

Overview

Through this planning process, we hope you have an opportunity to collaborate as school leadership teams with a focus on ensuring **every** student graduates ready for college, career, and life. This process will walk you through a needs assessment and planning process with the goal of aligning our work and developing action plans to intentionally serve all students in your school. The work of each school will ensure that APS:

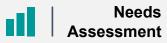
- Recommit to solid, innovative and evidence-based instructional delivery and academics;
- Restore our students and staff by providing support and tending to whole-child and staff well-being; and
- Reimagine the supports, structures, and processes needed to ensure equity for all.

This workbook will:

- Guide school leaders in evaluating progress made thus far
- Help leaders identify the needs of their school community and students
- Provide direction on creating plans aligned to those needs
- Capture information needed for federal and state program requirements
- Offer a template to guide discussion and capture expectations

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

- Sherri Forrest, Director of Continuous Improvement, <u>sherri.forrest@atlanta.k12.ga.us</u>, (404) 802-2781
- Travis Norvell, Director of Strategy & Culture, tnorvell@atlanta.k12.ga.us, (404) 802-2884
- Larry Wallace, Executive Director of Federal Programs, <u>larry.wallace@atlanta.k12.ga.us</u>, (404) 802-2388



Strengths	Opportunities
Majority of students showed significant progress	Percentage of students scoring Distinguished
85.5% (increase of 1.6% from previous year)	Grades 3-5 (ELA): 4.9% (2019) Grades 3-5 (Math): 3.3% (2018)
90% students absent less than 10 days	Increase percentage of SWD students scoring Developing or Above
92.04% student attendance rate (2019 CCRPI data) (increase of 8.87% from previous year)	Grades 3-5 (ELA):15.2% (2019) Grades 3-5 (Math):18.2% (2019)
Percentage of students scoring Proficient or Above on GMAS has increased	Decrease percentage of students in Beginning category
Grades 3-5 (ELA): 21.0% (2018) to 24.1% (2019) Grades 3-5 (Math): 21.7% (2018) to 29.8% (2019)	3rd Grade ELA (2019): 63% 3rd Grade Math (2019) 28% 4th Grade ELA (2019): 31% 4th Grade Math (2019): 29% 5th Grade ELA (2019): 41% 5th Grade Math (2019): 51%
Percentage Increase of SWD students scoring Developing or Above on GMAS	Decision-making (instructional/procedures & processes) input from staff
Grades 3-5 (ELA): 0% (2018) to 15.2% (2019) Grades 3-5 (Math): 10.3% (2018) to 18.2% (2019)	
K-1 students showed significant growth in phonics & phonemic awareness (according to STAR)	
Early Literacy STAR Late Emergent Readers (Fall 19-20): 42% Late Emergent Readers (Winter 19-20): 65%	



Our Overarching Needs							
(ES/MS: Literacy Proficiency) (HS: Post-graduation Preparedness)	Students need to demonstrate an understanding of basic math skills	We need to improve our support systems to meet our students' social and emotional needs					
Why?	Why?	Why?					
Teachers' lack of knowledge of higher order questioning techniques	Lack of consistent gradual release by teacher (less teacher-centered instruction)	Children have experienced trauma during the Covid pandemic					
Why?	Why?	Why?					
Teacher's lack of deep knowledge of phonics & phonemic awareness instruction	Lack of foundational skills and conceptual understanding of upper grade students	Teachers lack the skills to address misbehavior in a restorative manner					
Why?	Why?	Why?					
Need for more support of implementation of consistent, intentional differentiated instruction	Need for more support of implementation of consistent, intentional differentiated instruction	Students lack self regulation strategies					
Why?	Why?	Why?					
Why?	Why?	Why?					

Root Cause						
(ES/MS: Literacy Proficiency) (HS: Post-graduation Preparedness)	Students lack foundational skills and conceptual understanding of math content.	Teachers lack the skills to address misbehaviors in a restorative manner.				

Our Overarching Needs

(ES/MS: Literacy Proficiency)
(HS: Post-graduation Preparedness)

(ES/MS: Numeracy Proficiency)
(HS: College & Career Readiness

(Whole Child/Student Support)

SMART Goals (Elementary/Middle School)

In the SY21/22 we will increase the percentage of students scoring Proficient or Above on the ELA GMAS from 24% to 27%

In the SY21/22 we will increase the percentage of students scoring Proficient or Above on the Math GMAS from 29% to 32%

In the SY 21/22 we will decrease the use of punitive consequences/suspensions by implementing consistent restorative/trauma informed strategies

SMART Goals (High School)

Progress Monitoring Measures

- MAP assessment given three times during the school year
- HMH growth assessments
- Common assessments with data meetings at the conclusion of units
- Monitoring of growth through intervention with RTI Specialist
- MAP assessment given three times during the school year
- HMH growth assessments
- Common assessments with data meetings at the conclusion of units
- Monitoring of growth through intervention with RTI Specialist
- Weekly meetings with attendance team to monitor trends
- Social worker referrals for students reaching 5 absences during semester 1



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
All students will be administered a diagnostic test to determine strengths & weaknesses	Jeff Diggs/AP	August to May	MAP Screener data Master Schedule Observation in Teacher Keys	District
Teachers will implement an intervention block using iRead, Read 180, System 44, & Do the Math	Cynthia Gunner/Principal	August to May	Master schedule TKES Observations MAP Screener data	District
Teachers will participate in extended planning and professional development throughout the year	Ericka Fluellen/Instructional Coach	August to May	PLC Agenda/ Notes Lesson modeling Classroom observations Master Schedule	General
Implement APS' required curriculum w/ fidelity	Cynthia Gunner/Principal	August to May	Phonics instruction, 30 min (k-2) Units of Study	General
Parents and families will participate in engagement activities throughout the year	Tiera Johnson/Parent Liaison	August to May	Parent meeting sign ins Agendas	Fund 150
Develop & adhere to observation schedule	Cynthia Gunner. Principal	August to May	Coaching trackers Coaching observations	General

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

Lexia Data Access testing data	General
Progress Monitoring Documents MAP Growth data	General
	Access testing data Progress Monitoring Documents



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
Embed social emotional instruction block into the Master Schedule. Employ counselor as Social Emotional/Restorative Practices Coordinator	Leadership Team Counselor	August to May	Master Schedule Observation of SEL block PL Calendar	General
Creation of Attendance/ Care Team to identify and address needs of students	Leadership team Counselor Social Worker SELT	August to May	Meeting agendas Decreased disciplinary infractions Improved attendance	General
Full time Response to Intervention (RTI) teacher to address intervention plans (systemic cycle of support)	Leadership Team RTI Specialist	August to May	RTI Teacher Schedule Progress monitoring logs School wide MTSS implementation plan MTSS Dashboard in APS Graphs	General
Parent meetings on data and trainings on how to support students	Leadership Team Tiera Johnson/Parent Liaison	August to May	Sign in sheets Agendas Annual title one meeting	Fund 150
The universal behavior/mental health screener implemented twice a year	Anne Pedrick/Counselor	August to May	Screener data documents Outcomes by grade level	District
Replace exclusionary discipline practices w/ restorative practices conduct restorative practices training	&	September	Recorded disciplinary offenses in IC School wide behavior plan School wide PL plan	General

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

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Scheduled meetings will be established for General Ed & DSE teachers to collaborate	David Marcello/SELT	August to May	School Calendar Agenda Progress Monitoring	General



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
Implementation of intervention block from 8:15am to 9:00 4 times a week	Leadership Team	August to May	MAP Screener data Master Schedule Observation in Teacher Keys	District General
Implement Personalized Learning plans for individual students W.I.N.(What I Need) Block	All Stakeholders Leadership	August to May	Individual Learning Plans MAP growth data	General
Parent meetings on Data and trainings on how to support students	All Stakeholders Leadership parent Liaison	August to May	Sign in sheets Agendas Annual title one meeting	Fund 150
Intervention teachers will provide additional small group targeted support	Ericka Fluellen/Instructional Coach	August to May	Master Schedule Individual Learning Plans Map Growth Data	CARES
Instructional materials allow for differentiated path, pace, & products (performance tasks)	Teaching Staff	August to May	Classroom Observations	General
Ongoing student reflection	Teaching staff	August to May	Student portfolios Student conferences Classroom observations	General

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
Additional tech tools to address data driven deficits will be used to address the needs of ELL & SWD students	SELT ELL Teacher	August to May	Progressing Monitoring Lesson Plans	General



Strategy 4: Signature Programming

Strengthen the implementation of signature programming

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Conduct a Comprehensive Needs Assessment	Leadership Team IB Coordinator	August	Consultation Rubric/Checklist Stakeholder feedback & engagement	General funds
Employ a dedicated, full-time, school-based specialist w/ at least 100% time reserved for signature program implementation and will attend all district meetings	IB Coordinator	August to May	Weekly Schedule	General funds
Increase understanding of IB PYP elements through professional development	Leadership Team IB Coordinator Staff	August to May	Monthly PD (90+ minutes per month) Classroom observations	General funds
Conduct parent meetings on the PYP elements and philosophy of IB	All Stakeholders Leadership Parent Liaison	August to May	Sign in sheets Agendas	General funds
Implement all the requirements for the candidacy phase of implementation	Leadership Team IB Coaches Cluster Schools	August to May	Consultation Rubric/Checklist Positive growth trends on student data	General funds
Develop IB Program of Inquiry	IB Coordinator Leadership Team Staff	August to May	Peyton Forest Program of study Lesson materials Unit development & implementation	General Funds

Additional Action Steps required for subgroup populations (eg. SWD,

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
IB Units will address the diverse needs of ELL & SWD students	Principal Instructional Coaches SELT	August to May	Peyton Forest Program of Study	General funds



ACTIVITY: School Information

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.



School Information

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name	Peyton Forest Elementary	Grade Band	PK-5
Principal	Cynthia Gunner	Cluster	Mays
Sta			

Name	Position	Signature
Kayla Goodwine	Associate Superintendent*	
Cynthia Gunner	Principal*	
Jeffrey Diggs	Assistant Principal*	
David Marcello	SWD Teacher*	
Ivette Redfield	ELL Teacher*	
Donovan Davis (5th)	Teacher*(5th Grade Math)	
Angel Askew	Paraprofessional*	
	Student (HS Only)*	
	Student (HS Only)*	
Natasha Clayton	Federal Programs Specialist*	



School Information

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name	Peyton Forest Elementary	Grade Band	PK-5
Principal	Cynthia Gunner	Cluster	Mays
State Designation (CSI, TSI, or Promise)			

Name	Position	Signature
Ericka Fluellen	Instructional Coach	
Ashley Holland	Instructional Coach	
DePaula Woods	Instructional Coach	
Kassia Walker	School Business Manager	



ACTIVITY: Title I Attestations

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.



Attestations

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name	Peyton Forest Elementary	Grade Band	PK-5
Principal	Cynthia Gunner	Cluster	Mays
Sta			

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

Cynthia A. Gunner

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;

Cynthia A. Gunner



Attestations

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name	Peyton Forest Elementary	Grade Band	PK-5
Principal	Cynthia Gunner	Cluster	Mays
Sta			

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;

Cynthia A. Gunner

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.

Cynthia A. Gunner



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.



Intent and Purpose

District Nam	пе	Atlanta Public Schools	Fiscal Year	2022
School Nam	ie	Peyton Forest Elementary	Grade Band	PK-5
Principal		Cynthia Gunner	Cluster	Mays
State Design TSI, or Pron		N/A	Family Engagement (APTT, Removing Barriers, School Designed)	APTT (Academic Parent-Teacher Teams)
Program	School Wide Developm 1114(b) 1	ent: School Actions		
	Remediate Students	 Improve academic achievement through individualized learning Daily small group pull-outs to address deficit skills Tutorial to address individual academic needs Daily Intervention period to reinforce academic standards Focused behavior and academic interventions Full-time Response to Intervention Specialist hired 		
Title I, A	Develop Stat	 Improve teacher quality through induction/mentor program Ongoing job-embedded professional development Professional learning communities Professional development in targeted instructional areas Extended planning which focuses on curriculum design and effective instructional strategies Content-specific trainings Instructional Coaches execute consistent coaching cycles w/ teachers 		·



Intent and Purpose

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name	Peyton Forest Elementary	Grade Band	PK-5
Principal	Cynthia Gunner	Cluster	Mays
State Designation (CSI, TSI, or Promise)	N/A	Family Engagement (APTT, Removing Barriers, School Designed)	APTT (Academic Parent-Teacher Teams)

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title I, A	Engage Families	 Parent outreach for EL students Parent Liaison hired APTT Program implemented Community outreach Parent University (monthly) In-house Parent Resource Hub Parent academic events and workshops Build the capacity of staff to support Family Engagement



ACTIVITY: SWP Questions

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



SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2022
School Name	Peyton Forest Elementary	Grade Band	PK-5
Principal	Cynthia Gunner	Cluster	Mays
Sta			

School Wide Plan Questions

Response

We will determine if the needs of all students are being met by the following: Data Team meetings will be held twice a month to analyze student data, areas of strengths and weaknesses, and to identify specific strategies; once a week, teachers will participate in extended collaborative planning where they will work with coaches to develop standard exemplars & internalize lessons.

Our special populations, such as students with disabilities and English Language Learners, are provided maximum support and access to rigorous instruction and high expectations through a collaborative and/or co-taught instructional delivery model. Not only does this model provide support to our special populations, it also creates a positive and accepting school climate and culture.

To implement the items identified in this needs assessment, we have three Instructional Coaches who will provide weekly professional development focused on the Culture of Learning, Academic Ownership, Essential Content, Gradual Release Model, Balanced Literacy and Balanced Math. We also have grade level chairs to assist in implementing academic strategies school wide. The coaches, grade chairs, Leadership, Instructional, and Data team members will continuously collect and analyze weekly monthly and quarterly data

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



SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2022
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Principal	Cynthia Gunner	Cluster	Mays
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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

All students will participate in intensive literacy and math blocks implementing targeted strategies. Technology tools will be used to target each of these areas. In addition, we will continue to implement frequent and effective collaborative planning. Peyton Forest will be implementing universal screening to systematically evaluate the achievement of all students. Students whose needs are not being met by the core curriculum will be provided additional assistance in the form of supplemental instruction at Tier 2. An RTI/SST Specialist has been hired to address the academic needs of struggling students. Also, the Response to Intervention Team will meet monthly to review the instructional plans for all students receiving Tier 2 Interventions. Additionally, each grade level has an additional staff person assigned that will support the academic needs of at risk students. Students with additional emotional needs will be referred to our outside counseling agency, Family Ties, which meets with individual students and their families on a weekly basis. The school counselor will conduct both individual and group counseling sessions with struggling students and will also consistently implement reflective practice sessions with students. Peyton Forest has an in house mentoring program which pairs at risk students with a member of the staff for an added layer of emotional support as well.



SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2022
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School Wide Plan Questions

Response

Our goal is to be inclusive with all of our practices and communication. All policies, documents, and flyers will be translated in Spanish and sent home by students and via email. In addition, when translation services are required, the school will request the support of a translator from the ESOL department.

Peyton Forest Elementary selected APTT as the family engagement option. This option will be new this year and will hopefully assist us in engaging all of our parents in a meaningful, consistent way. Other strategies Peyton Forest plans to implement include the following:

- Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs
- Parent-teacher conferences will be conducted two times each semester
- Parents are required to sign the Parent and Family Engagement Policy & School/Parent Compact forms.
- Parents will be provided the opportunity to attend Georgia Standards of Excellence workshops to give instructional strategies to use at home
- Parents will be invited to the annual Title I Parent meetings.

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

We will provide transportation to parent and family engagement activities. We will update the school, parent, and



SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2022
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School Wide Plan Questions

Response

Peyton Forest requested & received an additional Pre-K classroom that began SY 19-20. Both classrooms will continue to be observed & monitored on a consistent basis and the teachers in both classes will receive specific, needs-based support and development. In addition, students at the surrounding preschools will be given an opportunity to visit & spend time at the school throughout the year.

4. ELEMENTARY SCHOOLS ONLY - Provide the strategies the school will utilize in assisting preschool children in the transition from early childhood education.

We will plan activities for assisting preschool children in the transition from early childhood programs. In August, we are implementing our in house Kindergarten Round-Up to assist pre-school students in further adjusting to kindergarten and elementary school in general. Every spring, students from the local daycares participate in "Sneak –A Peak" and spend half a day at Peyton Forest as rising Kindergarten students. They participate in kindergarten classroom activities, tour the school, and eat lunch.