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

School Strategic Plan Outcomes

TITLE I SCHOOLWIDE PLAN		
School Name: Martha Ellen Stilwell SOTA		**District Name:** Clayton County Public Schools
Principal Name: Brenda Ross-Wilson		**School Year:** 2026-2027
School Mailing Address: 2580 Mount Zion Parkway Jonesboro, Georgia 30326		
Telephone: 770-472-2838		
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:7/28/26	**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
Brenda Ross-Wilson	Principal
Tomeka Crum	Assistant Principal
Britney Lee	Assistant Principal
Yumeko Simmons	Lead Counselor
Shernean Johnson	Instructional Coach
Dereka Pullins	Instructional Coach
Sherronda Varnado	Parent/Community Liaison
Brianna Smart	Magnet Coordinator
Pamela White	ELA Department
Earl Lewis	Math Department
Sabrina Isdell	Science Department
Tina Conner	Social Studies Department
Elizabeth John	World Language Department
Lauren Covington	Fine Arts Department

How will the team ensure that stakeholders, particularly parents and/or guardians, can provide meaningful input into the needs assessment process?
During stakeholder meetings, the team will provide parents, guardians, staff, students, and community partners with multiple opportunities to review relevant school data, identify strengths and areas of need, discuss potential root causes, and recommend improvement priorities. Feedback will be collected through facilitated discussions, surveys, and written responses. The CSIP team will review and incorporate stakeholder input into the needs assessment and communicate how the feedback influenced the school's identified priorities.

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Data:

Georgia Milestones End-of-Course (EOC) Assessments

Algebra Concepts & Connections					
Beginning Learner	**Developing Learner**	**Proficient Learner**	**Distinguished Learner**	**Proficient + 2026**	**Proficient + 2025**
8%	**27%**	**37%**	**28%**	**65%**	**53%**
Biology					
Beginning Learner	**Developing Learner**	**Proficient Learner**	**Distinguished Learner**	**Proficient + 2026**	**Proficient + 2025**
10%	**29%**	**50%**	**11%**	**61%**	**55%**
English II					
Beginning Learner	**Developing Learner**	**Proficient Learner**	**Distinguished Learner**	**Proficient + 2026**	**Proficient + 2025**
US History					
Beginning Learner	**Developing Learner**	**Proficient Learner**	**Distinguished Learner**	**Proficient + 2026**	**Proficient + 2025**
13%	**31%**	**42%**	**15%**	**57%**	**61%**

Algebra Concepts & Connections

Trend: Proficient and Distinguished performance increased from 53% in 2025 to 65% in 2026, representing a 12-percentage-point gain.

Key Finding: Algebra demonstrated the greatest improvement among the assessed content areas. In 2026, 37% of students performed at the Proficient level and 28% performed at the Distinguished level. Although this growth is encouraging, 35% of students remained at the Beginning or Developing levels, indicating a continued need for targeted intervention and progress monitoring.

Biology

Trend: Proficient and Distinguished performance increased from 55% in 2025 to 61% in 2026, representing a 6-percentage-point gain.

Key Finding: Biology performance improved, with 50% of students performing at the Proficient level and 11% performing at the Distinguished level. However, 39% of students performed at the Beginning or Developing levels. Continued emphasis on content mastery, academic vocabulary, data analysis, and targeted student support is recommended.

English II

Trend: English II was assessed using a new state assessment in 2026. Results will not be released until December 2026.

Key Finding: Because current English II results are unavailable, the school's improvement plan will be based on available historical trend data, classroom assessments, benchmark data, and other indicators of student performance. The plan will be reviewed and adjusted after the 2026 English II results are released.

United States History

Trend: Proficient and Distinguished performance declined from 61% in 2025 to 57% in 2026, representing a 4-percentage-point decrease.

Key Finding: U.S. History was the only assessed content area to experience a decline in proficiency. In 2026, 42% of students performed at the Proficient level and 15% performed at the Distinguished level. The results indicate a need for renewed attention to content mastery, historical analysis, literacy strategies, and targeted support for students performing below proficiency.

Georgia Milestones End-of-Course (EOC) Assessments: Overall Observations

Algebra Concepts & Connections demonstrated the strongest improvement, increasing from 53% proficient or above in 2025 to 65% in 2026. Biology also showed positive growth, increasing from 55% to 61%. In contrast, U.S. History declined from 61% to 57%, identifying it as an area requiring additional instructional focus and monitoring. English II results will not be available until December 2026 because a new assessment was implemented. Therefore, the school's current improvement plan will be based on historical trends and other available achievement data and will be revised, as needed, when the new English II results are released. Overall, the results reflect meaningful progress in Algebra and Biology while highlighting the continued need for targeted interventions across all content areas.

Student Attendance

Trend: The percentage of students absent for less than 10% of enrolled school days decreased from 91.52% in 2025 to 90.65% in 2026, representing a decline of 0.87 percentage points.

Key Finding: Although most students maintained regular attendance, the decline indicates a need to strengthen attendance monitoring and early intervention efforts. The school will continue collaborating with students, families, and support personnel to identify and address barriers to consistent attendance.

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Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)
Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(1)(A)**
Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's 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?
Martha Ellen Stilwell School of the Arts School Improvement Plan is being developed by a team of stakeholders that includes school faculty & staff, students, parents, and members of the community. The team will review data from multiple perspectives to identify trends, patterns, and gaps. Sources of data will include results from the Georgia Milestones Assessment (GMAS), AP Exams, PSAT/SAT/ACT, MAP Assessments, Student/Faculty Attendance, CCRPI Data Reports, Cohort Graduation, Discipline, and Teacher/Student/Parent Survey Results. The team will also collaborate with department members to identify root causes and develop a short-term action plan (STAP) to address them. The STAP will address the needs of all students, including students with disabilities, English learners, foster and homeless students, economically disadvantaged students, and gifted learners.
Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing or are at-risk of failing. (ED, EL, Race, Migrant, Foster Care, SWD, Gifted)
Data from the 2026 Georgia Milestones assessments indicate areas of academic growth as well as continued needs among students who are failing or at risk of failing. **English Language Arts** English II replaced the American Literature and Composition assessment in 2026. Because results from the new English II assessment will not be released until December 2026, the school's current needs assessment and improvement strategies are based on historical achievement trends, classroom performance, benchmark assessments, and other available student data. Once the English II results are released, the data will be analyzed by performance level and subgroup, and the school improvement plan will be adjusted as needed. **Algebra Concepts & Connections**

The percentage of students achieving Proficient or Distinguished performance increased from 53% in 2025 to 65% in 2026, representing a 12-percentage-point gain. This improvement is a significant strength and suggests that instructional adjustments and targeted supports are positively affecting student achievement. However, 35% of students remained at the Beginning or Developing levels. Continued remediation, small-group instruction, progress monitoring, and support for students who have not mastered prerequisite skills are needed.

Biology

The percentage of students achieving Proficient or Distinguished performance increased from 55% in 2025 to 61% in 2026, representing a 6-percentage-point gain. This growth is a strength and reflects progress in science instruction and student content mastery. Nevertheless, 39% of students performed at the Beginning or Developing levels. Continued attention should be given to academic vocabulary, science literacy, data interpretation, and targeted remediation.

United States History

The percentage of students achieving Proficient or Distinguished performance decreased from 61% in 2025 to 57% in 2026, representing a 4-percentage-point decline. U.S. History is a challenging area that requires additional focus on content retention, historical analysis, academic vocabulary, and the comprehension of complex informational texts. Targeted interventions and frequent progress monitoring will be used to support students performing below proficiency.

Subgroup Strengths and Challenges

Students with disabilities (SWD) and English learners (EL) do not meet the minimum group size of 15 students required for separate CCRPI reporting. However, available school-level data indicate that these students remain among Stilwell's lowest-performing student groups and require continued individualized support. Their needs will be addressed through differentiated instruction, accommodations, specialized instructional services, small-group interventions, and frequent progress monitoring.

Black, Hispanic, and economically disadvantaged students demonstrate generally similar proficiency patterns. The school will continue disaggregating classroom, benchmark, and state assessment data to identify achievement gaps within these groups and provide targeted support. Migrant students, students in foster care, and students experiencing homelessness will also be monitored individually because their small numbers may prevent separate public reporting. The school will coordinate academic, attendance, counseling, and wraparound services to address barriers that may place these students at risk of academic failure.

Overall Strengths and Challenges

The school's primary strengths are the 12-percentage-point increase in Algebra Concepts & Connections and the 6-percentage-point increase in Biology. The primary challenges include the decline in U.S. History, the percentage of students who remain below proficiency across tested

subjects, and the continued performance needs of SWD and EL students. The absence of 2026 English II results also requires the school to rely on trends and local performance data until state results are released in December 2026.

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

Prioritized Focus Areas Based on 2026 Data

English II

Focus: Strengthen students' ability to analyze complex texts and communicate their understanding through evidence-based writing.

Reason: English II replaced the American Literature and Composition assessment in 2026, and results from the new assessment will not be available until December 2026. Until the results are released, instructional planning will be based on historical trends, classroom assessments, benchmark data, student work, and other available performance indicators. The CSIP will be reviewed and adjusted after the state results are received.

Algebra Concepts & Connections

Focus: Sustain recent achievement gains while reducing the percentage of students performing below proficiency.

Reason: The percentage of students achieving Proficient or Distinguished performance increased from 53% in 2025 to 65% in 2026, representing a 12-percentage-point gain. Although this improvement is significant, 35% of students remained at the Beginning or Developing levels and require targeted academic support.

Biology

Focus: Build on recent improvements and strengthen mastery of science content, academic vocabulary, scientific reasoning, and data-analysis skills.

Reason: The percentage of students achieving Proficient or Distinguished performance increased from 55% in 2025 to 61% in 2026, representing a 6-percentage-point gain. However, 39% of students continued to perform at the Beginning or Developing levels, demonstrating a need for targeted remediation and consistent progress monitoring.

United States History

Focus: Reverse the decline in proficiency by strengthening content retention, historical analysis, academic vocabulary, and comprehension of complex informational texts.

Reason: The percentage of students achieving Proficient or Distinguished performance declined from 61% in 2025 to 57% in 2026, representing a 4-percentage-point decrease. The decline indicates a need to evaluate instructional practices and consistently implement literacy-based, inquiry-driven, and assessment-aligned strategies.

Students With Disabilities and English Learners

Focus: Provide differentiated instruction, appropriate accommodations, language supports, and targeted interventions to increase access to grade-level standards and improve academic performance.

Reason: Although the number of students with disabilities and English learners does not meet the minimum subgroup size for separate CCRPI reporting, available school-level data indicate that these students remain among Stilwell's lowest-performing student groups. Their performance must be monitored individually and across multiple data sources.

Subgroup Performance

Focus: Use disaggregated data to address performance differences and ensure Black, Hispanic, and economically disadvantaged students have consistent access to rigorous instruction, timely interventions, and academic support.

Reason: These student groups represent a significant portion of the school population and demonstrate generally similar proficiency patterns. Continued analysis is needed to identify performance gaps by course, standard, grade level, and student group and to determine whether existing interventions are improving outcomes.

Migrant, Foster Care, and Homeless Students

Focus: Monitor students individually and provide coordinated academic, attendance, counseling, and wraparound services based on identified needs.

Reason: The small number of students in these groups may prevent separate public reporting. However, mobility, interrupted instruction, housing instability, and other barriers may place individual students at increased risk of academic failure.

Agreed-Upon Root Causes

English II

- Inconsistent opportunities for students to apply reading comprehension skills through analytical and evidence-based writing.
- Variability in the use of assessment-aligned tasks, constructed responses, and common performance expectations.
- Limited current state assessment data due to the transition from American Literature and

Composition to the new English II assessment.

Algebra Concepts & Connections

- Remaining gaps in prerequisite skills, conceptual understanding, mathematical reasoning, and multistep problem-solving.
- Inconsistent use of formative assessment data to provide timely reteaching, remediation, and acceleration.
- Variability in students' opportunities to explain their reasoning, engage in mathematical discourse, and apply concepts in unfamiliar contexts.

Biology

- Inconsistent student mastery of academic vocabulary, scientific concepts, and data-interpretation skills.
- Variability in the use of inquiry-based learning, laboratory experiences, and real-world applications.
- Insufficient integration of literacy, critical thinking, and constructed-response tasks into daily science instruction.

United States History

- Inconsistent implementation of literacy-based and inquiry-driven instructional strategies.
- Limited opportunities for students to analyze primary and secondary sources and support conclusions with evidence.
- Gaps in content retention, academic vocabulary, historical reasoning, and written analysis.

Students With Disabilities and English Learners

- Inconsistent implementation and monitoring of accommodations, scaffolds, language supports, and differentiated instruction.
- Continued need for professional learning for general education teachers in inclusive instructional practices, specially designed instruction, and language-development strategies.
- Limited use of disaggregated formative data to adjust instruction and interventions for individual students.

Subgroup Performance

- Inconsistent access to timely, targeted academic interventions and acceleration opportunities.
- Variability in the use of culturally responsive instructional practices and relevant learning experiences.
- Insufficient analysis of student performance by standard, course, grade level, and subgroup

to identify and address specific learning gaps.

Migrant, Foster Care, and Homeless Students

- Student mobility, interrupted instruction, inconsistent attendance, and limited access to academic resources may create barriers to achievement.
- A need for stronger coordination among teachers, counselors, families, and support personnel to identify and respond to individual student needs promptly.

Actionable Next Steps

- Develop course-specific action plans for English II, Algebra Concepts & Connections, Biology, and U.S. History that address identified needs and align instruction with state standards and assessment expectations.
- Use common formative assessments, benchmark data, student work, and state assessment results to identify standards requiring reteaching, remediation, or acceleration.
- Review and revise the English II action plan upon release of the 2026 state assessment results in December.
- Sustain the progress achieved in Algebra and Biology through collaborative planning, instructional monitoring, targeted intervention, and analysis of student work.
- Strengthen U.S. History instruction through primary-source analysis, academic vocabulary, historical writing, literacy strategies, and frequent checks for understanding.
- Provide ongoing professional learning focused on data-driven instruction, differentiation, writing across the curriculum, mathematical discourse, science inquiry, and literacy in all content areas.
- Implement and monitor targeted supports for students with disabilities and English learners, including accommodations, scaffolds, language supports, small-group instruction, and specialized instructional services.
- Analyze student performance by standard and subgroup during collaborative planning to guide flexible grouping, reteaching, intervention, acceleration, and resource allocation.
- Monitor the progress of migrant students, students in foster care, and students experiencing homelessness individually and coordinate academic and nonacademic supports.
- Use classroom observations, formative assessments, student work, and intervention data to evaluate implementation and determine whether instructional strategies are improving student outcomes.

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 June 2027, the percentage of students scoring at the proficiency levels will increase by eight percentage points from FY26 to FY27 as evidenced by state and national assessments.(ELA, Math Science, and Social Studies)

Evidence-Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Continue utilizing and monitoring the implementation of the GADOE Standards-Based Classroom Instructional Framework and the CCPS Instructional Framework to ensure consistent, high-quality instructional practices.	Level 4 Implementation will be monitored through classroom observations, lesson plans, student work, and achievement data.	July 2026- May 2027		Administrative Team & Faculty
Provide professional learning on evidence-based instructional strategies and monitor implementation.	Level 4 Evidence will be collected through professional learning records, classroom observations, teacher feedback, and student performance data.	July 2026-May 2027		Administrative Team & Faculty
Utilize evidence-based practices that support effective collaborative planning, data analysis and usage, and rigorous lesson	Level 4 Implementation will be monitored through collaborative	July 2026-May 2027		Administrative Team & Faculty

design and delivery to ensure all students apply learning at high levels.	planning documentation, common assessments, lesson plans, classroom observations, and student work.			
Provide professional learning aligned to our magnet theme and establish systems to monitor its effectiveness and impact on instructional practices.	Level 4 The school will evaluate its effectiveness through implementation data, teacher feedback, classroom observations, arts-integration artifacts, and student performance.	July 2026-May 2027		Administrative Team & Faculty
Implement Evidence- Based Writing school-wide	Level 2 Implementation will be monitored through common writing expectations, student work samples, classroom observations, writing rubrics, and assessment data.	September 2026-May 2027		Administrative Team; Instructional Coaches & Faculty

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

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
• Disaggregated formative assessment data by subgroups • Disaggregate formative assessment data to identify curriculum weaknesses	• Provide targeted academic interventions, tutoring, and progress monitoring for Foster, Neglected & Delinquent, and Homeless students using individual learning plans informed by assessment and attendance data

• Use formative assessment data to identify deficit standards • Tier students based on performance	to address unfinished learning and accelerate academic growth. • Coordinate wraparound supports through the school counselor, McKinney-Vento liaison, social worker, and community partners to ensure students have consistent access to school supplies, technology, transportation assistance (when applicable), and academic resources that minimize barriers to attendance and achievement.
English Learners	**Students with Disability**
• Provide targeted small-group instruction that integrates language development with grade-level content using WIDA standards, academic vocabulary, and scaffolded instructional strategies to increase English Learners' access to rigorous instruction. • Monitor English Learners' academic progress through regular analysis of WIDA, classroom, and benchmark assessment data to provide timely interventions, differentiated supports, and collaborative planning between ESOL and content teachers.	• Provide specially designed instruction through targeted small-group interventions, co-teaching, and evidence-based instructional practices aligned to students' Individualized Education Programs (IEPs) to increase access to grade-level standards and improve academic proficiency. • Monitor the academic progress of Students with Disabilities through frequent data reviews, IEP progress monitoring, and collaborative planning between general education teachers, special education teachers, and intervention staff to adjust instruction and provide timely supports based on individual student 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 2: By June 2027, the percentage of students absent for less than 10 percent of enrolled days will increase by three percentage points.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Utilize and monitor both the district and magnet attendance protocols to ensure consistent implementation and improved student attendance outcomes	Level 4 Implementation and effectiveness will be monitored through attendance reports, intervention records, parent and guardian contacts, student support plans, and changes in chronic absenteeism rates.	August 2026-May 2027		Attendance Clerk, Social Worker, Counselor, Assistant Principal, Principal

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

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

English Learners	Students with Disability
• Provide school supplies, uniforms, and hygiene kits to foster and homeless students through partnerships with nonprofits or grants. • Provide translators to facilitate communication with families. • Offer orientation programs to familiarize students and families with school policies, attendance expectations, and available supports.	• Provide school supplies, uniforms, and hygiene kits to foster and homeless students through partnerships with nonprofits or grants. • Provide translators to facilitate communication with families. • Offer orientation programs to familiarize students and families with school policies, attendance expectations, and available supports.

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

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 3: By June 2027, Stilwell will show improvement in the positive ratings within the GA Student Health Survey.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement the school-wide advisement program and monitor the PBIS framework to ensure every student feels valued, connected to the school community, and supported by caring adults.	Level 3 Implementation will be monitored through advisement participation records, PBIS data, discipline referrals, student attendance, school climate surveys, and student feedback.	July 2026- May 2027		Administrative Team PBIS Team Counselors Faculty & Staff

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

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
• Implement evidence-based programs like PBIS to prevent bullying and foster a culture of respect.	• Implement evidence-based programs like PBIS to prevent bullying and foster a culture of respect.

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

and homeless students feel understood and respected. ● Create designated areas (e.g., counseling offices, peer support centers) where students can seek help if they feel unsafe or victimized. ● Equip teachers with strategies to manage challenging behaviors in a supportive, non-punitive way to avoid stigmatizing these students. ● Ensure counselors and social workers are available to provide mental health support, especially for students experiencing instability or trauma. ● Use group projects, extracurricular activities, or community service to foster cooperation and understanding among diverse student groups. ● Conduct school-specific surveys to track improvements in perceptions of safety and peer relationships. ● Analyze survey data to identify trends and implement targeted programs for at-risk student populations	and homeless students feel understood and respected. ● Create designated areas (e.g., counseling offices, peer support centers) where students can seek help if they feel unsafe or victimized. ● Equip teachers with strategies to manage challenging behaviors in a supportive, non-punitive way to avoid stigmatizing these students. ● Ensure counselors and social workers are available to provide mental health support, especially for students experiencing instability or trauma. ● Use group projects, extracurricular activities, or community service to foster cooperation and understanding among diverse student groups. ● Conduct school-specific surveys to track improvements in perceptions of safety and peer relationships. ● Analyze survey data to identify trends and implement targeted programs for at-risk student populations

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 4: By the end of the 2026-2027 school year, the four-year cohort graduation rate will remain at 100%.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement Evidence-Based Strategies and Interventions from Goal 1 to provide all students with opportunities to meet the State's challenging academic standards.	Level 4 Effectiveness will be monitored through formative and summative assessments, student work, course grades, intervention records, and subgroup performance data.	August 2026-May 2027		Administrative Team & Faculty
Continue to utilize the Academic Warning system to monitor student grades every 4.5 weeks and provide timely opportunities for academic recovery.	Level 3 Implementation will be monitored through 4.5-week grade reports, academic warning lists, parent contacts, intervention participation, credit-recovery data, and changes in course failure rates.	August 2026-May 2027		Administrative Team & Faculty

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

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

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

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V) **c) 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.**
M. E. Stilwell School of the Arts will utilize the CCPS Instructional Framework, a compilation of instructional tools for effective lesson planning and delivery. We will also utilize CCPS Collaborative Planning Practices and Protocol to foster success for all students and close achievement gaps. We will implement and monitor remediation/acceleration for individual student groups as needed. We will incorporate technology as needed to support instruction. We will also utilize small groups, tutorials, and support classes for students at risk of not meeting the challenging State academic standards. We will also build on the unique talents of the individuals enrolled through Arts Integration.
i) Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
M.E. Stillwell School of the Arts provides a comprehensive system of academic, social-emotional, and behavioral supports to ensure students are equipped for success both inside and outside the classroom. School counselors provide individual and small-group counseling, academic advising, college and career planning, crisis response, and social-emotional learning activities that promote student well-being and resilience. When appropriate, students are referred to the school social worker, psychologist, or community mental health partners for additional support services. Through the school's MTSS framework, students receive targeted interventions based on academic, attendance, behavioral, and social-emotional data. Specialized instructional support personnel collaborate with teachers and families to develop intervention plans that address students' individual needs while ensuring equitable access to rigorous instruction and artistic opportunities. Stillwell also promotes student engagement and personal growth through mentoring opportunities with teachers, arts educators, community partners, and alumni. Students participate in leadership organizations, fine arts performances, exhibitions, service-learning projects, and career exploration experiences that strengthen communication, collaboration, creativity, self-management, and responsible decision-making. These experiences foster positive relationships, increase school connectedness, and prepare students for success in college, careers, and the performing and visual arts.

The school continuously monitors the effectiveness of these supports through attendance, discipline, climate survey, and student achievement data to ensure programs positively impact student engagement, well-being, and overall success.

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

M. E. Stilwell School of the Arts provides students with multiple opportunities to develop awareness of and prepare for postsecondary education and workforce opportunities. As a college- and career-focused arts school, students participate in rigorous core academic coursework and specialized Fine Arts coursework while gaining experiences that connect classroom learning to college and career pathways. Students participate in field experiences, performances, competitions, exhibitions, and other arts-related activities that allow them to develop collaboration, communication, creativity, critical thinking, professionalism, and other skills needed for success beyond high school.

The school provides opportunities for students to explore college and career options through college and university representatives, career-focused activities, guest speakers, field experiences, arts professionals, and community and business partnerships. Students are encouraged to research postsecondary programs and career pathways aligned with their academic and artistic interests. School staff and counselors assist students with postsecondary planning, including college and career exploration, graduation requirements, applications, financial-aid resources, scholarships, and other opportunities that support successful transitions after graduation.

Students also have opportunities to participate in Dual Enrollment through eligible participating postsecondary institutions in Georgia, allowing qualified students to earn college credit while completing high school requirements. In addition, students have access to rigorous coursework that supports college and career readiness, including Advanced Placement (AP) opportunities and other advanced academic coursework when available. Students interested in career and technical pathways are provided opportunities to explore career options and connect their academic and Fine Arts experiences to potential careers and postsecondary programs.

It is expected that all enrolled students will complete the requirements for the Fine Arts Diploma Seal. Students may also have opportunities to earn the International Skills Diploma Seal, Biliteracy Seal, and Civic Engagement Seal. Through these academic, arts, college-access, career exploration, and work-based experiences, M. E. Stilwell School of the Arts prepares students to successfully transition to postsecondary education, career training, and the workforce.

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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.**
M. E. Stillwell utilizes the Positive Behavioral Interventions and Supports (PBIS) Framework to prevent and address problem behavior. PBIS is a comprehensive framework focused on selecting the most effective evidence-based practices for instructing students and improving student behavior, with a focus on positive outcomes. Students will define, identify, and adhere to clearly defined school behavior expectations to exhibit positive and appropriate behavior that demonstrates respect, responsibility, and safety. The PBIS team consists of faculty and students who meet monthly to analyze data, develop action plans, and inform all stakeholders of our progress. Teachers receive professional development throughout the school year to ensure that the strategies for implementing the tenets of PBIS in the classroom and school-wide are implemented effectively. Support sessions are conducted monthly to remind students of the core values and to teach school-wide appropriate behaviors. Students receive daily reminders of the behavioral expectations. Students assigned to In-School Suspension receive lessons to address their specific issues. In addition to the aforementioned, M. E. Stilwell utilizes a Behavior Intervention Specialist (BIS) and CCPS support staff to provide additional support as needed.
iv) Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; **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.)***
M. E. Stilwell School of the Arts utilizes Clayton County Public Schools (CCPS) and Georgia Department of Education (GaDOE) collaborative planning and professional learning practices to strengthen instruction, improve the use of academic assessment data, and support the recruitment and retention of effective educators. Professional learning is designed to address the instructional needs of students and staff and is provided to teachers, paraprofessionals, and other instructional personnel as appropriate. Teachers participate in Professional Learning Communities (PLCs) organized by content area and meet during collaborative planning sessions. These sessions provide opportunities for teachers to examine Georgia Standards of Excellence, develop rigorous standards-based lessons, analyze formative and summative assessment data, identify student learning gaps, share effective instructional strategies, and plan appropriate interventions and enrichment. The CCPS Instructional Framework is used to support effective lesson design, scaffolding, differentiation, student engagement, and meaningful feedback. Staff will also

participate in professional development focused on instructional strategies, assessment literacy, data-driven instruction, classroom management, differentiated instruction, and strategies for supporting diverse learners.

Paraprofessionals and other instructional personnel will receive professional learning and support aligned with their roles and the academic and instructional needs of students. This may include training in instructional support strategies, student engagement, differentiation, behavior supports, assessment practices, technology, and collaboration with classroom teachers. School administrators and instructional leaders will provide coaching, feedback, and opportunities for staff to collaborate and share effective practices.

Assessment data will be central to the school's continuous improvement process. Teachers and administrators will review student performance data during PLCs and strategic planning sessions to identify areas of concern, monitor student growth, adjust instruction, and determine professional learning needs. Data will be used to identify students who require additional support and to evaluate the effectiveness of instructional strategies and interventions. Administrators will monitor instructional practices and student achievement throughout the year and provide feedback and support to teachers based on identified needs.

M. E. Stilwell School of the Arts will work collaboratively with CCPS Human Resources and school leadership to recruit, hire, and retain highly qualified and effective teachers. Recruitment efforts will focus on maintaining qualified staff in high-need content areas, including Fine Arts and other areas identified by the district. The school will support teacher retention through mentoring and induction for new teachers, collaborative planning, professional learning communities, instructional coaching and feedback, opportunities for professional growth, and a supportive school culture that encourages collaboration and continuous improvement.

To ensure that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, school administration will annually review teacher certification and credential information, years of experience, teaching assignments, and available teacher effectiveness information in conjunction with student demographic and enrollment data. This review will be used to identify whether students from low-income or minority populations are disproportionately assigned to teachers who are inexperienced, teaching outside their certification field, or identified as needing additional instructional support.

The administrative team will work with CCPS Human Resources and appropriate district personnel to address any identified disparities. When concerns are identified, the school will take appropriate corrective actions, which may include reviewing and adjusting teaching assignments, providing targeted professional development, assigning mentors or instructional support, providing coaching and feedback, and supporting teachers in obtaining required certifications or endorsements. The school will continue to monitor teacher assignments and student demographic data throughout the school year to ensure equitable access to experienced, appropriately certified, and effective teachers.

Through these strategies, M. E. Stilwell School of the Arts will ensure that all students, regardless of income or demographic background, have equitable access to qualified and effective educators and high-quality instruction.

Proposed Professional Development Offerings:

- CCPS Instructional Framework and effective lesson design
- Collaborative Planning and Professional Learning Communities (PLCs)

- Data Analysis and Data-Driven Instruction
- Formative and Summative Assessment Practices
- Differentiated Instruction and Scaffolding Strategies
- Supporting Diverse Learners and Closing Achievement Gaps
- Classroom Management and Positive Student Supports
- Student Engagement and Effective Instructional Strategies
- Technology Integration and Digital Learning Tools
- Intervention, Progress Monitoring, and Student Support Strategies
- Paraprofessional Instructional Support Strategies
- New Teacher Induction, Mentoring, and Coaching
- College and Career Readiness Strategies
- Fine Arts Instruction and Arts-Based Learning Strategies, as appropriate

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, 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.

M. E. Stilwell School of the Arts supports students through intentional transition activities from middle school to high school and from high school to postsecondary education, career training, and the workforce.

M. E. Stilwell has a 9th-grade Academy designed to provide students with intensive academic support and a successful transition from middle school to high school. Students receive additional support in Mathematics, Science, and English Language Arts (ELA) to strengthen foundational skills, address learning gaps, and prepare students for rigorous high school coursework and the Georgia Milestones Assessment System (GMAS). The Academy provides opportunities for students to further develop computational skills, conceptual understanding, study skills, time management, and other skills necessary for success in high school. All incoming 9th-grade students are provided opportunities to participate in a summer bridge program to familiarize them with the expectations, resources, academic requirements, and environment of high school.

To support the transition from high school to postsecondary education and the workforce, M. E. Stilwell provides students with college and career exploration opportunities throughout their high school experience. School counselors, administrators, teachers, and other support staff assist students in identifying their interests, strengths, skills, and postsecondary goals. Students receive information and guidance regarding college admissions, career pathways, scholarships, financial aid, Dual Enrollment, advanced coursework, career and technical opportunities, and other postsecondary options.

The school will coordinate with institutions of higher education, employers, arts organizations, and community partners to provide students with opportunities to learn about college and career pathways through college representatives, guest speakers, career and college events, field experiences, performances, competitions, internships or work-based learning opportunities when available, and other career-connected

activities. These partnerships provide students with exposure to careers in the arts and other fields while helping them understand the education, training, skills, and credentials required for various careers.

Students are encouraged to participate in Dual Enrollment through eligible participating postsecondary institutions in Georgia, allowing qualified students to earn college credit while completing high school requirements. Students are also provided opportunities to participate in advanced academic coursework and other programs that strengthen their readiness for postsecondary education and career success. The school's Fine Arts program further supports postsecondary preparation by providing students with authentic experiences in performance, production, visual arts, communication, collaboration, creativity, professionalism, and portfolio development.

M. E. Stilwell will continue to strengthen partnerships with colleges and universities, arts organizations, employers, and community agencies to expand students' exposure to postsecondary and workforce opportunities. The school will use student interest, academic performance, career assessments, and counseling conversations to help students identify appropriate pathways and develop individualized postsecondary goals.

Through these transition strategies, M. E. Stilwell School of the Arts will provide students with the academic preparation, career awareness, college and career counseling, and community connections necessary to successfully transition from high school to college, career training, employment, military service, or other postsecondary opportunities

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

The M.E. Stilwell School of the Arts leadership team is committed to maintaining a supportive, collaborative school culture that promotes meaningful engagement for all families, including parents and families of English Learners (EL) and Students with Disabilities (SWD). The school will utilize the Parent Community Liaison, School Council, PTSA, counselors, teachers, and district support departments to ensure that families have meaningful opportunities to participate in their students' education and have access to information and resources needed to support student success.

M.E. Stilwell provides an annual DES/ESOL Parent Workshop designed specifically to support families of English Learners and ensure that parents understand the services and resources available to their students. These workshops provide an opportunity for parents to express concerns, learn about their rights and responsibilities, understand the instructional and language-support services available to their students, and meet members of the DES/ESOL team. Parents are provided with information about how to contact members of the DES/ESOL team and school personnel when they have questions or need additional assistance. Additional DES/ESOL workshops, informational sessions, or individual support will be provided as needs arise.

The school will collaborate with the DES/EL and Special Education departments to provide targeted parent workshops and resources addressing the academic, social-emotional, and instructional needs of students. Parent education opportunities may include understanding accommodations and instructional supports, navigating Individualized Education Programs (IEPs), understanding language-development services, monitoring academic progress, accessing school and district resources, supporting learning at home, and

understanding assessment results. Parents will be encouraged to participate in meetings regarding their child's educational program and will be provided opportunities to ask questions and provide input.

Ongoing, two-way communication will be an important component of family engagement. The school will use multiple methods of communication, including email, telephone calls, parent meetings, conferences, newsletters, school communications, and the school website, to keep families informed of academic expectations, student progress, upcoming events, available resources, and opportunities for parent participation. When appropriate, communication and resources will be provided in a manner that supports families' language and accessibility needs.

M.E. Stilwell will also provide Parent Informational Nights, Curriculum Nights, grade-level meetings, parent/teacher conferences, college and career events, and other family engagement activities. During Curriculum Nights, parents will have opportunities to learn about course expectations, instructional strategies, available academic supports, and ways they can assist their students at home. Families of EL students and students with disabilities will be encouraged to participate in these activities and will receive information about additional supports available through the school and district.

The Parent Community Liaison will serve as an additional point of contact for families who need assistance connecting with teachers, counselors, administrators, DES/EL staff, Special Education personnel, or community resources. The school will work to identify barriers that may prevent families from participating and will provide appropriate assistance and flexible opportunities for engagement when possible.

Through collaboration among school staff, families, the DES/EL department, Special Education department, and community partners, M.E. Stilwell will provide intentional, inclusive, and ongoing family engagement opportunities that empower parents of English Learners and Students with Disabilities to understand their students' educational needs, participate in educational decision-making, access available services, and support academic 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.

Plan Development and Evaluation:

3. Evaluation of School-wide Plan ~ 34 CFR 200.26 **a) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.** **b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been further from achieving the standards.** **c) Describe how the Schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program**
The School Improvement Team at M. E. Stilwell School of the Arts consists of department chairs (including Special Education), the media specialist, and the Magnet Coordinator representative. The team will meet monthly or as needed to review data, discuss student progress and curriculum, participate in professional development, and help coordinate and plan school-wide events. All team members participated in developing the school improvement plan, which is written based on data and used to guide our actions and determine the next steps. Department Chairs report faculty concerns to the administrative team to ensure immediate and appropriate feedback is provided. This helps us develop and maintain a culture of trust among leadership and staff alike.

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 plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such a plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.** **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).**
M. E. Stilwell School of the Arts provides parents and family members meaningful opportunities to participate in the development, review, and revision of the school's written Parent and Family Engagement Plan (PFEP). The school values the input of parents, students, teachers, administrators, paraprofessionals, specialized instructional support personnel, community partners, and other stakeholders when developing plans and making decisions that support student achievement and family engagement.

During Title I meetings, the School Forum, parent meetings, and other family engagement opportunities, parents and families are provided with a presentation and opportunity to review the school's current Parent and Family Engagement Plan, School-Parent Compact, Title I 1% Parent and Family Engagement Set-Aside Budget, Comprehensive School Improvement Plan (CSIP), and Building Staff Capacity Plan. Parents are encouraged to provide feedback, ask questions, identify areas of need, and make recommendations for the upcoming school year. Parent input is documented and considered by school leadership when revising the plans and determining family engagement activities, professional learning needs, and the use of Title I funds.

The Parent and Family Engagement Plan and School-Parent Compact are reviewed and updated annually based on stakeholder feedback and the changing needs of students and families. Parents are encouraged to participate in the annual review process and are provided multiple opportunities throughout the school year to provide additional feedback. The school also uses parent surveys, feedback forms, meetings, and informal communication with families to identify additional needs and recommendations.

Once finalized, the Parent and Family Engagement Plan is made available to parents and the local community through school communication channels and parent engagement activities. The school will provide the plan in an understandable and uniform format and, to the extent practicable, provide information in a language that parents can understand. Parents who need assistance accessing or understanding the plan are encouraged to contact the Parent Liaison, school administration, or appropriate district personnel for support.

M.E. Stilwell is committed to ensuring that parent and family engagement is a collaborative process rather than simply an annual review. Parent feedback will continue to be solicited throughout the school year so that the Parent and Family Engagement Plan remains responsive to the needs, interests, and priorities of Stilwell families and supports the academic success of all students.

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 students (high school)
c) remains in effect for the duration of the school's participation in a Title I School-Wide Program
d) is available to the school district, parents, and the public, in a language that parents can understand
e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

M. E. Stilwell School of the Arts provides parents and family members meaningful opportunities to participate in the development, review, and revision of the school's written Schoolwide Plan and related Title I documents. The school values the input of parents, students, teachers, administrators, paraprofessionals, specialized instructional support personnel, community partners, and other stakeholders when developing plans and making decisions that support student achievement and family engagement.

During Title I meetings, the School Forum, parent meetings, and other family engagement opportunities, parents and families are provided with presentations and opportunities to review the school's current Parent and Family Engagement Plan (PFEP), School-Parent Compact, Title I 1% Parent and Family Engagement Set-Aside Budget, Comprehensive School Improvement Plan (CSIP), and Building Staff Capacity Plan. Parents are encouraged to provide feedback, ask questions, identify areas of need, and make recommendations for the upcoming school year. Parent input is documented and considered by school leadership when reviewing and revising plans, determining family engagement activities, identifying professional learning needs, and making decisions regarding the use of Title I funds.

The Schoolwide Plan/CSIP is developed through a collaborative process that includes parents and other members of the school community, including teachers, the principal and school leaders, paraprofessionals, instructional support staff, and students. The plan is reviewed and updated as needed based on stakeholder feedback, student achievement data, school needs, and changes in programs or services. **The Schoolwide Plan/CSIP remains in effect for the entire duration of the school's participation in the Title I Schoolwide Program.** Although the plan is reviewed and revised as appropriate to address changing needs and ensure continuous improvement, revisions do not change the plan's continued applicability throughout the school's participation in the Title I Schoolwide Program.

The Parent and Family Engagement Plan and School-Parent Compact are reviewed and updated annually based on stakeholder feedback and the changing needs of students and families. Parents are encouraged to participate in the annual review process and are provided multiple opportunities throughout the school year

to provide additional feedback. The school also uses parent surveys, feedback forms, meetings, and ongoing communication with families to identify additional needs and recommendations.

Once finalized, the Parent and Family Engagement Plan, School-Parent Compact, and applicable schoolwide planning documents are made accessible to families and the community in multiple ways. Documents are sent home with students, emailed to parents and families, and posted on the school's website for easy access. Copies are readily available to parents, staff members, and community members upon request. Additionally, these documents may be accessed through the school's website, Parent Resource Center, and by email. The school provides these documents in an understandable and uniform format and, to the extent practicable, provides information in a language that parents can understand. Parents who need assistance accessing or understanding the plans are encouraged to contact the Parent Liaison, school administration, or appropriate district personnel for support.

M. E. Stilwell School of the Arts develops and implements its Schoolwide Plan in coordination and integration with applicable Federal, State, and local services, resources, and programs that support student achievement and the needs of students and families. The school coordinates available resources and services, as appropriate, to address academic, social-emotional, family engagement, attendance, college and career readiness, and other identified student needs.

M. E. Stilwell School of the Arts is committed to ensuring that schoolwide planning is a collaborative and ongoing process. Stakeholder feedback will continue to be solicited throughout the school year so that the Schoolwide Plan remains responsive to the needs, interests, and priorities of Stilwell students and families while remaining in effect for the duration of the school's participation in the Title I Schoolwide Program.

Professional Development (question 2 iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
School-Wide Data Goal Setting	August 2026	All Faculty & Staff	Administrative Team
School-Wide Structures for Using Data	August 2026	Teachers	Administrative Team
Small Group Instruction		Teachers	Instructional Support Team
Arts Integration	August 2026-May 2027	Teachers	Administrative Team & Magnet Lead
Evidence-based Instructional Strategies	August 2026-May 2027	Teachers	Administrative Team, Instructional Coaches, and Teachers
Technology Integration	October 2026	Teachers	Administrative Team, Instructional Coaches, and Teachers
Evidence-Based Instructional Program	September 2026 October 2027	Teachers	Administrative Team, Instructional Coaches, and Teachers
Evidence-Based Writing	September 2026-March 2027	Teachers	Administrative Team, Instructional Coaches, and Teachers

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**	August - September 2026	Person: Sherronda Varnado, Parent Liaison Delivery: Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
FY27 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	March 2027	Person: Sherronda Varnado, Parent Liaison Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Parents of EL and SWD Specific Event 1 (Fall)	October 2026	Delivery: International Dept and Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
Parents of EL and SWD Specific Event 2 (Fall)	October 2026	Delivery: Ineta Deschamp, DES Chair & Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
Annual Title I Parent Meeting:	September 2026	Person: Brenda Ross-Wilson, Principal & Sherronda Varnado, Parent Liaison Delivery: Brenda Ross-Wilson, Principal & Sherronda Varnado, Parent Liaison

		Documentation: Sign in sheets; agendas; presentations; pictures
Technology – including harms of copyright piracy and monitoring student progress (Infinite Campus/Canvas)	August 2026-May 2027	**Person:** Sherronda Varnado, Parent Liaison & Shana Jordan, Media Specialist **Delivery:** Shana Jordan, Media Specialist **Documentation:** Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Fall Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	October 2026	**Person:** Sherronda Varnado, Parent Liaison **Delivery**: **Documentation:** Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Fall Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	October 2026	**Person:** Dereka Pullins, ELA Instructional Coach & Sherronda Varnado, Parent Liaison **Delivery:** Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Fall Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	November 2026	Delivery: Shernean Johnson, Instructional Coach & Sherronda Varnado, Parent Liaison Documentation:Sherronda Varnado, Parent Liaison
Building Parent Capacity Fall Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	December 2026	Delivery: Teacher &Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Continuous Communications (Fall)	November 2026	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Parents of EL and SWD Specific Event 1 (Spring)	March 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
Parents of EL and SWD Specific Event 2 (Spring)	March 2027	Delivery: Ineta Deschamp, DES Chair & Sherronda Varnado, Parent Liaison

		Documentation: Sign in sheets; agendas; presentations; pictures
Building Staff Capacity #1 (Fall):	September 2026	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Building Staff Capacity #2 (Fall):	October 2026	Delivery: Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
Building Staff Capacity #3 (Fall):	December 2026	Delivery: Sherronda Varnado, Parent Liaison Documentation: Sherronda Varnado, Parent Liaison
Building Staff Capacity #1 (Spring):	February 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
Building Staff Capacity #2 (Spring):	March 20267	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sherronda Varnado, Parent Liaison
Building Staff Capacity #3 (Spring):	April 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Spring Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	January 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Spring Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	February 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Spring Event 3 (may include-Math,	March 2027	Delivery: Sherronda Varnado, Parent Liaison

ELA/Reading, Science, Social Studies)		Documentation: Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Spring Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	April 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Spring: Transition Meeting	May 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Building Staff Capacity Continuous Communications (Spring):	March 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Continuous Communications (Spring)	March 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
FY28 Staff Input Meetings (Plan, Compact, and CSIP)	March 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
FY28 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	April 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
FY28 Student Input Meetings (if applicable) (Plan, Compact, and CSIP)	April 2027	Delivery: Sherronda Varnado, Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures