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. School Strategic Plan
        i. Strategic Plan & Priorities Review
        ii. SMART Goals
    B. Data Discussion
        i. MAP Results
        ii. 2025 GA Milestones Results
    C. Stakeholder Engagement at Our School *(if not previously discussed)*
V. **Information Items** *(add items as needed)*
    A. Principal's Report
        i. Enrollment and Leveling Updates *(if not previously presented)*
        ii. Additional Information Items
    B. APS Forward 2040 –Comprehensive Long-Range Facilities Plan Update
VI. **Announcements** *(add items as needed)*
VII. **Public Comment**
VIII. **Ajournment**

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Perkerson Elementary School

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

Vision

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

SMART Goals

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

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

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

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

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

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

Creating a System of School Support
Strategic Staff Support
Equitable Resource Allocation

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School Strategic Priorities

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

School Strategies

1. Provide ongoing professional learning on number sense developmental progressions and pre-Number Talk activities.

2. Implement weekly PLCs focused on building teacher capacity in planning and delivering explicit instruction and utilization of GADOE Math Learning Plans.

3. Provide feedback and coaching to all math teachers through bi-weekly instructional walks focused on the effective implementation of Number Talks and GADOE Math Learning Plans.

4. Students with Disability (SWD)
Provide targeted intervention and enrichment during small group instruction using Numeracy Project resources and diagnostic data (i.e., i-Ready, MAP).
5. Facilitate family math nights and Parent University to engage families in math learning strategies.

School Strategic Priorities

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

School Strategies

1. Provide all ELA teachers with weekly professional learning on the components of the structured literacy framework.

2. During PLCs, embed structured writing instruction using Writable, GADOE writing checklist, as well as Write Score performance tasks to improve students' ability to organize and clearly communicate ideas.

3. Students with Disability (SWD)
Conduct monthly professional learning that provides teachers with maximum coaching in employing the 22 High-Leverage Practices for teaching and learning, with a focus on the instructional and collaboration domains.
4. Implement a Home Literacy Program where students read (or are read to) for at least 20 minutes each evening while encouraging parents to utilize the school-wide Accelerated Reading program.

School Strategic Priorities

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

School Strategies

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

3. Students with Disability (SWD)
Hold monthly attendance support conferences with parents/guardians of SWD who have chronic absenteeism to develop individualized attendance action plans and offer wraparound support.
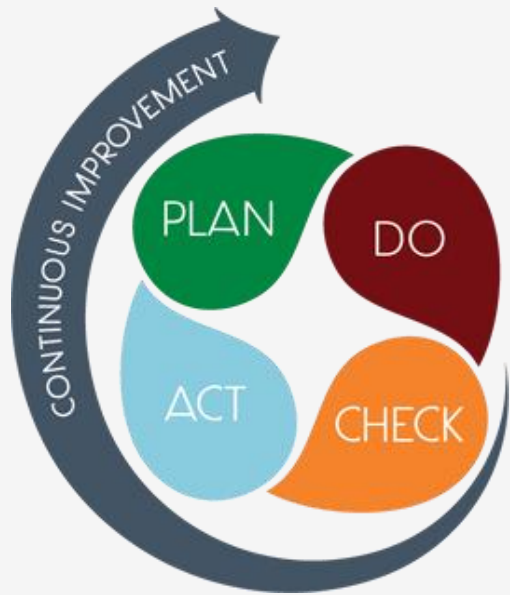
4. Host a Family Attendance Night to educate families on the impact of absenteeism, share school expectations, celebrate students with good attendance, and connect families to community resources

CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN

Strategic Plan Priority

CIP SMART Goal

Key Indicator

Strategic Plan Priority	→	CIP SMART GOAL	→	KEY INDICATOR
Strategic Plan Priority	→	CIP SMART GOAL	→	KEY INDICATOR
Strategic Plan Priority	→	CIP SMART GOAL	→	KEY INDICATOR

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DATA
DISCUSSION

MAP RESULTS

The MAP Growth Comparison displays predicted milestones achievement levels by school for Reading and Math. The ELA and Math view also displays the number of exams administered and grade level performance. Milestone Achievement Level predictions are only for Grades 2nd – 8th.

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	35,933	31%	35%	24%	10%

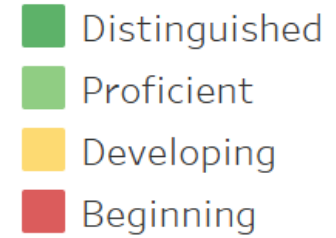| Cluster	Window	Exams			
Carver	Fall 2025-2026	386	35%	47%	17%

School	Window	Exams			
Perkerson	Fall 2025-2026	386	35%	47%	17%

All Students: Beginning-134 students, Developing-181 students, Proficient-65 students, Distinguished-2%=6 students

MAP RESULTS

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	5,305	24%	37%	29%	10%

Cluster	Window	Exams			
Carver	Fall 2025-2026	79	27%	43%	28%

School	Window	Exams			
Perkerson	Fall 2025-2026	79	27%	43%	28%

All Students: Beginning-21 students, Developing-34 students, Proficient-22 students, Distinguished-3%=2 students
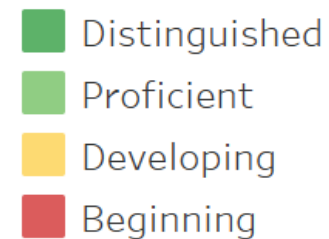
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MAP RESULTS

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	5,420	27%	33%	26%	14%

Cluster	Window	Exams				
Carver	Fall 2025-2026	84	48%	33%	15%	4%

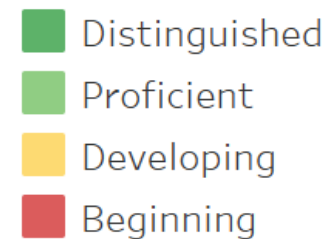| School	Window	Exams				
Perkerson	Fall 2025-2026	84	48%	33%	15%	4%

All Students: Beginning-40 students, Developing-28 students, Proficient-13 students, Distinguished-3 students

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MAP RESULTS

4th Grade

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	5,427	29%	36%	24%	11%

Cluster	Window	Exams			
Carver	Fall 2025-2026	124	31%	54%	15%

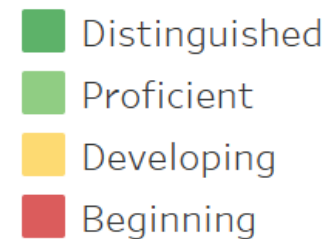| School	Window	Exams			
Perkerson	Fall 2025-2026	124	31%	54%	15%

All Students: Beginning-39 students, Developing-67 students, Proficient-18 students, Distinguished-0 students

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MAP RESULTS

5th Grade

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	5,360	31%	35%	26%	8%

Cluster	Window	Exams			
Carver	Fall 2025-2026	99	34%	53%	12%

School	Window	Exams			
Perkerson	Fall 2025-2026	99	34%	53%	12%

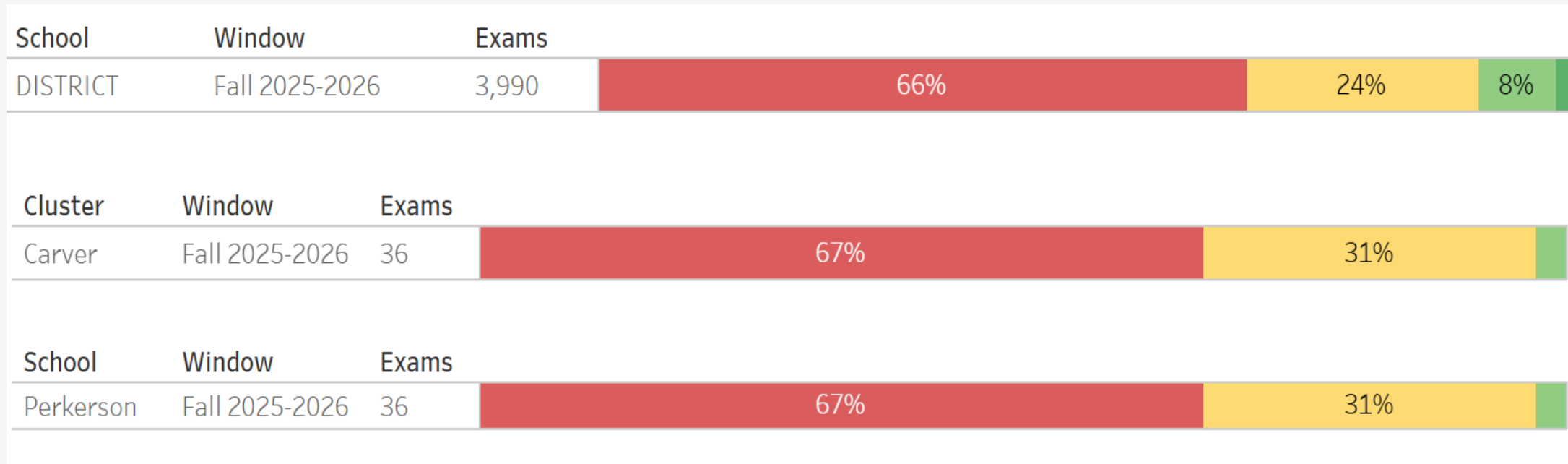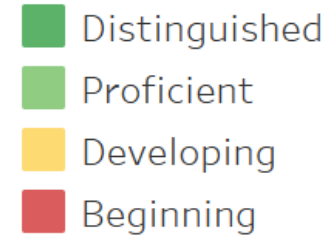**All Students: Beginning-34 students, Developing-52 students, Proficient-12 students, Distinguished-1%= 1 student**

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MAP RESULTS

Special Education

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams			
DISTRICT	Fall 2025-2026	3,990	66%	24%	8%

Cluster	Window	Exams		
Carver	Fall 2025-2026	36	67%	31%

School	Window	Exams		
Perkerson	Fall 2025-2026	36	67%	31%

All Students: Beginning-24 students, Developing-11 students, Proficient-3%=1 student, Distinguished-0 students

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MAP RESULTS

Predicted Proficiency Level
- 🟩 Distinguished
- 🟩 Proficient
- 🟨 Developing
- 🟥 Beginning
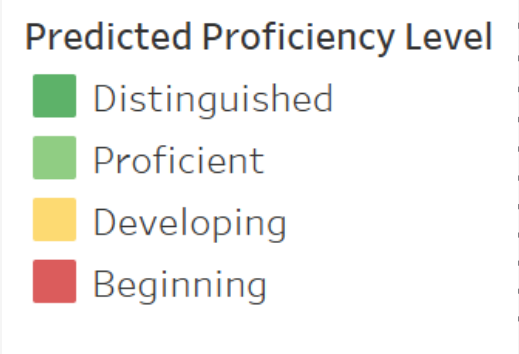
School	Window	Exams				
DISTRICT	Fall 2025-2026	10,789	31%	30%	27%	13%

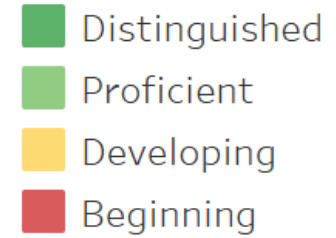| Cluster	Window	Exams				
Carver	Fall 2025-2026	188	40%	40%	16%	

School	Window	Exams				
Perkerson	Fall 2025-2026	188	40%	40%	16%	

All Students: Beginning-76 students, Developing-75 students, Proficient-31 student, Distinguished-3%=6 students

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MAP RESULTS

Reading 2nd Grade

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

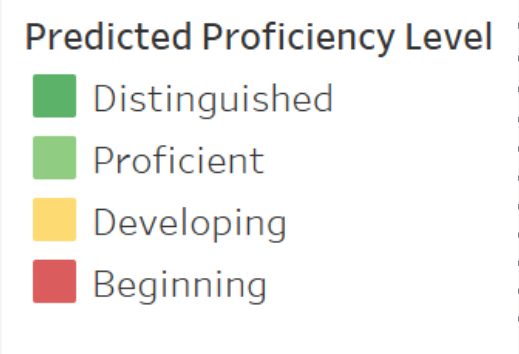| School	Window	Exams				
DISTRICT	Fall 2025-2026	2,662	29%	32%	26%	13%

Cluster	Window	Exams				
Carver	Fall 2025-2026	36	36%	42%	17%	6%

School	Window	Exams				
Perkerson	Fall 2025-2026	36	36%	42%	17%	6%

All Students: Beginning-13 students, Developing-15 students, Proficient-6 student, Distinguished-2 students

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MAP RESULTS

Reading 3rd Grade

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	2,721	33%	28%	24%	15%

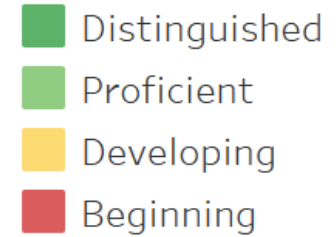| Cluster	Window	Exams				
Carver	Fall 2025-2026	42	60%	21%	12%	7%

School	Window	Exams				
Perkerson	Fall 2025-2026	42	60%	21%	12%	7%

All Students: Beginning-25 students, Developing-9 students, Proficient-5 student, Distinguished-3 students

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MAP RESULTS

Reading 4th Grade

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	2,717	31%	29%	25%	14%

Cluster	Window	Exams			
Carver	Fall 2025-2026	61	38%	48%	15%

School	Window	Exams			
Perkerson	Fall 2025-2026	61	38%	48%	15%

All Students: Beginning-23 students, Developing-29 students, Proficient-9 student, Distinguished-0 students

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MAP RESULTS

Reading 5th Grade

Predicted Proficiency Level
- 🟩 Distinguished
- 🟢 Proficient
- 🟨 Developing
- 🟥 Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	2,689	30%	29%	31%	10%

Cluster	Window	Exams			
Carver	Fall 2025-2026	49	31%	45%	22%

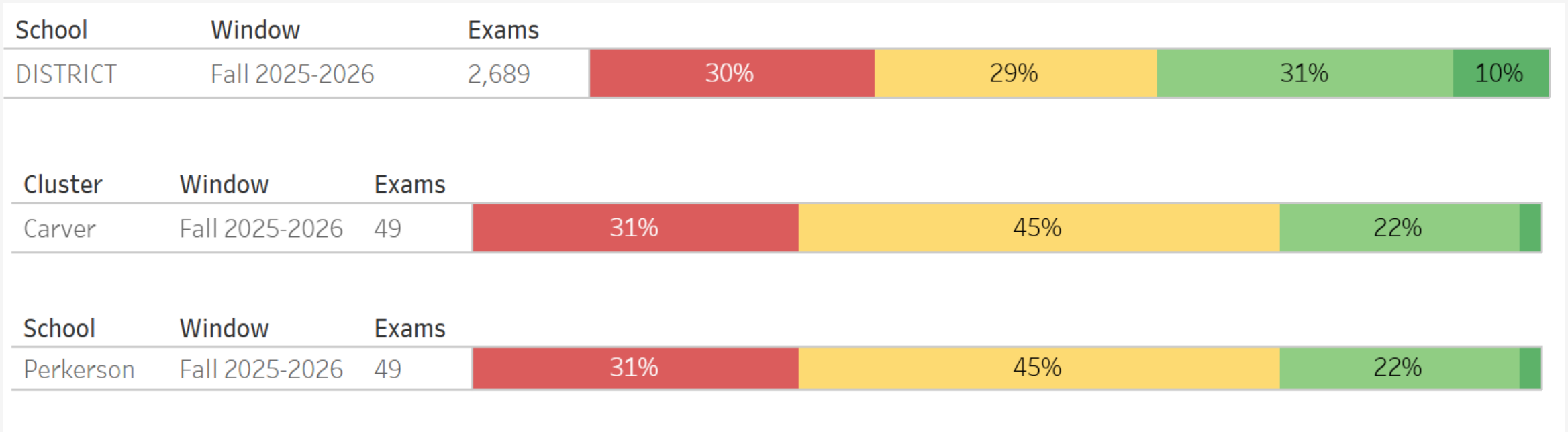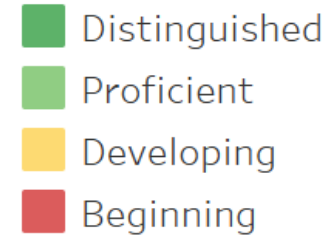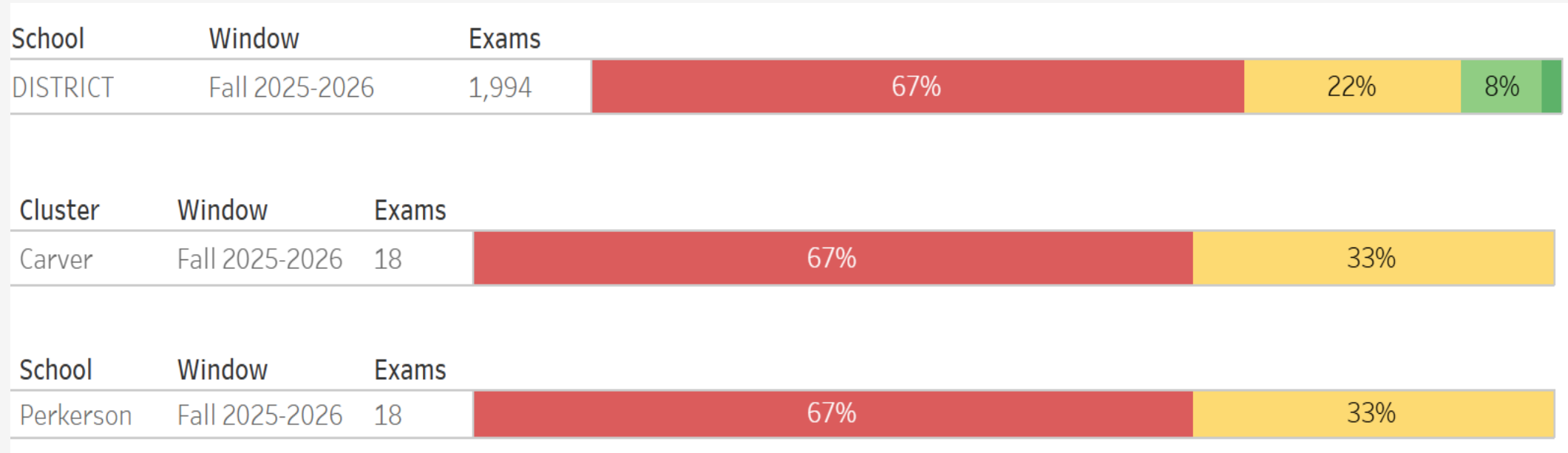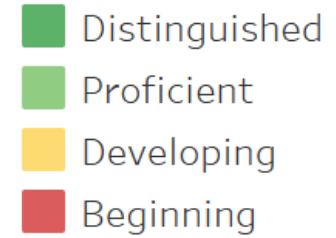| School	Window	Exams			
Perkerson	Fall 2025-2026	49	31%	45%	22%

All Students: Beginning-15 students, Developing-22 students, Proficient-11 students, Distinguished-2%= 1 student

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MAP RESULTS

Reading Special Education

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams			
DISTRICT	Fall 2025-2026	1,994	67%	22%	8%

Cluster	Window	Exams		
Carver	Fall 2025-2026	18	67%	33%

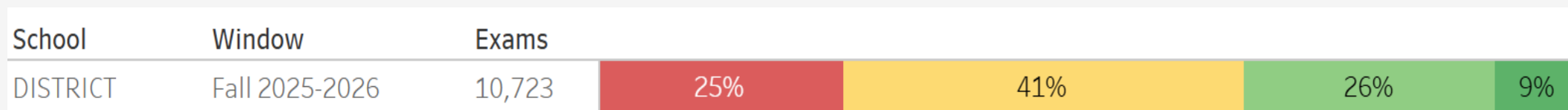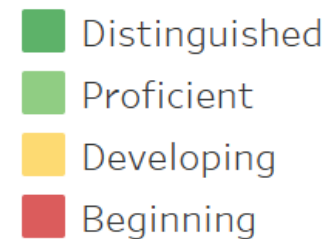| School	Window	Exams		
Perkerson	Fall 2025-2026	18	67%	33%

All Students: Beginning-12 students, Developing-6 students, Proficient-0 students, Distinguished-0 students

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MAP RESULTS

Math All

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	10,723	25%	41%	26%	9%

Cluster	Window	Exams			
Carver	Fall 2025-2026	198	29%	54%	17%

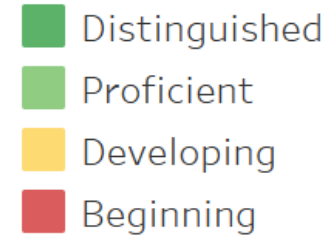| School	Window	Exams			
Perkerson	Fall 2025-2026	198	29%	54%	17%

All Students: Beginning-58 students, Developing-106 students, Proficient-34 student, Distinguished-0 students

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MAP RESULTS

Math 2nd Grade

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	2,643	18%	42%	31%	8%

Cluster	Window	Exams			
Carver	Fall 2025-2026	43	19%	44%	37%

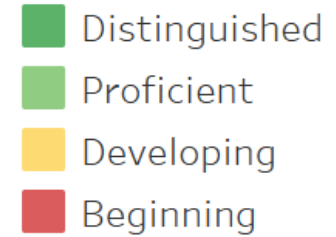| School	Window	Exams			
Perkerson	Fall 2025-2026	43	19%	44%	37%

All Students: Beginning-8 students, Developing-19 students, Proficient-16 student, Distinguished-0 students

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MAP RESULTS

Math 3rd Grade

Predicted Proficiency Level
- 🟩 Distinguished
- 🟩 Proficient
- 🟨 Developing
- 🟥 Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	2,699	21%	38%	27%	13%

Cluster	Window	Exams			
Carver	Fall 2025-2026	42	36%	45%	19%

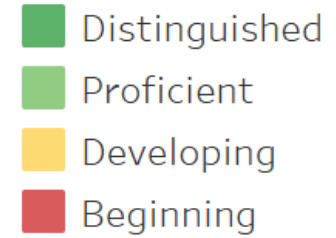| School	Window	Exams			
Perkerson	Fall 2025-2026	42	36%	45%	19%

All Students: Beginning-15 students, Developing-19 students, Proficient-8 students, Distinguished-0 students

MAP RESULTS

Math 4th Grade

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams	Beginning	Developing	Proficient	Distinguished
DISTRICT	Fall 2025-2026	2,710	27%	42%	24%	7%

Cluster	Window	Exams	Beginning	Developing	Proficient
Carver	Fall 2025-2026	63	25%	60%	14%

School	Window	Exams	Beginning	Developing	Proficient
Perkerson	Fall 2025-2026	63	25%	60%	14%

All Students: Beginning-16 students, Developing-38 students, Proficient-9 student, Distinguished-0 students

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MAP RESULTS

Math 5th Grade

Predicted Proficiency Level
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams				
DISTRICT	Fall 2025-2026	2,671	33%	40%	20%	7%

Cluster	Window	Exams		
Carver	Fall 2025-2026	50	38%	60%

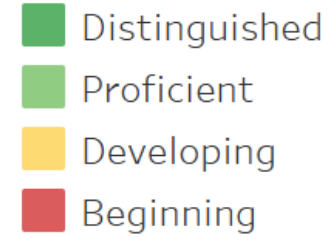| School	Window	Exams		
Perkerson	Fall 2025-2026	50	38%	60%
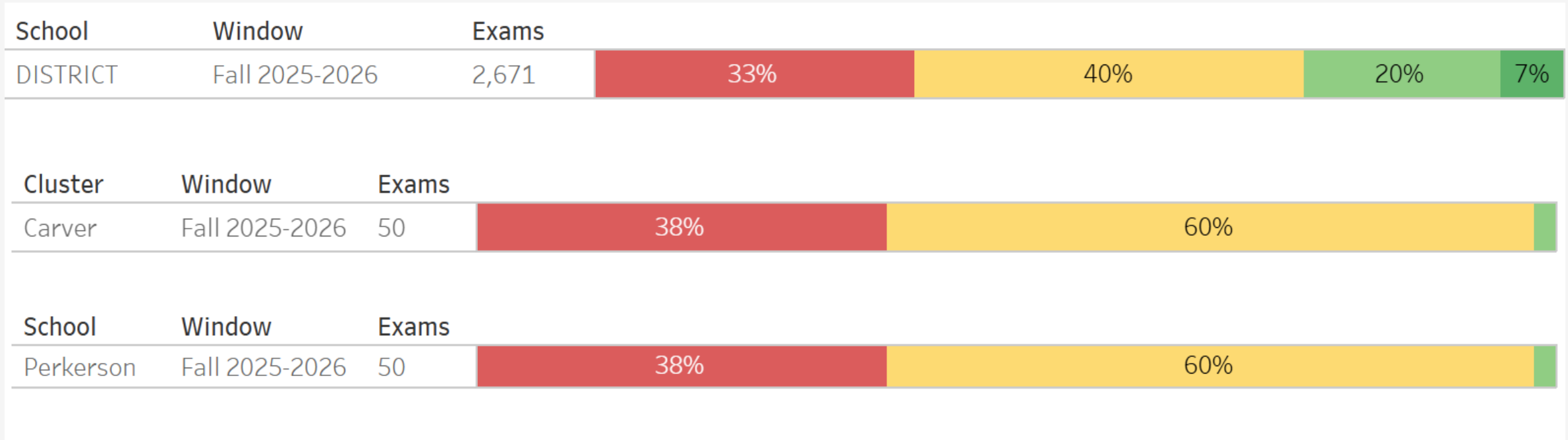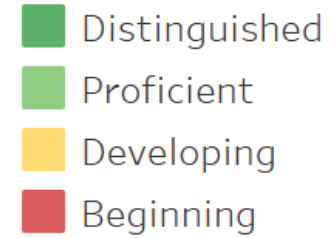
All Students: Beginning-19 students, Developing-30 students, Proficient-1 student, Distinguished-0 students

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MAP RESULTS

Math Special Education

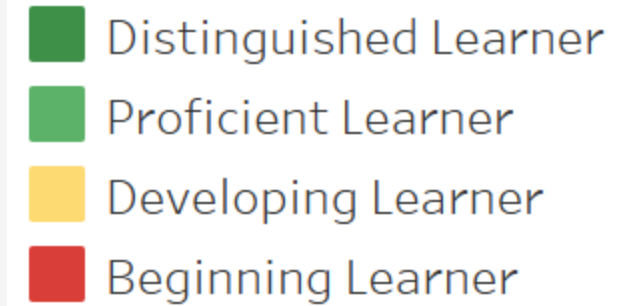**Predicted Proficiency Level**
- Distinguished
- Proficient
- Developing
- Beginning

School	Window	Exams			
DISTRICT	Fall 2025-2026	1,996	66%	25%	7%

Cluster	Window	Exams			
Carver	Fall 2025-2026	18	67%	28%	6%

School	Window	Exams			
Perkerson	Fall 2025-2026	18	67%	28%	6%

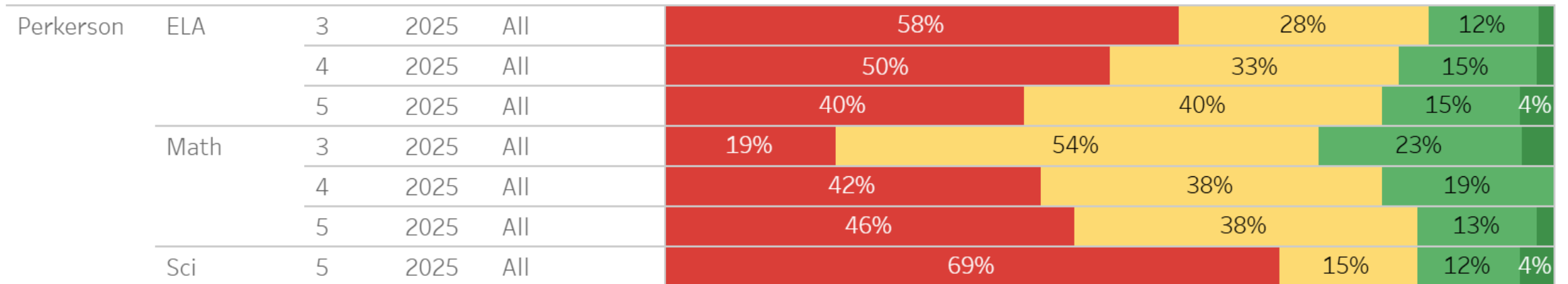**All Students: Beginning-12 students, Developing-5 students, Proficient-1 student, Distinguished-0 students**
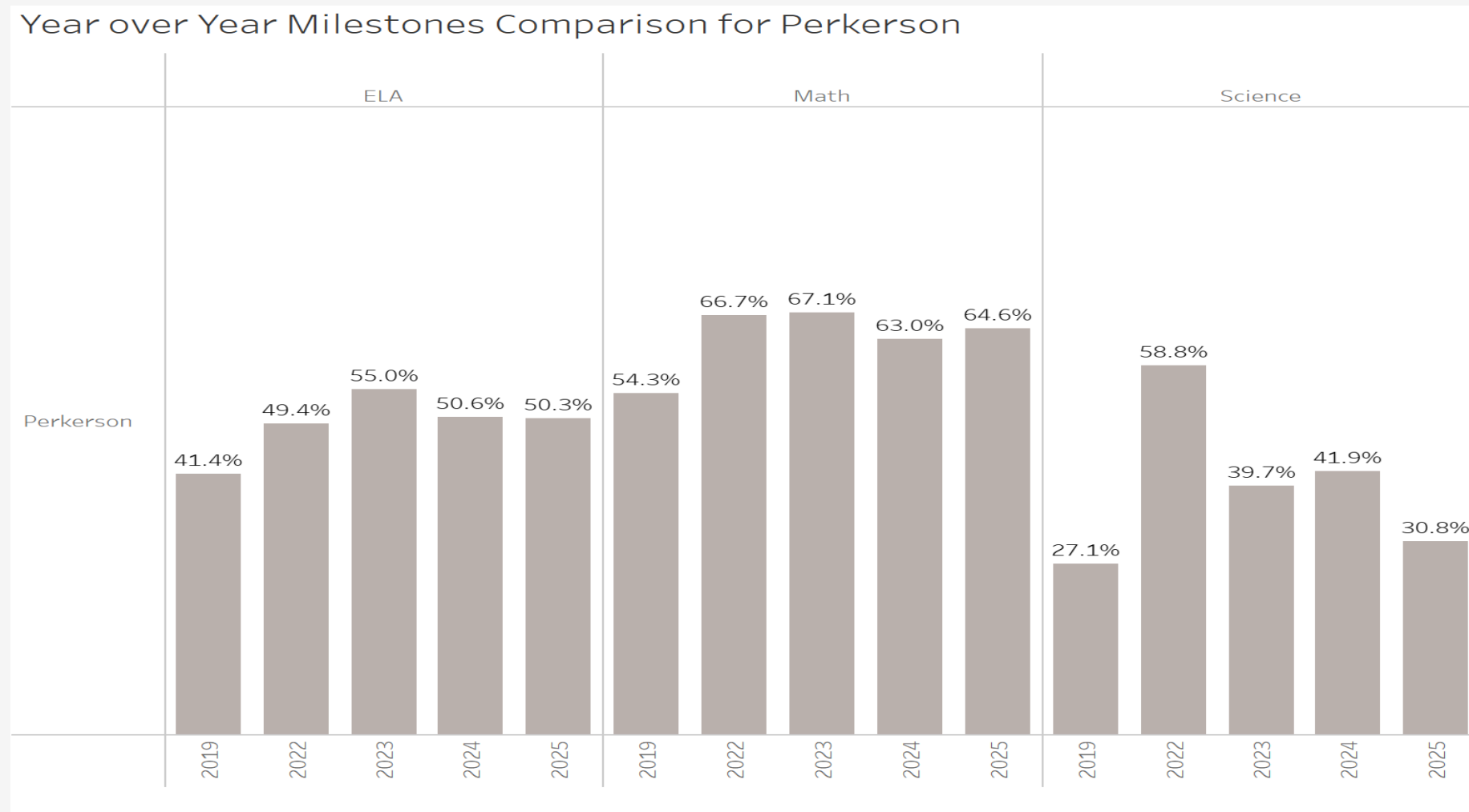
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GMAS RESULTS

All Grades All Subjects

Legend:
- ■ Distinguished Learner
- ■ Proficient Learner
- ■ Developing Learner
- ■ Beginning Learner

Milestone Grade and Subject Comparison for **Perkerson**

School	Subject	Grade	Year	Group	Beginning	Developing	Proficient	Distinguished
Perkerson	ELA	3	2025	All	58%	28%	12%	
		4	2025	All	50%	33%	15%	
		5	2025	All	40%	40%	15%	4%
	Math	3	2025	All	19%	54%	23%	
		4	2025	All	42%	38%	19%	
		5	2025	All	46%	38%	13%	
	Sci	5	2025	All	69%	15%	12%	4%

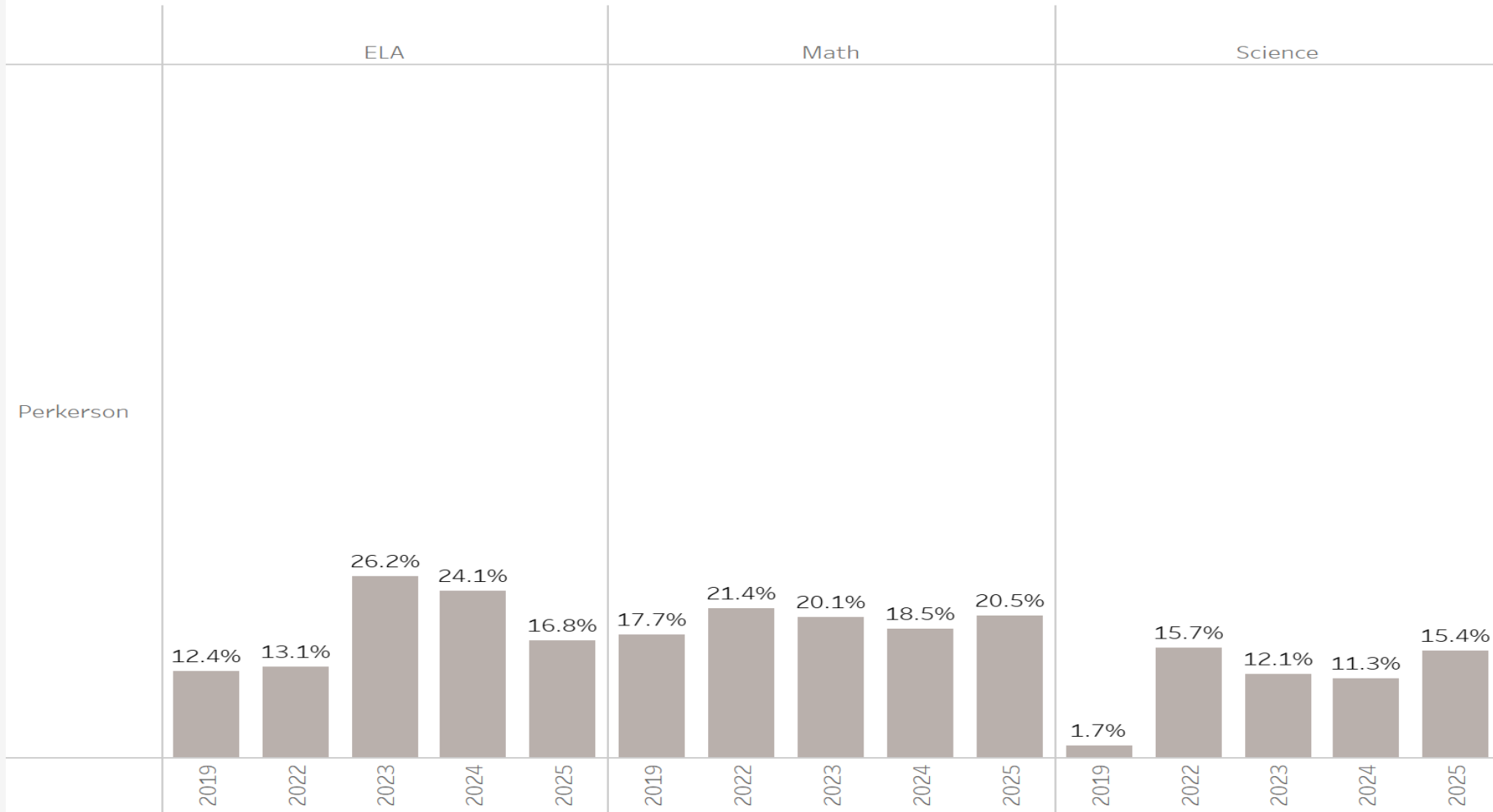Within School Comparison shows achievement levels by grade and subject.

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GMAS RESULTS

2024 vs. 2025 Developing and Above
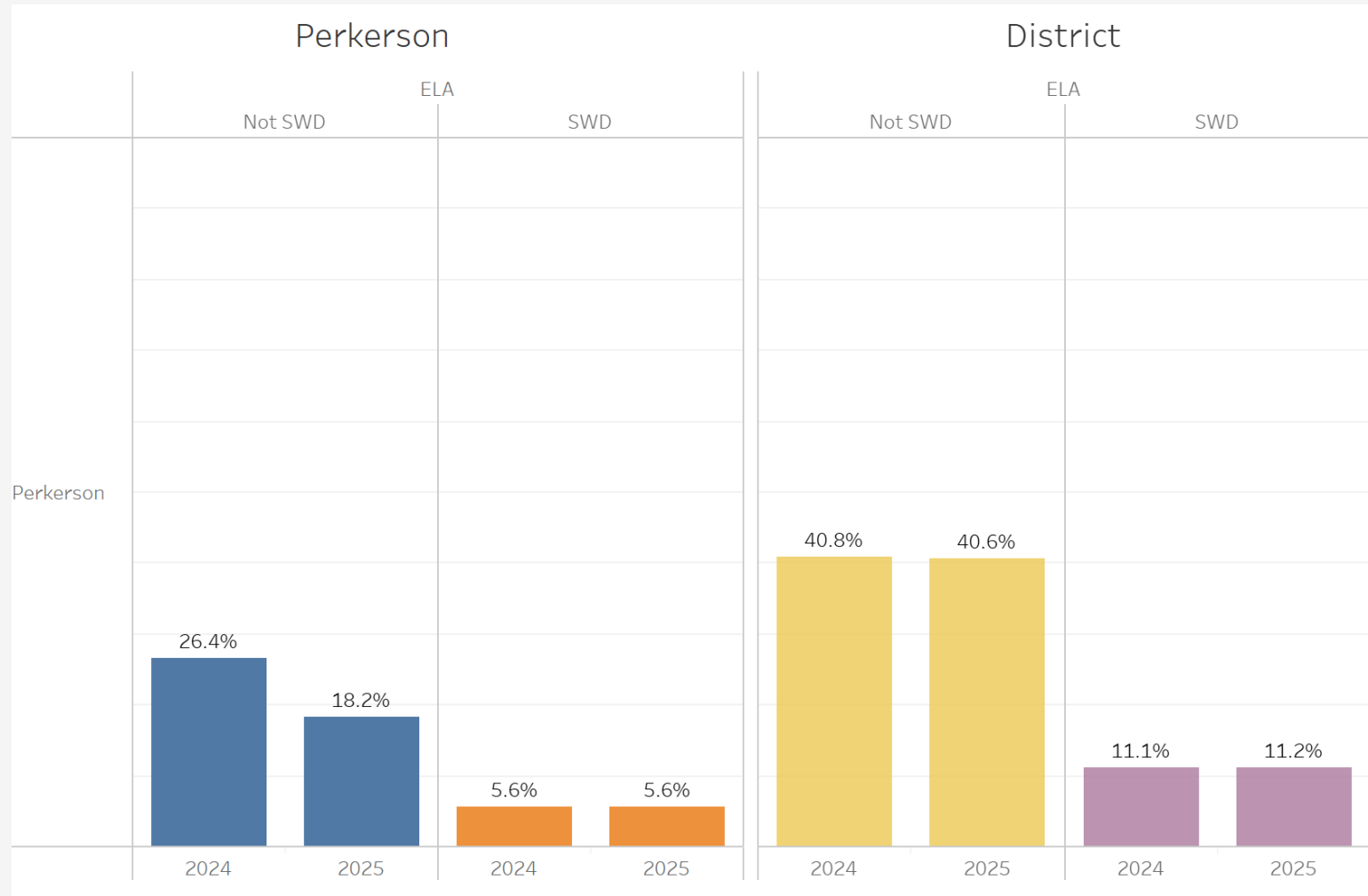
Year over Year Milestones Comparison for Perkerson

	ELA					Math					Science				
Perkerson	41.4%	49.4%	55.0%	50.6%	50.3%	54.3%	66.7%	67.1%	63.0%	64.6%	27.1%	58.8%	39.7%	41.9%	30.8%
	2019	2022	2023	2024	2025	2019	2022	2023	2024	2025	2019	2022	2023	2024	2025

GMAS RESULTS

2024 vs. 2025 Proficient and Above

Year over Year Milestones Comparison for Perkerson

	ELA	Math	Science
Perkerson	2019: 12.4% 2022: 13.1% 2023: 26.2% 2024: 24.1% 2025: 16.8%	2019: 17.7% 2022: 21.4% 2023: 20.1% 2024: 18.5% 2025: 20.5%	2019: 1.7% 2022: 15.7% 2023: 12.1% 2024: 11.3% 2025: 15.4%

GMAS RESULTS

SWD ELA 2024 vs 2025 Developed and Above
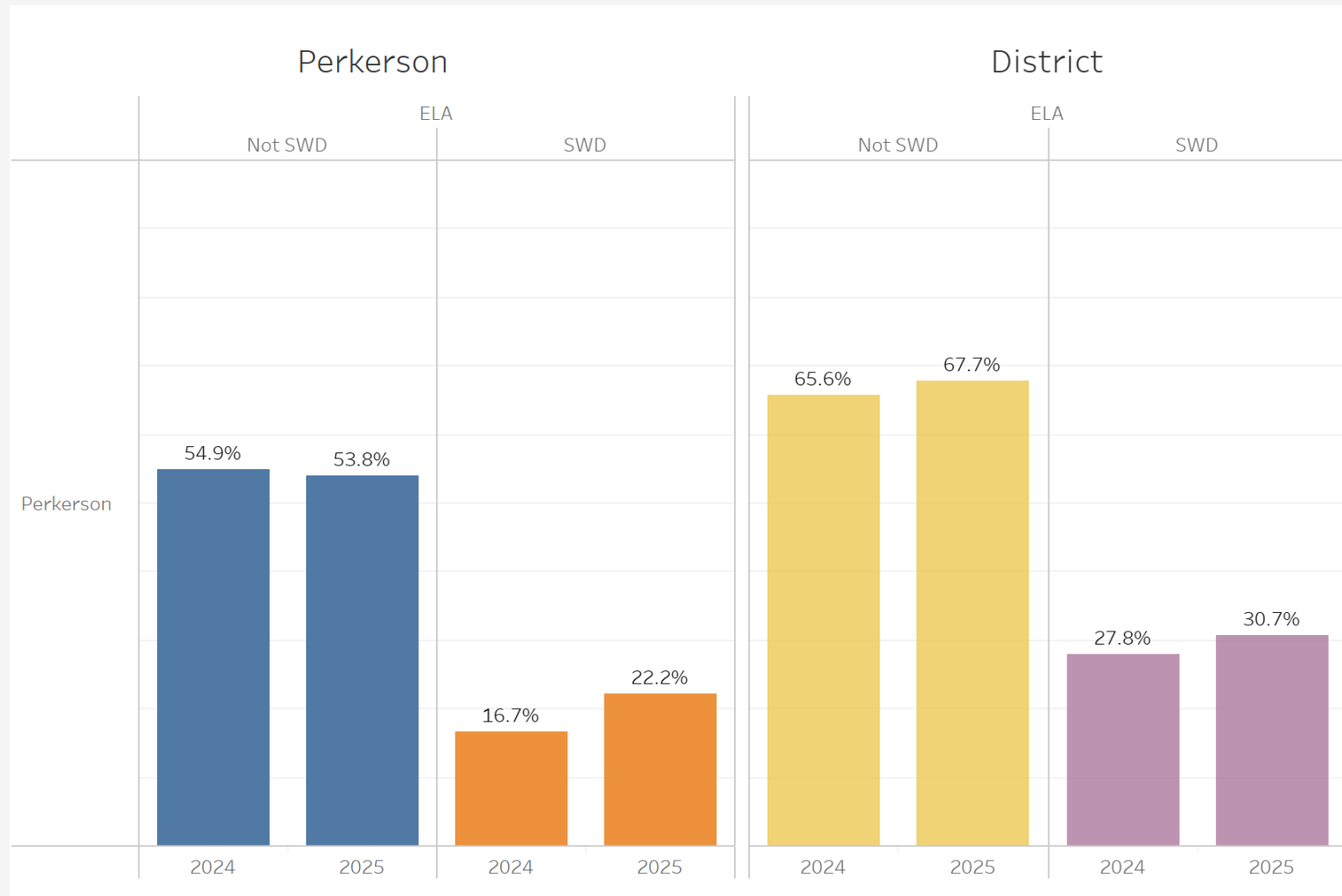
GMAS RESULTS

SWD ELA 2024 vs 2025 Proficient and Above

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GMAS RESULTS

SWD Math 2024 vs 2025 Developed and Above

Perkerson | District
Math | Math
Not SWD | SWD | Not SWD | SWD

Perkerson
- Not SWD: 2024 67.4%, 2025 68.5%
- SWD: 2024 27.8%, 2025 33.3%

District
- Not SWD: 2024 71.6%, 2025 76.2%
- SWD: 2024 33.5%, 2025 35.7%
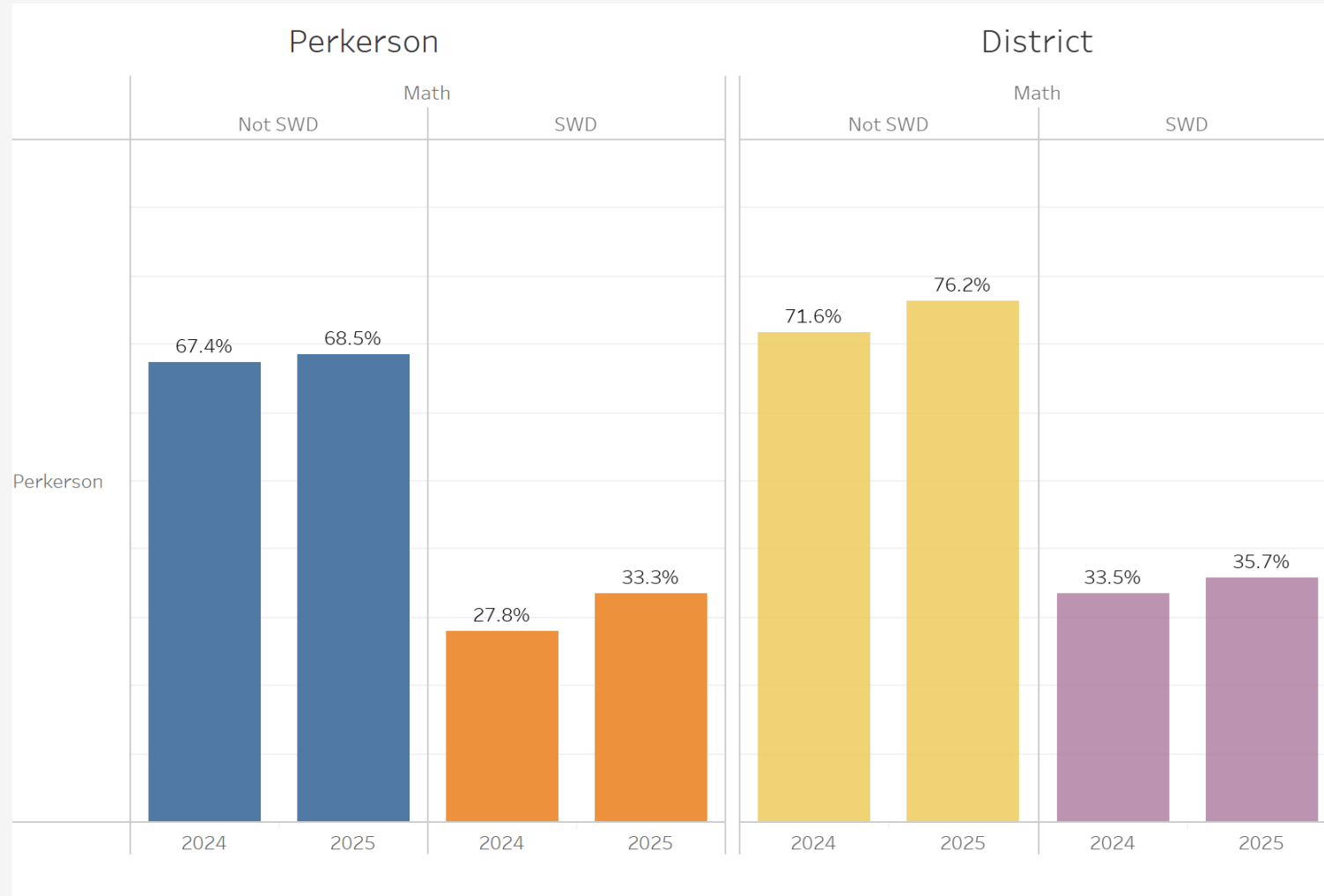
GMAS RESULTS

SWD Math 2024 vs 2025 Proficient and Above
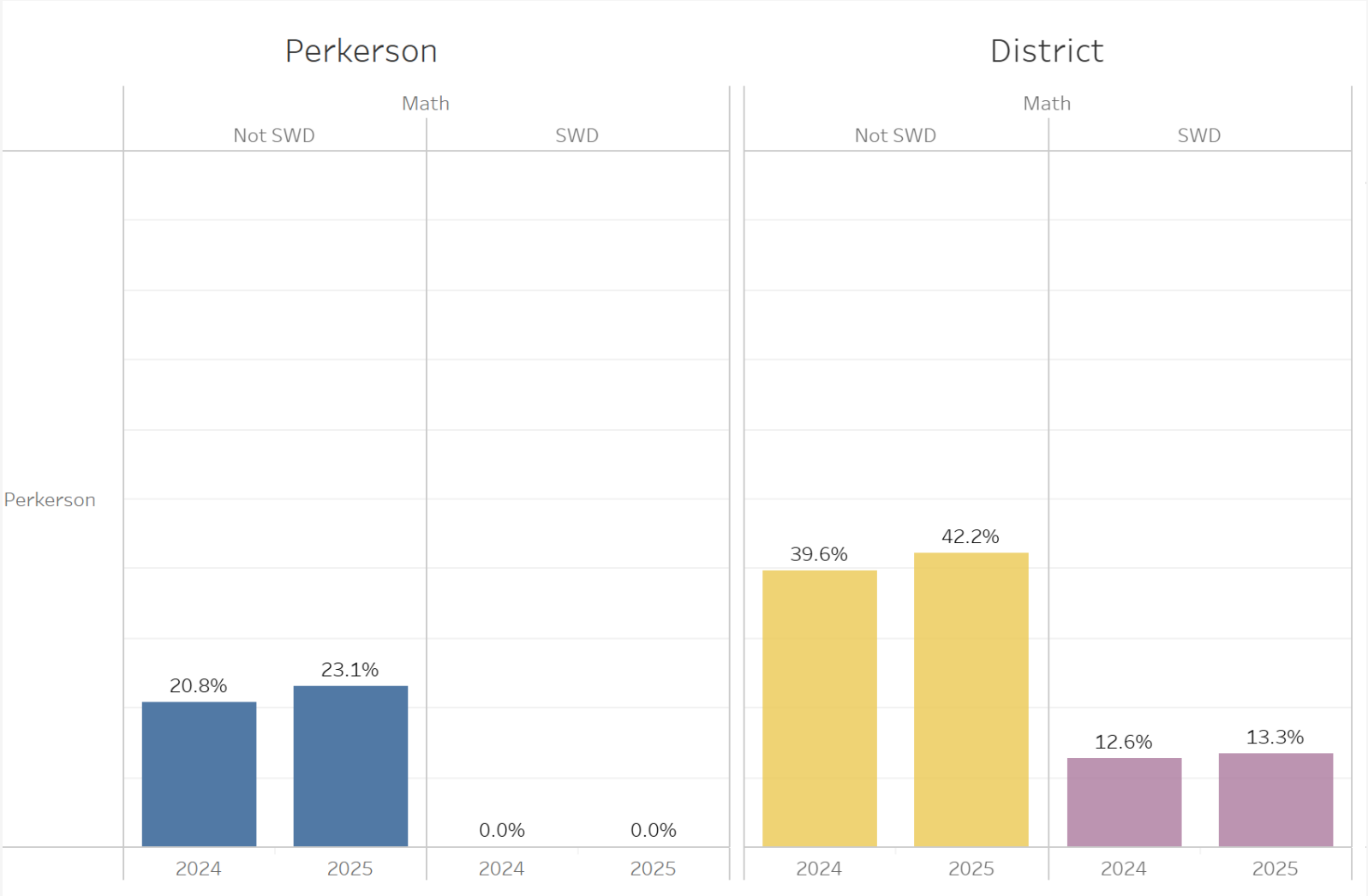
GLOWS

- The overall math proficiency increased from 18.5% to 20.5%, showing an upward trend in students' mathematical understanding.

- Students with disabilities (SWD) showed improvement in both ELA and math, with the percentage of students at a developing or above level increasing in both subjects.

- The 4th-grade class has a large percentage of students (54%) in the developing category for All Students, indicating a strong foundational knowledge base that can be built upon.

- The 3rd-grade math class had a high developing and above score (77%) on the Georgia Milestones, demonstrating a solid performance foundation.

- The 5th-grade class has the highest percentage of students who are proficient and above in ELA on the Georgia Milestones (19%) compared to other grades.

GROWS

- There's a significant disparity in performance between students with disabilities (SWD) and the general population, as only 3% of SWD are proficient or above in all subjects, and none are distinguished.

- Overall ELA proficiency declined, falling from 24.1% in 2023-2024 to16.8% in 2024-2025, which warrants further investigation and targeted intervention.

- Science scores have decreased significantly, with the percentage of students at developing and above falling from 41.9% to 30.8%, and proficient and above from 11.3% to 15.4% which still isa problem.

- Proficient and above scores for all students in Reading are low, with only16% of all students reaching this level.

- A concerningly high percentage of students with disabilities (SWD) are in the beginning category across all subjects, with 67% in both reading and math.

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GO TEAM DISCUSSION: DATA PROTOCOL

- What do you notice?

- What are your wonderings?

- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?

- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?

- What additional questions do you have?

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Timeline for GO Teams

You are **HERE**

1

Fall 2021
GO Team Developed 2021-2025 Strategic Plan

2

Summer
School Leadership completed Needs Assessment and defined overarching needs

3

August
School Leadership completed Continuous Improvement Plan

4

Sept. - Dec.
GO Team reviews progress on current strategic plan.

GO Team develops 2025-2030 School Strategic Plan

5

Before Winter Break
GO Team will take action (vote) on the rank of the strategic plan priorities for SY26-27 in preparation for budget discussions.

QUESTIONS?

Upcoming Facilities Meeting

In-Person
October 20, 2025 - 6:00 PM
November 10, 2025 - 6:00 PM
Center for Learning and Leadership (CLL)
130 Trinity Avenue, Atlanta, GA 30303

Virtual
September 24th 6:00 PM

September 25th 12:00 PM

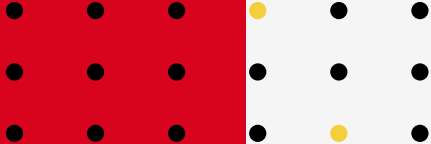October 20th 12:00 PM

November 10 12:00PM

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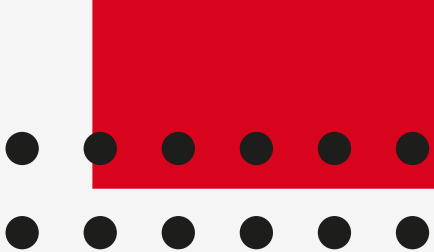
PRINCIPAL'S REPORT

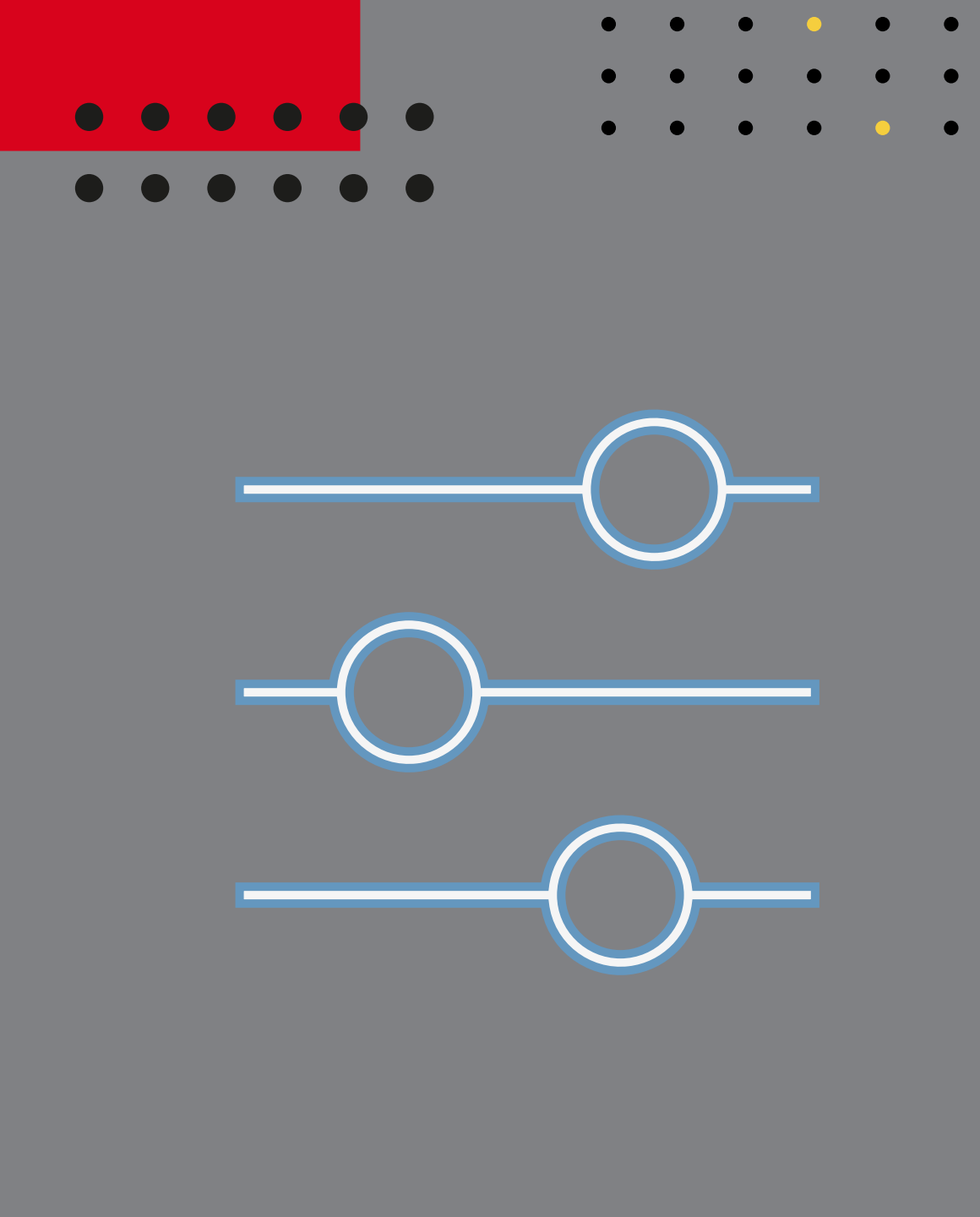ATLANTA PUBLIC SCHOOLS
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Perkerson Elementary School
LEVELING AND
FY26 BUDGET ADJUSTMENT

Enrollment

Projected Enrollment	**300**
15-Day Count(08.22.25) Enrollment	305
Difference	5

Budget Adjustment*   *$109,152.00*

*The budget adjustment reflects the impact of the following: Enrollment changes, school reserves, Title I Part A, Title I- Family Engagement

HOLD HARMLESS

To support academic stability in schools, budgets were not reduced beyond school reserves.

PLAN FOR FY26 LEVELING RESERVE

$109,152.00

Position Changes			
Add/Reduce	**Position**	**FTE**	**Dollar Amount**
			$ -
			$ -
			$ -
			$ -

Non-Salary Changes		
Type	**Account**	**Dollar Amount**
Hourly	Hourly Parent Liaison	$ 17,000
OtherNonSalary	Contracted Services for Professional Development	$ 14,400
OtherNonSalary	Media Supplies	$ 10,000
Hourly	Hourly Teacher	$ 27,435
OtherNonSalary	Teaching/Other Supplies	$ 28,317
OtherNonSalary	Instructional Employee Travel	$ 8,000
OtherNonSalary	Administrative Employee Travel	$ 4,000
		$ -

FY26 District SDI Allocation Budget

Title I, Part A, School Improvement				
SDI Allocation Budget for - Perkerson Elementary			$ 75,000.00	
Function Code	Object Code	Description - Please provide additional details (other than what is provided) for each description when entering your budget in this sheet and into the Consolidated Application	Amount (rounded up to nearest dollar)	**BUDGET NOTES**
1000- Instruction (GaDOE approved activities dealing directly with the interaction between teachers and students)				
1000	110 - Teachers	The contract salary of full-time and part-time teachers whose employment requires that they hold a valid Georgia teacher certificate. Teacher will be used to address needs identified during the school improvement process.	$ -	
1000	113 - Substitutes	Portion of costs for work performed by employees of the school district who are hired on a temporary basis or as a substitute for any certified employee. *Only to be used for staff to attend SDI approved professional learning*	$ 23,374.08	Substuties provided for monthly planning sessions with teachers. 4 planning days/month for 8 months for 6 teachers. With FICA
1000	140 – Aids, Paraprofessionals	Salaries of aides and paraprofessionals who assist in the classrooms with student instruction to address needs identified during the school improvement	$ -	
1000	199 – Other Salaries and Compensation	Tutors (Employee hourly off contract pay) - # of tutors, hourly rate, number of days to address needs identified during the school improvement process	$ 35,280.00	Teacher Tutor- teachers 2x/wk for 20 weeks (4 small group sessions a day=4hrs/daily @$35/hr)

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FY26 District SDI Allocation Budget Cont.

1000	**532** - Communications – Web-based Subscriptions and Licenses	This category includes licenses and fees for services such as subscriptions to research materials over the Internet and educational subscriptions (such as downloads) to address needs identified during the school improvement process	$ 7,650.00	students through interactive activities and closing critical reading gaps, Lexia Core5 will help Perkerson Elementary improve literacy outcomes and meet ATSI goals for student achievement . STAR Reading Feature - Purcharsing this feature enables frequent, data-driven progress monitoring of student reading levels using Lexile framework. Tracking student Lexile scores montly provides educators with actionable insights to personalize instruction and make timely interventions.
1000	**610** - Supplies	Supplies - to be used to address needs identified during the school improvement process - provide list of itemized planned supply expenses	$ -	
1000	**610** - Supplies	Adaptive supplies needed for SWD students - provide list of itemized planned supply expenses *if school was identified for it's SWD population*	$ -	
1000	**610** - Supplies	Adaptive Supplies needed for ELL students - provide list of itemized planned supply expenses *if school was identified for it's ELL population*	$ -	
1000	**611** - Technology Supplies	Technology Supplies (including SWD, ELL) needed for student instruction - provide list of itemized planned supply expenses (examples: CDs, Flash drives, Cables, Monitor stands, Earbuds)	$ -	
1000	**615** - Expendable Equipment	Items purchased with a per-unit cost of less than $5000, which might otherwise be classified as "equipment" rather than "supplies". Examples: calculators, chairs, tables, projectors, document cameras, tables projectors, headphones, label makers. An inventory of these items should be maintained for control purposes.	$ -	
1000	**615** - Expendable Equipment	specific technology. An inventory of these items should be maintained for control purposes. *if school was identified for it's SWD and/or ELL	$ -	
1000	**616** - Expendable Computer Equipment	Items purchased or Lease-Purchased with a per-unit cost of less than $5000, which might otherwise be classified as "equipment" rather than "supplies." Examples: computers, laptops, scanners, smartboards, ipads, mimeo pads, tablets, Nooks, Kindles. An inventory of these items should be maintained for control purposes.	$ 4,245.92	The Remarkable Paper Pro will be used by instructional leaders to take notes during observations, organize coaching cycle plans, and provide timely feedback to teachers. Its digital tools streamline documentation and planning, supporting more effective professional learning and instructional Improvement.

| 2213 | **300** - Purchased Professional and Technical Services | GaDOE approved outside contractors to provide professional learning - list names of contractors/companies providing services | $ 4,450.00 | This professional learning with **G.I.F.T. Educational Consulting (APS Vendor #63832)** will equip co-teaching partners with strategies to effectively *support writing instruction* across content areas. By aligning practices with Georgia Milestones rubrics, Write Score resources, and high-leverage practices, teachers will improve instructional consistency, enhance student engagement, and increase achievement in writing. Also included will be three half day professional learning sessions, at $650/session, by Metro Resa Consultants for mathematical practices, C-R-A Sequence, and explicit Instruction. |

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)

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UPDATE

Comprehensive Long-Range Facilities Plan

atlantapublicschools.us/APS2040

IN-PERSON

Bring the full GO Team

Come ready to collaborate, contribute, and create the future!

Come learn more about:

- Your school's 2025-2030 Strategic Plan
- Stakeholder Engagement
- Charter System

  ...and much more

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SAVE THE DATE

G3 Summit

Go.Grow.Govern.

**Saturday September 27
8:30 AM – 2:30 PM**

Atlanta College & Career Academy

1090 Windsor St SW

QUESTIONS?