COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

School Name: **Perry Career Academy**	**District Name:** **Clayton County Public Schools**
Principal Name: Dr. Terry Young	**School Year:** 2023-2024

School Mailing Address: 137 Spring Street, Jonesboro, GA 30236

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District Title I Director Name: Katrina Thompson

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ESSA ACCOUNTABILITY STATUS—Check only if applicable.

Comprehensive Support ☒	Targeted Support ☐	Promise School ☐

BUDGET MODEL – Check all that apply.

Title I, Part A Budget ☐	**Title I School Improvement Grant (SIG)** ☐
L4GA Budget ☐	

SIGNATURES AND REVISION DATE

Principal's Signature:	**Date:**
Title I Director's Signature:	**Date:**
Assistant Superintendent's Signature:	**Date:**
TLSI Deputy Superintendent's Signature:	**Date:**

Revision Date:	**Revision Date:**	**Revision Date:**

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CSIP Planning Committee:

The Principal attests that at least one committee meeting was held with a variety of stakeholders to work collaboratively throughout the plan's development. The following stakeholders collaborated on this CSIP. Agendas and sign-in sheets for all planning meetings must be submitted with the Comprehensive School Improvement Plan.

NAME	POSITION/ROLE
Dr. Terry Young	Principal
Dr. Wayne Clayton	Assistant Principal
Dr. Cynthia Freeman-Smalls	Assistant Principal
Dr. Camela Johnson	Lead Counselor
Rosalind McGill	Counselor
Natalie Shipp	Counselor
Lindsey McDaniel	Counselor
Victoria Tinsley	ELA Department Chair
Sean Berry	Social Studies Department Chair
Kelly Salley	Science Department Chair
Byron Brown	Math Department Chair
Joi Bynum	CTAE Department Chair
Cynthia Walker-Perry	DES Chair
Jordan Whitfield	Media Specialist
Marquita Torres	World Language Department Chair
Tammy Saunders-Jackson	ESOL Teacher
Paula Gant	Registrar
Dr. Trudy Willis-Jones	Teacher Leader
Jennifer Walker	Attendance Secretary
Dr. Carolyn Marshall	Social Worker
Elizbeth Ferguson	Graduation Coach

Anthony Grant	Graduation Coach

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Data:

Include student achievement data charts/graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (MAP, Access Reports, EOC, Milestones).

Despite the diversity in our student population – which includes different races, ethnicities, abilities, disabilities, languages, socio-economic statuses, housing conditions, and genders – our enrollment procedures remain the same for all. We do, however, utilize these demographic labels to pinpoint the unique support our students might require. For example, when a student is identified as homeless, we work with our School Social Worker to collaborate with the district's Homeless Education Coordinator, who then initiates district procedures that result in support for the students and their parents, which often encompasses the provision of school supplies.

Looking at the End-of-Course (EOC) exam data across two consecutive years, 2020-2021 and 2021-2022, we can observe trends and changes in student proficiency across four core subjects: American Literature and Composition, Biology, United States History, and Algebra I. Analyzing the data from our Statewide Longitudinal Data System (SLDS), it's clear that our students encounter difficulties passing the Georgia Milestones Assessment System (GMAS) End-of-Course (EOC) tests. We observe low proficiency rates and substandard Lexile scores among our students. However, this is not unexpected. The students we serve have previously faced academic and social challenges in traditional high school environments.

Our GMAS EOC results from Spring 2022 and 2021, illustrated in Figures 1 and 2, reveal that the majority of our students are performing below grade-level proficiency on these assessments. This trend is consistent with EOC data from previous years. Our challenge, therefore, is to find ways to improve these outcomes and better serve the unique needs of our diverse student population.
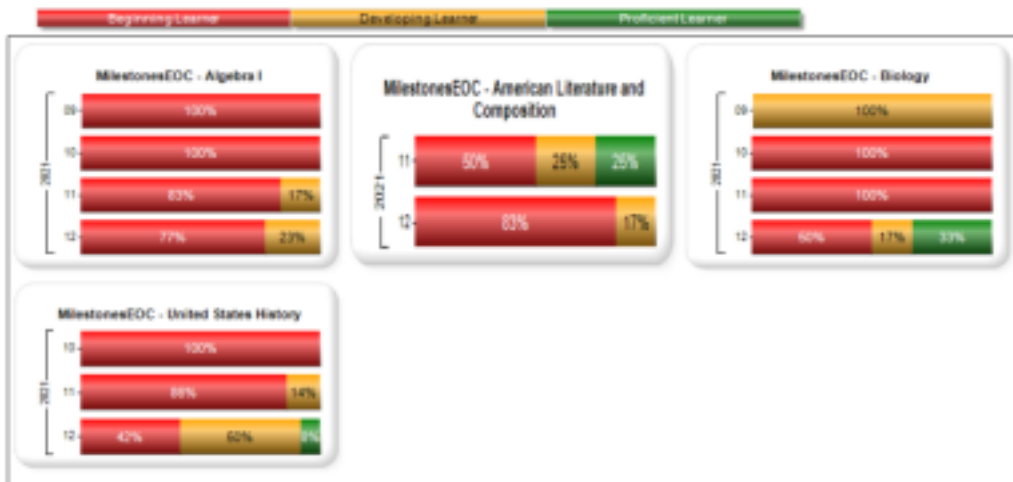
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Figure 1: *Spring 2022 GMAS EOC Results (Main)*

Figure 2 : *Spring 2021 GMAS EOC Results (Main)*

In American Literature and Composition, we see a significant shift in the learner profiles. In the

2020-2021 academic year, the combined data show that 70% of students were Beginning Learners, 20% were Developing Learners, and 10% were Proficient Learners. This trend changed in the 2021-2022 academic year when the combined data indicated that 63.6% were Beginning Learners, 32.6% were Developing Learners, and 3.8% were Proficient Learners. While more students moved into the Developing Learner category, fewer reached the Proficient Learner level in 2021-2022 compared to the previous year.

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In Biology, the most significant growth was observed in the Proficient Learner category. In the 2020-2021 academic year, 18.2% of the students were Proficient Learners. This number remained unchanged in the 2021-2022 school year. It's important to highlight that the proportion of Beginning Learners in the academic year 2020-2021 stood at 63.6%. This figure saw a substantial increase to 79.8% in the following academic year, 2021-2022. This suggests more students might be grasping complex biological concepts overall, although a substantial number remain at the Beginning Learning level. It should be noted that we have two main enrollment periods in August and January, which can affect our data, potentially causing skewness and significantly impacting the overall results.

When we turn to United States History, the combined data show a slight decrease in Proficient Learners from 4.5% in 2020-2021 to 2.4% in 2021-2022. However, there was an increase in Developing Learners from 23.0% to 31.8%, indicating a progression in student learning. The percentage of Beginning Learners remained somewhat constant across the two years.

Finally, in Algebra I, there was a substantial increase in Beginning Learners from 82.6% in 2020-2021 to 87.5% in 2021-2022. However, the proportion of Developing Learners remained unchanged at 17.4% across both years. This suggests that while more students might be starting to grasp basic algebraic concepts, the progression into the Developing Learner category seems to have stagnated.

Overall, comparing data sets, we notice some advancements in student learning, particularly in the Developing Learners category across all subjects. However, reaching the Proficient Learner level appears to remain a challenge in all disciplines, suggesting a need for more targeted, personalized, and perhaps innovative teaching strategies to guide students beyond understanding and towards mastery.

Summary of Subgroup Data - GMAS EOC Spring 2022 (Main) see Figures 1 and 2

At Perry Career Academy, our examination of the 2022 GMAS End-of-Course (EOC) subgroup data presents a comprehensive view of student proficiency across different courses and demographic groups. By studying these insights, we can better address student needs and strategize effective pedagogical interventions.

Beginning with the American Literature and Composition course, the data reveals varying levels of proficiency. The majority of regular students (61%) were identified as Beginning Learners, underscoring a need for enhanced support and instructional strategies. Notably, English Learners and students with specific learning disabilities showed an even higher percentage of Beginning Learners, at 91% and 100%, respectively. This finding signifies that these students may require

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more specialized, tailored educational support. Interestingly, gender and ethnicity played substantial roles in student proficiency. Males lagged behind females, and certain ethnic groups, specifically Black, Non-Hispanic, and Hispanic students, exhibited a higher percentage of Beginning Learners, hinting at potential achievement gaps.

Our analysis of the Algebra I EOC data similarly shows a significant number of students categorized as Beginning Learners. In particular, English Learners, and students with specific learning disabilities demonstrate a profound need for targeted interventions. A gender divide is apparent, with females struggling more than their male counterparts. Additionally, among the racial and ethnic groups, Black, Non-Hispanic, and Hispanic students displayed a high percentage of Beginning Learners. These patterns underscore the need for targeted interventions and differentiated instruction to elevate student proficiency.

In terms of Biology proficiency, the majority of students across demographic groups struggle. Special Education students, in particular, presented significant challenges, with all students falling into the Beginning Learner category. The data also revealed some differences based on gender, with females slightly outperforming males, though both groups saw a high percentage of Beginning Learners. A common thread of struggle across different ethnicities was observed, signaling a collective challenge in mastering the complexities of Biology.

A similar story unfolded in the United States History course. The journey appears uphill for most students, with the majority at the Beginning Learner level. The challenges faced by English Learners and Special Education Students were significant, indicating that specialized support might be beneficial. When we delved deeper into various conditions within the Special Education group, performances varied, with students with Specific Learning Disabilities and Traumatic Brain Injury falling into the Beginning Learner stage. A slight gender difference was noted, with females ahead of males, yet both groups had a majority of Beginning Learners.

Similar to Biology, ethnic disparities were not substantial, but a majority of students from all ethnicities were classified as Beginning Learners.

In summary, the data across all EOC courses at Perry Career Academy reflects a need for targeted instructional strategies and additional support services. Regular program students, English Learners, and students with specific learning disabilities all exhibit the need for enhanced learning support. While there are some gender and ethnic disparities, the overarching narrative is that of an uphill journey for all students, irrespective of their backgrounds or the courses they're enrolled in. These insights serve as a critical foundation for developing interventions and strategies that are responsive to our student's diverse needs and challenges.

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Examining the Lexile scores further (see Figure 3), we find that our students' reading proficiency challenges are widespread and persistent across all grade levels. In the 9th grade, a staggering 82% of students are reading below the benchmark of 1050 Lexile. In the 10th grade, this figure is slightly better but still concerning, with 76% of students reading below the 1080 Lexile mark. The struggle continues in the 11th grade where 77% of students score below 1185, and in the 12th grade, the percentage drops slightly, but 62% of students still read below the 1185 Lexile threshold.

Figure 3: *2022-2023 Lexile Scores for 9th through 12th Grade Student from SLDS*
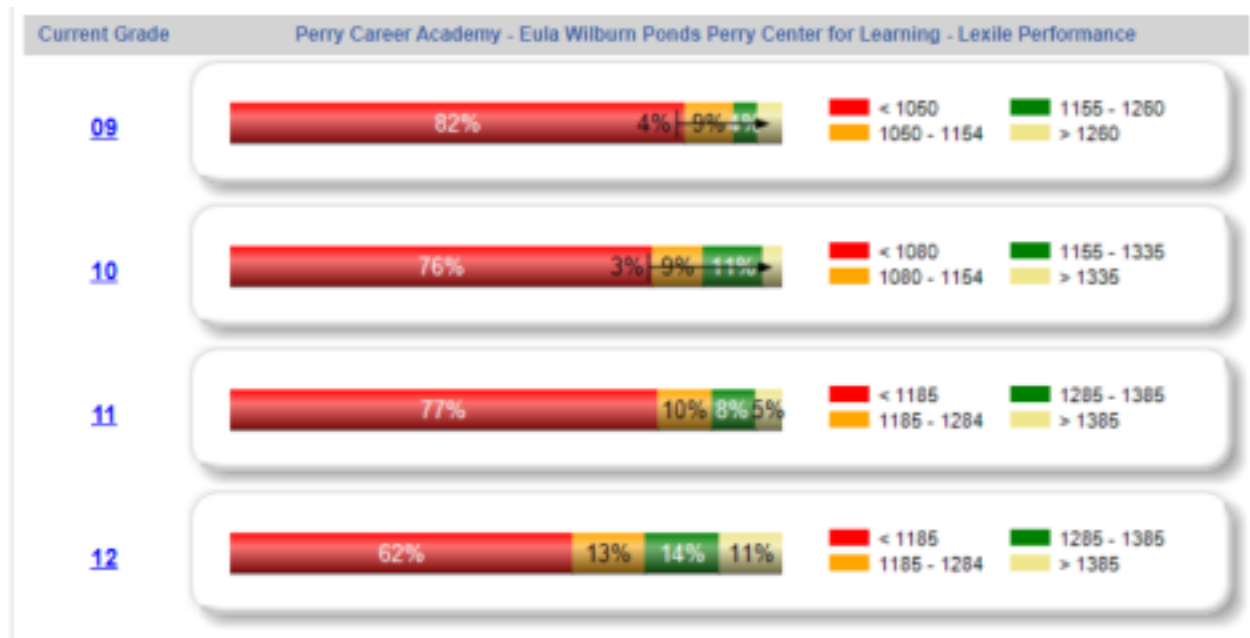
When we compile the Lexile data across all grade levels, it reveals an overarching reading

proficiency challenge. Overall, approximately 74% of our students across all grades are reading below their respective grade-level benchmarks. This reinforces our earlier observations and underscores the urgent need for targeted instructional strategies and enhanced support services. Together with our previous insights, this data further highlights the uphill battle our students face in their academic journey. Understanding our students' diverse challenges is imperative, emphasizing the need to develop and implement interventions and strategies that align with their unique learning needs. Recognizing this, the Perry Career Academy has taken steps to foster a conducive learning environment for English Language Learner (ELL) students.

With these adaptive strategies in place, the ELL students have shown a significant progression in their language skills from the 9th to the 12th grade during the academic year of 2021-2022 (see Figure 4).

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Figure 4: *ACCESS Spring Main 2022 from SLDS*

As a testament to these efforts, their growth and improvement have been documented across various language competencies, indicating the positive impact of tailored educational

approaches. Beginning their journey at the 'Entering' level in all areas, the students demonstrated gradual development across the years. By 12th grade, a significant percentage were seen 'Developing' in areas such as Reading (61.5%), Writing (61.5%), Speaking (30.8%), Oral skills (53.8%), Literacy (61.5%), and the Composite Proficiency Level (61.5%). A smaller but essential fraction of students even reached the 'Expanding' stage.

However, the data also highlighted variations in proficiency levels depending on the specific language skill. Areas like Comprehension and Listening showed a diverse range of proficiency across the grades. Notably, all 9th graders were already 'Reaching' in comprehension and listening skills. When considering all language skills and students across the grades, the overall proficiency reveals 5.7% 'Entering,' 14.3% 'Emerging,' a majority 65.7% 'Developing,' and 14.3% 'Expanding.' While the data suggests clear progression, the substantial percentage of
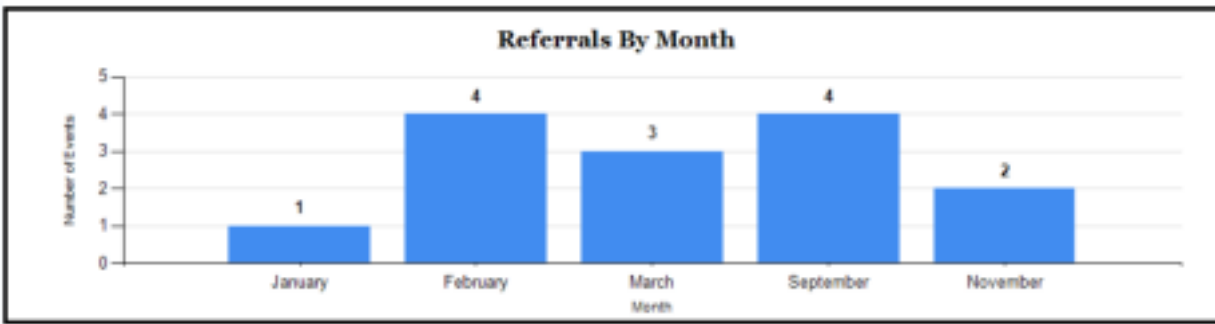
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students still in the 'Developing' stage by 12th grade indicate potential areas for further improvement in the Academy's curriculum or teaching methods.

At Perry Career Academy, the journey of growth and determination was further fortified through the implementation of Positive Behavioral Interventions and Supports (PBIS), as revealed by the discipline data spanning from January 2022 to September 2023 (see Figures 5 and 6). The initial low referral numbers underscored the need for targeted interventions, and PBIS provided the framework to instill a culture of discipline and positive behavior among the students.

Irrespective of their backgrounds or enrolled courses, all students benefited from the application of PBIS strategies, including regular program attendees, English Learners, and those with specific learning disabilities. As the school's administration and faculty adhered to the principles of PBIS, the data showcased a notable downturn in referrals over time, indicative of the positive impact on student behavior. The occasional fluctuations in referrals served as a gentle reminder of the need for consistent vigilance and ongoing commitment to PBIS implementation.

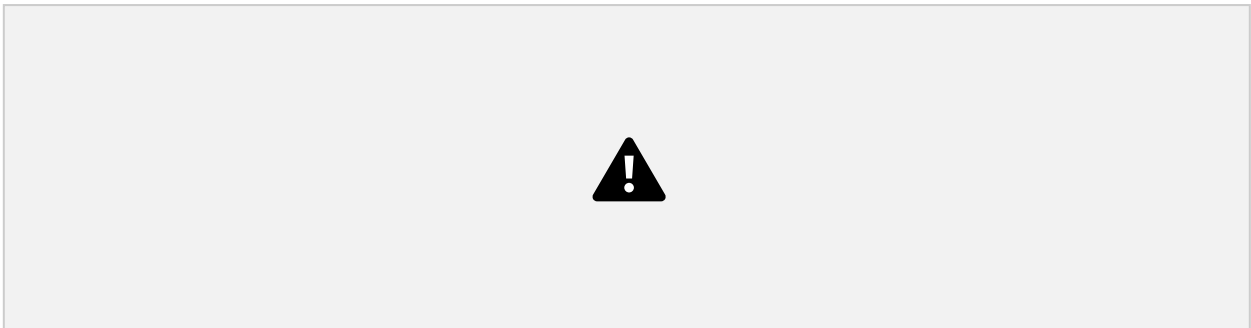**Figure 5:** *2022-2023 Big 7 Report*

Referrals By Month

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Figure 6: *2021-2022 Big 7 Report*

In addition to focusing on discipline and the implementation of PBIS, another critical aspect that significantly influenced student outcomes at Perry Career Academy was attendance (see Figures 7, 8, & 9). In the 2020-2021 school year, the school faced challenges. Although the Perry Career Academy was already providing students with an online virtual learning environment, the influence of the COVID-19 pandemic took on a different light. Despite having infrastructure in place for online learning, attendance in the 2020-2021 school year was challenged, with an overall average of 74.52%, and a particularly low rate of 60.79% for incoming 9th graders. The global crisis may have still affected attendance rates, as students and families faced various pandemic-related struggles such as mental health issues, economic instability, or a lack of a conducive learning environment at home.

In the subsequent school year, 2021-2022, there was a clear improvement. Overall attendance rose to 81.27%. However, the attendance in 9th grade still remained lower than desired, even though it improved slightly to 76.4%. By the most recent school year, 2022-2023, the situation had changed significantly. The overall attendance had increased to a strong average of 90.08%. Students in 12th grade had the highest attendance rate at 91.67%. In short, the attendance at Perry Career Academy High School improved significantly over the three years. But, the school

has continued to face challenges with the attendance of 9th grade students.

Figure 7: *Perry Career Academy 2022-2023 Average Daily Attendance*

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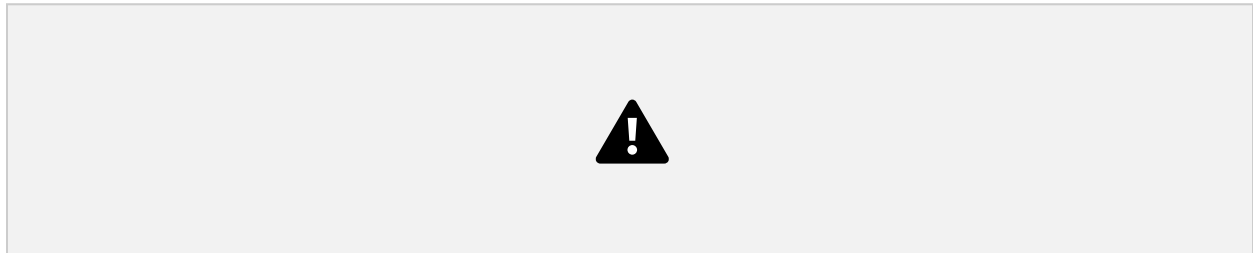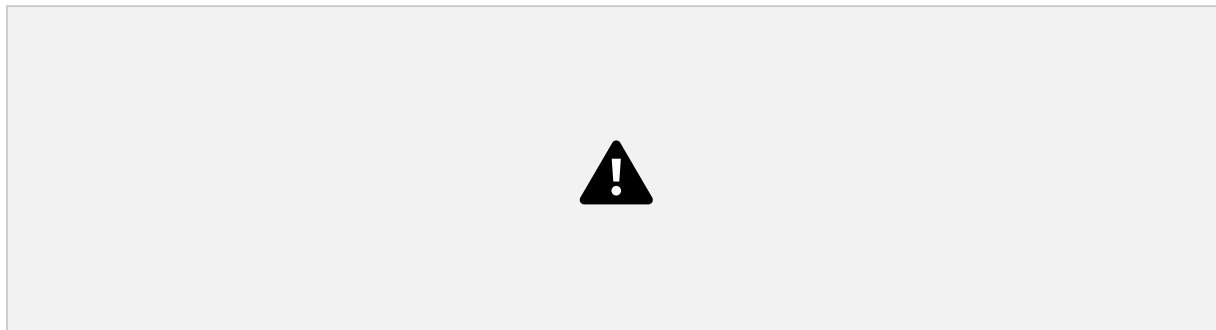**Figure 8:** *Perry Career Academy 2021-2022 Average Daily Attendance*

Figure 9: *Perry Career Academy 2020-2021 Average Daily Attendance*

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Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(1)(A)**

Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Comprehensive Schoolwide Improvement Plan.

Perry Career Academy is a diverse educational institution that caters to students across different age groups and backgrounds, housing five distinct programs. However, from 2018-2019, its Open Campus High School and Career Center transitioned from being educational programs to being recognized as a public high school. With this reclassification, PCA's ambition was acknowledged as a Title I schoolwide program for the high school component serving grades 9 through 12, while the remaining programs sustain their current formats.

PCA High School distinguishes itself through its online and individualized course instruction. Upon arrival at school, students engage with certified teachers serving both as facilitators and online instructors. This school's vision is to offer flexible educational opportunities that go beyond the conventional high school experience. These opportunities encompass a secondary school experience encouraging personal responsibility for educational outcomes, a second chance for high school dropouts to earn a diploma, assistance for full-time Clayton County high school students needing to retake courses, and an accelerated pace for fulfilling high school diploma requirements.

During the recent academic year, PCA's Comprehensive Needs Assessment (CNA) followed a systematic approach to understand our strengths and areas in need of enhancement. A CNA team consisting of school administrators and teachers was assembled. The team set measurable goals based on the progress of the previous year and identified new targets, such as increasing graduation rates, enhancing attendance at End-of-Course (EOC) Content live lessons and boot camps, and boosting the number of students achieving proficiency in American Literature, Biology, Algebra I, and U.S. History.

Since 2017, the creation of Clayton County Public Schools' 11th high school has been a collective effort of PCA staff and community stakeholders. School leaders, counselors, teachers, and support personnel have contributed significantly to identifying and addressing student needs, crafting support systems for at-risk learners, and shaping the instructional program suitable for this unique student population. The process also involved forming partnerships with

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community stakeholders to provide support extending beyond educational needs, thus underlining the academy's commitment to a tailored educational experience.

With our goals in place, we embarked on a robust data collection process. We gathered and scrutinized a broad range of data, from academic performance and attendance records to participation rates in EOC Content live lessons. The subsequent step involved a deep dive into data analysis. The team examined the gathered data to reveal trends, pinpoint areas of improvement, and thoroughly understand the needs of our school community. This analysis was instrumental in forming strategies to enhance our graduation rate, improve EOC live lesson attendance, and increase proficiency in key academic areas.

After comprehensive data analysis, we prioritized the school's needs. The team determined which areas would benefit most from additional resources and attention. This prioritization ensured that our efforts and resources were allocated efficiently and effectively. Armed with this knowledge, we developed an action plan. This plan detailed the strategies to be deployed, the resources required, the timelines for each action, and those responsible for each initiative. Each aspect of the plan was designed to address our identified goals.

Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing or are at-risk of failing. (ED, EL, Race, Migrant, Foster Care, SWD, Gifted)

An analysis of the specific needs of various student subgroups at Perry Career Academy paints a complex and compelling picture. The diverse student population at the academy includes Emotionally Disturbed (ED) students, English Learners (EL), various racial and ethnic groups, and Students With Disabilities (SWD).

Our Emotionally Disturbed (ED) students face significant challenges, particularly evident in their performance in United States history, where most are classified as Beginning Learners.

Their struggles extend beyond academics, likely linked to the emotional disturbances they grapple with. Thus, to improve their academic performance, our school needs to implement tailored mental health support services and accommodations that extend into the classroom.

English Learners (EL) represent another important subgroup at Perry Career Academy. Our analysis found these students grappling with significant difficulties across all subjects, most falling within the Beginning Learner category. This trend underscores the pressing need for expanded language support, potentially including enhanced English as a Second Language (ESL) programs. By bolstering our language instruction and introducing resources to facilitate language acquisition, we can support our EL students in improving their academic performance

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and overall school engagement.

Racial and ethnic disparities within our student population also surfaced in our review. Both Black, non-Hispanic, and Hispanic students were predominantly categorized as Beginning Learners across all subjects. This achievement gap calls for specific interventions designed to address the unique challenges faced by these students. Culturally responsive teaching strategies, bolstering family engagement, and implementing peer mentorship programs may prove effective in supporting these students and narrowing the achievement gap.

A critical subgroup needing targeted interventions is our Students With Disabilities (SWD). This group, particularly those with specific learning disabilities, tended towards the Beginning Learner category across all subjects. To elevate the academic performance of our SWD, we must employ more inclusive and adaptive teaching strategies. This approach includes creating additional resources, providing specialized instruction, and bolstering support mechanisms that cater to their unique learning needs.

Based on the CSIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.

Upon careful review of the student performance data at Perry Career Academy, the Continuous School Improvement Plan (CSIP) team identified several priority areas needing immediate attention. We discerned that these challenges stemmed from root causes that, if addressed, could help reshape the future trajectory of our student body's success.

One of our most pressing concerns is improving the proficiency of our English Language Learners (ELL). The data highlighted that these students consistently grapple with understanding and interpreting curriculum material across all subjects. This struggle appears to stem from limited language assistance and targeted academic support for these learners. The team concluded that the deficit in academic achievement for our ELL students could likely be attributed to insufficient scaffolding and differentiated learning strategies catering to their language learning needs.

Another significant area of focus is bridging the achievement gap for our Black, Non-Hispanic, and Hispanic students. The data suggested a stark disparity in academic outcomes between these racial groups and their peers. After a comprehensive discussion, the CSIP team postulated that this gap might be rooted in a lack of culturally responsive teaching practices and resources. We hypothesized that incorporating teaching methods acknowledging and integrating students' culture and life experiences into instruction could significantly improve their engagement and academic performance.

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Our attention was also drawn towards enhancing support for our Students With Disabilities (SWD), especially those with specific learning disabilities. Our SWD population demonstrated considerable struggles across all subjects, signaling a crucial need for individualized instruction and support. The team determined that the root cause of these struggles likely stemmed from a lack of specialized academic instruction and targeted learning support that addressed their unique learning styles and needs.

Finally, we recognized the need to address the academic struggles faced by students experiencing Emotional Disturbances (ED). Our ED students demonstrated a consistent pattern of academic difficulties, suggesting a necessity for an integrative approach that combines emotional support with academic instruction. The CSIP team identified that the possible root cause of these struggles might be the separation of emotional support from academic learning in our current practices.

In summary, Perry Career Academy's CSIP team, after an in-depth review of the student performance data, has prioritized the improvement of ELL proficiency, bridging the achievement gap for Black, Non-Hispanic, and Hispanic students, enhancing support for SWD, and addressing ED within our student body. We've identified the root causes of these issues as limited ELL support, lack of culturally responsive teaching, insufficient specialized instruction for SWD, and a disjointed approach toward supporting students with ED. As we progress, these insights will guide the development of targeted strategies and interventions to overcome these challenges.

The transition of the Perry Career Academy (PCA) high school from a program to a public high school has led to a considerable boost in student enrollment. This transformation has been marked by an impressive 166% rise in enrollment between the academic years 2016-2017 and 2017-2018, signifying the successful shift in its status. Following this leap, enrollment rates experienced variations due to several influencing factors. For instance, from the 2018-2019 to 2019-2020 academic years, there was a 21.06% increase in enrollment, slightly progressing by 3.41% between 2019-2020 and 2020-2021. Although we anticipate that the COVID-19 pandemic might have contributed to these numbers, the most recent data shows a positive trend. Between the 2020-2021 and 2021-2022 academic years, there has been a 15.18% increase in student enrollment (Refer to Table 1).

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Table 1: *Perry Career Academy Demographic Data*

PCA Demographic Data			
	2020-2021	2021-2022	2022-2023
ASIAN / PACIFIC ISLANDER	1.77%	1.37%	2.26%
AMERICAN INDIAN / ALASKAN NATIVE	0.09%	0.15%	0.21%
BLACK	69.37%	69.50%	68.58%
HISPANIC	24.10%	24.20%	25.56%
MULTI-RACIAL	2.29%	2.22%	1.43%
WHITE	2.38%	2.22%	1.95%
ECONOMICALLY DISADVANTAGED	49.70%	50.20%	49.95%

ENGLISH LEARNERS	4.85%	4.21%	4.72%
STUDENTS WITH DISABILITY	11.65%	7.12%	8.32%
T0TAL ENROLLMENT	1,133	1,305	974

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The PCA high school maintains specific criteria for student enrollment:

● Prospective students must be at least 16 years old by the date of enrollment. ● Students need to have earned at least five Carnegie units toward graduation from an accredited institution or program.
   ● A discussion must take place with their current high school counselor regarding their progress toward graduation, the anticipated graduation date, the feasibility of attending PCA, and the advantages and disadvantages of enrolling at PCA. Parental or guardian involvement and approval are mandatory for the student's application and enrollment.
● Residency in Clayton County is a prerequisite for attending the Perry Career Academy. ● For students with an Individualized Education Plan (IEP) or Limited English Proficiency (LEP) plan, approval from a district level coordinator is required before enrollment to ensure that necessary services for academic success will be provided.

Our students have not experienced success in a traditional high school setting. Regardless of a student's demographic e.g. race, ethnicity, ability, disability, spoken language, socio-economic status, home transition status, or gender, we follow the same enrollment procedures. We use these labels to help us identify specific supports we provide students. For example, if a student is identified as homeless, we code that information in our student information system, which then triggers an action for our social worker to work with the district's Homeless Education Coordinator. Then the Homeless Education Coordinator carries out district procedures that lead to providing support to the students and parents. This support might include providing the student and family with school supplies, clothing, transportation assistance, and resources for housing, medical care, and mental health services.

Using data from SLDS, we see that our students struggle with passing the state required end of course tests. These students tend to have low proficiency rates and low Lexile scores. This does not surprise us because we are serving students who were not experiencing academic and social success in the traditional high school setting. Our Spring 2022 and 2023 End-of-Course (EOC)

results show in Figures 1 and 2 that our students mostly demonstrate below-grade level proficiency on these assessments. EOC data from previous years show the same level of performance.

Our graduation rate for 2020-2021 was 34.5% which was an improvement from the previous school year. Recently, we increased the graduation rate for the 2021-2022 school year to 46.9%. Student data as shown in Figures 1 and 2: Georgia Milestones EOC Spring Main Administration

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2021-2023, Figure 3: 2022-2023 Lexile Scores for 9th through 12th grade. Student data from SLDS show that every group and subgroup of students are failing to meet academic achievement standards, which classifies our students as "At Risk." The student learning data reflect the nature of our student population. Many of our students are credit deficient and have often experienced multiple grade retention because they failed to meet Carnegie unit promotion requirements in their traditional setting. Our students also experience numerous behavioral challenges in the traditional school setting. Many students' discipline records are peppered with minor to severe discipline infractions that range from verbal reprimands to long-term suspensions. Additionally, our students' attendance at traditional high schools was low. Our students annually experience 10 or more days absent from school.

Knowing the challenges our students experienced, our school improvement team, which included school leaders, counselors, a social worker, teachers, and community partners, as well as district leaders, closely examined the school's data and sought to identify school, student, and staff needs. We clarified our challenges and identified key elements of our problems. We then discussed current and future practices that mitigated our challenges, which led to us conducting a close examination of root causes. After considering how best to improve student achievement for students who are already far behind, we have pinpointed several areas of potential improvement that could possibly result in improved student outcomes.

A. Listed below are our students' academic needs, which is based on EOC, ACCESS, course completion, and student outcomes.

- Language Arts: To achieve academic success, students require targeted support in certain key areas. Specifically, they need intensive assistance in reading at or above their grade level, acquiring and mastering age-appropriate vocabulary, and developing strong writing skills, including the ability to use English correctly.

- Graduation Coach: The Graduation Coach will evaluate the needs of each student and collaborate with the student, their parent, and their teacher to develop a comprehensive plan of assistance. This plan will identify strategies to overcome any barriers to graduation and ensure that each student can successfully complete all graduation requirements to graduate on time.

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- Mathematics: To excel academically, students require targeted support in tackling complex problem-solving tasks that involve functions, expressions, equations, statistics, probability, geometric figures, congruence and similarity, and measurement. Providing intensive assistance in these areas can help students develop the necessary skills to overcome academic challenges and succeed in their studies.

- Science: To achieve academic success in Science, students require targeted support in developing their understanding of various key concepts. Specifically, they need intensive assistance in areas such as classification and phylogeny, cellular genetics and heredity, the theory of evolution, cellular biology, ecology, atomic and nuclear theory of the periodic table, chemical reactions and properties of matter, energy, force, and motion, as well as waves, electricity, and magnetism. By providing intensive support in these areas, students can gain a solid foundation in scientific knowledge and develop the skills necessary to excel in their studies.

- Social Studies: To excel in the field of history, students require targeted support in developing their understanding of several key historical periods. Specifically, they need intensive assistance in understanding the colonization period through the Constitution, the establishment of a world power, industrialization, reform, and imperialism, the New Republic through Reconstruction, and post-World War II to the present. By providing intensive support in these areas, students can gain a solid foundation in historical knowledge and develop the skills necessary to excel in their studies.

- Extended Learning: At Perry Career Academy, we are committed to providing our students with the support and resources they need to succeed academically. To this end, we offer an after-school tutoring program that helps students improve their learning across all content areas. Additionally, our flexible scheduling allows students to earn

multiple credits within a single semester, which is particularly beneficial for those who are credit deficient and need to catch up to graduate on time. By providing these services, we aim to ensure that all of our students have the tools they need to succeed both in school and beyond.

- Co-Teaching/Inclusion: We are committed to providing all of our students with an inclusive and supportive learning environment, including those with disabilities. To this end, we have implemented a co-teaching classroom and inclusion setting where students with disabilities can participate alongside their peers. This allows us to address each student's areas of weakness and provide individualized differentiation and

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accommodations as needed, ensuring that all students have access to the support they require to thrive in the classroom.

B. Based on our students' academic failures and behavior records, it is clear that many of them require additional social-emotional support. To address this need, we are committed to providing our students with the tools and resources they need to develop strong self awareness and self-management skills. Additionally, we believe it is important for our students to improve their social awareness, relationship skills, and decision-making abilities. By providing this support, we aim to help our students build the foundation they need to succeed academically and in their personal lives.

C. We understand that our teachers are faced with heavy workloads, particularly given the student-teacher ratio of 1 to 180 for most of our students. This places significant demands on our teachers to be proficient in implementing online learning. Unfortunately, many of our teachers are struggling to manage both the online learning platform and the delivery and management of the online curriculum. We recognize that this is a challenge, and we are committed to providing our teachers with the support and resources they need to effectively manage their caseloads and provide the highest quality education to our students.

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Goals and Strategies: (Identify 3 to 4 SMART goals based on school needs.)

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i iii)(I-V)

   a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

   b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 1: By the end of the 2023-2024 school year, Perry Career Academy will increase the number of proficient learners on the Georgia Milestones Assessment by 8 percentage points through a 50% increase in student attendance at EOC content live lessons and EOC Boot Camps compared to the 2022-2023 attendance data. (American Literature from 6% to 14%, Algebra I from 0% to 8%, Biology from 2% to 10%, and U.S. History from 1% to 9%).

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Develop Targeted Strategies: After identifying barriers or challenges that might prevent student attendance at EOC sessions, the team will design and implement strategies targeted to address these obstacles and increase student attendance at EOC content live lessons and EOC Boot Camps.	**August 2-31:** Create attendance tracking Google Form and set up Remind & TalkingPoints Attendance Tracking Software and Communication Tools. **September 1-30:** Train staff; start communication with students and parents. **October 1-31:** Implement Academic Support, Flexible Scheduling,	Title I SIG Community in Schools Partners In Education	School Administrators School Counselors Teachers School Technology Specialist PCA Student Council Parent Liaison School Social Worker Community In Schools (CIS) Rep.

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	and Incentive Programs.		Student Engagement Specialists
	November 1-30: Launch Parent Engagement Programs and Staff Professional Development.		
	December 1-31: Monitor and adjust the plan based on feedback and data.		
	January 1-31: Continue monitoring, adjustments, and support.		
	February 1-28: Evaluate strategies and make modifications as needed.		
	March 1-31: Intensify individual support; continue evaluations and modifications.		
	April 1-30: Finalize strategy implementation; ensure all support for EOC sessions.		
	May 1-24: Conduct EOC sessions, monitor attendance, and provide last minute support.		

Provide Professional Development: Provide professional development opportunities focusing on Data-Driven Instruction for teachers. This	**August 2 - Aug 31, 2023**	Title I SIG	Academic Coach

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| training will equip them with skills to use student performance data to tailor instruction and improve learning outcomes effectively. | Identify training needs and goals. Select training materials and facilitators. **September 1 - September 30:**

 Arrange necessary software, hardware, and platforms. Secure funding and resources.

 October 1 - October 31:

 Schedule the training sessions. Distribute pre training materials to teachers.

 November 1 - December 31:

 Conduct initial training sessions. Begin classroom strategy implementation.

 January 1 - February 28:

 Continue strategy implementation. Conduct follow-up sessions and additional training if necessary.

 March 1 - April 30:

 Analyze initial outcomes. | | School Administrators

 Dept. Chairs

 District Training Specialists Teacher Leaders |

	Adjust strategies based on data and provide ongoing support. **May 1 - May 24:** Conduct a final assessment of the training program. Gather feedback from teachers and plan for future training.		

Maintain Regular Parental Communication: Keep parents and guardians informed about the importance of EOC content live lessons and Boot Camps, and encourage active involvement in supporting and motivating their children's participation. This ongoing communication fosters a supportive home-school partnership crucial for student success.	**August 2 - August 15:** Develop a communication plan and prepare educational materials. **August 16 - August 31:** Begin initial communication and distribute educational materials. **September 1 - September 30:** Implement regular communication and schedule first parent-teacher meetings. **October 1 - May 24:** Maintain regular communication, conduct parent teacher meetings,	Title I SIG School Funds Schoolwide Fundraisers Partners in Education	School Administrators School Counselors Teachers Parent Liaison Community in Schools (CIS) Rep. School Technology Specialist Spanish Teacher ESOL Teacher International Center

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	and adjust strategies as needed.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless

Implement resource accessibility, meal assistance, and support services to ensure equitable learning opportunities for economically disadvantaged students.	Offer additional support such as transportation assistance, mentoring programs, and social services to cater to the unique needs of foster and homeless students.
English Learners	**Students with Disability**
Provide targeted language instruction, cultural sensitivity training for teachers, and enhanced parental communication to foster an inclusive learning environment for English Learners.	Offer individualized instruction, a supportive learning environment, and comprehensive special education services to meet the unique needs of students with disabilities.
Gifted Learners	
Implement advanced curriculum, mentorship opportunities, and enrichment activities to cater to the intellectual abilities and interests of gifted learners. abilities and interests of gifted learners.	

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a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: By the end of the 2023-2024 school year, all staff members serving as mentors at Perry Career Academy will strive to achieve a 50% graduation rate among their student mentees. Through effective mentoring, diligent monitoring, and regular one-on-one communication, mentors will ensure that students follow their individualized graduation plans and meet all requirements for graduation, contributing to the overall school-wide graduation goal.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible

The team at Perry Career Academy will collaboratively create a structured mentoring and monitoring framework that outlines specific responsibilities and actions for all staff members serving as mentors.	**August 1, 2023 August 30th** Collaborative Team Meetings Mentoring Tool Training Communication logs Training IC training for digital communication input **September 1 - May 24, 2024** Mentor Training (New Teacher) Implementation Ongoing throughout the academic year.	Title I SIG	Administrators Lead Mentor Selected Department Chairperson School Technology Specialist CSIP Team Counseling Lead

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	Regular Progress Checks: Conduct progress checks at specified intervals, such as monthly or quarterly. **September 1 - May 24** Personalized Support: Ongoing throughout the academic year as needed for each student mentee.		

Collaborate with students to create personalized graduation plans that outline specific academic requirements, deadlines, and milestones needed for graduation.	**August 1, 2023 - August 30, 2023** Data Collection and Student Input:. **September 1 - May 24** Academic Advisor Meetings: Ongoing throughout the academic year. **August 1, 2023 - September 30, 2023** Graduation Plan Completion: Within the first semester. **September 1 - May 24** Monitoring and Updates: Regularly throughout the academic year.	Title I SIG School Funds	School Counselors Mentor Teachers EOPA Coordinator School Administrators Graduation Coaches
Implement a system for regularly monitoring students' academic progress, attendance, and completion of graduation plan milestones.	**August 1, 2023 - August 30, 2023** Monitoring Cohort Tool: Initial Data Collection: Start at	Title I SIG School Funds	School Administrators Mentor Teachers

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	the beginning of the academic year. **September 1 - May 24** Regular Data Updates: Ongoing throughout the academic year. Intervention Implementation: As soon as struggling students are identified.		School Counselors Attendance Secretary Graduation Coaches Student Engagement Specialists

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Bridge resource gaps by providing essential school supplies, nutrition solutions, and transportation, augmented with tutoring support and mentoring to foster academic progression.	Partner with social workers and counselors, creating a nurturing environment through trauma-informed practices, facilitating community resources access, and providing the extra academic and emotional support these students may need.
English Learners	**Students with Disability**
Amplify our English Language Learner (ELL) programs at Perry Career Academy, ensuring more intensive, small-group instruction, language immersion initiatives, and dedicated resources to foster language acquisition and academic success.	Intensify our focus on individualized education programs (IEPs), bringing specialized teaching support, modifying learning materials, and utilizing supportive technologies to facilitate their learning journey.
Gifted Learners	
Elevate learning opportunities with advanced courses, diverse extracurricular activities, and individualized projects to keep these learners challenged, fully engaged, and constantly advancing academically.	

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a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 3: By expanding the Positive Behavioral Interventions and Supports (PBIS) framework and enhancing the usage of the Re-ThinkEd curriculum to 60%, the Perry Career Academy aims to reduce the incidence of Office Discipline Referrals from home schools by 20% for the 2023-2024 school year, compared to the 2022-2023 school year. Progress will be measured through the Big 7 Reports and continuous assessment of the School Climate Score.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Initiate in-depth training sessions for all staff members on two key areas: the implementation of the Positive Behavioral Interventions and Supports (PBIS) framework and the application of the Re ThinkEd curriculum.	**August 2 - August 16, 2023:** Conduct Needs Assessment **August 17 - August 31, 2023:** Develop Comprehensive Training Plan **September 1 - September 15, 2023:** Prepare Training Materials **September 16 - September 22, 2023:** Skilled Facilitation Team **September 23 - October 20, 2023:** Schedule Training Sessions	District PBIS Team School Funds Partners in Education Title I SIG	School Administrators PBIS Coach PCA Data Team Dept. Chairs Attendance Secretary Lead Counselor ESOL Teacher Student Engagement Specialists

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Broaden the scope of the Positive Behavioral Interventions and Supports (PBIS) framework to encompass a wider range of situations, especially those commonly arising at students' home schools.	**August 2 - September 20, 2023:** Conduct Needs Assessment **September 21 - October 18, 2023:** Gather PBIS Training and Resources **October 19 - November 29, 2023:** Collaborate and Plan with Stakeholders **December 1 - February 1, 2024:** Conduct Professional Development Workshops **Ongoing Throughout the School Year**: Implement Data Collection Tools **Ongoing Throughout the School Year:** Establish Partnerships with Family Support Services	District PBIS Team School Funds Partners in Education	PBIS Team PBIS Coach School Administrators PCA Data Team Dept. Chairs Mentor Teacher Parent Liaison Student Engagement Specialists Community in Schools Rep.

| Integrate the Re-ThinkEd curriculum as a central component of our educational approach, aiming to achieve 60% usage | **August 2 - August 16, 2023:** Assess Re ThinkEd Curriculum Access and Technology Readiness

August 17 - September 15, 2023: Plan and Schedule Professional Development Workshops | | Student Engagement Specialists

Academic Coach

School Administrators

PCA Data Team

Student Engagement Specialists |

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| | **September 16 - October 13, 2023:** Conduct Professional Development Workshops for Teachers

October 14 - November   17, 2023: Appoint Curriculum Coordinators and Establish Support Systems

November 18 - December 15, 2023: Implement Data Collection Tools for Monitoring Usage | | Parent Liaison

Re-ThinkEd Program Representatives |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| **Economically Disadvantaged** | **Foster and Homeless** |

We will provide additional resources such as school supplies and learning materials, and ensure access to school meal programs. Additionally, after-school tutoring or mentoring programs will be established to support their academic achievement.	The school will collaborate with local community organizations to provide these students with necessary resources including transportation, counseling, and healthcare. We'll also ensure a stable school environment that offers emotional support and consistency.
English Learners	**Students with Disability**
Supplemental English language instruction will be provided, with a focus on both academic language proficiency and conversational skills. Additionally, teachers will receive training on strategies to support English Learners in the classroom.	Individualized Education Programs (IEPs) will be strengthened to ensure students are receiving appropriate accommodations. Additional support staff and resources will be allocated to these students, and professional development for teachers in inclusive practices will be provided.
Gifted Learners	
Advanced and enrichment programs will be introduced to challenge these students and further their learning. The school will also provide opportunities for project-based learning, academic competitions, and leadership development.	

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a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 4: By May 2024, we aim to enhance the overall student attendance rate to at least 93% for daily engagement on the Edgenuity platform and ensure a minimum of 75% of all enrolled students participate in at least 60% of the Live Content Sessions each semester. Moreover, we seek to ensure that at least 75% of our students engage with the Open Campus at least twice per week and attend Satellite Campuses four days per week. This progress will be systematically tracked through the PCA Content Lab Attendance Form and daily attendance sheets.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Enhance the student experience on the Edgenuity platform by implementing interactive and multimedia-driven engagement strategies, such as gamification and personalized content, to foster interest and attendance in Live Content Sessions	**August 2023-May 2024**	Title I SIG District STEM Funds Partners in Education	Teachers School Administrators Academic Coach EOC Courses Dept. Chairs Lead Counselor Counselors Student Engagement Specialists Parent Liaison Virtual Team
Conduct personalized outreach to students with low attendance records, including one	**August 2023-May 2024**	SIG	School Administrators

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on-one meetings, to understand barriers to attendance and develop tailored solutions to support their consistent engagement.		Title I School Funds Fundraisers Partners in Education	Counselors Mentor Teachers Attendance Secretary PCA Data Team

Implement an attendance incentive program that recognizes and rewards students who meet or exceed attendance goals, thereby promoting positive behavior and encouraging broader student participation in the learning process.	**August 2023:** Plan and design the attendance incentive program. **September 2023:** Communicate the program to students, parents, and teachers. **October 2023:** Launch the program and start tracking student attendance. **November 2023 - April 2024:** Recognize students meeting or exceeding attendance goals regularly. **May 2024:** Conduct a final assessment of the program's effectiveness and celebrate student achievements.	SIG School Funds Fundraisers Partners in Education	School Administrators Attendance Secretary Teachers PCA Data Team Student Engagement Specialist Parent Liaison PCA Student Council Partners in Education
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			

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Economically Disadvantaged	Foster and Homeless

Implement a financial assistance program that can help economically disadvantaged students access the necessary technology, transportation, and resources required for consistent engagement with the Edgenuity platform and Live Content Sessions.	Establish partnerships with local social service agencies to provide stable housing and resources for foster and homeless students while working on a tailored engagement plan to accommodate their unique circumstances.
English Learners	**Students with Disability**
Incorporate language support services into Live Content Sessions, including translation services and ESL-focused support personnel, to aid English learners in understanding and engaging with the content.	Provide necessary assistive technology and accommodations to students with disabilities to ensure equal access to the Edgenuity platform and Live Content Sessions and train staff on inclusivity and supportive practices.
Gifted Learners	
Develop advanced modules and enrichment activities within the Edgenuity platform to challenge gifted learners and keep them engaged. They also provide opportunities for peer mentorship and leadership roles in Live Content Sessions.	

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2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V) **c) 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:**
i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

In response to the unique challenges that our students face, Perry Career Academy is embracing a comprehensive, holistic approach to education. The underpinning belief driving our strategy is that each student is unique, and to be successful, our approach must be as diverse as our student body.

Our mental health strategy is central to this approach. We are enhancing our counseling services and mental health programs in recognition of the profound impact that emotional well-being has on academic performance. This will involve our professional school counselors providing a blend of one-to-one and group counseling sessions, addressing a wide range of student needs, including academic stress, personal problems, and broader socio-emotional challenges. Furthermore, we will leverage our relationships with local mental health agencies to provide more intensive support and treatment as required.

Recognizing that our students have varied learning needs and styles, we tailor our instructional methods to account for these differences. Our educators will employ differentiated instructional strategies across all content areas. Student's progress will be continuously monitored via formative assessments, allowing our educators to make data-driven decisions about instruction. For our students with disabilities, we will ensure they have the necessary accommodations to fully engage with the curriculum.

We believe mentoring can be a powerful tool for helping students overcome challenges. Consequently, we are implementing a comprehensive mentoring program whereby at-risk students are paired with a dedicated staff mentor. Through continuous guidance, emotional support, and serving as positive role models, mentors will encourage the academic and personal development of their mentees.

Outside of core academic subjects, we will focus on improving students' essential life skills. This will involve social-emotional learning programs to enhance students' communication, problem-solving, and emotional management skills, along with career and technical education programs designed to provide practical skills and valuable work experience.

Lastly, our strategy acknowledges the pivotal role that parents and the wider community play in student success. We will maintain regular communication with parents, ensuring they remain informed about their child's progress and how they can support their child's learning at home. Simultaneously, we will seek to foster partnerships with local businesses and organizations to provide real-world learning experiences and resources.

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ii) preparation for and awareness 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

At Perry Career Academy, we believe in providing our students with real-world experiences and hands-on learning opportunities that go beyond the classroom. To achieve this, we have actively sought partnerships with entities offering valuable experiences in various trades and industries.

One of our key partners is the local business community. Through these partnerships, our students can engage in work-based learning experiences, such as internships and job shadowing. By spending time in actual workplace settings, students can gain firsthand insight into different trades and industries, observe professionals in action, and understand the day-to-day operations of various businesses.

Trade associations and professional organizations also play a crucial role in our collaborative efforts. These entities provide our students with opportunities to attend workshops, seminars, and networking events. Through these interactions, students can connect with industry experts and gain valuable insights into emerging trends and advancements in their areas of interest. Such exposure helps our students make informed decisions about their future career paths.

Additionally, our partnerships with local community colleges and technical institutes have opened doors to specialized training and certification programs in various trades. These collaborations offer our students the chance to explore vocational training options and earn industry-recognized credentials. This empowers them with valuable skills and enhances their employability upon graduation.

Apprenticeship programs are another significant aspect of our partnerships. We actively engage with trade unions and organizations that offer structured apprenticeship opportunities. These programs combine on-the job training with classroom instruction, providing students with a comprehensive and immersive learning experience in specific trades.

To further expand our students' horizons, we participate in career fairs and expos, both on-campus and in the community. These events serve as platforms for students to connect with representatives from diverse trades and industries. It allows them to inquire about career opportunities, gather information, and envision their future pathways.

Through these collaborative efforts, Perry Career Academy strives to enrich our student's learning experiences and provide them with a well-rounded education that prepares them for success in the ever evolving workforce. Our commitment to forming meaningful partnerships with different entities ensures that our students are equipped with the knowledge, skills, and experiences needed to thrive in their chosen careers and make a positive impact in the world.

iii) 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.);

Given the data presented and the need to address problem behavior and provide early intervening services, Perry Career Academy will implement a comprehensive and schoolwide tiered model of behavioral support.

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This model will be designed to prevent and address problem behavior proactively, providing targeted interventions to support students' social-emotional well-being and academic success.

The tiered model will be aligned with the principles of Positive Behavioral Interventions and Supports (PBIS), emphasizing a proactive and positive approach to behavior management. At the primary level (Tier 1), we will focus on creating a positive and inclusive school climate where behavioral expectations are clearly defined and consistently reinforced. This will include the development of school wide behavior expectations, reward systems for positive behavior, and acknowledgment programs to celebrate students' adherence to these expectations.

To further support students who may require additional assistance, the secondary level (Tier 2) will involve targeted interventions for at-risk students. These interventions will be provided in small groups or individually, based on data-driven decision-making. Support services may include counseling, social emotional learning programs, and mentoring services to help students develop coping strategies and build resilience.

At the tertiary level (Tier 3), a more intensive and individualized approach will be implemented for students with significant behavioral challenges. These students will receive personalized support through individualized behavior plans based on functional behavior assessments (FBA) and evidence-based practices. The team will coordinate with special education services under the Individuals with Disabilities Education Act (IDEA) to ensure that student's needs are met comprehensively and in a coordinated manner.

To ensure the success of this tiered model, ongoing professional development will be provided to all staff members. This will include training on the implementation of PBIS principles, understanding the FBA process, and effective strategies for behavior management and intervention.

Collaboration and coordination with other school support services and agencies will be a priority. By working together with similar activities and services under IDEA, we can ensure a seamless and comprehensive approach to meeting the needs of our students, particularly those who require early intervention services.

Through implementing this schoolwide tiered model, Perry Career Academy aims to create a positive and supportive learning environment where students' social-emotional well-being is prioritized and problem behavior is effectively addressed. This holistic approach will promote a positive school climate, enhance students' overall academic performance, and contribute to their long-term success in and beyond the classroom.

iv) 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; *(A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)*

At Perry Career Academy, we place a strong emphasis on the professional growth and development of our educators, recognizing that it is a key factor in providing our students with the best possible learning experiences. Our comprehensive professional development program encompasses offerings designed to address various aspects of education, ensuring that our teachers, paraprofessionals, and school personnel have the necessary skills and knowledge to excel in their roles.

One of the cornerstones of our professional development program is data-driven instructional strategies. We firmly believe that data is a powerful tool for understanding student progress and tailoring instruction to meet their individual needs. Through targeted workshops and training sessions, our educators will learn how to effectively analyze academic assessment data, identify learning gaps, and design targeted interventions to support struggling students. By utilizing data to inform their lesson planning and instructional decisions, our teachers will be better equipped to meet the diverse needs of our student population.

As we strive to integrate technology effectively into the classroom, our professional development program includes workshops on leveraging educational apps, online resources, and digital tools. We recognize the importance of incorporating technology to engage and motivate students in their learning journey. Through these training sessions, our educators will gain the expertise to create interactive and dynamic learning experiences, enhancing student engagement and achievement.

Furthermore, we are committed to promoting differentiated instruction as a fundamental part of our teaching approach. Our professional development opportunities will equip our educators with strategies to adapt their teaching methods to accommodate various learning styles, ensuring that every student receives a meaningful and inclusive education that caters to their unique strengths and challenges.

Cultural responsiveness is a key priority at Perry Career Academy, and to foster an inclusive and equitable learning environment, we will provide training on culturally responsive teaching strategies. Our educators will learn to embrace and celebrate diversity, create a supportive and affirming classroom climate, and incorporate diverse perspectives into their curriculum.

Additionally, we recognize the importance of supporting students with special needs, and as part of our professional development, we will offer specialized training for paraprofessionals and school personnel. This training will focus on effectively implementing accommodations and interventions to ensure the success of students with disabilities in the classroom.

To attract and retain effective teachers, we have designed professional development offerings that address recruitment and retention strategies. Workshops will focus on best practices for teacher recruitment, mentorship programs for new educators, and creating a positive and supportive school culture that fosters professional growth and collaboration among our staff.

To facilitate ongoing collaboration among teachers, we will establish Professional Learning Communities (PLCs). These communities will provide a platform for educators to come together, share best practices, analyze student data, and collaboratively develop effective instructional strategies.

Family engagement and communication are essential components of our student's success, and our professional development will equip educators with effective communication strategies and ways to involve families in supporting their child's learning journey.

Lastly, we understand the impact of trauma on our student's lives, and to create a supportive and nurturing environment, we will provide training on trauma-informed practices. By recognizing and responding to students who have experienced trauma, we aim to create a school culture that prioritizes students' social emotional well-being.

In essence, our comprehensive professional development program at Perry Career Academy reflects our dedication to continuous improvement. By investing in the growth and development of our educators, we are

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confident that we can make a significant positive impact on our student's educational experiences and future success. Through these collective efforts, we strive to create a thriving and inclusive learning community that prepares our students for a successful and fulfilling future.

v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Middle and high schools, describe how the school will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education including, if applicable.

At Perry Career Academy, we place a strong emphasis on ensuring that our students experience effective transitions from high school to post-secondary education. Our commitment to facilitating these transitions stems from our belief that a smooth educational journey is essential for student success and well-being. To achieve this goal, we have designed a series of comprehensive strategies that create a seamless and supportive pathway for our students:

High School Transition Programs: As students progress from their homeschool to a more accelerated curriculum within a virtual environment at a new high school, we acknowledge the potential challenges they might encounter during this crucial transition. To ease their entry into high school, we have established transition programs that provide incoming students with essential information about the school, its virtual academic programs, extracurricular activities, and support services. Through orientation sessions, school tours, and meet-and-greet events, students can familiarize themselves with their new environment, meet their future classmates, and build a sense of belonging within our school community.

Individualized Academic Planning: We understand that each student has unique interests, strengths, and aspirations. To support them in making informed decisions about their high school course selection, we offer personalized academic planning sessions. Our dedicated guidance counselors work closely with students to identify their academic goals and align their course schedules with their post-secondary aspirations. This personalized approach ensures that students are engaged and motivated to pursue their academic interests throughout high school.

Supportive Mentorship Programs: As students embark on their high school journey, we recognize the importance of providing them with guidance and support. Through our mentorship programs, we pair incoming high school students with experienced teachers and staff members who serve as mentors. These mentors offer valuable insights, encouragement, and advice, helping students navigate the initial challenges of high school life and fostering a supportive peer-to-peer network.

Dual Enrollment and Advanced Placement (AP) Opportunities: For academically motivated students seeking to challenge themselves and earn college credits while still in high school, we offer dual enrollment and AP courses. These rigorous academic opportunities not only provide students with a head start on their college education but also foster a smoother transition to post-secondary education by exposing them to college level coursework and expectations.

College and Career Counseling: Our school places great importance on helping students prepare for their post-secondary options. To ensure students are well-informed about various post-secondary pathways, our college and career counseling services are comprehensive and accessible. Our dedicated

counselors assist students with college applications, financial aid, and scholarship opportunities, guiding them through the entire application process and helping them make informed decisions about their future education.

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Work-Based Learning and Internship Programs: Recognizing that some students may choose to enter the workforce directly after high school, we offer work-based learning and internship opportunities. These programs provide students with hands-on experiences, allowing them to explore potential career paths and gain valuable skills that will benefit them in their future endeavors.

College Visits and Fairs: To expose students to a diverse range of post-secondary institutions, we organize college visits and fairs. These events offer our students the opportunity to interact with representatives from various colleges and universities, enabling them to explore their options and make informed decisions about their educational pathways.

Alumni Networking and Support: Our alumni network plays a significant role in supporting current high school students. We actively engage with our alumni community, inviting them to participate in workshops, networking events, and motivational speaking opportunities. By connecting our students with successful alumni who have pursued diverse post-secondary pathways, we inspire our current students to set ambitious goals and work towards achieving them.

Transition Support for Students with Special Needs: At Perry Career Academy, we prioritize the needs of all our students, including those with disabilities. For students with special needs, we provide individualized transition support plans that address their unique requirements. Working closely with our team of specialized educators, we collaborate with post-secondary institutions, vocational training programs, and community organizations to ensure a seamless transition for these students.

Parent and Family Engagement: We understand the crucial role parents and families play in supporting their children's educational journey. To foster a strong partnership between the school and families, we provide regular communication, workshops, and information sessions. By involving parents in the transition process, we ensure that students receive consistent support both at home and at school, contributing to their overall success.

Through implementing these comprehensive strategies, Perry Career Academy is committed to creating a nurturing and supportive environment that empowers students to make informed choices, navigate educational transitions with confidence, and pursue their post-secondary aspirations with determination and purpose. We believe that by providing our students with the necessary tools and support, they will be well equipped to excel in high school and beyond, ultimately achieving their academic and career goals.

vi) describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners and Students with Disabilities.

At Perry Career Academy, we are committed to fostering a strong partnership with parents of English Learners and Students with Disabilities. We recognize the essential role parents play in supporting their child's education and overall development. To ensure effective parent and family engagement, we have developed a comprehensive approach that involves the following strategies:

Culturally Responsive Communication: We understand the diverse cultural backgrounds of our families, especially those with English Learners. As such, we communicate with parents in a culturally sensitive manner, ensuring that information is provided in languages they understand. We use various communication channels, including translated materials, bilingual staff, and multilingual newsletters, to keep parents informed and engaged.

Parent Workshops and Training: We offer regular workshops and training sessions specifically tailored to the needs of parents with English Learners and Students with Disabilities. These workshops cover topics

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such as supporting language development, understanding Individualized Education Plans (IEPs), accessing support services, and advocating for their child's needs. By empowering parents with knowledge and skills, we strengthen their capacity to actively participate in their child's education.

Individualized Education Plans (IEPs) Collaboration: For families of students with disabilities, our school involves parents in the IEP development process. We recognize the importance of parent input in creating personalized educational plans for their child. Regular meetings are scheduled to review and update the IEP, ensuring ongoing collaboration between parents and school personnel.

Home-School Communication: We maintain open and consistent communication with parents and families. Teachers and support staff regularly communicate with parents to share updates on their child's progress, areas of improvement, and opportunities for involvement in their education. This two-way communication fosters a strong partnership between home and school.

Parent Liaisons and Family Support Services: Our school employs parent liaisons and family support services to assist parents of English Learners and Students with Disabilities. These liaisons serve as a bridge between school staff and parents, providing resources, answering questions, and offering guidance on navigating the educational system.

Parent-Teacher Conferences: We organize parent-teacher conferences throughout the year to give parents formal opportunities to discuss their child's academic and social development. These conferences offer a platform for parents to ask questions, share concerns, and work collaboratively with teachers to support their child's progress.

Family Engagement Events: We host family engagement events and activities to involve parents in their child's educational journey. These events may include cultural celebrations, literacy nights, parent workshops, and school-based activities that encourage family participation and strengthen the sense of community.

Support Networks and Community Partnerships: Our school connects parents with support networks and community organizations that offer services and resources for families of English Learners and Students with Disabilities. Through these partnerships, parents can access additional support and guidance beyond the school setting.

By implementing these effective parent and family engagement strategies, Perry Career Academy aims to create a supportive and inclusive learning environment for all students. We believe that by involving parents as valued partners in their child's education, we can enhance student achievement, well-being, and overall school success.

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Plan Development and Evaluation:

3. Evaluation of School-wide Plan ~ 34 CFR 200.26

    a) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

    b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

    c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program

At Perry Career Academy, the evaluation of our School-wide Plan is an ongoing and comprehensive process aimed at ensuring continuous improvement in student achievement and meeting the challenging State academic standards. We employ a data-driven approach to monitor the implementation and effectiveness of our schoolwide program, using various indicators of academic achievement.

a) Regular Monitoring and Implementation:
Our School-wide Plan is regularly monitored through the analysis of data from the State's annual assessments, such as the Georgia Milestones Assessment. We also utilize other indicators of academic achievement, including attendance rates, graduation rates, and student engagement data. By continuously monitoring these data points, we can identify trends, patterns, and areas for improvement.

Throughout the academic year, our leadership team and educators closely review the data to assess the progress made toward meeting our school wide goals. We also consider the effectiveness of specific strategies and interventions implemented to support students' learning and development. This regular monitoring allows us to make data-informed decisions to improve our instructional practices and overall school climate.

b) Effectiveness in Increasing Achievement:
Our School-wide Plan places a strong emphasis on increasing the achievement of all students, especially those who have been farther from achieving the challenging State academic standards. By disaggregating data based on student subgroups, such as English Learners, Students with Disabilities, and Economically Disadvantaged students, we can identify achievement gaps and implement targeted interventions.

We track the progress of these student subgroups throughout the year and assess whether our strategies are positively impacting their academic growth. Through the use of data, we can determine the effectiveness of our schoolwide program in narrowing achievement gaps and ensuring that all students are making progress toward meeting the challenging State academic standards.

c) Plan Revision for Continuous Improvement:
Our School-wide Plan is a living document that undergoes revisions based on the findings from our regular monitoring. When data indicate areas of concern or opportunities for improvement, we collaboratively review and revise our strategies and action steps.

Through staff meetings, data review sessions, and professional learning communities, we engage in dialogue to analyze the effectiveness of existing practices and identify areas that require adjustment. These revisions may involve refining instructional approaches, reallocating resources, or introducing new support services.

We also actively seek input from parents, students, and community members during the revision process to ensure a comprehensive and inclusive approach to continuous improvement. As a result, our School-wide Plan remains dynamic and responsive to the evolving needs of our students and community.

In conclusion, the evaluation of our School-wide Plan at Perry Career Academy is grounded in data-driven decision-making and a commitment to supporting all students in meeting challenging academic standards. Through regular monitoring, effective implementation, and thoughtful revision, we strive to create an environment where every student has the opportunity to excel and reach their fullest potential.

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4. ESSA Requirements to Include in the Schoolwide Plan Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, 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 plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such a plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

At Perry Career Academy, we recognize the vital role that parents and family members play in their children's education. We believe that meaningful parent and family engagement is essential for fostering a positive learning environment and ensuring the success of our students. As part of our commitment to strengthening this partnership, we have jointly developed a comprehensive Parental and Family Engagement Involvement Plan in collaboration with our parents and community members.

The development of this plan involved extensive input from parents through surveys, focus groups, and collaborative meetings. We sought to understand their needs, preferences, and aspirations for their children's education. The plan was carefully crafted to describe the means for carrying out the requirements of Subsections (c) through (f) of the regulation, focusing on fostering effective communication, meaningful engagement, and ongoing collaboration between parents and our school community.

The Parental and Family Engagement Involvement Plan is designed to be accessible and informative to all parents, regardless of their background or language preferences. We have made considerable efforts to ensure that the plan is available in an understandable and uniform format, and we have provided translations in languages commonly spoken by our diverse parent community. This commitment to language access reflects our commitment to inclusivity and equitable engagement.

To notify parents about the plan, we have disseminated it through various channels, including our school website, parent-teacher conferences, open house events, and regular communication through newsletters and emails. We have also engaged our community partners and local organizations to help distribute the plan to families beyond our school community, fostering a broader sense of engagement and collaboration.

The Parental and Family Engagement Involvement Plan is a living document updated periodically to adapt to the changing needs of parents and our school community. We actively seek feedback and input from

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parents through surveys and feedback sessions to ensure that the plan remains responsive and reflects their priorities.

The plan outlines specific strategies and activities aimed at promoting parental involvement, such as workshops and training sessions for parents, opportunities for volunteering and participating in school events, and avenues for providing input and feedback on school policies and practices.

By jointly developing and continuously updating this plan, we are committed to building a strong partnership with parents and family members that empowers them to actively participate in their children's education. We believe a collaborative approach between our school, parents, and the broader community will create a supportive and nurturing environment that fosters academic excellence and student well-being.

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5. Schoolwide Plan Development ~ Section 1114 (2)(B)(i-iv)

   a) is developed during a 1-year period
   b) is developed with the involvement of parents and other members of the community
      including teachers, principals, school leaders, paraprofessionals, instructional
      support staff, and student (high school)
   c) remains in effect for the duration of the school's participation in a Title I
      School-Wide Program
   d) is available to the school district, parents, and the public, in a language that parents
      can understand
   e) 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.

At Perry Career Academy, our Schoolwide Strategy takes shape through a meticulous and collaborative process, grounded in the foundational principles of the Every Student Succeeds Act (ESSA).

a) The development of our Schoolwide Strategy spans a dedicated one-year timeline, characterized by exhaustive data analysis, thorough needs assessment, goal-setting, and strategic planning. This deliberate time frame allows us to carefully examine student data, identify specific areas for improvement, and design evidence-based approaches tailored to address the unique needs of our diverse student population.

b) Our Schoolwide Strategy is a product of collective engagement, actively involving parents and various stakeholders within our educational community. Parents, teachers, principals, school leaders, paraprofessionals, instructional support staff, and high school students participate in collaborative meetings, focus groups, and constructive dialogues. This inclusive approach ensures a shared vision and a unified commitment to enhancing our school's academic environment.

c) The Schoolwide Strategy remains in effect throughout Perry Career Academy's participation in the Title I School-Wide Program, signifying a sustained dedication to implementing effective practices and fostering ongoing improvement in student achievement and school performance.

d) To promote transparency and accessibility, our School Wide Strategy is made available to the school district, parents, and the broader public in a language that is easily comprehensible for all. We prioritize linguistic inclusivity, providing translations and language support to ensure that language barriers do not hinder meaningful engagement and participation from our diverse parent community.

e) Our Schoolwide Strategy is thoughtfully aligned and integrated with various Federal, State, and local services, resources, and initiatives. We collaborate with external partners, community organizations, and relevant programs to tap into additional resources and support services. These collaborative efforts enrich our school's capacity to empower students and align our educational goals with the broader aspirations of our community.

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In essence, Perry Career Academy's Schoolwide Strategy stands as a testament to our unwavering commitment to cultivating an enriching and inclusive learning environment. Grounded in data, informed by engagement, and fortified by collaboration, our strategy endeavors to nurture every student's growth and success on their educational journey.

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Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Data-Driven Instructional Strategies	Aug 2023- May 2024	EOC staff	Dr. Willis-Jones
Effective Use of Technology in Education	Aug 2023- May 2024	Staff	Mr. John Johnson
Differentiated Instruction	Aug 2023- May 2024	Staff	Ms. Patrice Montgomery
Culturally Responsive Teaching	Aug 2023- May 2024	Staff	Dr. Camela Johnson
Supporting Students with Special Needs	Aug 2023- May 2024	Staff	Mrs. Cynthia Walker Perry
High Need Subjects Focus - STEM	Aug 2023- May 2024	Staff	Mrs. Kelly Salley
Professional Learning Communities (PLCs)	Aug 2023- May 2024	Staff	Ms. Victoria Tinsley
Family Engagement and Communication	Aug 2023- May 2024	Staff	Ms. Gwendolyn Williams
Trauma-Informed Practices	Aug 2023- May 2024	Staff	Dr. Carol Marshall

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Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Sent Home and Posted on School Website: School-Family Compact School PFEP District PFEP	August - October 2023	Parent Liaison
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	August - December 2023	Parent Liaison
Annual Title I Parent Meeting: Meeting held Documents posted on school website	September 2023	Parent Liaison Media Specialist Director of PCA

Building Parent Capacity Fall: (F2F or Zoom) *Required Parent Capacity Events (An event can be a workshop, night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.* Curriculum Workshop 1	September - December 2023	Parent Liaison DES Chair ESOL Chair Nutrition Manager ELA Chair Math Chair Science Chair Social Studies Chair CCPS District Depts. Emory University Continuing Ed. Community Outreach Community in Schools
Building Parent Capacity Fall: Curriculum Workshop 2	September - November 2023	Parent Liaison ELA Chair Math Chair Science Chair Social Studies Chair CCPS District Depts.
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	September - November 2023	Parent Liaison CCPS District Technology Dept.
Building Parent Capacity Fall:	August 2023 - December 2023	Parent Liaison EL Chair/Leader

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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
EL Parent Workshop (if applicable)		
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August 2023 - December 2023	Parent Liaison
Building Staff	August 2023 - December 2023	Parent Liaison

Capacity (Fall):		
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August 2023 - December 2023	Parent Liaison
Fall October Data Dig: PLC to review Dashboard Data	October 2023	
Fall December Data Dig: PLC to review Dashboard Data	December 2023	
Building Staff Capacity (Spring):	January 2024 - May 2024	Parent Liaison
Building Parent Capacity Spring: Curriculum Workshop 3	January 2024 - May 2024	Parent Liaison DES Chair ESOL Chair Math Chair Science Chair Social Studies Chair CCPS District Depts.
Building Parent Capacity Spring: Assessment Workshop	January 2024 - May 2024	Parent Liaison
Building Parent Capacity Spring: Transition Meeting	January 2024 - May 2024	Parent Liaison
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2	January 2024 - May 2024	Parent Liaison

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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible

Continuous Communication 3		
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	January 2024 - May 2024	Parent Liaison
Spring March Data Dig PLC to review Dashboard data	March 2024	
Spring May Data Dig PLC to review Dashboard data	May 2024	
Input Meeting (s) **FY23:** Staff Parents/Families Students	April 2024	Parent Liaison Leadership Teams

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Plan Tentative Budget