BENJAMIN E. MAYS HIGH SCHOOL GO TEAM BUSINESS MEETING #2

Thursday, October 9, 2025



AGENDA

Call to Order

Roll Call; Establish Quorum

Action Items

- Approval of Agenda
- Approval of Previous Minutes

Discussion Items

- Graduation Rate
- 2025-2030 Strategic Plan Development

Information Items

- Principal's Report
- APS Forward 2040 Comprehensive Long-Range Facilities Plan Update

Public Comment

Announcements

Adjournment





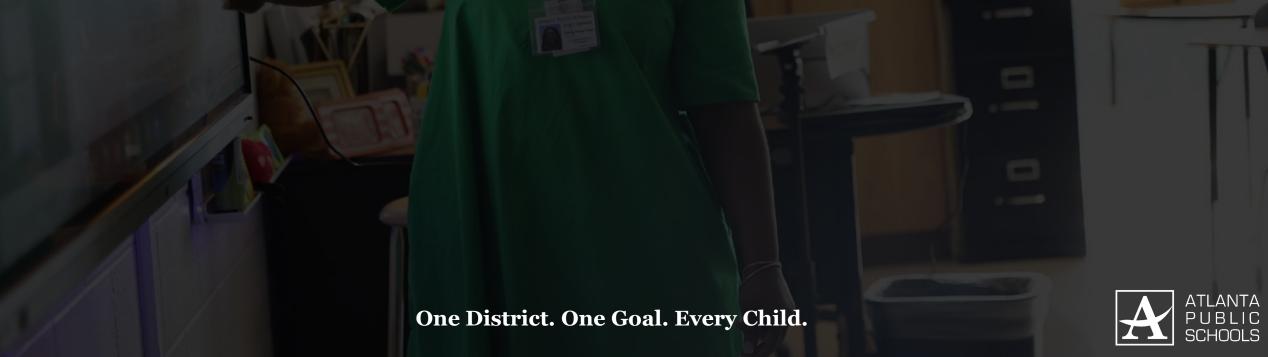
DISCUSSION ITEMS



2025-2030 SCHOOL STRATEGIC PLAN DEVELOPMENT







We are *Atlanta's* Public School System

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

A COMMUNITY OF BELIEVERS GETTING BACK TO BASICS

Our Strength is Our Team

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

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

Our Responsibility Is Shared

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

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

Our System Is Efficient & Effective

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

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

We Are Strengthening Our Instructional Core Atlanta's students will have high-quality instruction, materials, and targeted support.

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

We Are Caring For Every Child Atlanta's students will have trusted, supportive adults meeting their unique needs.

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

We Are Sparking Student Curiosity Atlanta's students will have access to explore and expand their passions and interests.

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



Goals and Key Performance Indicators



By 2030, we will increase the percentage of 3rd grade students scoring proficient or above in ELA (GA Milestones) by **20 percentage points.**



By 2030, we will increase the percentage of 8th grade students scoring proficient or above in Math (GA Milestones) by **20 percentage points.**



By 2030, we will increase the percentage of students meeting at least one CCRPI College and Career Readiness Indicator by **20 percentage** points.

Focus Area: We Are Caring For Every Child

Actual (2025)

Light pink: 2024

Target (2030)

68.8%	Absenteeism % of students who are not chronically absent*	80%
00.0 /0	Sense of Belonging	00 70
60%	% students who feel a sense of belonging*	75%
	Discipline: All Students	
89.6%	% of all students without suspensions (OSS) *	95%
	Discipline: Students with Disabilities	
	% of Students with Disabilities students without suspensions	
83.5%	(OSS)*	95%
	Discipline: Black Students	
86.4%	% of Black students without suspensions (OSS)*	95%
	Student-Staff Relationships	
	% of students feeling comfortable going to most or all of the	
56%	adults in the school for help*	75%
	Student Success Plans	
0%	% of students with individual success plans	90%
	School Climate	
19%	% of schools with 4 or 5 star climate rating*	50%

^{*} Includes Charter and Partner Schools







What is our purpose? What do we do?

What is our picture of the future?

What results do we want to satisfy our stakeholder needs?

What are the main focus areas ("Pillars of Excellence") of our WOrk?

What continuous improvement activities are needed to get results?

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

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

Who will do what by when?

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

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

We are Caring for Every Child (example)

Expand strategies that reduce chronic absenteeism (example)

% of students who are not chronically absent (example)

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

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



Management

GO Team Focus (Governance)



Focus Areas

Objectives

What is our purpose? What do we do?

What is our picture of the future?

What results do we want to satisfy our stakeholder needs?

What are the <u>main focus</u> areas ("Pillars of Excellence") of our WOrk?

What continuous improvement activities are needed to get results?



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**. We will focus on the strategies as part of the FY27 Budget and Continuous Improvement Plan processes.



Three Key Resources to Review

2020-2025 School Strategic Plan

2025-2026 Continuous Improvement Plan Goals

School Data Sheet https://tinyurl.com/SchoolDataSheets

Mission: Our mission is to provide a comprehensive and rigorous curriculum that will prepare all students to be life-long learners and



Vision Frederick W. Benteen Elementary School is a school that provides a world class education that prepare students of today to be leaders of tomorrow

Students in grades 3-5 will increase the

level of Proficient and above students by at least 3 percent on the EOG ELA

Students in grades 3-5 will increase the level of Proficient and above students by at least 3

APS Strateaic Priorities & School Strategic Priorities

ilding a Culture of

Initiatives

1. Increase staff knowledge of math and ELA/reading best practices to impact student

2. 3. Increase implementation and intersection

1 Develop a culture with an emphasis on Social

2 Professionally develop the teaching staff by providing tailored, specific PD based on their collective and individual strengths and

1 Build capacity of staff around ELL learners and strategies and tenets of IB.

1 Build a school structure to provide support and opportunities for staff

To further support whole child development the school will increase the integration of SEL strategies throughout the school day amongs and between school stakeholders inclusive of students, staff, parents, and community.

1A. Create instructional frameworks to guide math and ELA/Reading

18. Strengthen language development with a literary focus on Interactive Read Alouds in ELA classes

1C, Reflect & Revise IB unit planners after implementation in grade PreK -

1: Increase the amount of time allocated in the master schedule for SEL

2: Develop master schedule where teachers have collaborative planning opportunities to improve teacher efficiency in inquiry based instruction i

1: Dual Language Immersion Program as the approved instructiona model for ESOL students in grades K- 5 and provide opportunities and partnership with the EOSL/World Language Department for staff to

1: Consolidate the lead team & pedagogical lead team into one governing body to streamline operation and structure for support

- 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%.

District Current 2030 Goal Change We Are Strengthening 46.0% + 19.0 pp all ELA domains in Spring GKIDS 2.0 11.2% + 10.0 pp 21.2% above on End of Grade Milestones Exams Economically Disadvantaged stud., proficient and above on End of Grade Milestones Exa We Are Caring For % of Black students without suspensions (OSS) Student-Staff Relationshi 43.6% + 21.4 pp We Are Sparking Student Curiosity

Use the QR code to access all school data sheets



School Strategic Planning Process

- 1 Review Data
- 2 Align Mission/Vision/Purpose
- **2** Confirm 2030 Goals
 - Create CIP Goals to 2030
 - Identify Additional Goals
- **1** Identify 2025-2030 Strategic Objectives
 - Reflect on 2020-2025 Strategic Plan
 - Review and Discuss Additional Objectives Going Forward
- 5 Approve Your Strategic Plan & Rank Your Strategic Objectives for FY27

Sample GO Team Business Meeting Cadence

Business Meeting 1:

• Review Data (MAP, GMAS, Graduation Rate, CCRPI, etc.)

Business Meeting 2:

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

Business Meeting 3:

Identify 2025-2030 Strategic Objectives

Business Meeting 4 (Budget Allocation):

Confirm & Prioritize Your Strategic Plan



Today's Focus: School Strategic Planning Process: Steps 1, 2, and 3

- 1 Review Data
- 2 Align Mission/Vision/Purpose
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- ✓ Identify 2025-2030 Strategic Objectives
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- 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





Guiding Questions for the GO Team to Discuss:

- What do you notice?
- What are your wonderings?
- Are you on track?
- Are there specific sub-group performance gaps?
- Outside of the "Instructional Core," what could be a focus area?

KPI Summary

Benjamin E. Mays High School



Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance	2030 Goal
District Goals	College & Career Readiness*	% of students meeting at least one CCRPI College and Career Readiness Indicator	31.9%	+ 23.1 pp	54.9%	31.9%	
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We Are Sparking Student Curiosity	Pathway Completion*	% of students who complete a pathway in CTAE, Fine Arts, Advanced Academics, or World Language	74.1%	+ 7.0 pp	81.1%	74.1%	
	Accelerated Enrollment*	% of students earning HS credit in AP, IB, or Dual Enrollment	30.1%	+ 7.0 pp	37.1%	30.1%	
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Our Strength is Our Team	Staff Engagement	% of engaged staff	61.5%	+ 12.9 pp	74.5%	61.5%	
	Teacher Experience	% of teachers with 3 or more years of experience	75.3%	+ 6.9 pp	82.2%	75.3%	
	Teacher Compensation	Average teacher salary	\$84,631	+ \$15,369	\$100,	\$84,631	
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	59.2%	+ 17.9 pp	77.1%	59.2%	
Our System Is Efficient & Effective	Safety Perception: Grades 6-12	% of students choosing very safe or extremely safe to location questions (MS/HS)	39.4%	+ 15.6 pp	55.0%	39.4%	
	Enrollment	School meeting K-12 Enrollment Minimums	1338	-	1200	1338	







We are *Atlanta's* Public School System

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

What's Next?

- Our GO Team will decide if we would like to update the school mission, vision, or purpose statements.
- Potential Activity: Share the current school mission/vision. Ask GO Team members to hold up fingers to indicate their level of satisfaction with the current mission and vision (5=Love it, 0=Strongly Dislike). Proceed with the discussion based on the team's feedback.



Mission: The mission of Benjamin E. Mays High School is to inspire learners in a secure, nurturing and collaborative environment to promote social and global awareness through academic ownership.

Benjamin E. Mays HS

SMART Goals

Vision: A high performing school where open-minded graduates are college and career ready, responsible digital citizens and critical thinkers within a globally competitive society.

The percentage of students who graduate in four years will increase to 92% by

June 2025

Literacy: Increase % of students scoring Developing + on EOC assessment by 5% by May 2025 Numeracy: Increase % of students scoring Developing + on EOC assessment by 5% by May 2025 Attendance: Increase CCRPI attendance percentage rate by 3% from 41.6% to 44.6% by May 2025

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All

Data
Curriculum & Instruction
Signature Program

- 1. Increase Graduation Rate
- Increase percentage of students showing proficiency in Milestone Courses.
- Strengthen the Implementation of International Baccalaureate (Signature Program).

- Utilizing APS graphs (Missing Credit Report) to ensure student schedules are aligned to graduation requirements.
 Graduation Rate.
- 1b. Implemented Raider Minimester Night School to help students recover courses needed for graduation. Graduation Rate: Increase in # of students on track
- 2a. Facilitate observations and feedback from focus walks to identify strengths and opportunities for growth to identify needed professional development.
- 2b. Utilizing PLC data (formative, MAP, and benchmark) to design interventions and differentiate instruction to meet the needs of all students.
- 3a. Monthly IB Professional Development training for teachers to increase teacher capacity as it pertains to knowledge and instructional practices of IB that are aligned to the implementation o IB MVP & CP/DP Programmers.
- 3b. Additional support provided by a second coordinator dedicated to IB MVP.

Building a Culture of Student Support

Whole Child & Intervention Personalized Learning

- Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
- Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.
- 4a. Identify most at-promise students through attendance, discipline, and academic data and assign student caseloads to support staff for weekly mental, emotional, & behavioral monitoring/support.
- 4b. Utilize the Care Team to identify at risk students and provide wrap-around services. Train all members of the Care Team on Restorative Practices. Implement school-wide training of PBIS for all staff members.
- 5. Implement classroom strategies aligned to the Personalized Learning core elements of Targeted Instruction and Student Reflection & Ownership.

Equipping & Empowering Leaders & Staff

Strategic Staff Support Equitable Resource Allocation

- Retain and continue to develop a high-performing faculty.
- Build Teacher capacity to support an increase in mastery for students.
- 6a. Appropriate training and professional learning for all Mays Faculty.
- 6b. Mentor-Mentee Induction program that support new teachers through New Teacher Learning Communities to provide necessary tools to be successful.
- 6c. Minimized number of taught courses for EOC teachers to increase focus on instructional planning and academic delivery.
- 7a. Consistent Observation and Feedback cycle to provide teachers with instructional support to build upon current practices.
- 7b. Coaching cycles with Instructional Coaches to engage in the observation, feedback, and modeling process.
- Weekly learning walks (Including Instructional Coaches, Master Teacher, Leaders, SELTS, and IB Coordinator to build instructional leader capacity.

Creating a System of School Support

Strategic Staff Support Equitable Resource Allocation Provide wrap services availability to address the academic, emotion, and behavioral needs of the students.

- 8a. Utilization of the Clinical Therapist to address the emotional needs of students.
- 8b. Leverage the budget to include and additional School Social Worker and Graduation Coach to address the needs of students.
- 8c. Leverage the behavior team to implement alternatives-to-suspension in order to decrease the amount of instructional loss and promote social emotional learning strategies. (Decrease OSS by 5%)

Mission and Vision Alignment:

WHO WE ARE...

We are *Atlanta's* Public School System

WHY WE EXIST ...

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

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

Mission: The mission of Benjamin E. Mays High School is to inspire learners in a secure, nurturing and collaborative environment to promote social and global awareness through academic ownership.

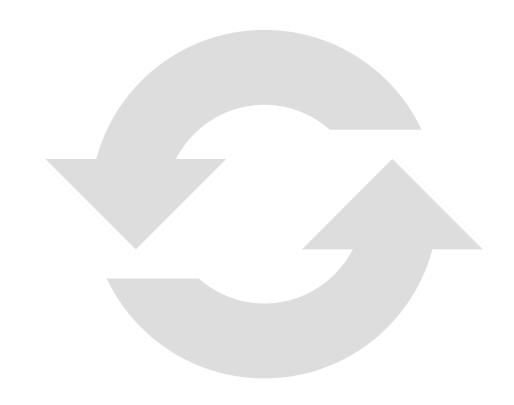
Benjamin E. Mays HS

Vision: A high performing school where open-minded graduates are college and career ready, responsible digital citizens and critical thinkers within a globally competitive society.



Proposed Updates to School Mission and Vision:

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







- Extend your Continuous Improvement Plan Goals to 2030
- Identify if there are any additional goals for the strategic plan beyond those identified. If so, capture them (no more than 1-2 additional goals)



Mission: The mission of Benjamin E. Mays High School is to inspire

Benjamin E. Mays HS

promote social and global awareness through academic ownership.

SMART Goals

Vision: A high performing school where open-minded graduates are college and career ready, responsible digital citizens and critical thinkers within a globally competitive society.

The percentage of students who graduate in four years will increase to 92% by June 2025

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APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All

Curriculum & Instruction Signature Program

- Increase Graduation Rate
- 2. Increase percentage of students showing proficiency in Milestone Courses.
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Building a Culture of Student Support

Whole Child & Intervention Personalized Learning

- Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and
- Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.

- 1a. Utilizing APS graphs (Missing Credit Report) to ensure student schedules are aligned to graduation requirements. Graduation Rate.
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- 3a. Monthly IB Professional Development training for teachers to increase teacher capacity as it pertains to knowledge and instructional practices of IB that are aligned to the implementation o IB MVP & CP/DP Programmers.
- 3b. Additional support provided by a second coordinator dedicated to IB MVP.

Equipping & Empowering

Leaders & Staff Strategic Staff Support Equitable Resource Allocation

- comprehensive academic intervention plans.
- 4a. Identify most at-promise students through attendance, discipline, and academic data and assign student caseloads to support staff for weekly mental, emotional, & behavioral monitoring/support.
- 4b. Utilize the Care Team to identify at risk students and provide wrap-around services. Train all members of the Care Team on Restorative Practices. Implement school-wide training of PBIS for all staff members.
- 5. Implement classroom strategies aligned to the Personalized Learning core elements of Targeted Instruction and Student Reflection & Ownership.
- Retain and continue to develop a high-performing faculty.
- Build Teacher capacity to support an increase in mastery for students.
- 6a. Appropriate training and professional learning for all Mays Faculty.
- 6b. Mentor-Mentee Induction program that support new teachers through New Teacher Learning Communities to provide necessary tools to be successful.
- 6c. Minimized number of taught courses for EOC teachers to increase focus on instructional planning and academic delivery.
- 7a. Consistent Observation and Feedback cycle to provide teachers with instructional support to build upon current practices.
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- 7c. Weekly learning walks (Including Instructional Coaches, Master Teacher, Leaders, SELTS, and IB Coordinator to build instructional leader capacity.

Creating a System of School Support

- Provide wrap services availability to address the academic, emotion, and behavioral needs of the students.
- 8a. Utilization of the Clinical Therapist to address the emotional needs of students.
- 8b. Leverage the budget to include and additional School Social Worker and Graduation Coach to address the needs of
- 8c. Leverage the behavior team to implement alternatives-to-suspension in order to decrease the amount of instructional loss and promote social emotional learning strategies. (Decrease OSS by 5%)

Guiding Question: After reviewing our current Strategic Plan and school KPIs, are there any additional goals we would like to include with our 2030 CIP Goals for the 2025-2030 Strategic

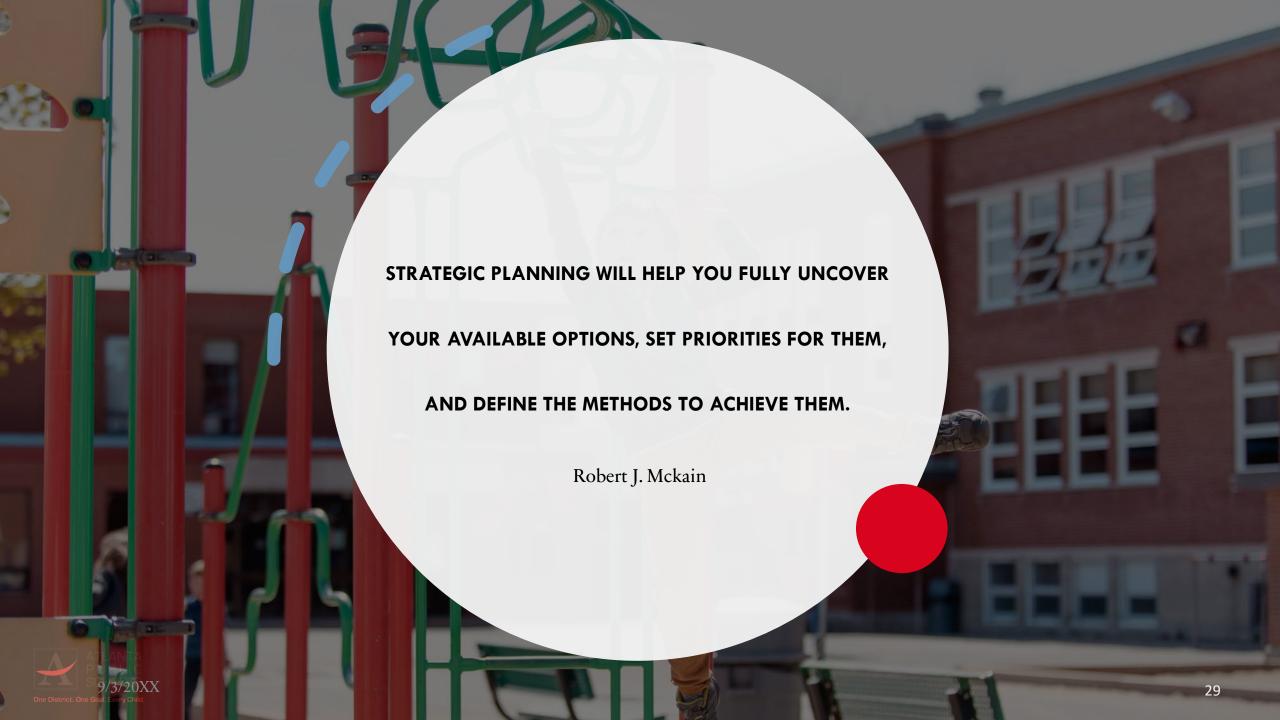
Plan? (No more than 1-2 additional goals)

1. Enter any proposed additional goals for the strategic plan that the team identifies here.

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Efficient & Effective	Enrollment	School meeting K-12 Enrollment Minimums	1338		1200	1338	





QUESTIONS?





PRINCIPAL'S REPORT





APS Forward 2040: Reshaping the Future of Education

Taskforce Meetings

May 8, 2025 - <u>Presentation</u> August 5, 2025 - <u>Presentation</u>

Upcoming Public Meetings

- October 20
- November 10

Virtual – at Noon

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

UPDATE

Comprehensive Long-Range Facilities Plan

atlantapublicschools.us/APS2040



PUBLIC COMMENT

ANNOUNCEMENTS

THANK YOU