

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Burgess-Peterson Academy			District Name: Atlanta Public Schools		
Principal Name: David A. White			School Year: 2016/2017		
School Mailing Address: 480 Clifton Street SE, Atlanta, GA 30316					
Telephone: 404-802-3400					
District Title One Director/Coordinator Name: Kathleen Yarbrough					
District Title One Director/Coordinator Mailing Address: 130 Trinity Ave, Atlanta, GA 30303					
Email Address: <a href="mailto:kyarbrough@atlanta.k12.ga.us">kyarbrough@atlanta.k12.ga.us</a>					
Telephone: 404-802-2842					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/> No			Focus School <input type="checkbox"/> No		
Title I Alert School <input type="checkbox"/> No					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date: August 26, 2017	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	

## Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

### Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (\*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).  
**Note:** The planning team must involve parents in the planning process.  
 See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be 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, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.

### Title I Schoolwide/School Improvement Plan

**Planning Committee Members:**

<b>NAME</b>	<b>MEMBER'S SIGNATURE</b>	<b>POSITION/ROLE</b>
<b>David White</b>		<b>Principal</b>
<b>Sabrina Hayes</b>		<b>Assistant Principal &amp; BPA Parent</b>
<b>Melanie Searcy</b>		<b>Instructional Coach &amp; BPA Parent</b>
<b>Luana Slaughter</b>		<b>Parent Liaison</b>
<b>Valerie Waddell</b>		<b>BPA Teacher</b>
<b>Alison Witherspoon-Brown</b>		<b>BPA Teacher</b>
<b>Russell Jarrett</b>		<b>BPA Teacher &amp; RTI /SST Coordinator</b>
<b>Angie Taylor</b>		<b>Special Education Lead Teacher</b>
<b>Tracy King-Holmes</b>		<b>International Baccalaureate Program Specialist</b>
<b>Suzanne Jacobs</b>		<b>PTA President &amp; BPA Parent</b>
<b>Tabitha Stroud</b>		<b>BPA Teacher &amp; Governing Team Member</b>
<b>Princess Watts-Blount</b>		<b>BPA Teacher</b>
<b>Chadwick Robinson</b>		<b>Title I Compliance Analyst</b>

## SWP Components

- \*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

*Response:*

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were the principal, the assistant principal, the International Baccalaureate PYP coordinator for BPA, our parent liaison, our instructional coach, our SST/RTI Coordinator, upper grades teachers and lower grades teachers, our PTA president, our special education lead teacher and our Title I Compliance Analyst. Two of the staff members included here are also BPA parents with one or more currently enrolled BPA students for the 2016/2017 school year. The ways they were involved include opportunities to reflect upon the tenets of last year's SWP and the summative data from spring 2016 to see if our outcomes were impacted by the ways we applied our Title I resources. This team was invited to participate in a planning meeting to help determine some of the ways we will utilize our Title I funding for SY 2016/2017.

B.

We used analysis of Georgia Milestones data from spring 2016, attendance and suspension data from the 2015/2016 school year to reflect upon the outcomes of the FY16 SWP and to establish goals for the FY17 SWP. Analysis of the data for returning students as well as those new to the school has helped us to understand the core subjects and skills in which improvement in teaching and learning is needed.

C. We currently have no migrant children enrolled at BPA. However if we were to receive students from this background we would follow the Atlanta Public Schools policies that outline support to these students.

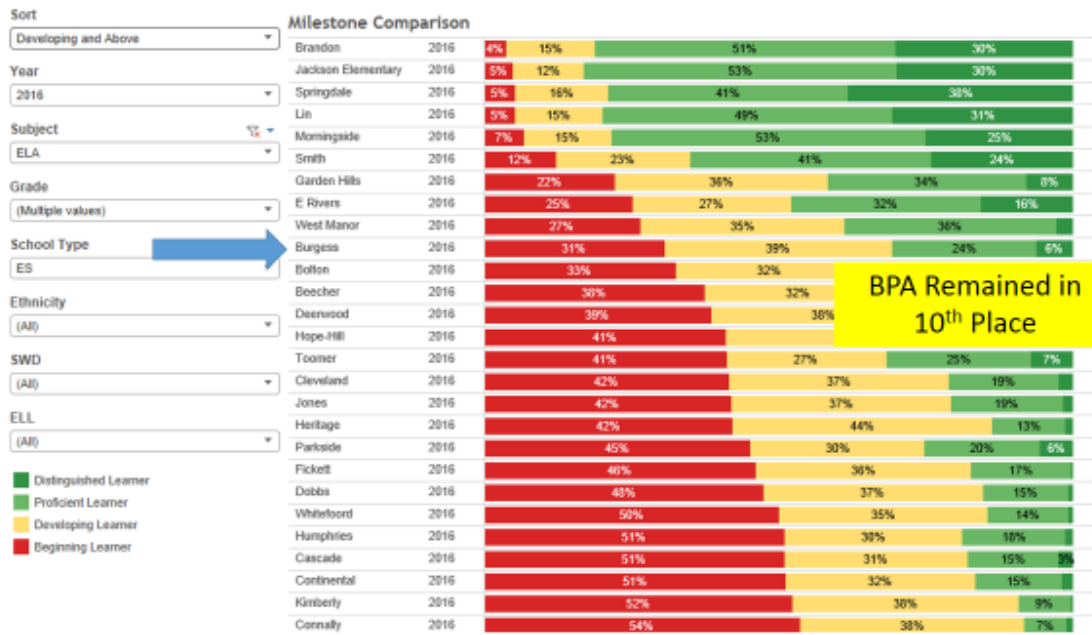
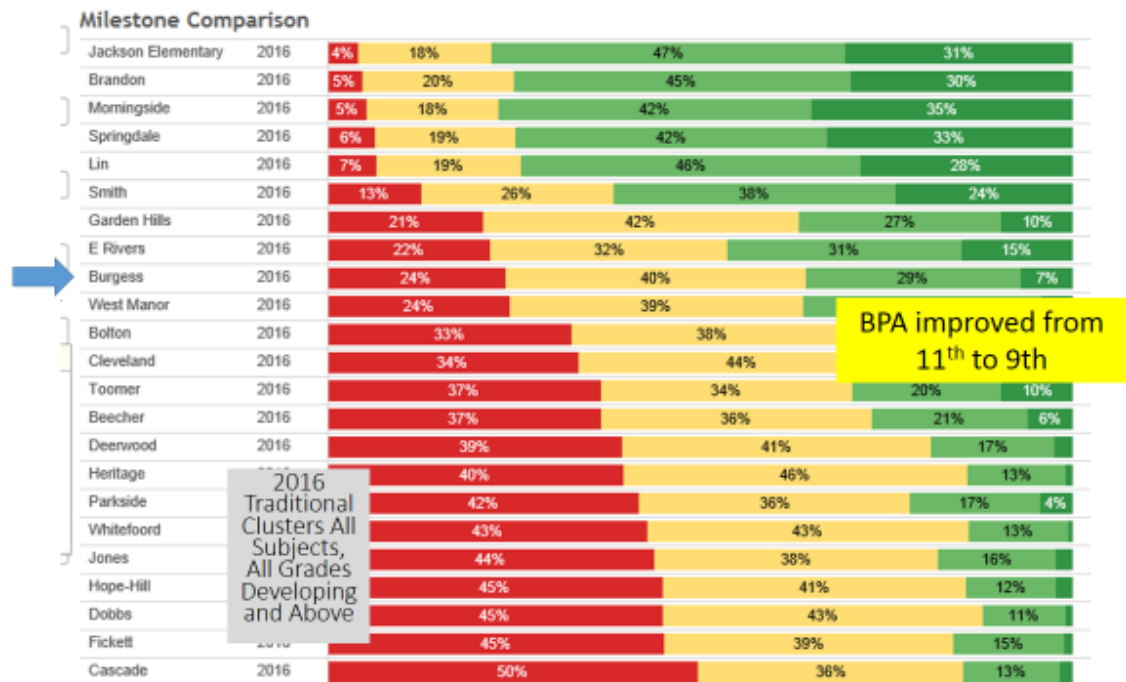
To ensure compliance with Title I Part-C (Migrant Education), GaDOE Occupational Survey questions have been incorporated within APS Student Enrollment Form. If 'yes', responses to any of these questions are indicated by parents when registering their children, the name and contact information is forwarded to the ABAC Migrant Education Consortium to determine Migrant status and eligibility for program services and support. Students who are deemed eligible for Migrant education program services, receive support at their local school and offered additional academic support, resources and other services coordinated by the ABAC consortium. Student grades and progress reports from their home school are used to identify their weakness and determine if additional support is needed. Tutorial sessions are designed to address deficiencies and to ensure students master skills required to meet academic standards.

- \*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

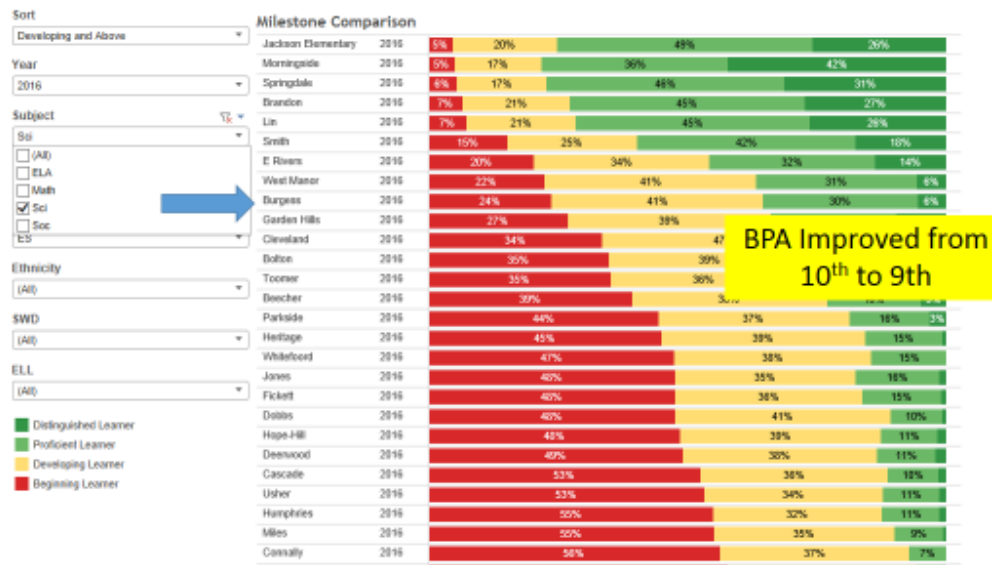
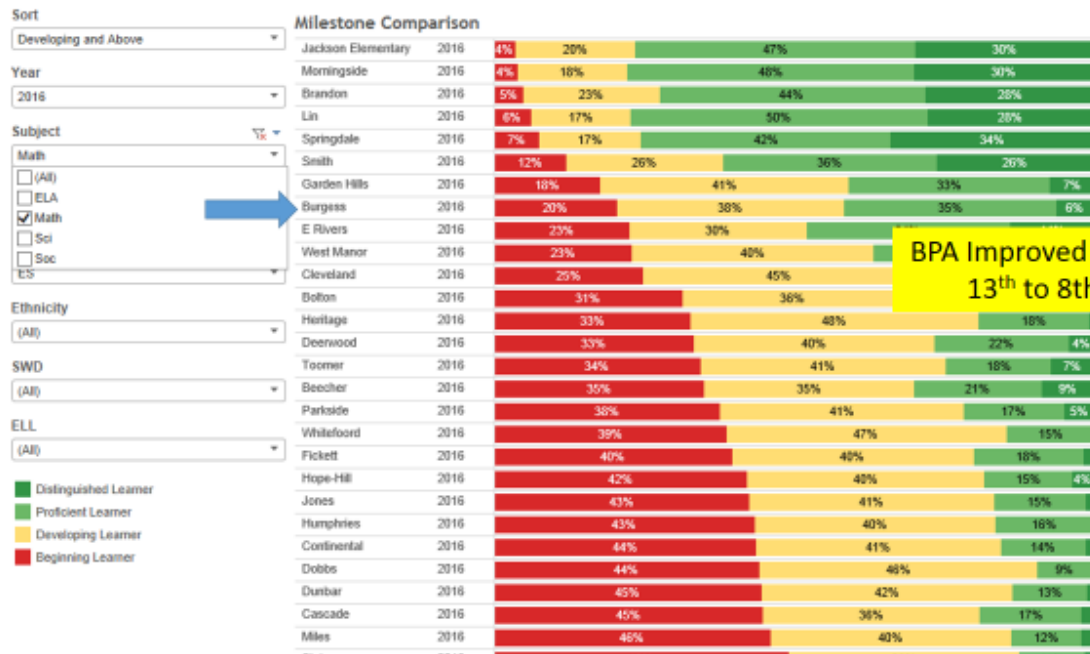
The school/district will work with the consortium to provide required services for students identified as migrant to take into account the needs of all students who enroll at Burgess Peterson Academy's parents have completed a home language survey. If necessary, additional resources will be accessed through the ESOL Department.

- D. We have reflected on current achievement data that will help the school understand the subjects and skills where outcomes need to improve. For example, our summative data from spring 2016 indicate gains for three of the four content areas tested by the GMAS. For Science and Social Studies fewer students scored in Level I and more students scored in Level 4 than spring 2015. In Mathematics the improvements were dramatic with significant improvements in Level I and Level 4 for our third and fourth graders. Our data for Reading /ELA was stagnant when compared to the previous year. This indicates, in part, that our focus on Early Literacy and Reading Intervention is still an important part of our work for FY17.
- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving the state academic content standards including;
- Economically disadvantaged students- approx. 70% of BPA students
  - Students from major racial and ethnic groups- approx. 80% of BPA students are African American
  - Students with disabilities- approx. 15% of BPA students
- F. We used data from Georgia Milestones Assessment, BPA Attendance and Suspension Data for SY 2015/2016 as well as other data from the Atlanta Public Schools Data Dashboard to evaluate our progress and areas in need of support. Charts displaying these data follow.
- Chart 1 shows BPA overall ranking for grades 3+4+5 for all content areas tested
  - Chart 2 shows BPA Reading / ELA ranking for grades 3+4+5 Spring 2016 GMAS
  - Chart 3 shows BPA Mathematics ranking for grades 3+4+5 Spring 2016 GMAS
  - Chart 4 shows BPA Science ranking for grades 3+4+5 Spring 2016 GMAS
  - Chart 5 shows BPA Social Studies ranking for grades 3+4+5 Spring 2016 GMAS
  - Chart 6 shows BPA Attendance improvement 2015 to 2016
  - Chart 7 shows BPA Suspensions improvement 2015 to 2016
  - Chart 8 shows BPA Overall Performance vs. Challenge Index for spring 2016
  - Chart 9 shows BPA National Curve Equivalent scores for 1<sup>st</sup> and 2<sup>nd</sup> graders 2015 – 2016
  - Chart 10 shows BPA Lexile Level improvements for grades 3 and 5 2015 to 2016

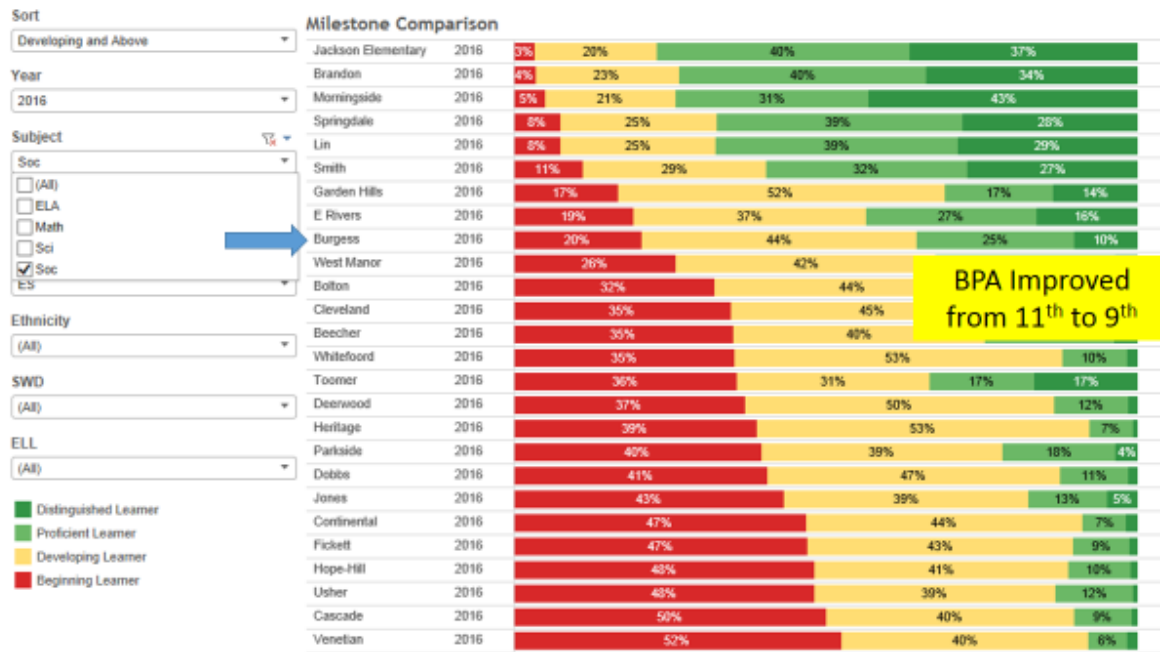
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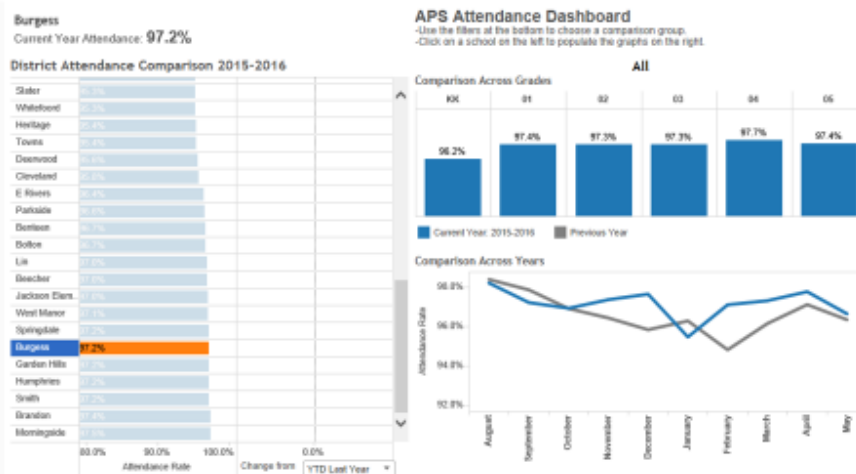
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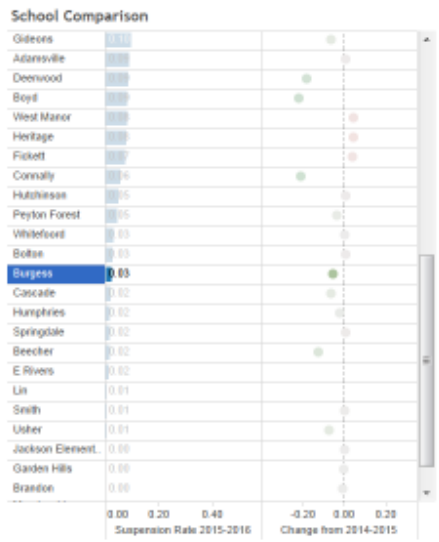


2015-2016 BPA Attendance Comparison to Prior Year and Other APS Schools. We improved from 96.7% to 97.2% and Moved from 8<sup>th</sup> Highest in APS to Tied for 3<sup>rd</sup> in APS.

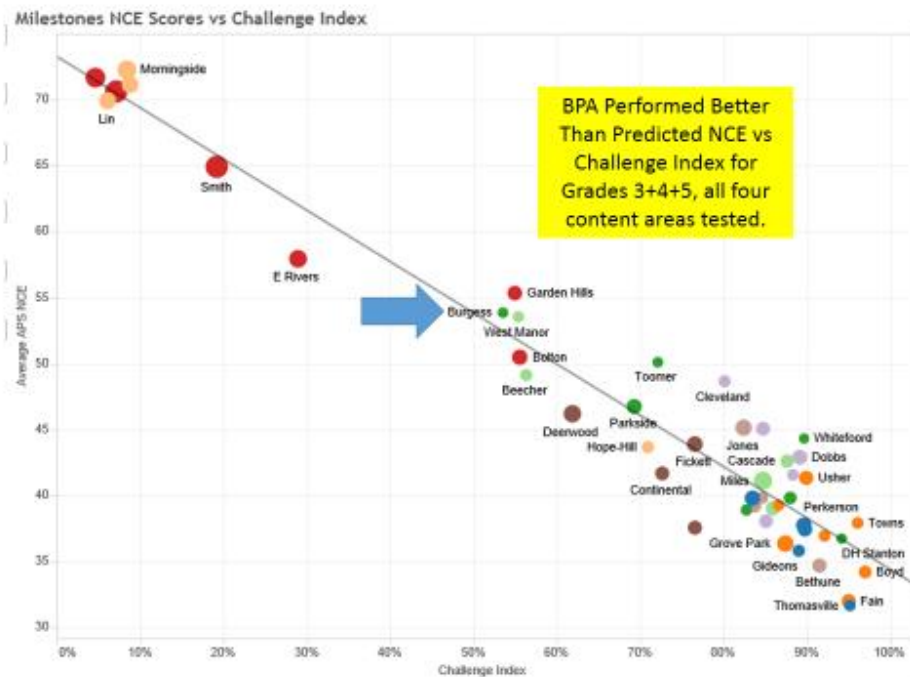




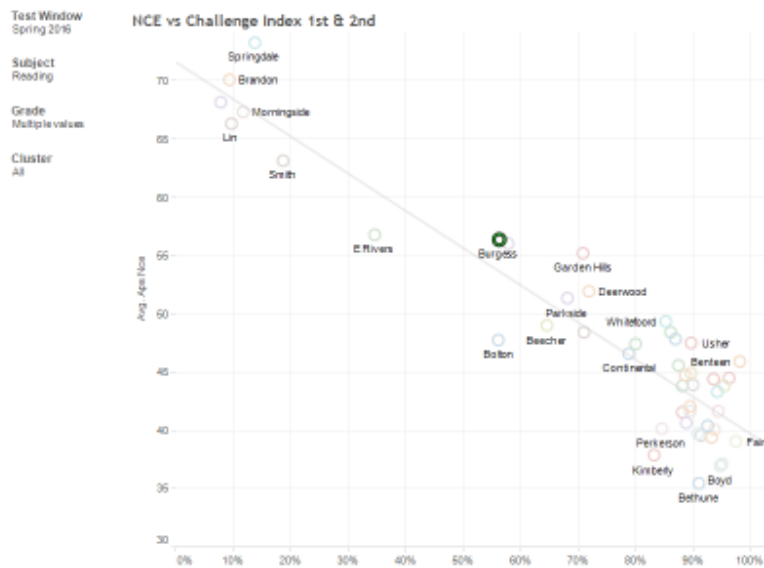
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2015-2016 BPA Suspension Comparison to Prior Year and other APS Schools. We decreased from 0.13% to 0.03% and Moved from 28<sup>th</sup> Lowest in APS to 14<sup>th</sup> Lowest in APS.



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BPA Reading NCE Score for 1<sup>st</sup> and 2<sup>nd</sup> graders increased from the 55<sup>th</sup> NCE to the 56<sup>th</sup> NCE when comparing Fall to Spring scores with peers across our district. We MET this goal.

## Lexile Level Goals 2015 v. 2016

- 3<sup>rd</sup> Grade Goal = 650
  - 2015 53%
  - 2016 63% or 30 of 48
- 5<sup>th</sup> Grade Goal = 850
  - 2015 50%
  - 2016 53% or 18 of 35

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- The major strengths we found in our program were significant increases in the percentage of students scoring at Developing (Level 2) and above in Mathematics, Science, and Social Studies. Due to these increases, BPA rose in the rankings within Atlanta Public Schools when compared to other traditional neighborhood public schools. We also increased the percentage of 3<sup>rd</sup> grade students attaining a Lexile Level of 650 or more by ten percentage points to 63%. Additionally, we increased our already strong Daily Attendance Rate to 97.2% and decreased our Suspension rate from 0.13 to 0.03%. Finally, when comparing our GMAS student outcomes to our Challenge Index our students had better their predicted performance.
- The major needs we discovered included a continued lack of growth in our Reading / ELA data. We were stagnant in Reading / ELA when comparing spring 2015 scores to spring 2016. This was particularly evident in 5<sup>th</sup> grade. Additionally, the 5<sup>th</sup> graders had a minimal gain in the number of students reaching a Lexile level of 850 or better; we increased from 50% to 53%. We also are reminded of our need to continue to develop students' skills at the top level of performance. Too few of our students score in the Distinguished (Level 4) performance band on the GMAS in all content areas. One goal is to ensure that fewer than 25% of students score in Level 1 for any content area and any grade tested on the GMAS. We have also set a goal that at least 10% of students score at Level 4 for all content areas and grades tested on the GMAS spring 2017.
- The needs we will address revolve around improving our foundations of Early Literacy and increasing our teachers' knowledge base and pedagogical expertise when teaching students to read, identifying barriers to student acquisition of early literacy skills and intervening effectively when problems present. Secondly, we will ensure students are better positioned to perform at Level 4 of the GMAS in all content areas tested by focusing on the Atlanta Public Schools and BPA interpretation of Academic Rigor. To accomplish this, we will focus on the APS Eight Instructional Strategies.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be developing BPA students as confident readers by creating a strong foundational literacy program and providing intervention supports to struggling readers at all grades. Our focus on phonics and phonemic awareness will also strengthen students' ability to write and spell with efficiency and accuracy. Other academic issues to be addressed include using technology and web based resources to engage our students with research-proven, adaptive content via Study Island, IXL and other applications assessed via iPad tablet technology. This will bolster students' skills and outcomes in all four content areas.
- The root cause(s) that we discovered for each of the needs are rooted in the need to strengthen our Early Literacy program and to bring more consistency to the way we teach reading at BPA. We have inconsistent practices and differences in pedagogy

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which create gaps in our delivery of early literacy instruction and gaps in the identification and remediation of reading difficulties when they occur. We believe this root cause impacts students who are struggling with basic content but also lessens opportunities for our high performing students to push into Level 4 performance. With a stronger foundation in literacy skills and more consistent practices with pedagogy and intervention, all our students will be better positioned to excel.

G. The measurable goals/benchmarks we have established to address the needs have been embedded in our Governing Team's (GoTeam) Strategic Plan as well. This strategic plan will guide much of our work over the next two school years and is based upon the same data points shared herein. The measurable goals and benchmarks are inclusive of student outcome goals as well as thresholds and timelines for professional learning for BPA team members. Specifically, they include;

- Fewer than 25% of students will score in Level 1 on Reading or Mathematics GMAS Spring 2017 for grades 3, 4, 5
- At least 10% of students will score in Level 4 on Reading and Mathematics GMAS Spring 2017 for Grades 3, 4, 5
- 90% of second graders will score AT or ABOVE grade level on STAR Reading Assessment May 2017
- 100% of general education homeroom teachers will participate in training and implement Orton-Gillingham Phonics methodology during the 2016/2017 school year
- 75% of 3<sup>rd</sup> and 5<sup>th</sup> graders will attain Lexile levels of 650 and 850 respectively
- Maintain student attendance of 97% or better
- Maintain suspension rate of less than 1%
- Maintain Staff and Parent Satisfaction Surveys 80% or more Satisfied or Very Satisfied

**\*2. Schoolwide reform strategies that are scientifically-researched based.**

**2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.**

At Burgess-Peterson Academy, all students experience grade level performance standards and then teachers utilize differentiation within the classroom to engage the students in activities that support their independent level. Teachers utilize a variety of instructional methods; games, technology integration, novel studies and re-teaching to meet the needs of every learner performing on, above, or below grade level. Students performing below grade level will be afforded a variety of instructional interventions by using small group and one on one teacher assistance during the instructional day and after school on tutorial days.

The BPA Master Schedule includes time for teachers to implement classroom based interventions. During these intervention blocks, our intervention teachers often push in or pull out students to reduce the teacher to student ratio even more. Peer tutoring/heterogeneously grouping will be used to assist students in working and accelerating at his/her expected grade level. Support staff, enrichment teachers, and community volunteers and retired teacher tutors will be utilized to assist students who are performing below grade level by using a pull-out tutorial format during the school day during the mathematics instructional block of time. Teachers will also work one on one to re-teach standards and specific domains which have not been mastered based on daily assessments and formative assessment results for individual student performance.

For students performing above grade level a variety of supplemental resources will be used to aide in providing enrichment activities as well as participating in independent/cooperative projects which build on higher order skills and abstract/critical thinking skills. Students performing above grade level will also be afforded the opportunity to utilize novel studies to further develop literacy concepts as well as exposing them to above grade level standards.

In an effort to reach all learners, gifted/talent development programs are supported by general funds.

We believe in our efforts to support struggling learners in a variety of tutorial formats. These primarily include after school tutoring and tutoring embedded within the school day using our intervention team and retired teacher tutors. **Marzano's** research (Classrooms That Work, 1998) includes a meta-analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive effects on the academic performance and attitudes of those who receive tutoring. Tutored students outperformed control students on examinations, and they also developed positive attitudes toward the subject matter covered in the tutorial programs. These findings are echoed by **Peter Cohen's** similar meta-analysis. (Educational Outcomes of Tutoring: A Meta-analysis of Findings, 2010).

Our lagging ELA/Reading data over the last two years have caused us to develop a robust plan to intervene and build the capacity of our teachers to better understand and deliver instruction based in the very best methods for early literacy development. The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness

*2. Schoolwide reform strategies that are scientifically-researched based.
<p>2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.</p> <p>and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. (<u>Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children</u>, Foorman &amp; Torgensen, 2009) Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats. The argument is made that by coordinating research evidence from effective classroom reading instruction with effective small-group and one-on-one reading instruction we can meet the literacy needs of all children.</p> <p>Thus, we have partnered with REAP (Reading is Essential for All People) to develop a year-long professional learning plan to train our homeroom and special educators in the Orton-Gillingham phonics methodology. Similarly, these trainers from REAP are helping us unpack and understand the new district-supported phonics program, Foundations, which was developed by Wilson, an Orton-Gillingham fellow. The power of this consistency of practice and professional learning are certain to have lasting impact on our teaching practices and on our children.</p>
2(b). Are based upon effective means of raising student achievement.
<p>BPA teachers use research based strategies that have been proven to raise student achievement and meet the specific needs of their students. During professional learning time, guided by our Instructional Coach, teachers will hone instructional skills in the areas of: (1) Content Knowledge of the Georgia Standards for Excellence, (2) Content Pedagogy, and (3) Professional Knowledge with a special emphasis during the 2016/2017 school year on early literacy components supported by the Orton-Gillingham phonics methodology training.</p> <p>For mathematics our teachers use Eureka Math as one resource and pull other pertinent resources into their lessons to support learners at all levels. This allows for each student to work on their current level and still have an opportunity to exceed grade level instructional standards. Teachers of mathematics participate in continued professional development in using our new district-provided resources and to determine what other resources to include in their planning and instruction. This work is largely facilitated by our Instructional Coach.</p> <p>Teachers are also supported by the Instructional Coach by engaging in weekly coaching sessions on best practices which support ELA, Mathematics and Science using an exploratory framework, specifically called Number Talks. The Principal, Assistant Principal, and the Instructional Coach support teachers by engaging teachers in using standards-based instruction with professional development geared towards a deeper understanding of the Teacher Keys framework for teaching and learning. Teachers work along a continuum of improvement which enhances his/her teaching pedagogy with a common language of best practices and expectations. Much of the Instructional Coach's work this year will be in support of BPA's implementation of the APS</p>

### Eight Instructional Best Practices.

During the 2016/2017 school year we will utilize Title I resources to procure computer based technology resources to heighten engagement and extend learning time into the homes of our students. Specifically, we will procure Study Island to support Reading, Math, Science and Social Studies in grades 1-5 and IXL to support all four content areas in grades 3-5.

Tablet technology has proven very effective in raising engagement among our students. We will supplement our existing tablet technology this budget cycle by adding 16 iPad Air tablets to our current inventory. This will bring our total to three mobile carts of 25 tablets each for classroom check-out and student use while at school.

### 2(c). Use effective instructional methods that increase the quality and amount of learning time.

A focus on instruction; with an emphasis on the following, *Professional Learning, Assessments, Instruction, and Data-Driven Decision-Making*, as the basis for ensuring effective instructional methods are used to increase the quality and amount of learning time. One way we maximize the effectiveness of instructional methods is to provide daily planning time to analyze data and plan effective lessons to improve student outcomes. An Instructional Coach has again been hired for the 2016/2017 school year to model lessons and provide teachers with instructional support. The work of our Instructional Coach will be closely tied to the implementation of the APS Eight Instructional Practices. The master schedule of the school is closely monitored to ensure that the appropriate amount of time is spent on each content area.

During the school day, protocols exist which limit the number of school-wide announcements via the intercom system, which only occurs on an emergency basis, approved by the building principal or designee. During the Reading and Mathematics block of instructional time, flexible grouping is used to allow teachers to work with small groups of students who are having difficulty mastering grade level standards. After school tutorial is also afforded to students once a week for an extra hour to support mastery of the GSE.

In an effort to increase the quality of instructional time, all teachers will utilize their Promethean Board or new LED Touch Screen technology during the direct instruction of math and reading. Various plugins and components will be used to enhance to ability for students access the content and provide the instructor with meaningful and authentic feedback. Web based products such as Study Island and IXL will be used to reinforce learned GSE and skills in Reading, Mathematics, Science and Social Studies.

- 2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Burgess-Peterson Academy has implemented the Response to Intervention process which is embedded within the Pyramid of Intervention to provide intensive support and data-monitoring of research-based practices. We use intervention data to determine if the needs of this targeted group of students are met by utilizing the school's intervention data. Early Intervention teachers probe and assess students on a consistent basis. During the 2016/2017 school year we will primarily use the Gelestial-Ellis Phonics and Phonemic Awareness screener and the STAR assessment. Outcomes of these assessments will be measured with peer group performance along with progress on suggested research-based strategies.

In addition, teachers will meet at least twice per quarter to review data with the Instructional Coach and the Administrative Team. Our SST/RTI specialist leads each team through a protocol in which all teachers must participate to afford them the opportunity to review the data for individual children and develop intervention plans to address student needs in a timely manner.

**Tier 2 Level of Intervention:**

For students who are identified during the data reviews, a tier 2 intervention plan will be written. The plan will consist of research based interventions to be used within the classroom in small groups and also for pull out small groups using an EIP teacher and/or a retired teacher tutor. Progress monitoring will take place for each student on a weekly and/or bi-weekly basis to measure the progress of each student. Adjustments will be made to the intervention plan because of this data analysis.

- 2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Burgess-Peterson Academy will not use any Title I funds for field trips SY2016/2017.

**\*3. Instruction by highly qualified professional staff.**

*Response:* There are no faculty members at BPA who are not Highly Qualified as defined by the State Department of Education.

**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**

When staffing vacancies arise at Burgess-Peterson Academy we post the position via the Atlanta Public Schools Human Resources portal. Thus, all candidates who are interviewed at the school level have already gone through the APS HR vetting process. Part of this process includes a Talent Screener assessment embedded in the online application. We will only call for interviews those candidates who a) meet the minimum qualifications and hold appropriate certifications and



**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**

b) who score above 75 on the talent screener. Another useful tool in attracting top talent to Burgess-Peterson Academy is having our existing staff members spread the word about our students and our professional working culture. Our Culture and Climate Data continues to be a point of pride and is a selling point for teachers looking to join our team.

Currently, all members of our staff hold the appropriate certification and have passed the requisite exams to be highly qualified to teach in Georgia.

**\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

A. We will include teachers, administrators, paraprofessionals, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example our primary professional learning focus for the 2016/2017 school year is to deepen our teachers understanding of the importance of a solid and consistent approach to early literacy through strengthening our Phonics and Phonemic Awareness practices at BPA. Our research has convinced us that a focus on early literacy and phonics (via our Orton-Gillingham training with REAP) will yield dividends for years to come and strengthen every subject area taught and assessed at BPA. By developing our teachers' competency with phonics instruction and in diagnosing and remedying decoding problems in students of all ages, we will create students who are more proficient and more confident readers which will have a positive impact on the entire schooling experience of our children. This investment is a game changer for BPA and our community. This year-long schedule of job-embedded PD is to be provided primarily through our partnership with Reading is Essential for All People, REAP.

Additionally, we will provide ongoing professional development and support to our teachers as they embed the Atlanta Public Schools Eight Instructional Practices into their planning and lesson delivery. This PD will be provided primarily by our Instructional Specialist and district Content Support Specialists.

Further, we will roll out a school wide focus on Social Emotional Learning this year. In fact, we have already begun with gusto. Built into our master schedule is a 20 minute block at the beginning of each day when students hold community gatherings. These gatherings are designed to ensure our students begin the day with positive energy and affirming words before getting into the content of the day's learning. Our district SEL Coach will provide the bulk of this training and our administrative team visits classrooms each morning to participate in SEL circles and ensure consistent implementation.

Finally, we will provide teachers with professional development to enable the most effective use of other technology resources procured via Title I funds. These will include PD for the best implementation of IXL (grades 3-5) and Study Island (grades 1-5). Finally, PD will be required for teachers to understand the diagnostic reports generated by the STAR Early Literacy, STAR Reading and STAR Math assessments. This PD will be provided primarily by our Instructional Coach and our SST/RTI Specialist. Our district

\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Instructional Technology guru, Timothy Farmer, will also provide Professional Development on the use of IXL, Study Island and how to best utilize iPad tablet technology to download appropriate applications to use with students.

- B. We will align professional development with the State's academic content and student academic achievement standards by ensuring that all professional development included herein is focused on ELA, Mathematics, Science and/or Social Studies. Our focus on phonics and phonemic awareness will not only improve students' abilities to read and write with proficiency but will also improve their access to content across all grades and subject areas. Our focus on Social Emotional Learning will support a stronger school culture and climate which also benefits academics across content and grades. Finally, by providing professional development for technology based improvements, (Study Island, IXL, iPad tablets) we will position our teachers to make the best use of engaging technology resources our students will enjoy while increasing their academic skills and mastery of state standards.
- C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, we have partnered with REAP to provide year-long, job-embedded professional learning for our teachers in the Orton-Gillingham phonics and phonemic awareness methodology. We have committed to a monthly rotation which will include for all teachers 1) a full day of deep learning/content for teachers own understandings of phonics and phonemic awareness, 2) a full day of model lessons in our classrooms with our students, 3) a full day of grade level Professional Learning Communities Q&A with the trainers the day immediately following the model lessons. This rotation is paced to grow teachers' background knowledge and expertise with one new chunk of learning per month and to give our teachers an opportunity to see the new knowledge applied in our setting here at BPA with our students. We believe this will be THE model for implementing the O-G based methodology in APS.
- To enable such a deep partnership, we have cobbled together funds from our FY16 Title I budget along with resources from our PTA, our philanthropic partners, and even our Coke machine fund. We have allocated an additional \$7500 in the FY17 Title I budget for additional and/or make-up O-G training during semester 2 and summer 2017. To close the remaining gap, the REAP organization themselves have committed to funding \$12,000 our project themselves because of their excitement about testing the model described above. The REAP organization has not yet had the opportunity to train an entire staff and is excited to see the lift such an endeavor may bring to our students and community.
- D. We will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program by including homeroom teachers in monthly data team meetings to understand the results of universal screeners, data probes, benchmark assessment data and grade level assessments.

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

**\*5. Strategies to increase parental involvement.**

*In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.*

*Response:*

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by publicizing opportunities for such input in our weekly school courier, on our school's electronic marquis, with signage in the front lobby and by sending out Remind101 texts to invite participation in conversations about revising our PIP.
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community. To accomplish this, we update our PIP each school year, typically in the late summer or early fall. Once we gather input from parents we send the revised PIP home with all students in our weekly folder as well as upload it onto our website. Paper copies are also available in the school's main office.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by advertising on the school's electronic marquis, advertising on the school's Facebook page, announcing such opportunities at General PTA meetings and sharing similar details about our schools' Title I status at every PTA event. We encourage and incent the return of signed Parent Compacts by every family in our school and use our office resources to tally and make reminder calls to families in an attempt to reach 100%.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by providing child care during such meetings and encouraging our two sister schools, Whitefoord and Toomer, to join forces in hosting concurrent meetings. As we share a parent liaison, we look forward to building bridges between our three communities this year.
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by utilizing our school Twitter and Facebook accounts. Additionally, we use the school's electronic marquis to remind families of upcoming Title I meetings and events. The principal and parent liaison also use the weekly E-Blast to push out information and

invitations to attend events related to Title I status/funding as well as informative sessions about our curricula, assessments and student outcomes.

- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by convening meetings to gather input re: revisions and updates to our compact. We will also work to ensure that 100% of our families return signed compacts this year.
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by providing materials and training to help parents work with their child's teacher as a means of improving their child's achievement, such as understanding content standards and expectations as well as developing / maintaining a relationship with educators and school staff.
- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. During the month of November, the school simultaneously celebrates National Parental Involvement Day with inviting parents to attend a Thanksgiving luncheon with the staff and students at Burgess Peterson Academy. Parents are also invited to come and celebrate with students who are selected as "Student of the Month," as well as, one day out of the month, designated as, "Family Day." Teachers send home weekly emails to parents on current curricula being studied as well as information on class/school events. The school will also implement a Grandparents/Special Friends Day to support students who are being raised by grandparents or other family members and guardians. Home/School communication is a critical component in ensuring that parents are made aware and stay abreast of the curriculum and events of the school. To this end, we send home a Thursday Courier each week as well as an e-mail blast each Tuesday to inform parents of school activities and events.
- I. We will provide training to educate the teachers, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by facilitating in-house training on the use of Infinite Campus, our BPA Customer Service Standards and mandatory weekly newsletters from homeroom teachers to our families.
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource

centers, that encourage and support parents in more fully participating in the education of their children, by working closely with the Atlanta Public Schools Early Learning Department. Additionally, we will coordinate outreach to Pre-School programs and local early learning sites in the BPA catchment area to begin building relationships with service providers in our area who serve our students prior to Pre-K and Kindergarten.

- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by utilizing the services of Atlanta Public Schools translators when necessary.
- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by working closely with the Atlanta Public Schools Department of Communication and the ESOL Division of Curriculum and Instruction should we ever have students enroll whose families are not proficient consumers of English.

**\*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

*Response:*

Burgess-Peterson Academy has an on-site Pre-Kindergarten program. The program consists of two classrooms that serve a total of 42 four year olds and implement's Georgia's "Bright from the Start" curriculum. In addition, there is a pre-school class that serves the Department of Special Education students. Pre-K students and teachers are included in all school based programs and school-wide events. Every spring, parents and community daycare providers attend an in-service to prepare them for kindergarten enrollment. Kindergarten teachers, the Atlanta Public Schools Pre-K Social Worker, Instructional Coach, the Secretary, and the Principal participate in the pre-registration workshop. Parents and community daycare providers are provided orientation packets and tips for transitioning to kindergarten. During the summer of 2016, we utilized summer interns from Emory University along with our parent liaison to catalogue and visit each preschool and daycare in our catchment area. This will ensure better outreach and inclusion in our transition efforts. Current Pre-K students are exposed to the everyday life of attending elementary school by eating breakfast and lunch in the cafeteria, working in the school Technology Lab, going to the school media center, and wearing the same uniform as students in the regular elementary school program.

Students entering each grade are provided with an orientation the first week of school where parents are able to meet the teacher and discuss expectations for the school year. During the first quarter of school, parents and teachers meet to discuss specific expectations and the curriculum for the school year. Periodically during the school year, teams meet to discuss specific needs for making sure that students are prepared for the next grade level. Students who enter kindergarten and who did not have the Pre-K experience are assessed at the appropriate developmental level and instruction is geared towards individual student goals based on Kindergarten Georgia Standards of Excellence. Parents are afforded an opportunity to attend parent sessions geared towards assisting parents with the expectations of supporting students entering school and how to support early literacy development.

For students exiting fifth grade, a variety of opportunities exist for them to visit Martin Luther King Middle School and to observe sixth grade students during the school day. Community meetings will be held to afford parents and students an opportunity to see a variety of choices centered on the middle school experience. We are pleased that more and more of our 5<sup>th</sup> graders are choosing to stay in our feeder pattern and enroll at MLK.

**\*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

We value teachers input regarding assessments and the use of the data to guide daily instruction. Teachers are a part of the assessment process from the beginning with our STAR 360 universal screener. The beginning of the year data will help to guide our classroom flexible group formations, intervention needs and afterschool tutoring program. It will continue to be a guiding factor in terms of progress monitoring as we complete the winter and spring screening process as well.

On a weekly basis, teachers make decisions about lesson development and the learning activities that students will engage in that are more closely aligned with students' needs. The use of pre and post tests will guide the instruction and help teachers streamline the learning for students. As they progress through lessons, assessments will be used to determine mastery and decisions for remediation and/or acceleration can be made.

Teachers engage in grade level work to build common assessments for all content areas with the help and guidance of the instructional coach. The use of district resources like the Phoenix platform will assist with the assessment development process. Teachers will have at least one collaborative planning day per week to engage in this work. The results of these formative and summative assessments, in conjunction with weekly RTI data, will help to guide conversations during our Monthly Data PLCs, as well. These conversations include identification of student needs, how to tailor instruction by grade level and if necessary each homeroom and how our intervention team can support the needs of our students. Another key element of teacher data usage is how we are going to accelerate high-achieving students and push them to their full potential.

On a school-wide scale, our grade level data outcomes are shared during our SWP committee meetings where decisions regarding resource allocation can be made. The committee utilizes the data to make decisions about what instructional support programs may be necessary to enhance our teaching and learning in the classroom and extend it beyond the school doors to our students' homes.

**\*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**

**8(a). Measures to ensure that student's difficulties are identified on a timely basis.**

We provide activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance.

As teachers engage in weekly conversations regarding student mastery levels on specific content standards, a plan of action is made for students who are struggling. The use of weekly classroom formative assessments, research-based interventions and progress monitoring data will be the first indicators of making sure students who need support receive it and whether or not that



support is working. The intervention team will be key in providing support to Tier 3 students who need ongoing monitoring in the areas of reading and math. Tier 2 students will receive support in the classroom during daily small group instruction and/or during weekly afterschool tutoring. Bi-weekly progress monitoring data will drive classroom instruction and be a determining factor in where students will fall within the multi-tiered system of support.

Our master calendar includes a daily thirty-minute intervention block where teachers can engage students in research-based interventions and monitor the progress of identified students. During this time, the intervention team may push in and/or pull out to support Tier 3 students, as well. The intervention team will meet weekly to analyze data. The intervention team will include EIP teachers, SST/RTI Specialist, Instructional Coach and two retired teacher tutors. These two retired teacher tutors will each provide support for ten hours per week for twenty weeks.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

During the 2016/2017 school year, all homeroom and special education teachers at Burgess-Peterson Academy are being trained in the Orton-Gillingham methodology for early literacy instruction. With this training, we are building teachers' capacity to be able to diagnose their students' reading deficiencies and provide them with the right supports and fill the gaps that may be hindering their reading and spelling success. Every month, teachers will engage in a SST/RTI PLC with the intervention team where they will receive background knowledge about the RTI process, have rich conversations around student data and make decisions about student movement.

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

At the end of the first and third quarters of instruction, all homeroom and support teachers will engage in conferences with families. The quarterly report card will be discussed along with strategies for parents to engage in at home to support their child(ren). Additionally, teachers will share with parents the ways we are supporting students at school. In addition to the Q1 and Q3 required conference, parents can request an additional conference at any time.

Documentation of these conferences is monitored by the instructional coach and principal.

\*9. Coordination and integration of federal, state, and local services and programs.

*This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.*

9(a). List of state and local educational agency programs and other federal programs that will be included.

*Response:* The following table lists our Federal, State and local services and programs along with an explanation of how we coordinate and integrate these services and programs.

<b><i>Funding Source</i></b>	<b><i>Program</i></b>	<b><i>School Use</i></b>
Federal	Title I	<p><u>Instruction</u></p> <ul style="list-style-type: none"> <li>➤ Full-time Instructional Coach to assist teachers with professional development and content knowledge. The Instructional Coach will also assist with providing and coordinating intervention services to students who are struggling to meet grade level standards.</li> <li>➤ Instructional materials/supplies will be purchased/utilized to support teaching and learning during the 2016/2017 school year to include copy paper, ink cartridges, science materials/supplies and a variety of other materials to directly improve teaching and learning.</li> <li>➤ Computer Software; Accelerated Reader, Study Island (grades 1-5), and IXL (grades 3-5) web-based service for students to assist with interventions in core content areas using research based modules. Study Island and IXL will be used to provide focused and continuous academic support to students, both at school and at home.</li> <li>➤ Professional Development- through our partnership with REAP, BPA teachers will participate in a robust schedule of year-long phonics training based in the Orton-Gillingham methodology as well as Foundations resources.</li> <li>➤ Improved Technology Resources- we will augment our existing technology inventory by using Title I funds to procure 16 additional iPad Air tablets and one iPad cart for secure storage and charging. This will bring our total to three functioning carts with 25 iPads each for classroom check-out and greater access to this engaging technology for our students.</li> </ul> <p><u>Parental Involvement</u></p>

		<p>➤ The school will hire a Parent Liaison with the sole purpose of coordinating and soliciting parental involvement and to assist in ensuring that students come to school every day and on time. We will share this Parent Liaison with two sister schools thus bringing greater consistency to our communities and reducing the cost for each school. Our portion will be .4 FTE.</p>
State	<p>Early Intervention Program</p> <p>Healthcare Help-A-Child-Smile</p>	<p>➤ Hearing and Vision Screening</p> <p>➤ Free Dental Services</p>
	School Nutrition Program	<p>➤ The federal school nutrition program ensures students receive lunch and breakfast according to state and federal guidelines. For the 2016/2017 school year, BPA operates a Community Eligibility Program wherein every child eats breakfast and lunch for free every day. Our students who stay into the evening hours with the after school program also receive a free snack and dinner because of our CEP eligibility. This CEP designation lasts through SY2017/2018.</p>

9(b). Description of how resources from Title I and other sources will be used.

All resources listed above will be used to support planning for and implementing 180 days of quality instruction to our students in the areas of GSE ELA, Math, Science and Social Studies. A portion of our Title I budget will also be used to support heightened parental engagement and involvement.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

*Response:* Burgess-Peterson Academy does not receive funds from these programs.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Burgess-Peterson Academy shares individual student assessment results in a variety of ways. Standardized, Georgia Milestones Assessment data are shared with families in hard-copy format via the U.S. Mail. Included in this mailing is a cover letter from the principal explaining the format of the test as well as a description of the four levels in which student scores are categorized. These data are also recorded in each student's permanent record folder in the records room here at the school and are electronically available within the Student Longitudinal Data System. This year, BPA will utilize the STAR Reading and Math assessment as a universal screener and as a means of ascertaining student growth over time. These data will be made available to parents in Q1 and Q3 conferences and will be used to guide discussions for students involved in Tier 2 and Tier 3 supports here at BPA.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

At Burgess-Peterson Academy we share summative data with parents at the first general PTA meeting, at our annual Title I meeting and at our fall Curriculum Night. These data primarily involve students in grades 3, 4, 5 and inform the school's CCRPI rating.

Additionally, results from a variety of formative and summative assessments will be disaggregated for all students and for each subgroup by the Georgia State Department of Education. At the end of each year after the results are received, teachers in grades 1 – 5 analyze the data. A data presentation is also facilitated by the Principal, Assistant Principal and Instructional Coach to review the GMAS results of all students in grades 3 – 5.

As a school the data is analyzed to determine if there are any school-wide, grade level specific, and/or classroom specific patterns or trends. The data is used to determine domain specific strengths and weaknesses of the instructional program.

During pre-planning each new school year the data is reviewed once again. However, it is during this time that teachers analyze the data of their incoming students. Cross grade level/vertical teaming meetings are arranged for teachers to discuss the data and share insights with the grade levels above and below each grade level.

Data is also disaggregated from district benchmark tests. The information from the results is used to determine students' progress towards mastering the state standards. These data inform teachers' next steps in planning differentiated lessons and opportunities for re-teaching so that all students have the opportunity to meet or exceed state standards.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

*Response:*

The Georgia Milestones Assessment (GMAS) is a statewide test and its validity and reliability has been established at the state level. Assessment results are disaggregated at the state level based on the Student Information System. In Atlanta Public, we are fortunate that our Data DIG team also enables quick and easily understood visualizations of these same data on the APS data dashboard. These visualizations offer “at a glance” graphics to help teachers and leaders best understand areas of strength and opportunities for improvement among grades, subgroups, schools, etc...

13. Provisions for public reporting of disaggregated data.

*Response:*

Disaggregated Georgia Milestones data is made available to the public in several ways. Copies of the CCRPI report are available in the BPA Parent Center, the BPA Media Center and the school's main office. A link to the Georgia State Department of Education's State Accountability Report is available on the school's website. Test results are also presented to the East Atlanta Community Association during its regularly scheduled September meeting.

Results from the Georgia Milestones are disaggregated for all students grade 3, 4, 5 and for each subgroup by the Georgia State Department of Education. At the end of each year after the results are received, teachers in grades 3 – 5 analyze the data for their current students. A data presentation is also facilitated by the Principal and Instructional Coach to review the results of all students in grades 3 – 5.

As a school the data is analyzed to determine if there are any school-wide, grade level specific, and/or classroom specific patterns or trends. The data is used to determine domain specific strengths and weaknesses of the instructional program. Additionally, the data is used to inform domain specific strengths and weaknesses of every student.

During pre-planning each new school year the data is reviewed once again. However, it is during this time that teachers analyze the data of their *incoming* students for grades 4 and 5 only. Cross grade level/vertical teaming meetings are arranged for teachers to discuss the data and share insights with the grade levels above and below each grade level.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

The Burgess-Peterson Academy Title I School wide Plan is revised each year. We use the plan from the previous year as a springboard for this revision and ask ourselves; What were we trying to accomplish? How did we allocate resources toward these desired outcomes? What worked and what did not? What are our goals for the new school year based upon a variety of data points? How should we align our resources to our new goals?

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

The Title I School Wide Plan was revised with the assistance of the School Wide Planning Committee. The principal, teachers, and parents provided representation for all stakeholders that have a vested interest in the successful academic achievement of all Burgess-Peterson Academy students. Sign-in sheets were maintained to validate that all parties were represented and made contributions to the plan. At subsequent GoTeam Meetings, there will be specific agenda items designed to discuss the implementation of the plan and examine its impact on student success.

16. Plan available to the LEA, parents, and the public.

*Response:* A copy of the School wide Title I Plan is provided to the Office of Federal Grants and Program Compliance and is available in the main office of the school. Updated copies of the plan are available in the BPA Parent Center and BPA Media Center and, upon approval, will be uploaded onto the Burgess-Peterson Academy website.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

*Response:* As of August 26, 2016, English is the primary language spoken by all students at Burgess-Peterson Academy. The plan will be translated into another language upon request or, if students who speak a language other than English enroll.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

*Response:* The plan is subject to the school improvement provisions of 1116. All schools in the State of Georgia are subject to this school improvement provision.