



The 2023-2025 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**

Feb 8: Data Protocol populated.

Feb 12: School Leaders preview the CIP template.

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

Feb 14 – Mar 29: Complete Data Protocol, update Needs Assessment, and tweak action steps with school teams.

June 4-6: Summer Leadership Retreat: Update SMART Goals and Action Steps (if needed)

**Suggested Work Sessions & Completion Window: CSI, TSI, ATSI, and APS Identified**

Feb 14 – Mar 29: Complete Data Protocol, update Needs Assessment, and update action steps with school teams.

June 4-6: Summer Leadership Retreat: Update SMART Goals and Action Steps (if needed)

Ongoing: Engage GADOE partners and/or Turnaround coordinators with CIP work.

Reminder: CSI Schools must include GSAPS targeted actions and recommendations in CIP plan.

Fall 2024: Short Term Action Plans (STAPs) will be required every 45 days

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

Feb 14 – Mar 29: Complete Data Protocol, update Needs Assessment, and update action steps with school teams.

Mar 29: Submit CIP to Associate Superintendents.

April 15-26: Initial CIP Review with Associate Superintendents, CI/Turnaround, and Fed Programs

June 21: Submit CIP to Federal Programs and GADOE.

**2024-2025 CIP Engagement Opportunities**

End of Q1: CIP Quarterly Check-in with Associates, CI/Turnaround, and Fed Programs

End of Q2: CIP Quarterly Check-in with Associates, CI/Turnaround, and Fed Programs

End of Q3: CIP Quarterly Check-in with Associates, CI/Turnaround, and Fed Programs










## Needs Assessment



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



Strengths	Challenges
The % of students in grades 3-5 scoring proficient or above on the ELA EOG Assessment increased by 5.4% from 12.5% (2022) to 17.9% (2023).	The % of 2-5 grade students meeting or exceeding their Growth Target on the Spring MAP Reading Assessment decreased by 9.9% from 46.6% (2022) to 36.7% (2023).
The % of students in grades 3-5 scoring proficient or above on the Math EOG Assessment increased by 5.2% from 8.7% (2022) to 13.9% (2023).	The % of 2-5 grade students meeting or exceeding their Growth Target on the Spring MAP Math Assessment decreased by 4.7% from 37.1% (2022) to 32.4% (2023).
The ADA rate increased by 2% from 88.3%(2022) to 90.3%(2023).	The number of students who missed more than 18 days of school is 34.9%.



### Our Overarching Needs

Literacy	Numeracy	Whole Child & Intervention
Student reading achievement needs to increase by 5% from 17.9% (2023) to 22.9% (2024).	Student math achievement needs to increase by 5% from 13.9% (2023) to 18.9% (2024).	Decrease by 4.9% the number of students who miss more than 18 days of school from 34.9% (2023) to 30% (2024).
		
Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Student reading achievement needs to increase by 5% from 17.9% (2023) to 22.9% (2024)	Student math achievement needs to increase by 5% from 13.9% (2023) to 18.9% (2024).	Decrease by 4.9% the number of students who miss more than 18 days of school from 34.9% (2023) to 30% (2024).
Why?	Why?	Why?
The current reading instruction does not have strong implementation and fidelity of teaching all the components of Balanced Literacy.	The current math instruction does not have a strong Tier 1 base of best practices and strategies that is defined by administration and implemented by all teachers	The effects of the Covid-19 pandemic continue to impact parent perceptions and misconceptions around school attendance.
Why?	Why?	Why?

Teachers are not balancing all the components of Literacy with fidelity, inclusive of Phonics, Vocabulary, Fluency, Comprehension, and Writing	Teachers are not balancing foundational remediation and grade level standards instruction.	The school's CARE Team and school attendance committee (SAC) has the assertion that access to virtual learning options coupled with misconceptions about quarantining students greatly influenced parent perceptions about school attendance.
<b>Why?</b>	<b>Why?</b>	<b>Why?</b>
There is a need for administration to clearly define all the components of Balanced Literacy using a school-wide Literacy Plan, and offer professional learning focused on delivering effective Literacy instruction in all areas.	There is a need for administration to equip teachers with the tools needed to plan and implement Tier 1 small group instruction that addresses both grade level math standards and remediation	There is a need for the CARE Team and school attendance committee (SAC) to develop a school-wide family engagement plan that outlines the action steps to be taken to engage more parents and families in the life of the school.
<b>Why?</b>	<b>Why?</b>	<b>Why?</b>
There is a need for administration to clearly define all the components of Balanced Literacy using a school-wide Literacy Plan, and offer professional learning focused on delivering effective Literacy instruction in all areas. <i>**REVISION: Teachers need bi-weekly professional learning to ensure that the components of Balanced Literacy are clearly defined.**</i>	There is a need for administration to equip teachers with the tools needed to plan and implement Tier 1 small group instruction that addresses both grade level math standards and remediation. <i>**REVISION: Teachers need monthly professional learning to ensure that teachers are implementing small group instruction that addresses both grade level math standards and remediation.**</i>	There is a need for the CARE Team and school attendance committee (SAC) to develop a school-wide family engagement plan that outlines the action steps to be taken to engage more parents and families in the life of the school. <i>**REVISION: We will implement monthly check-ins with families to ensure engagement, while also fostering a culture of collaboration between the school team, Parent Liason, and families.**</i>
<b>Why?</b>	<b>Why?</b>	<b>Why?</b>
Teachers need professional learning focused on teaching Tier 1 literacy instructional practices that are implemented with fidelity.	Teachers need professional learning focused on small group differentiated instruction that addresses grade level standards and creates opportunities for differentiated intervention and remediation of foundational math skills.	Parent and family engagement in the form of parent meetings, trainings, feedback surveys, and volunteer activities provide opportunities for the school team to interact with parents and learn ways to remove barriers to school attendance.
		
<b>Root Cause</b>		
<b>Literacy</b>	<b>Numeracy</b>	<b>Whole Child &amp; Intervention</b>

Students in grades 3-5 inability to read and comprehend grade level text or engage in academic writing needed for success on the EOG assessment. <b>**REVISION:</b> <i>Novice teachers in grades 3 and 4 inability to teach grade level standards at high levels.**</i>	This year's adoption of new math standards and curricular resources has led to a new instructional framework for math. Teachers will need to become familiar with both while ensuring students meet certain growth benchmarks throughout the year. <b>**REVISIONS:</b> <i>Uncertainty with the initial year's rollout of the new math standards and framework caused some "trial and error" with the instructional plans. Teachers will need to adhere to the feedback and make necessary adjustments to unit and weekly lesson plans.**</i>	While systems have been implemented to monitor and reward targeted students for attendance, there are no substantive measures of accountability for parents. <b>**REVISIONS:</b> <i>None</i>
		
<b>Our Overarching Needs: Elementary &amp; Middle Schools</b>		
<b>Literacy</b>	<b>Numeracy</b>	<b>Whole Child &amp; Intervention</b>
Teacher capacity development with guided reading and teaching writing.	Teacher familiarity and comfort with the mathematics framework and resource adoption.	Increased parental support and improved monitoring of student attendance.



## Goals

### SMART Goals

Literacy	Numeracy	Whole Child & Intervention
Increase by 6% the number of students in grades 3 - 5 scoring proficient or above on the ELA EOG Assessment from 10% (2024) to 16% by May 2025.	Increase by 5 % of the number of students in grades 3 - 5 scoring proficient or above on the Math EOG Assessment from 13% (2024) to 18% by May 2025.	Decrease by 3% of the number of students who miss more than 18 days of school from 32.2% (2024) to less than 30% by May 2025.

### Progress Monitoring Measures

Literacy	Numeracy	Whole Child & Intervention
<ul style="list-style-type: none"><li>• Conduct weekly observation and feedback cycles focused on Targeted small groups, writing, and FUNdations. Universal Screener - administered three times a year. Data will inform many instructional decisions.</li><li>• Targeted small groups and use of Empowering Writers to enhance small group strategies</li><li>• Accelerated Reader - will be used to build students' comprehension skills. Can be tracked for accuracy on assessments and Lexile scores.</li><li>• Imagine Learning ELA (Intervention)</li><li>• Write Score - administered three times a year to prepare and measure students' writing proficiency</li><li>• Mastery Connect</li><li>• School Improvement team engages in the continuous improvement cycles and monitors practices throughout the school year</li></ul>	<ul style="list-style-type: none"><li>• Learning walks and feedback focused on implementation of the APS Math Framework</li><li>• Universal Screener - administered three times a year. Data will inform many instructional decisions.</li><li>• Imagine Learning - program used for fluency practice. Reports will be used to determine growth.</li><li>• MAP Accelerator</li><li>• Formative</li><li>• Mastery Connect</li><li>• School Improvement team engages in the continuous improvement cycles and monitors practices throughout the school year</li></ul>	<ul style="list-style-type: none"><li>• Both the student attendance committee and the CARE team will closely monitor student attendance and document in meeting minutes.</li><li>• School Improvement team engages in the continuous improvement cycles and monitors practices throughout the school year</li></ul>





## Action Plans

### Identification of Goals and Strategies

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 below, describe how the Intent and Purpose for each consolidated funding source will be met by the school.

### Intent and Purpose Action Steps



### Literacy SMART Goal

Increase by 5% the number of students in grades 3 - 5 scoring proficient or above on the ELA EOG Assessment from 17.9% to 22.9% by May 2024.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Implement and monitor the use of the 23-24 school-based, K-5 Literacy Plan.	Principal, AP, RAL Coach, ELA Instructional Coach	Bi-Monthly	100% of Teachers are implementing the K-5 Literacy Plan expectations.	50% of students will meet or exceed their MAP Growth Reading Target by Spring 2024.	N/A	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Implement and monitor the use of ELA targeted small group instruction inclusive of guided reading and/or phonics strategy groups.	Principal, AP, RAL Coach, ELA Instructional Coach	Weekly	100% of Teachers are implementing guided reading and/or strategic small groups as prescribed by student data.	50% of students will meet or exceed their MAP Growth Reading Target by Spring 2024.	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Implement and monitor the use of WriteScore resources and assessments to increase GSE writing proficiency levels K-5.	Principal, AP, RAL Coach, ELA Instructional Coach	Weekly	100% of Teachers are conducting Writer's Workshop.	50% of students will score 2 or better on the WriteScore assessment.	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

### Subgroup Action Steps for Literacy (required)



Bowl, Continue Math Lab, Multiplication Bee, Incentives)	Coach	weekly, quarterly	to enhance fact & procedural fluency skills .	50% of students grades 3-5 will show growth on the MAP Projected Score Indicator.	N/A	<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

### Subgroup Action Steps for Numeracy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Provide scaffolded supports to engage identified DSE students needing grade level instructional support in Math.	Alicia Cole, Math Instructional Coach MTSS SELT	Weekly; On-going	100% of teachers that serve DSE students will provide scaffolded supports to DSE students during Math Small Group work.	50% of students grades 3-5 will show growth on the MAP Projected Score Indicator.	N/A	Title I, A	<input type="checkbox"/>
						Parent & Family Enagagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
						Title I, A	<input type="checkbox"/>
						Parent & Family Enagagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						



### Whole Child & Intervention SMART Goal

Decrease by 4.9% the number of students who miss more than 18 days of school from 34.9% to 30% by May 2024

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Provide monthly attendance and behavior incentives for students	Social Worker	Monthly August- May	100% of Teachers will utilize Class Dojo to consistently implement the Token Economy system to incentivize attendance and behavior	At least 80% of students will receive an attendance or behavior token.	N/A	Title I, A	<input type="checkbox"/>
						Parent & Family Enagagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Ensure students receive 60+ minutes of direct SEL instruction per week	School Counselor	Weekly September-May	100% of teachers will receive training on SEL & classroom management expectations, SEL observation document, direct participation in classroom SEL	100% of students will participate in 60+ minutes of SEL lessons per week.	N/A	Title I, A	<input type="checkbox"/>
						Parent & Family Enagagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>





## Family Engagement Plan

### Family Engagement Goal(s)

**Literacy Goal:**

Increase by 5% the number of students in grades 3 - 5 scoring proficient or above on the ELA EOG Assessment from 17.9% to 22.9% by May 2024.

**NumeracyGoal:**

Increase by 5 % of number of students in grades 3 - 5 scoring proficient or above on the Math EOG Assessment from 13.9% to 18.9% by May 2024.



### Literacy

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
Literacy Night- Literacu Night will introduce our fami	Deborah Sumlin, Tamekia watkins	January 2025	Sign-in sheets, take-home resources, pictures	
Mardi Gras-GMAS Prep- GMAS prep will provide fa	Deborah Sumlin, Tamekia watkins	March 2025	Sign-in sheets, take-home resources, pictures	



### Numeracy

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
Math Game Night- Grade levels will display math games in the hallways in their area and have parents compete against the students. Games will be such that parents can take them home for practice with their children.	Deborah Sumlin, Alicia Cole	December 2024	Sign-in sheets, take-home resources, pictures	
Mardi Gras- GMAS Prep- GMAS prep will provide fa	Deborah Sumlin, Alicia Cole	March 2025	Sign-in sheets, take-home resources, pictures	

# 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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## School Wide Program (SWP) Questions

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

SWP Question #1 - ALL SCHOOLS	Response
What are 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—	School-wide SEL implementation in all classrooms, school counseling core instruction for all students Pre-K-5 & MOID that teaches and prepares students for lifelong interpersonal skills; small group counseling to support students with higher behavioral needs as identified by the teacher/parent; outside mental health partnership with GA Hope to address longer-term counseling needs; 4th & 5th grade peer leadership program, whole child/family support by providing and connecting families to resources in the community and helping remove barriers to learning.
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;	School Counselor a)Peer Mediation Groups b)Calm Down Room c)Georgia Hope (Individual and Group Counseling)
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.).	ClassDojo a)Schoolwide behavior monitoring system b)Positive Behavior Reward Incentives c)Game Room  Tiered Model Prevention a)Refer struggling student to the Student Support Team b)Teachers will adhere to recommendations included in student's Individualized Learning Plan
SWP Question #2 - ELEMENTARY ONLY	Response
What strategies will the school utilize in assisting preschool children in the transition from early childhood education?	Humphries will continue its tradition of inviting neighboring childcare centers for a half-day Introduction to Kindergarten tour. The tour also includes a workshop for parents. Humphries works with the Office of Early Learning to provide "Kinder Kits" to those students who attend the tours. One aspect of the tours that has been popular with parents and center staff is the Kinderbuddys. Humphries pairs each preschool child with a kindergarten student during the tour.

SWP Question #3 - MIDDLE SCHOOLS ONLY	Response
<p><b>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-</b></p>	<p>Our school implements several strategies to address school needs and provide opportunities for all children. Foremost, our school utilizes weekly data meetings to analyze student work and make data-based decisions about instruction. We are intentional about monitoring and tracking every student's progress towards their individualized learning goals by conducting bi-monthly student data conferences using Reading and Math data from the school-wide Intervention block. Additionally, using a standards mastery framework as our guide, our school facilitates Professional Learning Communities that include collaborative planning among general educators, teachers, and special education teachers to ensure content alignment and rigor. Further, our students receive targeted support from the school's student learning support team. This team includes EIP, SWD, EIP, and Gifted teachers. Our curriculums are rigorous and culturally relevant. A few of the curriculums we utilize for all students include Foundations, ReadyGen, MyMath, and STEMScopes. Intervention curriculums include iRead, Read 180, System 44, and Do the Math. All curriculums also teach the academic rigor of the Georgia Standards of Excellence for both ELA and Math and Science.</p>
<p><b>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></p>	
<p><b>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).</b></p>	



**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?

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 annexes/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 Plan (STAP)

<b>School Name:</b>	<Insert Text Here>	<b>SES Name:</b>	<Insert Text Here>
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<b>Date STAP Started:</b>	<Insert Text Here>	<b>Length of STAP:</b>	<Insert Text Here>
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CIP Goal #1	<Insert Text Here>
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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
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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.
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<Insert Text Here>								


CIP Goal #2	<Insert Text Here>
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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
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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.
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CIP Goal #3	<Insert Text Here>
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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
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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.
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## School Information

<b>District Name:</b>	Atlanta Public Schools	<b>Fiscal Year:</b>	2024-2025
<b>School Name:</b>	Humphries Elementary	<b>Grade Band:</b>	K-5
<b>Principal:</b>	Jason Trimble	<b>Cluster:</b>	South Atlanta
<b>State Designation (CSI/TSI/Promise or NA):</b>			NA
<b>Name</b>	<b>Position</b> <small>(*denotes required signature)</small>	<b>Signature</b>	
Kala Goodwine	Associate Superintendent*		
Jaron Trimble	Principal*		
Connie Todd-Johnson	Assistant Principal*		
Brandy Barnes	SWD Lead Teacher		
Joanne Carroll	ELL Teacher*		
Kameca Loyd-Spear	Teacher (Grade)*		
Avis Lewis	Paraprofessional*		
Sineisha Cooper	Teacher (Grade)*		
Abigail Reese-Kelley	Parent		
N/A	Student* (High School Only)		
Kathy Mayfield	APS Federal Programs Support Specialist		
*High Schools must have at least one student signature*			

## Title I: Attestations

*Section 1119(i)(1) of the No Child Left Behind Act of 2001, regarding Verification of Compliance, states “In verifying compliance with this section, each local education agency, at a minimum, shall require the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section.” Further, Section 1119 (2), regarding Availability of Information, requires that copies of attestations be maintained at each school operating a program under section 1114 or 1115 and at the main office of the local education agency; and be available to any member of the general public on request.*

*Section 1119(i)(1) of the No Child Left Behind Act of 2001, regarding Verification of Compliance, states “In verifying compliance with this section, each local education agency, at a minimum, shall require the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section.” Further, Section 1119 (2), regarding Availability of Information, requires that copies of attestations be maintained at each school operating a program under section 1114 or 1115 and at the main office of the local education agency; and be available to any member of the general public on request.*

School Wide Plan Development: 1114(2)(B) (i-iv)	Requirements Met		
	Yes	No	NA
1. 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 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;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>4. 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;</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111 (d), if appropriate and applicable.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>The principal's signature below certifies, based upon a review of appropriate records and recommended documentation, whether or not the school is in compliance with the requirements of NCLB Section 1119</i></p>			
<p>Principal's Signature:</p>	<p>Date:</p>		