

A photograph of a graduation ceremony in a large stadium. A graduate in a purple gown and cap is seen from behind, holding a diploma aloft with their right hand. The stadium is filled with a large crowd of people, many of whom are cheering and holding up their phones. The lighting is bright, with a strong light source creating a lens flare effect. The text "2023 APS Continuous Improvement Planning Template" is overlaid in white, bold font across the lower portion of the image.

2023 APS Continuous Improvement Planning Template

Humphries Elementary School



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

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

Suggested Work Sessions & Completion Window: Tier 1 Schools

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

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

- A. Jun 06: Identified Schools Pre-retreat.
- B. Jun 02 – Jun 30: Root Cause Analysis of Whole Child & Intervention Data.
- C. Jun 02 – Jun 30: Root Cause Analysis of Academic Data (GMAS, MAP, etc.)
- D. Jun 12 – Jun 14: Summer Leadership Retreat: Work sessions during team time.
- E. Jun 15 – Jul 25: Engage GADOE partners and/or Turnaround coordinators with CIP work.
- F. 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

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



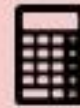
APS Board Goals

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.



Strategic Plan Priorities

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



Improvement & Monitoring

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



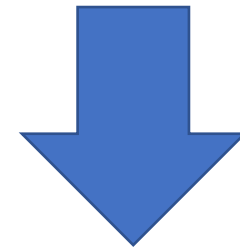
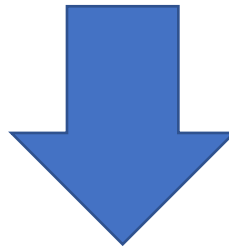
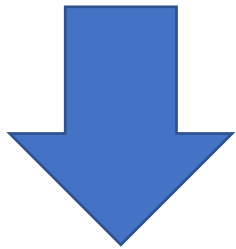


UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

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: Student reading achievement needs to increase by 5% from 17.9% (2023) to 22.9% (2024).	Numeracy: Student math achievement needs to increase by 5% from 13.9% (2023) to 18.9% (2024).	Whole Child & Intervention: 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

Student reading achievement needs to increase by 5% from 17.9% (2023) to 22.9% (2024).

Numeracy Problem Statement

Student math achievement needs to increase by 5% from 13.9% (2023) to 18.9% (2024).

Whole Child & Intervention Problem Statement

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 are only 17.9% of students in grades 3-5 achieving proficient and above on the ELA EOG Assessment?	Why? Why are only 13.9% of students in grades 3-5 achieving proficient and above on the Math EOG Assessment?	Why? Why are 34.9% of students missing more than 18 days of school?
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 does the current reading instruction not have strong implementation and fidelity of all the components of Balanced Literacy?	Why? Why does the current math instruction not meet the Tier 1 needs of students?	Why? Why are the effects of the Covid-19 pandemic continuing to impact parent perceptions and misconceptions around school attendance?
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.
Why? Why are teachers not implementing all the components of Balanced Literacy with fidelity?	Why? Why are teachers not balancing grade level instruction and remediation?	Why? Why does the CARE Team and school attendance committee (SAC) have the assertion that access to virtual learning options coupled with misconceptions about quarantining students greatly influenced parent perceptions about school attendance?
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.
Why? Why is there a need for administration to define all the components of Balanced Literacy using a school-wide Literacy Plan?	Why? Why do the teachers not have the tools needed to fully implement Tier 1 small group instruction?	Why? Why does the CARE Team and student attendance committee (SAC) need 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?
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.
Why? Why do teachers require more professional learning on best practices for effective Tier 1 literacy instruction?	Why? Why do teachers require more professional learning in small group implementation?	Why? Why is parent and family engagement important to increasing school attendance?



Goals



Needs Assessment

Teachers will be able to provide stronger intervention support in targeted small groups based on data to close gaps for students when strong Tier 1 practices are implemented with fidelity.	Teachers need a toolbox and best practices in balancing grade level standards and remediation to quickly close student gaps.	As an elementary school, our students do not control their school attendance. Therefore, we must engage our parents and families in the school so that there is a high value placed on school attendance.
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).
Our Overarching Needs: Elementary & Middle Schools		
Literacy: Teacher capacity development with guided reading and teaching writing.	Numeracy: Teacher familiarity and comfort with the mathematics framework and resource adoption.	Whole Child & Intervention: Increased parental support and improved monitoring of student attendance.

Root Cause		
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.	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.	While systems have been implemented to monitor and reward targeted students for attendance, there are no substantive measures of accountability for parents.

SMART Goals (Elementary and Middle Schools)

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.

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.

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

Progress Monitoring Measures

- 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.
- Fluency Rev- digital tool that is used to increase reading fluency.
- Accelerated Reader - will be used to build students' comprehension skills. Can be tracked for accuracy on assessments and Lexile scores.
- Read 180 - daily intervention program
- System 44 - daily intervention program
- iRead - daily intervention program
- Write Score - administered three times a year to prepare and measure students' writing proficiency
- Mastery Connect

- Learning walks and feedback focused on implementation of the APS Math Framework
- Universal Screener - administered three times a year. Data will inform many instructional decisions.
- Imagine Learning - program used for fluency practice. Reports will be used to determine growth.
- Do the Math - daily intervention program
- Formative
- Mastery Connect

- Both the student attendance committee and the CARE team will closely monitor student attendance and document in meeting minutes.
- Principal and assistanc principal will make calls for students in the lower 10% measured by CCRPI and document said calls in Infinite Campus.



Our Overarching Needs: High Schools

CCRPI Content Mastery:

CCRPI Graduation Rate:

SMART Goals (High Schools)

Progress Monitoring Measures



Goals

Our Overarching Needs: High Schools

Whole Child & Intervention:

College & Career Readiness:

SMART Goals (High Schools)

Progress Monitoring Measures



Action Plans

Elementary & Middle Schools Literacy CIP Goal:

Student reading achievement needs to increase by 5% from 17.9% (2023) to 22.9% (2024).

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Implement and monitor the use of the 23-24 school-based, K-5 Literacy Plan.	Alexa Smith, 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.	General Funds	Data C & I WC & I PL
Implement and monitor the use of ELA targeted small group instruction inclusive of guided reading and/or phonics strategy groups.	Alexa Smith, 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.	General Funds	Data C & I WC & I PL
Implement and monitor the use of WriteScore resources and assessments to increase GSE writing proficiency levels K-5.	Alexa Smith, ELA Instructional Coach Tamika McNamee, Master Teacher Leader	Weekly	100% of Teachers are conducting Writer's Workshop.	50% of students will score 2 or better on the WriteScore assessment.	General Funds	Data C & I WC & I PL

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
Ensure the Master Schedule is planned to include the ELL Teacher in the classroom for targeted small group support. Implementation of new numeracy resources to include (SAVVAs, GaDOE Resources, Exemplars) in every lesson	Connie Todd-Jonson, Assistant Principal	Daily	100% of Teachers will adhere to the Master Schedule as outlined.	75% of students will increase their Lexia Levels by one band.	General	C &I, Data



Action Plans

Elementary & Middle Schools Numeracy CIP Goal:

Increase the % of students in grades 3-5 scoring proficient or above in Mathematics by at least 5%.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Monitor the implementation of the APS Math Framework and provide feedback and coaching to teachers.	Alicia Cole, Math Instructional Coach	Weekly	100% of teachers will attend weekly Lesson Plan Internalization and Data Meetings. 100 % Teachers will receive and respond to feedback provided on weekly lesson plans.	50% of students grades 3-5 will show growth on the MAP Projected Score Indicator.	General Funds	Data C & I
Monitor the implementation of new numeracy resources to include (SAVVAs, GaDOE Resources,) in every lesson	Alicia Cole, Math Instructional Coach	Weekly	100% of teachers will attend weekly Lesson Plan Internalization and Data Meetings. 100 % Teachers will receive and respond to feedback provided on weekly lesson plans.	50% of students grades 3-5 will show growth on the MAP Projected Score Indicator.	General Funds	Data C & I PL
Focus on Fact & Procedural Fluency (Fact Checks, Fact Bowl, Continue Math Lab, Multiplication Bee, Incentives)	Alicia Cole, Math Instructional Coach	Weekly, Quarterly	100% of students will participate in fluency challenges to enhance fact & procedural fluency skills .	50% of the students will show growth through the use of our Imagine Learning platform. 50% of students grades 3-5 will show growth on the MAP Projected Score Indicator.	General Funds	Data C & I WC & I

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
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.	General Funds	C&I;Data



Action Plans

Whole Child & Intervention CIP Goal:

By May 2024, decrease the number of students that miss more than 10% of their enrollment by 5%.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Provide monthly attendance and behavior incentives for students	Social Worker-Dammeon Marshall	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.	Partner Funds	WC &I
Ensure students receive 60+ minutes of direct SEL instruction per week	School Counselor - Rachel Gowan	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.	General Fund	WC &I
Continue weekly CARE & SAC Team meetings as a system to monitor student attendance, behaviors, and needed family support.	Social Worker - Dammeon Marshall; School Counselor- Rachel Gowan	Weekly September-May	90% of SAC & Care Team meetings will occur weekly as scheduled	By May 2024, decrease the number of students that miss more than 10% of their enrollment by 5%, from 65.1 to 70.1%.	N/A	WC &I

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
Collabaorate with homeless liaison to determine how to improve students attendance for families experiencing homelessness	Social Worker - Dammeon Marshall; Parent Liason - Debrah Sumlin	August-May	90% of scheduled meetings will occur and minutes from the meeting captured.	By May 2024 increase the average daily attendance for students experiencing homwlessness.	General	WC & I



Action Plans

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
Ensure all IEP's and Eligibilit's are 100% compliance throughout the 23-24 school year.	Denise Alsobrooks-Wright-SELT.	August 1, 2023-May 24, 2024	Go IEP	Eligibility reports Reevaluation reports Current IEP reports	DSE	Whole Child Intervention
Implementation of Co-Teaching Models	Denise Alsobrooks-Wright-SELT;	August 1, 2023-May 24, 2024	In-house trainings District PL trainings IC & SELT modeling/model classroom	Observaton Walk throughs		Whole Child Intervention
Ensure progress monitoring is completed by district specified dates for all students served through IEP services.	Denise Alsobrooks-Wright-SELT	August 1, 2023-May 24, 2024	GoIEP	Progress monitoring for progress reports each quarter and progress monitoring at the end of each semester		Whole Child Intervention



Action Plans

CCRPI Graduation Rate 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



Action Plans

College & Career Readiness 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 Plan

Family Engagement Goal(s):

To have 50% of families attend our three major parent events during the 2023-2024 school year: Parent Olympics; PBL Showcase; Parent Carnival.

Have 50% of parents respond to an internal interest survey of how Humphries can better engage and communicate with parents.

To have a minimum of 10 parents obtain a level 2 Volunteer status at Humphries.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
Develop a parent interest survey to gauge their perceptions of engagement	Deborah Sumlin-Parent Liaison	By September 1, 2023	The survey and the data	Data Whole Child and Intervention
Use data from interest survey to better communicate to parents about upcoming events	Deborah Sumlin- Parent Liaison	Ongoing; Monthly	Parent event sign in sheets Increased Class Dojo usage	Data Whole Child and Intervention
Actively seek and identify parents to serve as "Room Parents" for their child's homeroom.	Deborah Sumlin- Parent Liaison	By September 15, 2023	Certificate or other identifying object for room parents.	Whole Child and Intervention

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?

Title 1

ACTIVITY: School Information

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

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	

Name	Position	Signature
Kayla Goodwine	Associate Superintendent*	
Jaron Trimble	Principal*	
Connie Todd-Johnson	Assistant Principal*	
Denise Alsobrooks-Wright	SWD Lead Teacher*	
Joanne Carroll	ELL Teacher*	
Valencia Weatherly (2 nd)	Teacher (Grade)*	
Alicia Pinson	Paraprofessional*	
Tamkia McNamee (EIP)	Teacher (Grade)	
Mark Whatley (EIP)	Teacher (Grade)	
Alexa Smith	Instructional Coach	

Title 1

ACTIVITY: Title 1 Attestations

All components of a schoolwide program plan must be addressed. Please sign by each box to attest that the school is in compliance with each indicator, sign and return to your Federal Programs Specialist.

Title 1

Attestations

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	

School Wide Plan Development: 1114(b) 1-5	Signature
Is developed during a 1-year period, unless— the school is operating a school-wide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section	
Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;	

Title 1

Attestations

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	

School Wide Plan Development: 1114(b) 1-5	Signature
Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;	
Is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	

Title 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.

Title 1

Intent and Purpose

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	Family Engagement (School Designed) Removing Barriers

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title 1, A	Remediate Students	
	Develop Staff	

Title 1

Intent and Purpose

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	Family Engagement (School Designed) Removing Barriers

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title 1, A	Engage Families	

Title 1

Intent and Purpose

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	Family Engagement (School Designed) Removing Barriers

Program	School Wide Plan Development: 1114(b) 1-5	School Actions (Select All the Apply)
Title 1, A Set Aside	Parent Family Engagement (PFE)	<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 <input type="checkbox"/> Support programs that reach parents and family members at home, in the community, and at school <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 <input type="checkbox"/> Collaborate with community-based or other organizations or employers with a record of success in improving PFE <input type="checkbox"/> Engage in other activities and strategies that are appropriate and consistent with the PFE policy. Please explain: Click or tap here to enter text.

Title 1

Intent and Purpose

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	Family Engagement (School Designed) Removing Barriers

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
21 st Century	21 st Century Learning Center	
School Improvement (CSI, TSI, or Promise Only)	School Improvement (CSI, TSI, or Promise)	

Title 1

Intent and Purpose

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	Family Engagement (School Designed) Removing Barriers

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title IV, A	Middle School Behavior Initiative	
Title IV, A	High School and Middle School Bridge Program (Safe and Healthy)	

Title 1

ACTIVITY: SWP Questions

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

Title 1

SWP Questions

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	

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>	

Title 1

SWP Questions

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	

School-Wide Plan Questions	Response
2. ALL SCHOOLS - Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—	
a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;	
b. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	

Title 1

SWP Questions

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	

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.	

Title 1

SWP Questions

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name: Humphries ES	Grade Band: Elementary
Principal: Jaron Trimble	Cluster: South Atlanta
State Designation: (CSI/ TSI/ Promise) N/A	

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

Title 1

SWP Questions

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name:	Grade Band:
Principal:	Cluster:
State Designation: (CSI/ TSI/ Promise)	

School-Wide Plan Questions	Response
<p>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-</p>	
<p>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);</p>	
<p>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).</p>	

Title 1

SWP Questions

District Name: Atlanta Public Schools	Fiscal Year: 2023-2024
School Name:	Grade Band:
Principal:	Cluster:
State Designation: (CSI/ TSI/ Promise)	

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).	