

# 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](mailto:sherri.forrest@atlanta.k12.ga.us), (404) 802-2781
- Travis Norvell, Director of Strategy & Culture, [tnorvell@atlanta.k12.ga.us](mailto:tnorvell@atlanta.k12.ga.us), (404) 802-2884
- Larry Wallace, Executive Director of Federal Programs, [larry.wallace@atlanta.k12.ga.us](mailto:larry.wallace@atlanta.k12.ga.us), (404) 802-2388

# SCHOOL NAME: Douglass High School



## Needs Assessment

Strengths		Opportunities			
Graduation rate increased to 76.6% in SY20		Peer to Peer evaluation & observation			
Discipline/Suspension rate decreased		Writing/Literacy across the curriculum			
Increased shared Instructional Practices		Improve Teacher Take Rate for Attendance			
Student growth on unit pre and post assessments		Decrease the failure rates			
Improved on monitoring expectations		Training for Co -Teachers			
Increased CCRPI Attendance		Instructional Practices implementation improvement			
Our Overarching Needs					
Create a culture of learning with high accountability		Build Capacity in Staff to increase student outcomes		Partner with stakeholders to support scholars and their families	
<b>Why?</b>		<b>Why?</b>		<b>Why?</b>	
46% of students passed core classes... high failure rate for at least 4 consecutive years		Inconsistent gains/losses in graduation rate and in % of proficient or above on assessments		SY19 CCRPI School Climate rating of 1 star.	
<b>Why?</b>		<b>Why?</b>		<b>Why?</b>	
264 reported events of skipping class in SY20.		inconsistent instructional practices/ structures		There were 485 classroom incidents in SY20.	
<b>Why?</b>		<b>Why?</b>		<b>Why?</b>	
lack of authentic relationships and/or engaging lessons		lack of common instructional expectations from administrative team		Students with emotional issues and academic deficits lead to aggressive behavior	
<b>Why?</b>		<b>Why?</b>		<b>Why?</b>	
Lack of consistent practice with collaborative instructional planning		administrative roles weren't aligned to support the instructional program with fidelity		Low socio-economic and demographical living environments that impede affecting parental supports with school staff	
<b>Why?</b>					
Lack of administrative support to inspect what was expected					
Root Causes					
Greater oversight and monitoring of what quality teaching and learning looks, sounds and feels like was needed.		Instructional roles and expectations for admins were not clearly defined and monitored		We needed resources to support more partnerships to better meet the needs of our families and the whole child	



Our Overarching Needs		
(HS: Post-graduation Preparedness)	(HS: College & Career Readiness)	(Whole Child/Student Support)
SMART Goals (High School)		
<b>The percentage of students in grades 9-12 scoring proficient or above in ELA will increase from 15% to 25% in June 2022.</b>	<b>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, or work-based learning will increase from 45% in June 2019 to 48% by June 2022.</b>	<b>(Whole Child/Student Support) Increase the Climate Star rating from a one to three stars as indicated on the 2021-2022 CCRPI report.</b>
<ul style="list-style-type: none"><li>Standards based assessments and tracking student progress through the use of common formative assessments on all grade levels through Phoenix 2.0, USATest Prep, and District Benchmarks.</li><li>Pre and post assessment to measure immediate student growth</li><li>MAP Testing tracking to monitor student growth at each grade level</li><li>Student portfolios</li><li>EOC Results Proficient and Distinguished</li><li>District Level benchmarks</li></ul>	<p>Monitor PSAT results/Offer SAT/ACT Prep courses to increase PSAT scores (Grades 9-11)</p> <p>ACT/SAT Vocabulary in Language Arts Classes</p> <p>ACT/SAT Math Practice in Math courses</p> <p>Increase number of students taking and passing AP exams</p> <p>Increase number of students in career pathway courses</p> <p>ASVAB prep courses</p>	<ul style="list-style-type: none"><li>Analyze attendance data weekly</li><li>Care Team conducts “Roll Call” for students who attend school less than 85% of the time</li><li>Parent/Student/Teachers conferences</li><li>Social and Emotional Learning (Wellness Checks)</li><li>Student, parent, and teacher monthly surveys</li></ul>



Our Overarching Needs

(HS: Post-graduation Preparedness)

(HS: Post-graduation Preparedness)

SMART Goals (High School)

Increase the graduation rate from 69% to 72% by June, 2022.

The percentage of students in grades 9-12 scoring proficient or above in math will increase from 4% to 25% in June 2022.

Progress Monitoring Measures

- Junior & Senior Core Teams (Counselors/Grad Coaches/ GL Admins) monitor students who are failing graduation requirements bi-monthly; conduct individual conferences with students & parents
- Freshmen & Sophomore Core Teams monitor failing students monthly; conduct conferences
- All Core teams monitor and report credit recovery progress bi-monthly

- Standards based assessments and tracking student progress through the use of common formative assessments on all grade levels through Phoenix 2.0, USATest Prep, and District Benchmarks.
- Pre and post assessment to measure immediate student growth
- MAP Testing tracking to monitor student growth at each grade level
- Student portfolios
- EOC Results Proficient and Distinguished
- District Level benchmarks



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
Implement scheduled calibrated observations based on protocol for calibration, including STEM programming.	Principal	August – May	Observation Data Calibration Protocol Walkthrough Schedule	General Funds
Implement and monitor coaching cycle based on observation data.	Principal/APs	August – May	Observation Data Feedback/Monitoring Cycle Documentation (Coaching Form)	General Funds
Implement Collaborative Planning Protocol and Data Analysis Protocol followed by monitoring of established next steps.	Principal/APs	August – May	Lesson Plans with feedback Completed Data Protocol forms Observation data for monitoring next step implementation Observation data for monitoring lesson plan implementation	General Funds
Provide professional learning for teachers based on observation data and coaching cycle monitoring, including STEM instructional strategies (e.g. engineering design process, investigative research, interdisciplinary instruction).	Principal/APs	August – May	Coaching Cycle documentation Observation data	General Funds
Additional Action Steps required for subgroup populations (eg. SWD, ELL, etc.)				
Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Collect data in co-taught and small group classrooms, through regularly scheduled learning walks, based on the implementation of SDI strategies.	SELTs	August - May	Observation Schedule Observation Data	General Funds
The SWD department will host family nights to provide supports and strategies to parents.	SELTs and Case Manager	Weeks 9 & 27	Sign-in Sheets, agendas	Title I





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
Identify off-track students per cohort, monitor their academic progress monthly, and provide quarterly reports to families and students	Cohort Counselors, Graduation Coaches, GRASP Counselor, MTSS/RTI Specialist	Aug- May	<b>Evidence of Impact:</b> increased family participation in parent-teacher conferences, town halls, school events <b>Artifacts:</b> Cohort Tracker, Communication Logs	Cares
Provide at least 60 minutes of SEL instruction to students based upon monthly themes	Behavior Specialist, Advisement Teachers	Aug- May	<b>Evidence of Impact:</b> Decreased behavior referrals, increased student attendance <b>Artifacts :</b> Attendance Records, Behavior Referrals; SEL lesson plans	Cares
Provide Mental Health and trauma counseling, including utilizing sensory spaces for students via the services of partner agencies	Transition Coach, Chris180, Communities in School Counselors	Aug-May	<b>Evidence of Impact:</b> Decreased behavior referrals, increased student attendance	Cares
Provide Restorative Practices with targeted students to support behavioral intervention strategies	Behavior Specialist	Aug - May	<b>Evidence of Impact:</b> Decreased behavior referrals, increased student attendance	Cares
Administer the BESS assessment during the 1st 9 weeks to identify students with unaddressed mental health needs and provide information or access to appropriate resources.	Behavior Specialist	Aug- October	<b>Evidence of Impact:</b> Improved <b>Artifacts:</b> BESS Assessment Results, Documented referrals to wraparound services	Cares



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
Determine the efficacy of Specially Designed Instruction (SDI) strategies implemented in daily instruction based upon the needs and strengths of SWDs.	All general and special education teachers, Master Teacher Leaders, SELTs	Aug-May	Evidence of Impact: increased proficiency on classroom and standardized assessment Artifacts: Accommodations/SDI Trackers, Lesson Plans with feedback, Classroom Visits with feedback, Weekly Formatives Data, Summative Assessment Data	Title I
Implement Read/180 and Math/180 push-in intervention sessions with students identified by established criteria	Math Specialist Reading Specialists	Aug- May	Evidence of Impact: increased reading lexiles, increased proficiency on math assessments toward grade-level curriculum Artifacts: Read/180 Screener Assessment, Math/180 Screener Assessment	Cares
Provide Professional Learning Opportunities for teachers to build their capacity to incorporate SEL and wellness practices into their daily classroom experience with students; Staff wellness check ins	SLT Behavior Specialists	Aug- May	Evidence of Impact: student and staff surveys Artifacts: PL agendas and sign-in rosters Strategies included within Lesson Plans	Title I
Improve two-way communication between school and the community.	School Project Manager, School Business Manager, Principal	July – June 2022	Parent/Community Meeting Schedules, Recording, Presentations	Title I





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
Administer MAP screener according to district assessment calendar; identify students needing additional supports based on analyzed MAP data.	C. Ashford M. Bellamy D. McKinnon ELA/Math Teachers	Aug. 23-Sep. 13 (1 <sup>st</sup> Administration)	MAP data ( lexiles and scale scores	Cares
Provide feedback for interventions being implemented based on walkthrough observations	C. Ashford M. Bellamy D. McKinnon Admins	Aug. 2021 – May 2022	Intervention observation data	Cares
Monitor intervention data weekly and embed in Data PLC to determine next steps; monitor next steps implementation in walkthrough observations.	C. Ashford M. Bellamy D. McKinnon	Aug. 2021 – May 2022	PLC agenda, Intervention observation data	General funds
Determine the efficacy of Specially Designed Instruction (SDI) strategies implemented in daily instruction based upon the needs and strengths of SWDs.	All general and special education teachers, Master Teacher Leaders, SELTs	Aug. 2021 – May 2022	<b>Evidence of Impact:</b> increased proficiency on classroom and standardized assessment <b>Artifacts:</b> Accommodations/SDI Trackers, Lesson Plans with feedback, Classroom Visits with feedback, Weekly Formatives Data, Summative Assessment Data	Title I
Additional Action Steps required for subgroup populations (eg. SWD, ELL, etc.)				
Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
The case managers will monitor the progress of students receiving intervention support and provide feedback to parents	Case managers/SELTS	Aug. - May	Communication to parents Progress monitoring supports	Title I
The case managers will meet SWD students for one-to-one data meetings to develop data driven next steps to support the intervention process	Case managers/SELTS	Sept. - May	Individual student data sheets	Cares



Strategy 4: Signature Programming

Strengthen the implementation of signature programming

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Conduct a school self-assessment utilizing stakeholder feedback and the updated STEM Standards of Service.	S. Franklin Jones STEAM Team	September 15th	Stakeholder feedback notes Standards of Service analysis	General
Create the SY22 STEM Implementation Plans to address the results of the assessment and to prepare for certification	S. Franklin-Jones STEAM Team	September 31st	Implementation Plan document	General
Provide professional learning for teachers on STEM-related instruction (e.g., PBLs, engineering design procession, investigative research). Monitor the strategies are implemented by all teachers.	Assistant Principal S. Franklin-Jones	Monthly	Sign-in sheets PL presentation documents observation feedback notes	General
STEAM Coordinator establishes model STEAM classroom for teachers.	S. Franklin-Jones	Aug. 21 – Sept. 21	Model classroom	General Funds
STEAM Coordinator provides feedback on bi-weekly lesson plans and monitors implementation of the revised lessons, as well as for implementation of next steps determined in planning.	S. Franklin-Jones	Aug. 21 – May 22	Lesson plans, lesson plan feedback and observations	NA
Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
STEAM Coordinator observes in STEAM classrooms, The STEAM coordinator will collaborate with the SELTS/case managers to provide training related to PBL implementation of feedback.	STEM S. Franklin-Jones Coordinator/SELT	Aug. 21 – May 22	Observation data, sign-in sheets, handouts, follow up feedback	General funds NA
AP monitors weekly the coaching cycle provided by the STEAM Coordinator <small>The GTO and PTA will be provide information related to STEM certification</small>	S. Franklin-Jones Principal/STEM Coordinator	Aug. 21 – May 22	Weekly coaching calendar for STEM coordinator, STEM observational calendar, sign-in sheets, agendas, minutes Feedback	NA NA
STEAM Coordinator reports progress of STEAM Authorization at bi-weekly Leadership Team Meeting.	S. Franklin-Jones	Aug. 21 – May 22		NA

**Short Term Action Plan: (9 weeks)** The next section is required for CSI, TSI and Promise Schools. All other schools are able and encouraged to use the template if they choose.

Things to consider:

- Based on my year long plan, what are the actions that I need to start with for the first 9 weeks?
- What GSCI systems and structures are these actions steps aligned to?
- What resources (human/non-human) are needed to implement action steps?
- What district support will you need 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 achievement?
- What artifacts/evidence will you use to show progress or completion of action steps?
- What is the proposed date of completion of action steps?

## Build Out Short Term Action Plans (STAP)

SIP Goal #1:	<p><b>The percentage of students in grades 9-12 scoring proficient or above in ELA will increase from 15% to 25% in June 2022.</b></p> <p><b>The percentage of students in grades 9-12 scoring proficient or above in math will increase from 4% to 25% in June 2022.</b></p>									
Action Step Number	GSCI Systems and Structures What systems and structures is this action step a part of?	School Action Steps What action steps will the school team implement to meet this goal?	Resources What resources are needed to implement the action step?	District Support What support, if any, will the district be providing to implement this action step?	Timeline What is the intended date of completion of this action step?	Position(s) Responsible Who is responsible for monitoring the implementation of this action step?	Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step?	Success Criteria for Impact on Student Achievement What data will be used to evaluate the impact of this action step on student performance?	Artifacts What artifacts will show evidence of the completion of this action step?	Completion of Action Step What is the date that the school completed this action step?
1	CI-1	Teachers will use the FDHS data protocol to review and analyze data weekly to inform instruction and follow next steps, including intervention strategies	FDHS Data Protocol >Coaching Form	N/A	August (baseline); October	Content APs	80% PLCs will be data driven and guide lesson planning and instructional decision making based on observational feedback from the content AP	3% increase of students scoring proficient or above on unit or benchmark assessments based on content, at each administration.	> FDHS completed data protocols >Assessment Data Results >Coaching Form Data Assessment Data Results >Agenda, sign in sheets	
2		Administrators follow through with coaching cycle by observing in the classrooms to determine if next steps are implemented	Data from Coaching Cycle form; time to review with MTLs	NA	September - October	Principal	All AP's conduct targeted walkthroughs with MTL twice a week and provide specific feedback	3% increase of students scoring proficient or above on unit or benchmark assessments based on content, at each administration.	walkthrough school schedule/ feedback assessment data	
3	EL-4	Admin and MTLs will follow bi-weekly calibrated walkthrough schedule with feedback provided for all teachers focused on APS Definition of Teaching Excellence/Best Practices in Instructional Delivery.	Bi-Weekly Observation Schedule; Focus Walk Tool; PL as Indicated; APS Definition of Teaching Excellence Instructional Playbook	Instructional Technology Support/Content Coordinators/ Coordinator Special Ed Coordinator/ STEAM & 3DE Coordinators	August - October	Admin	80% of core and non-core teachers are monitored bi-weekly with targeted feedback	3% increase of students scoring proficient or above on unit or benchmark assessments based on content, at each administration. and weekly common assessments for non-core teachers	> Observational Data Documentation of Completed Observations in Admin Google Form assessment data	
4		>Designated students are engaged in Reading Plus for a minimum of 90 minutes weekly.	Reading Plus program  Reading Plus Intervention Schedule	District ELA content coordinator District Reading Specialist	Aug - Oct	Reading; Content APs	100% of designated Rdg Plus teachers will follow the program as prescribed based on the schedule and observational feedback from Admin	70% of students assigned to Reading Plus program will complete 20 See Readers by the end of Oct with an 80% accuracy	Reading Plus Completion Report >SLT Monthly Presentations Admin Observational feedback	
5	CI-1	Admin/SELTS will conduct weekly observations to monitor the implementation of implementation of SDI and the effective use of teaching models to	IEPs Observation Tool	SELTS's for training SWD Coordinator	Sept-Oct	SELTS/APs/ Principal	85% of teachers engage students with SDI implementation as evidenced by data collected using observation checklist	SWD show a 3% growth on common assessments for each administration	> Lesson Plans with Feedback > Completed Observation Tool > Student Work Assessment Data Monthly SELT data	

## Build Out Short Term Action Plans (STAP)

SIP Goal #1:	<p><b>The percentage of students in grades 9-12 scoring proficient or above in ELA will increase from 15% to 25% in June 2022.</b></p> <p><b>The percentage of students in grades 9-12 scoring proficient or above in math will increase from 4% to 25% in June 2022. Increase the graduation rate from 69% to 72% by June, 2022.</b></p>									
Action Step Number	GSCI Systems and Structures What systems and structures is this action step a part of?	School Action Steps What action steps will the school team implement to meet this goal?	Resources What resources are needed to implement the action step?	District Support What support, if any, will the district be providing to implement this action step?	Timeline What is the intended date of completion of this action step?	Position(s) Responsible Who is responsible for monitoring the implementation of this action step?	Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step?	Success Criteria for Impact on Student Achievement What data will be used to evaluate the impact of this action step on student performance?	Artifacts What artifacts will show evidence of the completion of this action step?	Completion of Action Step What is the date that the school completed this action step?
6	CI- 2	Implement high yield strategies: 1) use of graphic organizers; 2) annotated notes with color coding; 3) preview new vocabulary (vocabulary acquisition)	NA	NA	September-Oct	SELTs/APs/Principal	85% of teachers engage students with SDI implementation as evidenced by data collected using observation checklist	SWD show a 3% growth on common assessments for each administration	Strategy Checklist	
7	CI-3	Implement monthly process to track the graduation progress of the SWD students during monthly case manager meetings.	APS Graphs; Excel tracker by Cohort	School Improvement Coordinator	September - Oct 2021	SELTs/ Counselors/ Grad Coach/Prin/Case Managers	100% SWD in all Cohorts will have their progress monitored monthly by case managers and other support staff during monthly case manager meetings.	Decrease number of off-track SWD students from the beginning of each month to the end of the month by 5% in each grade level based on the failure matrix	> Bi-weekly data presentation in SLT meetings > Grad Coaches' Tracker	
8		Teachers/Master Teacher Leaders will implement effective collaborative planning protocols using GADOE High impact Collaborative Planning Rubric.	GADOE Collaborative Planning Process Guide/High Impact Rubric	School improvement coordinator	September - Oct 2021	APs/Principal Master Teacher Leaders	Collaborative planning protocols are observed at the Operational (evident) level with an average of 8/10 on the observation collaborative planning tool; rubric will be completed bi-weekly	3% increase of students scoring proficient or above on unit or benchmark assessments based on content, at each administration.	Data from the collaborative planning rubric Collaborative planning calibration feedback sessions data	
9		Monitor lesson development for alignment to ALDs.	GADOE Collaborative Planning Process Guide/High Impact Rubric	NA	September - Oct 2021	APs/Principal	>80% of teachers develop lessons aligned to ALDs.	3% increase of students scoring proficient or above on unit or benchmark assessments based on content, at each administration.	Data from the collaborative planningn rubric	

## Build Out Short Term Action Plans (STAP)

SIP Goal #2:	Increase the Climate Star rating from a one to three stars as indicated on the 2021-2022 CCRPI report.									
Action Step Number	GSCI Systems and Structures What systems and structures is this goal a part of?	School Action Steps What action steps will the school team implement to meet this goal?	Resources What resources are needed to implement the action step?	District Support What support, if any, will the district be providing to implement this action step?	Timeline What is the intended date of completion of this action step?	Position(s) Responsible Who is responsible for monitoring the implementation of this action step?	Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step?	Success Criteria for Impact on Student Achievement What data will be used to evaluate the impact of this action step on student performance?	Artifacts What artifacts will show evidence of the completion of this action step?	Completion of Action Step What is the date that the school completed this action step?
1	FCE-5	Admin will provide monthly Town Hall meetings for students/parents to support student success.	Technology for virtual meetings	N/A	August - Oct 2021	Grade Level APs	8 Town Hall meetings are provided during the school year for students'/parents' participation	85% student daily attendance  Decrease failure rates in core classes by 5%, monthly for all grade levels	Monthly SLT Data Presentation	
2	EL-4	The Attendance Team will implement an incentive and recognition program for students to support classroom attendance and engagement.	Incentives	N/A	September - Oct 2021	Attendance Specialist Principal	Implement the developed incentive/recognition program at 100%	85% students daily attendance Decrease failure rates in core classes by 5%, monthly, for all grade levels.	School-wide communications (Newsletter, Social Media, School Website); list of recipients	
3	EL-5	All staff implement daily attendance communication protocols.	Communication Protocol Communication Team Attendance Protocol	N/A	September - Oct 2021	Attendance Specialist Principal	90% implementation of daily communication protocol	85% students daily attendance Decrease failure rates in core classes by 5%, monthly, for all grade levels.	Daily Take Rate Attendance Reports Parent contact logs	



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SIP Goal #2:	Increase the Climate Star rating from a one to three stars as indicated on the 2021-2022 CCRPI report.									
Action Step Number	GSCI Systems and Structures What systems and structures is this goal a part of?	School Action Steps What action steps will the school team implement to meet this goal?	Resources What resources are needed to implement the action step?	District Support What support, if any, will the district be providing to implement this action step?	Timeline What is the intended date of completion of this action step?	Position(s) Responsible Who is responsible for monitoring the implementation of this action step?	Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step?	Success Criteria for Impact on Student Achievement What data will be used to evaluate the impact of this action step on student performance?	Artifacts What artifacts will show evidence of the completion of this action step?	Completion of Action Step What is the date that the school completed this action step?
1	FCE-5	The care team will meet bi-weekly to analyze multiple data points for individual students and to determine next steps.	N/A	N/A	Sept - Oct 2021	Attendance Spec Social Worker Principal Counselor Behavior Specialist	100% of the meeting occur per the schedule	Increase 85% student daily attendance  Decrease failure rates in core classes by 5%	Monthly SLT Data Presentation Care Team Meeting Minutes and Agendas	
2	EL-4	Utilize behavior specialists to provide daily supports to designated students	Incentives	SWD Coordinator Student Services Coordinator	September - Oct 2021	Behavior Specialists Specialist Principal	70% Decrease escalated for students on caseloads	Increase students daily attendance by 85% 5% decrease in behavior incidents for individual students from month to month	Case Load list Care Team Agenda. Sign-in sheets	
3	EL-5	Implement Restorative Mediation Conferences	NA	N/A	September - Oct 2021	Principal AP Behavioral Specialist	Monthly Climate Survey	Increase students daily attendance by 85% Decrease failure rates in core classes by 5%, monthly, for all grade levels.	Daily Take Rate Attendance Reports Parent contact logs	



## Build Out Short Term Action Plans (STAP)

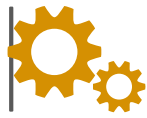
SIP Goal #3:	Increase the Climate Star rating from a one to three stars as indicated on the 2021-2022 CCRPI report.									
Action Step Number	GSCI Systems and Structures What systems and structures is this goal a part of?	School Action Steps What action steps will the school team implement to meet this goal?	Resources What resources are needed to implement the action step?	District Support What support, if any, will the district be providing to implement this action step?	Timeline What is the intended date of completion of this action step?	Position(s) Responsible Who is responsible for monitoring the implementation of this action step?	Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step?	Success Criteria for Impact on Staff Climate? What data will be used to evaluate the impact of this action step on staff climate?	Artifacts What artifacts will show evidence of the completion of this action step?	Completion of Action Step What is the date that the school completed this action step?
1	EL-2	Provide staff led professional development enhance IT instructional skills of all staff	Technology Instructional Technologist	District IT support	September-Oct	Principal Instructional Tech MTL	Each month there will be a minimum of 2 staff led PD sessions inclusive of collaborative planning sessions	78% of faculty believe there are opportunities for growth at FDHS	>PL/Dept Agendas >Recordings of staff leading the work, Lesson plan feedback, observational walks	
2	EL-1	Provide monthly climate surveys to staff members	Climate Survey	N/A	September - Oct	Principal	100% implementation rate each month for all designated staff	Minimum of 78% positive responses on monthly climate surveys	> Survey Results > SLT meeting minutes discussing the survey data > IC Completion of Assignment Reports	
3	EL-4	Implement an incentive and recognition program for staff	Incentives	N/A	Sept - Oct	Principal, AP's	Incentives/recognitions are provided each month during school year (100%)	Minimum of 78% positive responses on monthly climate surveys	School-wide communications (Newsletter, Social Media, School Website)	
4		Staff Focus Groups will identify and address targeted improvements based on group assignments	Designated Meeting time & space	N/A	September - May 2022	SLT	50% of Focus Groups have completed at least one of their initiatives	Minimum of 78% positive responses on monthly climate surveys	Focus Group Agendas, documented implementation	

## Build Out Short Term Action Plans (STAP)

SIP Goal #3:	Increase the graduation rate from 69% to 72% by June, 2022.									
Action Step Number	GSCI Systems and Structures What systems and structures is this goal a part of?	School Action Steps What action steps will the school team implement to meet this goal?	Resources What resources are needed to implement the action step?	District Support What support, if any, will the district be providing to implement this action step?	Timeline What is the intended date of completion of this action step?	Position(s) Responsible Who is responsible for monitoring the implementation of this action step?	Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step?	Success Criteria for Impact on Staff Climate? What data will be used to evaluate the impact of this action step on staff climate?	Artifacts What artifacts will show evidence of the completion of this action step?	Completion of Action Step What is the date that the school completed this action step?
1	FCE-3	Counselors, GRASP Counselor & Grad Coaches conduct transcript audits quarterly & determine next steps based on results	NA	District Counselor	August-Oct	Principal Counselors Grad Coach GRASP Counselor	100% of student transcripts are audited quarterly	5% increase the number of students on track to graduate each quarter	Cohort data	
2	FCE-3	The counselors, GRASP counselor and graduation coach will monitor their caseload daily and provide one point of contact with off track off students		NA	September - Oct	Principal Grad Coach Grade Level Counselor Grasp Counselor	100% documentation of bi-weekly caseload contacts for off track students	Minimum of 5% decrease in off track students each month	> Caseload logs and student data	
3	FCE-3	Conduct Bi-weekly meetings with Phoenix Academy staff to monitor the progress of FDHS students attending the school	NA	School Improvement Coordinator	Sept - Oct	Principal, AP's, GRASP Counselor, Senior Counselor	100% of bi-weekly meetings occur to support FDHS/PA students	Minimum of 5% decrease in off track students each month progressing towards graduation for Cohort 21/22	Meeting schedule, Meeting minutes	
4	FCE-3	The GRASP/Senior Counselors will monitor students daily who are on their caseload and enrolled in credit recovery providing feedback to students and parents	NA	N/A	September - Oct	Principal, AP's, GRASP Counselor, Senior Counselor	100% of off track credit recovery students will receive a minimum of one point contact weekly	75% of credit recovery students successfully complete their classes	SLT Agendas, Credit recovery reports Cohort Data Case load Logs	

## Build Out Short Term Action Plans (STAP)

[illegible]



Complete the chart on the next page by listing all committee members who participated in completing the schoolwide plan. Please duplicate the slide to add more positions if necessary. All positions with an asterisk must be included on the planning committee.

Title I schools must print this page, obtain signatures, and submit it to your Federal Programs Specialist.





# Title I

# School Information

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name	Frederick Douglass High School	Grade Band	9-12
Principal	A. Portee	Cluster	Douglass
State Designation (CSI, TSI, or Promise)			

Name		Position	Signature
Wolfolk		Associate Superintendent*	Dr. Margul Retha Woolfolk
A. Portee		Principal*	Artesza Portee
L. Dixon S. Jennings K. Louis-Jean S. Ponder D. Purnell		Assistant Principal*	LaShaun Dixon Shermaine Jennings Kartia Louis-Jean Segena Ponder Derwin Purnell
J. Nunnally T. Edwards		SELT Teacher*	Jinya Nunnally Taneika Edwards
C. Ashford M. Bellamy D. McKinnon		Specialists*	Carolyn Ashford Mariah Bellamy Danielle McKinnon
Z. Adili A. Finley R. Hairston D. Fulwider		Master Teacher Leaders*	Zuri Adili Angela Finley Robert Hairston Diahann Fulwider
T. Stroud		Instructional Technology Specialist*	Tianna Stroud
S. Franklin-Jones		STEAM Coordinator*	Sakai Franklin-Jones
M. Brown		Business Manager*	Macquelyn Brown
M. Holmes S. Amey G. Parmer J. Adams		Federal Programs Specialist* MRESA SIS GaDOE SES School Improvement Specialist	Stephanie Amey Gail Parmer JillMarie Adams



Each school participating in the Fund 150 consolidation program must complete an Intent and Purpose form. This form must provide an accurate description of how the intent and purpose for each program will be met.

Instructions: Using the chart on the next page, describe how the Intent and Purpose for each consolidated funding source will be met by the school. Delete the statements that do not apply, sign and return to your Federal Programs Specialist.

# Title I

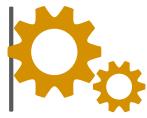


# Intent and Purpose

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022
<b>School Name</b>	Douglass High School	<b>Grade Band</b>	
<b>Principal</b>	Artesza Portee	<b>Cluster</b>	
<b>State Designation (CSI, TSI, or Promise)</b>	CSI	<b>Family Engagement (APTT, Removing Barriers, School Designed)</b>	

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title I, A	Remediate Students	<ul style="list-style-type: none"> <li>• Improve academic achievement through technology integration</li> <li>• Small group pull-out when needed to reinforce academic standards</li> <li>• Tutorial program for academic remediation</li> <li>• Intervention as needed to reinforce academic standards</li> <li>• Focused behavior and academic interventions</li> <li>• Math Specialist</li> <li>• Reading Specialist</li> </ul>
	Develop Staff	<ul style="list-style-type: none"> <li>• Improve teacher quality through induction/mentor program</li> <li>• Ongoing job embedded professional development</li> <li>• Professional learning communities</li> <li>• Conferences</li> <li>• Professional development in targeted instructional areas</li> <li>❖ Extended planning which focuses on curriculum design and effective instructional strategies</li> <li>• Content specific trainings</li> </ul>

# Title I



## Intent and Purpose

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022
<b>School Name</b>	Douglass High School	<b>Grade Band</b>	
<b>Principal</b>	Artesza Portee	<b>Cluster</b>	
<b>State Designation (CSI, TSI, or Promise)</b>	CSI	<b>Family Engagement (APTT, Removing Barriers, School Designed)</b>	

<b>Program</b>	<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>School Actions</b>
<b>Title I, A</b>	Engage Families	<ul style="list-style-type: none"><li>• Parent outreach for EL students</li><li>• Parent Liaison position</li><li>• APTT Program</li><li>• Home visits</li><li>• College and Career Readiness tours, workshops, and opportunities for students</li><li>• Mobile parent center and community outreach</li><li>• Parent University</li><li>• Inhouse Parent Resource Center</li><li>• Parent academic events and workshops</li><li>• Build the capacity of staff to support Family Engagement</li><li>• Send parents to local and national parent conferences</li><li>• Send staff to local and national parent conferences</li></ul>

# Title I



## Intent and Purpose

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022
<b>School Name</b>	Douglass High School	<b>Grade Band</b>	9-12
<b>Principal</b>	Artesza Portee	<b>Cluster</b>	Douglass
<b>State Designation (CSI, TSI, or Promise)</b>	CSI	<b>Family Engagement (APTT, Removing Barriers, School Designed)</b>	Removing Barriers

<b>Program</b>	<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>School Actions</b>
<b>Title I, A Set Aside</b>	Family Engagement	<ul style="list-style-type: none"><li>• Parent outreach for EL students</li><li>• Parent Liaison position</li><li>• APTT Program</li><li>• Home visits</li><li>• College and Career Readiness tours, workshops, and opportunities for students</li><li>• Mobile parent center and community outreach</li><li>• Parent University</li><li>• Inhouse Parent Resource Center</li><li>• Parent academic events and workshops</li><li>• Build the capacity of staff to support Family Engagement</li><li>• Send parents to local and national parent conferences</li><li>• Send staff to local and national parent conferences</li></ul>

# Title I



# Intent and Purpose

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name	Douglass High School	Grade Band	9-12
Principal	Artesza Portee	Cluster	Douglass
State Designation (CSI, TSI, or Promise)	CSI	Family Engagement (APTT, Removing Barriers, School Designed)	Removing Barriers

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title IV, A	High School and Middle School Bridge Program (Safe and Healthy)	<ul style="list-style-type: none"><li>• High School transition program to prevent student dropout</li><li>• Middle School transition program to prevent dropout</li><li>• School Dropout Prevention</li></ul>



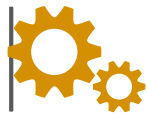
# Title I



## Intent and Purpose

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022
<b>School Name</b>	Douglass High School	<b>Grade Band</b>	9-12
<b>Principal</b>	Artesza Portee	<b>Cluster</b>	Douglass
<b>State Designation (CSI, TSI, or Promise)</b>	CSI	<b>Family Engagement (APTT, Removing Barriers, School Designed)</b>	Removing Barriers

<b>Program</b>	<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>School Actions</b>
<b>School Improvement (CSI, TSI, or Promise Only)</b>	School Improvement (CSI, TSI, or Promise)	<ul style="list-style-type: none"> <li>• Tutorial program for academic remediation</li> <li>• Professional development in targeted instructional areas</li> <li>• Leadership development</li> <li>• Focused behavior and academic interventions</li> <li>• Small group pull-out when needed to reinforce academic standards</li> <li>• Intervention as needed to reinforce academic standards</li> <li>• Math Specialist position</li> <li>• Reading Specialist position</li> </ul>



All components of a schoolwide program plan must be addressed. Please sign by each box to attest that the school is in compliance with each indicator, sign and return to your Federal Programs Specialist.

# Title I



## Attestations

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name		Grade Band	
Principal		Cluster	
State Designation (CSI, TSI, or Promise)			

### School Wide Plan Development: 1114(b) 1-5

### Signature

Is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section

*A. Portee*

Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

*A. Portee*

# Title I



# Attestations

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name		Grade Band	
Principal		Cluster	
State Designation (CSI, TSI, or Promise)			

School Wide Plan Development: 1114(b) 1-5

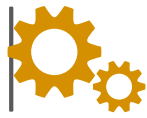
Signature

Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

*A. Portee*

Is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

*A. Portee*



**Please answer questions below that apply to your grade span along with all questions that are for ALL SCHOOLS.**



<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022
<b>School Name</b>	Douglass High School	<b>Grade Band</b>	9-12
<b>Principal</b>	Artesza Portee	<b>Cluster</b>	Douglass
<b>State Designation (CSI, TSI, or Promise)</b>			CSI

School Wide Plan Questions	Response
<p>1. ALL SCHOOLS - Provide a description of how the school will be implementing strategies to address school needs, as well as, provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards [Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)].</p>	<p>The school will seek to hire highly qualified teachers in every classroom, provide support to teachers to strengthen instructional capacity through professional learning, and design a master schedule to meet the learning needs of every student. The schedule will include academic supports for students with disabilities and EL students, including mandated implementation of IEPs.</p>





<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022
<b>School Name</b>	Douglass	<b>Grade Band</b>	9-12
<b>Principal</b>	Artesza Portee	<b>Cluster</b>	Douglass
<b>State Designation (CSI, TSI, or Promise)</b>			

## School Wide Plan Questions

## Response

2. ALL SCHOOLS - Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

b. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The counseling team will provide individual counseling to students and make referrals to a licensed mental health counselor from Chris 180. Students are referred to the At-Promise Center, a resource for diversion, intervention, and prevention of criminal activity, by counselors and SSW. Students who need additional academic support are scheduled in intervention classes for Math and ELA with prescribed curriculum based on pre-assessments of student skill level.

All students will be taught expected behavior through SEL during Advisement on a weekly basis. A behavior screening tool will be used to identify students who need additional support. Students with recurring behavior infractions will be provided additional targeted support by the behavior specialist. Students will be identified by using the SST process. Students in need of support will receive tiered support from our Behavior Specialist, Chris 180, and counselors.



<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022
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<b>Principal</b>	Artesza Portee	<b>Cluster</b>	Douglass
<b>State Designation (CSI, TSI, or Promise)</b>			

## School Wide Plan Questions

## Response

3. ALL SCHOOLS Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec.1112(b)(7), and Sec.1112(e)(3)(C) for parents of English Learners. If your school does not have EL students with parents in need of translation put NA.

Using our ESOL teacher and parent liaison, the school will send targeted communication to families in their native language. A translator will be provided at community meetings. WIDA standards will be implemented with fidelity in classroom instruction. The ESOL teacher will provide training for classroom teachers on providing accommodations to support EL students.



<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022
<b>School Name</b>	Douglass High School	<b>Grade Band</b>	9-12
<b>Principal</b>	Artesza Portee	<b>Cluster</b>	Douglass
<b>State Designation (CSI, TSI, or Promise)</b>			

## School Wide Plan Questions

## Response

### 5. MIDDLE AND HIGH SCHOOLS ONLY -

Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

a. through coordination with institutions of higher education, employers, and other local partners; and ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10);

b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec.1112(b)(10).

All rising freshmen are provided with the opportunity to attend a summer bridge program. The summer bridge program prepares students to enter high school by providing academic support and emotional support.



<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022
<b>School Name</b>	Douglass High School	<b>Grade Band</b>	9-12
<b>Principal</b>	Artesza Portee	<b>Cluster</b>	Douglass
<b>State Designation (CSI, TSI, or Promise)</b>			

## School Wide Plan Questions

## Response

6. HIGH SCHOOLS ONLY - Explain how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

School counselors share information about post-secondary options by facilitating information sessions with institutions, promoting college fair participation, encouraging extension of career pathways through WBL and ACCA, encouraging the enrollment of students in dual enrollment through ACCA. Students are also encouraged to potentially earn college credit by participating in Advanced Placement classes. In addition to school counselors, the College and Career Advisors (Achieve Atlanta) provide 1-1 post-secondary counseling to each senior. This includes assistance with college applications, completion of the FAFSA, and career exploration.