# 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:

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

| Strengths | Opportunities |
|---|---|
| Master schedule allows for weekly 90 minute collaborative planning | Increase performance outcomes for all scholars |
| Content experts lead the learning | Engaging more families |
| Playbook that articulates and guides the what and how of instruction | Monitoring Tiered System of supports |
| Effective system to build professional capacity | Delivering high quality instruction in all classrooms |
| Supportive learning environment | Improving academic opportunity for all scholars |

## Our Overarching Needs

| Increase the number of scholars reading and performing at or above grade level | Increase the number of scholars performing at or above grade level in mathematics | Increase the number of scholars present at school |
|---|---|---|
| **Why?** | **Why?** | **Why?** |
| Lack of consistent grade level appropriate instruction with appropriate scaffolds that meet the unique needs of scholars in every classroom | Inconsistent daily high-leverage instructional practices implemented in every classroom | Lack of deep engagement in school and class |
| Why? | Why? | Why? |
| Lack of PL sessions that focus on struggling learners (lack of foundational reading skills and writing that is aligned to the standard) | Lack of professional knowledge (strong content knowledge with effective pedagogy) | Anxiety about home, school and/or class and lack of coping skills |
| Why? | Why? | Why? |
| Lack of teacher capacity and support in developing effective lesson plans using required curriculum resources | Lack of consistent, dedicated time for internalization, content development and sufficient practice | Emotionally and physically unhealthy |
| Why? | Why? | Why? |
| Lack of consistent curriculum implementation across classrooms | Increase the amount of dedicated time for teachers to engage with mathematics specialist and PLC leader | |
| Why? | Why? | Why? |

## ~~Root Cause~~

| Need for consistent, quality professional learning and support specific to curriculum implementation for all educators | Need for dedicated time for teachers to engage with content experts to internalize and practice prior to execution | Need for high impact engagement |
|---|---|---|

## Our Overarching Needs

| Increase the number of scholars reading and performing at or above grade level | Increase the number of scholars performing at or above grade level in mathematics | Increase the number of scholars being present for school each day |
|---|---|---|

## SMART Goals (Elementary/Middle School)

| Increase the % of grades 3-5 students scoring proficient or above in reading | Increase the % of grades 3-5 students scoring proficient or above in math | Increase the % of of grades 3-5 students being present at least 10% of days enrolled |
|---|---|---|

## SMART Goals (High School)

| Increase the % of high school students who graduate prepared for their next step as demonstrated on a multi-dimensional assessment based on the Profile of a Graduate. *(Baseline target to be added between December 2021 and January 2022)* | The percentage of high school students who score at the college and career readiness level on career pathway assessments, IB, AP, Dual Credit, ACT or SAT, work-based learning, or entering TCSG/USG without needing remediation will increase from x% in October 2019 to y% by October 2025. | (Whole Child/Student Support) |
|---|---|---|

## Progress Monitoring Measures

| MAP Universal Screener FUNdations assessments (K-2) iRead, System 44, Read 180 | MAP Universal Screener iReady Mathematics diagnostic (3 times/year) Do the Math Mid-module assessments | Classroom Monitor Attendance Dashboard |
|---|---|---|

## 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 and monitor the quality of the intervention block using the required resources and district-provided observation tools | Master Teacher Leader (K-5 Intervention), Assistant Principal, Mathematics Specialist, Principal | August – May | Observation and feedback data | General Funds |
| Implement and monitor consistent use of the required curriculum resources and materials (e.g. FUNdations, Just Words, ReadyGEN, Ready Classroom) | Teachers, Mathematics Specialist, Master Teacher Leaders, Assistant Principal, Principal | August – May | Observation and feedback data | General Funds |
| Assess, monitor, and respond to the quality of collaborative planning sessions aligned with APS Instructional Planning for Excellence | Assistant Principal, Principal | September – May | Feedback notes to PLC leader | General Funds |
| Assess, monitor and respond to the quality of the observation and feedback cycle for instructional leaders | Assistant Principal, Principal | September - May | O3 meeting minutes, ILT meeting minutes | General Funds |
| Ensure high quality lesson plans - that include all essential components - and curriculum materials are being implemented across all grade levels | Teachers, Master Teacher Leaders, Mathematics Specialist, Assistant Principal, Principal | August - May | Lesson Plan review, observation and feedback 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 |
|---|---|---|---|---|
| Ensure ELLs consistently engage with Lexia Core 5 Reading to accelerate the development of their literacy skills | ESOL Teacher | August - May | Lexia Core 5 dashboard | District Funds |
| | | | | |

## 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 |
|---|---|---|---|---|
| Select, utilize and monitor the use of effective common assessments that are aligned to end-goal assessments | Mathematics specialist, Master Teacher Leaders, Teachers, Assistant Principal, Principal | August – May | Assessments, Data meeting minutes | General Funds |
| Develop and utilize assessment calendar that identifies when assessments will take place, who and what will be assessed and when assessment data analysis meetings will take place | Assistant Principal, Secondary Test Coordinator | August | Assessment Calendar | General Funds |
| Refine, implement and monitor essential data meeting structures that result in evidenced-based action planning | Master Teacher Leaders, Assistant Principal, Principal | August – September | Playbook (DDI), Data meeting minutes | General Funds |
| Create and utilize observation schedules to observe teachers in re-teaching implementation | Master Teacher Leaders, Mathematics Specialist | September – April | Reteaching schedules, observation and feedback data | General Funds |
| Develop, provide and assess PD for high expectations, content, pedagogy and data-driven instruction (school-wide and differentiated) | Principal | August- May | PD calendar, Survey Data | General Funds |
| Conduct and respond to regular deep analysis of data to identify school- wide and teacher specific trends | ILT | September - May | ILT meeting agendas and minutes | General Funds |

Note: Ensure family engagement is leveraged in your Action Plans

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

| Action Step | Person/Position Responsible | Timeline of Implementation | Evidence and Artifacts | Funding Source |
|---|---|---|---|---|
| Collaborate with SELT to conduct observations | SELT, Principal | September – May | Observation schedule and feedback data | General Funds |
| Consult with SELT & ESOL teacher regarding professional learning opportunities for teachers and paraprofessionals | SELT, ESOL Teacher, Principal | September – May | Survey form, O3 meetings | General Funds |
| Monitor the implementation of Specially Designed Instruction | SELT, Principal | August - May | Observation and feedback data | General Funds |

## 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 |
|---|---|---|---|---|
| Build and monitor weekly observation schedule for all instructional leaders | Assistant Principal, Principal | September - April (Weekly) | Weekly observation schedules, O3 minutes | General Funds |
| Provide parents access to unit introductions via Google Classroom | Teachers | August – April | Sample snapshots of teachers' Google Classroom | General Funds |
| Conduct parent trainings to analyze MAP results | Testing Coordinator and Secondary Testing Coordinator | September, February, May | Meeting Agendas & Meeting Minutes | Family Engagement Funds |
| Conduct 3 APTT parent meetings to discuss individual student data | Family Engagement Leadership Team | October – April | Meeting Agendas & Photos | Family Engagement Funds |
| Provide parents with training on how to read their iReady Mathematics student profile reports | Mathematics Specialist, Parent Liaison | September – October; February – March | Survey data | Family Engagement Funds |
| Administer parent survey to determine support needed | Parent Liaison | August - May | Survey data | Family Engagement Funds |

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

| Action Step | Person/Position Responsible | Timeline of Implementation | Evidence and Artifacts | Funding Source |
|---|---|---|---|---|
| Schedule time to plan literacy and mathematics instruction with co-teachers | Master Teacher Leaders, Mathematics Specialist, SELT, ESOL Teacher | August – May | Individual teacher schedules, planning minutes, observation data | General Funds |
| Conduct Data Meetings to analyze student performance data to provide targeted instruction (i.e., small group, one-on-one instruction) | SELT, ESOL Teacher | September - May | Student Data Reports | General Funds |
| Conduct monthly, documented department meetings for special education staff | SELT | August – May | Meeting Agendas, Minutes | General Funds |

## 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 |
|---|---|---|---|---|
| Develop Focus/Learning Walk schedule and identify look-fors to observe key areas of focus (e.g. Intervention, FUNdations, Just Words, Ready Classroom, SEL) | Principal | September – May | Focus/Learning Walk Schedule | General Funds |
| Develop school-wide writing plan that includes writing practices and resources expected to be implemented across all grade levels | Writing Team, Assistant Principal, Principal | September- May | Writing Plan | General Funds |
| Utilize assignment review protocols and achievement level descriptors to ensure assignments/tasks are rigorous and grade-level appropriate | Master Teacher Leaders, Mathematics Specialist | September – May | PLC meetings minutes | General Funds |
| Administer, analyze and respond to students' perception of deep engagement | Master Teacher Leaders, Counselors | October – April | Survey schedule and data review | General Funds |
| | | | | |

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|---|---|---|---|---|
| Schedule time to plan literacy and mathematics instruction with co-teachers | Master Teacher Leaders, Mathematics Specialist, SELT, ESOL Teacher | August – May | Individual teacher schedules, planning minutes, observation data | General Funds |
| Conduct Data Meetings to analyze student performance data to provide targeted instruction *(i.e., small group, one-on-one instruction)* | SELT, ESOL Teacher | September - May | Student Data Reports | General Funds |
| Conduct monthly, documented department meetings for special education staff | SELT | August – May | Meeting Agendas, Minutes | General Funds |

## 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 |
|---|---|---|---|---|
| Provide family engagement workshops/trainings that equips guardians in supporting the social emotional well-being of the child, parent portal, etc. | School Social Worker, Parent Liaison, Counselors | September – April | Meeting Agendas, flyers, photos, training materials | Family Engagement Funds |
| Meet with SEL team to ensure alignment and review SEL walkthrough data | SEL Team | September – May | Meeting agendas and minutes | General Funds |
| Develop, implement and monitor an engagement plan to contact parents who have scholars who are absent daily | Selected staff members | August-May | Infinite Campus Contact Log, Google forms, Engagement Plan | General Funds |
| Conduct home visits with parents to discuss attendance and well-being of scholars | Selected staff members | August-May | Infinite Campus Contact Log, Google forms | Family Engagement Funds |
| Secure After-School All-Stars to provide wellness, financial literacy, and SEL activities for families | ASAS staff | August-May | Photos, flyers, sign in sheets | Grant funded |
| Ensure Communities in Schools program is implemented with quality to assist with scholar academics, behavior and attendance | CIS Site Director | August-May | CIS Reports | Partner funding |
| Refine and implement school-wide attendance plan to ensure attendance goals are developed, monitored and met (includes celebrations and incentives) | Business Manager, Counselors, Social Worker, CIS Coordinator | September - May | Attendance plan, attendance meetings, contact logs, photos, flyers | General Funds |
| Implement Monthly Celebrations (VIP, Trailblazers of the Month) that celebrate scholars' attendance, academics and character | Counselors | September - May | Notifications, photos, sample certificates, social media | General Funds |

## 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 |
|---|---|---|---|---|
| Use restorative practices as an alternative to suspension | Assistant Principal, Principal | August - May | IC discipline data | General Funds |
| Implement and monitor monthly SEL professional development | SEL Coach | September - May | Meeting Minutes, Agenda, Learning Walk Data | General Funds |
| Monitor the use of Second Step and ensure that student receive 60+ minutes of SEL instruction per week | SEL Team | August - May | SEL Lesson Plans & Learning Walk Data | General Funds |
| Teachers explicitly name and honor students' SEL competencies throughout daily academic instruction. | SEL Team & Teachers | September - May | Observation and feedback data | General Funds |
| Leverage partnerships to engage school families in developing the whole child | Director of Partnerships, CIS Coordinator, Counselors, Social Worker | August - May | Partnership list and focus, meeting agendas, photos | General Funds |
| Monitor the implementation of SEL Lessons | SEL Team | September – April | Learning Walk Data | General Funds |
| Administer and respond to Universal Behavior Health Screener | MTSS Specialist | October, February | Behavior Health Data | District Funds |

| Action Step | Person/Position Responsible | Timeline of Implementation | Evidence and Artifacts | Funding Source |
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## 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 |
|---|---|---|---|---|
| Ensure accountability measures are in use for the MTSS process | Assistant Principal | August – September | Playbook (MTSS), meeting minutes | General Funds |
| Implement a comprehensive school counseling program | School counselors | August – May | Meeting Agenda & Minutes | General Funds |
| Track the number of classroom guidance sessions per grade level to ensure the required number is met or exceeded | Principal | September – May | SEL Lesson Plans & Learning Walk Data | General Funds |
| Implement Sources of Strength curriculum for all students in grades 3-5 | School counselors, School Social Worker | September - May | Learning Walk Data | General Funds |
| Meet with CARE Team to ensure wraparound services are improving student outcomes | Principal | August – May | Meeting Agendas & Meeting Minutes | General Funds |
| Include SEL look-fors on instructional observation tool to be used during core instruction observations and feedback sessions | Principal, SEL Team | September – May | Observation tool | General Funds |
| Develop Focus/Learning Walk schedule to observe key areas of focus (e.g. Intervention, FUNdations, Ready Classroom, SEL) | Principal | September – May | Focus/Learning Walk Schedule | 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 |
|---|---|---|---|---|
| Leverage LAPPS partnership to engage school families in developing the whole child | Principal, ESOL teacher | September - May | Meeting agendas, sign in sheets | General Funds |
| Monitor discipline data to ensure alternatives to suspension and restorative practices are being utilized | Principal, SELT | August – May | IC discipline data | General Funds |
| Ensure BIP skills and strategies are pre-taught, rehearsed and practiced | Caseload teacher, SELT, counselors, non-instructional paraprofessional | September - May | Meeting reflection | General Funds |

## 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 |
|---|---|---|---|---|
| Monitor and track the implementation of all blended learning platforms *(e.g. iRead, Read180, System 44)* | Master Teacher Leader for K-5 Tier 1 Intervention, Assistant Principal, Principal | August – May | Usage Report | General |
| Conduct Data Meetings to analyze student performance data to provide targeted instruction during core instruction and intervention block *(i.e., small group, one-on-one instruction)* | Master Teacher Leaders, Grade level teams (including ESOL, EIP and DSE teacher) | August – May | Meeting agendas, meeting minutes | General Funds |
| Refine student reflection protocol and form that allows for student reflection and goal setting | Master Teacher Leaders | August – September | Post assessment reflection form | General Funds |
| Provide access and support to teachers in their pursuit of Level I Google Education Certification | Digital Learning Specialist and On-site Tech Team | September – May | Completion certificates | General Funds |
| Determine parent training needs via parent surveys | Family Engagement Leadership Team | September – May | Survey data | Family Engagement Funds |
| Conduct technology training for parents (tools and digital resources) | Parent Liaison, On-site Tech Team | September – May | Agendas & Parent Survey | Family Engagement Funds |

Note: Ensure family engagement is leveraged in your Action Plans

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

| Action Step | Person/Position Responsible | Timeline of Implementation | Evidence and Artifacts | Funding Source |
|---|---|---|---|---|
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## 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 |
|---|---|---|---|---|
| Identify virtual support personnel to ensure quarantine instructional continuation occurs as needed | Principal | August | Quarantine Instructional Plans | General |
| Provide digital technology tools and resource integration professional learning to ensure teachers understand how to effectively use foundational, adaptive, and highly customizable content and tools | Digital Technology Specialist, Mathematics Specialist, On-site Tech Team | Ongoing | Agendas, Attendance Forms, Survey Data | General Funds |
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Note: Ensure family engagement is leveraged in your Action Plans

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

| Action Step | Person/Position Responsible | Timeline of Implementation | Evidence and Artifacts | Funding Source |
|---|---|---|---|---|
| Conduct Data Meetings to analyze student performance data to provide targeted instruction *(i.e., small group, one-on-one instruction)* | SELT | September - May | Student Data Reports | General Funds |
| Leverage partnership with LAPPS to ensure ELL scholars and their families' voices are heard and actions are taken to better support | ESOL Teacher | September - May | Meeting Agendas, minutes, flyers | General Funds |

## Strategy 4: Signature Programming

Strengthen the implementation of signature programming

| Action Step | Person/Position Responsible | Timeline of Implementation | Evidence and Artifacts | Funding Source |
|---|---|---|---|---|
| Leadership Team regularly meets to discuss and monitor the STEM Program implementation | Admin & STEM Signature Program Specialist | September – May | Meeting Minutes & Agenda | General Funds |
| STEM Advisory & School-based STEM Team meets regularly | Admin & STEM Signature Program Specialist | September – May | Meeting Minutes & Agenda | General Funds |
| Staff participate in 90 minutes of STEM focused Professional Learning each month | STEM Signature Program Specialist | August – April | Meeting Minutes & Agenda | General Funds |
| Conduct classroom observations to assess STEM program implementation | STEM Team & STEM Signature Program Specialist | September – April | Learning Walk Data | General Funds |
| Plan and implement STEM PBLs aligned to state standards | Signature Program Specialist & Teachers | September – April | PBL plans, photos, journals | General Funds |
| Build community awareness, knowledge and support for STEM through engagement activities *(i.e., Signage, STEM Days, Academic Festivals)* | Signature Program Specialist & Parent Liaison | August – April | Notifications, photos, surveys | Partnerships & Engagement 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 |
|---|---|---|---|---|
|  |  |  |  |  |
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## Strategy 4: Signature Programming

Strengthen the implementation of signature programming

| Action Step | Person/Position Responsible | Timeline of Implementation | Evidence and Artifacts | Funding Source |
|---|---|---|---|---|
| Leverage partnerships to provide inquiry-based professional learning to staff (e.g. Out Teach) and enhance 21$^{st}$ learning experiences and the environment for our school community (e.g. Deloitte) | STEM Program Specialist | August - May | Partnership list and focus, meeting minutes, photos | General Funds |
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**Additional Action Steps required for subgroup populations (eg. SWD, ELL, etc.)**

| Action Step | Person/Position Responsible | Timeline of Implementation | Evidence and Artifacts | Funding Source |
|---|---|---|---|---|
| | | | | |

**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)

**Short Term Action Plan (45 days)**

**School Name: Harper-Archer Elementary School**

**District Name**     Atlanta Public Schools

**SIP Goal #1:** Increase the % of grades 3-8 students scoring proficient or above in reading

**Details of Work the School Staff Will Engage In**

| 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 Implement and monitor the intervention block and FUNdations using the required resources | Coherent Instruction, Supportive Learning Environment, Effective Leadership | Conduct learning walk schedule, provide observers with schedule and observation tools | Learning walk schedule, observation tools, master schedule | Learning walk observation tools for FUNdations and Intervention Programs | September 30 | Principal, Assistant Principal, Master Teacher leaders | 100% of homeroom teachers in Grade 3 (FUNddations) and Grades 3-5 (Intervention) will be observed | Increased proficiency in reading | Learning walk schedule, observation data | |
| 2 Asses, monitor and respond to the quality of collaborative planning sessions aligned with APS Instructional Planning for Excellence guide | Coherent Instruction, Professional Capacity, Effective Leadership | Refine Instructional Planning guide | APS Instructional Planning for Excellence guide, observation schedule and assignments | APS Instructional Planning for Excellence | September 30 | Principal, Assistant Principal | 100% of collaborative planning sessions will receive observation and feedback | Increased proficiency in reading | Feedback notes to PLC leader | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 3Ensure high quality lesson plans – that include all essential components – and curriculum materials are being implemented across all grade levels | Coherent Instruction, Effective Leadership | Review lesson plan format to ensure all essential components exists, plan with PLC leaders, review and provide feedback on lesson plans, develop lp review tool | Lesson plan, exemplar lesson plan | Curriculum resources | August 31 | Master Teacher leaders | 100% of lesson plans will have all essential components | Increased proficiency in reading | Lesson plan review notes, observation and feedback data | |
| 4 Develop and utilize assessment calendar | Coherent Instruction, Effective Leadership | Utilize school calendar and testing calendar to determine testing dates for calendar, put testing and data analysis dates on Outlook calendar, ensure testing and data analysis occurs within set window | School calendar, district-wide testing calendar | Testing calendar | August 31 | Assistant Principal | 85% or better participation rate for testing and data analysis occurs within time frame determined | Increase proficiency in reading | Assessment calendar | |

# Build Out Short Term Action Plans (STAP)

**Short Term Action Plan (45 days)**

**School Name: Harper-Archer Elementary School**

**District Name**    Atlanta Public Schools

**SIP Goal #2:Increase the % of grades 3-8 students scoring proficient or above in math**

**Details of Work the School Staff Will Engage In**

| 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 Implement and monitor the intervention block using the required resources | Coherent Instruction, Supportive Learning Environment, Effective Leadership | Conduct learning walk schedule, provide observers with schedule and observation tools | Learning walk schedule, observation tools, master schedule | Do the Math resources | September 30 | Master Teacher Leader for Intervention, AP, Mathematics specialist | 100% of teachers in Grade 3-5 will be observed and feedback provided | Increased mathematics proficiency | Learning walk schedule, observation data | |
| 2 Asses, monitor and respond to the quality of collaborative planning sessions aligned with APS Instructional Planning for Excellence guide | Coherent Instruction, Professional Capacity, Effective Leadership | Refine Instructional Planning guide | APS Instructional Planning for Excellence guide, observation schedule and assignments | APS Instructional Planning for Excellence | September 30 | Mathematics specialist, AP | 100% of collaborative planning leaders will receive observation and feedback | Increased mathematics proficiency | Feedback notes to PLC leader | |

| 3Ensure high quality lesson plans – that include all essential components – and curriculum materials are being implemented across all grade levels | Coherent Instruction, Effective Leadership | Review lesson plan format to ensure all essential components exists, plan with PLC leaders, review and provide feedback on lesson plans | Lesson plan, exemplar lesson plan | Curriculum resources | September 30 | Mathematics specialist, AP | 100% of lesson plans will have all essential components | Increased mathematics proficiency | Lesson plan review notes, observation and feedback data | |
|---|---|---|---|---|---|---|---|---|---|---|
| 4 Develop and utilize assessment calendar | Coherent Instruction, Effective Leadership | Utilize school calendar and testing calendar to determine testing dates for calendar, put testing and data analysis dates on Outlook calendar, ensure testing and data analysis occurs within set window | School calendar, district-wide testing calendar | Testing calendar | August 31 | School calendar, district-wide testing calendar | 85% or better participation rate for testing and data analysis occurs within time frame determined | Increased mathematics proficiency | Assessment calendar | |

# Build Out Short Term Action Plans (STAP)

**Details of Work the School Staff Will Engage In**

| 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 **Ensure accountability measures are in place for MTSS process** | Effective Leadership , Supportive Learning Environment | AP will meet with MTSS specialist to refine accountability process, AP & MTSS specialist will review Playbook information to ensure accountability measures are included and accurate, AP & MTSS specialist will conduct grade level meetings to ensure all teachers understands the accountability measures | MTSS district guide, Playbook, Meeting schedule with agenda and minutes | MTSS guidelines | August 31 | Assistant Principal, MTSS Specialist | 100% of the action steps the team indicated to implement the goal will be completed | Increased number of students in grades 3-5 demonstrating SEL skills | Meeting agenda and minutes | |

| # / Action | Domain | Steps | Resources | | Date | Person Responsible | Goal | Measure | Evidence | |
|---|---|---|---|---|---|---|---|---|---|---|
| **2** Refine and implement school-wide attendance plan to ensure attendance goals are developed, monitored and met (includes celebrations and incentives) | Welcoming All Families and the Community | Review attendance protocol overview and recommendations, review SY 2020-21 plan and attendance data, refine and communicate plan, identify goals and personnel | Staff roster, attendance info in IC by grade and classroom | Attendance Protocol Overview and Recommendations | September 30 | Business Manager, Assistant Principal | 100% of grades 3-5 classrooms and grade levels will have goals that they are pushing towards and 100% of scholars that meet their goals will be celebrated | Increased number of students in grades 3-5 are present at school | Attendance plan, attendance meetings, contact logs, photos, flyers | |
| **3** Develop, implement and monitor an engagement plan to contact parents who have scholars who are absent daily | Communicating Effectively with Families and the Community | Develop engagement plan, identify engagement team members, communicate plan with team members, develop monitoring tools and meeting schedule | Staff roster | Attendance Protocol Overview and Recommendations | September 30 | Business Manager, AP | Engagement team members will follow the engagement plan | Increased number of students in grades 3-5 are present at school | Infinite Campus Contact Log, Google forms, Engagement Plan | |
| **4 Meet with SEL team to ensure alignment and review SEL walkthrough data** | Effective Leadership, Supportive Learning Environment | Send calendar invites to SEL team for monthly meeting, determine meeting agendas, document discussion and complete next step from meeting | Calendar of meetings, SEL resources, meeting agendas | SEL resources | September 30 | Principal, SEL Coach | 100% of SEL team members will attend and actively engage in monthly SEL meetings | Increased number of students in grades 3-5 demonstrating SEL skills | Meeting agendas, minutes, SEL resources for monthly meetings | |

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 | Harper-Archer Elementary School | Grade Band | Pk-5 |
| Principal | Dione Simon, EdD | Cluster | Douglass |
| **State Designation (CSI, TSI, or Promise)** | | | CSI |

| Name | Position | Signature |
|---|---|---|
| Margul Woolfolk, Ed.D. | Associate Superintendent* | |
| Dione Simon, Ed.D. | Principal* | |
| Danielle Arnold, Ed.D. | Assistant Principal* | |
| Christina Miller | SWD Teacher* | |
| Carla Maxberry | ELL Teacher* | |
| Nicole Moneyham | Teacher*(Master Teacher Leader 4-5) | |
| Shanteria Hodges | Paraprofessional* | |
| | Student (HS Only)* | |
| | Student (HS Only)* | |
| Kelly Day | Federal Programs Specialist* | |
| | | |

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** | Harper-Archer Elementary School | **Grade Band** | Pk-5 |
| **Principal** | Dione Simon, EdD | **Cluster** | Douglass |
| **State Designation (CSI, TSI, or Promise)** | | | CSI |

| **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<br><br>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; | *Dione Simon* |

# Title I



# Attestations

| District Name | Atlanta Public Schools | Fiscal Year | 2022 |
|---|---|---|---|
| School Name | Harper-Archer Elementary School | Grade Band | Pk -5 |
| Principal | Dione Simon, EdD | Cluster | Douglass |
| **State Designation (CSI, TSI, or Promise)** | | | CSI |

**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;

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.

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

| District Name | Atlanta Public Schools | Fiscal Year | 2022 |
|---|---|---|---|
| School Name | Harper-Archer Elementary School | Grade Band | PK - 5 |
| Principal | Dione Simon, EdD | Cluster | Douglass |
| State Designation (CSI, TSI, or Promise) | CSI | Family Engagement (APTT, Removing Barriers, School Designed) | APTT (K-3); Removing Barriers (K-5) |

| Program | School Wide Plan Development: 1114(b) 1-5 | School Actions |
|---|---|---|
| **Title I, A** | Remediate Students | ● Improve academic achievement through technology integration <br> ● Small group pull-out when needed to reinforce academic standards <br> ● Intervention as needed to reinforce academic standards <br> ● Focused behavior and academic interventions <br> ● Math Specialist <br> ● Reading Specialist |
| | Develop Staff | ● Improve teacher quality through induction/mentor program <br> ● Ongoing job embedded professional development <br> ● Professional learning communities <br> ● Conferences <br> ● Professional development in targeted instructional areas <br> ● Extended planning which focuses on curriculum design and effective instructional strategies <br> ● Content specific trainings |

# Title I



# Intent and Purpose

| | | | |
|---|---|---|---|
| **District Name** | Atlanta Public Schools | **Fiscal Year** | 2022 |
| **School Name** | Harper-Archer Elementary School | **Grade Band** | Pk - 5 |
| **Principal** | Dione Simon, EdD | **Cluster** | Douglass |
| **State Designation (CSI, TSI, or Promise)** | CSI | **Family Engagement (APTT, Removing Barriers, School Designed)** | APTT (K-3); Removing Barriers (K-5) |

| Program | School Wide Plan Development: 1114(b) 1-5 | School Actions |
|---|---|---|
| **Title I, A** | Engage Families | • Parent outreach for EL students<br>• Parent Liaison position<br>• APTT Program<br>• Home visits<br>• Mobile parent pop-ups and community outreach<br>• Virtual & Inhouse Parent Resource Center<br>• Parent academic events and workshops<br>• Build the capacity of staff to support Family Engagement<br>• Family Resource Fair<br>• Send parents to local parent conferences<br>• Send staff to local and national parent conferences |

# Title I

| | | | |
|---|---|---|---|
| **District Name** | Atlanta Public Schools | **Fiscal Year** | 2022 |
| **School Name** | Harper-Archer Elementary School | **Grade Band** | Pk - 5 |
| **Principal** | Dione Simon, EdD | **Cluster** | Douglass |
| **State Designation (CSI, TSI, or Promise)** | CSI | **Family Engagement (APTT, Removing Barriers, School Designed)** | APTT (K-3); Removing Barriers (K-5) |

| Program | School Wide Plan Development: 1114(b) 1-5 | School Actions |
|---|---|---|
| **Title I, A Set Aside** | Family Engagement | • College and Career Readiness virtual tours, workshops, and opportunities for students<br>• Parent outreach for EL students<br>• Parent Liaison position<br>• APTT Program<br>• Home visits<br>• Mobile parent pop-ups and community outreach<br>• Virtual & Inhouse Parent Resource Center<br>• Parent academic events and workshops<br>• Build the capacity of staff to support Family Engagement<br>• Family Resource Fair<br>• Send parents to local parent conferences<br>• Send staff to local and national parent conferences |

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

| | | | |
|---|---|---|---|
| **District Name** | Atlanta Public Schools | **Fiscal Year** | 2022 |
| **School Name** | Harper-Archer Elementary School | **Grade Band** | Pk - 5 |
| **Principal** | Dione Simon, EdD | **Cluster** | Douglass |
| **State Designation (CSI, TSI, or Promise)** | | | CSI |

| School Wide Plan Questions | Response |
|---|---|
| 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)]. | In order to address school needs and provide opportunities for all children to meet the challenging State academic standards, we will focus on the following strategic priorities:<br>Literacy: Cultivate a school – wide literate community in which scholars read, write, speak, and think with clarity, confidence, and fluency across the curriculum<br><br>Mathematics: Strengthen teaching and learning experiences, such that each lesson reflects the focus, coherence, and rigor required by the Georgia Standards of Excellence in Mathematics<br><br>Whole Child Support & Intervention<br>Advance comprehensive wrap around services in order to improve scholar performance outcomes |

| District Name | Atlanta Public Schools | Fiscal Year | 2022 |
|---|---|---|---|
| School Name | Harper-Archer Elementary School | Grade Band | Pk - 5 |
| Principal | Dione Simon, EdD | Cluster | Douglass |
| **State Designation (CSI, TSI, or Promise)** | | | CSI |

| 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— <br><br> 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; <br><br> 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.). | We address the needs of all children through a schoolwide multitiered system of support that focuses on the whole child. Our system of support is designed to aide scholars in thriving in school academically and behaviorally. We have organized a support team of individuals that meet regularly to identify, develop, implement and adjust support activities to aide scholars. These individuals include: 2 counselors, a full-time social worker, a full-time MTSS Intervention Specialist, 3 full-time non-instructional paraprofessionals to lead our Restorative Practices approach to responding to infractions, and a part-time school psychologist. We have also added Communities in School. |

| District Name | Atlanta Public Schools | Fiscal Year | 2022 |
|---|---|---|---|
| School Name | Harper-Archer Elementary School | Grade Band | Pk - 5 |
| Principal | Dione Simon, EdD | Cluster | Douglass |
| **State Designation (CSI, TSI, or Promise)** | | | CSI |

| 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. | Our school will ensure that all documents and other forms of communication to parents will be translated for parents of English Learners. We will also ensure that we have secured an interpreter for school meetings/information sessions to provide further support to parents of English Learners. |

| District Name | Atlanta Public Schools | Fiscal Year | 2022 |
|---|---|---|---|
| School Name | Harper-Archer Elementary School | Grade Band | PK-5 |
| Principal | Dione Simon, EdD | Cluster | Douglass |
| **State Designation (CSI, TSI, or Promise)** | | | |

| School Wide Plan Questions | Response |
|---|---|
| 4.  ELEMENTARY SCHOOLS ONLY - Provide the strategies the school will utilize in assisting preschool children in the transition from early childhood education. | We hired a team of qualified and talented teachers and support staff to help preschool children transition from early childhood education. We will connect with families during Open House to identify any additional support needs identified to help preschool children transition. We will also ensure that preschool children have kindergarten buddies assigned to also help provide them with peer-to-peer support, when necessary. |