



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

School Strategic Plan Outcomes

TITLE I SCHOOLWIDE PLAN		
School Name: Elite Scholars Academy		District Name: Clayton County Public Schools
Principal Name: Samuel Wayne West		School Year: 2026-2027
School Mailing Address: 7923 Fielder Road, Jonesboro, GA 30236		
Telephone: (770)472-2823		
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: 07/29/26
Title I Programs' Specialist Signature:		Date:
Title I Director's Signature:		Date:
Revision Date: September 1, 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
Samuel Wayne West		Principal
Tanya Kirk		Assistant Principal
Dr. Phillip Ramsey		Assistant Principal
Dr. Justin Spurley		Cambridge Lead
Stephanie Garcia		Lead Counselor
Jamilyne Lorme		MS Counselor
Keisha Washington		HS Counselor
Cheryl Williams		Administrative Assistant
Laquana Williams		Grade Level Chair (6th Grade)/Parent
Dr. James Bailey		Grade Level Chair (7th Grade)
Amanda Smith		Grade Level Chair (8th Grade)
Dr. Rogers Smith		Math Department Lead (Middle School)
Laquisha Smith		Science Department Lead (High School)
Jamin LeBoeuf		Grade Level Chair (9th Grade)
Gladys Allende-Ortiz		Attendance Clerk
Ishan McNab		Student
Kayla Miller		Parent Representative



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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 the most current DIBELS data displays of grade level data by performance levels.**
- 4) 2 or 3 years of the current iReady data displays of grade level data by performance levels.**
- 5) 3 years of prior years' student attendance data.**
- 6) 3 years of prior years' student discipline data.**

Demographic Data

Elite Scholars Middle	Race/Student Population
Total Students Enrolled: 360 Male: Female: 6th: 125 7th: 136 8th: 125	Hispanic/Latino: 67 American Indian/AlaskaNative: 1 Asian: 52 Black/African American: 239 Native Hawaiian/Pacific Islander: White:5 Two or More Races: 18
DES:3 EL Monitored 1-4: 1 Gifted:249 504 Accommodations: Total 504: 6th:0 7th: 3 8th: 2	



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Elite Scholars High	Race/Student Population
Total Students Enrolled: 436 Male: Female: 9th: 118 10th: 113 11th: 105 12th: 100	Hispanic/Latino: 65 American Indian/AlaskaNative: 1 Asian: 60 Black/African American: 298 Native Hawaiian/Pacific Islander: 1 White: 3 Two or More Races: 13
DES: 0 EL Monitored 1-4: 0 Gifted: 304 504 Accommodations: Total 504: 9th: 3 10th: 2 11th: 10 12th: 2	

Four-Year EOG & EOC Achievement Trend Summary (2023–2026)

Overview:

EOG

6th ELA	2022	2023	2024	2025	2026
Lvl 1	0	0	0	0	
Lvl 2	8%	5.50%	3.40%	2.60%	
Lvl 3	53%	53.60%	38.30%	37.70%	
Lvl 4	39%	40.90%	58.30%	59.60%	



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6th Math	2022	2023	2024	2025	2026	
Lvl 1	2%	0	0	0	0	0 of 115
Lvl 2	8%	9%	6%	8%	3%	4 of 115
Lvl 3	51%	48.60%	48.00%	36.00%	38.30%	44 of 115
Lvl 4	39%	42.40%	46.00%	56.10%	58.30%	67 of 115

7th ELA	2022	2023	2024	2025	2026
Lvl 1	0	0	0	0	
Lvl 2	2%	4%	4%	2%	
Lvl 3	62%	54%	53%	29%	
Lvl 4	36%	42%	43%	69%	

7th Math	2022	2023	2024	2025	2026	
Lvl1	1%	2%	1%	0%	0%	0 of 125
Lvl 2	9%	13.60%	11.00%	3.74%	3.20%	4 of 125
Lvl 3	59%	44.70%	52.00%	40.20%	38.40%	48 of 125
Lvl 4	31%	39.80%	36.00%	56.10%	58.40%	73 of 125

8th ELA	2022%	2023	2024	2025	2026
Lvl 1	0%	0	0	0	
Lvl 2	1%	0.90%	1.80%	2.54%	
Lvl 3	55%	42.70%	35.80%	42.40%	
Lvl 4	44%	56.40%	62.40%	55.10%	



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8th Math	2022	2023	2024	2025	2026	
Lvl 1	0	1%	0%	0%	0%	0 of 110
Lvl 2	18%	6.40%	4.00%	5.08%	5.45%	6 of 110
Lvl 3	47%	55.90%	26.00%	41.50%	16.40%	18 of 110
Lvl 4	35%	36.70%	70.00%	53.40%	78.00%	86 of 110

8th GA Studies	2022	2023	2024	2025	2026	
Lvl 1	0	0	0	0	0	0 of 108
Lvl 2	6%	5.50%	5.30%	5.90%	5.50%	6 of 108
Lvl 3	31%	26.30%	38.10%	41.50%	26.90%	29 of 108
Lvl 4	63%	68.10%	56.60%	52.50%	67.60%	73 of 108

8th Phy Sci	2022	2023	2024	2025	2026	
Lvl 1	0	0	1.80%	0.00%	0.00%	0 of 108
Lvl 2	11%	12%	8%	7%	4%	4 of 108
Lvl 3	53%	51%	46%	48%	45%	49 of 108
Lvl 4	36%	37%	44%	46%	51%	55 of 108

EOC

Algebra I	2022	2023	2024	2025	2026	
Lvl 1	0	0	0.00%	0.80%	0	0 of 109
Lvl 2	11%	10.90%	6.25%	4.30%	2.75%	3 of 109
Lvl 3	44%	50%	33.00%	42.70%	24.80%	27 of 109
Lvl 4	45%	39%	60.70%	52.10%	72.50%	79 of 109



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Am Lit					
Lvl 1	6%	3.40%	1%	0	
Lvl 2	20%	17.20%	10%	9.84%	
Lvl 3	58%	63.20%	54.40%	52.50%	
Lvl 4	16%	16.10%	34.60%	38%	

Biology	2022	2023	2024	2025	2026	
Lvl 1	0	0	0.80%	0.90%	0	0 of 111
Lvl 2	8%	8.90%	7.00%	7.40%	8.10%	9 of 111
Lvl 3	59%	46.10%	59.60%	50.00%	54.10%	60 of 111
Lvl 4	31%	44.90%	32.40%	41.70%	37.80%	42 of 111

AP Exam Performance

2021-2022 School Year	49.01% pass rate
2022-2023 School Year	63.9% pass rate
2023-2024 School Year	69.1% pass rate
2024-2025 School Year	77.4% pass rate
2025-2026 School Year	79.6% pass rate

MAP Data



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Attendance Data

25-26 Elite Scholars Middle 7923 Fielder Road, Jonesboro GA 30236 Generated on 07/24/2026 02:41:02 PM Page 1 of 1	Attendance/Membership Summary Report Start/End Date: 08/04/2025 - 05/15/2026 School(s): 1 Calendar(s): 1 Grade: 06, 07, 08
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School: Elite Scholars Middle Calendar: 25-26 Elite Scholars Middle

	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Grade	Count					Days	Days		Avg. Daily
	06	121	20532	517.11	20014.89	118.01	115.09	244.34	1.36	97.48%
	07	128	22027	671.41	21355.59	126.59	122.73	279.14	1.55	96.95%
	08	110	19010	429.93	18580.07	109.25	106.82	194.84	1.08	97.74%
Total	3	359	61569	1618.45	59950.55	353.85	344.64	718.32	3.99	97.37%

25-26 Elite Scholars High 7923 Fielder Road, Jonesboro GA 30236 Generated on 07/24/2026 02:42:39 PM Page 1 of 1	Attendance/Membership Summary Report Start/End Date: 08/04/2025 - 05/15/2026 School(s): 1 Calendar(s): 1 Grade: 06, 07, 08, 09, 10, 11, 12
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School: Elite Scholars High Calendar: 25-26 Elite Scholars High

	Student Membership			Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Grade	Count	Days					Days	Avg. Daily	
	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	115	19648	613.33	19034.67	112.92	109.38	303.51	1.73	96.88%
	10	111	18938	641.56	18296.44	108.84	105.15	288.81	1.65	96.61%
	11	101	17345	548.08	16796.92	99.68	96.55	286.61	1.67	96.84%
	12	89	15485	193.33	15291.67	88.99	87.90	117.98	0.66	98.75%
Total	7	416	71416	1996.30	69419.70	410.43	398.98	996.91	5.71	97.20%



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Behavior Data

ISS/OSS days and Incidents By School for 2025-2026

School	Grade	ISS INCIDENTS	ISS DAYS	OSS INCIDENTS	OSS DAYS	ISS STUDENTS	OSS STUDENTS	ZEROES IN ISS DAYS	ZEROES IN OSS DAYS
Elite Scholars Middle		2	2			2	0	0	0
	06	1	1			1	0	0	0
	08	1	1			1	0	0	0

ISS/OSS days and Incidents By School for 2025-2026

School	Grade	ISS INCIDENTS	ISS DAYS	OSS INCIDENTS	OSS DAYS	ISS STUDENTS	OSS STUDENTS	ZEROES IN ISS DAYS	ZEROES IN OSS DAYS
Elite Scholars High		1	1			1	0	0	0
	11	1	1			1	0	0	0

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?

The Comprehensive Needs Assessment Process used to develop the needs and goals for Elite Scholars Academy for this year's Comprehensive Schoolwide Improvement Plan were:

- The administrative team met preliminarily to conduct a comprehensive review of the school's previous and current data by examining the Academic, Attendance, School Climate and Parental Involvement data trends.
- Administration met at Drew High School on July 17, 2026 to discuss Academic Trio priorities and discuss STAP and CSIP components. conducted SWOT Analysis, grade level & content area Data Chats, and discussed needs and goals for the 2026-2027 school year.
- Teachers will be given a Professional Learning (PL) needs assessment survey to gauge Professional Learning needs during pre-planning. Results will be used to develop the in-house Professional Learning (PL) Calendar for the 2026-2027 School Year and also recommend District Professional Learning opportunities.
- Reviewed staff roles and responsibilities (secretarial, paraprofessionals, sport coaches, counselors, teachers, Magnet Lead) to gauge efficiency and make any necessary adjustments.
- Analyzed the Magnet School Improvement Plan to ensure its alignment to master scheduling needs, student recruitment efforts, teacher placement and training needs and the Cambridge



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implementation program.

- Conducted an extensive review of academic resources school-wide to determine intervention, enrichment, and Small Group Instruction/ Differentiated Instruction (DI) implementation.

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

English Language Monitored students: Math

Developing Learners: ELA (Hispanic Latino/Black African American)

Students who scored below 60% on MAP Mathematics 6th/7th grade (Hispanic Latino/Black African American)

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

The school's 2026 Georgia Milestones Assessment System (GMAS) data indicates that Elite Scholars Academy has demonstrated consistent improvement across core content areas over the past four years. Trends include:

- Reduction in Level 2 performance across all grade levels, indicating fewer students are just below proficiency.
- Growth in Level 4 performance, especially in 6th Grade Math, 7th Math, 8th ELA, and 8th Physical Science, suggesting increased mastery.
- Algebra I and American Literature show stable or improving performance at higher achievement levels, with more students reaching Levels 3 and 4.
- We strive to continue to see greater percentages of students reaching Level 4 as distinguished learners across all four content areas.



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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 May 2027 Elite Scholars Academy will maintain 99% or higher scoring proficient or distinguished and raise the level of distinguished learners by 5%.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Integrate explicit, standards-aligned vocabulary instruction across all content areas to promote disciplinary literacy. Ensure students are regularly engaged with rich and diverse academic vocabulary through direct instruction, contextual analysis, and repeated exposure. Instruction will include teaching precise word meanings, exploring usage in multiple contexts, and providing structured opportunities for students to apply new vocabulary in speaking, writing, and content-specific tasks.	-Informal review data -Formative Assessment data -MAP data	August 2026 May 2027	n/a	All Core Teachers
Teachers will implement differentiated instruction across all core content areas to address the diverse academic needs of their students. Instruction will be tailored based on students’ assessed proficiency levels in reading, writing, mathematics, science, and social studies. Flexible, data-informed	-Informal review data -Formative Assessment data -MAP data	August 2026 May 2027	n/a	All Core Teachers



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small-group instruction will be used to target essential skills such as writing development, reading comprehension, vocabulary acquisition, problem-solving strategies, and content-specific analysis. These instructional sessions will include scaffolded support, guided practice, and ongoing feedback to ensure all students are actively engaged, building deeper understanding, and progressing toward content mastery.				
Teachers will utilize formative assessments to regularly monitor student progress and inform instruction. These ongoing checks for understanding—such as exit tickets, running records, math fluency checks, and comprehension questions—will provide actionable data on students’ mastery of key skills and standards. By analyzing this data, teachers will identify learning gaps, adjust instructional strategies, and provide targeted support to meet the academic needs of all learners.	-Informal review data -Formative Assessment data -MAP data	August 2026 May 2027	n/a	All Core Teachers
Teachers will integrate technology into instruction. Digital tools and resources, such as Readworks, CommonLit, and Progress Learning Integration activities, Khan Academy will reinforce writing, vocabulary, mathematics and reading comprehension skills. These tools can offer personalized learning experiences, allowing students to work independently and receive immediate feedback.	-Informal review data -Formative Assessment data -MAP data	August 2026 May 2027	Funds needed for Progress Learning subscription	All Core Teachers
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Free tutoring for all subgroups, access to counselors for support and use of the Caring Adult in the		Free tutoring, mental health counseling and credit recovery provided by the State of Georgia		



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Building program.	<p>under the McKinney - Vento Program for homeless youth</p> <p>Free tutoring for foster students provided by Clayton County Public Schools' Title I Department (Part D) for students struggling in ELA & mathematics</p>
English Learners	Students with Disability
<p>Individualized Support: Differentiated Content Language Development Support Authentic and Interdisciplinary Learning Flexible Assessment Strategies Culturally Responsive Instruction Collaborative and Peer Learning Implement ELLevation Strategies for English Learners (Level 5). Allow students to use a translation dictionary to assist with comprehension. Supply with county resources (International Center, Multi-lingual textbook support)</p>	<p><u>Instructional Consideration for students w/ Disabilities: General Curriculum</u></p> <p>Individualized Instruction Strengths-Based Approach Support for Learning Disabilities Flexible and Multimodal Instruction Executive Functioning Support Social-Emotional Support Collaboration and Communication</p>



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2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114

(b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, 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 May 2027 Elite Scholars will maintain a 97% or higher Daily Attendance Rate as measured by CCRPI.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Communicate with parents and guardians via website, Canvas, calling post, Class Dojo, and the handbook acknowledgement.	-Monthly attendance data	August 2026 May 2027	n/a	Teacher Attendance Clerk Administration
Teachers will post correct and accurate attendance each class period.	-Monthly attendance data	August 2026 May 2027	n/a	Teacher Attendance Clerk Administration
Students will receive detention if they accumulate 3 unexcused tardies to school.	Monthly attendance data	August 2026 May 2027	n/a	Teacher Attendance Clerk Administration
Students with perfect attendance will be rewarded through Positive Behavior Intervention Support (PBIS).	Monthly attendance data	October 2026 May 2027	Student Recognition Budget	PBIS Coach Attendance Clerk Administration

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

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
Refer students to the social worker so that they can assist with getting them needed resources for transportation	Refer students to the Homeless Education Department when attendance issues arise with homeless students. Refer students to the social worker and counselors when attendance issues arise with students in foster care.



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English Learners	Students with Disability
<p>We will have communication available in parent/guardian understandable language.</p> <p>International Center and translation services will be used as a resource to communicate with parents.</p>	<p>Refer students and parents to alternate types of transportation that are available for students in addition to their routine transportation.</p>



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2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114

(b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, 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 Elite Scholars High School will maintain a 100% Graduation Rate as measured by CCRPI.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Introductory college and career counseling beginning at the middle school level through YOUScience (middle school) and Naviance (high school).	Documentation/attendance logs of meetings with students	July 2026 May 2027	n/a	MS Counselor Teachers 6th & 7th Grade SS High School Counselors and SS Teachers
Continuing Ed conversations	Documentation/attendance logs of meetings with students	August 2026 May 2027	n/a	Counselors Magnet Lead 9th & 11th grade students
Resume building workshop	Documentation/attendance logs of meetings with students	August 2026 May 2027	n/a	ELA Teachers Counseling Dept. 9th & 10th grade students
College & Career Fairs, Parent Universities	Documentation/attendance logs of meetings with students	August 2026 May 2027	\$250	Magnet Lead Counseling Dept Registrar Parent Liaison (if available)
Parent communication & academic counseling	Documentation/attendance logs of meetings with students	July 2026 May 2027	n/a	Magnet Lead Counselors Parent Liaison (if available)

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



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Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
School Social Worker, Parent Liaison, and Counseling Dept. providing targeted support for college application process and financial aid opportunities.	Department of Family and Children's Services, Foster Student Social Worker, School-Based Social Worker Parent Liaison, and Counseling Dept. providing targeted support for college application process and financial aid opportunities.
English Learners	Students with Disability
Interpreters available for all parent centered events Support for DACA students through college application and financial aid process.	504 and IEP meetings to include college and career readiness conversations.



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(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; 111(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: Elite Scholars Academy will retain 90% of its faculty and staff.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Site-Based Onboarding	Mentor teachers, observing colleagues	Throughout the year	n/a	Principal
Climate and Culture	Team building, high feedback culture	Throughout the year	n/a	Administration PBIS Coach
Professional Growth and Development	Input for PD opportunities	Throughout the year	n/a	Administration Dept. Chairperson Grade Level Leads
Staff Voice	Climate surveys, feedback surveys	Throughout the year	n/a	Administration
Staff PBIS	Teacher recognitions, celebrations	Throughout the year	n/a	PBIS Coach Administration

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

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
n/a	n/a



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English Learners	Students with Disability
n/a	n/a



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

c) 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.

- After school teacher tutorials: Teachers provide support available for all students
- After school study sessions: End of Course test specific courses teachers provide weekly sessions leading to the standardized test date specific to the course.
- During the day or after school programs availability may include the following:

Programs are available to students grades 6th through 12th grade. ReThinkEd is an online platform focused on supporting and fostering a healthy culture where students learn to thrive in a healthy, happy, and a life of fulfillment inside and outside the classroom.

Circle of Support meetings held monthly discussing the following topics:

- o Student Attendance
- o Student Academic Success
- o Student Academic Struggles
- o Social Emotional/Mental Health Concerns
- o 12th Grade Student Transitioning to Post Secondary Plans

Monthly Circle of Support Team Members:

- Principal
- Assistant Principals
- Social Worker
- School Counselors
- Student Behavioral Health Specialist
- Student Behavior Specialist
- School Counseling Secretary

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

Circle of Support meetings held monthly discussing the following topics:

- o Student Attendance
- o Student Academic Success
- o Student Academic Struggles
- o Social Emotional/Mental Health Concerns
- o 12th Grade Student Transitioning to Post Secondary Plans

Monthly Circle of Support Team Members:



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- Principal
- Assistant Principals
- Social Worker
- School Counselors
- Student Behavioral Health Specialist
- Student Behavior Specialist
- School Counseling Secretary

The middle and high school counselors provide classroom guidance lessons to all scholars covering areas of mental and social/emotional health, along with peer relations and conflict resolution. For those scholars requiring more personalized attention, one-to-one counseling is offered. One-to-one counseling sessions can cover a myriad of topics including, but not limited to social anxiety, changes in family dynamics, grief, self-esteem and gender identity.

Programs are available to students grades 6th through 12th grade. ReThinkEd is an online platform focused on supporting and fostering a healthy culture where students learn to thrive in a healthy, happy, and a life of fulfillment inside and outside the classroom. Everfi is a web-based program designed to expose scholars to information regarding mental health and strategies for identifying triggers and learning effective coping skills.

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)

Elite Scholars Academy, 6-12, is an all honors/AP/Cambridge school. It is the goal for all high school students to have chosen a pathway: Advanced Placement/Cambridge/Dual Enrollment upon entry into 9th grade.

Advanced Placement Offerings: AP Human Geography, AP World History, AP United States History, AP Government, AP Economics, AP Language American Literature, AP English Literature, AP Precalculus, AP Statistics, AP Chemistry, AP Environmental Science, AP Spanish, AP Latin, AP Art 2-D, AP Art 3-D, AP Computer Science Principles, AP Computer Science

Cambridge Course Offerings: Cambridge AICE General Paper, Cambridge AICE Advanced English Language, Cambridge Spanish I, Cambridge Advanced Psychology, Cambridge Thinking Skills, Cambridge Classical Studies, Cambridge Sports & Physical Education, Cambridge Global Perspectives, Cambridge Spanish Language, Cambridge Chinese Language, Cambridge Art & Design

Students and parents in the 9th through 12th grade are provided advisement sessions regarding dual enrollment twice a year. These sessions introduce the idea of taking college classes and earning credit while simultaneously earning high school credit as well. Because we have students whose GPA ranges, we have partnered with several different colleges (from technical schools to full universities) to be able to meet the needs of all students who might be interested in increasing their rigor by pursuing the dual enrollment option.

During the meeting, the high school counseling department provides requirements for acceptance into the 10 schools that we (most consistently) partner with (students who have attended dual enrollment previously) and we suggest the type of student that might benefit from attending each specific school.



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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.

- Adhere to the Student Code of Conduct
 - Implement PBIS Plan
 - Adhere to CCPS Magnet Contract
 - Ensure 504 Accommodations are utilized
 - Availability of School Counseling
 - SEL PLC
 - Behavior Plan
1. CAB (Caring Adult in the Building)
 2. MTSS/RTI

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.)

- Provide ongoing professional development opportunities for teachers and take requests from teachers concerning PD opportunities they would like to see as they develop their skills
- Consistent Data chats/ Professional Development
- Bi-weekly Content Area Planning
- Monthly Department Meetings
- Weekly Leadership Team Meetings

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.

Spring Classroom Guidance lessons, along with a parent university are offered where current 9th grade scholars share insight with our rising 9th graders. Current 9th grade teachers also share information with the rising 9th grade scholars regarding what to expect and how to prepare over the Summer for the upcoming school year. In addition, the 9th grade scholars counselor is introduced to the rising 9th graders and shares information regarding what scholars can expect in high school.



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

Our Title I Parent Liaison (or counselors if a Parent Liaison is not available) will collaborate with school administration to gauge the needs of our ELL population and our SWD population and devise a plan of action to ensure adequate support.

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.

n/a



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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**

The ESA leadership team will meet monthly to discuss school-wide trends and adjust the Title I School-wide plan as needed. Discipline data, attendance data, and academic data from sources such as MAP assessments will continue to be utilized to identify deficit areas or students at-risk that need additional support.

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).

The faculty, students, and parents have developed a Title I School Compact, which is an agreement that parents, teachers, and students will develop together that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts are reviewed and updated annually based on feedback from parents, students and teachers during the Title I meetings and the School Forum. The school-parent compact brochure is sent home with students for parents to keep as a reminder of the agreement between parents, teachers and students. Teachers also keep a copy of the compact in the event that parents need a copy. A copy of the compact, along with other resources for parents, can be found in our Parent Resource Center.



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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.**

[illegible]



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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	October 2026	Parent Liaison/ Title I Designee; Webmaster
FY27 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	August–September 2026	Parent Liaison/ Title I Designee; Building Administrators
Parents of EL and SWD Specific Event 1 (Fall)	September 2026	ESOL Contact; DES Contact; Parent Liaison/ Title I Designee
Parents of EL and SWD Specific Event 2 (Fall)	November 2026	ESOL Contact; DES Contact; Parent Liaison/ Title I Designee
Annual Title I Parent Meeting:	September 2026	Principal; Assistant Principal(s); Parent Liaison/ Title I Designee
Technology – including harms of copyright piracy and monitoring student progress (Infinite Campus/Canvas)	August or September 2026	Parent Liaison/ Title I Designee; Media Specialist
Building Parent Capacity Fall Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	September–October 2026	Parent Liaison/ Title I Designee; School Staff
Building Parent Capacity Fall Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	October–November 2026	Parent Liaison/ Title I Designee; School Staff
Building Parent Capacity Fall Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	November–December 2026	Parent Liaison/ Title I Designee; School Staff



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Building Parent Capacity Fall Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	December 2026	Parent Liaison/ Title I Designee; School Staff
Building Parent Capacity Continuous Communications (Fall)	August–December 2026	Parent Liaison/ Title I Designee
Parents of EL and SWD Specific Event 1 (Spring)	January 2027	ESOL Contact; DES Contact; Parent Liaison/ Title I Designee
Parents of EL and SWD Specific Event 2 (Spring)	March 2027	ESOL Contact; DES Contact; Parent Liaison/ Title I Designee
Building Staff Capacity #1 (Fall):	September 2026	Building Administrators; Parent Liaison/ Title I Designee
Building Staff Capacity #2 (Fall):	October 2026	Building Administrators; Parent Liaison/ Title I Designee
Building Staff Capacity #3 (Fall):	November 2026	Building Administrators; Parent Liaison/ Title I Designee
Building Staff Capacity #1 (Spring):	January 2027	Building Administrators; Parent Liaison/ Title I Designee
Building Staff Capacity #2 (Spring):	February 2027	Building Administrators; Parent Liaison/ Title I Designee
Building Staff Capacity #3 (Spring):	March 2027	Building Administrators; Parent Liaison/ Title I Designee
Building Parent Capacity Spring Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	January 2027	Parent Liaison/ Title I Designee; School Staff
Building Parent Capacity Spring Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	February 2027	Parent Liaison/ Title I Designee; School Staff
Building Parent Capacity Spring Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	March 2027	Parent Liaison/ Title I Designee; School Staff



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Building Parent Capacity Spring Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	April 2027	Parent Liaison/ Title I Designee; School Staff
Building Parent Capacity Spring: Transition Meeting	May 2027	Parent Liaison/ Title I Designee; Building Administrators
Building Staff Capacity Continuous Communications (Spring):	January–May 2027	Parent Liaison/ Title I Designee; Building Administrators
Building Parent Capacity Continuous Communications (Spring)	January–May 2027	Parent Liaison/ Title I Designee
FY28 Staff Input Meetings (Plan, Compact, and CSIP)	May 2027	Building Administrators
FY28 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	May 2027	Parent Liaison/ Title I Designee; Building Administrators
FY28 Student Input Meetings (if applicable) (Plan, Compact, and CSIP)	May 2027	Parent Liaison/ Title I Designee; Webmaster