

THE CASE

#	Question	Challenge #1	Challenge #2	Challenge #3	Challenge #4
1	What challenges is your school district facing?	<i>The district does not have the trust or engagement of stakeholders necessary to achieve the mission.</i>	<i>All students are not on a predictive path to college and career readiness.</i>	<i>The talent management systems need to be revised to recruit, retain, and develop the talent needed (across all levels of the organization) to achieve the mission.</i>	<i>Current systems are not driving achievement of the academic vision.</i>
2	What is the rank order priority of these challenges (from most to least important)?	1	2	3	4
3	Which of these challenges will your school district be able to address by becoming a charter system?	Yes	Yes	Yes	Yes
4	What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year charter term?	School Level Strategies 1. Schools/clusters may elect to develop or implement character education programming and initiatives that are not in alignment with this guidance 2. LSGTs may develop parent and community engagement plans 3. Schools and clusters will utilize community input to create strategic visions and plans 4. Schools may adopt PD to increase cultural sensitivity and diversity training 5. Schools/clusters can customize social emotional learning programs and offerings at the school site 6. Schools/clusters may pursue partnerships with local businesses to increase opportunities for student learning, internships, mentorship, and support 7. Schools/clusters may take and consider data related to student perceptions of school climate, safety, and culture District Level Strategies 8. Organization of LSGTs in lieu of LSCs to decentralize decision-making and provide for authentic community engagement 9. Ethical programming and practices 10. Organization of the Office for Partnerships and Development 11. Organization of cluster and district level advisory bodies to increase community engagement and feedback into district operations 12. Increase partnerships with healthcare providers to pilot social emotional learning and mental health wraparound services for students and families in schools 13. Implementation of No Place for Hate anti-bullying program, customizable at school-site levels	School Level Strategies Reorganization of coursework to align to a particular paradigm (IB, STEAM, career academies, etc.) Allocation of resources to afford wrap-around (psych/socio/emotional) services, increased instructional support (instructional coaches, coordinators), etc. Adoption of PD (by school site or cluster) from external vendors to meet the needs specific to a cluster's vision and/or population Expand internship and career placement opportunities for students Increase PD (by school site or cluster) to train educators for signature programming Revisioning of counselors' role in student support to more effectively meet student needs (push-in cultural support in classrooms, for example) Schools/clusters may opt to create coursework for student credit that does not align to this guidance--especially in those clusters with career pathways or specialized curricula Middle school programs may deviate from these guidelines in order to provide more rigorous or specialized programming Schools will have flexibility to select textbooks that best align with student needs and signature programming Allows for flexibility in class sizes to meet student needs and align with signature programs (could include larger electives for smaller interventions, seminar offerings, etc.) Provides opportunities for flexible scheduling to meet student needs (longer year, scheduling for working students in high schools, credit recovery opportunities, etc.) Schools may opt to provide remediation via a more rigorous method (ie RTI period for all students in data-driven flexible groupings) that does not align with this guidance District Level Strategies Expand early childhood offerings PBIS PD/Support for teachers on standards/literacy integration Increase opportunities for ACT/SAT prep, AP/IB/Dual Enrollment Expand Blended and Virtual Learning opportunities Increase flexibility of credit recovery options for district-wide implementation Creation of the College and Career Academy	School Level Strategies 1. Schools may choose to reorganize their staffing models based on data, cluster vision, etc. 2. Schools (and the district) may recognize experience outside of the terms listed in this rule--examples would be practitioners working as teachers 3. Schools/clusters may designate a teacher mentor who does not meet the requirements as outlined in this rule as a means of disseminating best practices, leveraging a specific area of expertise on behalf of students 4. Enables schools to hire best-qualified staff for the roles needed. 5. Allows for flexibility in staffing allocations to ensure models meet student needs 6. Use of school funds to hire necessary personnel instead of state prescribed requirements 7. Increase PD (by school site or cluster) to train educators for signature programming 8. Adoption of PD (by school site or cluster) from external vendors to meet the needs specific to a cluster's vision and/or population 8. LSGT will interview and select final candidates for principal vacancies, to ensure candidate fit with community and school 9. LSGT may provide input on preferred qualifications for school personnel vacancies created for educational innovations 10. LSGTs will provide input on Leader Keys Standards 2 and 8 for Principal Annual Evaluations District Level Strategies 11. Revised recruitment and selection data systems 12. Teacher/leadership development and professional learning opportunities 13. Equity in compensation study 14. Career pathways and leadership development PD 15. Ensuring successful placement of high quality education professionals through contract reform 16. Strengths-based leadership training and coaching	School Level Strategies 1. Schools and clusters may choose to augment the performance management systems to reflect cluster/school-wide priorities as measurable benchmarks of teacher/leader performance 2. Schools/clusters may choose to provide intervention using a different method than that described in the guidance 3. Schools/clusters may allocate funds and resources to adopt/revise/replace current systems 5. Schools/clusters can customize social emotional learning programs and offerings at the school site 6. Schools and clusters may adjust length of school day, year, and/or summer programs to ensure logistics drive academic achievement District Level Strategies 7. System upgrade and integration for HR and finance 8. Strategic facilities and capital plan 9. Instructional infrastructure and technology plans 10. Strategic budgeting 11. Safe and secure learning environments 12. Central office right-sizing and restructuring 13. Removal of district barriers to student graduation and matriculation

5	Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenge being addressed.	<ul style="list-style-type: none"> Allows for school programming that reflects the needs of students and their communities Provides authentic means of engagement for stakeholders Facilitates collaboration and transparency across and within stakeholder groups Provides space for practitioners to make decisions that leverage their insight and expertise Increases communication and participation 	<ul style="list-style-type: none"> Enables schools to adopt staffing, programmatic, curricular innovations that meet the needs of their students Facilitates authentic engagement of the community to better leverage expertise and increase support Provides flexibility for schools/clusters to respond to the changing needs of students 	<ul style="list-style-type: none"> Provides the flexibility needed to respond to diverse staffing needs Enables schools to recruit, retain, and develop the talent they need Eliminates the bureaucracy that prevents timely retention of the talent needed 	<ul style="list-style-type: none"> Allows schools to allocate resources in the most high-leverage ways Eliminates waste of resources Affords transparency in decision-making about spending
6	Although you will be granted a broad flexibility waiver if you are granted a charter, please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action (listed in #4 above).	<p>160-4-2-.33 Values and Character Education</p> <p>16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval; O.C.G.A. 20-2-201(c)</p> <p>O.C.G.A. Section 20-2-85 - Establishment of school councils</p> <p>O.C.G.A. Section 20-2-86 - Requirements of school councils</p>	<p>SBOE 160-5-1-.02 School Day and School Year for Students and Employees; 160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects); O.C.G.A. § 20-2-151(b); O.C.G.A. § 20-2-168; § 20-2-290;</p> <p>160-5-1.29 Minimum Direct Classroom Expenditure; 160-5-1-.08 Class Size; § 20-2-182; Class size; § 20-2-168; § 20-2-184.1; § 20-2-167; § 20-2-171.</p> <p>16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval; O.C.G.A. 20-2-201(c)</p> <p>160-4-3-.14 Work Based Learning Programs 2(a); Georgia Work-based Learning Manual (criteria for student placement)</p> <p>160-5-1-.02 School Day and School Year for Students and Employees; O.C.G.A. § 20-2-151(b); § 20-2-168;</p> <p>160-4-8-.05 Guidance Counselors</p> <p>160-4-2-.20 Course Descriptions (post 2008); 160-4-2-.02; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects)</p> <p>160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects).</p> <p>160- 4-4-.10(k); O.G.C.A. 20-2-1010; 20-2-1012; 20-2-1015</p> <p>160-5-1-.08 Class Size; O.C.G.A. 20-2-182 (i) Class Size</p> <p>O.C.G.A. 20-2-184.1 Funding for Additional Days of Instruction; § 20-2-168</p> <p>160-4-5-.01 Remedial Education</p> <p>160-5-1-.02 School Day and School Year for Students and Employees; O.C.G.A. § 20-2-151(b); § 20-2-168;</p> <p>160-4-2-.20 Course Descriptions (post 2008); 160-4-2-.02; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects); 160-4-3-.14 Work Based Learning Programs 2(a); Georgia Work-based Learning Manual (criteria for student placement)</p> <p>160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years</p> <p>160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years; § 20-2-184.1 § 20-2-168</p> <p>SBOE 160-5-1-.02 School Day and School Year for Students</p>	<p>Personnel Required: 160-5-1-.22; § 20-2-290; § 20-2-167</p> <p>160-5-2-05 Experience for Salary Purposes; § 20-2-167; 20-2-212, 20-2-212.1, 20-2-212.2</p> <p>160-3-3-.07 Mentor Teacher Program</p> <p>G.A. 20-2-200, Certification Requirement of Hired Professionals</p> <p>O.C.G.A. 20-2-182, O.C.G.A. 20-2-184, O.C.G.A. 20-2-185, O.C.G.A. 20-2-186; § 20-2-167</p> <p>Personnel Required: 160-5-1-.22; § 20-2-167</p> <p>160-5-1-.02 School Day and School Year for Students and Employees; O.C.G.A. § 20-2-151(b); § 20-2-168;</p> <p>16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval; O.C.G.A. 20-2-201(c)</p> <p>160-5-1.29 Minimum Direct Classroom Expenditure; § 20-2-171. Decreasing burdens on principals and central office staff in hiring by streamlining HR system support to increase efficiency</p> <p>160-5-1.29 Minimum Direct Classroom Expenditure; 16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval; O.C.G.A. 20-2-201(c); § 20-2-171. O.C.G.A. 20-2-201(c); 16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval</p> <p>§ 20-2-211</p> <p>160-5-1.29 Minimum Direct Classroom Expenditure; 20-2-167; § 20-2-171.</p>	<p>160-5-1-.37 Teacher and Leader Evaluations</p> <p>160-4-2-.17 Early Intervention Program</p> <p>160-5-1.29 Minimum Direct Classroom Expenditure; 160-5-1-.08 Class Size; § 20-2-182; Class size; § 20-2-168; § 20-2-184.1; § 20-2-167; § 20-2-171.</p> <p>SBOE 160-5-1-.02 School Day and School Year for Students and Employees; 160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects); O.C.G.A. § 20-2-151(b); O.C.G.A. § 20-2-168; § 20-2-290;</p> <p>160-5-1.29 Minimum Direct Classroom Expenditure; 20-2-167; § 20-2-171. Aligning district goals with district resources; increasing efficient use of APS holdings</p> <p>160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects). Creation of Grade 8.5; Revision of district policies and processes for middle school to high school matriculation</p>

			<p>and Employees; 160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects); O.C.G.A. § 20-2-151(b); O.C.G.A. § 20-2-168; § 20-2-290;</p> <p>160-5-1.29 Minimum Direct Classroom Expenditure; 160-5-1-.08 Class Size; § 20-2-182; Class size; § 20-2-168; § 20-2-184.1; § 20-2-167; § 20-2-171.</p> <p>16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval; O.C.G.A. 20-2-201(c)</p> <p>160-4-3-.14 Work Based Learning Programs 2(a); Georgia Work-based Learning Manual (criteria for student placement)</p> <p>160-5-1-.02 School Day and School Year for Students and Employees; O.C.G.A. § 20-2-151(b); § 20-2-168;</p> <p>160-4-8-.05 Guidance Counselors</p> <p>160-4-2-.20 Course Descriptions (post 2008); 160-4-2-.02;</p> <p>160-4-2-.03 (as it relates to methods of delivery of certain funded subjects)</p> <p>160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects).</p> <p>160- 4-4-.10(k); O.G.C.A. 20-2-1010; 20-2-1012; 20-2-1015</p> <p>160-5-1-.08 Class Size; O.C.G.A. 20-2-182 (i) Class Size</p> <p>O.C.G.A. 20-2-184.1 Funding for Additional Days of Instruction; § 20-2-168</p> <p>160-4-5-.01 Remedial Education</p> <p>160-5-1-.02 School Day and School Year for Students and Employees; O.C.G.A. § 20-2-151(b); § 20-2-168;</p> <p>160-4-2-.20 Course Descriptions (post 2008); 160-4-2-.02;</p> <p>160-4-2-.03 (as it relates to methods of delivery of certain funded subjects); 160-4-3-.14 Work Based Learning Programs 2(a); Georgia Work-based Learning Manual (criteria for student placement)</p> <p>160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years</p> <p>160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years; § 20-2-184.1 § 20-2-168</p>		
7	Indicate the timeline for implementation of each specific action (listed in #4 above).	<p>1. Cluster signature programs: planning year</p> <p>2. LSGTs: year 1</p> <p>3. Strategic planning: application-planning year</p> <p>4. School-specific strategies: developed starting in year 1</p> <p>5. PBIS and StrengthsFinder trainings: application year (ongoing)</p>	<p>1. Cluster signature programs: planning year</p> <p>2. Increased discretionary funding for wraparound services: planning year</p> <p>3. LSGTs: year 1</p> <p>4. College and Career Academy: year 1</p> <p>5. School-specific strategies: developed starting in year 1</p>	<p>1. LSGTs will provide input on personnel decisions: year 1</p> <p>2. Waivers used for staff: year 1</p> <p>3. Revised recruitment and hiring systems: application year (ongoing)</p> <p>4. Strengths-based coaching: application year (ongoing)</p>	<p>1. LSGTs will provide input on systems: year 1</p> <p>2. LSGTs will support principals in strategic budgeting: year 1</p> <p>3. Increased discretionary funding to schools: planning year</p> <p>4. Central office right-sizing: application year (ongoing)</p> <p>5. Systems updates and integration: application year (ongoing)</p> <p>6. Facilities planning and capital plan: planning year</p>
8	Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.	All actions listed above are innovations for APS.	All actions listed above are innovations for APS.	All actions listed above are innovations for APS.	All actions listed above are innovations for APS.

SOLUTIONS AND INNOVATIONS								
	Challenge #1		Challenge #2		Challenge #3		Challenge #4	
	<i>The district does not have the trust or engagement of stakeholders necessary to achieve the mission.</i>		<i>All students are not on a predictive path to college and career readiness.</i>		<i>The talent management systems need to be revised to recruit, retain, and develop the talent needed (across all levels of the organization) to achieve the mission.</i>		<i>Current systems are not driving achievement of the academic vision.</i>	
Possible School Level Strategies	School Level Strategies	Waivers/Innovations/Charter System	School Level Strategies	Waivers/Innovations/Charter System	School Level Strategies	Waivers/Innovations/Charter System	School Level Strategies	Waivers/Innovations/Charter System
	Schools/clusters may elect to develop or implement character education programming and initiatives that are not in alignment with this guidance	160-4-2-.33 Values and Character Education	Reorganization of coursework to align to a particular paradigm (IB, STEAM, career academies, etc.)	SBOE 160-5-1-.02 School Day and School Year for Students and Employees; 160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects); O.C.G.A. § 20-2-151(b); O.C.G.A. § 20-2-168; § 20-2-290;	Schools may choose to reorganize their staffing models based on data, cluster vision, etc.	Personnel Required: 160-5-1-.22; § 20-2-290; § 20-2-167	Schools and clusters may choose to augment the performance management systems to reflect cluster/school-wide priorities as measurable benchmarks of teacher/leader performance	Addition to 160-5-1-.37 Teacher and Leader Evaluations
	LSGTs may develop parent and community engagement plans	Increasing meaningful engagement with diverse families and communities	Allocation of resources to afford wrap-around (psych/socio/emotional) services, increased instructional support (instructional coaches, coordinators), etc.	160-5-1.29 Minimum Direct Classroom Expenditure; 160-5-1-.08 Class Size; § 20-2-182; Class size; § 20-2-168; § 20-2-184.1; § 20-2-167; § 20-2-171.	Schools (and the district) may recognize experience outside of the terms listed in this rule--examples would be practitioners working as teachers	160-5-2-05 Experience for Salary Purposes; § 20-2-167; 20-2-212, 20-2-212.1, 20-2-212.2	Schools/clusters may choose to provide intervention using a different method than that described in the guidance	160-4-2-.17 Early Intervention Program
	Schools and clusters will utilize community input to create strategic visions and plans	Increasing meaningful engagement with diverse families and communities; increase partnerships with APS businesses	Adoption of PD (by school site or cluster) from external vendors to meet the needs specific to a cluster's vision and/or population	16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval; O.C.G.A. 20-2-201(c)	Schools/clusters may designate a teacher mentor who does not meet the requirements as outlined in this rule as a means of disseminating best practices, leveraging a specific area of expertise on behalf of students	160-3-3-.07 Mentor Teacher Program	Schools/clusters may allocate funds and resources to adopt/revise/replace current systems	160-5-1.29 Minimum Direct Classroom Expenditure; 160-5-1-.08 Class Size; § 20-2-182; Class size; § 20-2-168; § 20-2-184.1; § 20-2-167; § 20-2-171.

	Schools may adopt PD to increase cultural sensitivity and diversity training	16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval; O.C.G.A. 20-2-201(c)	Expand internship and career placement opportunities for students	160-4-3-.14 Work Based Learning Programs 2(a); Georgia Work-based Learning Manual (criteria for student placement)	Enables schools to hire best-qualified staff for the roles needed.	G.A. 20-2-200, Certification Requirement of Hired Professionals	Schools/clusters can customize social emotional learning programs and offerings at the school site	Increasing decision-making authority to school level through charter system
	Schools/clusters can customize social emotional learning programs and offerings at the school site	Increasing decision-making authority to school level through charter system	Increase PD (by school site or cluster) to train educators for signature programming	160-5-1-.02 School Day and School Year for Students and Employees; O.C.G.A. § 20-2-151(b); § 20-2-168;	Allows for flexibility in staffing allocations to ensure models meet student needs	O.C.G.A. 20-2-182, O.C.G.A. 20-2-184, O.C.G.A. 20-2-185, O.C.G.A. 20-2-186; § 20-2-167	Schools and clusters may adjust length of school day, year, and/or summer programs to ensure logistics drive academic achievement	SBOE 160-5-1-.02 School Day and School Year for Students and Employees; 160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects); O.C.G.A. § 20-2-151(b); O.C.G.A. § 20-2-168; § 20-2-290;
	Schools/clusters may pursue partnerships with local businesses to increase opportunities for student learning, internships, mentorship, and support	Increasing meaningful engagement with diverse families and communities; increase partnerships with APS businesses	Revisioning of counselors' role in student support to more effectively meet student needs (push-in cultural support in classrooms, for example)	160-4-8-.05 Guidance Counselors	Use of school funds to hire necessary personnel instead of state prescribed requirements	Personnel Required: 160-5-1-.22; § 20-2-167		
	Schools/clusters may take and consider data related to student perceptions of school climate, safety, and culture	Improving student experiences at school	Schools/clusters may opt to create coursework for student credit that does not align to this guidance--especially in those clusters with career pathways or specialized curricula	160-4-2-.20 Course Descriptions (post 2008); 160-4-2-.02; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects)	Increase PD (by school site or cluster) to train educators for signature programming	160-5-1-.02 School Day and School Year for Students and Employees; O.C.G.A. § 20-2-151(b); § 20-2-168;		
			Middle school programs may deviate from these guidelines in order to provide more rigorous or specialized programming	160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects).	Adoption of PD (by school site or cluster) from external vendors to meet the needs specific to a cluster's vision and/or population	16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval; O.C.G.A. 20-2-201(c)		
			Schools will have flexibility to select textbooks that best align with student needs and signature programming	160- 4-4-.10(k); O.G.C.A. 20-2-1010; 20-2-1012; 20-2-1015	LSGT will interview and select final candidates for principal vacancies, to ensure candidate fit with community and school	Increasing decision-making authority to school level through charter system		

			Allows for flexibility in class sizes to meet student needs and align with signature programs (could include larger electives for smaller interventions, seminar offerings, etc.)	160-5-1-.08 Class Size; O.C.G.A. 20-2-182 (i) Class Size	LSGT may provide input on preferred qualifications for school personnel vacancies created for educational innovations	Increasing decision-making authority to school level through charter system		
			Provides opportunities for flexible scheduling to meet student needs (longer year, scheduling for working students in high schools, credit recovery opportunities, etc.)	O.C.G.A. 20-2-184.1 Funding for Additional Days of Instruction; § 20-2-168	LSGTs will provide input on Leader Keys Standards 2 and 8 for Principal Annual Evaluations	Increasing decision-making authority to school level through charter system		
			Schools may opt to provide remediation via a more rigorous method (ie RTI period for all students in data-driven flexible groupings) that does not align with this guidance	160-4-5-.01 Remedial Education				
District Level Strategies (the Strategic Initiatives)	District Level Strategies	Waivers/ Innovations/ Charter System	District Level Strategies	Waivers/ Innovations/ Charter System	District Level Strategies	Waivers/ Innovations/ Charter System	District Level Strategies	Waivers/ Innovations/ Charter System
	Organization of LSGTs in lieu of LSCs to decentralize decision-making and provide for authentic community engagement	O.C.G.A. Section 20-2-85 - Establishment of school councils O.C.G.A. Section 20-2-86 - Requirements of school councils	Expand early childhood offerings	Revision of district policies and internal processes for PreK programs; harness additional PreK partnerships to benefit children	Revised recruitment and selection data systems	160-5-1.29 Minimum Direct Classroom Expenditure; § 20-2-171. Decreasing burdens on principals and central office staff in hiring by streamlining HR system support to increase efficiency	System upgrade and integration for HR and finance	Improving efficiency; streamlining central office functionality to increase decision-making at school site level
	Ethical programming and practices	Development of the APS Ethics Committee; Commitment to Ethics and Transparency in district and school operations	PBIS	Increase district commitment to partnerships to support social emotional learning for students and educators	Teacher/leadership development and professional learning opportunities	160-5-1.29 Minimum Direct Classroom Expenditure; 16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval; O.C.G.A. 20-2-201(c); § 20-2-171.	Strategic facilities and capital plan	Aligning district goals with district resources; increasing efficient use of APS holdings
	Organization of the Office for Partnerships and Development	Increasing meaningful engagement with diverse families and communities; increase partnerships with APS businesses	PD/Support for teachers on standards/literacy integration	160-5-1-.02 School Day and School Year for Students and Employees; O.C.G.A. § 20-2-151(b); § 20-2-168;	Equity in compensation study	Increased focus on aligning teacher compensation in APS to promote retention of highly qualified education professionals	Instructional infrastructure and technology plans	Making APS a high-tech learning environment; increasing school capacity for blended learning opportunities

	Organization of cluster and district level advisory bodies to increase community engagement and feedback into district operations	Increasing meaningful engagement with diverse families and communities; increase partnerships with APS businesses	Increase opportunities for ACT/SAT prep, AP/IB/Dual Enrollment	160-4-2-.20 Course Descriptions (post 2008); 160-4-2-.02; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects); 160-4-3-.14 Work Based Learning Programs 2(a); Georgia Work-based Learning Manual (criteria for student placement)	Career pathways and leadership development PD	O.C.G.A. 20-2-201(c); 16--3-3-.04 Professional Learning and 160-3-3.10 PLU Program Approval	Strategic budgeting	160-5-1.29 Minimum Direct Classroom Expenditure; 20-2-167; § 20-2-171. Aligning district goals with district resources; increasing efficient use of APS holdings
	Increase partnerships with healthcare providers to pilot social emotional learning and mental health wraparound services for students and families in schools	Increasing meaningful engagement with diverse families and communities; increase partnerships with APS businesses	Expand Blended and Virtual Learning opportunities	160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years	Ensuring successful placement of high quality education professionals through contract reform	§ 20-2-211	Safe and secure learning environments	Increasing district focus on social emotional learning and restorative justice
	Implementation of No Place for Hate anti-bullying program, customizable at school-site levels	Improving student experiences at school	Increase flexibility of credit recovery options for district-wide implementation	160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years; § 20-2-184.1 § 20-2-168	Strengths-based leadership training and coaching	160-5-1.29 Minimum Direct Classroom Expenditure; 20-2-167; § 20-2-171.	Central office right-sizing and restructuring	Improving efficiency; streamlining central office functionality to increase decision-making at school site level
			Creation of the College and Career Academy	Innovation of the charter system to leverage Atlanta Tech as a partner with APS			Removal of district barriers to student graduation and matriculation	160-4-2-.05 Middle School Program Criteria; 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects). Creation of Grade 8.5; Revision of district policies and processes for middle school to high school matriculation