

A photograph of a graduation ceremony in a large stadium. In the center, a graduate in a purple gown and cap holds a diploma aloft with their right hand. The graduate is seen from the back. To the right, other graduates in purple gowns and caps are visible, some smiling. The background is filled with a large crowd of people, many of whom are cheering and holding up their phones. The stadium lights are bright, creating a lens flare effect in the upper center of the image.

# **2023 APS Continuous Improvement Planning Template**

**Morningside Elementary**



The 2023 Continuous Improvement Plan embeds a process of yearlong growth for Atlanta Public Schools whereby all students achieve at high levels through successful participation in standards-aligned, personalized core instruction. GADOE uses improvement planning processes which includes conducting a comprehensive needs assessment, documenting evidence of root cause analysis, selecting evidence-based interventions for clearly defined action steps, and monitoring the implementation and effectiveness of each component. This cycle thrusts to the forefront collaborative planning, best instructional practices, comprehensive data analysis and equity-driven reflection on whole child progress. Successful participation in APS CIP planning engages school and district teams in each of the systems for continuous improvement listed above. The SY 23-24 CIP prework will follow this timeline:

**Data Protocol Population Dates by D.I.G. Team: All Schools**

- A. Apr 21: MAP Assessment worksheet populated.
- B. May 12: School Leaders preview the CIP template.
- C. May 26: Whole Child & Intervention worksheet populated.

**Suggested Work Sessions & Completion Window: Tier 1 Schools**

- A. Jun 02 – Jun 30: Root Cause Analysis of Whole Child & Intervention Data.
- B. Jun 02 – Jun 30: Root Cause Analysis of Academic Data (GMAS, MAP, etc.)
- C. Jun 12 – Jun 14: Summer Leadership Retreat: Work sessions during team time.

**Suggested Work Sessions & Completion Window: CSI, TSI, Promise, APS Identified Schools**

- A. Jun 06: Identified Schools Pre-retreat.
- B. Jun 02 – Jun 30: Root Cause Analysis of Whole Child & Intervention Data.
- C. Jun 02 – Jun 30: Root Cause Analysis of Academic Data (GMAS, MAP, etc.)
- D. Jun 12 – Jun 14: Summer Leadership Retreat: Work sessions during team time.
- E. Jun 15 – Jul 25: Engage GADOE partners and/or Turnaround coordinators with CIP work.
- F. Aug 01 – Sep 30: CSI Schools must include GSAPS targeted actions and recommendations in CIP plan.

**CIP Submission Dates by School Leadership Teams: All Schools**

- A. Jun 14 – Jul 21: Finalize CIP.
- B. Jul 21: Submit CIP to Associate Superintendents.
- C. Jul 27: Submit CIP to Federal Programs and GADOE.
- D. Aug 01: Implementation of CIP.



## APS Board Goals

### Goals



#### Goal 1: Literacy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in reading, as measured by the Georgia Milestones



#### Goal 2: Numeracy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in math, as measured by the Georgia Milestones



#### Goal 3: Post-Graduation Preparedness

Increase the percentage of high school students who graduate prepared for their next step as demonstrated on a multi-dimensional assessment based on the Profile of a Graduate.



#### Goal 4: College and Career Readiness

The percentage of high school students who score at the college and career readiness level on career pathway assessments, IB, AP, Dual Credit, ACT or SAT, work-based learning, or entering TCSG/USG without needing remediation

# Continuous Improvement – Strategic Plan Alignment

## CIP Goals & Action Plans

*All CIP Action Steps must be aligned to a school priority from the School Strategic Plan.*



## Strategic Plan Priorities

*SMART goals and school priorities connect your budget and improvement plan actions to CIP overarching needs.*



## Improvement & Monitoring

*CIP plans will facilitate progress monitoring of 1, 3, 5, year APS & School Strategic Planning.*



ATLANTA  
PUBLIC  
SCHOOLS

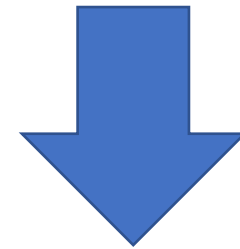
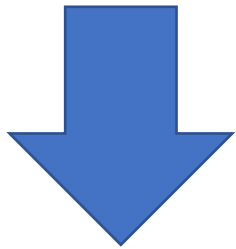


## \*UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES\*

Strengths	Challenges
Distinguished ELA scores increased from 30 - 37%	Stagnant data in ELA with Beginning and Developing areas at 24%
Distinguished Math scores increased from 36 - 44%	Stagnant data in Math with Beginning and Developing areas at 25%
Maintained the highest Average Daily Attendance in APS	Increase in Extremely Elevated ratings on the BASC by 10 students from Fall to Spring
3 <sup>rd</sup> & 4 <sup>th</sup> Grade ELA & 5 <sup>th</sup> Grade Math Increase from 2022 to 2023 in Distinguished Scores	4 <sup>th</sup> Grade Beginning More than Doubled, Proficient and Distinguished Decreased

## Our Overarching Needs

Literacy: Reteach and Differentiate Foundation Skills	Numeracy: Schoolwide Consistent Math Program	Whole Child & Intervention: Focus on the individual needs of our Beginning and Developing Students
--	---	---



### Literacy Problem Statement

Stagnant 25% of the student population remains in Beginning and Developing Levels of Performance

### Numeracy Problem Statement

Stagnant 25% of the student population remains in Beginning and Developing Levels of Performance

### Whole Child & Intervention Problem Statement

Stagnant 25% of the student population remains in Beginning and Developing Levels of Performance

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Stagnant 25% of the student population remains in Beginning and Developing Levels of Performance	Stagnant 25% of the student population remains in Beginning and Developing Levels of Performance	Stagnant 25% of the student population remains in Beginning and Developing Levels of Performance

Why?	Why?Why are these students stagnant?	Why?
The Reading Block is currently not structured to support individual student needs with our lowest performing 25%.	The school did not have a consistent Math program and framework.	Interventions do not match the individual needs of the student
Why?	Why?Various grade levels used different materials.	Why?
We were focused on ensuring implementation of district mandates	There was a need for schoolwide materials that satisfied the requirements and rigor of the standards.	We have not had enough PLC's to teach our teachers how to identify needs of the students
Why?	Why?	Why?
We need professional development on structuring and balancing the Reading Block	The leadership team did not mandate a specific program.	They need something beyond MAP to drill down, multiple data sources
Why?	Why?	Why?Why don't they know how to triangulate the data?
	The leadership team needed a solid program.	There is a learning curve, beyond what they already know
Why?	Why?	Why?

**Root Cause**

We need professional development on structuring and balancing the Reading Block	There needs to be a schoolwide implementation plan for the Math framework and resources.	Additional professional development in the triangulation of data.
---	--	---



# Goals

## Our Overarching Needs: Elementary & Middle Schools

<p><b>Literacy:</b> We need professional development on structuring and balancing the Reading Block</p>	<p><b>Numeracy:</b> There needs to be a schoolwide implementation plan for the Math framework and resources.</p>	<p><b>Whole Child &amp; Intervention:</b> Additional professional development in the triangulation of data.</p>
---	--	---

## SMART Goals ( Elementary and Middle Schools)

<p>The percentage of students in grades 3-5 scoring proficient or above in Reading, as measured by the Georgia Milestones, will increase from 75% in August 2023 to 80% in May 2024.</p>	<p>The percentage of students in grades 3-5 scoring proficient or above in Math, as measured by the Georgia Milestones, will increase from 75% in August 2023 to 77% in May 2024.</p>	<p>The average daily attendance of students in kindergarten scoring as flagged on Spring MAP Fluency - Foundational Skills will increase from 93.5% to 95% (School Average CCRPI = 96.1)</p>
--	---	--

## Progress Monitoring Measures

<p>1. Identify the 25% of the class that is at the Beginning and Developing Levels 2. Informational Text</p>	<p>District Numeracy Walk Data MAP Unit</p>	<p>1. Monitor Kindergarten attendance data through APS Graphs</p>
--	---	---

**Elementary & Middle Schools Literacy CIP Goal:**

Elementary & Middle Schools Literacy CIP Goal:						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Leadership team will create a proposed Reading Block Structure	Leadership Team CLL	August 2023	100% of leadership will participate in the development of the new reading structure.	80% of students will score Proficient and Above on MAP Indicator.	General	C&I
Professional Development of new Reading Block structure	Leadership Team	August-September	100% of literacy teachers will participate in the professional development	80% of students will score Proficient and Above on MAP Indicator.	General	C&I
Implement and provide coaching cycle on new Reading Block structure	Leadership Team	August-May	100% of literacy teachers will participate in the implementation of the new Reading Block.	80% of students will score Proficient and Above on MAP Indicator.	General	C&I

**Additional Action Steps required for subgroup populations.**

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Implementation of Mentoring Program for students as selected by WCI, focusing on student groups impacted by achievement gaps	Counselors CLL Volunteers	September-May	80% of mentor volunteers will meet with mentees once per week	80% of identified students will score Proficient and Above as indicated by the MAP thrice yearly Assessment.	General Funds	WCI
Implementation of Tutoring Program for our EL students	EL and Teaching Staff	October - May	Students will attend 90% of tutor dates	80% of students will show increased MAP growth scores on Winter/Spring assessment	General Funds	C & I, Data
Triangulate all available 3, 4, 5 grade data to assess mid-year needs for students, classroom level plan for identified students in bottom quarter and student groups impacted by achievement gaps	Principal provides and analyzes data with teachers	Jan - May	3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Teachers will share specific plan and strategies for their grade level, with support from IC and MTL.	80% of identified students will show growth on subsequence MAP assessments, as well as progress on GMAS	General Funds	C & I, Data





# Action Plans



# Action Plans

## Elementary & Middle Schools Numeracy CIP Goal:

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
All grade levels will implement entrance activities related to foundational computation skills (Minute to Win It)	Teachers	September - May	100% of teachers will lead these entrance activities	78% of students will score Proficient and Above as indicated by MAP	General	C & I, Data
Monthly walk-thrus and coaching cycles to support implementation of the math framework	Leadership Team & CLL	September - May	100% of Leadership Team will participate in walk-thrus and coaching to support teachers in use of math framework	78% of students will score Proficient and Above as indicated by MAP	General	C & I, Data

Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Implementation of Mentoring Program for students as selected by WCI, focusing on student groups impacted by achievement gaps	Counselors and CLL Volunteers	September - May	80% of mentor volunteers will meet with mentees once weekly	80% of identified students will score Proficient and Above as indicated by the MAP thrice yearly Assessment.	General	C & I, Data
Implementation of Tutoring Program for our EL students	EL and Teaching Staff	October - May	Students will attend 90% of tutor dates	80% of students will show increased MAP growth scores on Winter/Spring assessment	General	C & I, Data
Triangulate all available 3, 4, 5 grade data to assess mid-year needs for students, classroom level plan for identified students in bottom quarter and student groups impacted by achievement	Principal provides and analyzes data with teachers	Jan - May	3rd, 4th, and 5th Teachers will share specific plan and strategies for their grade level, with support from IC and MTL.	80% of identified students will show growth on subsequence MAP assessments, as well as progress on GMAS	General	C & I, Data



# Action Plans

gapsstudent groups impacted by achievement gaps						
---	--	--	--	--	--	--

## Whole Child & Intervention CIP Goal:

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Major data analysis to identify the individual student needs and tier within the classroom	Leadership Team & CLL	August - September	100% of teachers will participate in analysis of student data	78% of our students will be proficient and above as indicated on MAP.	General	C & I, WCI, PL, Data
Bring professional development for triangulation of data	Leadership Team & CLL	August - May	100% of teachers will participate in professional development	78% of our students will be proficient and above as indicated on MAP.	General	C & I, WCI, PL, Data

Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Create individual data profiles for each of our students in bottom quartile on MAP and GMAS.	Leadership Team, CLL, Special Programs, Teachers	August - May	100% of teachers will participate in creation of student data profiles	78% of our students will be proficient and above as indicated on MAP.	General	C & I, WCI, PL, Data
WCI Team Recommended Culturally Responsive Teaching Team Sessions	WCI, Admin, Teachers	November - February	100% of instructional staff will participate in session(s)	Sub-groups will have average to above average MAP gains in reading and math	MESF	WCI
Triangulate all available 3, 4, 5 grade data to assess mid-year needs for students, classroom level plan for identified students in bottom quarter and student groups impacted by achievement gapsstudent groups impacted by achievement gaps	Principal provides and analyzes data with teachers	Jan - May	3rd, 4th, and 5th Teachers will share specific plan and strategies for their grade level, with support from IC and MTL.	80% of identified students will show growth on subsequence MAP assessments, as well as progress on GMAS	General	C & I, Data

**Quarterly CIP Check and Short-Term Action Plan (9 weeks)**

- All APS Tier 1 schools will complete a quarterly CIP check-in for monitoring, reflecting & adjusting action steps.
- APS Tiers 2-3 Schools (CSI, TSI, Promise & APS Identified) will develop and implement a 45-day short-term action plan (STAP) using GADOE's template to focus and organize actions and interventions around goals and priorities.

**Things to consider:**

- Based on the yearlong plan, what are the actions that need to start during Q1?
- What GA Systems for Continuous Improvement structures are the actions steps aligned to?
- What resources (human/non-human) are needed to implement action steps?
- What district support is needed to implement action steps?
- Who will be responsible for monitoring the implementation of the action steps?
- What success criteria will be used for implementation and impact on student progress?
- What artifacts/evidence will you use to document progress & completion of action steps?
- What is the proposed date of completion of action steps?

