Support Student Success              | % of favorable responses to "Supporting Student Success" (Family Engagement Survey)                    | 81.4%       | + 6.8 pp         | 88.2%     | 81.4%                        |           |
|                                             | Family Engagement: Parent Portal                        | % of Infinite Campus Parent Portal accounts                                                            | 49.7%       | + 18.9 pp        | 68.6%     | 49.7%                        |           |
| Our System Is Efficient & Effective         | Safety Perception: Grades 3-5                           | % of students choosing very safe or extremely safe to location questions (ES)                          | 57.8%       | + 10.0 pp        | 67.8%     | 57.8%                        |           |
|                                             | Enrollment                                              | School meeting K-12 Enrollment Minimums                                                                | 289         | + 161 students   | 450       | 289                          |           |

## Mission: What is our fundamental purpose and how do we achieve it?

Our mission is to provide every child---regardless of background, need, or identity---a holistic genius-awakening education, built on family-style classrooms, conscious diversity, and scholarly excellence.

# Core Values: Who must we be to achieve our mission?

Core values are the deeply ingrained, shared principles that guide all of our organization's actions at the network, school, and classroom levels.

1. **LOVE** - We do everything with love and compassion. Our geniuses, colleagues, and community feel cared for, respected, and valued by our words and actions.
2. **COLLECTIVE RESPONSIBILITY** - We are a community sharing the responsibility and privilege of educating and empowering our children. We are accountable to one another and achieve results as an interdependent team. I am because we are, and we succeed together.
3. **AUDACITY** - We boldly do what's right for our geniuses, confronting oppressive mindsets head on, and standing for justice in all that we do. We are not constrained by convention or perceived limits and do whatever it takes to provide a genius-awakening education.
4. **EXCELLENCE** - We put forth our best effort and achieve big things. We set and pursue ambitious goals, so our community thrives and our Geniuses are on a path to choice-filled lives. We never stop learning and growing, as scholars and as people .
5. **WHOLENESS** - We understand the importance of balancing and integrating different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We provide a holistic education for our geniuses, and we support each other to be and care for our whole selves.
6. **JOY** - We find, bring, and share joy in our work every day. We practice gratitude, celebrate wins, and offer praise.

# Graduate Profile: What knowledge, skills, and mindsets do we want our graduating 8th-grade geniuses to possess to meet the challenges of high school, college, and the world?

A Kindezi graduate is a --

- **CRITICAL THINKER:** Geniuses analyze, evaluate, and reason effectively. They consider multiple perspectives, ask questions, construct arguments, and solve problems. They develop, refine, and revise ideas based on the best information available.
- **PERSISTENT PROBLEM SOLVER:** Geniuses know how to take on challenges and navigate difficult situations. They are tenacious, creative, and often collaborative, when applying their holistic set of skills to find solutions to complex problems.
- **EMPOWERED LEARNER:** Geniuses are proficient in all academic core subjects, demonstrating high individualized growth. They apply that knowledge to real-world scenarios and challenges. Geniuses continuously seek learning opportunities and knowledge to better themselves, others, and their community.
- **LEADER:** Geniuses have vision and the courage to take initiative. They lead by example and by working with others to achieve a goal and/or serve their community. They are risk-takers and know how to try something new or go against the grain. Geniuses work alongside others as global citizens to pursue justice with shared respect for human dignity. Geniuses stick up for themselves and for other people -- both individuals and groups
- **SAVVY:** Geniuses can read the world around them and make appropriate adaptations with love and authenticity. They have proficient technology skills, awareness of the digital world, and a working knowledge of basic finance. They can make informed, strategic decisions as they mature.
- **SELF-CONFIDENT & SELF-LOVING:** Geniuses know their voice and ideas matter. They have a strong sense of who they are, their strengths and challenges, what they can contribute to their community, and who they want to become. Geniuses ask for what they need. They practice self-compassion and self-regulation. Geniuses know they are inherently valuable and worthy of love.



# 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.



# Alignment with Our Strategic Vision

Our goal is to become a network of schools that **fundamentally changes the trajectory of our students' lives**. The TNTP Insight Surveys are directly aligned with this vision, which is also a core finding from TNTP's report, *The Opportunity Makers*. The report identifies three key focus areas that are critical for schools to drive student academic growth:

- **Belonging:** Creating an emotional climate where students feel accepted and respected, which is a prerequisite for learning.
- **Consistency:** Delivering a consistently high level of teaching and grade-level content for every student.
- **Coherence:** Building a unified instructional program with clear priorities that make sense to all members of the school community, from teachers and students to families.



## Identification of Goals and Action Steps

### Literacy SMART Goal 1/Priority 1:

By the end of the 2025-2026 school year, the % of students in grades 3-5 scoring in the beginner category will decrease by 10% from 54% to 44% and the % of students scoring in the proficient category will increase by 10% from 14% to 24% in Reading/ELA on Milestones Data.

### Strategy:

Implement and monitor an improved observation/feedback, collaborative planning system and data team meetings to improve the quality and effectiveness of instruction.

## Identification of Goals and Action Steps

### Math SMART Goal 2/Priority 2:

By the end of the 2025-2026 school year, the % of students in grades 3-5 scoring in the beginner category will decrease by 10% from 34% to 24% and the % of students scoring in the proficient category will increase by 10% from 19% to 29% in Math on milestones data.

### Strategy:

Implement and monitor an improved observation/feedback, collaborative planning system and data team meetings to improve the quality and effectiveness of instruction.

## Identification of Goals and Action Steps

### Whole Child SMART Goal 3/Priority 3:

By the end of the 2025-2026 school year, the percentage of students with 10 or more absences will decrease from 40% to 30%, giving us a CCRPI of 70% or higher.

### Strategy:

Implement a system to effectively monitor attendance in order to provide early interventions to chronically absent students.



**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.**

# STEAM in Kinder .....





# 5th Grade Math .....



Volume City:  
Adair Park and Pittsburgh Edition Calculations  
\* Completed by Geniuses

| Object               | Expression 1            | Expression 2            | Volume of Object   |
|----------------------|-------------------------|-------------------------|--------------------|
| Mami's Grocery       | $(3 \times 7) \times 3$ | $21 + 21 + 21$          | $63 \text{ cm}^3$  |
| The "Blue" Store     | $(2 \times 6) \times 2$ | $12 + 12$               | $24 \text{ cm}^3$  |
| The "Green" Store    | $7 \times 3 \times 3$   | $(7 \times 3) \times 3$ | $63 \text{ cm}^3$  |
| House                | $(3 \times 4) \times 2$ | $12 + 12$               | $24 \text{ cm}^3$  |
| Metro Library        | $(7 \times 3) \times 7$ | $(7 \times 3) \times 7$ | $147 \text{ cm}^3$ |
| The "White" Store    | $3 \times 3 \times 2$   | $9 + 9$                 | $18 \text{ cm}^3$  |
| House                | $3 \times 4 \times 4$   | $12 + 12 + 12 + 12$     | $48 \text{ cm}^3$  |
| Heritage Station Apt | $(3 \times 3) \times 3$ | $9 + 9 + 9$             | $27 \text{ cm}^3$  |
| Food Hall            | $8 \times 4 \times 2$   | $(8 \times 4) \times 2$ | $64 \text{ cm}^3$  |
| Juicy Joint          | $2 \times 4 \times 3$   | $12 + 12 + 12$          | $36 \text{ cm}^3$  |

Turn →



# Spelling Bee/Picture Bowl/Reading Bowl .....

COME CELEBRATE OUR THIRD, FOURTH  
AND FIFTH GRADE SPELLING GENIUSES

Kindezi @ Gideons

## ANNUAL SPELLING BEE

FRIDAY, DECEMBER 12, 2025

9AM

THE TOP TWO SPELLERS WILL GO ON TO PARTICIPATE IN THE APS DISTRICT SPELLING BEE

## 4th Annual APS Picture Book Bowl

PLAYERS IN GRADES K-3  
EACH TEAM COMPETES IN 4 ROUNDS WITH  
15 QUESTIONS PER ROUND



QUESTIONS ABOUT THE 20 GEORGIA PICTUREBOOK  
NOMINEES

THURSDAY, OCTOBER 30, 2025

9AM-12PM

ONLINE VIA MICROSOFT TEAMS



## HELEN RUFFIN READING BOWL

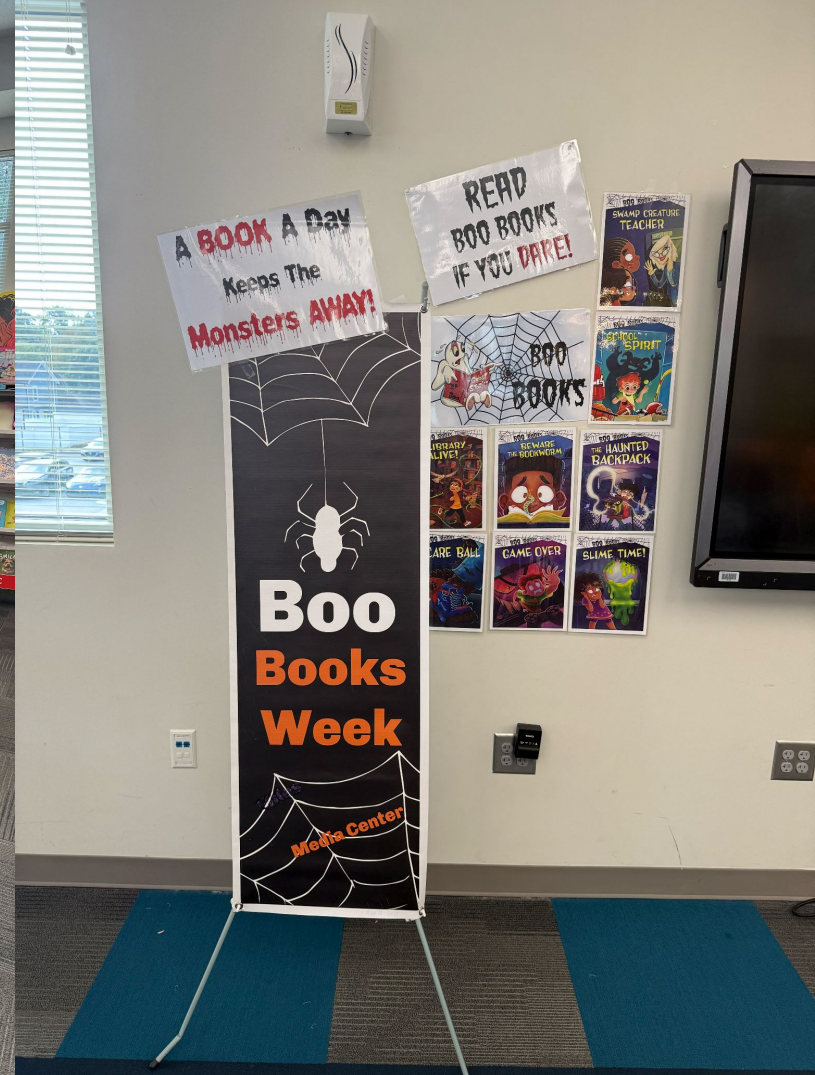
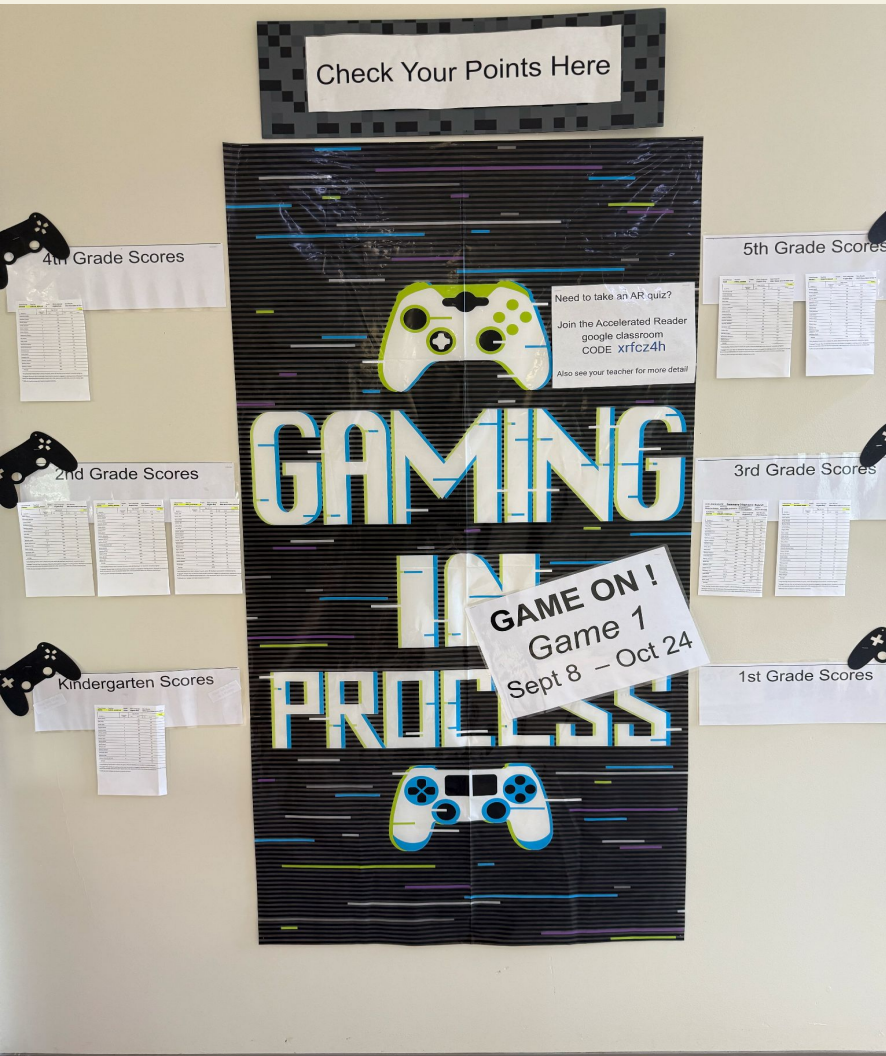
JANUARY 31, 2026

ALL PARTICIPATING ELEMENTARY SCHOOLS ARE REQUIRED TO COMPETE IN A PRELIMINARY CLUSTER BOWL COMPETITION. THE TOP TWO ELEMENTARY TEAMS FROM EACH CLUSTER WILL MOVE ON TO COMPETE IN THE APS DISTRICT COMPETITION ON JANUARY 31, 2026. EACH SCHOOL WILL PARTICIPATE IN SIX ROUNDS. EACH ROUND WILL CONSIST OF TEN QUESTIONS.





# AR/ Book Fair/Boo Books.....





# APS Forward 2040: Reshaping the Future of Education

## Taskforce Meetings

May 8, 2025 - Presentation

August 5, 2025- Presentation

## Upcoming Public Meetings

- October 20
- November 10

**Virtual** – at Noon

**In-person** at 6PM at CLL (130 Trinity Ave)



One District. One Goal. Every Child.

# Comprehensive Long-Range Facilities Plan

[atlantapublicschools.us/APS2040](https://atlantapublicschools.us/APS2040)

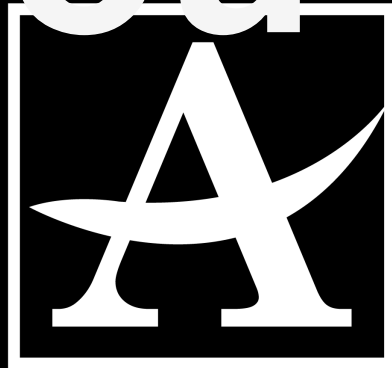
# Questions?



# Thank

you

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