

2025-2026 Continuous Improvement Plan (CIP)

One District. One Goal. Every Student.



District Name:	Atlanta Public Schools	Fiscal Year	2025-26
School Name:	Slater Elementary School	Grade Band:	PK-5
Principal:	Jovan Miles	Cluster:	Carver/Charter Partner
Federal Programs Support Specialist:	Natasha Clayton	State Designation (CSI/TSI/ATSI or NA):	ATSI

Continuous Improvement Planning Timeline				
Actions	Estimated Time	Notes, Tools and Resources	Timeline	Support Provided
Getting Started				
Step 1: Establishing a Team *Required Task: Complete Project Team Matrix on CIP template	30 minutes	Action: Identify individuals who can work collaboratively throughout the needs assessment process Resource: Data Decision Making Process guide page 8 and Example of a Project Team Matrix *Task 1: Project Team Matrix	April 21 – May 2	Federal Programs Technical Assistance
Conduct a Comprehensive Needs Assessment				
Step 2: Gather and Analyze data	60 minutes	Action: Team gathers data and interprets the data Resource: K-8 or HS CIP Data Protocol Resource: Data Decision Making Process guide pages 12; 18-20 Tool 1: Data Matrices	April 21 – May 16	District Virtual PL GaDOE SES/RESA SIS (CSI Schools) Georgia Learns Course Federal Programs Technical Assistance Note: It will take several meetings to review achievement, process, and other pertinent data such as attendance, pass-fail, survey, etc.
Step 3: Summarize Data	60 minutes	Action: Review the data to determine school strengths and challenges for improvement Resource: Data Decision Making Process guide pages 29-30 Tool 2: Summary Matrix WS		
Step 4: Prioritize Needs	45 minutes	Resource: Data Decision Making Process guide page 32 Tool 3: Overarching Needs		
Step 5: Analyze Root Causes - Analyze WS *Required Task: Complete Root Causes Analysis on CIP	60 minutes	Resource: Data Decision Making Process guide pages 34-35 Tool 4: The 5 Whys Root Cause Analysis *Task 2: Root Causes Analysis WS		
Step 6: Develop SMART Goals on CIP *Required Task: Update all SMART Goals on CIP	45 minutes	Resource: Data Decision Making Process guide pages 37-38 Task 3: SMART Goal Worksheet		

Federal Programs Technical Assistance		Review: Project Team Matrix, Root Causes Analysis WS, and SMART Goals	May – June	
Continuous Improvement Plan Development				
Step 7: Identify evidence-based strategies	90 minutes per priority area	Resource: Data Decision Making Process guide pg. 40; What Works Clearinghouse	June 6-June 27 (Federally Identified Schools) June 6-July 11 (All Other Schools)	District Virtual PL GaDOE SES/RESA SIS (CSI Schools) Georgia Learns Course Federal Programs Technical Assistance
Step 8: Create high-leverage action steps				
Step 9: Select funding sources				
Step 10: Establish measurable outcomes for monitoring implementation of action steps				
Step 11: Create measurable outcomes for monitoring impact on student achievement				
Step 12: Identify resources, position responsible for monitoring				
Step 13: Develop a timeline for implementation				
Step 14: Complete the Title I section of the CIP	30 minutes	Tool: CIP (last two gray tabs)		
Step 15: Align Budget to Goals and Action Steps	60 minutes	Tool: Funding Allowabilty Links (embedded in budget tabs)		
CIP Review (Federally Identified Schools)		Tool: CIP Rubric	June 30 – July 14	CIP Review Teams (Federal Programs and Family Engagement)
CIP Review (All other schools)			July 21–August 4	
CIP Submission (Federally Identified Schools)			July 18	
CIP Submission (All other schools)			August 15	

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Federal Programs Support Specialist:	Natasha Clayton	CSI/TSI/ATSI or NA:	ATSI
Continuous Improvement Plan (CIP) - Projected Team Matrix			
Positions:	Name	Team Role	Responsibility
Administrators			
Principal*	Jovan Miles	CIP Chair	Project Manager- Coordinates action steps and timelines.
Assistant Principal*	Andrea Nunn	CIP Co-Chair	Project Management Assistant
Fiscal Manager*	Barry Jones	Budget Manager	Budget Manager- Provides budget oversight for Federal Funds allocated.
Leadership Team and/or School-Level Positions			
Special Education Lead Teacher (SELT)	Yolwana Jones	Data Analyst/Professional Development Coordinator	Data Analyst- Monitor the progress of SWD students. Professional Development Coordinator- Coordinates professional learning opportunities.
Instructional Coach	Tiffany Smith	Professional Development Coordinator	Data Analyst- Support Literacy Monitoring and Implementation. Professional Development Coordinator- Coordinates professional learning opportunities.
Instructional Coach	Richel Curtis	Professional Development Coordinator	Data Analyst- Support Math Monitoring and Implementation. Professional Development Coordinator- Coordinates professional learning opportunities.
Department Chair	N/A	N/A	
General Ed. Teacher*	Jeniffer Salerno	Curriculum and Instruction Team Member	Contributing team member
Teacher, Students with disabilities (SWD) (<i>if applicable</i>)*	Schuera Franklin	Curriculum and Instruction Team Member	Contributing team member
Teacher, English learners (EL) (<i>if applicable</i>)*	N/A	N/A	N/A
Teacher, Career, Technical, and Agricultural Education (CTAE) (<i>if applicable</i>)	N/A	N/A	N/A
Teacher, Gifted (<i>if applicable</i>)	Alysson Britt	Curriculum and Instruction Team Member	Contributing team member
Counselor	Shamika Qualls	Counseling & Student Support	Contributing team member
Social Worker	Tanya Leverette	Behavior & Climate Specialist	Contributing team member- Attendance & Outreach Support
Paraprofessional*	Iris Paredes	Curriculum and Instruction Team Member	Contributing team member- Provides additional support for differentiated instruction.
Parent Liaison or Designee *	Tonya Williams-Saunders	Family and Community Engagement	Contributing team member- Develops strategies to strengthen school-family partnerships.
Community Stakeholder*	Christine Owens	Community Representative	Contributing team member
Community Stakeholder	Lionel Steewart	Community Representative	Contributing team member
Student (<i>high school only</i>)*	N/A	N/A	N/A
Student (<i>high school only</i>)*	N/A	N/A	N/A
Federal Programs			
Federal Programs Support Specialist or Designee*	Natasha Clayton	Federal Programs Representative	•Ensures that CIP initiatives' intent and purposes are aligned to identified consolidated federal funds.
RESA School Improvement Specialist (SIS) (CSI Schools Only)*	N/A	N/A	N/A
GaDOE School Effectiveness Specialist (SES) (CSI Schools Only)*	N/A	N/A	N/A

Please note that * indicates a required team member.

Root Causes Analysis Worksheet

Select the top two to four overarching needs from your needs assessment. Conduct a separate root cause analysis for each need. Complete the table below for each selected overarching need.

Overarching Need 1: Literacy	Students need to strengthen writing fluency across all grade-levels	
Root Causes to be addressed	Students require additional practice with applying the writing skills that they have been taught.	
This is a root cause and not a contributing cause or symptom	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
This is something we can affect	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Impacted Programs <i>(optional)</i>	Tier 1 ELA, Social Studies, Science, and Math. The PLC will be the main vehicle for addressing this issue.	
Additional Responses <i>(optional)</i>		
Overarching Need 2: Math	Students need to strengthen their use of CRA across all grade-levels.	
Root Causes to be addressed	Students require additional practice with applying CRA concepts without teacher direction.	
This is a root cause and not a contributing cause or symptom	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
This is something we can affect	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Impacted Programs <i>(optional)</i>	Tier 1 mathematics. The PLC will be the main vehicle for addressing this issue.	
Additional Responses <i>(optional)</i>		
Overarching Need 3: Whole Child	Reduce the percentage of students who are chronically absent	
Root Causes to be addressed	Families may not fully understand the connection between daily on time attendance and long-term student outcomes.	
This is a root cause and not a contributing cause or symptom	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
This is something we can affect	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Impacted Programs <i>(optional)</i>	The Attendance Team will be the main vehicle for addressing this issue.	
Additional Responses <i>(optional)</i>		
Overarching Need 4: Graduation/ College & Career Readiness (HS Only)		
Root Causes to be addressed		
This is a root cause and not a contributing cause or symptom	<input type="checkbox"/> Yes	<input type="checkbox"/> No
This is something we can affect	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Impacted Programs <i>(optional)</i>		
Additional Responses <i>(optional)</i>		



Action Plans

Identification of Goals and Action Steps

SMART Goal 1/Priority 1:	By the end of the 2025-2026 school year, the 3rd-5th grade students will increase scoring developing or above from 49% (SY24-25) to 64% (SY25-26) on the spring 2025 EOG in ELA.
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Strategy:	Routinely use a set of comprehension-building practices to help students make sense of the text.
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Strategy (click for example of resource):	https://es.ed.gov/sites/edoers/practicing/2018_reading_pg_021000.pdf
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Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs Funding Source	
Implement flexible targeted skills and strategy based small group instruction for remediation and/or acceleration in reading	Principal AP Reading Instructional Coach Teachers	Aug-May (5 days a week)	50% data meetings aligning MAP Continuum skills in standards for small group work, data meeting protocol used with data collected from targeted small group	formative assessments MAP data classroom observations	Title I, A	<input checked="" type="checkbox"/>
					Parent & Family Engagement	<input type="checkbox"/>
					SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>
Implement 30 minute daily intervention/ enrichment block in reading based on MAP data from BOY 24-25.	Principal AP Reading Instructional Coach Teachers	Aug-May (3 days a week)	100% of students/teachers will engage in the 30 minute daily intervention/enrichment block	digital platform data formative assessments, MAP data, classroom observations, Data meeting looking at data & student grouping,	Title I, A	<input checked="" type="checkbox"/>
					Parent & Family Engagement	<input type="checkbox"/>
					SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>
Increase reading comprehension through explicit teaching of comprehension strategies and vocabulary	Principal AP Reading Instructional Coach Teachers	Aug-May (5 days a week)	100% of teachers will participate in PLCs on effective implementation of structured literacy strategies (comprehension and vocabulary).	classroom observations, PLC content, MAP data, formative assessments	Title I, A	<input checked="" type="checkbox"/>
					Parent & Family Engagement	<input type="checkbox"/>
					SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>

Subgroup Action Steps (required)

Identified Subgroup	Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs Funding Source	
Students With Disabilities (SWD)	Implement effective co-teaching model for special education students when appropriate	Principal SELT AP	Aug-May	100% of co-taught teachers will use 1 of the 3 preferred co-taught models.	classroom observations	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title II	<input type="checkbox"/>
Economically Disadvantaged	The Reading Teacher will provide additional support to decrease the number of students at the beginning and developing levels through targeted small group instruction.	Reading Teacher	Aug-May	100% of reading teachers will implement small group instructional strategies.	bi-weekly fluency reading data (increase in wpm), observations, increase in Lexile level/ guiding reading, collaborative planning	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title II	<input type="checkbox"/>

Family Engagement

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs Funding Source	
Implement quarterly family engagement activities to provide literacy support at home.	Teachers Principal AP	Aug-May	60% of families will attend the quarterly literacy family engagement activities.	Sign-in sheets classroom observations	Title I, A	<input type="checkbox"/>
					Parent & Family Engagement	<input checked="" type="checkbox"/>
					SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>

Subgroups

Race/Ethnicity
Economically Disadvantaged
Students With Disabilities (SWD)
English Learners (EL)
Foster/Homeless
Migrant



Action Plans

Identification of Goals and Action Steps

Literacy SMART Goal 1/Priority 1:	By the end of the 2025-2026 school year, Slater will increase the percentage of students in grades 3-5 scoring at developing and above from 41.9 % to 52% and those scoring at proficient and above from 16.2% to 24% (SY25-26) on the spring 2026 EOG in ELA by ensuring that students are able to fully respond to a writing prompt to produce a final draft given a specific time limit.						
Strategy:	Integrate formal writing instruction into the tier 1 program						
Strategy (click for example of resource):	https://slater.k12.nc.gov/2025/01/01/2025-2026-EOG-Preparation-Subsidiary/						
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs		
Provide daily time for students to write	Dean of Academics Instructional Coaches	August 2025 - May 2026	Bi-monthly Classroom observation	Monthly SchoolMint Observation Data	Title I, A	<input checked="" type="checkbox"/>	
					Parent & Family Engagement	<input type="checkbox"/>	
					SIG, A	<input type="checkbox"/>	
					Title II	<input type="checkbox"/>	
Teach students to use the writing process for a variety of purposes	Dean of Academics Instructional Coaches	August 2025 - May 2026	Bi-monthly Classroom observations	Monthly SchoolMint Observation Data	Title I, A	<input checked="" type="checkbox"/>	
			Bi-monthly PLC observation		Parent & Family Engagement	<input type="checkbox"/>	
					SIG, A	<input type="checkbox"/>	
					Title II	<input type="checkbox"/>	
Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.	Dean of Academics Instructional Coaches Homeroom Teachers	August 2025 - May 2026	Bi-monthly Classroom observations	Examine student writing samples montly	Title I, A	<input checked="" type="checkbox"/>	
			Bi-monthly PLC observation	Use write-score to examining student writing products quarterly	Parent & Family Engagement	<input type="checkbox"/>	
					SIG, A	<input type="checkbox"/>	
					Title II	<input type="checkbox"/>	
Leverage GMAS Rubrics and Write-Score Lessons to ensure that students in grades 3-5 are producing writing product aligned to GMAS expectations.	Dean of Academics Instructional Coaches Homeroom Teachers	August 2025 - May 2026	Bi-monthly Classroom observations	Examine student writing samples montly	Title I, A	<input checked="" type="checkbox"/>	
			Bi-monthly PLC observation	Use write-score to examining student writing products quarterly	Parent & Family Engagement	<input type="checkbox"/>	
					SIG, A	<input type="checkbox"/>	
					Title II	<input type="checkbox"/>	
Subgroup Action Steps (required)							
Identified Subgroup	Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs	
Students With Disabilities (SWD)	SWD students will receive small-group instruction delivered by the SWD co-teacher to support meeting the targets.	Dean of Student Support Special Education Lead Teacher	August 2025 - May 2026	Bi-monthly Classroom observations	Examine student writing samples montly	Title I, A	<input checked="" type="checkbox"/>
				Bi-monthly Lesson plan review	Use write-score to examining student writing products quarterly	Parent & Family Engagement	<input type="checkbox"/>
				Bi-monthly PLC observation		SIG, A	<input type="checkbox"/>
						Title II	<input type="checkbox"/>
Economically Disadvantaged		Dean of Student Support Special Education Lead Teacher	August 2025 - May 2026	Bi-monthly Classroom observations	Examine student writing samples montly	Title I, A	<input type="checkbox"/>
				Bi-monthly Lesson plan review	Use write-score to examining student writing products quarterly	Parent & Family Engagement	<input type="checkbox"/>
				Bi-monthly PLC observation		SIG, A	<input type="checkbox"/>
						Title II	<input type="checkbox"/>
Family Engagement							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs		
Share writing strategies with families during make and take curriculum nights at least twice per school year.	Principal	August 2025 - May 2026	Sign in sheets and session materials from (2) curriculum nights	Examine student writing samples montly	Title I, A	<input checked="" type="checkbox"/>	
			Administer Parent Survey at the conclusion of the event.	Use write-score to examining student writing products quarterly	Parent & Family Engagement	<input checked="" type="checkbox"/>	
					SIG, A	<input type="checkbox"/>	
					Title II	<input type="checkbox"/>	

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Action Plans

Identification of Goals and Action Steps

Math SMART Goal 2/Priority 2:

By the end of the 2025-2026 school year, Slater will increase the percentage students in grades 3-5 scoring developing and above from 55.1% to 60% and those scoring at proficient and above from 17.9% to 22% (SY25-26) on the spring 2026 EOG in Math by ensuring that students are able to self-select an appropriate concrete, representational, or abstract strategy to solve math word problems.

Strategy: Use concrete, representational, and abstract forms of mathematics to help students solve a variety of math problems.

Strategy (click for example of resource): [View One of our new RWCP Practice Guide 18](#)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs	
Refine teachers' understanding of CRA (Concrete, representational and abstract forms of mathematics) during weekly PLCs and quarterly power-pd as needed.	Instructional Coaches Dean of Academics	August 2025 - May 2026	Bi-monthly Classroom observation	Monthly SchoolMint Observation Data	Title I, A	<input checked="" type="checkbox"/>
				Bi-weekly assessment data from MyView	Parent & Family Engagement	<input type="checkbox"/>
				Quarterly MAP data	SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>
Teach students how to use visual representations of mathematics to solve problems.	Instructional Coaches Dean of Academics Classroom teachers	August 2025 - May 2026	Bi-monthly Classroom observations	Monthly SchoolMint Observation Data	Title I, A	<input checked="" type="checkbox"/>
			Bi-monthly Lesson plan review	Bi-weekly assessment data from MyView	Parent & Family Engagement	<input type="checkbox"/>
			Bi-monthly PLC observation	Quarterly MAP data	SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>
Expose students to multiple problem solving strategies	Instructional Coaches Dean of Academics Classroom teachers	August 2025 - May 2026	Bi-monthly Classroom observations	Monthly SchoolMint Observation Data	Title I, A	<input checked="" type="checkbox"/>
			Bi-monthly Lesson plan review	Bi-weekly assessment data from MyView	Parent & Family Engagement	<input type="checkbox"/>
			Bi-monthly PLC observation	Quarterly MAP data	SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>

Subgroup Action Steps (required)

Identified Subgroup	Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs	
Students With Disabilities (SWD)	SWD students will receive small-group instruction delivered by the SWD co-teacher to support meeting the targets.	Instructional Coaches Dean of Academics Classroom teachers	August 2025 - May 2026	Bi-monthly Classroom observations	SchoolMint Observation Data	Title I, A	<input checked="" type="checkbox"/>
				Bi-monthly Lesson plan review	Bi-weekly assessment data from MyView	Parent & Family Engagement	<input type="checkbox"/>
				Bi-monthly PLC observation	Quarterly MAP data	SIG, A	<input type="checkbox"/>
						Title II	<input type="checkbox"/>
						Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title II	<input type="checkbox"/>

Family Engagement

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs	
Share CRA (Concrete, representational and abstract forms of mathematics) strategies with families during make and take curriculum nights at least twice per school year.	Principal	August 2025 - May 2026	Sign in sheets and session materials from (2) curriculum nights	Bi-weekly assessment data from MyView and Quarterly MAP data	Title I, A	<input checked="" type="checkbox"/>
					Parent & Family Engagement	<input checked="" type="checkbox"/>
					SIG, A	<input type="checkbox"/>
			Administer Parent Survey at the conclusion of the event.	Title II	<input type="checkbox"/>	

Subgroups
Race/Ethnicity
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Migrant



Action Plans

Identification of Goals and Action Steps

Whole Child SMART Goal 3/Priority 3: *By the end of the 2025-2026 school year, the PK-5 students will improve the percentage of students who are NOT considered chronically absent from 53.4% to 60% by strategically supporting chronically absent families with attendance reminders and incentives.*

Strategy: *Incentivize student attendance for targeted families/households.*

Strategy (click for example of resource): [How Do we get from chronic absence to supporting student engagement and attendance](#)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs	
Identify students who attend school for less than 90% of their enrolled days.	Social Worker Dean of Student Support	September 2025 - May 2026	Monthly Infinite Campus attendance reports	Monthly Infinite Campus attendance reports	Title I, A	<input checked="" type="checkbox"/>
					Parent & Family Engagement	<input type="checkbox"/>
					SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>
Communicate the connections between attendance to student outcomes to caregivers of students who attend less than 90% of their enrolled days.	Homeroom Teachers Social Worker Dean of Student Support	September 2025 - May 2026	Monthly Reports from social worker and Dean of Student Support showing outreach efforts	Monthly Infinite Campus attendance reports	Title I, A	<input checked="" type="checkbox"/>
					Parent & Family Engagement	<input type="checkbox"/>
					SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>
Increase outreach efforts to families of students who are chronically absent by either calling, text messaging, or sending direct mail to those families.	Social Worker Dean of Student Support	September 2025 - May 2026	Monthly Reports of students outreach efforts	Monthly Infinite Campus attendance reports	Title I, A	<input checked="" type="checkbox"/>
					Parent & Family Engagement	<input type="checkbox"/>
					SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>
Provide monthly and quarterly incentives to targeted families who meet attendance expectations.	Social Worker Dean of Student Support	September 2025 - May 2026	Monthly Reports of students who meet their attendance expectations	Monthly Infinite Campus attendance reports	Title I, A	<input checked="" type="checkbox"/>
					Parent & Family Engagement	<input type="checkbox"/>
					SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>

Subgroup Action Steps (required)

Identified Subgroup	Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs	
Students With Disabilities (SWD)	Leverage SWD case-managers to personalize student outreach efforts	Social Worker Dean of Student Support	September 2025 - May 2026	Monthly Reports of students who meet their attendance expectations	Monthly Infinite Campus attendance reports	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title II	<input type="checkbox"/>
						Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title II	<input type="checkbox"/>

Family Engagement

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Federal Programs	
Communicate attendance expectations and available supports to caregivers during open house and curriculum nights	Social Worker Dean of Student Support	September 2025 - May 2026	Sign in sheets and session materials from (1) open house and (2) curriculum nights	Monthly Infinite Campus attendance reports	Title I, A	<input checked="" type="checkbox"/>
					Parent & Family Engagement	<input checked="" type="checkbox"/>
					SIG, A	<input type="checkbox"/>
					Title II	<input type="checkbox"/>

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Title I 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—	<p>All students require high quality writing instruction and supporting with using Concrete, Representational, and Abstract (CRA) strategies in the mathematics classrooms.</p> <p>Students who are at risk of not meeting the state academic standards require small group instruction to reduce the student-to-teacher ratio, thereby allowing teachers to minimize the time between an error and teacher feedback to correct that error.</p> <p>General education students who are at the highest tier of need also have access to tiered instructional support that takes place outside of tier 1 instruction. This support is provided in the areas of reading and math.</p>
a.) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;	<p>We provide students with regular access to a full time school counselor, a half time school social worker, and a full time mental health professional on campus.</p> <p>In addition, we deliver daily SEL lessons aligned to the CASEL framework.</p> <p>Students also have access to therapists from Eastchester for needs above and beyond what the school counselor can provide.</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>We employ a Dean of Student Support who oversees the MTSS and Special Education programs.</p> <p>The Dean works closely with our MTSS specialist and Special Education Lead Teacher to ensure that our program complies with all state and federal laws.</p> <p>In addition to the Dean of Student Support, we have a literacy lab and a math lab to provide general education students at the highest tier of need with small group supports.</p> <p>Students who require additional behavioral supports have access to our Restorative Room Teacher and our Opportunity Gap Specialist. Both individuals are trained in restorative approaches to student disciplinary challenges.</p>
c.) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.	<p>Teacher and paraprofessionals engage in professional learning communities twice a week, every week, to allow these individuals to receive job embedded professional development in math, ELA, and SDI. These trainings are delivered by administrators, instructional coaches, and/or 3rd party providers.</p>
SWP Question #2 - ELEMENTARY ONLY	Response
What strategies will the school utilize in assisting preschool children in the transition from early childhood education?	<p>Our PK program is located in the school and follows a similar schedule and structure as our kindergarten program. Our PK and Kindergarten teachers regularly collaborate during planning to ensure that the PK to K transition prepares PK students for success in grade K and beyond.</p>
SWP Question #3 - MIDDLE SCHOOLS AND HIGH SCHOOLS ONLY	Response
How will the school support the preparation for and awareness of opportunities for postsecondary education and the workforce, including career and technical education programs and broadening students' access to coursework that allows them to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)?	<p><Insert Text Here></p>

Title IA: Attestations			
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"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jointly developed with, and distributed to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pursuant to Sections 1114(2)(B)(i-iv) and 1116(b)(1) of the Every Student Succeeds Act (ESSA), the principal's signature below affirms that the school complies with the requirements and maintains the necessary recommended documentation. (Electronic signatures are accepted)			
Principal's Signature (use cursive font): <i>Mr. Jovan Miles</i>	Date: 5/19/2025		