



ATLANTA  
PUBLIC  
SCHOOLS



# **2023 APS Continuous Improvement Planning Template**

**KIPP Woodson Park Academy**

The 2023 Continuous Improvement Plan embeds a process of yearlong growth for Atlanta Public Schools whereby all students achieve at high levels through successful participation in standards-aligned, personalized core instruction. GADOE uses improvement planning processes which includes conducting a comprehensive needs assessment, documenting evidence of root cause analysis, selecting evidence-based interventions for clearly defined action steps, and monitoring the implementation and effectiveness of each component. This cycle thrusts to the forefront collaborative planning, best instructional practices, comprehensive data analysis and equity-driven reflection on whole child progress. Successful participation in APS CIP planning engages school and district teams in each of the systems for continuous improvement listed above. The SY 23-24 CIP prework will follow this timeline:

**Data Protocol Population Dates by D.I.G. Team: All Schools**

- Apr 21: MAP Assessment worksheet populated.
- May 12: School Leaders preview the CIP template.
- May 26: Whole Child & Intervention worksheet populated.

**Suggested Work Sessions & Completion Window: Tier 1 Schools**

- Jun 02 – Jun 30: Root Cause Analysis of Whole Child & Intervention Data.
- Jun 02 – Jun 30: Root Cause Analysis of Academic Data (GMAS, MAP, etc.)
- Jun 12 – Jun 14: Summer Leadership Retreat: Work sessions during team time.

**Suggested Work Sessions & Completion Window: CSI, TSI, Promise, APS Identified Schools**

- Jun 06: Identified Schools Pre-retreat.
- Jun 02 – Jun 30: Root Cause Analysis of Whole Child & Intervention Data.
- Jun 02 – Jun 30: Root Cause Analysis of Academic Data (GMAS, MAP, etc.)
- Jun 12 – Jun 14: Summer Leadership Retreat: Work sessions during team time.
- Jun 15 – Jul 25: Engage GADOE partners and/or Turnaround coordinators with CIP work.
- Aug 01 – Sep 30: CSI Schools must include GSAPS targeted actions and recommendations in CIP plan.

**CIP Submission Dates by School Leadership Teams: All Schools**

- Jun 14 – Jul 21: Finalize CIP.
- Jul 21: Submit CIP to Associate Superintendents.
- Jul 27: Submit CIP to Federal Programs and GADOE.
- Aug 01: Implementation of CIP.





## APS Board Goals

### Goals



#### Goal 1: Literacy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in reading, as measured by the Georgia Milestones



#### Goal 2: Numeracy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in math, as measured by the Georgia Milestones



#### Goal 3: Post-Graduation Preparedness

Increase the percentage of high school students who graduate prepared for their next step as demonstrated on a multi-dimensional assessment based on the Profile of a Graduate.



#### Goal 4: College and Career Readiness

The percentage of high school students who score at the college and career readiness level on career pathway assessments, IB, AP, Dual Credit, ACT or SAT, work-based learning, or entering TCSG/USG without needing remediation

# Continuous Improvement – Strategic Plan Alignment

## CIP Goals & Action Plans

*All CIP Action Steps must be aligned to a school priority from the School Strategic Plan.*

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## Strategic Plan Priorities

*SMART goals and school priorities connect your budget and improvement plan actions to CIP overarching needs.*

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## Improvement & Monitoring

*CIP plans will facilitate progress monitoring of 1, 3, 5, year APS & School Strategic Planning.*

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## \*UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES\*

Strengths	Challenges
3rd grade ELA proficient & distinguished grew by 7%	ELA proficiency all grades on Georgia Milestones
7th grade ELA proficient & distinguished grew by 6%	Math proficiency all grades on Georgia Milestones
6th grade Math proficient & distinguished grew by 14%	High percentage of scholars in do not meets categories for all grades in ELA (all except 8th above 50%) in DNM
CCRPI attendance increased from 47% to 54%	High percentage of scholars in do not meets categories for all grades in Math (all grades above 50%) in DNM
STAR growth in ELA for K-4 higher than 50% growth for all grades	CCRPI attendance is 54%, meaning 46% of scholars missing more than 90% of days of school
STAR growth in ELA for 5-8 hit 2023 growth target of 60% growth in all grades	High number of scholars with severely chronically absent attendance
STAR ELA Grade 2 hit 2023 target with 70% growth; grade 4 hit target with 62%	STAR ELA K, 1, 3 grew by less than 60% growth target
STAR Math Grade 4 hit 2023 target with 61% growth	STAR Math 1, 2, 3, grew by less than 60% growth target
STAR Math Grade 6 and 8 surpassed 2025 75% growth goal with 69% and 80% growth, respectively	

## Our Overarching Needs

High percentage of scholars still not reading on grade/urgent intervention	High percentage of scholars did not meet/urgent intervention	46% of scholars missed 10% more days of school
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Literacy Problem Statement

Numeracy Problem Statement

Whole Child & Intervention Problem Statement



## Needs Assessment

Average of 59% of scholars not reading on grade level /in need of urgent intervention in grades 3-8 ELA.	Average of 62% of scholars performing below grade level/in need of urgent intervention in mathematics in grades 3-8.	46% of KWPA scholars are chronically absent, meaning they are not attending school for enough days. Scholars are absent due to a variety of factors: outside barriers including safety, nutrition, access to resources.
Average of 25% of scholars in grades K-2 in need of urgent reading intervention.	Average of 14% of scholars in need of urgent intervention in mathematics in grades 1 and 2.	
A higher percentage of scholars are unable to access texts as texts become more complex.		

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Average of 59% of scholars not reading on grade level /in need of urgent intervention in grades 3-8 ELA.	Average of 62% of scholars performing below grade level/in need of urgent intervention in mathematics in grades 3-8.	46% of KWPA scholars are chronically absent, meaning they are not attending school for enough days. Scholars are absent due to a variety of factors: outside barriers including safety, nutrition, access to resources.
Average of 25% of scholars in grades K-2 in need of urgent reading intervention.	Average of 14% of scholars in need of urgent intervention in mathematics in grades 1 and 2.	
A higher percentage of scholars are unable to access texts as texts become more complex.		

Why?	Why?	Why?
Lack of consistent teacher coaching and development of ELA teachers	Scheduling changes led to insufficient math minutes for instruction	Lack of emphasis on school attendance due to external circumstances from families.
Why?	Why?	Why?
Teacher knowledge deficits in reading intervention instruction	Teacher content knowledge gaps	Inability of the school to provide the correct support to families.
Why?	Why?	Why?
Staffing vacancies in ELA	Staffing vacancies in Math	Transient nature of our community especially when scholars transfer in with too many absences from previous schools
Why?	Why?	Why?
Scheduling gaps leading to insufficient responsive teaching based on data	Responsive teaching blocks were not high-quality due to scheduling gaps and/or teacher knowledge deficits	Schools ability to properly and consistently address cultural issues that lead to OSS decisions.



# Goals

Why?	Why?	Why?
Lack of consistent teacher coaching and development of ELA teachers	Scheduling changes led to insufficient math minutes for instruction	Lack of emphasis on school attendance due to external circumstances from families.
Why?	Why?	Why?
Teacher knowledge deficits in reading intervention instruction	Teacher content knowledge gaps	Inability of the school to provide the correct support to families.
Why?	Why?	Why?
Transient nature of community leads to scholars missing key components of literacy instruction and learning to read in foundational grades	New curriculum was difficult for teachers to balance learning the content and curriculum and teaching with fidelity	Lack of school/family partnership to establish school norms and expectations that we all agree to follow.

Root Cause		
The root cause of poor ELA proficiency is due to scholars' inability to completely access texts due to a lack of foundational literacy skills and ineffective methods of closing those gaps due to structural inefficiencies.	The root cause of poor math proficiency is ineffective methods of responding to individualized needs of scholars, based on data. The math deficits have been a result of a variety of factors i.e. covid pandemic, transience, scheduling, and coaching.	The root cause is a combination of external circumstances (lack of transportation, resources, transient community, other challenges), and the inability of the school to fully meet the extenuating circumstances of families to get scholars to school 90% or more of the time.

Our Overarching Needs: Elementary & Middle Schools		
<b>Literacy:</b> Increasing scholar proficiency in reading by increasing scholars' ability to access complex texts. This will lead to an increase in proficiency on GMAS and growth on MAP.	<b>Numeracy:</b> Increase proficiency across all grades in mathematics.	<b>Whole Child &amp; Intervention:</b> Increase the number of scholars who are present 90% or more days of school by helping families to tackle the difficult circumstances that impeded attendance.

SMART Goals ( Elementary and Middle Schools)

<p>Increase the average % of scholars scoring proficient or higher on ELA Georgia Milestones by 10% points to 24% <b>(May 2024)</b></p>	<p>Increase the average % of scholars scoring proficient or higher on Math Georgia Milestones by 10% points to 19% <b>(May 2024)</b></p>	<p>Increase the % of scholars attending school 90% of the time by 16% to 70% <b>(May 2024)</b></p>
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Progress Monitoring Measures		
<ul style="list-style-type: none"> <li>• Winter/Spring MAP assessments</li> <li>• Open Court Formative Assessments</li> <li>• Winter/Spring MClass assessments</li> <li>• Curricular Assessments</li> <li>• Intervention Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Winter/Spring MAP assessments</li> <li>• Curricular Assessments</li> <li>• Interim (middle school)</li> <li>• Intervention Progress Monitoring (iReady)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily and weekly attendance reports</li> <li>• Chronically absent attendance reports</li> <li>• Weekly attendance meetings</li> <li>• Scholar/family attendance intervention plans monitoring</li> <li>• Attendance Protocol fidelity</li> </ul>

Elementary & Middle Schools Literacy CIP Goal:						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
100% of K-4 new staff are training in Science of Reading	Science of Reading Coach (Hanh Nguyen)	August 2023-May 2024	LETRS Tracker	Observation/feedback aligned to Foundational Literacy	Literacy for All Grant/KIPP Regional	Literacy



				Rubric, SchoolMint Grow		
100% of new & returning K-4 staff receive consistent coaching and PD on science of reading implementation	Science of Reading Coach (Hanh Nguyen) Reading Consultant (Danielle Thompson) Assistant Principals	August 2023-May 2024	School Mint Grow Tracking with rubric alignment	Observation/feedback aligned to Foundational Literacy Rubric, SchoolMint Grow	CSI	Literacy
School leadership team will conduct bi-weekly observations and real time coaching sessions for all third through eighth grade ELA teachers using IAW to ensure the effectiveness of high-quality Tier 1, rigorous and relevant literacy instruction	School Leadership Team Science of Reading Coach (Hanh Nguyen) Reading Consultant (Danielle Thompson)	August 2023-May 2024	School Mint Grow Tracking with rubric alignment  IAW Tracking	Observation/feedback aligned to Foundational Literacy Rubric, SchoolMint Grow  MClass Data	N/A	Literacy
Coach teachers in implementation of curriculum and responsiveness to data using observation feedback and data-driven instructional meetings	Assistant Principals  Instructional Coaches (5-8)	August 2023-May 2024	Weekly reviews of Schoolmint Grow platform	Weekly data checks and data meetings  Teacher progress monitoring in School Mint Grow	N/A	Literacy

Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
The Assistant Principals of Scholar Support (APoSS) will provide targeted observations and feedback to ensure effective co teaching models and specially designed instruction are implemented in inclusive classroom settings.	Assistant Principals of Scholar Support  Scholar Support Teacher Leaders	August 2023- May 2024	School Mint Grow Platform	Weekly Grow Checks & teacher progression	N/A	Literacy
The Assistant Principals of Scholar Support	Assistant Principals of Scholar Support	August 2023- May 2024	School Mint Grow Platform	Weekly Grow Checks & teacher progression	N/A	Literacy



## Action Plans

(APoSS) will provide targeted observations and feedback to ensure effective co teaching models and specially designed instruction are implemented in inclusive classroom settings.	Scholar Support Teacher Leaders					
IEP teams will analyze least restrictive environment (LRE) data for students with disabilities to maximize exposure to grade level, standards based, rigorous academic content.	Assistant Principals of Scholar Support  Scholar Support Teacher Leaders	August 2023- May 2024	Progress Monitoring Data  MAP Data	Weekly Progress Monitoring Data  IEP Annuals	N/A	Literacy

Elementary & Middle Schools Numeracy CIP Goal:						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Provide initial and on-going professional development on new math curriculum in grades 2-8	Achievement Directors of Mathematics  Math Coach (5-8)  Assistant Principals (2-4)	August 2023-May 2024	Attendance at professional developments  PD Calendar	implementation walkthroughs in classroom	N/A	Numeracy
School leadership team will conduct bi-weekly observations and real time coaching sessions for all third through eighth grade ELA teachers using IAW to ensure the effectiveness of high-quality Tier 1, rigorous and relevant literacy instruction	School Leadership Team  Science of Reading Coach (Hanh Nguyen) Reading Consultant (Danielle Thompson)	August 2023-May 2024	School Mint Grow Tracking with rubric alignment  IAW Tracking	Observation/feedback aligned to Foundational Literacy Rubric, SchoolMint Grow  MClass Data	N/A	Literacy
Coach teachers in implementation of	Assistant Principals  Instructional Coaches (5-8)	August 2023-May 2024	Weekly reviews of Schoolmint Grow platform	Weekly data checks and data meetings	N/A	Numeracy

curriculum and responsiveness to data using observation feedback and data-driven instructional meetings				Teacher progress monitoring in School Mint Grow		
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Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
The Assistant Principals of Scholar Support (APoSS) will provide targeted observations and feedback to ensure effective co teaching models and specially designed instruction are implemented in inclusive classroom settings.	Assistant Principals of Scholar Support  Scholar Support Teacher Leaders	August 2023- May 2024	School Mint Grow Platform	Weekly Grow Checks & teacher progression	N/A	Numeracy
The Assistant Principals of Scholar Support (APoSS) will provide targeted observations and feedback to ensure effective co teaching models and specially designed instruction are implemented in inclusive classroom settings.	Assistant Principals of Scholar Support  Scholar Support Teacher Leaders	August 2023- May 2024	School Mint Grow Platform	Weekly Grow Checks & teacher progression	N/A	Numeracy
IEP teams will analyze least restrictive environment (LRE) data for students with disabilities to maximize exposure to grade level,	Assistant Principals of Scholar Support  Scholar Support Teacher Leaders	August 2023- May 2024	Progress Monitoring Data  MAP Data	Weekly Progress Monitoring Data  IEP Annuals	N/A	Numeracy



## Action Plans

standards based, rigorous  
academic content.

Whole Child & Intervention CIP Goal:						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
K-4 Weekly Attendance Report sent home to families included ADA, week's average, YTD, and grade-level comparison	Director of Operations Principal	August 2023-May 2024	Weekly Attendance Letters	Average Daily Attendance CCRPI Attendance	N/A	Whole Child
CARE and operations team will hold weekly attendance meetings	Directors of Operations Lead Counselor Social Worker	August 2023-May 2024	Weekly Attendance Meeting Note Taker	Average Daily Attendance CCRPI Attendance	N/A	Whole Child
School Leadership Team will each have a chronically absent caseload of 3-5 chronically absent scholars (after first 30 days of school) to monitor attendance & support families.	School Leadership Teams	September 2023-May 2024	IC Call Logs	Average Daily Attendance CCRPI Attendance	N/A	Whole Child

Additional Action Steps required for subgroup populations.



## Action Plans


Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5

### CCRPI Content Mastery CIP Goal:

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5



Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5

Family Engagement Goal(s):	 <b>Family Engagement Plan</b>
KWPA K-8 average of 75% of Family Love Score on spring KIPP Metro Atlanta Schools Community Perceptions Survey	
Ensure 100% of families have access to timely information regarding their scholars through weekly newsletters	
Increase daily visibility and presence of families in school building through parent liaison events and implementation of parent volunteer system.	

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
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## Action Plans

Parent liaison will host one parent engagement/informative event a month (in addition to the school-based events)	Parent Liaison Director of Operations	August 2023-May 2024	Title I Parent Engagement Sign-Ins,	Whole Child
Implementation of new parent communication system to ensure 100% of families are receiving on-time communications	Director of Operations	July 2023-May 2024	Parent Square Response Artifacts/data reports	Whole Child
Increase use of parent volunteers and visibility inside building	Director of Operations School Operations Managers	August 2023-May 2024	Volunteer Attendance	Whole Child
Hold quarterly report card conferences	School Leadership Team Teachers	Quarterly: October 2023, January 2024, March 2024	Confirmation Email Sign-up sheets Attendance	Whole Child
Hold bi-monthly academic/family events	Academic Leadership Team and Operations Team Teachers	August 2023-May 2024	Sign-in Sheet Attendance	Whole Child

### **Quarterly CIP Check and Short-Term Action Plan (9 weeks)**

- All APS Tier 1 schools will complete a quarterly CIP check-in for monitoring, reflecting & adjusting action steps.
- APS Tiers 2-3 Schools (CSI, TSI, Promise & APS Identified) will develop and implement a 45-day short-term action plan (STAP) using GADOE's template to focus and organize actions and interventions around goals and priorities.

#### Things to consider:

- Based on the yearlong plan, what are the actions that need to start during Q1?
- What GA Systems for Continuous Improvement structures are the actions steps aligned to?
- What resources (human/non-human) are needed to implement action steps?
- What district support is needed 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 progress?
- What artifacts/evidence will you use to document progress & completion of action steps?
- What is the proposed date of completion of action steps?

# Build Out Short Term Action Plans (STAP)

School Name: KIPP Woodson Park Academy

SES Name: Dr. Pamela Gayles

Date STAP Started:

Length of STAP: 45 days

Continuous Improvement Plan Goal #1: Increase the average percentage of scholars scoring proficient or higher on ELA Georgia Milestones by 6% to 24% (May 2024)

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 are 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. School leadership team will conduct instructional bi-weekly walkthroughs and real-time coaching sessions, observing for intervention implementation fidelity (grades 5-7)	CI-2 EI-3 EI-5	Intervention (Lexia PowerUp)  Intervention Training Walkthrough Checklist  Power-Up "Look Fors" Walkthrough Checklist	Achievement Director walkthroughs with SLT & observation/feedback support	September 30, 2023	5-8 ELA Coach Assistant Principals	100% of 5-8 teachers will be observed using the Intervention Walkthrough Checklist, focusing on fidelity of intervention, with at least 2 walkthroughs.	80% of scholars will meet their weekly intervention minutes on Lexia	
2. School leadership team will conduct bi-weekly instructional walkthroughs and real-time coaching sessions for third and	CI-2 EI-3 EI-5	<a href="#">SGI Instruction Fidelity Checklist &amp; Rubric</a>  <a href="#">KIPP Foundation Foundational Skills</a>	SOR Coaching Support & identified action step for Q1 for SGI	September 30, 2023	K-4 Assistant Principals Science of Reading Coaches	100% of 3-4 teachers will be observed using the Small-Group Reading Instructional Walkthrough Checklist, focusing on	50% of 3-4 scholars will demonstrate proficiency (61% or higher) on weekly grade-level	

fourth grade Foundational Literacy and Small Group Reading Instruction, utilizing the SGI checklist, focusing on Focus 1 Phonics.		<a href="#">Instructional Content Rubric (p. 20)</a>				Focus 1 Phonics, with at least 2 walkthroughs.	formative Open Court assessments.	
3. School leadership team will conduct bi-weekly observations and real time coaching sessions for all third through eighth grade ELA teachers to ensure the establishment of a strong instructional culture	CI-2 EI-3 EI-5	<a href="#">Get Better Faster Rubric</a> <a href="#">KMAS Culture Melody Check Rubric</a> <a href="#">KIPP Foundation ELA Instructional Content Rubric (p. 38)</a> <a href="#">Real Time Coaching 1 Pager</a>	Co-planning with leads, observation feedback of leaders, real-time coaching with teachers, co-facilitating leader	September 30, 2023	ELA Instructional Coach K-8 Leadership Team	100% of ELA teachers will be observed using the GBF Rubric for the first 90 days, with at least 2 data points.	24% of 3-8 grade scholars will demonstrate proficiency on formative ELA assessments.	

## Build Out Short Term Action Plans (STAP)

**School Name:** KIPP Woodson Park Academy

**SES Name:** Dr. Pamela Gayles

**Date STAP Started:**

**Length of STAP:** 45 days

**Continuous Improvement Plan Goal #2:** Increase the average percentage of scholars scoring proficient or higher on Math Georgia Milestones by 10% to 19% (May 2024)

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 are 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. School leadership team will conduct bi-weekly instructional walkthroughs and real-time coaching	CI-2 EI-3 EI-5	Intervention (i-Ready) Walkthrough Checklist Intervention Training	Achievement Director walkthroughs with SLT & observation/feedback support	September 30, 2023	5-8 Math Coach Assistant Principals	100% of teachers will be observed using the Intervention	80% of scholars will meet their weekly intervention minutes on iReady	



sessions, observing for intervention implementation fidelity (grades 5-8)						Walkthrough Checklist, focusing on fidelity of intervention, with at least 2 data points.		
2. School leadership team will conduct bi-weekly observations and real time coaching sessions for all Math teachers to ensure the establishment of a strong instructional culture	CI-2 EI-3 EI-5	<a href="#">Get Better Faster Rubric</a> (p 11)  <a href="#">KMAS Culture Melody Check Rubric</a>  <a href="#">KIPP Foundation Math Instructional Content Rubric</a> (p. 68)  <a href="#">Real Time Coaching 1 Pager</a>	Co-planning with leaders, co-facilitating leaders, observation feedback of leaders, real-time coaching with teachers	September 30, 2023	ELA Math Coach K-8 Leadership Team	100% of Math teachers will be observed using the GBF Rubric for the first 90 days, with at least 2 data points.	19% of 3-8 grade scholars will demonstrate proficiency on formative Eureka Math Squared assessments.	

## Build Out Short Term Action Plans (STAP)

**School Name:** KIPP Woodson Park Academy

**SES Name:** Dr. Pamela Gayles

**Date STAP Started:**

**Length of STAP:** 45 days

**Continuous Improvement Plan Goal #3:** Increase the % of scholars attending school 90% of the time by 16% to 70% (May 2024)

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 are 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. SLT will monitor chronically absent list weekly, provide weekly support,	SLE-123	APS Graphs		September 30, 2023	School Leadership Team (principal & assistant principals)	100% of school leadership team members will monitor the chronically absent	70% of K-8 scholars will be present 90% or more of school days by May 31, 2024.	

communication, and incentives around attendance to identified families.						list weekly to identify target scholars & families after the first 30 days of school	(will measure %age on track & approaching monthly)	
2. Monitor effective implementation of the school's attendance plan through weekly attendance letters to families in K-4 that detail ADA, WDA, YTD, and grade level average.	SLE-123	APS Graphs		September 30, 2023	School Leadership Team (principal & assistant principals, director of operations, parent liaison)	100% of K-4 families will receive weekly attendance communication beginning the second week of school.	70% of K-8 scholars will be present 90% or more of school days by May 31, 2024 (will measure %age on track & approaching monthly).	
4.								
5.								

## Title 1

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.

# Title 1

## School Information

<b>District Name:</b>	Atlanta Public Schools	<b>Fiscal Year:</b>	2023-2024
<b>School Name:</b>	KIPP Woodson Park Academy	<b>Grade Band:</b>	Elementary & Middle
<b>Principal:</b>	Tara Stifler (K-4) and Emanuel Mathis (5-8)	<b>Cluster:</b>	Douglass
<b>State Designation: (CSI/ TSI/ Promise)</b>	CSI		
<b>Name</b>	<b>Position</b>	<b>Signature</b>	
	Associate Superintendent*		
	Principal*		
	Assistant Principal*		
	SWD Lead Teacher*		
	ELL Teacher*		
	Teacher (Grade)*		
	Paraprofessional*		
	Teacher (Grade)		
	Teacher (Grade)		
Kathy Mayfield	Federal Programs Support Specialist	<i>Kathy Mayfield</i>	

## ACTIVITY: Title 1 Attestations

### Title 1

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

## Title 1

<b>District Name:</b>	<b>Atlanta Public Schools</b>	<b>Fiscal Year: 2023-2024</b>
<b>School Name:</b>	KIPP Woodson Park Academy	<b>Grade Band:</b> Elementary & Middle
<b>Principal:</b>	Tara Stifler (K-4) and Emanuel Mathis (5-8)	<b>Cluster:</b> Douglass
<b>State Designation: (CSI/ TSI/ Promise)</b>	CSI	

<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>Signature</b>
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;	

# Title 1

## Attestations

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> KIPP Woodson Park Academy	<b>Grade Band:</b> Elementary & Middle
<b>Principal:</b> Tara Stifler (K-4) and Emanuel Mathis (5-8)	<b>Cluster:</b> Douglass
<b>State Designation: (CSI/ TSI/ Promise)</b> CSI	
<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>Signature</b>
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 1

## ACTIVITY: Title 1 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

## Title 1

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> KIPP Woodson Park Academy	<b>Grade Band:</b> Elementary & Middle
<b>Principal:</b> Tara Stifler (K-4) and Emanuel Mathis (5-8)	<b>Cluster:</b> Douglass
<b>State Designation: (CSI/ TSI/ Promise)</b> CSI	<b>Family Engagement (School Designed)</b>

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title 1, A	Remediate Students	<ul style="list-style-type: none"> <li>- 45 minute block 4X a week for ELA And Math Remediation in grades 5-8 (Foundations Block) inclusive of blended learning</li> <li>-50 minute daily small-group reading block in grades k-4, inclusive of blending learning</li> <li>-Responsive 25 minute Teaching Math block, including use of Iready daily in math instruction grades k-4 ; daily use of 20 minutes or more of iReady</li> <li>-Literacy Lab serving identified scholars in grades K-4 daily for 45-50 minutes</li> <li>- Daily after school tutorial program for academic remediation</li> </ul>
	Develop Staff	<ul style="list-style-type: none"> <li>- Participation in Relay Teacher Residency</li> <li>-Participation in KIPP Metro Atlanta Assistant Principal Cohort and Developing Leaders Cohort</li> <li>-Weekly Friday Out Schedules for professional learning in grades K-4</li> <li>- Weekly Collaborative Planning meetings consisting of internalization meetings, observation feedback, and data analysis</li> <li>-Culture Practice Clinics during collaborative planning</li> <li>- Monthly coaching by Reading Consultant (teachers and leaders)</li> <li>- Instructional Walkthroughs</li> <li>- opportunities to attend additional professional learning (MResa, etc.)</li> </ul>

Intent and Purpose

Title 1

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: KIPP Woodson Park Academy	Grade Band: Elementary & Middle
Principal: Tara Stifler (K-4) and Emanuel Mathis (5-8)	Cluster: Douglass
State Designation: (CSI/ TSI/ Promise) CSI	Family Engagement (School Designed)

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
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Title 1, A	Engage Families	- Parent Liaison Position - Home Visitation - Home-based support by - Home-based academic events) - Translation for all parent communication & use of translator at in-person events - Monthly principal chats - Weekly parent newsletter - Daily attendance outreach - Weekly attendance letters - Progress Reports every three weeks & Quarterly Report Card Conferences - Increase Parent Volunteer - Updated Parent Communication system - GO Team
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# Title 1

<b>District Name:</b>	<b>Atlanta Public Schools</b>	<b>Fiscal Year: 2023-2024</b>	
<b>School Name:</b>	KIPP Woodson Park Academy	<b>Grade Band:</b>	Elementary & Middle
<b>Principal:</b>	Tara Stifler (K-4) and Emanuel Mathis (5-8)	<b>Cluster:</b>	Douglass
<b>State Designation: (CSI/ TSI/ Promise)</b>	CSI	<b>Family Engagement (School Designed)</b>	
<b>Program</b>	<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>School Actions</b>	

		(Select All the Apply)
Title 1, A Set Aside	Parent Family Engagement (PFE)	<div><input type="checkbox"/> Provide professional development to school personnel regarding PFE strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, parents, and family members</div> <div><input checked="" type="checkbox"/> Support programs that reach parents and family members at home, in the community, and at school</div> <div><input type="checkbox"/> Disseminate information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members</div> <div><input checked="" type="checkbox"/> Collaborate with community-based or other organizations or employers with a record of success in improving PFE</div> <div><input type="checkbox"/> Engage in other activities and strategies that are appropriate and consistent with the PFE policy. Please explain: <a href="#">Click or tap here to enter text.</a></div>
	<div>Intent and Purpose</div>	

Title 1

District Name:	Atlanta Public Schools	Fiscal Year: 2023-2024
School Name:	KIPP Woodson Park Academy	Grade Band: Elementary & Middle

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<b>State Designation: (CSI/ TSI/ Promise)</b> CSI	<b>Family Engagement (School Designed)</b>

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
21 <sup>st</sup> Century	21 <sup>st</sup> Century Learning Center	<ul style="list-style-type: none"> <li>Maintain 1 to 1 scholar to</li> </ul>
<div>Intent and Purpose</div>		
		<ul style="list-style-type: none"> <li>spaces</li> <li>Provide a parent learning center with tech available for all parents at the school.</li> <li>Provide additional STEM opportunities bout with class offerings as well as after school clubs</li> </ul>
School Improvement (CSI, TSI, or Promise Only)	School Improvement (CSI, TSI, or Promise)	<ul style="list-style-type: none"> <li>Transformative Reading Coach Consultant (Monthly support via in-person visits) providing observation and feedback, modeling instruction, analyzing data, coaching and developing leaders, providing professional learning</li> <li>Addition of 4 teacher associates (2 in K-2 and 2 in 5-8) to increase individualized &amp; small-group scholar support and instruction</li> </ul>

# Title 1

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<b>State Designation: (CSI/ TSI/ Promise)</b> CSI	<b>Family Engagement (School Designed)</b>

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title IV, A	Middle School Behavior Initiative	<ul style="list-style-type: none"> <li>● PBI system using Liveschool as our behavior tracker. Push for teachers to maintain at least a 2:1 positive to negative ratio.</li> <li>● Daily, Weekly, Monthly behavior incentives such as field lessons for all scholars</li> <li>● Behavior consultant to provide</li> </ul>
Title IV, A	High School and Middle School Bridge Program (Safe and Healthy)	<ul style="list-style-type: none"> <li>● Scholar health kits</li> <li>● Scholar school supplies</li> </ul>

	<b>ACTIVITY: SWP Questions</b>	
<p>Please answer all questions below that apply to your grade span along with all questions that are for ALL SCHOOLS.</p>		

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

**Title 1**

# SWP Questions

## Title 1

<b>District Name:</b>	<b>Atlanta Public Schools</b>	<b>Fiscal Year: 2023-2024</b>
<b>School Name:</b>	KIPP Woodson Park Academy	<b>Grade Band:</b> Elementary & Middle
<b>Principal:</b>	Tara Stifler (K-4) and Emanuel Mathis (5-8)	<b>Cluster:</b> Douglass
<b>State Designation: (CSI/ TSI/ Promise)</b>	CSI	<b>Family Engagement (School Designed)</b>

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>	<p>As a K-8 Partner School between Atlanta Public Schools and KIPP Metro Atlanta Schools, we have a high number of partnerships around the Grove Park Community and the wider Metro Atlanta community. These partnerships support us in being able to provide wraparound services and access to our families, including but not limited to, housing supports, food pantries, job training, and transportation. Our partnerships also support us in providing various clubs, sports, and initiatives for our scholars, as well as after school programs. As a partner school, it is important to us that 100% of our offerings are free of charge to our families, to ensure that all of our families have equitable access to these opportunities.</p> <p>In order to continue to meet the varying needs of all of our scholars, we also provide many additional supports and exposures to our scholars during the school day including free bi-monthly field lessons, free of charge, an expansive Partnership with Chris 180 and Morehouse interns, an onsite health clinic and partnership with Whitefoord Health Clinic which provides physical, mental, and dental supports to all of our families and community members.</p> <p>During the instructional day, scholars in grades K-2 all receive small-group instruction for ELA and math as these classrooms have a lead teacher and teacher associate in 100% of the rooms. In third and fourth grades scholars receive small-group instruction in math classes with teacher associates in math rooms. In grades 3-8 scholars receive 40-50 minutes daily of small-group</p>

## SWP Questions

intervention (middle school). Our scholars in K-4 who need the most support with reading also go to our Literacy Lab for 50 minutes of additional support four days a week.

For social-emotional support and strategy building, we utilize PBIS strategies to promote a safe, structured, welcoming learning environment for all scholars.

## Title 1

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<b>Principal:</b>	Tara Stifler (K-4) and Emanuel Mathis (5-8)	<b>Cluster:</b>	Douglass
<b>State Designation: (CSI/ TSI/ Promise)</b>	CSI	<b>Family Engagement (School Designed)</b>	

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	In order to continue to meet the varying needs of all of our scholars, we also provide many additional supports and exposures to our scholars during the school day including free bi-monthly field lessons, free of charge, an expansive Partnership with Chris 180 and Morehouse interns, an

<p>other strategies to improve students' skills outside the academic subject areas;</p>	<p>onsite health clinic and partnership with Whitefoord Health Clinic which provides physical, mental, and dental supports to all of our families and community members. As a part of our partnership with Buckhead Church, identified scholars in grades third-eighth have a Buckhead Mentor who meets with them regularly during their enrichment block. Our two counselor workers and Chris 180 Therapist also have focus groups with subsets of scholars to continue to work on building identified skills that help to navigate emotions and difficult situations. By focusing on a schoolwide PBIS Culture System, Restorative Practices, and supports with a contracted Behavior Consultant as needed, we are able to ensure we are provide scholars with positive, safe, and structured learning environments that allows them all to achieve to the best of their ability while learning to communicate through restorative practices and social-emotional learning with Second Step. Lastly, our daily scholar huddles, mindfulness block, and morning circles add additional layers of support and strategies for scholars as they continue to navigate their social-emotional journey.</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>By focusing on a schoolwide PBIS Culture System, Restorative Practices, and supports with a contracted Behavior Consultant as needed, we are able to ensure we are provide scholars with positive, safe, and structured learning environments that allows them all to achieve to the best of their ability while learning to communicate through restorative practices and social-emotional learning with Second Step. Lastly, our daily scholar huddles, mindfulness block, and morning circles add additional layers of support and strategies for scholars as they continue to navigate their social-emotional journey.</p> <p>At the same time, we know that some scholars need additional support and intervening services, and we are able to provide those with the use of our Behavior Consultant, and our MTSS Coordinator. Identified scholars are able to receive individualized behavior plans that target their areas of strength and need to ensure they are growing and getting the support they need. Additionally, we ensure that all of our teachers receive professional learning support and development on restorative practices, mindfulness, de-escalation strategies, and responding to difficult scholar behaviors. In grades 3-8 we also have a Culture Teacher Leader who supports two grade levels. These personnel are able to provide another layer of positive support for our scholars and teachers</p>



# Title 1

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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.	In order to ensure we are reaching all of our English Language learners, we have an ELL Department, composed of our ESOL Coordinator and coach, and two ESOL teachers. At all family events we work with APS to provide a translator. We also reach out to the translator, and have a staff member in house, who we utilize, for unscheduled events and/or meetings (parent-conferences, MTSS meetings, etc.) Additionally, all written communication, both online and in hard copy is provided in both English and Spanish.

# Title 1

## SWP Questions

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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.	Our largest focus for our Kindergarten readiness is our partnership with our neighboring Grove Park Early Learning YMCA. We work to ensure that we are providing parents of the Pre-K resources well ahead of time about what scholars entering kindergarten need to know and be able to do prior to kindergarten. We work with the YMCA to ramp up our registration efforts of families, to ensure they have their scholar enrolled to be able to attend kindergarten from day one of school, and we provide resources (Bridge Books, texts, manipulatives), to families to support them in building the skills as scholars transition to kindergarten. In May each year we have a day where our Pre-K at the YMCA visits and takes part in a day of learning in Kindergarten at KWPA!

# Title 1

## SWP Questions

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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).	As we prepare to have our second class of eighth graders matriculate to high school, we want to ensure our families are set up for successful transitions, ensuring they know the options they have for high school, the demands of high school, and the requirements to set their child up for a choice-filled life after high school. Beginning in October, we have regular transition parent nights with our families. We partner with Douglass High School to ensure that we have a school tour of their zoned school, as well as schedule and promote all of the Cluster activities within our cluster such as athletic Cluster Nights, Parent Nights, and Orientations. This partnership ensures that families and scholars are thinking about, planning for, and getting to know their high school. Our counselor and CARE Team also support our families in any transition paperwork for high school, as well as sharing their options, and our Assistant Principal of Scholar Support works, beginning in October, to ensure that she is setting 100% of SWD scholars up for transition plans, and ensuring that she works with their identified high school to ensure a seamless transition of their plan and supports.

# SWP Questions

## Title 1

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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).	N/A