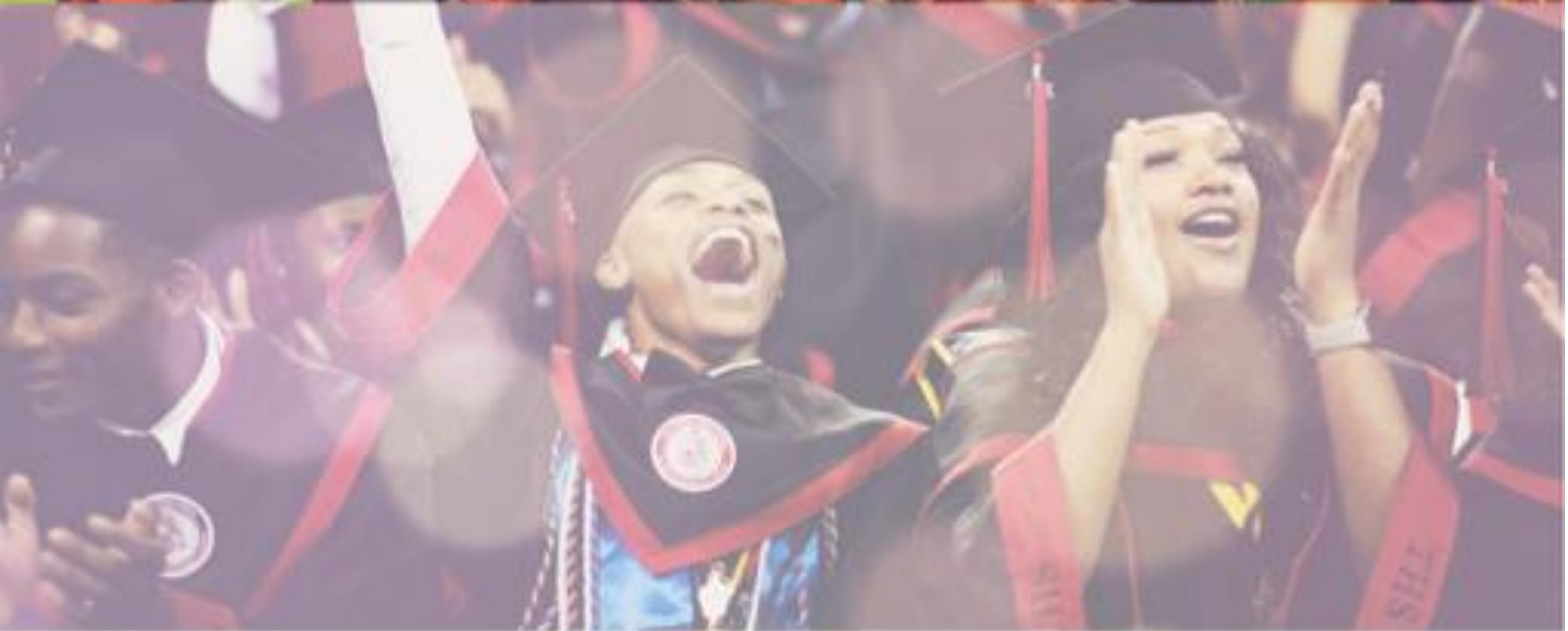


# 2022 Continuous Improvement Plan Burgess-Peterson Academy

July 2022



ATLANTA  
PUBLIC  
SCHOOLS



## Overview

The 2022 Continuous Improvement Plan aims to embed a process of meaningful yearlong growth within Atlanta Public Schools whereby all students achieve at high levels through successful participation in standards-aligned, personalized core instruction. This improvement planning cycle thrusts to the forefront collaborative planning, innovative best instructional practices, comprehensive data analysis and equity-powered reflection on whole child progress.

Successful participation in continuous improvement engages school level and district teams in relevant problem identification, prioritization of improvement needs, implementation of strategic action and monitoring efforts for sustained improvement of student outcomes.

This workbook will:

- Guide school leaders through a critical data analysis, needs assessment and planning protocol.
- Direct leaders to identify equitable strategies with meaningful action steps to be implemented.
- Empathize with critical stakeholders' contributory to school-wide growth reflecting on short – long term progress
- Account for essential federal, state and district reporting requirements including DoE, GADOE, A.C.E.S., etc.

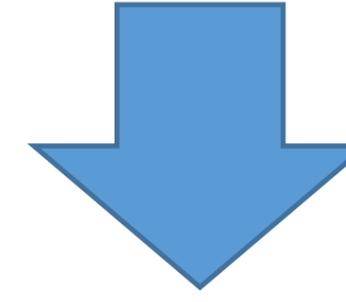
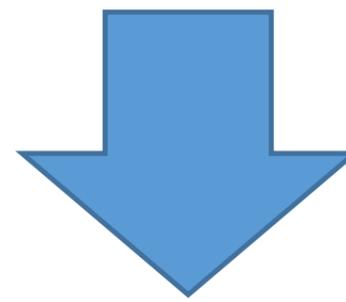
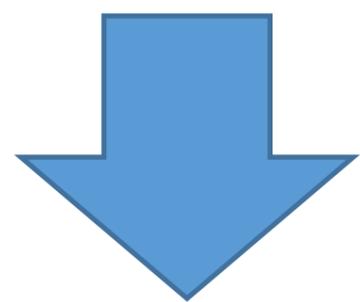
For assistance on building and implementing your plans, please reach out to:

- Kelly Day, Director of Federal Programs, [Kelly.Day@apsk12.org](mailto:Kelly.Day@apsk12.org)
- Derrick Hardy, Director of Continuous Improvement, [Derrick.Hardy@apsk12.org](mailto:Derrick.Hardy@apsk12.org)
- Larry Wallace, Executive Director of Federal Programs, [Larry.Wallace@apsk12.org](mailto:Larry.Wallace@apsk12.org)
- Kevin Maxwell, Assistant Superintendent of Innovation, Improvement & Redesign, [Kevin.Maxwell@apsk12.org](mailto:Kevin.Maxwell@apsk12.org)

Strengths	Opportunities/Challenges
BPA's Average Daily Attendance Remained STRONG in 2022	BPA's % of Proficient and Above for MATH is far lower than ELA and flat
BPA's % of Students Scoring Proficient and Above for ELA 53% v. APS @ 31%	BPA's 5th graders did particularly poorly in MATH re: Proficient and Above
BPA's % of Students Scoring Proficient and Above for MATH 50% v. APS @ 31%	Our black students outperform the district average considerably. However, there still exists a gap in outcomes when comparing black and white students in ELA and Math.
BPA's % of Students Scoring Proficient and Above in ELA is UP by 23% since 2016	Our SWD subgroup outperforms the district, however, there is still a gap in outcomes for this subgroup at BPA.
The number of BPA 3rd, 4th, 5th graders grew by 3.7% for Reading/ELA from 2019 to 2022. This is the 3rd highest growth Increment among all elementary schools.	

## Our Overarching Needs

<p><b>Literacy:</b> Continue to Implement Structured Literacy (OG-based phonics) with modeling, monitoring and feedback as well as Structured Literacy training for all homeroom and special education teachers.</p> <p>To be on track for our strategic plan goals, BPA needs to increase the percentage of students scoring at Proficient or higher in ELA from 53% (2022) to 60% (2023).</p>	<p><b>Numeracy:</b> We will implement improved structure to the oversight of movement through critical content in mathematics, more modeling and feedback (coaching cycle) and more support implementing hands-on learning in mathematics. Particularly at Grade 5.</p> <p>To be on track for our strategic plan goals, BPA needs to increase the percentage of students scoring at Proficient or higher in Math from 50% (2022) to 60% (2023.)</p>	<p><b>Whole Child &amp; Student Support</b></p> <p>We need to identify and support the various needs (SEL, MTSS, Uniform Assistance, Food Assistance) of BPA students and their families.</p>
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[Jamboard Link](#)

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
<p>Too few students in grades 3, 4, 5 are scoring at Proficient or higher on the ELA GMAS.</p>	<p>Too few students in grades 3, 4, 5 are scoring Proficient or higher on the MATH GMAS.</p>	<p>We need a new "owner" for SEL at BPA and processes to support unilateral implementation with integrity. Similarly, we have identified a new MTSS "owner" to lead the identification of students who need support.</p>

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
<p>Too few students in grades 3, 4, 5 are scoring at Proficient or higher on the ELA GMAS.</p> <p><a href="#">Mapping Link</a></p>	<p>Too few students in grades 3, 4, 5 are scoring Proficient or higher on the MATH GMAS.</p> <p><a href="#">Mapping Link</a></p>	<p>We need a new "owner" for SEL at BPA and processes to support unilateral implementation with integrity. Similarly, we have identified a new MTSS "owner" to lead the identification of students who need support.</p> <p><a href="#">Mapping Link</a></p>

Why?	Why?	Why?
<p>Only 53% of 3, 4, 5 grade students scored Proficient or higher on GMAS ELA 2022.</p>	<p>Our Math performance data has been flat for years, especially at the higher grades.</p>	<p>We've only had a part-time counselor to help lead SEL work for the past few years.</p>
<p>Why?</p>	<p>Why?</p>	<p>Why?</p>
<p>Too many students are still scoring at Beginning or Developing levels, especially as the grade bands increase and content becomes more complex.</p>	<p>We've not been as focused on Mathematics as we've resourced and staffed up to improve reading.</p>	<p>Because of budget constraints. We've budgeted for a FT counselor this year who has accuity with SEL.</p>
<p>Why?</p>	<p>Why?</p>	<p>Why?</p>
<p>Not EVERY student gets a strong enough background in explicit phonics and structured literacy in the primary grades as a solid foundation.</p>	<p>Reading was our first and biggest priority. Now we must share focus with improving mathematics.</p>	<p>We've budgeted for a NEW, dedicated MTSS manager this year.</p>
<p>Why?</p>	<p>Why?</p>	<p>Why?</p>
<p>For some students, this is because they have come to BPA after the primary grades or have transferred into BPA as 2nd graders or older and missed much of our explicit phonics instruction</p>	<p>Because too many of our students perform at low levels and too many of our teachers lack deep mathematical understanding of grade level content.</p>	<p>She'll need training to get up to speed and lead the important work of identifying and supporting students who need additional scaffolding.</p>
	<p>Why?</p>	<p>Why?</p>
	<p>Because we've not coached them vigorously in past years.</p>	
<p>For others who have been here throughout their elementary years, we must ensure that ALL classrooms in the primary grades have consistently strong Tier I Instruction</p>		

## Root Cause

<p>We have inconsistencies in the foundational grades to ensure students develop strong early literacy skills that carry with them into the higher, more complex grades.</p>	<p>We must improve teacher efficacy with mathematical content and teacher knowledge of the shifts in the new Georgia Math Standards and of the Eureka Math resource.</p>	<p>Teachers need refresher training for SEL and MTSS Processes to identify and support students with additional needs.</p>
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**Our Overarching Needs**

**LITERACY:** Continue to Implement Structured Literacy (OG-based phonics) with modeling, monitoring and feedback as well as Structured Literacy training for all homeroom and special education teachers.  
To be on track for our strategic plan goals, BPA needs to increase the percentage of students scoring at Proficient or higher in ELA from 53% (2022) to 60% (2023).

**Numeracy:** We will implement improved structure to the oversight of movement through critical content in mathematics, more modeling and feedback (coaching cycle) and more support implementing hands-on learning in mathematics. Particularly at Grade 5.  
To be on track for our strategic plan goals, BPA needs to increase the percentage of students scoring at Proficient or higher in Math from 50% (2022) to 60% (2023.)

**WHOLE CHILD & STUDENT SUPPORT**  
We need to identify and support the various needs (SEL, MTSS, Uniform Assistance, Food Assistance) of BPA students and their families.

**SMART Goals (Elementary/Middle School)**

**The percentage of 3, 4, 5 grade students at BPA scoring at Proficient or higher on the GMAS ELA test will increase from 53% to 60% by Spring 2023.**

**The percentage of 3, 4, 5 grade students at BPA scoring at Proficient or higher on the GMAS MATH test will increase from 50% to 60% by Spring 2023.**

**At least 90% of students and families will participate in the BASC 3 BES and the School Climate and Satisfaction Surveys this school year.**

**Progress Monitoring Measures**

MAP Rdg Assessment will be utilized in Fall and Winter to identify Gaps in proficiency and plan for reteaching and remediation of standards by grade level, classroom and student.

MAP RIT reports will help correlate instruction to likely outcomes on GMAS

Weekly Planning PLCs and Monthly Data Review Protocols and MAP Data Review Q1 and Q3

Weekly Lesson Plan Review with Feedback to ensure movement and pacing through critical content.

MAP MATH Assessment will be utilized in Fall and Winter to identify Gaps in proficiency and plan for reteaching and remediation of standards by grade level, classroom and student.

MAP RIT reports will help correlate instruction to likely outcomes on GMAS

Weekly Planning PLCs and Monthly Data Review Protocols and MAP Data Review Q1 and Q3

Weekly Lesson Plan Review with Feedback to ensure movement and pacing through critical content.

SEL Lesson Plan will be Provided to support Implementation.

BASC 3 BESS Reports will guide implementation and provide timely feedback.

Counselor and SSW Referrals will be used to gauge need and impact

MTSS Monthly Reports

Attendance and CARE Team Minutes Semi-Weekly

Discipline Referrals



### CIP Goal #1 Strategy:

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

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
To Implement Structured literacy block including explicit phonics instruction and Orton Gillingham strategies at least 30 minutes daily in grades K, 1, 2, 3 (Resource = Foundations)	Literacy Coach Principal	August 1-May 26	Lesson Plans, Classroom Observations and Feedback, Coaching Cycle	NA	C & I
Engage families of K, 1, 2, 3 in Family Literacy Night to understand and support structured literacy strategies at BPA.	Literacy Coach Key Teachers	October	Sign in sheets, Card deck	NA	C&I
Create and Implement the BPA/OG Scope and Sequence of Phonics and Morphology for grades 4, 5.	Literacy Coach Principal	August – September , 2022	Scope & Sequence Document	NA	C & I
Implement PLC schedule allowing for 80 minutes of common planning time weekly and 40 minutes daily for planning and data review.	Principal	July 2022, weekly thereafter	PLC Schedule, Master Schedule	NA	C&I
Implement Coaching Cycle to determine areas of greatest need for support (IB, Structured Literacy, SEL, Math)	Literacy Coach Math Coach IB Coach	Weekly, August - May	Coaching Cycle Documentation	NA	C&I
Implement the new APS Mathematics Scope and Sequence and monitor for fidelity and pacing while implementing the new Eureka module rhythm.	Math Coach	August 2022- May 2023	PLC Minutes, Coaching Cycle / PLC CheckPoint data	NA	C&I
Support teachers in the integration of newly purchased Mathematics manipulatives in support of Concrete Representational Abstract (CRA) progression	Math Coach	August – May during PLCs and classroom visits	Invoices, Material Distribution	General Fund Budget	C&I
Family Math Night to teach parents about our Math Program and how to support their BPA student toward success	Math Coach	February 2023	Sign In and Exit Tickets	General Fund Budget	C&I

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

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Increase Intervention period for HMH Platform usage with SWD students to include incentives and tracking	Special Ed Lead Teacher	September – April	HMH Logs, Incentive Charts	NA	C&I
Extended Support (additional tie) for IRR teacher serving K, 1, 2, to ensure explicit phonics and phonemic awareness	Literacy Coach and IRR Teacher	September - April	Coaching Logs	NA	C&I
Support teachers with the "Do the Math" resource for students who qualify for Math intervention	Math Coach, Grade Chairs	September – April	Data from classroom visits during intervention block	NA	C&I



**CIP Goal #2 Strategy: Whole Child and Intervention**

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

<b>Action Step</b>	<b>Person/Position Responsible</b>	<b>Timeline of Implementation</b>	<b>Evidence and Artifacts</b>	<b>Funding Source</b>	<b>APS 5</b>
Implement Social Emotional Learning in every classroom every day for every child.	School Counselor Classroom Teachers	August 1, 2022-May 26, 2023	Classroom walks, Observations, Notes	General Fund	Whole Child and Intervention
Implement 30-minute Intervention block for Reading and Math M, T, W, Tx weekly. 8:10-8:40	Classroom Teachers Literacy Coach Math Coach	Aug. 29-April 30	Usage Reports for System 44, iRead, Read180, Do the Math	General Fund	Whole Child and Intervention
Implement the BESS 3 BASC Universal Screener for Mental Wellbeing for all students	School Counselor	Q1 and Q4	Data Reports, Parent Letters, Action Plans	General Fund	Whole Child and Intervention
Provide therapeutic counseling to students who need it via partnership with Chris180. Both Individual and family counseling available here at BPA.	School Social Worker School Counselor	August –May	Referral reports and case load documentation	General Fund and Partnership with Chris180	Whole Child and Intervention
Implement MAP Assessment thrice annually to inform INTERVENTION groups and focus instructional strategies	MAP Ambassador Testing Coordinator Coaches	August, December, March	MAP Data Reports	General Fund	Whole Child and Intervention
Conduct Fidelity Checks during Intervention block weekly to observe efficacy and pacing	Principal, AP, Coaches	September – April	Informal Observation Notes, TKES Walkthroughs as appropriate	General Fund	Whole Child and Intervention

**Additional Action Steps required for subgroup populations**

<b>Action Step</b>	<b>Person/Position Responsible</b>	<b>Timeline of Implementation</b>	<b>Evidence and Artifacts</b>	<b>Funding Source</b>	<b>APS 5</b>
Map IRR SWD to Intervention Block with their IRR or Co-teachers for intervention support	SELT	Sept. 2022- April 2023	Quarterly Growth Data from MAP	General Fund	Whole Child and Intervention
Supplement the 30-minute Enrichment Block for students identified as gifted/talented M,T,W,Tx 8:10-8:40	Gifted Teacher and Enrichment teachers	Sept. 2022-April 2023	Renzulli Platform, Teacher Created materials and Passion Projects	General Fund	Whold Child and Intervention



**CIP Goal #3 Strategy: Signature Programming**

**Strengthen the implementation of signature programming at Burgess-Peterson Academy, an IB PYP World School since 2020**

<b>Action Step</b>	<b>Person/Position Responsible</b>	<b>Timeline of Implementation</b>	<b>Evidence and Artifacts</b>	<b>Funding Source</b>	<b>APS 5</b>
Ongoing Revision and Reflection on 36 IB Planners over 6 grade levels	IB Coach	Quarterly Sign Offs	Planners and Updates housed in ManageBac	Signature Funds	Sig. Programming
Required Additional Trainings for teachers centered on Inquiry based instruction and international mindedness	IB Coach	All Year and Summer 2023	Certificates of Completion	Signature Funds	Sig. Programming
Conduct Implementation Walks to determine local PL needs and teacher sin need of additional support with PYP.	IB Coach	September through May	Coaching Cycle Notes	Signature Funds	Sig. Programming
Certified staff to Participate in 60 minutes of IB-Specific Training per month re: IB Standards and Practices and IB Authorization Report and Action Plan	IB Coach and Principal	Ongoing all year	Action Plan and Documentation for the IBO	Signature Funds	Sig. Programming
Host IB Night for Parents to learn about the IB PYP and how to support from home.	IB Coach, Team Leaders	November 2022	Sign In Sheets, Pictures, Agenda	Signature Funds	Sig. Programming

**Additional Action Steps required for subgroup populations**

<b>Action Step</b>	<b>Person/Position Responsible</b>	<b>Timeline of Implementation</b>	<b>Evidence and Artifacts</b>	<b>Funding Source</b>	<b>APS 5</b>
Coordinate and align the implementation of the IB Learner Profile into the curriculum of the Low-Incidence DSE units at BPA.	IB Coach and SELT	Quarterly and Ongoing	IB Learner Profile Students of the Month Celebrations	Signature Funds	Sig. Programming



### Family Engagement Goal(s):

**Strengthen Connection between BPA families and the school staff.**

**Ensure BPA families understand our Mission and Vision for our school and our children.**

**Leverage family support to foster higher outcomes for BPA's students.**

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Family Literacy Night will be conducted to help parents understand key components of our Structured Literacy program and how to support students at home.	Literacy Coach Principal Family Liaison	October 2022	Sign In, Pictures, Card Deck	C&I
Family Math Night will be conducted to help parents understand key components of our math standards and Eureka math resource and how to support students at home.	Math Coach Principal Family Liaison	February 2023	Sign in, Pictures, Card Deck	C&I
Family IB Night will be conducted to help parents understand the key components of our IB PYP and how they can be involved from home.	IB COach Principal Family Liaison	November 2022	Sign In, Pictures, Card Deck	Signature Programming
PTA Meetings and Wellness Sessions will be provided on a monthly basis to bring parents into the building as well as enhance their wellness and parenting toolbox.	Principal PTA President	Monthly beginning August 16, 2022	Sign In Sheet, Pictures, Card Deck	All
GoTeam Meetings will be conducted 6 times a year to give parents a voice in the decision-making process at BPA.	Principal and GoTeam Chair (once elected)	3rd Thursday in Most Months	Go-Team Minutes on our Website and sent to the Go-Team Office	All

**Quarterly Continuous Improvement Check-in: The next section is required for Tier 1 and 2 school. This will be completed at your first CIP support check-in**

Things to consider:

- Based on my year long CIP plan, what are the actions that the school has already completed?
- What data supports the completion of this action step and success criteria (both implementation and student achievement)? What artifacts have you collected to
- What resources (human/non-human) are needed to implement action steps?
- What district support will you need to implement action steps?
- What is the proposed date of completion of action steps?

# Quarterly Continuous Improvement Check-In

School Name:

Associate Superintendent:

**Continuous Improvement Plan Goal #1:**

## Completed Action Steps

Evidence of Completed Actions Steps  
(Implementation or Student/Teacher  
progress data)

Artifacts available

1.

2.

3.

Summary of next steps and district support needed to continue progress:

## Action Steps in Progress

Anticipated Date of Completion

Necessary Resources to Complete Step

Summary of next steps and district support needed to complete action steps currently in progress:

## Pending Action Steps

Anticipated Start Date

Necessary Resources to Begin/Complete  
Step

Summary of next steps and district support needed to start action steps:

# Quarterly Continuous Improvement Check-In

School Name:

Associate Superintendent:

## Continuous Improvement Plan Goal #2:

### Completed Action Steps

### Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)

### Artifacts available

1.

2.

3.

Summary of next steps and district support needed to continue progress:

### Action Steps in Progress

### Anticipated Date of Completion

### Necessary Resources to Complete Step

Summary of next steps and district support needed to complete action steps currently in progress:

### Pending Action Steps

### Anticipated Start Date

### Necessary Resources to Begin/Complete Step

Summary of next steps and district support needed to start action steps:

# Quarterly Continuous Improvement Check-In

School Name:

Associate Superintendent:

## Continuous Improvement Plan Goal #3:

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student /Teacher progress data)	Artifacts available
1.		
2.		
3.		

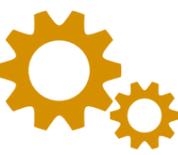
Summary of next steps and district support needed to continue progress:

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step

Summary of next steps and district support needed to complete action steps currently in progress:

Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step

Summary of next steps and district support needed to start action steps:



Complete the chart on the next page by listing all committee members who participated in completing the school wide 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.



<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
<b>Principal</b>	David A. White	<b>Cluster</b>	Jackson
<b>State Designation (CSI/TSI/Promise)</b>			N/A

Name	Position	Signature
Kayla Goodwine	Associate Superintendent*	

Name	Position	Signature
Kayla Goodwine	Associate Superintendent*	
David White	Principal*	
Sabrina Hayes	Assistant Principal*	
Angie Taylor	SWD Lead Teacher*	
Carla Miller	Literacy Coach	
Morgan King Ray	Math Coach	
Melanie Searcy	IB Coach	
Tanasha Mahone	MTSS Specialist	
Ashleigh Spatz	Teacher	
	Paraprofessional	



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.



<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
<b>Principal</b>	David A. White	<b>Cluster</b>	Jackson
<b>State Designation (TSI/CSI/Promise):</b>			N/A

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

**Signature**

Is developed during a 1-year period, unless— the school is operating a school-wide 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

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;

\_\_\_\_\_

\_\_\_\_\_



<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
<b>Principal</b>	David A. White	<b>Cluster</b>	Jackson
<b>State Designation (TSI/CSI/Promise):</b>			N/A

**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.

\_\_\_\_\_

# Title I



## ACTIVITY: Title I Intent and Purpose

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

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

# Title I

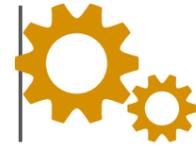


## Intent and Purpose

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson	<b>Grade Band</b>	K-5
<b>Principal</b>	David White	<b>Cluster</b>	Jackson
<b>State Designation (TSI/CSI/Promise)</b>	N/A	<b>Family Engagement (School Designed)</b>	School Designed

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
<b>Title I, A</b>	Remediate Students	<ul style="list-style-type: none"> <li>• Improve Academic Outcomes by Implementing Robust Instructional strategies for Content areas across Tier 1 Instruction</li> <li>• Focused Academic Interventions as needed to reinforce standards</li> <li>• Math Coach to support Math Instruction</li> <li>• Literacy Coach to support Structured Literacy Program</li> </ul>
	Develop Staff	<ul style="list-style-type: none"> <li>• Improve Teacher Quality through New Teacher Support Group</li> <li>• Ongoing Job-Embedded Professional Development</li> <li>• Professional Learning Communities in practice</li> <li>• Content-specific trainings</li> <li>• Instructional Coaching Cycle to Improve Teaching Practices</li> </ul>

# Title I

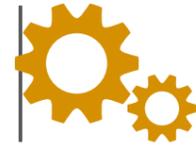


## Intent and Purpose

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson	<b>Grade Band</b>	K-5
<b>Principal</b>	David White	<b>Cluster</b>	Jackson
<b>State Designation (TSI/CSI/Promise)</b>	None	<b>Family Engagement (School Designed)</b>	School Designed

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
<b>Title I, A</b>	Engage Families	<ul style="list-style-type: none"> <li>• Build Community by Multiple Means of Communication (REMIND, FB, TWITTER, Marquis)</li> <li>• Inhouse Parent Resource Board and Computer Availability</li> <li>• Quarterly Parent Academic Events</li> <li>• Enhance the capacity of staff to support Family Engagement</li> </ul>

# Title I

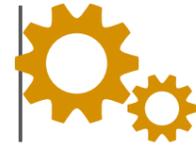


# Intent and Purpose

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
<b>Principal</b>	David White	<b>Cluster</b>	Jackson
<b>State Designation (TSI/CSI/Promise)</b>	None	<b>Family Engagement (School Designed)</b>	School Designed

<b>Program</b>	<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>School Actions</b>
<b>Title I, A Set Aside</b>	Family Engagement	<ul style="list-style-type: none"><li>• Home Visits by SSW and Admin</li><li>• Parent Information Board and Computer Availability</li><li>• Parent academic events and workshops</li><li>• Build the capacity of staff to support family engagement</li></ul>

# Title I

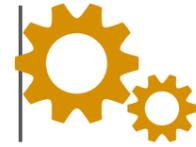


# Intent and Purpose

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
<b>Principal</b>	David White	<b>Cluster</b>	Jackson
<b>State Designation (TSI/CSI/Promise)</b>	NONE	<b>Family Engagement (School Designed)</b>	School Designed

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
<b>21st Century (BAMO Only)</b>	21st Century Community Learning Center	• Not Applicable
<b>School Improvement (CSI, TSI, or Promise Only)</b>	School Improvement (CSI, TSI, or Promise)	• Not Applicable

# Title I



# Intent and Purpose

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
<b>Principal</b>	David A. White	<b>Cluster</b>	Jackson
<b>State Designation (CSI/TSI/Promise)</b>	NONE	<b>Family Engagement (School Designed)</b>	School Designed

<b>Program</b>	<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>School Actions</b>
<b>Title IV, A</b>	Middle School Behavior Initiative	Not Applicable
<b>Title IV, A</b>	High School and Middle School Bridge Program (Safe and Healthy)	Not Applicable

**Title I**



## **ACTIVITY: SWP Questions**

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

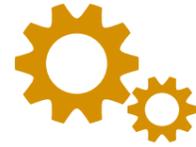
# Title I



# SWP Questions

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
<b>Principal</b>	David A. White	<b>Cluster</b>	Jackson
<b>State Designation (CSI/TSI/Promise)</b>			N/A

School Wide Plan Questions	Response
<p>1. ALL SCHOOLS - Provide a description of how the school will be implementing strategies to address school needs, as well as, provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards [Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)].</p>	<ul style="list-style-type: none"> <li>• Since 2017 our focus at BPA has centered on ensuring that all our students have access to instruction based in the science of Reading. As such, we continue to spend time and resources to train our homeroom and special education staff in explicit phonics and structured literacy strategies. These strategies address the five components of literacy and deepen access to students in the whole group, small group and pull-out settings. Special educators at BPA receive this same training and support for the sake of consistent opportunity and access. We particularly find that students from our under-resourced families, for whom their BPA kindergarten experience may be their first school experience, really benefit from this entry point to literacy development. Our approach gives them a chance to catch up faster. Over the past few years, as APS has taken up the explicit phonics cause as well. We find that work compliments our well-established processes at BPA.</li> <li>• We implement PLCs on a weekly basis to allow teachers and coaching staff to examine the content to be covered, the many assessment we administer, the data from such assessments and to ensure consistent approaches to instruction across grade bands.</li> <li>• Our school enjoys and supports a robust program for students with disabilities. We have four district-level “low incidence” DSE classrooms serving students on the Autism Spectrum from grades PreK through 5<sup>th</sup>. We also have 3 Inter-related special educators supporting our in-zone students with disabilities.</li> </ul>



<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
<b>Principal</b>	David A. White	<b>Cluster</b>	Jackson
<b>State Designation (TSI/CSI/Promise)</b>			N/A

## School Wide Plan Questions

## Response

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

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

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

- Our full-time School Social Worker and full-time school Counselor work in tandem to instruct and support our students across a broad spectrum of need. Classroom instruction around Social Emotional Learning and the competencies of communication and problem solving are deployed schoolwide. We start each learning day with a curriculum resource to build vocabulary and interpersonal skills among our students. This time spent enables students to have more consistency in the ways they interact with their peers, and this fosters greater access to academic curriculum throughout the day. From time to time, individual students or their families require additional support. We partner with Chris180 to connect students and/or their families with therapeutic counseling services either here at school, at Christ180’s offices or in the family’s home.
- We have found that our focus on SEL has reduced the number of disciplinary referrals across the board. Our suspension rate for the past two years has been remarkably low. Less than 0.05%.
- We also implement a multi-tiered system of support (MTSS) for students who need academic or emotional/behavioral support. Our MTSS specialist works with individual and teacher teams to unpack diagnostic data from universal screeners and to develop Progress Monitoring plans for each student who needs support. These students receive support 3x weekly outside of our intervention block and their progress is tracked in Infinite Campus.

# Title I



# SWP Questions

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
<b>Principal</b>	David A White	<b>Cluster</b>	Jackson
<b>State Designation (TSI/CSI/Promise)</b>			N/A

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.	<ul style="list-style-type: none"><li>• Not Applicable</li></ul>

# Title I



# SWP Questions

<b>District Name</b>	Atlanta Public Schools	<b>Fiscal Year</b>	2022- 2023
<b>School Name</b>	Burgess-Peterson Academy	<b>Grade Band</b>	K-5
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<b>State Designation (TSI/CSI/Promise)</b>			N/A

## 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.

- BPA does not offer “Bright from the start” state PreK. We do have two classes for 3, 4, 5 year olds who are diagnosed on the Autism Spectrum or have other disabilities. These two classrooms are a critical link to the families of these children as it is most of their first experience with a school setting as parents. We teach routines and procedures. We counsel the parents who are often dealing with their own grief at coming to understand the learning difficulties their children are facing.
- Additionally, BPA serves about 85 general education kindergarten students. Our first goal is for kindergarten students to “fall in love with school.” If our youngest students come to know our school as a place where they are loved and cared for and where they have fun learning alongside new friends, our work becomes immeasurably easier. We aid in their transition from either formal PreK settings, in-home preschool or commercial preschool settings by focusing on routines and procedures. We introduce structured literacy and early numeracy skills from Day One and assess growth using GKIDS assessment in tandem with MAP.