

2022 Continuous Improvement Planning Workbook

June 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
- Derrick Hardy, Director of Continuous Improvement, Derrick.Hardy@apsk12.org
- Larry Wallace, Executive Director of Federal Programs, Larry.Wallace@apsk12.org
- Kevin Maxwell, Assistant Superintendent of Innovation, Improvement & Redesign, Kevin.Maxwell@apsk12.org

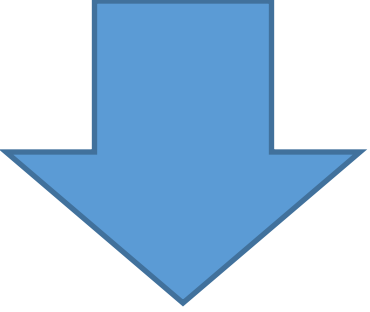
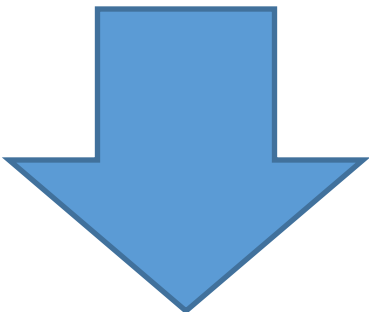
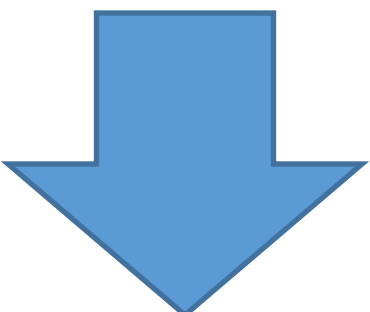


School Name: Ralph J. Bunche Middle School

Strengths	Opportunities/Challenges
8th grade students showed growth in Reading/ELA from fall to spring as evidenced by the MAP assessment	Continue to provide Intervention/Target period to support growth and mastery of Reading/ELA standards
6th grade students showed growth in Reading/ELA from winter to spring as evidenced by the MAP assessment	Continue to provide Intervention/Target period to support growth and mastery of Reading/ELA standards
Implementation of PBIS	Publicize PBIS rewards on morning or afternoon announcements
Attendance rate of 87.6%, which was an increase from 2019	Continue to remind teachers to take period attendance via announcements or emails
Black students' proficiency was similar with others in the district in ELA and Math, and higher than the district in Science; EL students' ELA proficiency was than other MS in the district, 12% vs 5%	Provide professional learning on differentiation and instructional strategies to support SWD, ELL students and engage male students

Our Overarching Needs

Literacy: Increase literacy proficiency on grades 6 – 8 , to include subgroups, to increase the number of students scoring proficient or above on the 2023 GMAS by 7% .	Numeracy: Increase numeracy proficiency on grades 6 – 8, to include subgroups, to increase the number of students scoring proficient or above on the 2023 GMAS by 7%.	Whole Child & Student Support: Increase the attendance rate to at least 95% for the 2022 – 2023 school year
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[Jamboard Link](#)

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
Less than 20% of students on the rising grade levels for SY22 - 23 scored proficient or above on the 2022 GMAS in ELA	Less than 10% of students on the rising grade levels for SY22 – 23 scored proficient or above on the 2022 GMAS in math	Suspension Data for SY21-22 was 2.6, which represented a 1.5 increase from SY19 – 20 Student attendance for SY21-22 was 87.6%, which is below the 95% goal.

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
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Less than 20% of students for the rising grade levels scored proficient or above on the 2022 GMAS in ELA	Less than 10% of students for the rising grade levels scored proficient or above on the 2022 GMAS in math	Student attendance for SY21-22 was 87.6%, which is below the 95% goal.
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[Mapping Link](#)

[Mapping Link](#)

[Mapping Link](#)

Why?	Why?	Why?
Students had learning gaps in the areas of reading and language use	Based on data results (MAP, benchmarks, etc.), students had math learning gaps	Some students were absent due to illness, need for support at home, suspensions, disengagement
Why?	Why?	
Students struggle with language acquisition, comprehending and synthesizing text on their own.	Students struggle with the application of math concepts to when problem solving.	Why?
Why?	Why?	Families do not see the connection of student academic achievement and attendance.
Teachers need support in scaffolding to meet students' needs	Students struggle with comprehending word problems.	
Why?	Why?	Why?
Teachers need support in implementing instructional strategies necessary to personalize on-level learning	When there are multiple steps, students disregard connecting their answer to the ultimate question.	Families are not connected to school and what their children are doing in school.
Why?	Why?	
Teachers need support in prioritizing the standards and tasks to align to GMAS, and modifying the pacing	There is a lack of time for students to reason and persevere on their own.	Why?
		There are not enough opportunities for parent involvement and informing them of their impact.

Root Cause

Teachers need additional time and training on internalizing the lesson plan, anticipating for errors, implementing differentiation in a personalized path for student acceleration, remediation and enrichment.	Students exhibited math skill deficits to include prerequisite and grade –level specific skills. Teachers needed additional support; training, etc. to implement more effectively	There are not enough opportunities for parent involvement and informing them of their impact.
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Our Overarching Needs

LITERACY

NUMERACY

WHOLE CHILD & STUDENT SUPPORT

SMART Goals (Elementary/Middle School)

By May 2023, increase the number of full academic year students scoring proficient or above on the 2023 math GMAS by 7% (from 9% to 16%) from the 2022 assessment in all tested areas

By May 2023, increase the number of full academic year students scoring proficient or above on the 2023 ELA GMAS by 7% (from 15% to 23%) from the 2022 assessment in all tested areas

By May 2023, increase student attendance by 1.4 % (from 87.6% to 89%) , which is below the 95% goal.

SMART Goals (High School)

Progress Monitoring Measures

Growth will be measured by common assessments, lesson planning, MTSS/intervention block.

Growth will be measured by common assessments, lesson planning, MTSS/intervention block.

Progress will be monitored through the use of attendance data, discipline data, BASC screener, BIP progress monitoring



CIP Goal #1 Strategy: Increase literacy in grades 6-8

By May 2023, increase the number of full academic year students scoring proficient or above on the 2023 Math GMAS by 7% (from 15% to 23%) from the 2022 assessment in all tested areas

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Utilize PLC time to implement practices of Relay/Get Better Faster for lesson planning and practice which include deconstruction of standards, internalize lessons and practice implementation and incorporating rigorous tasks	Instructional Coaches Teachers Administrators	August-May	PLC agendas, PLC planning documents and practice scripts, Deconstructing Standards Protocols Lesson practice scripts Observation and Feedback	Title 1	Curriculum & Instruction
Provide professional development and support around research based best instructional practices (e.g aggressively monitoring, reading strategies, questioning), implement the strategies across contents, and monitor implementation	Instructional Coaches Department Chairs SELT Administrators	August-May	PL agendas and sign-in sheets, feedback notes in School Mint, 1:1 Coaching Notes	Fund 100/150	Curriculum & Instruction
Monitoring implementation of Amplify curriculum, IB Curriculum and Approaches to Teaching	IB Coordinator, Instructional Coaches, Administrators	August-May	Observation Notes		Signature Programs
Aggressively monitor mastery of standards utilizing technology and formative assessments	Teachers, Instructional Coaches Administrators	August- May	Observation Notes/Lesson Plans, School Mint Feedback	Fund 150	

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Provide training, systematically monitor implementation, and provide feedback through individualized coaching of the effective use of high leverage co-teaching models such as parallel, team, alternate	SELT, ESOL teachers, APs and Instructional Coaches	September-May	Training agendas and sign in sheets 1:1 coaching sessions	Title I	Curriculum & Instruction



CIP Goal #2 Strategy: Increase numeracy in grades 6-8

By May 2023, increase the number of full academic year students scoring proficient or above on the 2023 GMAS by 7% (from 9% to 16%) from the 2022 assessment in all tested areas

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Utilize PLC time to implement practices of Relay/Get Better Faster for lesson planning and practice which include deconstruction of standards, internalize lessons and practice implementation and incorporating rigorous tasks	Instructional Coaches Teachers Administrators	August-May	PLC agendas, PLC planning documents and practice scripts, Deconstructing Standards Protocols Lesson practice scripts Observation and Feedback	Title 1	Curriculum & Instruction
Provide professional development and support around research based best instructional practices (e.g aggressively monitoring, reading strategies, questioning), implement the strategies across contents, and monitor implementation	Instructional Coaches Department Chairs SELT Administrators	August-May	PL agendas and sign-in sheets, Feedback notes in School Mint, 1:1 coaching notes	Fund 100/150	Curriculum & Instruction
Monitoring implementation of Amplify curriculum, IB Curriculum and Approaches to Teaching	IB Coordinator, Instructional Coaches, Administrators	August-May	Observation Notes		Signature Programs
Aggressively monitor mastery of standards utilizing technology and formative assessments	Teachers, Instructional Coaches, Administrators	August- May	Observation Notes/Lesson Plans, School Mint Feedback	Fund 150	

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Provide lesson modifications and tiered support for SWD students	SWD Teachers & SELT	August 2022-May 2023	MAP Data/MATH 180 Data/Amplify Assessments	Title 1	Data
Support ELL students during content classes	ELL Teacher	August 2022-May 2023	MAP Data/ESOL Assessment/GMAS Scores	Title 1	Whole Child & Intervention



Increase student attendance for the 2022 – 2023 school year

By May 2023, increase student attendance by 1.4 % (from 87.6% to 89%) , which is below the 95% goal.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Teachers will take attendance within the first 10 minutes of every class period; Attendance clerk will ensure attendance submitted for all teachers and substitutes; attendance codes will accurately reflect reason for students' absences	Teachers (All) & Attendance Clerk	August 2022-May 2023	Attendance Report	Title 1	Data
Reward or celebrate perfect attendance monthly, and celebrate students with attendance improvement	PBIS Lead	August 2022-May 2023	Attendance Report	Title 1	Whole Child & Intervention
Establish a CARE and Attendance Team as a proactive approach to support at risk students. (Use Robo calls and parent letters)	Attendance Clerk, Social Worker, CARE Team, Teachers	August 2022-May 2023	Restorative Practice Documents Planning Agendas/sign in sheets	Title 1	Whole Child & Intervention
Provide Tiered Student Support Team Services to identified students	MTSS Coordinator,	August 2022-May 2023	Behavior Intervention Trackers Progress monitoring documents Math and Read 180 Data IReady Reports	Title 1	Curriculum & Instruction

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Check and Connect for SWD and Tier 3 students	Disportionality Coach, Graduation Coach	Augst 2022-May 2023	Student Attendance, Check and Connect Data	Title I	Whole Child & Intervention
MTSS data meetings for Tier 2 and 3 students	MTSS Coordinator	August 2022-May 2023	Student Data, Parent Conferences	Title I	Whole Child & Intervention
Student/parent conferences for students with 5+absences	CARE/Attendance Team	August 2022-May 2023	Student Attendance, Conference Logs	Title I	Whole Child & Intervention
Host parent meetings to teach importance of attendance, follow up with support	Social Worker, Attendance Team, Paret Liaison, Community in Schools	August 2022- May 2023	Sign In Sheets	Title I	Whole Child & Intervention



Family Engagement Goal(s): Increase parental involvement and support

By May 2023, Bunche MS will improve communication with all families by creating and implementing a bi-monthly newsletter that will focus on ways that parents/families can assist their scholars at home.

By May 2023, Bunche MS will provide parents multiple (monthly) opportunities to acquire information and hands on practice to support their scholars' education at home and at school.

By May 2023, Bunche MS will implement monthly surveys, where families will be asked if our school provides an affirming learning environment.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Invite parents to the school to participate in monthly Parent/Teacher Conferences	Teachers & Administrators Counselors	August 2022-May 2023	Monthly Parent Conference, Sign-In Sheet/Contact Logs	Data
Increase Parent Workshops- Host different formats of Coffee with the Principal, Create Program Opportunities for Academic Family Engagement	Administrators Parent Liaison AVID Coordinators Counselors	September 2022-May 2023	Invites Sign-in Sheets Surveys Meeting Agendas Pictures	Whole Child & Intervention
Provide monthly surveys to Families and community support about our continuous Family Engagement and ways to improve	All Staff	September 2022-May 2023	Survey	
Utilize Social Media, School website, Newsletters to communicate with Families (English & Spanish) Create a Digital bi-monthly Newsletter with multiple sources for Family Engagement & Curriculum Learning	Technology Instructional Coach Parent Liaison FELT Team Counselors	September 2022-May 2023	Digital & Printed Newsletters Social Media feeds, Flyers User stats from digital newsletter	Whole Child & Intervention Data

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)

School Name: Bunche Middle School

SES Name:

Date STAP Started: August 2022

Length of STAP: 45 days

Continuous Improvement Plan Goal #1:
By May 2023, increase the number of full academic year students scoring proficient or above on the 2023 ELA GMAS by 7% (from 15% to 23%) from the 2022 assessment in all tested areas

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
1. Provide a period for Intervention/Enrichment/Targeted Support at the end of each school day		Read 180/System 44	Read 180/System 44 materials	May 2023	Administrators and Instructional Coaches	MAP Data and Read 180/System 44 Data	MAP Data and Read 180/System 44 Data	Completed
2. Use of the Media Center to increase students' access to reading material		Media Center	District Media Specialist	May 2023	Media Specialist and Instructional Coaches	MAP Data	MAP Data	On going
3. Provide "on the spot" or "in the moment" remediation		Amplify and iReady	Additional resources	May 2023	Teachers and Instructional Coaches	Exit Ticket Data, Amplify Data, and MAP Data	Exit Ticket Data, Amplify Data, and MAP Data	On going
4. Provide targeted writing instruction across content areas to improve writing proficiency	R.A.C.E. and essay structure	Amplify	iReady and other resources	May 2023	Teachers and Instructional Coaches	Writing Rubrics and Exemplars	Writing Exemplars and GMAS Step	On going
5. . Provide additional professional development in the areas of Targeted Instruction and Personalized Learning	-APS 5, District PL/PD, and in-house PL/PD	School Mint and Informal Observations	IDD	May 2023	Teacher Leads, SELT, Instructional Coaches, APs and Principal	Observations and Feedback	NA	On going

Build Out Short Term Action Plans (STAP)

School Name: Ralph J. Bunche Middle School

SES Name:

Date STAP Started: August 2022

Length of STAP: 45 days

Continuous Improvement Plan Goal #2:
By May 2023, increase the number of full academic year students scoring proficient or above on the 2023 math GMAS by 7% (from 9% to 16%) from the 2022 assessment in all tested areas

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
1. Monitor Math 180, MAP data, benchmark data, district benchmark data, student progress reports, and focus walks within the ILT to inform leadership interventions and support (Real time coaching, Tiered coaching cycles, PD).			Training, Site Visits for MAP/Math 180, Collaborative Coaching	Ongoing August-May	ICs, DCs, APs, MTSS Coordinator SELT, ESOL Teacher	Positive growth rate in MAP scores	Growth in proficiency Benchmark assessments, EOG scores at the end of the year ILT meeting agendas & minutes, MAP reports, School Mint observations	On going
2. Host monthly parent-teacher conferences and quarterly parent workshops to engage parents and guardians in monitoring their student's academic progress and curriculum			Fed. program specialist school visit, parent workshop attendance	Ongoing August-May	Parent Liaison, ICs, DCs, APs	Parent attendance	Increased parent engagement measured by parent attendance to conferences and parent portal access - increase in student success rate	On going
3. Facilitate and provide accommodations/SDI PD for general education teachers and student support teachers (EIP/REP, special education,) that supports consistent collaborative plans for differentiated lessons and learning experiences			SDI PL needed for the SELT	Ongoing August-May	SELT, ICs, DCs, Gifted Chair, APs	Observation data of PLCs demonstrating SDI in lesson planning, Observation data of Co-taught classrooms/small group implementation of SDI from School Mint	Increase in SPED subgroup performance on school interim assessments, spring benchmark, and EOGs	On going
4. Implementation of a standardized school-wide common instructional framework focused upon Marzano's New Art & Science of Teaching, as evidenced through collaborative planning within core content PLCs			Site visits/ feedback from IDD's	Ongoing August-May	ICs, DCs, APs		Growth in proficiency benchmarks, EOG scores	On going
5. Build and implement high quality common assessments for core content areas using standards-based rigorous			Assessment item banks/ resources	Ongoing August-May	ICs, DCs,	Assessments aligned to standards taught, at appropriate levels of	Assessments and assessment data posted	On going

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: Ralph J. Bunche Middle School

Ralph Bunche Middle School

Associate Superintendent:

Paul Brown

Continuous Improvement Plan Goal #1: By May 2023, increase the number of full academic year students scoring proficient or above on the 2023 ELA GMAS by 7% (from 15% to 23%) from the 2022 assessment in all tested areas

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
1. Provide a period for Intervention/Enrichment/Targeted Support at the end of each school day	Master/Daily Schedule	Yes
2. Use of the Media Center to increase students' access to reading material	Media Center Class Orientation, Media Center Usage Data Log	Yes
3. Host monthly parent teacher conferences and quarterly parent workshops to engage parents and guardians in monitoring their student's academic progress and curriculum	Parent Liaison Engagement Calendar and Parent Attendance	Yes

Summary of next steps and district support needed to continue progress:
Continued professional learning for staff on HMH data and resources

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. Provide "on the spot" or "in the moment" remediation; provide targeted writing instruction across content areas to improve writing proficiency, and additional professional development in the areas of Targeted Instruction and Personalized Learning	May 2023	Continued PL and support from IDD and district content instructional coordinators
2. Monitor Math 180 , MAP data, benchmark data, district benchmark data, student progress reports, and focus walks within the ILT to inform leadership interventions and support (Real time coaching, Tiered coaching cycles, PD).	May 2023	Continued PL and support from IDD and district content instructional coordinators
3. Build and implement high quality common assessments for core content areas using standards-based rigorous assessment items	May 2023	Continued PL and support from IDD and district content instructional coordinators

Summary of next steps and district support needed to complete action steps currently in progress:
Continued instructional walkthroughs, professional learning and support from IDD and district content instructional coordinators

Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step
1. Facilitate and provide SDI PD for general education teachers and student support teachers (EIP/REP, special education,) that supports consistent collaborative plans for differentiated lessons and learning experiences	January 2023	Support and training from IDD and SWD district level departments

Summary of next steps and district support needed to start action steps:
Support and training from IDD and SWD district level departments

Quarterly Continuous Improvement Check-In

School Name: Ralph J. Bunche Middle School

Associate Superintendent: Paul Brown

Continuous Improvement Plan Goal #2: By May 2023, increase the number of full academic year students scoring proficient or above on the 2023 math GMAS by 7% (from 9% to 16%) from the 2022 assessment in all tested areas

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
1. Host monthly parent-teacher conferences and quarterly parent workshops to engage parents and guardians in monitoring their student's academic progress and curriculum conferences and quarterly parent workshops to engage parents and guardians in monitoring their student's academic progress and curriculum	Implementation; Parent Liaison Calendar, Parent Attendance	Yes
2. Implementation of a standardized school-wide common instructional framework focused upon Marzano's New Art & Science of Teaching, as evidenced through collaborative planning within core content PLCs	Instructional walkthroughs and feedback from IDD	Yes

Summary of next steps and district support needed to continue progress:
Continued instructional walkthroughs, professional learning, and support from IDD and district content instructional coordinators

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. Monitor Math 180, MAP data, benchmark data, district benchmark data, student progress reports, and focus walks within the ILT to inform leadership interventions and support (Real time coaching, Tiered coaching cycles, PD).	May 2023	Continued PL and support from IDD and district content instructional coordinators
2. Build and implement high quality common assessments for core content areas using standards-based rigorous assessment items	May 2023	Continued PL and support from IDD and district content instructional coordinators

Summary of next steps and district support needed to complete action steps currently in progress:
Continued instructional walkthroughs, professional learning, and support from IDD and district content instructional coordinators

Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step
1. Facilitate and provide SDI PD for general education teachers and student support teachers (EIP/REP, special education,) that supports consistent collaborative plans for differentiated lessons and learning experiences	January 2023	Support and training from IDD and SWD district level departments

Summary of next steps and district support needed to start action steps: Support and training from IDD and SWD district level departments

Quarterly Continuous Improvement Check-In

School Name: Ralph J. Bunche Middle School

Associate Superintendent: Paul Brown

Continuous Improvement Plan Goal #3: By May 2023, increase student attendance by 1.4 % (from 87.6% to 89%) , which is below the 95% goal.

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student /Teacher progress data)	Artifacts available
1. Weekly attendance team meetings	Agendas, meeting minutes and IC parent contact log	Yes
2.		
3.		

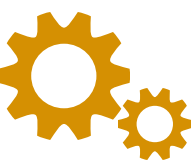
Summary of next steps and district support needed to continue progress:
Attendance clerk and social worker host parent data meetings for students with high absences; Continued support from Office of Student Support

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. Goal Setting with Students and Parents	May 2023	Parent and student incentives
2. Interdisciplinary Teacher Teams (MTSS Data Reviews)	May 2023	

Summary of next steps and district support needed to complete action steps currently in progress:
Include data and goal setting meetings once/semester at 4th Tuesday parent conferences; parent and student incentives

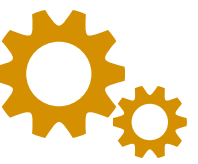
Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step

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

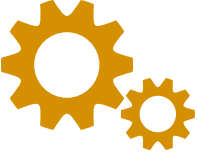


Complete the chart on the next page by listing all committee members who participated in completing the school wide plan. Please duplicate the slide to add more positions if necessary. All positions with an asterisk must be included on the planning committee.

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



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.



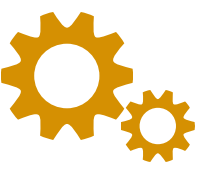
District Name	Atlanta Public School	Fiscal Year	2022-2023
School Name	Ralph J. Bunche Middle School	Grade Band	6-8
Principal	Kimberly Terry Whitfield	Cluster	Therrell
State Designation (TSI/CSI/Promise):			

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;



District Name	Atlanta Public Schools	Fiscal Year	2022-2023
School Name	Ralph J. Bunche MS	Grade Band	6-8
Principal	Kimberly Whitfield	Cluster	Therrell
State Designation (TSI/CSI/Promise):			

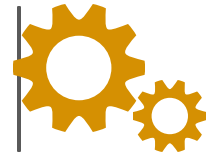
School Wide Plan Development: 1114(b) 1-5

Signature

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

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

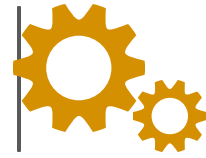


ACTIVITY: Title I Intent and Purpose

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

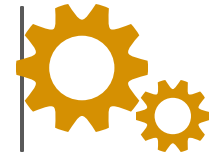


Intent and Purpose

District Name	Atlanta Public School	Fiscal Year	2022-2023
School Name	Ralph J. Bunche MS	Grade Band	6-8
Principal	Kimberly Whitfield	Cluster	Therrell
State Designation (TSI/CSI/Promise)		Family Engagement (School Designed)	

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title I, A	Remediate Students	<ul style="list-style-type: none"> • Improve academic achievement through technology integration • Small group instruction to reinforce academic standards • Tutorial for academic remediation • Intervention block, Connections Math and Reading to reinforce academic standards • Focused behavior and academic interventions • After school tutorial, once a week • Partner with Hands on Atlanta for tutors
Title I, A	Develop Staff	<ul style="list-style-type: none"> • Improve teacher quality through induction/mentor program • Ongoing job embedded professional development • Professional learning communities • Consistent instructional walkthroughs, feedback and conferences • Professional development in targeted instructional areas • Extended planning which focuses on curriculum design and effective instructional strategies • Content specific trainings

Title I

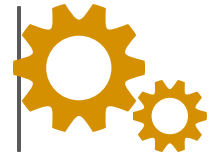


Intent and Purpose

District Name	Atlanta Public Schools	Fiscal Year	2022-2023
School Name	Ralph J. Bunche MS	Grade Band	6-8
Principal	Kimberly Whitfield	Cluster	Therrell
State Designation (TSI/CSI/Promise)		Family Engagement (School Designed)	

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title I, A	Family Engagement	<ul style="list-style-type: none"> Parent outreach led by Parent Liaison and SSW for all students, particularly for ELL and SWD students Partnership with Community in Schools Home visits College and Career Readiness tours, workshops, and opportunities for students Parent University In-house Parent Resource Center Parent academic events and workshops Build the capacity of staff to support Family Engagement

Title I

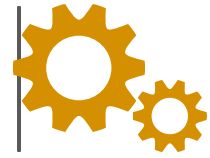


Intent and Purpose

District Name	Atlanta Public Schools	Fiscal Year	2022-2023
School Name	Ralph J. Bunche MS	Grade Band	6-8
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State Designation (CSI/TSI/Promise)		Family Engagement (School Designed)	

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title IV, A	Middle School Behavior Initiative	<ul style="list-style-type: none"> • Mentoring and School Counseling for the students identified as the most high-risk • Schoolwide Positive Behavioral Interventions (Restorative Practices) • Professional development for alternative discipline strategies (Restorative Practices) • Behavioral supports such as therapists, counselors, and behavior specialist • Alternatives to out of school and in school suspensions • Professional development for behavioral intervention strategies
Title IV, A	High School and Middle School Bridge Program (Safe and Healthy)	<ul style="list-style-type: none"> • Middle School transition program to prevent dropout • School Dropout Prevention • Graduation Coach • Guidance Counselor for each grade level

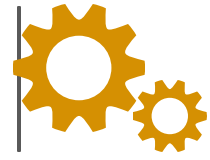
Title I



ACTIVITY: SWP Questions

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

Title I

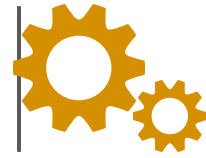


SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2022-2023
School Name	Ralph J. Bunche MS	Grade Band	6-8
Principal	Kimberly Whitfield	Cluster	Therrell
State Designation (CSI/TSI/Promise)			

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)].	Bunche Middle School will implore various remediation and instructional models to address student needs overall and within specific subgroups. These include, but are not limited to: Implementation of strong parallel teaching models, aggressive and consistent monitoring of individualized support, emphasis on writing strategies, implementation of Read 180 and Math 180 two to three times per week, implementation of AVID strategies to address organizational and note taking skills to enhance retention, PBIS, and utilization of MTSS to address behavior, academics, and social-emotional needs of students.

Title I



SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2022-2023
School Name	Ralph J. Bunche MS	Grade Band	6-8
Principal	Kimberly Whitfield	Cluster	Therrell
State Designation (TSI/CSI/Promise)			

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—

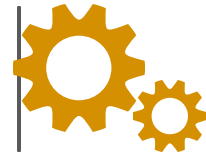
a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

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.).

All students will be assessed regularly to collect data on their academic progress. Students who performed below grade-level based on various data points will be targeted for extra support using read 180 and Math 180. Across grade-levels, all students will receive additional support in reading and mathematics through targeted intervention periods. All students will be assessed using bi-weekly common assessments, unit assessments and district-level benchmarks. Students needing additional support will be provided the opportunity for additional academic support during class as well as after-school and will be exposed to enrichment activities.

Additionally, flexible grouping and differentiation will be used to support and develop students; progress monitoring will be used to determine the appropriate methods of instruction for all ability levels of students. Teachers will use this data to determine the effectiveness of instruction based on student performance. A standards tracking tool will be used to monitor student achievement and growth. Teachers will also participate in on-going professional development and Professional Learning Communities to positively impact student growth.

Title I

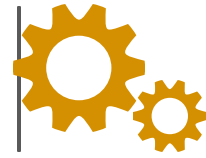


SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2022-2023
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School Wide Plan Questions	Response
<p>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—</p> <p>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;</p> <p>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.).</p>	<p>The following intervention resources will be utilized to address student achievement:</p> <ul style="list-style-type: none"> • Georgia Online Formative Assessment Resource: Teachers will use this online assessment tool to allow students an opportunity to take practice tests. • USA Test Prep and IXL - Science, Math, ELA, Social Studies will use this software to assess and monitor student’s mastery of Georgia Standards of Excellence. Stemscores will be used by science teachers to integrate STEM into lessons. • Computers/Promethean Boards/ActivBoard- Teachers and students will utilize innovative technological advances during instructional time to engage and improve learning. • Math teachers will use scientific calculators to support the integration of technology into the math classroom. Teachers will also utilize accompanying software that can be used with their Promethean boards to assist students. • Write Score, LLC will provide students with different types of writing prompts via student writing testing booklets. The program then scores the essays using Georgia specific scoring rubrics and reporting categories. Write Score provides teachers with data reports broken down into four categories, Ideas, Organization, Style, and Convention. Teachers can then use this information to drive instruction as it relates to student achievement in writing. Additionally, Write Score will assist teachers in evaluating students reading (lexile) level. <p>To address the mental health and behavioral support of students:</p> <ul style="list-style-type: none"> • Families First provides services for students. • Counselors will increase the amount of one-on-one and small group time with students. • Our in-house Communities in Schools staff member will provide attendance and behavioral support • Our school will use Restorative Practices to address disciplinary issues.

Title I



SWP Questions

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School Wide Plan Questions

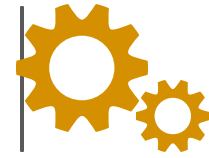
Response

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.

Bunche MS has selected School Choice as the Family Engagement Option for the 2022-2023 school year. This option will provide flexible opportunities to “meet families where they are”, support our ELs and increase student achievement. This option allows us to collaborate our Go Team to better address parent needs. With this school choice model, we will incorporate aspects of the removing barriers and APTT models. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school. This plan will be communicated via email and will be distributed during school wide events. A copy of the plan will also be placed in the parent center. Bunche Middle School will collaborate with our Go Team and Parent Liaison to develop a parent involvement policy that addresses our parental involvement needs and supports students. Based on feedback from the team about overall improvement of the school’s culture and instructional program, we will implement/conduct the following:

- Principal Roundtables/Parent Chat and Chew with the principal and parent liaison
- Milestones Family Workshops hosted by teachers and instructional coaches
- Family Math/Reading/Science/Social Studies Game Nights
- Monthly Parent Conferences
- Dads and Doughnuts/ Mom and Muffins
- Dads of Chargers (DOC) Initiative
- Grade Level Curriculum Nights
- Bunche University – Guest Speakers and Consultant Based Workshops

Title I

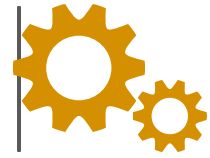


SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2022-2023
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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.	

Title I



SWP Questions

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State Designation (CSI, TSI, or Promise)
School Wide Plan Questions

Response

5. MIDDLE AND HIGH SCHOOLS ONLY - Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

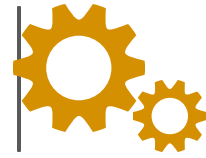
a. through coordination with institutions of higher education, employers, and other local partners; and ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10);

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

Ralph Johnson Bunche Middle School serves as the feeder school to four elementary schools. The Bunche team strives to make this transition as smooth and stress free as possible for both our students and parents. Each school schedules a date for their transition program. All stakeholders are invited. Sixth Grade Open House informational meeting for parents is held prior to the end of students' fifth grade year. The meeting involves all sixth grade teachers, administrators and school counselors. Stakeholders are guided through an overview of academic, social, and behavioral changes that students experience during their middle school years. Stakeholders are provided the opportunity to engage in question and answer sessions. At closing, a tour of the building is given.

The High School Transition Program is held during the school year to assist eighth grade students in their transition to high school. Throughout the year, feeder and other high school coordinators hold meetings with groups of students interested in attending particular schools. During the meetings, students and parents receive an overview of programs offered at that school to help them make informed decisions about high school selections. Parents and students are also provided several opportunities for guided tours of the high schools.

Title I



SWP Questions

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School Wide Plan Questions

Response

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