

2026-2027 Title I Schoolwide Improvement Plan Clayton County Public Schools

School Strategic Plan Outcomes

TITLE I SCHOOLWIDE PLAN		
School Name: Perry Career Academy	District Name: Clayton County Public Schools	
Principal Name: Dr. Cynthia Freeman Smalls	School Year: 2026-2027	
School Mailing Address: 137 Spring Street, Jonesboro, GA 30236		
Telephone: 770-515-7601		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESSA ACCOUNTABILITY STATUS – Check only if applicable.		
Comprehensive Support ☒	Targeted Support ☐	ATSI ☐
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget ☒	Title I School Improvement Grant (SIG) ☒	
SIGNATURES AND REVISION DATE		
Principal’s Signature:		Date:
Title I Programs’ Specialist Signature:		Date:
Title I Director’s Signature:		Date:
Revision Date: 6/12/2026	Revision Date:	Revision Date:

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Title I Planning Committee:

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

NAME	POSITION/ROLE
Dr. Cynthia Freeman-Small	Principal
KaSondra Todd	Assistant Principal
Monique Drewry	Assistant Principal
Shalaia Parrish	ELA Dept. Chair
Byron Brown	Math Dept. Chair
Dr. William Thomas	Social Studies Teacher
Dr. Loretta Jamison	Lead Counselor
	Choose an item.
	Choose an item.
	Choose an item.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	
PCA will ensure that stakeholders, especially parents and guardians, can provide meaningful input into the needs assessment process by engaging them throughout the year in structured, two-way feedback opportunities aligned to the Comprehensive Needs Assessment and CSIP timeline. Parents will be invited to serve on the CNA/CSIP planning team and to participate in dedicated input meetings where staff will share clear summaries of EOC, Lexile, attendance, and subgroup data before asking families to identify priority needs and root causes. Additional feedback will be collected through parent surveys and discussions embedded in the Annual Title I Meeting, curriculum workshops, and Parent and Family Engagement events, offered at varied times and formats (in-person and virtual) with translated materials and language support for	

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multilingual families. The CNA team will then analyze and incorporate stakeholder themes directly into the prioritized foci, SMART goals, and strategies. It will later communicate back to families how their input shaped the final plan.

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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 (iReady, MAP, Access Reports, EOC, Milestones, DIBELS).

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

- 1) 2 years of the current the GMAS data (2024-2025 and 2025-2026)**
- 2) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**
- 3) 3 years of prior years' student attendance data.**
- 4) 3 years of prior years' student discipline data.**

Assessment sources

For FY27, the CSIP team reviewed multiple data sources, including NWEA MAP Reading and Math (Fall 2024–Spring 2026), GMAS End of Course (EOC) results from 2024–2026, and district summary reports for Algebra Concepts and Connections, Biology, United States History. American Literature is no longer a tested course. Students will be assessed in Literature and Composition II, starting spring of 2026. New English Language Arts standards were assessed in spring of 2026 in and the resulting assessment data are not yet available.

PCA GMAS EOC performance and gaps

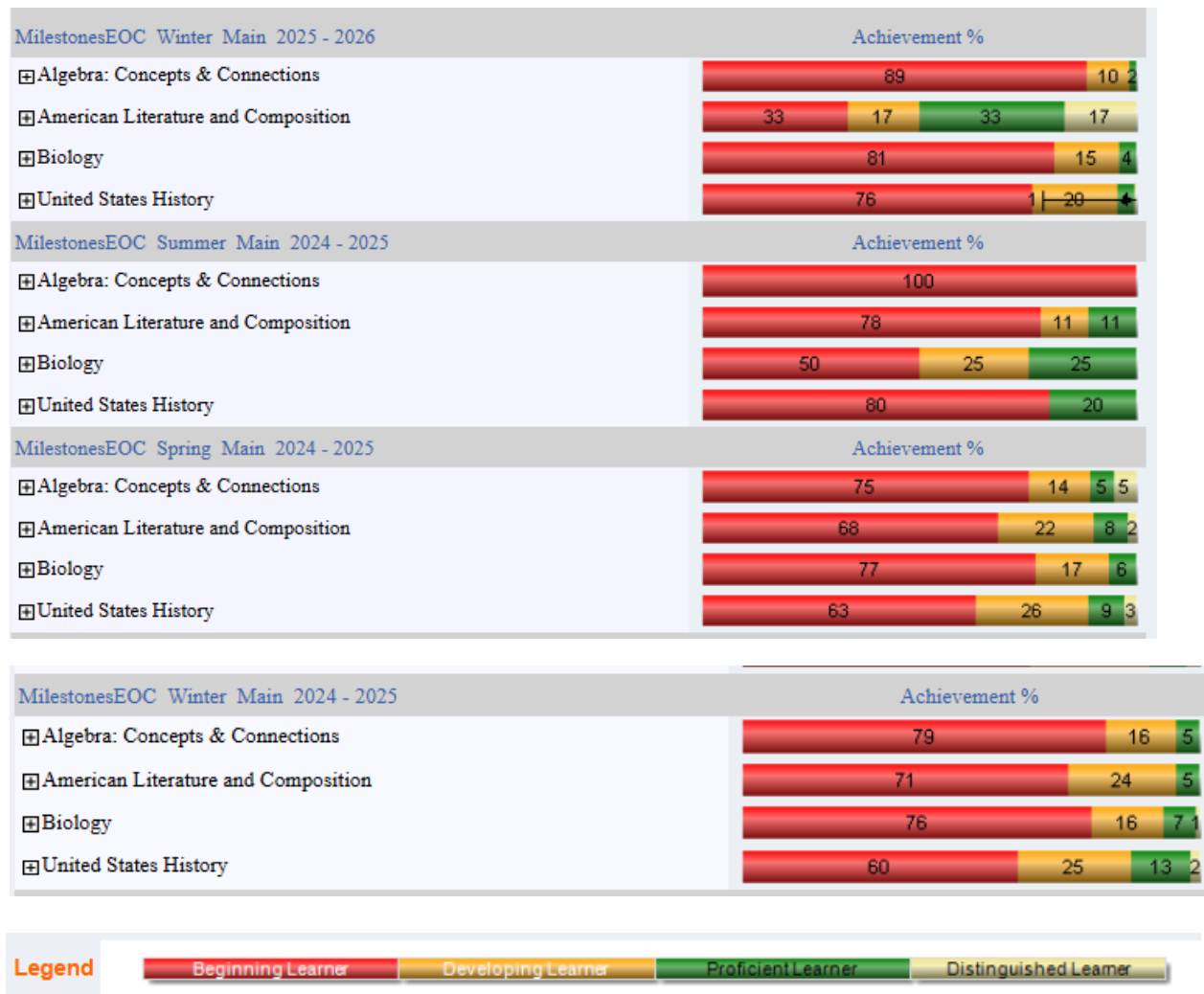
Perry Career Academy serves a high-need, over-age and under-credited population and continues to show a disproportionately high concentration of Beginning and Developing Learners on GMAS End of Course assessments. In Algebra Concepts and Connections, 90 percent of PCA students tested in 2025-26 scored at the Beginning level and only 2 percent reached Proficient or Distinguished, compared to a district proficiency rate of 31 percent. Biology reflects a similar pattern, with 82 percent of PCA test-takers scoring Beginning and just 3 percent reaching Proficient or Distinguished, far below the district's 30 percent proficiency rate.

United States History is the relatively strongest EOC content area for PCA but remains significantly below district expectations. In 2025-26, 81 percent of PCA students scored Beginning, 15 percent Developing, and only 4 percent Proficient or Distinguished, while the district achieved 27 percent Proficient/Distinguished. Across all three EOC subjects, the overwhelming majority of PCA students are performing at the Beginning level, indicating that most students are not yet demonstrating grade-level mastery of core content standards and require intensive, standards-aligned intervention.

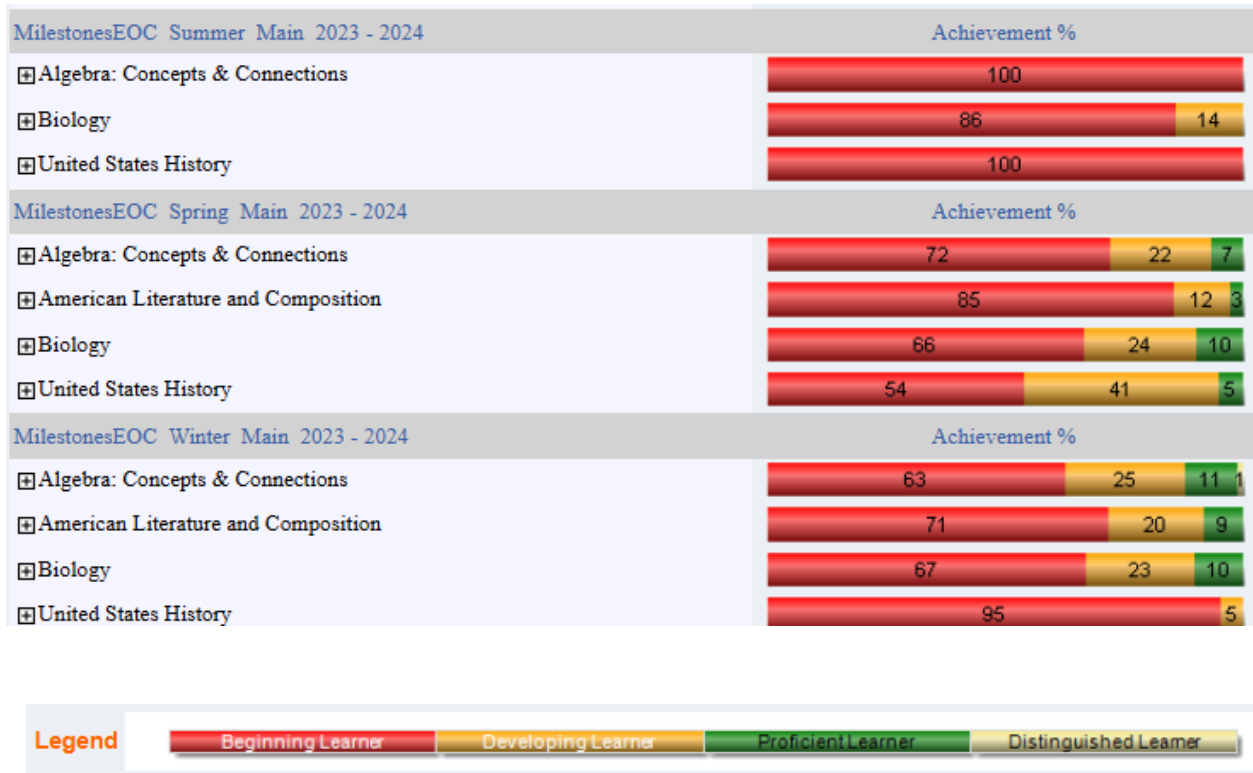
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Figure 1

GMAS End-of-Course Assessment Data (2023-2026)



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MAP achievement and growth trends

NWEA MAP data for 2024–2026 show that PCA students generally enter significantly below grade level in reading and mathematics and make uneven growth across administrations. While some cohorts demonstrate moderate conditional growth, particularly in the lower performance bands, many students do not meet projected growth targets, and median RIT scores remain below national norms in both subjects. These MAP patterns, when triangulated with GMAS proficiency levels, reinforce the need for systematic Tier 1 instruction focused on priority standards, as well as targeted small-group and individual interventions aligned to specific skill gaps.

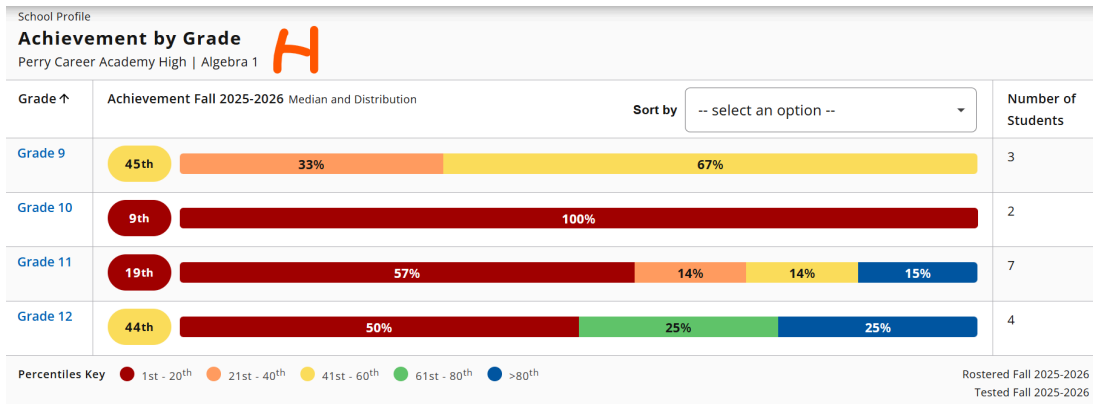
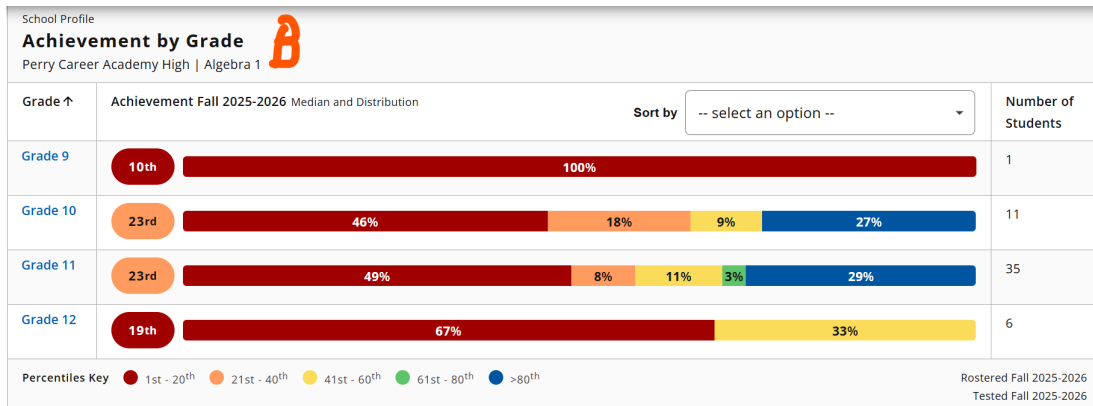
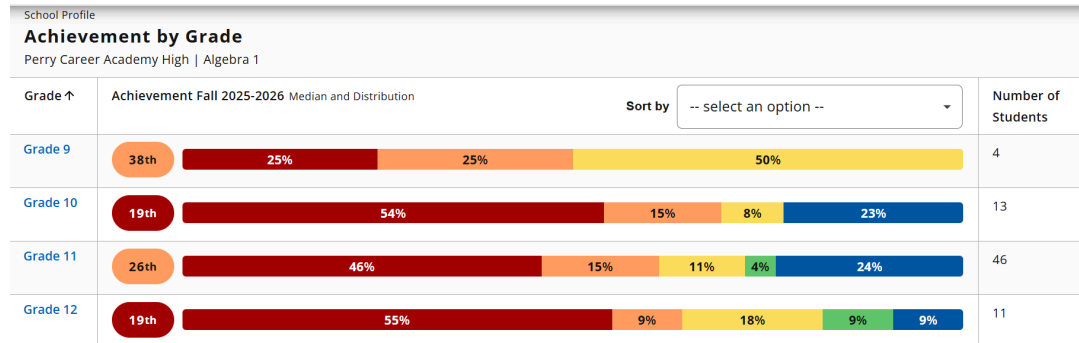
Figure 2

2025-2026 MAP Achievement and Growth for Algebra I by Subgroup

Beginning of the Year (BOY)

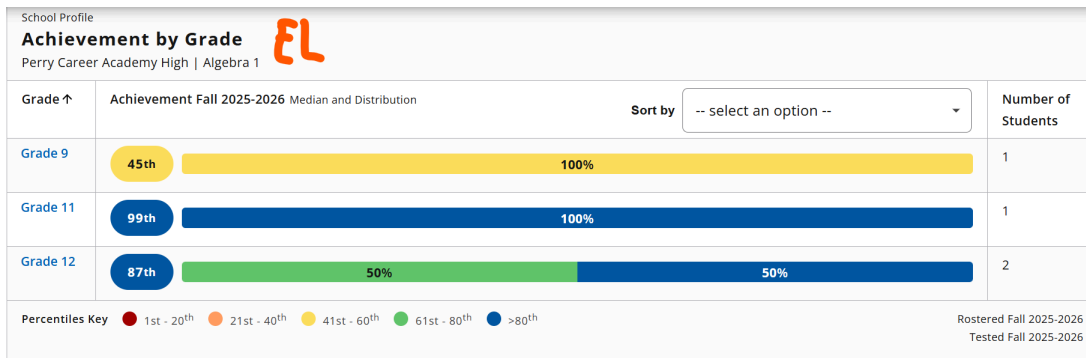
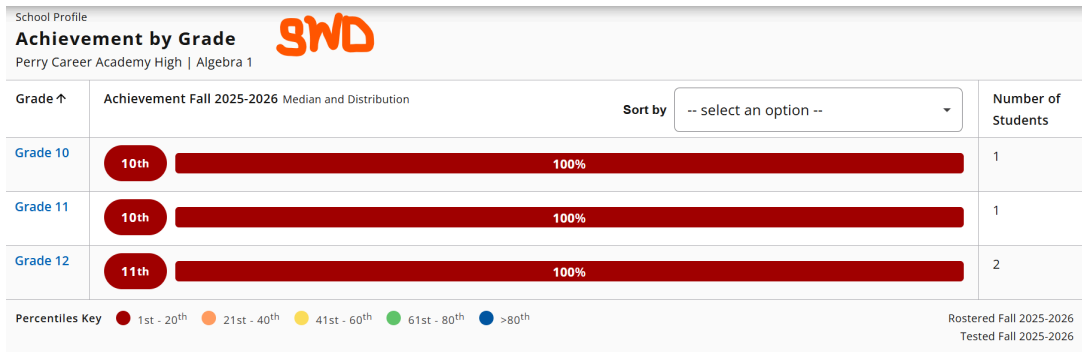
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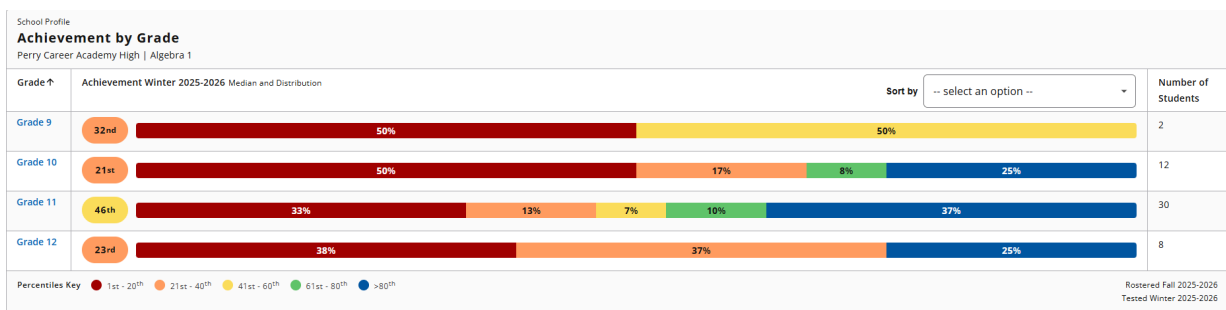
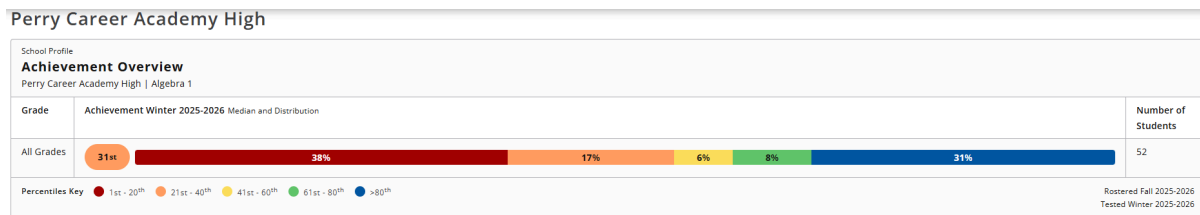


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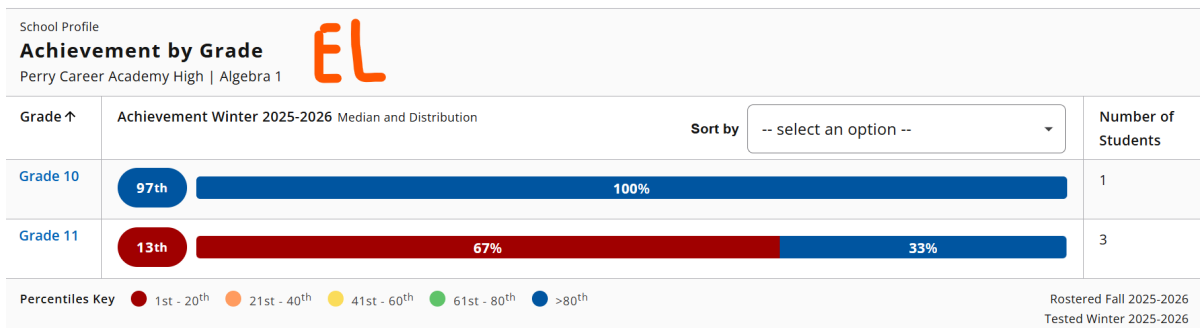
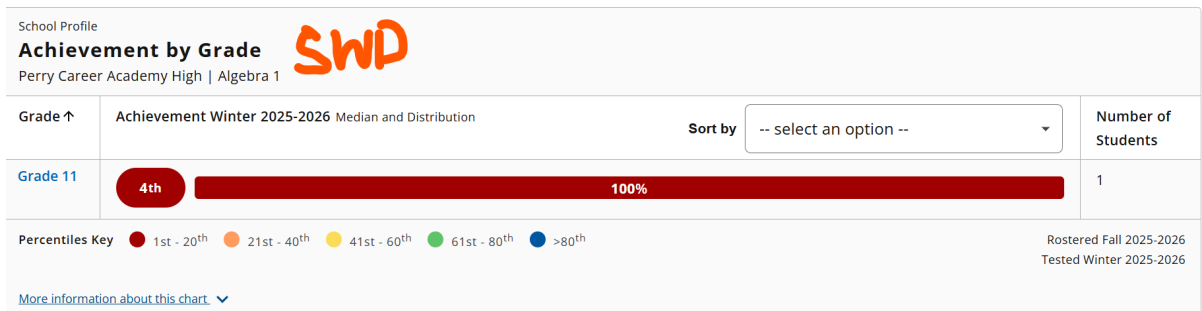
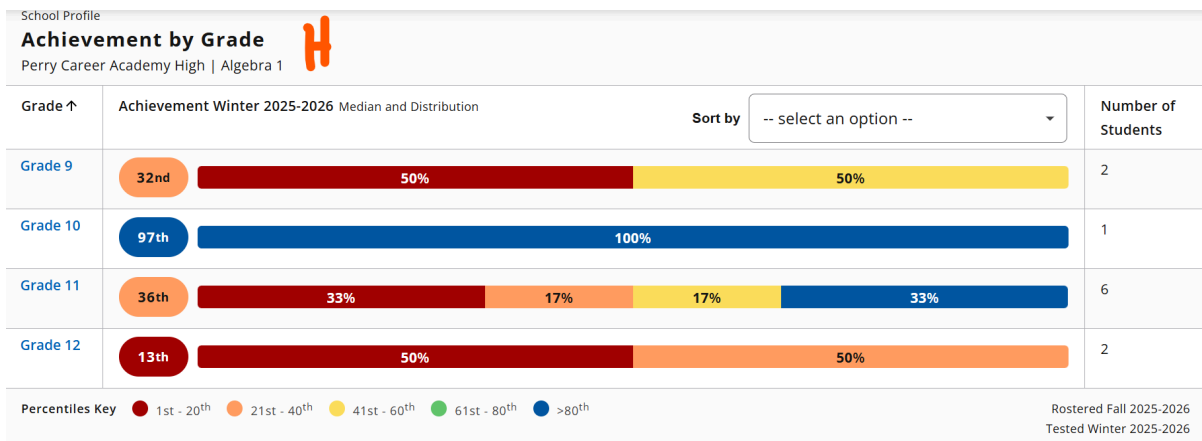
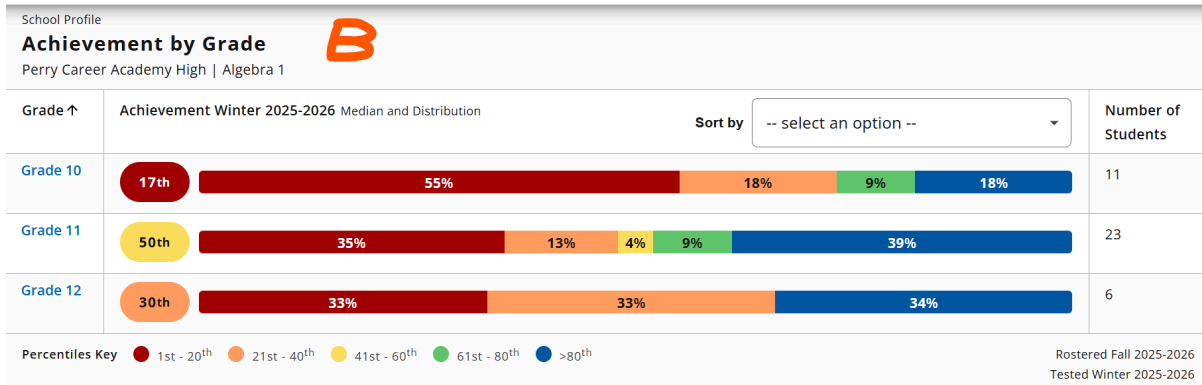


Middle of the Year (MOY)



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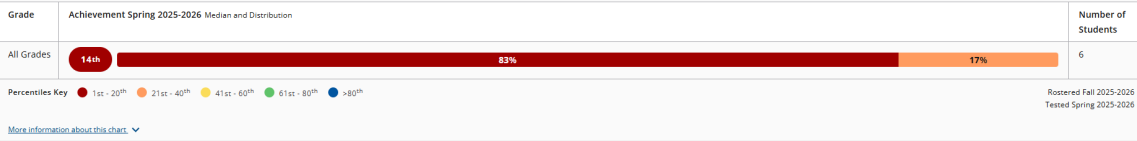
End of the Year (EOY)*

Perry Career Academy High

School Profile

Achievement Overview

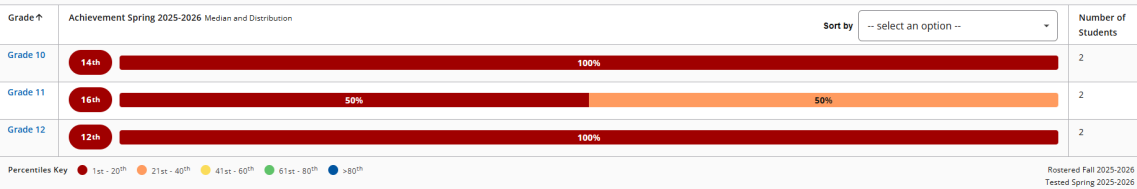
Perry Career Academy High | Algebra 1



School Profile

Achievement by Grade

Perry Career Academy High | Algebra 1

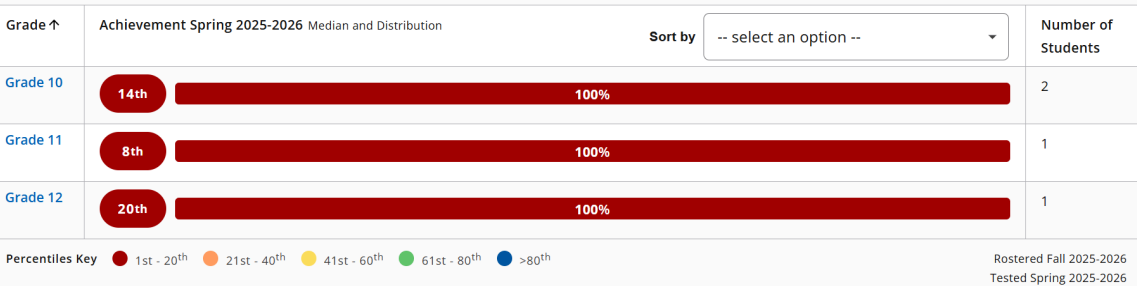


School Profile

Achievement by Grade

Perry Career Academy High | Algebra 1

B

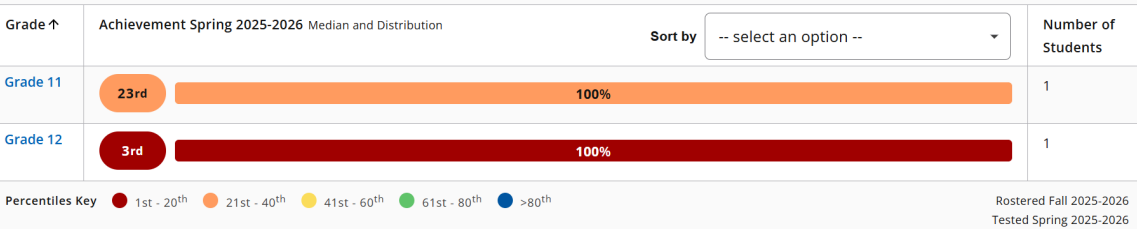


School Profile

Achievement by Grade

Perry Career Academy High | Algebra 1

H

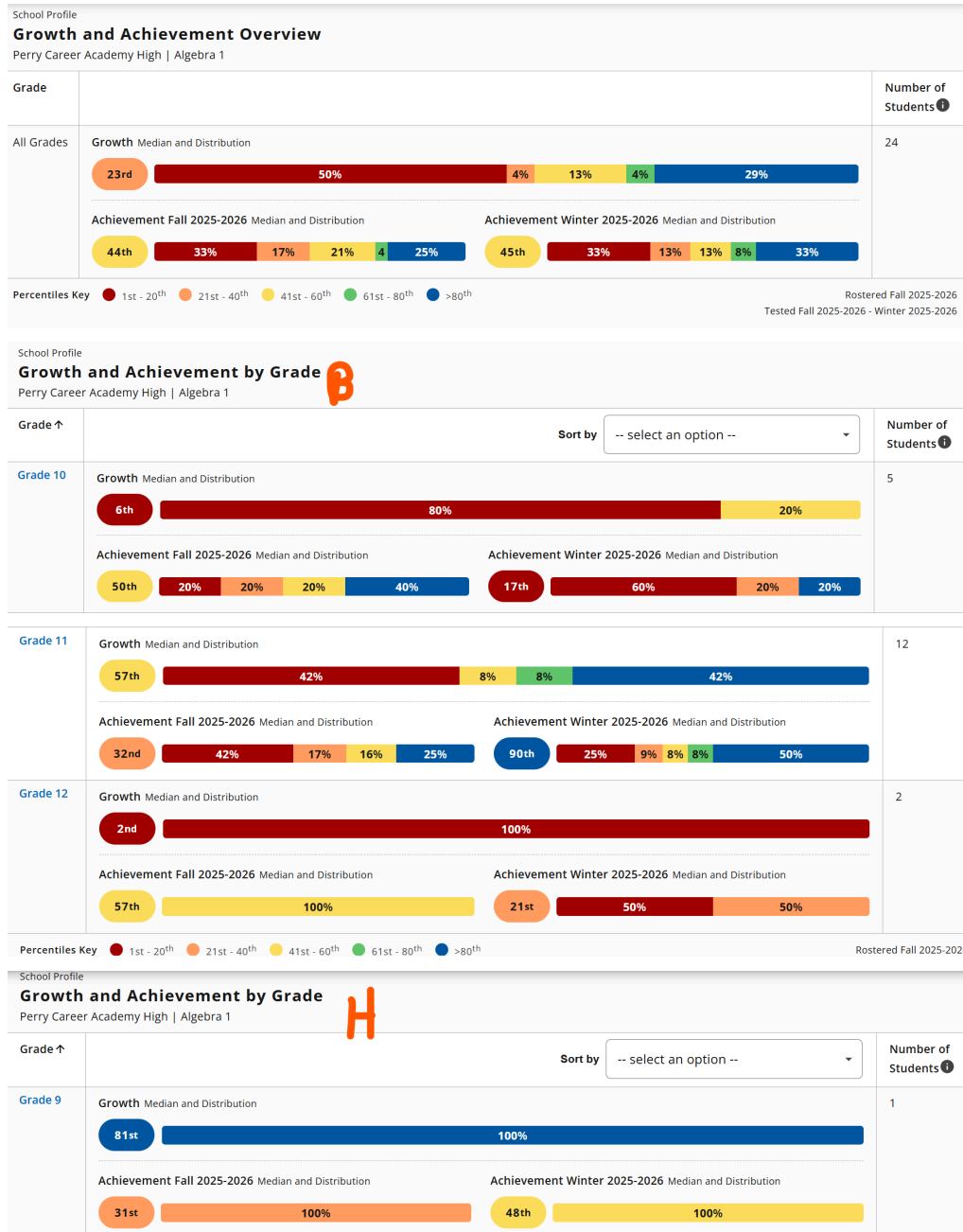


*These are likely not the same students who took the BOY assessment

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Figure 3

2025-2026 Algebra I MOY Growth and Achievement by Subgroup



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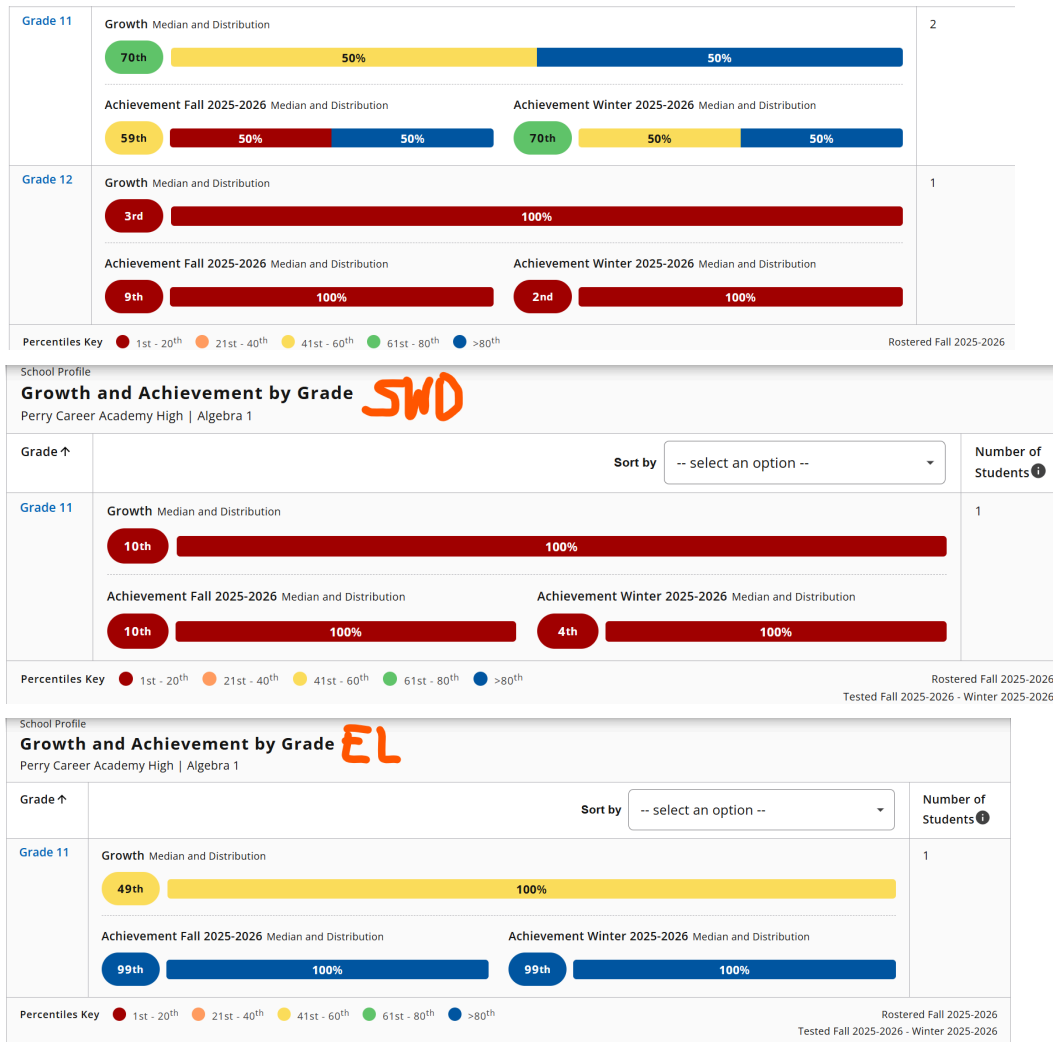
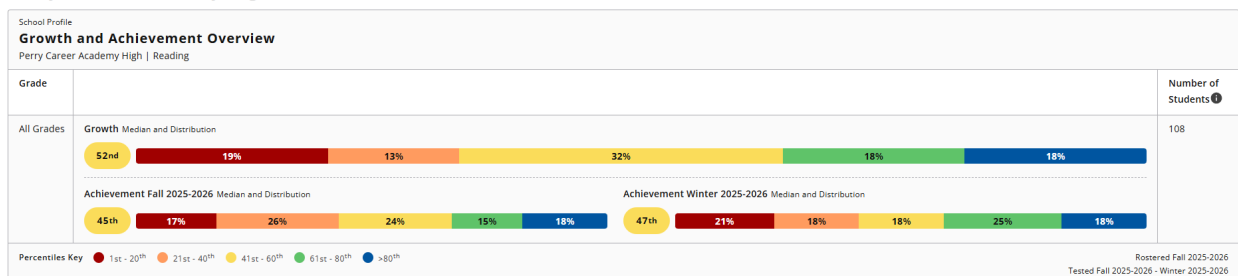


Figure 4

2025-2026 Reading MOY Growth and Achievement by Grade

Perry Career Academy High



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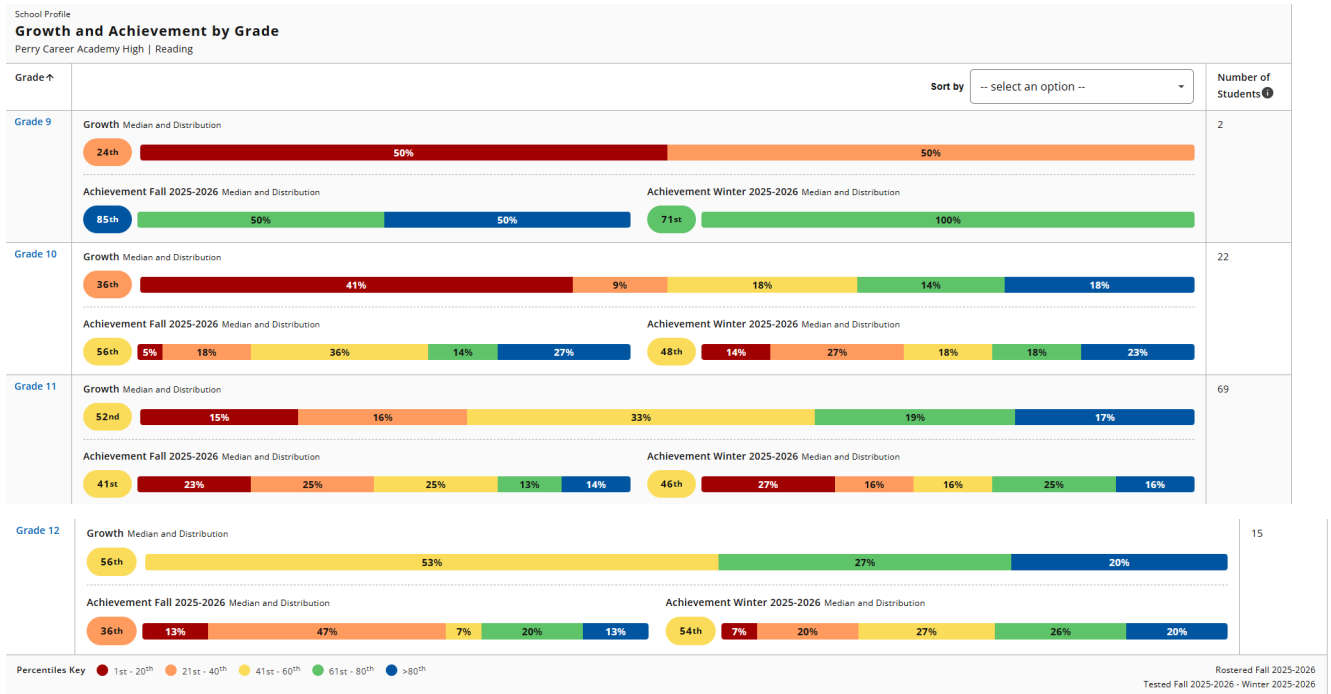
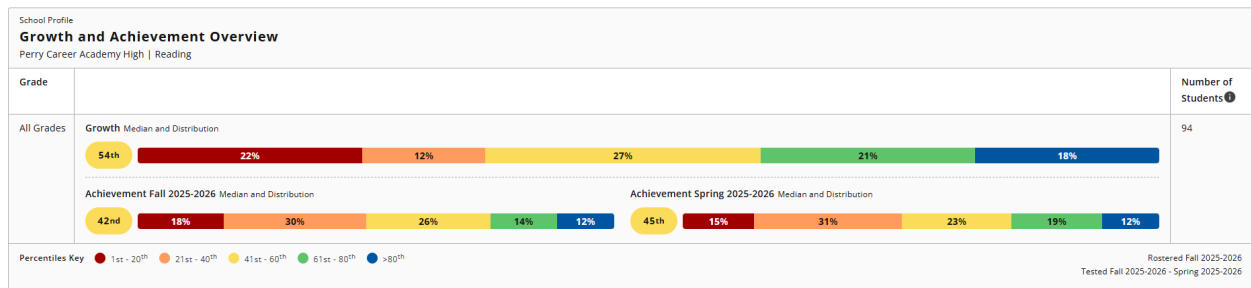


Figure 5

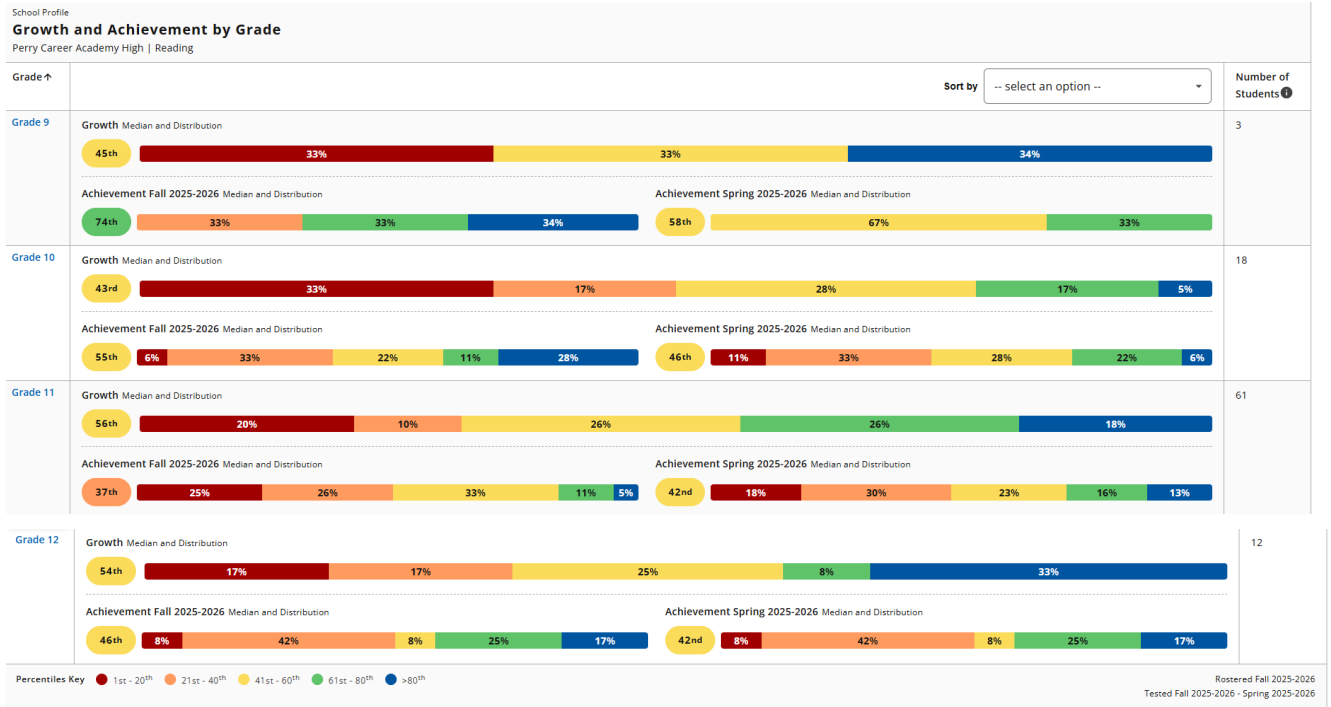
2025-2026 Reading EOY* Growth and Achievement by Grade

Perry Career Academy High



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*These are not likely the same students who tested in BOY.

Literacy (Lexile) Data

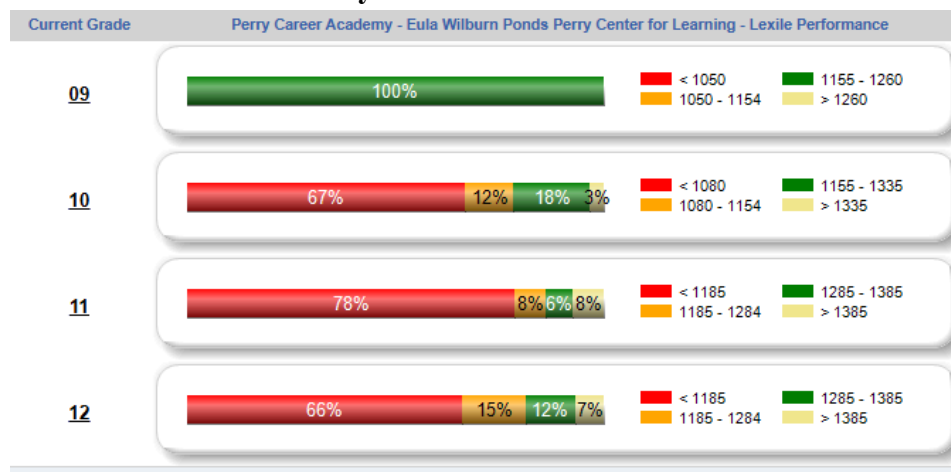
Lexile data from 2023–2024 and 2024–2025 show that a substantial majority of PCA students are reading below grade level across grades 10–12, with only a small proportion meeting or exceeding expected Lexile ranges. Even as students progress through high school, the percentage of on- or above-grade-level readers remains limited, indicating persistent literacy gaps that directly affect performance in American Literature, Algebra Concepts and Connections, Biology, and U.S. History.

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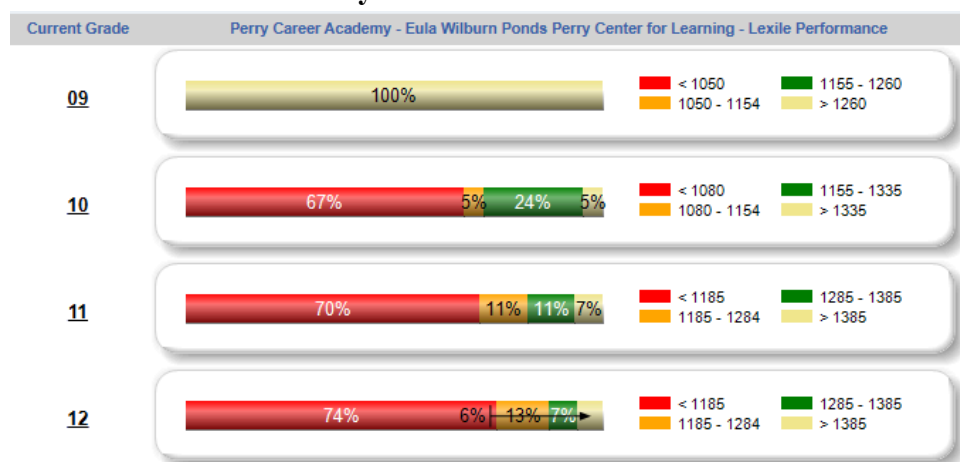
Figure 6

2023-2025 Lexile Scores by Grade

2023-2024 Lexile Scores by Grade



2024-2025 Lexile Scores by Grade



Language Acquisition (ACCESS 2.0) data

ACCESS 2.0 composite proficiency results for 2023–2024 and 2024–2025 confirm that most English Learners remain at the Emerging or Developing levels, with relatively few students reaching Expanding or higher. When disaggregated by grade, these data demonstrate that EL students at every grade level are still developing foundational academic language, which makes it difficult to access complex texts, participate fully in class discussions, and demonstrate mastery on GMAS EOCs. Together, the Lexile and ACCESS data reinforce the need for schoolwide literacy supports and intentional language-development strategies—including

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explicit vocabulary instruction, reading and writing in all content areas, and co-planned accommodations for ELs and SWDs—to raise proficiency rates in core content courses.

Figure 7

Spring ACCESS 2.0 Composite Proficiency Levels (2023-2024, 2024-2025)

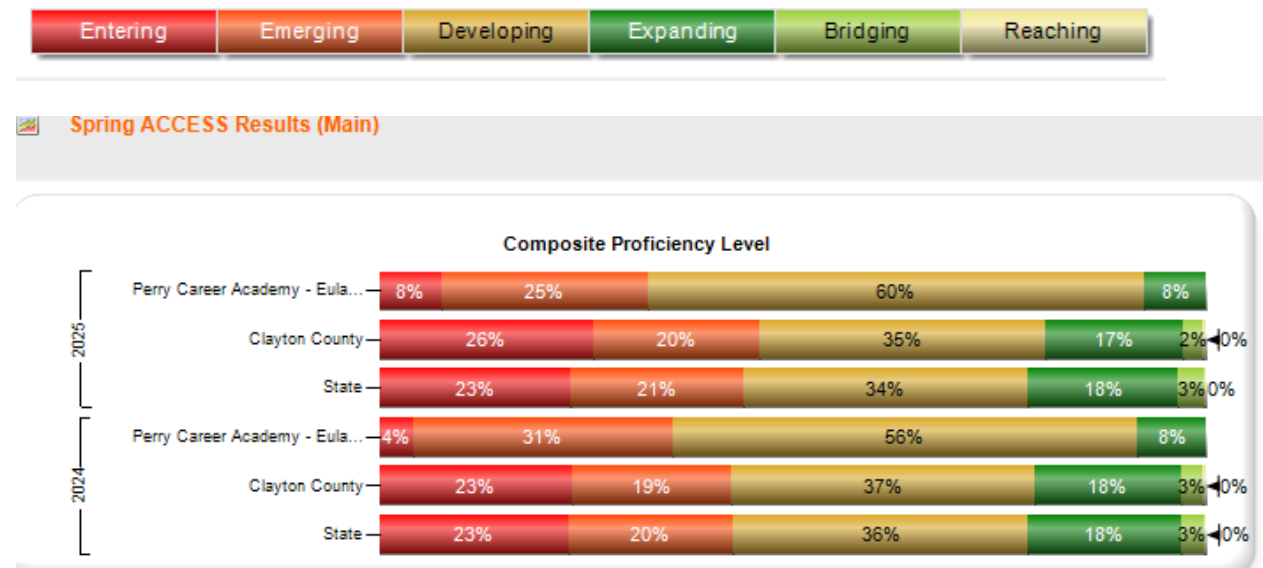
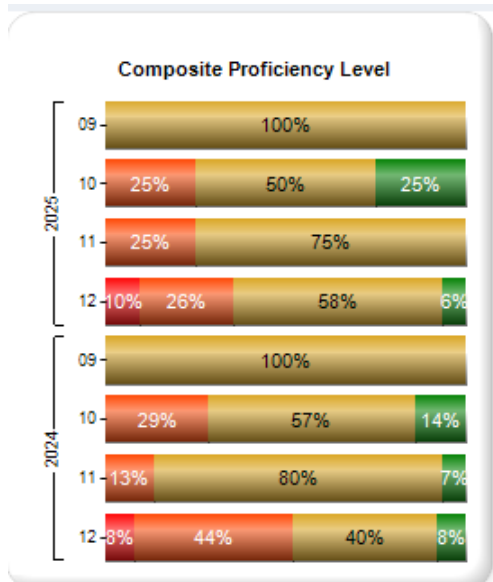


Figure 8

Spring ACCESS 2.0 Composite Proficiency Levels by Grade Level (2023-2024, 2024-2025)



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Implications for FY27 priorities

Taken together, the MAP and GMAS data confirm that PCA's students face persistent, multi-year academic deficits across ELA, mathematics, science, and social studies, with the most urgent needs in Algebra Concepts and Connections, Biology, and U.S. History. The concentration of Beginning Learners and below-norm MAP performance supports the FY27 goals to increase the percentage of Proficient and Distinguished learners by 8 percentage points in all core content areas and to strengthen data-driven instruction, progress monitoring, and intervention systems for at-risk students.

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Attendance and chronic absenteeism

Figure 9

Attendance Rates by Grade (2023-2026)

School: Perry Career Academy High Calendar: 25-26 Perry Career Acad High										
	Student Membership		Absent	Present			Unexcused Absences		Percent In	
	Grade	Count	Days	Days	Days	ADM	ADA	Days	Avg. Daily	Attendance
	06	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	07	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	08	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	09	33	3238	535.00	2703.00	18.07	15.10	532.00	2.97	83.48%
	10	134	18394	2577.00	15817.00	102.81	88.47	2572.00	14.35	85.99%
	11	225	28504	4405.00	24099.00	159.30	134.59	4389.00	24.55	84.55%
	12	618	84204	5991.00	78213.00	470.57	436.98	5924.00	33.18	92.89%
Total	7	1010	134340	13508.00	120832.00	750.75	675.14	13417.00	75.05	89.94%

School: Perry Career Academy High Calendar: 24-25 Perry Career Acad High										
	Student Membership		Absent	Present			Unexcused Absences		Percent In	
	Grade	Count	Days	Days	Days	ADM	ADA	Days	Avg. Daily	Attendance
	06	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	07	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	08	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	09	13	1471	389.67	1081.33	8.26	6.08	389.67	2.18	73.51%
	10	158	23393	3938.94	19454.06	131.49	109.30	3929.72	22.13	83.16%
	11	217	28892	5361.27	23530.73	162.36	132.19	5341.12	29.96	81.44%
	12	772	102779	10433.91	92345.09	577.00	518.74	10375.60	58.29	89.85%
Total	7	1160	156535	20123.79	136411.21	879.11	766.31	20036.11	112.56	87.14%

School: Perry Career Academy High Calendar: 23-24 Perry Career Acad High										
	Student Membership		Absent	Present			Unexcused Absences		Percent In	
	Grade	Count	Days	Days	Days	ADM	ADA	Days	Avg. Daily	Attendance
	06	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	07	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	08	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	09	23	2510	439.31	2070.69	13.94	11.51	439.31	2.45	82.50%
	10	233	33195	6572.24	26622.76	184.53	147.94	6556.31	36.36	80.20%
	11	311	43394	9842.48	33551.52	241.22	186.49	9831.75	54.53	77.32%
	12	762	100093	13533.94	86559.06	556.48	480.93	13518.17	75.26	86.48%
Total	7	1329	179192	30387.97	148804.03	996.17	826.87	30345.54	168.60	83.04%

Over the past three school years, student attendance at Perry Career Academy has remained a critical concern, with patterns that directly impact course completion and EOC performance. In 2024–2025, overall attendance was lowest in 9th grade at approximately 67.6 percent, compared with 83.1 percent in 10th grade, 82.3 percent in 11th grade, and 85.1 percent in 12th grade, indicating that students are most at risk of disengagement in their transition year into high school. Multi-year data show that the percentage of students with zero absences declined from 7.5 percent in 2021–2022 to just 1.1 percent in 2023–2024, while the proportion of students with more than 10 absences climbed from 80.5 percent to 93.7 percent over the same period, signaling pervasive chronic absenteeism.

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Subgroup trends reveal that Students with Disabilities and English Learners consistently experience some of the highest rates of excessive absences, often related to medical needs, transportation barriers, language access, and family responsibilities. Because 100 percent of PCA students are identified as Economically Disadvantaged, external factors such as housing instability, employment obligations, and caregiving responsibilities also contribute to inconsistent attendance and reduced engagement across all grades. These attendance patterns, combined with low GMAS proficiency and below-norm MAP performance, reinforce the need for intensive, coordinated supports that address both academic gaps and non-academic barriers to school participation.

In response, PCA has established Goal 3 to raise the overall attendance rate from 85 percent to at least 95 percent by May 2027 and is implementing a tiered system of interventions. Key strategies include an Early Warning System dashboard reviewed monthly in Circle of Support meetings, weekly mentor-teacher monitoring of mentees whose attendance falls below 90 percent, Operation Attendance campaigns with quarterly recognition for students meeting the 95 percent threshold, and a tiered family outreach protocol coordinated by teachers, counselors, the social worker, and MTSS teams. The school is also using transportation assistance, basic-needs supports, and multilingual communication to remove economic and language barriers so that EL, SWD, and other at-risk students can access instruction consistently and make adequate progress toward graduation.

Discipline and behavior trends

For the past several years, PCA has recorded very few discipline incidents (approximately six total events), largely because most students were served through virtual instruction and had limited time on campus. As the school transitions to a fully face-to-face model in 2026–2027, the CSIP team anticipates an increase in behavior events as students and staff relearn in-person expectations, routines, and classroom norms, which presents a potential risk to maintaining a safe, orderly learning environment. These concerns, combined with existing academic and attendance challenges, led the school to prioritize Goal 4—to establish baseline discipline data and implement a schoolwide behavior framework and consistent classroom management practices to reduce office discipline referrals over the course of the year.

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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 Title I schoolwide/school improvement plan. What perception, process, achievement, and demographic data sources were reviewed, and what conclusions or trends were identified from the data analysis?

Since PCA's designation as Clayton County Public Schools' 11th high school in 2017, its development has been a collaborative effort involving school leaders, teachers, counselors, support staff, and community stakeholders. Together, they have identified student needs, designed support systems for at-risk learners, and developed an instructional model tailored to the school's unique population. Community partnerships have extended this support beyond academics, reinforcing PCA's commitment to holistic student success. PCA undertook a comprehensive data collection process encompassing academic performance, attendance, and EOC live lesson participation. A thorough analysis followed to identify trends, performance gaps, and priority needs. Based on these findings, the team determined focus areas for targeted support and resource allocation.

In the most recent school year, PCA conducted a Comprehensive Needs Assessment (CNA) to evaluate its strengths and identify improvement areas. A CNA team of administrators, department chairs, teachers, and support staff review four major categories of data. Perception data included staff CSIP surveys, stakeholder input forms, and feedback from parent workshops and Title I meetings. Process data included Edgenuity course login and completion reports, EOC live lesson and bootcamp attendance logs, mentor program monitoring tools, discipline referral reports, and MTSS documentation. Achievement data encompassed three years of Georgia Milestones Assessment Systems (GMAS) End-of-Course (EOC) assessment results in American Literature, Algebra Concepts and Connections, Biology, and U.S. History; MAP growth reports; Lexile data; and ACCESS 2.0 scores for English Learners. Demographic data included enrollment and subgroup trends (race/ethnicity, English Learners [ELs], Students with Disabilities [SWDs], and Economically Disadvantaged [ED]), and multi-year attendance and chronic absenteeism rates by grade level and subgroup.

Analysis of these data sets revealed several consistent trends that directly informed our 2026-2027 Title I goals and strategies. Achievement data showed that in EOC courses (American Literature, Algebra I/Algebra Concepts and Connections, Biology, and U.S. History), 70-85 percent of

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students remained at the Beginning Learner level over multiple years, with very few students scoring Proficient or Distinguished, especially among EL, SWD, and ED subgroups. There are no foster or migrant students. Lexile and ACCESS data confirmed that most students are reading below grade level and that the majority of English Learners remain at the Emerging or Developing levels, indicating significant language and literacy gaps that hinder success on EOCs. Demographic and attendance data showed growing EL and SWD populations, 100% ED status, and high rates of chronic absenteeism, particularly in 9th grade and among SWD and EL students, with over 80% of students accumulating more than 10 absences in recent years. Process data from Edgenuity and live lessons indicated inconsistent participation in virtual instruction and EOC bootcamps, while perception data highlighted students' need for more engaging live lessons, stronger mentoring relationships, and clearer graduation planning.

Taken together, these findings led the CNA team to prioritize three schoolwide needs that are reflected in PCA's 2026-2027 SMART goals. First, the persistent concentration of students in the Beginning Learner band in all core content areas led to Goal 1, which focuses on increasing the percentage of proficient and distinguished learners on the GMAS EOCs by 8 percentage points in science, math, ELA, and social studies. To address the instructional gaps revealed through achievement, Leile, ACCESS, and process data, the team selected research-based strategies such as explicit instruction, flexible grouping, scaffolded learning, and differentiated instruction, with intentional supports and high-leverage practices tailored to the unique needs of special education students and English Learners. Second, the combination of low course completion rates, high mobility, and historical cohort (including SWD and EL) graduates by August 2027 through continued use of graduation plans, intensive cohort monitoring, and a schoolwide mentor program. Third, multi-year attendance and chronic absenteeism trends-particularly low attendance in 9th grade and high percentages of students with more than 10 absences-led directly to Goal 3, which aims to increase the overall student attendance rate from 85% to at least 95% by May 2027 through targeted attendance interventions, increased engagement in Edgenuity and live lessons, and strengthened family outreach and support. These goals and strategies collectively ensure that the CNA findings are directly aligned with PCA's priorities for improving academic achievement, graduation outcomes, and student engagement for all learners, especially those most at risk of not meeting state standards. The CNA team identified behavior and school climate as an additional priority for 2026-2027, given the shift to face-to-face instruction, and agreed to add a baseline discipline goal focused on schoolwide expectations, positive behavior supports, and consistent classroom management.

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) What are your strengths and challenges

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The school serves a diverse population, including English Learners (EL), various racial and ethnic groups, and Students With Disabilities (SWD).

English Learners (EL) also face widespread academic difficulties, with most performing at the Beginning Learner level across all subjects. This highlights the need to strengthen English language support, including enhanced ESL programs and additional language acquisition resources, to improve both academic outcomes and school engagement.

Racial and ethnic disparities are evident, with Black and Hispanic students disproportionately identified as Beginning Learners. Addressing this achievement gap requires culturally responsive teaching, increased family engagement, and peer mentorship initiatives tailored to their experiences.

Students With Disabilities (SWD)—especially those with specific learning disabilities—consistently underperform across subjects. Improving outcomes for this subgroup will require more inclusive instructional practices, specialized support, and adaptive learning resources that address their individual learning needs.

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

Following a review of perception, process, achievement, attendance, discipline, and demographic data, the CSIP team identified four prioritized areas of focus for 2026-2027: increasing academic proficiency in core content areas, improving graduation outcomes for the 2027 cohort, strengthening student attendance and engagement, and establishing a positive schoolwide behavior climate as students transition to face-to-face instruction. These priorities were established based on persistent low performance on GMAS EOC assessments, below-grade-level literacy performance, ongoing language acquisition needs among English Learners, historical graduation concerns for at-risk students, chronic absenteeism across grade levels and student groups, and the anticipated need to reestablish behavior expectations and routines in an in-person setting.

The team identified four primary root causes contributing to these needs. First, students have not consistently experienced standards-aligned instruction that includes explicit teaching, scaffolded supports, flexible grouping, and differentiated learning opportunities sufficient to address significant unfinished learning, particularly for Students with Disabilities and English Learners. Second, schoolwide literacy and language-development practices have both been consistently embedded across content areas, limiting students' ability to access complex text, academic vocabulary, and content-specific tasks in ELA, mathematics, science, and social studies. Third, systems for early identification, monitoring, and intervention related to attendance, course completion, and graduation readiness have not been implemented with enough consistency to prevent some students from becoming off-track. Fourth, as PCA moves to a face-to-face model, schoolwide expectations, classroom management practices, and positive behavior supports have not yet been fully established and practiced with students in an in-person environment, which increases

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the risk of discipline incidents and undermines a safe, orderly environment.

As a result, the school prioritized Goal 1 to improve proficiency in all core content areas, Goal 2 to increase the graduation rate of the 2027 cohort to 70 percent by August 2027, Goal 3 to raise the overall attendance rate from 85% to at least 95% by May 2027, and Goal 4 to establish baseline behavior data and reduce office discipline referrals through implementation of a schoolwide positive behavior framework and consistent classroom management in all classrooms. These prioritized foci and root causes will guide the selection of strategies, interventions, staffing supports, and progress-monitoring structures throughout the school year.

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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, 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 2026–2027 school year, Perry Career Academy will implement multiple research-based strategies and interventions — including explicit instruction, flexible grouping, scaffolded learning, and differentiated instruction — to actively engage all students in rigorous, standards-aligned learning experiences and increase the number of proficient and distinguished learners on the Georgia Milestones Assessment in all core content areas (science, math, ELA, and social studies) by 8 percentage points, with intentional supports and high-leverage practices targeting the unique needs of special education students and English Learners.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Teachers will use explicit instruction to clearly model skills, use think-alouds, provide guided practice, and gradually release responsibility to students.	Tier 1 (strong evidence)	Aug 2026-May 2027	\$500 (PD resources and materials)	All Teachers Administrators Teacher Development Specialist
Teachers will flexibly group students by skill level, using ongoing data to provide targeted instruction in small groups.	Tier 1-2 (strong to moderate evidence)	Sept 2027 - April 2028	\$1000 (consumable instructional material)	All Teachers Administrators Lead Teacher of Special Ed (LTSE) ESOL Teacher
Teachers will use instructional scaffolding and gradual release.	Tier 2-3 (moderate to promising evidence)	Aug 2026 - April 2028	\$500 (PD resources and materials)	All Teachers Administrators Teacher Development Specialist LTSE

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				ESOL Teacher
Teachers will use ongoing formative assessment and data-driven instruction in 4-week data cycles.	Tier 1-2 (strong to moderate evidence)	Aug 2026 - Mar 2027		All Teachers Assistant Principal/Data Coordinator
Teachers will engage in recurring cycles of collaborative planning, data analysis, and targeted intervention design during professional learning communities (PLCs).	Tier 2 (moderate evidence)	Aug 2026 - Mar 2027		Classroom Teachers Administrators Lead Teacher of Special Ed (LTSE) ESOL Teacher Department Chairs
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Provide extended learning opportunities with a focus on standards-aligned, explicit instruction in identified skill gaps. Ensure equitable access to materials and resources. Implement school-based mentoring focused on academic goal-setting and self-efficacy. Use MTSS Tier 2 interventions to address gaps before they widen proactively.		Implement trauma-informed instructional practices schoolwide. Provide individualized academic recovery plans. Implement school-based mentoring focused on academic planning support. Use multi-agency collaboration between school staff, the social worker, and mental health providers to address behavioral and academic needs.		
English Learners		Students with Disability		
Implement MTSS with a culturally and linguistically appropriate lens. Provide push-in and pull-out ESOL services in coordination with content teachers. Use sentence frames, visuals, bilingual dictionaries, and native language scaffolds to increase access to grade-level content. Use EL-specific progress monitoring. Train all content teachers in language acquisition stages so that instruction is appropriately scaffolded to each student's proficiency level.		Deliver specially designed aligned to each student's IEP goals and linked directly to grade-level standards, using explicit instruction, task analysis, and systematic feedback. Implement co-teaching models. Conduct regular IEP progress monitoring.		

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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 2026-2027 school year, 72% of the 2027 cohort students (including SWD and EL) enrolled at Perry Career Academy will graduate by August 2027.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Perry Career Academy will implement a structured mentoring program by assigning 100% of the actively enrolled students to a trained mentor who will monitor engagement data and meet weekly with caseload students to problem-solve and reconnect students to school.	Tier 2 (moderate evidence)	Aug 2026-May 2027		Mentor Teachers All Counselors Administrators
100% of actively enrolled students in Perry Career Academy for the 2026-2027 school will have an updated individualized graduation plan.	Tier 3 (promising evidence)	Aug 2026-May 2027		Mentor Teachers All Counselors Administrators
Teachers will use an Early Warning System (EWS) to monitor student attendance, behavior, course performance, and graduation plan milestones for assigned student caseload. The Cohort	Tier 1-2 (strong to moderate evidence)	Aug 2026-May 2027		Mentor Teachers All Counselors Administrators

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Monitoring Tool will be updated weekly.				
Students who have fallen behind in credits will participate in a structured, standards-aligned opportunity to recover credits using Edgenuity and stay on track toward graduation in May or August 2027.	Tier 2-3 (moderate to promising evidence)	Aug. 2026-May 2027		Classroom Teachers All Counselors
Family and Community Engagement through regular updates on graduation status, needs-based workshops, translation and interpretation services, and community partnerships	Tier 1 (strong evidence)	Sept. 2026-May 2027	\$2000 (meeting and event resources)	Parent Liaison Principal All Counselors Select Content Teachers LTSE ESOL teacher
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Provide individualized graduation plans for all students, reviewed at least each semester with a counselor or mentor to monitor credits, required assessments, and postsecondary goals. Offer flexible scheduling, credit recovery options, and extended opportunities to help students make up missing credits while balancing work and family responsibilities. Connect students and families to community resources (housing, food, transportation, employment support) through the social worker and community partners to reduce non-academic barriers that interfere with school completion. Implement a mentor program focused on motivation, advocacy, and problem-solving (not just academics), ensuring each at-risk student has a trusted adult who checks in regularly on attendance, stressors, and graduation progress.		Ensure immediate enrollment and uninterrupted course access when students change placements, using close coordination between counselors, social workers, case managers, and the district's Homeless Education liaison. Develop individualized transition and stability plans that include transportation support, flexible deadlines, and frequent progress checks so mobility does not derail graduation timelines. Provide trauma-informed counseling and small-group SEL supports that address grief, loss, and instability, with clear referral pathways from teachers and mentors. Schedule more frequent family/caregiver or caseworker conferences (in person or virtual) to review graduation plans, troubleshoot barriers, and maintain consistent communication across agencies.		
English Learners		Students with Disability		

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Integrate graduation advising into ESOL services by having counselors and ESOL staff jointly review credits, language proficiency, and pathway options (e.g., career pathways, dual enrollment) with students and families in their home language when possible. Provide interpretation/translation for key graduation events (parent conferences, transition meetings, senior nights) and send graduation-plan information in families' preferred languages. Offer targeted workshops for EL students on navigating graduation requirements, college and career options, and financial aid, with language scaffolds and family participation encouraged. Pair EL students with bilingual or culturally responsive mentors who can support both school navigation and advocacy with teachers and counselors.	Align each student's graduation plan with their IEP, including clear documentation of diploma options, assessment participation, accommodations, and needed transition services. Provide frequent joint review of progress by the case manager, counselor, student, and family, focusing on credits, attendance, and IEP goals that impact graduation. Strengthen transition planning (beginning by age 14 or as required) with explicit postsecondary goals, community agency linkages (e.g., vocational rehabilitation), and instruction in self-advocacy and independent living skills. Use a case-management approach for SWD who are off track (multiple failures, chronic absenteeism), coordinating supports across special education, counseling, social work, and mental health providers to remove barriers to staying in school and graduating.
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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 May 2027, we aim to increase the overall student attendance rate from 85% to at least 90% to ensure that all students are making adequate progress towards course completion.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
100% of mentor teachers and designated staff will use the Cohort Monitoring Tool weekly to monitor the attendance and course progress of 100% of their assigned mentees and will document outreach for all students whose attendance falls below 90% during the year.	Tier 2 (moderate evidence)	Aug. 2026-May 2027		Mentor Teachers Administrators
The school will implement a tiered family outreach protocol so that 100% of students whose year-to-date attendance falls below 90% are identified monthly and receive documented Tier 1 teacher contact, Tier 2 counselor/social worker problem-solving support, and Tier 3 SST/MTSS	Tier 1 (strong evidence)	Sept. 2026-May 2027		Administrators Counselors Social Worker Parent Liaison

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intervention, as appropriate.				
The school leadership team and Circle of Support will use an Early Warning System dashboard to identify students whose attendance falls below 90% each month and will review these data in 100% of monthly Circle of Support to assign and track interventions.	Tier 1 (strong evidence)	Sept. 2026-May 2027		Administrators Counselors Social Worker Parent Liaison
The school will implement an Operation Attendance campaign and provide quarterly recognition or incentives for students who maintain at least 95% attendance.	Tier 3 (promising evidence)	Aug. 2026-May 2027 (quarterly events)	\$ 4000	All Teachers Administrators
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
The school will provide transportation assistance (bus passes and route coordination as allowable), basic needs resources (school supplies, clothing, hygiene items, and meal supports), and targeted outreach (calls, texts, and printed materials) in order to remove economic barriers to maintaining at least 95% attendance for economically disadvantaged students.		The school will collaborate with the social worker and the district Homeless Education liaison to coordinate transportation, provide emergency basic-needs resources, and support trauma-informed check-in/check-out systems so foster, neglected & delinquent, and homeless students can sustain regular attendance despite frequent placement and life transitions.		
English Learners		Students with Disability		

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The school will use for translation/interpretation services, multilingual communication (printed materials, texts, and robocalls), and supplemental small-group instructional sessions so English Learners and their families clearly understand schedules and expectations and are supported in maintaining 95% attendance.	The school will dedicate resources to implement IEP-aligned attendance supports, including transportation and health-related accommodations where appropriate, supplemental counseling or behavior supports, and positive reinforcement systems so that students with disabilities can consistently access instruction and improve attendance to 95% or higher.
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Goal 4: During the 2026-2027 school year, as Perry Career Academy transitions to face-to-face instruction, the school will establish a baseline for student discipline and behavior by fully implementing a schoolwide behavior framework and consistent classroom management practices in all classrooms. By May 2027, PCA will a.) decrease office discipline referrals per 100 students by 10 percent between first and second semester and b.) ensure that 100% of teachers implement a documented classroom management plan aligned to schoolwide expectations, as evidenced by walkthrough data, discipline trends, and MTSS behavior documentation.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement a schoolwide positive behavior framework with clearly defined expectations, a behavior matrix, and explicit teaching of routines in all settings (classrooms and common areas).	Tier 2 (moderate level)	Aug. 2026-May 2027	\$2000	Administrators PBIS Team
Provide professional learning for all teachers on classroom management, de-escalation, restorative practices, and consistent use of the schoolwide discipline flowchart.	Tier 2 (moderate level)	July 2026-Aug. 2026) and quarterly refreshers	\$3000	Administrators Behavior Intervention Specialist

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Establish common procedures for hallway transitions, arrival/dismissal, and cafeteria behavior with active supervision and reinforcement expectations.	Tier 3 (promising level)	Aug. 2026-May 2027		Administrators Teachers Support Staff
Implement a tiered behavior support system through MTSS.	Tier 1 (strong level)	Sept. 2026-May 2027		Counselors School Social Worker MTSS Team Administrators
Monitor discipline data (office referrals, ISS, and OSS) at least monthly to identify hotspots and adjust supervision, supports, and interventions.	Tier 3 (promising level)	Sept. 2026-May 2027		Administrators PBIS team
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Provide access to school-based counseling, mentoring, and SEL groups that address stress, conflict resolution, and coping skills related to financial and family pressures. Ensure students have access to basic needs (e.g., hygiene items, clothing, transportation assistance, snacks) through the social worker and community partners so that unmet needs do not contribute to behavior incidents. Implement mentor check-ins that focus on relationships, behavior, and attendance, using the mentor as a consistent adult advocate who reinforces expectations and problem-solves with students.		Coordinate closely with the district Homeless Education liaison, DFCS, shelters, and placement agencies to maintain consistent behavior expectations and communication across schools and settings. Provide trauma-informed, small-group or individual counseling that addresses transitions, instability, and trauma-related behaviors, with clear referral pathways for teachers and mentors. Offer flexible, proactive support (e.g., check-ins, safe places, trusted adult “go to”) when students experience placement changes, court dates, or crises that may impact behavior and regulation.		
English Learners		Students with Disability		
Teach and reinforce behavior expectations using visuals, translated materials, modeling, and role-play so that EL students clearly understand school rules and routines. Provide bilingual		Align behavior supports with students’ IEPs and Behavior Intervention Plans (BIPs), ensuring that accommodations, replacement behaviors, and reinforcement plans are implemented		

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communication (calls, texts, flyers) to families about expectations, discipline procedures, and how to support positive behavior at home. Pair EL students with culturally responsive mentors or peer buddies who can explain expectations, support social integration, and help navigate conflicts in culturally and linguistically appropriate ways.	consistently in all settings. Use MTSS and special education teams to provide targeted Tier 2/Tier 3 interventions (e.g., check-in's, behavior contracts, social skill groups) for students with repeated behavior incidents. Provide staff with ongoing training and coaching on de-escalation, functional behavioral assessment, and disability-aware classroom management so that behaviors are addressed proactively rather than punitively.
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Goal 5: Only 4 percent of PCA's U.S. History students, 3 percent of Biology students, and 2 percent of Algebra Concepts and Connections students scored Proficient or Distinguished on the 2026 EOC, compared to district averages of 27 percent, 30 percent, and 31 percent respectively. The secondary ELA EOC course has shown similarly persistent struggles, with the prior American Literature EOC showing 69 percent of students at Beginning Learner and only 6 percent reaching Proficient across 2022-2025. By May 2027, 100 percent of Biology, Algebra Concepts and Connections, U.S. History, and secondary ELA EOC teachers at Perry Career Academy will complete a minimum of four content-specific professional learning sessions per semester targeting standards-aligned instruction, data-driven intervention, and high-leverage instructional practices in their tested course, with administrators completing parallel training in content-specific instructional walkthroughs.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Provide monthly content specific PLCs for Biology, Algebra CC, U.S. History, and Literature and Composition II teachers focused on standards alignment and EOC blueprint priorities.	Tier 2 (moderate level)	Aug. 2026-May 2027		Department Chairs Content Coordinators and District School Support Team
Implement biweekly data dives in Algebra CC using EOC item analysis to inform reteaching.	Tier 1 (strong level)	Sept. 2026-April 2027		Math Department Chair District Math Coordinator and

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				Content Support Team
Train administrators in content-calibrated walkthrough tools for each EOC course.	Tier 2 (moderated level)	Aug. 2026, with quarterly refreshers		District Content Coordinators Principal Assistant Principals
Conduct peer observations and coaching cycles in all four EOC courses.	Tier 2 (moderated level)	Oct. 2026-April 2027		Department Chairs Principal Assistant Principals
Administer EOC-aligned bootcamps as a culminating PD application before winter and spring testing.	Tier 3 (promising level)	Nov. 2026-April 2027		EOC Teachers District Support Team Admini
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Since 100% of PCA's enrollment is classified as Economically Disadvantaged, PD across all four EOC courses will train teachers in trauma-informed instructional practices and equitable access strategies, ensuring lesson materials, technology, and resources reach every student regardless of home circumstances. Instructional coaching cycles will include a look-for on whether teachers are removing cost- or access-based barriers to participation (e.g., providing printed materials, calculators, or offline access to curricular materials), and PLCs will incorporate strategies for building academic goal-setting and self-efficacy tied to each content area.		PD sessions in all four EOC content areas will train teachers to recognize the academic-continuity challenges facing foster, neglected/delinquent, and homeless students, including credit/coursework gaps, mobility, and trauma, and to apply flexible, standards-aligned researching and makeup strategies within each subject. Teachers will be trained to partner with the school social worker and district Homeless Education liaison to coordinate individualized academic recovery plans, and administrators' walkthroughs will include a check for classroom practices supporting these students' engagement (e.g., flexible deadlines, mentoring check-ins tied to content mastery).		
English Learners		Students with Disability		
Content-specific PD sessions for Biology, Algebra Concepts and Connections, U.S. History, and Literature and Composition II teachers will embed a language-acquisition strand, training teachers to pair		PD for Biology, Algebra Concepts and Connections, U.S. History, and Literature and Composition II teachers will include a co-teaching and specially designed instruction (SDI) strand, training general education and		

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standards-aligned instruction with sentence frames, visuals, bilingual glossaries, and native-language scaffolds so EL students can access rigorous content while continuing to build academic English. Teachers will receive training on staging instruction to each student's WIDA/ACCESS proficiency level, ensuring PD strategies in vocabulary development, math language and word-problem scaffolding, historical-text access, and close reading are differentiated for EL learners' current language stage. ESOL staff will co-facilitate at least one PLC session per semester in each of the four content areas, and administrators' walkthroughs will include a specific look-for on EL language scaffolds in classroom practice.	special education teachers together on aligning IEP goals to grade-level EOC content through explicit instruction, task analysis, and systematic feedback. Coaching cycles will include SWD-specific observation criteria and the modeling of accommodations (graphic organizers, manipulatives, adapted lab protocols, scaffolding writing frames) during job-embedded PD. Special education staff will participate in quarterly data dives alongside content teachers, and administrators' walkthrough tool will include an SDI/co-teaching fidelity check.
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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

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c) Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school.

Perry Career Academy is adopting a holistic, Title I-supported schoolwide reform approach grounded in the belief that success requires meeting each student's unique academic, emotional, and social needs. The Title I instructional program prioritizes core content areas—English Language Arts (including American Literature), mathematics (Algebra Concepts and Connections), science (Biology), and social studies (U.S. History)—where school data show the highest percentages of Beginning and Developing Learners. Additional focus is placed on literacy development across the curriculum and on credit-bearing courses required for graduation.

Instruction in these subject areas is standards-based and delivered primarily through teacher-designed lessons (virtual and live), small-group support, and is supplemented with Edgenuity and Progress Learning. Teachers use differentiated strategies, including scaffolded tasks, flexible grouping, and co-teaching arrangements, to respond to wide variations in readiness and learning profiles. Ongoing formative assessments, Mock EOCs, data digs, and EOC bootcamps are used to identify gaps, reteach essential standards, and provide extended learning time so that academically at-risk students can progress toward proficiency.

The program is intentionally designed to address the needs of the most academically at-risk students, including Students with Disabilities, English Learners, and students who are economically disadvantaged or reading below grade level. For these groups, instruction incorporates explicit vocabulary and language development, visual supports, sentence frames, guided reading and writing activities, accommodations outlined in IEPs and EL plans, and frequent checks for understanding. Targeted intervention blocks, credit recovery opportunities, and small-group reteaching ensure that students who are failing or at risk of failing receive timely, intensive academic support aligned to their documented needs.

Central to this strategy is an enhanced mental health and social-emotional learning initiative that removes non-academic barriers to participation in the instructional program. Counseling services are expanded to include individual and group sessions focused on academic stress, attendance, behavior, and socio-emotional needs, while partnerships with local mental health agencies provide additional support when needed. Staff-led mentoring programs for at-risk students, including the EBAN Project, Girls of Excellence, and Man 2 Man Knowledge Exchange, offer consistent guidance, encouragement, and role modeling to promote engagement, attendance, and course completion.

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Central to this schoolwide reform is removing non-academic barriers that prevent students from benefiting from the Title I instructional program. Counseling and social-emotional supports, including access to school-based mental health services and staff-led mentoring for at-risk students, are coordinated with academic interventions to help students attend regularly, remain engaged in rigorous coursework, and progress toward graduation.

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

Perry Career Academy will strengthen counseling and school-based mental health programs by expanding individual and group counseling sessions focused on academic stress, behavior, attendance, grief, and socio-emotional needs, and by partnering with local mental health agencies to provide therapeutic services and crisis support for students and families. Specialized instructional support staff—including counselors, social workers, and other support personnel—will collaborate with teachers to identify students in need, remove non-academic barriers (such as trauma, housing instability, or family responsibilities), and connect students with community resources that promote wellness and stability.

The school will implement comprehensive mentoring services for at-risk students through staff-led initiatives such as the EBAN Project, Girls of Excellence, and Man 2 Man Knowledge Exchange, ensuring that students receive consistent guidance, encouragement, and positive role models who help them develop resilience, responsible decision-making, and strong interpersonal skills. In addition, targeted social-emotional learning (SEL) lessons and career and technical education experiences will intentionally build students' skills outside academic subject areas—including self-management, communication, collaboration, conflict resolution, problem-solving, and workplace readiness—so that they are prepared to thrive in school, careers, and the community.

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 are committed to providing students with real-world, hands-on learning experiences that prepare them for life beyond the classroom. To achieve this, we actively partner with local businesses, trade associations, community colleges, and professional organizations.

Through these partnerships, students participate in work-based learning opportunities such as internships, job shadowing, and apprenticeships—gaining firsthand experience and insight into various industries. Trade associations and professional organizations also connect students with workshops, seminars, and networking events that expose them to industry trends and career pathways.

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Collaborations with community colleges and technical institutes offer access to vocational training and industry-recognized certifications, increasing students' skills and employability.

Apprenticeship programs provide immersive learning that blends classroom instruction with on-the-job training in skilled trades.

Additionally, our students attend career fairs and expos to explore career options, interact with industry professionals, and plan for their futures.

These efforts reflect our commitment to equipping students with the knowledge, experience, and credentials needed to succeed in a dynamic workforce and make meaningful contributions to their communities.

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.);

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

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 students' 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.

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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;

Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out of field, or inexperienced teachers. (A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)

At Perry Career Academy, professional learning for teachers, paraprofessionals, and staff is intentionally designed to improve instruction and the effective use of academic assessment data. Professional development sessions focus on data-driven instruction by training staff to interpret GMAS/EOC, MAP, classroom assessments, and progress monitoring data, identify patterns and gaps for subgroups, and collaboratively plan targeted interventions and re-teaching in Professional Learning Communities (PLCs). Teachers and paraprofessionals receive ongoing support in using assessment data to adjust small-group instruction, provide timely feedback, and monitor the impact of interventions over time.

Additional professional learning priorities include differentiated instruction, culturally responsive practices, literacy and language development across content areas, and the integration of instructional technology to increase engagement and access for all learners. Specialized training is provided for staff working with Students with Disabilities and English Learners, with an emphasis on implementing IEPs, Behavior Intervention Plans, and language supports with fidelity. Trauma-informed practices and effective family engagement strategies are embedded throughout to promote a safe, supportive school climate.

To recruit and retain effective teachers, particularly in high-need content areas, Perry Career Academy collaborates with the district to prioritize the placement of certified, in-field teachers, offers mentoring for new and early-career teachers, and provides leadership and growth opportunities that encourage staff to remain at the school. Staffing assignments are reviewed annually to ensure that low-income and minority students—who make up the vast majority of the school's enrollment—are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers. When data indicate a concern, school and district leaders adjust staffing, provide targeted

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coaching and support, and, when necessary, reassign students or staff to ensure equitable access to high-quality instruction.

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, Coordination with institutions of higher education, employers, and local partners; and increased student access to early college, high school, or dual enrollment opportunities or career counseling to identify student interest and skills, if applicable.

At Perry Career Academy, we are committed to ensuring smooth, successful transitions from high school to post-secondary education. We implement a range of strategies to support students as they navigate academic, social, and career pathways.

High School Transition Programs

To ease the shift into our virtual, accelerated environment, we offer orientation sessions, school tours, and meet-and-greet events that help students build familiarity and community.

Individualized Academic Planning

Students receive personalized guidance from counselors to align course selections with their interests and post-secondary goals, encouraging purposeful engagement throughout high school.

Mentorship Programs

Incoming students are paired with experienced mentors who provide support, encouragement, and advice to help them adjust and succeed.

Dual Enrollment & AP Courses

We offer opportunities for students to earn college credit while in high school, preparing them for the rigor and expectations of post-secondary education.

College & Career Counseling

Our counselors guide students through the college application process, financial aid, and scholarships, while also helping them explore a variety of career paths.

Work-Based Learning & Internships

Students gain real-world experience through partnerships that connect them to internships and career exploration aligned with their interests.

College Visits & Fairs

We expose students to a wide range of post-secondary options through organized visits and events with college representatives.

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Alumni Networking

Current students connect with alumni who share their post-secondary experiences and inspire students to set and achieve ambitious goals.

Transition Support for Students with Special Needs

Individualized transition plans ensure students with disabilities receive the support and services needed for post-secondary success.

Parent & Family Engagement

We actively involve families through regular communication, workshops, and events to build strong school-home partnerships.

At Perry Career Academy, we believe that with the right tools and support, every student can transition confidently into their future—whether that path leads to college, career, or both.

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 building strong partnerships with the families of English Learners and Students with Disabilities. Recognizing the vital role parents play in student success, we implement inclusive, culturally responsive strategies to engage and support families.

Culturally Responsive Communication

We provide translated materials, multilingual newsletters, and access to bilingual staff to ensure families receive information in their preferred language and feel included in the school community.

Parent Workshops & Training

We offer targeted workshops on topics like language development, IEPs, support services, and advocacy to help parents better support their child's learning and growth.

IEP Collaboration

Parents of students with disabilities are actively involved in the IEP process through regular meetings that ensure their input helps shape personalized education plans.

Consistent Home-School Communication

Teachers and staff maintain regular contact with families to share progress updates, address concerns, and invite parent involvement.

Family Liaisons & Support Services

Dedicated liaisons connect families to school resources and help them navigate the education system with confidence and clarity.

Parent-Teacher Conferences

Scheduled throughout the year, these meetings give families opportunities to collaborate with educators on academic and social development.

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Family Engagement Events

We host events such as cultural celebrations, literacy nights, and parent activities that encourage participation and foster community.

Community Partnerships

We connect families with external organizations that offer resources and support services tailored to English Learners and students with disabilities.

By engaging parents as valued partners, Perry Career Academy strengthens the support network around each student, helping to promote academic achievement, equity, and overall school success.

vii) NEW Title I Schools ONLY – Provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

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Plan Development and Evaluation:

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

- a) Address the regularly 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 the Schoolwide Plan is an ongoing, data-driven process focused on monitoring implementation, measuring impact on student achievement, and continuously refining schoolwide strategies.

a) Monitoring & implementation

The leadership team and department chairs review Georgia Milestones EOC results, MAP data, course completion rates, attendance, discipline, and graduation indicators at least quarterly to monitor implementation of schoolwide strategies. Data reviews examine whether specific actions in the plan (e.g., live lessons, bootcamps, mentoring, attendance interventions, behavior supports) are being implemented as intended and whether there is evidence of improved student performance and engagement.

b) Measuring effectiveness

To determine effectiveness, data are disaggregated by subgroup—including English Learners, Students with Disabilities, Economically Disadvantaged, and other high-need groups—to assess whether students who were previously farthest from proficiency are making gains toward state standards. The team examines changes in GMAS EOC performance levels, growth on interim assessments, graduation progress, and reductions in chronic absenteeism and discipline incidents. Then it compares these trends to the specific targets set in the Schoolwide Plan.

c) Ongoing plan revisions

Based on these monitoring and effectiveness checks, the Schoolwide Plan is revised at least annually and, as needed, during the year. Staff meetings, PLCs, and formal data review sessions are used to identify strategies that are not yielding the desired results and to adjust instructional approaches, resource allocation, and supports accordingly. Feedback from parents, students, and community stakeholders is also gathered through surveys, Title I meetings, and school events, and is used to refine goals and actions so that the plan remains responsive to emerging needs and promotes continuous improvement for all students in the Schoolwide program.

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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 plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

At Perry Career Academy, the Parental and Family Engagement Plan is jointly developed with parents and family members of participating students, as well as with teachers, paraprofessionals, support staff, and community partners. Input is gathered through Title I Annual Meetings, family engagement events, and surveys (paper and electronic) where parents review draft components of the plan and provide feedback on proposed activities, communication methods, and supports. School leaders, teachers, counselors, and specialized instructional support personnel also participate in planning meetings to align family engagement strategies with academic and social-emotional priorities.

The finalized Parental and Family Engagement Plan describes how the school will meet ESSA Section 1116 (b)(1) and Subsections (c)–(f), including opportunities for parents to be involved in decision-making, receive capacity-building workshops, and access timely information about curriculum, assessments, and student progress. The plan is written in a clear, uniform format, shared at Title I meetings and conferences, posted on the school website, and, to the extent practicable, translated into languages represented in the school community so that families can access it in a language they understand.

To ensure the plan remains responsive to changing needs, feedback is collected throughout the year from parents, staff, and community stakeholders and used to update the plan at least annually. Revisions are discussed with the Parent Advisory Council and school leadership team before redistribution to families and the broader community.

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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, the Schoolwide Plan is developed through a year-long, collaborative process grounded in the requirements of the Every Student Succeeds Act (ESSA). Over the course of the year, the CSIP/Title I team conducts in-depth data analysis, needs assessments, stakeholder input sessions, and goal-setting meetings to design evidence-based strategies that address the specific needs of the school's diverse student population.

The plan is developed with the involvement of parents and family members, students, teachers, paraprofessionals, counselors, instructional support staff, school leaders, and community partners, who participate through planning meetings, surveys, advisory councils, and Title I events. Once adopted, the Schoolwide Plan remains in effect for the duration of Perry Career Academy's participation in the Title I Schoolwide Program and is reviewed and revised annually to support continuous improvement.

To ensure accessibility, the plan is made available to the district, parents, and the public in clear, understandable language and, to the extent practicable, translated into languages represented in the school community. The Schoolwide Plan is developed in coordination with other federal, state, and local programs and services, including Title I, special education, English Learner services, school nutrition, mental health and social work services, and career and technical education, as well as district initiatives for schools identified for comprehensive or targeted support and improvement, when applicable.

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Professional Development (question 2 iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Vision, Mission, and Roles at PCA	Pre-planning July 2026	All Teachers and Support Staff	Administration
Foundations of Instructional Planning and Explicit Instruction	Pre-planning July 2026	All Teachers	Assistant Principals
First Days of School: Establishing a Healthy School Climate: PBIS and Classroom Management	Pre-planning July 2026	All Teachers and Support Staff	Administrators Behavior Intervention Specialist (BIS) Counselors
Our PCA Learning Management Tools: Infinite Campus, Canvas, and Edgenuity	Pre-planning July 2026	All Teachers	Assistant Principals
Understanding Our PCA Learners and Culturally Responsive Teaching - EL, DES, Gifted, and ED	Pre-planning July 2026	All Teachers	LTSE ESOL Model Teacher
Trauma-Informed Instruction, Mentorship, and Motivation	Pre-planning July 2026	All Teachers and Support Staff	Counselors
Edgenuity Training: Mastery and Pacing in Practice	August 2026	All Teachers	Byron Brown, Chayka Bettis, John Johnson, KaSondra Todd
Live Lessons That Connect: Online Engagement Strategies	August 2026	All Teachers	Assistant Principals Model Teachers
Instructional Planning for Live Lessons, and TRAs	August 2026	All Teachers	
Teaching at Grade Level: What does mastery look like?	August 2026	All Teachers	Assistant Principals Model Teachers
Feedback Loops & Formative Checks for Understanding	August 2026	All Teachers	
Student Monitoring and Using Time Wisely	August 2026	All Teachers	Model Teachers
Data-Driven Decision-Making: Data Digs, Data Talks, and CSIP updates	Sept. 2026	All Teachers and Support Staff	Administrators
Literacy & Numeracy in ALL Courses	Sept. 2026	All Teachers	
EL Support and Language Acquisition Strategies in ALL Courses	Sept. 2026	All Teachers	Title III Specialist
Attendance Intervention and Re-Engagement Strategies	Sept. 2026	All Teachers and Support Staff	Social Worker Counselors Administrators
MTSS & Circle of Support: Academic, Attendance, & Behavior	Sept. 2026	All Teachers and Support Staff	Counselors Administrators Teacher Leaders
Instructional Planning: Intervention Strategies	Oct. 2026	All Teachers	Assistant Principals Model Teachers
Holistic Support: Connecting Families to Services	Oct. 2026	All Teachers and Support Staff	Parent Liaison Counselors

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			Social Worker Administrators
Instructional Planning: Engaging ELs	Oct. 2026	All Teachers	ESOL Lead Teacher Title III Specialist
Instructional Planning: Explicit Planning Refresher and Gradual Release	Oct. 2026	All Teachers	
Instructional Planning: Engaging DES	Nov. 2026	All Teachers	LTSE DES Department Chair Model Teachers
Instructional Planning: EOC Bootcamps	Nov. 2026	All Teachers	
Instructional Planning: Lesson Plan Revisions	Dec. 2026	All Teachers	Administrators District Content Support
Operation Graduation: Partnering with Families to Push Graduation and Motivation	Nov. 2026 Feb. 2027	All Teachers and Support Staff	Parent Liaison Counselors Administrators
Instructional Planning: Data Review and Needs Assessment	Jan. 2027	All Teachers and Support Staff	Administrators Lead Teachers
Maintaining a Healthy School Climate: PBIS and Classroom Management	Jan. 2027	All Teachers and Support Staff	Administrators Behavior Intervention Specialist (BIS) Counselors
Attendance Intervention and Re-Engagement Strategies Refresher	Jan.. 2027	All Teachers and Support Staff	Social Worker Counselors Administrators
Instructional Planning: Intervention Strategies Refresher	Feb. 2027	All Teachers	Assistant Principals Model Teachers
Instructional Planning: EOC Bootcamps	Mar. 2027	All Teachers	
Operation Graduation: Emotional Needs of Near Grads	April 2027	All Teachers and Support Staff	

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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 for Delivery & Documentation
Sent Home and Posted on School Website: School-Family Compact School PFEP CSIP Annual Title I Meeting Parents Right to Know 1% Parent & Family Engagement Budget	Aug. 2026-Sept. 2026	Delivery: Electronically and Posted on School Website Documentation: Screenshots from website, flyers, sample emails sent to parents and students
FY27 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	Aug. 2026-Dec. 2026	Delivery: Virtual and Face-to-Face by Parent Liaison and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes.
Parents of EL and SWD Specific Event 1 (Fall)	Aug. 2026	Delivery: Virtual and Face-to-Face by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes.
Parents of EL and SWD Specific Event 2 (Fall)	Oct. 2026	Delivery: Virtual and Face-to-Face by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes
Annual Title I Parent Meeting:	Sept. 2026	Delivery: Virtual by Parent Liaison and Administration Documentation: Agenda, sign-in spreadsheets for virtual sessions,

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		presentation, parent feedback, and minutes
Technology – including harms of copyright piracy and monitoring student progress (Infinite Campus/Canvas)	Sept. 2026	Delivery: Virtual and Face-to-Face by Parent Liaison, Media Specialist, and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes.
Building Parent Capacity Fall Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	Aug. 2026	Delivery: Virtual and Face-to-Face by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes.
Building Parent Capacity Fall Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	Oct. 2026	Delivery: Virtual and Face-to-Face by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes.
Building Parent Capacity Fall Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	Nov. 2026	Delivery: Virtual and Face-to-Face by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes.
Building Parent Capacity Fall Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	Dec. 2026	Delivery: Virtual and Face-to-Face by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes.
Building Parent Capacity Continuous Communications (Fall)	Aug. 2026-Dec. 2026	Delivery: Virtual by Parent Liaison

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		Documentation: Agenda, sign-in spreadsheets for virtual sessions, presentation, parent feedback, and minutes
Parents of EL and SWD Specific Event 1 (Spring)	Jan. 2027	Delivery: Virtual and Face-to-Face by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes.
Parents of EL and SWD Specific Event 2 (Spring)	Mar.. 2027	Delivery: Virtual and Face-to-Face by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes.
Building Staff Capacity #1 (Fall):	Sept. 2026	Delivery: Face-to-face by Parent Liaison and Administration Documentation: Agenda, sign-in sheets, presentation, parent feedback, and minutes
Building Staff Capacity #2 (Fall):	Oct. 2026	Delivery: Face-to-face by Parent Liaison and Administration Documentation: Agenda, sign-in sheets, presentation, parent feedback, and minutes
Building Staff Capacity #3 (Fall):	Dec. 2026	Delivery: Face-to-face by Parent Liaison and Administration Documentation: Agenda, sign-in sheets, presentation, parent feedback, and minutes
Building Staff Capacity #1 (Spring):	Jan. 2027	Delivery: Face-to-face by Parent Liaison and Administration Documentation: Agenda, sign-in sheets, presentation, parent feedback, and minutes
Building Staff Capacity #2 (Spring):	Feb. 2027	Delivery: Face-to-face by Parent Liaison and Administration

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		Documentation: Agenda, sign-in sheets, presentation, parent feedback, and minutes
Building Staff Capacity #3 (Spring):	Mar. 2027	Delivery: Face-to-face by Parent Liaison and Administration Documentation: Agenda, sign-in sheets, presentation, parent feedback, and minutes
Building Parent Capacity Spring Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	Jan. 2027	Delivery: Virtual by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes
Building Parent Capacity Spring Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	Feb. 2027	Delivery: Virtual by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes
Building Parent Capacity Spring Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	Mar. 2027	Delivery: Virtual by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes
Building Parent Capacity Spring Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	Apr. 2027	Delivery: Virtual by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in spreadsheets for virtual sessions, visual artifacts, parent feedback, and minutes
Building Parent Capacity Spring: Transition Meeting	Apr. 2027	Delivery: Virtual by Parent Liaison, Teachers, and Administration Documentation: Agenda, sign-in spreadsheets for virtual sessions,

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		visual artifacts, parent feedback, and minutes
Building Staff Capacity Continuous Communications (Spring):	Jan. 2026-May. 2027	Delivery: Face-to-face by Parent Liaison and Administration Documentation: Agenda, sign-in sheets, presentation, parent feedback, and minutes
Building Parent Capacity Continuous Communications (Spring)	Jan. 2027-May 2027	Delivery: Virtual by Parent Liaison and Administration Documentation: Agenda, sign-in spreadsheets for virtual sessions, presentation, parent feedback, and minutes
FY28 Staff Input Meetings (Plan, Compact, and CSIP)	Mar. 2027 - May 2027	Delivery: Face-to-Face by Parent Liaison and Administration Documentation: Agenda, sign-in forms, visual artifacts, staff survey responses, staff feedback, and minutes.
FY28 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	Mar. 2027 - May 2027	Delivery: Virtual and Face-to-Face by Parent Liaison and Administration Documentation: Agenda, sign-in forms and spreadsheets for virtual sessions, visual artifacts, parent survey results, parent feedback, and minutes.
FY28 Student Input Meetings (if applicable) (Plan, Compact, and CSIP)	Mar. 2027 - May 2027	Delivery: Face-to-Face by Parent Liaison and Administration Documentation: Agenda, sign-in forms, visual artifacts, student survey responses, student feedback, and minutes.