

## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
<b>School Name:</b> M. E. Stilwell SOTA	<b>District Name:</b> Clayton County Public Schools	
<b>Principal Name:</b> <a href="#">Brenda Ross-Wilson</a>	<b>School Year:</b> 2025-2026	
<b>School Mailing Address:</b> 2580 Mount Zion Parkway Jonesboro, Georgia 30326		
<b>Telephone:</b> 770-472-2838		
<b>District Title I Director Name:</b> Katrina Thompson		
<b>District Title I Director Mailing Address:</b> 1058 Fifth Avenue, Jonesboro, GA 30236		
<b>Email Address:</b> katrina.thompson@clayton.k12.ga.us		
<b>Telephone:</b> 678-817-3081		
ESSA ACCOUNTABILITY STATUS— <b>Select Yes, if applicable.</b>		
Comprehensive Support (CSI) No	Targeted Support (TSI) No	Additional Targeted Support (ATSI) No
BUDGET MODEL— <b>Select Yes, if applicable</b>		
Title I, Part A Budget Yes	Title I School Improvement Grant (SIG) No	
L4GA Budget No		
SIGNATURES AND REVISION DATE		
<b>Principal’s Signature:</b>	<b>Date:</b>	
<b>Title I Director’s Signature:</b>	<b>Date:</b>	
<b>Assistant Superintendent’s Signature:</b>	<b>Date:</b>	
<b>TLSI Deputy Superintendent’s Signature:</b>	<b>Date:</b>	
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



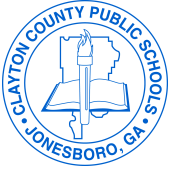
# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

### 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.

Brenda Ross-Wilson	Principal
Tomeka Crum	Assistant Principal
Sherronda Varnado	Parent Liaison
Yumeko Simmons	Lead Counselor
Pamela White	ELA Department Chair
Earl Lewis	Math Department Chair
Sabrina Isdell	Science Department Chair
Tina Conner	Social Studies Department Chair
Britney Lee	Fine Arts Magnet Coordinator
Shernean Johnson	Instructional Math Coach
Dereka Pullins	Instructional Literacy Coach
Mega Evans	9th Grade Academy Representative
⌘ Person	School Council Member
⌘ Person	Student Representative
⌘ Person	PTSA Parent Member



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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).

Minimally include and summarize the following data if available for the school.

- 1) 2 years of the current GMAS data (2021-2022 and 2022-2023). Provide displays of data by subgroups.
- 2) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.
- 3) The current and 3 years of prior years' student attendance data.
- 4) The current and 3 years of prior years' student discipline data.

Georgia Milestones End of Course (EOC) Assessments	Percentage of Students Proficient (Levels 3 & 4)			
Content Area	Spring 2022	Spring 2023	Spring 2024	Preliminary Spring 2025
Algebra	26%	62%		
Algebra Concepts & Connections			88%	53%
American Literature and Composition	61%	65%	69%	73%
Biology	65%	60%	61%	55%
United States History	50%	51%	68%	61%

### Key Findings:

#### American Literature and Composition

- Trend: Continued steady improvement from 69% (2024) to 73% in 2025.
- Performance in American Literature has shown consistent year-over-year gains.



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### Algebra Concepts & Connections (new course starting 2024)

- Trend: Performance started strong at 88% (2024) but declined to 53% (2025).
- While initial implementation was promising, the drop in 2025 highlights concerns with consistency or student understanding of the new curriculum. Intervention and targeted support are needed.

### Biology

- Trend: Scores declined from 61% in 2024 to 55% in 2025.
- Key Finding: Despite initial recovery in 2024, Biology scores declined again in 2025, indicating ongoing challenges. Strategic review of instructional practices and support structures is necessary.

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### United States History

- Trend: Performance declined from 68% in 2024 to 61% in 2025.
- Key Finding: Continued emphasis on literacy strategies and content mastery is recommended to regain upward momentum.

### Overall Observations (2024–2025):

American Literature and Composition demonstrated continued growth, meeting its 2025 target with steady improvement from 69% to 73%. In contrast, Algebra Concepts & Connections saw a sharp decline from 88% to 53%, suggesting a need for immediate instructional support and curriculum alignment. Biology and U.S. History also experienced declines, dropping from 61% to 55% and from 68% to 61%, respectively. These downward trends indicate the need for renewed focus on instructional strategies, content mastery, and student support systems. While progress was evident in ELA, overall results highlight inconsistencies across content areas that warrant targeted interventions and monitoring.



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Percent of students absent less than 10% of enrolled days	
FY 24	FY 25
91.68%	91.52%

### Attendance Overall Trend and Highlights (FY24–FY25)

#### Overall Trend:

The percentage of students absent less than 10% of enrolled days remained relatively stable, with a slight decrease from 91.68% in FY24 to 91.52% in FY25.

#### Year-to-Year Changes:

- From FY24 to FY25: Attendance declined marginally by 0.16%, indicating a slight dip in the number of students meeting the attendance threshold.

#### Attendance Highlights:

- While attendance remained above 91% in both years, the slight decline in FY25 suggests the need to reassess and reinforce current attendance interventions.
- Continued monitoring and early identification of at-risk students will be essential to maintaining and improving positive attendance trends.



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

### 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. (This is an interpretation of the data and an analysis of the school's needs.)**

Martha Ellen Stilwell School of the Arts School Improvement Plan is being developed by a team of stakeholders that includes school faculty & staff, students, parents, and members of the community.

The team will review data from various perspectives, looking for trends, patterns, and gaps. Sources of data will include results from the Georgia Milestones Assessment (GMAS), AP Exams, PSAT/SAT/ACT, MAP Assessments, Student/Faculty Attendance, CCRPI Data Reports, Cohort Graduation, Discipline, and Teacher/Student/Parent Survey Results.

The team will also collaborate with department members to determine root causes and develop a short-term action plan (STAP) to address those causes. The STAP will address the needs of all students, including students with disabilities, English learners, foster and homeless students, economically disadvantaged students, and gifted learners.

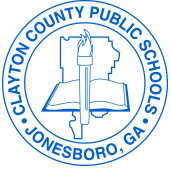
**Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing or are at risk of failing. (ED, EL, Race, Migrant, Foster Care, SWD, Gifted)**

Data from the Georgia Milestones Assessment (GMAS) indicates the following.

The data from the 2025 American Literature and Composition Assessment showed a 4% increase in the percentage of students achieving proficiency or above.

- The American Literature and Composition Assessment indicates a discrepancy between the percentage of students reading at grade level or above and those scoring at the proficient or distinguished levels.
- Reading Status (Percentage of Students at or Above Grade Level): 95%
- Percentage Proficient (Levels 3 & 4): 73%

This gap suggests that while most students are reading on grade level, additional instructional focus is needed to elevate more students to the proficient/distinguished performance level.



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The 2025 Algebra Concepts and Connections Assessment revealed a significant decline, with the percentage of students achieving proficiency or above dropping from 88% in 2024 to 53% in 2025.

- This 35 percentage point decrease raises concerns about student understanding of the new curriculum and the consistency of instructional delivery.
- The results highlight the urgent need for targeted support, instructional adjustments, and professional learning to ensure students are mastering the required concepts and standards.

The 2025 Biology Assessment showed a 6 percentage point decrease in the percentage of students achieving proficiency or above.

- This decline indicates ongoing challenges in content mastery and may reflect gaps in student understanding, instructional alignment, or engagement with the curriculum.
- The data suggests a need for strategic instructional support, including targeted remediation, data-driven intervention, and reinforced science literacy practices.

The 2025 United States History Assessment showed a 7 percentage point decrease in the percentage of students achieving proficiency or above.

- Despite the decline, the percentage remains above prior years and continues to reflect overall growth since earlier baselines.
- The data suggests the need to reinforce content retention and historical analysis skills, while continuing to integrate literacy strategies and scaffold support for complex informational texts.

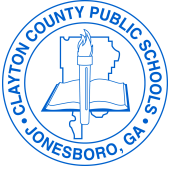
Although the number of students enrolled in students with disability (SWD) and English learners (EL) does not meet the minimum (15) to be considered a student group for CCRPI purposes, they are the lowest-performing student groups for Stilwell. Our black, Hispanic, and economically disadvantaged groups perform similarly in proficiency levels.

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

### **Prioritized Focus Areas (Based on 2025 Data)**

#### **American Literature and Composition**

- **Focus:** Address the persistent gap between reading ability and assessment performance.
- **Reason:** While **95%** of students are reading at or above grade level, only **73%** achieved proficiency, indicating a need for increased focus on application of reading and writing



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skills in assessment contexts.

### **Algebra Concepts & Connections**

- **Focus:** Stabilize instruction and address curriculum alignment issues that led to a sharp decline in proficiency.
- **Reason:** The percentage of students achieving proficiency dropped from **88% in 2024 to 53% in 2025**, indicating significant instructional gaps and a need for targeted intervention and professional development.

### **Biology**

- **Focus:** Rebuild gains and improve science proficiency through instructional clarity, lab-based learning, and student engagement strategies.
- **Reason:** Scores declined from **61% in 2024 to 55% in 2025**, reversing prior progress and highlighting the need for more robust instructional support.

### **United States History**

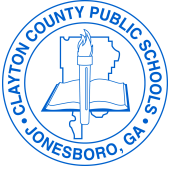
- **Focus:** Revisit instructional strategies to regain momentum and address the recent decline in performance.
- **Reason:** Proficiency dropped from **68% in 2024 to 61% in 2025**; although still above earlier benchmarks, the decrease signals a need for reinforcement of successful literacy-based and inquiry-driven strategies.

### **Students with Disabilities (SWD) and English Learners (EL)**

- **Focus:** Implement targeted supports and differentiated instruction to increase access and performance.
- **Reason:** These subgroups continue to face persistent achievement gaps and require focused interventions, despite not meeting CCRPI subgroup size thresholds.

### **Subgroup Equity (Black, Hispanic, Economically Disadvantaged Students)**

- **Focus:** Design and implement culturally responsive instructional practices and data-driven supports to improve proficiency rates.



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- **Reason:** These subgroups represent a significant portion of the student population and consistently perform below schoolwide targets, requiring intentional equity-focused strategies.

### **Root Causes**

#### **American Literature and Composition**

- Gaps in instructional strategies for translating strong reading ability into written analysis and assessment-level responses (e.g., argumentation, evidence-based writing).
- Inconsistent emphasis on assessment-aligned tasks and performance expectations across classrooms.

#### **Algebra Concepts & Connections**

- Rapid shift to the new curriculum without sufficient professional development or instructional coherence.
- Gaps in conceptual understanding and application of mathematical reasoning, particularly with multi-step problem solving.

#### **Biology**

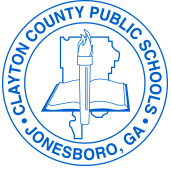
- Lack of sustained engagement with core scientific practices and insufficient integration of literacy and critical thinking in instruction.
- Limited use of inquiry-based and hands-on strategies to deepen content understanding.

#### **United States History**

- Decrease in performance may be tied to inconsistent application of previously successful literacy-infused strategies.
- Instruction may need to re-emphasize primary source analysis and scaffolded historical writing tasks.

#### **Students with Disabilities (SWD) and English Learners (EL)**

- Continued need for differentiated supports and accommodations aligned to students' individual needs.



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- Limited ongoing professional learning for general education teachers on inclusive practices and language acquisition strategies.

### **Subgroup Equity (Black, Hispanic, Economically Disadvantaged Students)**

- Persistent opportunity gaps tied to systemic inequities, inconsistent access to targeted academic support, and cultural relevance in instruction.
- Need for sustained focus on culturally responsive teaching and intervention frameworks.

### **Actionable Next Steps**

- **Develop course-specific action plans** for American Literature, Algebra Concepts & Connections, Biology, and U.S. History that address identified gaps and align instruction with assessment expectations.
- **Provide ongoing professional development** focused on curriculum alignment, data-driven instruction, and high-impact strategies such as writing across the curriculum, math discourse, and inquiry-based science.
- **Implement targeted support systems** for SWD and EL students, including co-teaching models, scaffolded materials, and accommodations that are monitored for fidelity.
- **Strengthen instructional monitoring and progress tracking** across all content areas, with a particular focus on subgroup performance trends and intervention effectiveness.
- **Leverage data team protocols** to analyze student performance by standard and subgroup, informing re-teaching, flexible grouping, and resource allocation.
- **Reinforce culturally responsive teaching practices** and equitable access to rigorous content through schoolwide professional learning and reflective dialogue.
- **Monitor Algebra Concepts & Connections implementation** through classroom observations, student work analysis, and formative assessment data to address instructional variability.



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**Goals and Strategies: (Identify 3 to 4 SMART or SMARTIE 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)**

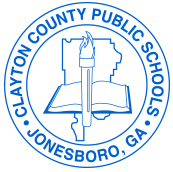
**a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State’s challenging academic standards; 1111(c)(2)**

**b) use methods and instructional strategies in 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 June 2026, the percentage of students scoring at the proficiency levels will increase by eight percentage points from FY25 to FY2,6 as evidenced by state and national assessments.

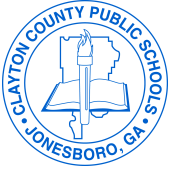
Evidence Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Continue utilizing and monitoring the implementation of the GADOE Standards-Based Classroom Instructional Framework and the CCPS Instructional Framework to ensure consistent, high-quality instructional practices.	July 2025- May 2026		Administrative Team & Faculty
Provide professional learning on evidence-based instructional strategies and monitor implementation.	July 2025- May 2026		Administrative Team & Faculty
Utilize evidence-based practices that support effective collaborative planning, data analysis and usage, and rigorous lesson design and delivery to ensure all students apply learning at high levels.	July 2025- May 2026		Administrative Team & Faculty
Provide professional learning aligned to our magnet theme and establish systems to monitor its effectiveness and impact on instructional practices.	July 2025- May 2026	Magnet	Administrative Team & Magnet
Implement Evidence-Based Writing school-wide,	September 2025- May 2026		Administrative Team; Instructional Coaches & Faculty

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



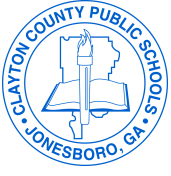
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Economically Disadvantaged/Foster and Homeless	
<p>Disaggregated formative assessment data by subgroups</p> <p>Disaggregate formative assessment data to identify curriculum weaknesses</p> <p>Use formative assessment data to identify deficit standards</p> <p>Tier students based on performance</p> <p>Create student performance groups for targeted instruction and remediation</p> <p>Implement the Remediation Program “Chance at Mastery”</p>	
English Learners	Students with Disability
<ul style="list-style-type: none"> <li>● Teachers will use strategies and interventions from SIOP</li> <li>● Teachers will use suggested strategies and interventions from textbooks and resources.</li> <li>● Teachers will use the Talking Point Family Engagement Platform to communicate with families.</li> <li>● The ESOL department will proactively collaborate and distribute scaffolding guides to content teachers to increase ELs’ access to content teaching.</li> <li>● The ESOL department will also communicate the location of students’ approved EL accommodations in Infinite Campus and work with teachers to share how to implement those accommodations during instruction and assessment.</li> <li>● The counselors and administrators will enlist the support of the CCPS interpreters to effectively communicate with non-English speaking parents regarding academic achievement.</li> <li>● School supplies will be distributed to all students to ensure access to thenecessary materials for academic success.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will use suggested strategies and interventions from textbooks and resources.</li> <li>● Teachers will conduct pull-out sessions during their planning periods to provide additional support to students taking elective courses during that time period.</li> <li>● Teachers will incorporate small groups and stations into their instructional delivery based on student needs and assessment data.</li> <li>● Teachers will implement content specific technology support (i.e. Pivot Interactives, AgileMinds, Progress Learning, IXL, etc.).</li> <li>● School supplies will be distributed to all students to ensure access to the necessary materials for academic success.</li> </ul>
Gifted Learners	
<p>Teachers will use thought-provoking questions, real-life scenarios, or multimedia presentations to ignite the curiosity of gifted/advanced learners and set the stage for learning.</p> <ul style="list-style-type: none"> <li>● Teachers will activate their prior knowledge and connect it to the current lesson. Start by asking thought-provoking questions or presenting a real-world scenario that piques their curiosity and stimulates their thinking. Engage them in a discussion or activity that encourages them to draw on their existing knowledge and experiences.</li> <li>● Teachers will clearly state the advanced objectives that go beyond grade-level expectations, emphasizing higher-order thinking skills gifted/advanced learners will develop and apply. Ensure that the objectives align with their advanced abilities and challenge their thinking.</li> </ul>	



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- Teachers will explicitly explain how the gifted/advanced learners will be assessed. Clearly define the criteria for assessing their understanding and skills. Ensure that the assessments provide opportunities for the students to showcase their advanced thinking and abilities. Use rubrics and authentic assessments that require higher-order thinking, problem-solving, and creativity.
- Teachers will present concepts using visuals, demonstrations, and multimedia to engage their attention. Encourage active participation and provide advanced examples to challenge their thinking. Model the knowledge and skills that gifted students will acquire during the lesson. Use explicit instruction techniques to provide clear explanations, examples, and demonstrations.
- Lessons will incorporate problem-solving activities, critical thinking tasks, collaborative projects, and options for creativity to accommodate their diverse abilities and interests.



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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)**

**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;**

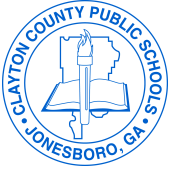
**Goal 2:** By June 2026, the percentage of students absent less than 10 percent of enrolled days will increase by three percentage points.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Utilize and monitor both the district and magnet attendance protocols to ensure consistent implementation and improved student attendance outcomes.	August 2025- May 2026		Attendance Clerk, Social Worker, Counselor, Assistant Principal, Principal,

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

### Economically Disadvantaged/Foster and Homeless

- Reward consistent attendance with recognition events, certificates, or small prizes.
- Organize grade- or school-wide competitions that highlight the importance of attendance.
- Celebrate the resilience of foster and homeless students with positive stories that inspire others.
- Allow for make-up work, hybrid learning options, or flexible start times for students facing transportation or housing instability.
- Conduct home visits or virtual check-ins to build relationships and understand the barriers families face.
- Offer workshops on the importance of attendance, routines, and accessing local resources.
- Ensure all outreach is available in families’ home languages, using text messaging, calls, or home notes.
- Provide access to mental health counselors or social workers trained to support students



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experiencing trauma, homelessness, or economic hardships.

- Train staff to recognize signs of distress and create a trauma-sensitive learning environment.
- Establish calm spaces where students can self-regulate emotions before or during the school day.

### English Learners/Students with Disability

- Provide school supplies, uniforms, and hygiene kits to foster and homeless students through partnerships with nonprofits or grants.
- Provide translators to facilitate communication with families.
- Offer orientation programs to familiarize students and families with school policies, attendance expectations, and available supports.
- Celebrate cultural diversity through school events, helping EL students feel valued and included.
- Provide sensory-friendly spaces for students with sensory processing challenges or anxiety.
- Implement peer mentorship programs where proficient bilingual students assist EL students in navigating school life.
- Collaborate with special education teachers to identify Individualized Education Plan (IEP)-aligned strategies that address attendance-related challenges.
- Offer additional academic support during or after school to prevent students from feeling overwhelmed or falling behind.
- Provide school-based mental health counseling to support students dealing with trauma, cultural adjustment, or stress.
- Use culturally responsive practices in counseling to better address EL students' specific experiences.
- Train staff to recognize signs of anxiety, depression, or other mental health issues that may affect attendance.
- Provide consistent access to school counselors or psychologists familiar with disability-related challenges.
- Celebrate consistent attendance for both EL and SWD students with certificates, recognition events, or small rewards.

### Gifted Learners

- Monitor attendance patterns among gifted students to identify and address early signs of disengagement or absenteeism.
- Organize enrichment activities like visits to universities, STEM workshops, or cultural experiences to keep gifted students excited about learning.
- Expand opportunities for participation in academic teams, arts, and athletics to engage gifted students in school life.
- Reward consistent attendance with recognition events or certificates for gifted learners.



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- Use competitions or team-based attendance challenges to motivate students to come to school regularly.
- Create individualized study contracts that allow students to design and pursue self-directed projects with teacher guidance.



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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)**

**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 June 2026, Stilwell will show improvement in the positive ratings within the GA Student Health Survey.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement the school-wide advisement program and monitor the PBIS framework to ensure every student feels valued, connected to the school community, and supported by caring adults.	July 2025, - May 2026		Administrative Team PBIS Team Counselors Faculty & Staff

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

### Economically Disadvantaged/Foster and Homeless

- Implement evidence-based programs like PBIS to prevent bullying and foster a culture of respect.
- Conduct regular workshops on recognizing and responding to peer victimization for both students and staff.
- Train staff to use culturally responsive teaching methods to ensure that economically disadvantaged, foster, and homeless students feel understood and respected.
- Create designated areas (e.g., counseling offices, peer support centers) where students can seek help if they feel unsafe or victimized.
- Equip teachers with strategies to manage challenging behaviors in a supportive, non-punitive way to avoid stigmatizing these students.
- Ensure counselors and social workers are available to provide mental health support, especially for students experiencing instability or trauma.
- Use group projects, extracurricular activities, or community service to foster cooperation and understanding among diverse student groups.
- Conduct school-specific surveys to track improvements in perceptions of safety and peer relationships.



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- Analyze survey data to identify trends and implement targeted programs for at-risk student populations

### English Learners/Students with Disability

- Implement evidence-based programs like PBIS to prevent bullying and foster a culture of respect.
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- Train staff to use culturally responsive teaching methods to ensure that economically disadvantaged, foster, and homeless students feel understood and respected.
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### Gifted Learners

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- Analyze survey data to identify trends and implement targeted programs for at-risk student populations



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**b) use methods and instructional strategies in 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 the end of the 2025-2026 school year, the four-year cohort graduation rate will remain at 100%.

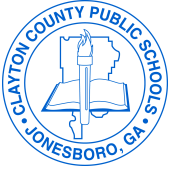
Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement Evidence-Based Strategies and Interventions from Goal 1 to provide opportunities for all students to meet the State’s challenging academic standards.	August 2025 - May 2026		Administrative Team & Faculty
Continue to utilize the Academic Warning system to monitor student grades every 4.5 weeks and provide timely opportunities for academic recovery.	August 2025 - May 2026		Administrative Team & Faculty

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

### Economically Disadvantaged/Foster and Homeless

- Develop tailored academic plans focusing on credit recovery, tutoring, and remediation.
- Identify at-risk students early through data analysis and provide targeted interventions such as tutoring, academic coaches, or mentoring to address gaps in learning.
- Provide access to advanced coursework and dual enrollment opportunities, reducing course repetition and helping students graduate on time.
- Establish programs that ensure students have trusted adults to support them in navigating school and life challenges.
- Provide internships, apprenticeships, and workforce development opportunities to help students explore careers aligned with their interests and goals.
- Monitor student performance and attendance regularly, using data to identify and intervene with students who are at risk of not meeting graduation requirements.

### English Learners/Students with Disability

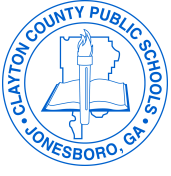


## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

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- Establish programs that ensure students have trusted adults to support them in navigating school and life challenges.
- Provide internships, apprenticeships, and workforce development opportunities to help students explore careers aligned with their interests and goals.
- Monitor student performance and attendance regularly, using data to identify and intervene with students who are at risk of not meeting graduation requirements.

### Gifted Learners

- Develop tailored academic plans focusing on credit recovery, tutoring, and remediation.
- Identify at-risk students early through data analysis and provide targeted interventions such as tutoring, academic coaches, or mentoring to address gaps in learning.
- Provide access to advanced coursework and dual enrollment opportunities, reducing course repetition and helping students graduate on time.
- Establish programs that ensure students have trusted adults to support them in navigating school and life challenges.
- Provide internships, apprenticeships, and workforce development opportunities to help students explore careers aligned with their interests and goals.
- Monitor student performance and attendance regularly, using data to identify and intervene with students who are at risk of not meeting graduation requirements.



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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**

M. E. Stilwell School of the Arts will utilize the CCPS Instructional Framework, which is a compilation of instructional tools for effective lesson planning and lesson delivery. We will also utilize CCPS Collaborative Planning Practices and Protocol to foster success for all students as well as close achievement gaps. We will implement and monitor remediation/acceleration for individual student groups as needed. We will incorporate the use of technology as needed to support instruction. We will also utilize small groups, tutorials, and support classes for students at risk of not meeting the challenging State academic standards. We will also build on the unique talents of the individuals enrolled through Arts Integration.

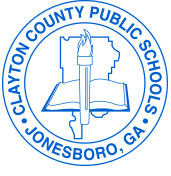
**ii) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**

M. E. Stilwell School of the Arts students are required to participate in field experiences, performances, and competitions, along with completing rigorous core classes. It is an expectation that all students enrolled complete the requirements for the Fine Arts Diploma Seal. Our students also have the opportunity to receive an International Skills Diploma Seal, Biliteracy Seal, or Civic Engagement Seal.

M. E. Stilwell students also have an opportunity to begin their college academic career while still in high school at a participating eligible postsecondary institution in Georgia through Dual Enrollment.

**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.);**

M. E. Stillwell utilizes the Positive Behavioral Interventions and Supports (PBIS) Framework to prevent and address problem behavior. PBIS is a comprehensive framework focused on selecting the best evidence-based practices for instructing students and improving student behavior both academically and socially, using positive outcomes. Students will define, identify, and adhere to clearly defined school behavior expectations to exhibit positive and appropriate behavior that demonstrates respect, responsibility, and safety. The PBIS team consists of faculty and students



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

who meet monthly to analyze data, develop action plans, and inform all stakeholders of our progress. Teachers receive professional development throughout the school year to ensure that the strategies for implementing the tenets of PBIS in the classroom and school-wide are implemented effectively. Support sessions are conducted monthly to remind students of the core values and to teach school-wide appropriate behaviors. Students receive daily reminders of the behavioral expectations. Students who are assigned to In-School Suspension receive lessons to address their particular issues.

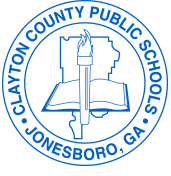
In addition to the aforementioned, M. E. Stilwell utilizes a Behavior Intervention Specialist (BIS) and CCPS support staff to provide additional support as needed.

**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.)**

M. E. Stilwell utilizes the CCPS & GADOE Collaborative Planning Practices. These practices will be an integral part of our academic success. Our teachers are grouped in professional learning communities by subject and meet twice a week during their planning periods. During the collaborative planning sessions, we will utilize the CCPS Instructional Framework to ensure lesson plans are designed around standards that involve a series of scaffolding strategies where students are guided through the learning process with clear explanations supported by effective guidance and feedback. Formative and summative assessments will be developed to monitor student progress and guide instruction. Utilizing the aforementioned assessment data to drive instruction will be at the core of our improvement efforts; this data will be posted on our data wall and utilized during our strategic planning sessions. The assessment data will also be utilized for effective lesson planning, identifying areas of concern in student performance, and improving lessons to support students who are struggling with mastery of concepts. The data will be analyzed and used by our administrative team to monitor instruction and track student growth in subject content areas throughout the year. Progress monitoring will allow administrators an opportunity to continuously analyze and review achievement data to determine the needs of our teachers and students, thus promoting growth for all.

**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.**

M.E. Stilwell has a 9th-grade Academy. We will provide intensive remediation and support in Math, Science, and English Language Arts (ELA). The Academy's goals are intended to accelerate academic achievement and strengthen the transition from middle school to high school. The courses will further develop and reinforce the computational skills and conceptual understanding needed to support student mastery of the Georgia Performance Standards, Common Core Performance Standards, and the Georgia Milestone Assessment System (GMAS). All of Stilwell's 9th-grade students were required to participate in a summer bridge program to get a head start on preparation for the school year.

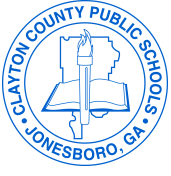


## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

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

M.E. Stilwell School of the Arts leadership team prides itself on maintaining a supportive, and collaborative school culture for all stakeholders. We know that a school's culture is essentially the character of the school. M.E. Stilwell will utilize the help of the Parent Community Liaison, School Council, and PTSA to increase parental involvement. We will provide Parent Informational Nights for each grade level and have school-wide parent/teacher conferences for the parents to come in and discuss their concerns as well as be involved in what is going on at Stilwell. We encourage participation in the community via our various community service activities. By inviting companies and organizations to our school's career and college fair, we are committed to exposing students to various careers by working closely with the community to help improve our students' educational outcomes. We work hard to engage all parties in our learning community, to ensure that all are informed of our goals, challenges, and expectations, as well as our current standing as it pertains to these factors. We will also host Curriculum Nights. During these events, students and parents are invited out to learn more about the curriculum, how parents can help improve learning outcomes, and view samples of their students' work.

We will work with our DES/EL department and parents to provide additional training as needed.



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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 regular monitoring to ensure continuous improvement of students in the schoolwide program**

The School Improvement Team at M. E. Stilwell School of the Arts consists of department chairs (including Special Education), the media specialist, and the Magnet Coordinator representative. The team will meet monthly or as needed to review data, discuss student progress, discuss curriculum, and participate in professional development, as well as help coordinate and plan school-wide events. All team members participated in the development of the school improvement plan, which is written based on data and is used to guide our actions and to decide the next steps. Department Chairs report concerns from the faculty to the administrative team to ensure immediate and appropriate feedback is provided. This helps us develop and maintain a culture of trust among the leadership and staff as well.

#### **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.**

M. E. Stilwell School of the Arts and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop together that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts are reviewed and updated annually based on feedback from parents, students, and teachers during the Title I meetings and the School Forum. The school-parent compact brochure is sent home with students for parents to keep as a reminder of the agreement between parents, teachers, and students. Teachers also keep a copy of the compact if parents need a copy.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

### **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.**

M. E. Stilwell School of the Arts School Improvement Plan is reviewed and revised annually. Further evaluation and necessary revisions are done after the assessment data is reviewed. Our Plan is a living document that is constantly modified to address the needs of the school. The school leadership team, teachers, other staff, district administrators/cluster support, and parents work collaboratively on the development and revision of our school's plan. Our plan is also peer-reviewed annually to assist with the improvement and evaluation of programs. The goal is to utilize all available resources to provide support for teachers, parents, and students in the pursuit of academic excellence. This school year, the M. E. Stilwell Plan has been revised to address the needs of students and staff based on the most recent assessment data.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

### Professional Development (question 2-iv)

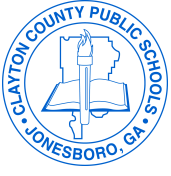
Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
School-Wide Data & Goal Setting	August 2025	All Faculty & Staff	Administrative Team
School-Wide Structures for Using Data	August 2025	Teachers	Administrative Team
Small Group Instruction	August 2025	Teachers	Instructional Support Team
Arts Integration	August 2025 - May 2025	Teachers	Administrative Team & Magnet Lead
Evidence-based Based Instructional Strategies	August 2025-May 2025	Teachers	Administrative Team Instructional Coaches Teachers
Technology Integration	October	Teachers	
Evidence-Based Instructional Programs	September 2025 October 2025	Teachers	
Evidence-Based Writing	September 2025 March 2025	Teachers	



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

### Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
SLDS Workshop	September, 2024	Sherronda Varnado, Parent Liaison
CCPS Vision Board	September, 2024	Sherronda Varnado, Parent Liaison
Importance of Parent Portal	September, 2024	Sherronda Varnado, Parent Liaison
Suicide Prevention	September, 2024	Amber Wade, School Social Worker Sherronda Varnado, Parent Liaison
9th and 10th Grade Parent Meeting	September, 2024	Counseling Department Sherronda Varnado, Parent Liaison
11th and 12th Grade Parent Meeting	September, 2024	Counseling Department Sherronda Varnado, Parent Liaison
<ul style="list-style-type: none"> <li>○ Let's Talk About It: Effective Communication between you and your teen</li> </ul>	October, 2024	Amber Wade, School Social Worker Ashley Hill, School Psychologist
How does a zero impact your Artist's overall grade? The Power of Zero	October, 2024	Sherronda Varnado, Parent Liaison
Staying in the Know - Stilwell ELA	October, 2024	Dereka Pullins, Instructional Facilitator Sherronda Varnado, Parent Liaison
CCPS Breast Cancer Awareness Walk	October, 2024	Sherronda Varnado, Parent Liaison
Title III Annual ESOL Parent Meeting	November, 2024	Sherronda Varnado, Parent Liaison
Annual Department of Exceptional Students Parent Meeting	November, 2024	Sherronda Varnado, Parent Liaison Patricia Glover-Baker, DES Chair
Treasure Hunt: Finding Your Financial Freedom	November, 2024	Mt. Zion Cluster Group Event -Sherronda Varnado, Parent Liaison
Cyberbullying: What parents need to know	December 2024	Sherronda Varnado, Parent Liaison
The Student Code of Conduct for Parents	December 2024	Nick Frutiger, Behavior Specialist Sherronda Varnado, Parent Liaison



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9th and 10th Grade Parent Meeting	September, 2024	Counseling Department Sherronda Varnado, Parent Liaison
Effective Communication with Teachers	January 2024	Sherronda Varnado, Parent Liaison
5 Reasons to schedule Parent Teacher Conference	January 2024	Sherronda Varnado, Parent Liaison Carol Bentley, Counselor
Highlighting Parental Involvement in Education	January 2024	Sherronda Varnado, Parent Liaison
Dual Enrollment Parent Meeting	February 2024	Sherronda Varnado, Parent Liaison Carol Bentley
Power of Zero Workshop	February 2024	Sherronda Varnado, Parent Liaison
Stilwell: Parent Data Workshop	March 2024	Sherronda Varnado, Parent Liaison
	March 2024	Sherronda Varnado, Parent Liaison
Preparing for GMAS/EOC Workshop	April 2024	Sherronda Varnado, Parent Liaison Tomeka Crum, Assistant Principal
Understanding High Stakes Test Scores Workshop	April 2024	Sherronda Varnado, Parent Liaison
Parental Involvement in Education	May 2024	Sherronda Varnado, Parent Liaison



# Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

## Tentative Budget