

2021 School Planning Workbook

July 2021



ATLANTA
PUBLIC
SCHOOLS



Overview

Through this planning process, we hope you have an opportunity to collaborate as school leadership teams with a focus on ensuring **every** student graduates ready for college, career, and life. This process will walk you through a needs assessment and planning process with the goal of aligning our work and developing action plans to intentionally serve all students in your school. The work of each school will ensure that APS:

- **Recommit** to solid, innovative and evidence-based instructional delivery and academics;
- **Restore** our students and staff by providing support and tending to whole-child and staff well-being; and
- **Reimagine** the supports, structures, and processes needed to ensure equity for all.

This workbook will:

- Guide school leaders in evaluating progress made thus far
- Help leaders identify the needs of their school community and students
- Provide direction on creating plans aligned to those needs
- Capture information needed for federal and state program requirements
- Offer a template to guide discussion and capture expectations

For assistance on building and implementing your plans, please reach out to:

- Sherri Forrest, Director of Continuous Improvement, sherri.forrest@atlanta.k12.ga.us, (404) 802-2781
- Travis Norvell, Director of Strategy & Culture, tnorvell@atlanta.k12.ga.us , (404) 802-2884
- Larry Wallace, Executive Director of Federal Programs, larry.wallace@atlanta.k12.ga.us , (404) 802-2388

Strengths	Opportunities
During the 2020.21 school year, we met our school goal in math to increase the percentage of students who were proficient and above by 3% per the STAR Math Assessment.	We will work to demonstrate growth in the area of ELA for students scoring in proficient and above and beginner ratings per MAP and GA Milestones.
During the 20.21 school year, we decreased the percentage of students scoring as beginning learners by 1% in math per the STAR Math Assessment.	We will continue to decrease the percentage of students in math scoring as a beginning learner per MAP and GA Milestones.
During the 20.21 school year, we met a school goal to decrease the failure rate from 20% to 15%.	We will work towards closing the gaps of all subgroups in ELA and Math.
An intervention block was created during the 20.21 school year to address student Tier 2 and Tier 3 intervention plans and provided extensions for students that reflected college and career readiness based on our signature programming.	With a focus on equity we will work to increase access to advanced classes and sustain a proportional amount of disadvantaged students who are successful in advanced classes.
Implemented systematic equity and diversity conversations driven by the STAMPED book and Learning by Doing to acknowledge the inequities within our local school context.	Create a care team who develops, implements, and monitors a streamlined plan of getting services to the student in a timely manner

Root Cause		
(ES/MS: Literacy Proficiency) (HS: Post-graduation Preparedness)	(ES/MS: Numeracy Proficiency) (HS: College & Career Readiness)	(Whole Child/Student Support)

Our Overarching Needs

(ES/MS: Literacy Proficiency)
(HS: Post-graduation Preparedness)

(ES/MS: Numeracy Proficiency)
(HS: College & Career Readiness)

(Whole Child/Student Support)

SMART Goals (Elementary/Middle School)

We will close the achievement gap between all subgroups, reduce the percentage of beginner learners and increase the percentage of proficient and distinguished learners in ELA as measured by the Ga Milestones and MAP Reading Assessment by the Spring MAP Administration. The targets will be as follows based on the pre-assessment given from the Fall MAP Administration:

- Subgroup A:** Percentage of beginner learners decrease by 1.5%
- Subgroup B:** Percentage of proficient and distinguished learners increase by 3%

We will close the achievement gap between all subgroups, reduce the percentage of beginner learners and increase the percentage of proficient and distinguished learners in MATH as measured by the Ga Milestones and MAP Math Assessment by the Spring MAP Administration. The targets will be as follows based on the pre-assessment given from the Fall MAP Administration:

- Subgroup A:** Percentage of beginner learners decrease by 1.5%
- Subgroup B:** Percentage of proficient and distinguished learners increase by 3%

- We will
- Reduce the percentage of students missing 10 or more days by 3%
 - Reduce the number of out of school suspensions by 3% from the 2019-2020 school year.

2020 - 2021 STAR Data

- [Math STAR Data](#)
- [ELA STAR Data](#)

Progress Monitoring Measures

MAP Assessment, CFA and GMAS

MAP Assessment, CFA and GMAS

APS Graphs, attendance & discipline data



Strategy 1: Curriculum & Instruction

Implement rigorous and culturally relevant and linguistically responsive curriculum with fidelity in all core content areas and instructional best practices in Tier 1 instruction

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
ELA will be using Amplify ELA. Math will be using Amplify Math. Science and Social Studies will be using Units of Study.	Teachers	August - May	Observations, Lesson Plans	District Funded
Teachers will participate in ongoing Amplify district training throughout the year to include professional learning on increasing rigor and how to incorporate the teaching of pre-requisites with Amplify.	Teachers, Administration	July - August	Sign-In Documentation	District Funded
The Principal or an Assistant Principal will attend the collaborative team meetings weekly to support the implementation of the required curriculum in all classrooms	Administration	August - May	Attendance Log	NA
There is a unit internalization protocol. These details have been shared with the Department leads who will communicate to the teachers the expectation of unit internalization 2 weeks prior.	Teachers	August - May	Unit Planning Documentation	NA
The master schedule includes weekly collaborative team meetings. Administration will attend the meetings to support the lesson internalization	Administration	August - May	Master Schedule, Attendance Log	NA



Strategy 1: Curriculum & Instruction

Implement rigorous and culturally relevant and linguistically responsive curriculum with fidelity in all core content areas and instructional best practices in Tier 1 instruction

1) Family Engagement

1) Additional Action Steps required for subgroup populations (eg. SWD, ELL, etc.)

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Analyze intervention block data once a month to determine the needs of each subgroup	Teachers, ARA Monitors, Administration	August - May	Weekly Lesson Planning, Weekly Administrator Meeting Documentation	NA
Conduct monthly data talks to review student intervention data and make decisions on student needs, examine failure data by grade, by subject and by ethnicity. and then implement a plan to assist failing students.	Teachers, Administrators, Care Team	September - May	Data Talk Spreadsheets, Attendance Logs, Meeting Minutes	NA
Conduct monthly data talks to examine attendance data by grade and ethnicity.	Teachers, Administration, Care Team	September - May	Data Talk Spreadsheet, Attendance Logs, Meeting Minutes	NA
Provide professional learning for best practices when working with subgroup populations as needed.	Teachers, Administration, Consultants	September - May	Attendance Logs	General Funds, Foundation
Provide workshops for parents to get acclimated to the new Amplify curriculum.	Teachers, Instructional Technology Specialist	September - October	Attendance Logs, Flyers	NA



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Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Conduct student data talks and goal setting conferences to implement at least 3 times during the year.	Teachers, Support Staff, Administration	September - May	Calendar Event /Schedules	NA
Implement Saturday School to close achievement gaps and increase the the percentage of proficient and distinguished students in ELA and Math.	Teachers, Administrators	September - February/March	Attendance Spreadsheets, Teacher Planning Documents	NA



Strategy 2: Whole Child & Intervention

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

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
We have three Deans of Student Support that will be trained on restorative practices. It will be one at each grade level.	Deans	August-September	Training attendance/ Deliverables	N/A
Each morning, students will have a morning greeting with their advisory teacher at about five minutes each. Then on Wednesdays, there is a 45 minute period for SEL instruction. The sum is 65 minutes a week	Deans	August-May	Advisory GCR, Second Step Curriculum	NA
We will create a Care Team to understand the needs of whole child supports and ensure that students receive the necessary supports.	Administration	August	Committee Meeting Agenda	Cares Act Funds, General Funds
Care Team provides clear action steps and follow through from prior team meetings.	Administration	September -May	Committee Meeting Agenda	NA
We will administer the universal health screener and analyze the data to determine and address student needs.	Nurse/Administration	August - May	Health Screener Data , Action Plan	District Funded



Strategy 2: Whole Child & Intervention

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

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Intervention block is implemented and observations will be conducted to ensure the five elements of fidelity	Administration	August-May	Observation Data	District Funded
Provide a cycle of support for MTSS and monitor weekly implementation to ensure interventions are being implemented with fidelity.	Administration & Counselors	August-May	MTSS Management Log, Observation log	NA



Strategy 3: Personalized Learning

Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Teachers will provide differentiated learning paths, pace and performance tasks during intervention blocks.	Teachers	August - May	Observations, Coaching Trackers with feedback for Intervention block	NA