



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

School Strategic Plan Outcomes

TITLE I SCHOOLWIDE PLAN		
School Name: M. D. Roberts School of the Arts	District Name: Clayton County Public Schools	
Principal Name: Dr. Caryn Turner	School Year: 2026-2027	
School Mailing Address: 1905 Walt Stephens Rd. Jonesboro, GA 30236		
Telephone: 678-479-0100		
District Title I Director Name: Katrina Thompson		
District Title I Director 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: Dr. Caryn Turner Caryn Turner		Date: 7/15/2026
Title I Programs' Specialist Signature:		Date:
Title I Director's Signature:		Date:
Revision Date: June 16, 2026	Revision Date: July 15, 2026	Revision Date: July 28, 2026



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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.

Caryn Turner	Principal
Stacy Black	Assistant Principal
Shannon Walker	Assistant Principal
Gary Lomba	Assistant Principal
Erica Banks	Instructional Coach–Math
Michelle Harden-Brown	Instructional Coach–ELA
Rhonda Jackson	Title I Parent Liaison
LaKevia Fobb	Math Department Chair
Toya Spraggins	ELA Department Chair
Nikita Steele	Science Department Chair
Morvette Pritchard	Social Studies Department Chair
Matthew Edwards	Connections/Magnet Department Chair
Jacqueline Cook	Counselor
Kimberly Davison	Social Worker
Thomas Grant	6th Grade Chair
Courtney Kemp	7th Grade Chair
Rodney Screen	8th Grade Chair
Demetra Williams	DES Chair
Jill Toler	Athletic Director
Chrystial Hudson	Magnet Lead Teacher



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Ebony Brown	Parent
Jennifer Germany	Community Member
Dr. Sam King	Community Member
Greg McNeal	Community Member

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?

Using our Leadership Retreat time and Preplanning time, our leaders, teachers, and staff were able to review the CSIP. By doing this review, stakeholders revealed challenges that needed to be addressed in order to meet the goals successfully. These challenges were researched and using researched based resources, strategies have been added or replaced throughout the CSIP to make the plan coherent and to make the plan address the challenges and needs of the stakeholders. We will continue to review the progress of meeting our goals through periodic meetings with leadership, stakeholder meetings with parents and community members.

Data:

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

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

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

Demographic Data–Update

M.D. Roberts has the following student demographics for the 26-27 school year:

● Students Enrolled: 901 ● Male: 381 ● Female: 520	● Hispanic: 15.5% ● Black: 75.2% ● White: 2.8% ● Multi: 3.6%
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● 6th Grade: 311 ● 7th Grade: 297 ● 8th Grade: 293	● Asian: 2.5% ● American Indian: .3% ● Pacific Islander: 2.5%
● DES: 95 ● ELL(served): 30 ● Gifted: 110	Magnet: 201

1. 2 years of the current the GMAS data (2024-2025 and 2025-2026) ELA

2024-2025

<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Beginning 32%	26%	25%
Developing 27%	31%	34%
Proficient 34%	30%	37%
Distinguished 6%	13%	5%

Data not readily available-October 2026

2025-2026

<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Beginning%	%	%
Developing %	%	%
Proficient %	%	%
Distinguished %	%	%



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The GMAS Language Arts results indicate that the majority of students (59%) in grade 6 are beginning and/or developing learners who possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards. Whereas, 40% of students in grade 6 are proficient and distinguished learners and are prepared or well-prepared for the grade level standards and expectations.

The GMAS Language Arts results indicate that the majority of students (57%) in grade 7 are beginning and/or developing learners who possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards. Whereas, 43% of students in grade 7 are proficient and distinguished learners and are prepared or well-prepared for the grade level standards and expectations.

The GMAS Language Arts results indicate that the majority of students (59%) in grade 8 are beginning and/or developing learners who possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards. Whereas, 42% of students in grade 8 are proficient and distinguished learners and are prepared or well-prepared for the grade level standards and expectations.

The students in our DES & ELL subgroups are performing in the beginning and/or developing level (100%) and possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards.

1. 2 years of the current the GMAS data (2024-2025 and 2025-2026) MATH

2024-2025 Mathematics

6th Grade		7th Grade	8th Grade
Beginning	28%	23%	38%
Developing	48%	46%	45%
Proficient	18%	27%	14%
Distinguished	6%	5%	3%

Algebra

Beginning	14%
Developing	53%



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Proficient	26%
Distinguished	8%

2025-2026 Mathematics

6th Grade		7th Grade	8th Grade
Beginning	24%	21%	31%
Developing	45%	41%	38%
Proficient	25%	30%	21%
Distinguished	5%	8%	11%

Algebra

Beginning	3%
Developing	23%
Proficient	38%
Distinguished	36 %

The GMAS Mathematics results indicate that the majority of students (69%) in grade 6 are beginning and/or developing learners who possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards. Whereas, 30% of in grade 6 are proficient and distinguished learners and are prepared or well-prepared for the grade level standards and expectations.

The GMAS Mathematics results indicate that the majority of students (62%) in grade 7 are beginning and/or developing learners who possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards. Whereas, 38% of students in grade 7 are proficient and distinguished learners and are prepared or well-prepared for the grade level standards and expectations.



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The GMAS Mathematics results indicate that the majority of students (69%) in grade 8 are beginning and/or developing learners who possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards. Whereas, 32% of students in grade 8 are proficient and distinguished learners and are prepared or well-prepared for the grade level standards and expectations.

The students in our DES & ELL subgroups are performing in the beginning and/or developing level (100%) and possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards.

1. 2 years of the current the GMAS data (2024-2025 and 2025-2026)

SCIENCE

2024-2025

8th Grade

Beginning 45%

Developing 32%

Proficient 23%

Distinguished 0%

2025-2026

8th Grade

Beginning 23%

Developing 40 %

Proficient 33%

Distinguished 3%

The GMAS HS Physical Science results indicate that the majority of students (63%) in grade 8 are beginning and/or developing learners who possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards. Whereas, 36% of students in grade 8 are proficient and distinguished learners and are prepared or well-prepared for the grade level standards and expectations. There are no ELL or DES students who take this exam.



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2. 2 years of the current the GMAS data (2024-2025 and 2025-2026)

SOCIAL STUDIES

2024-2025

8th Grade

Beginning	27%
Developing	45%
Proficient	24%
Distinguished	3%

2025-2026

8th Grade

Beginning	13%
Developing	46%
Proficient	32%
Distinguished	9 %

The GMAS 8th Grade Social Studies results indicate that the majority of students (59%) in grade 8 are beginning and/or developing learners who possess inadequate proficiency skills and will need substantial academic support in order to be successful with grade level standards. Whereas, (41%) of students in grade 8 are proficient and distinguished learners and are prepared or well-prepared for the grade level standards and expectations.

2. 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.

2024-2025 Reading

6th Grade

Beginning	34%
Developing	24%
Proficient	27%
Distinguished	15%

7th Grade

Beginning	31%
Developing	28%
Proficient	24%
Distinguished	17%

8th Grade

Beginning	27%
Developing	29%
Proficient	21%
Distinguished	23%



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Mathematics

6th Grade

Beginning 52%

Developing 25%

Proficient 16%

Distinguished 7%

7th Grade

44%

24%

19%

15%

8th Grade

58%

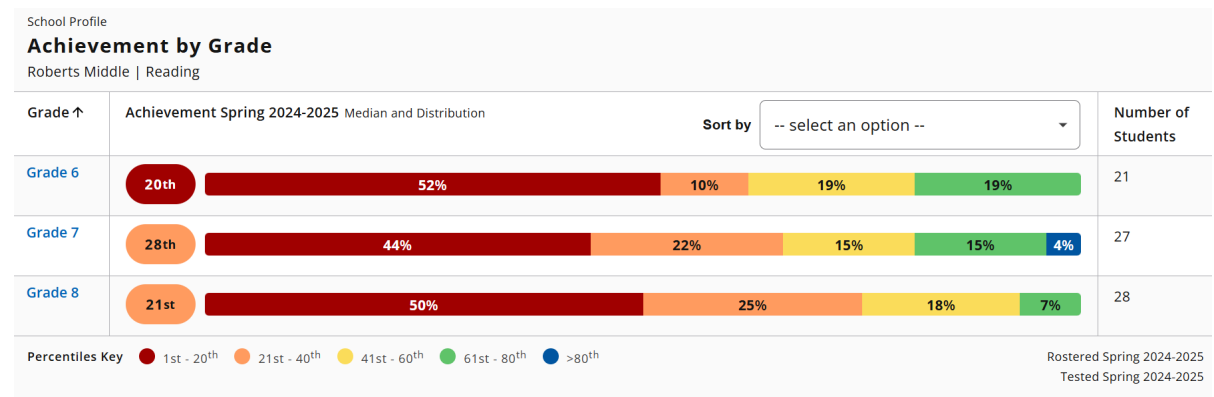
20%

13%

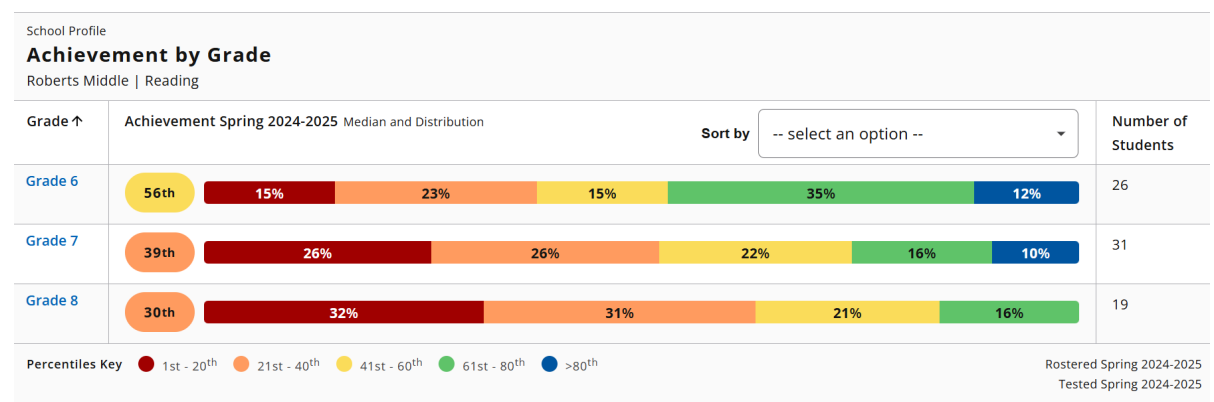
9%

Subgroups for MAP 2024-2025

DES Reading



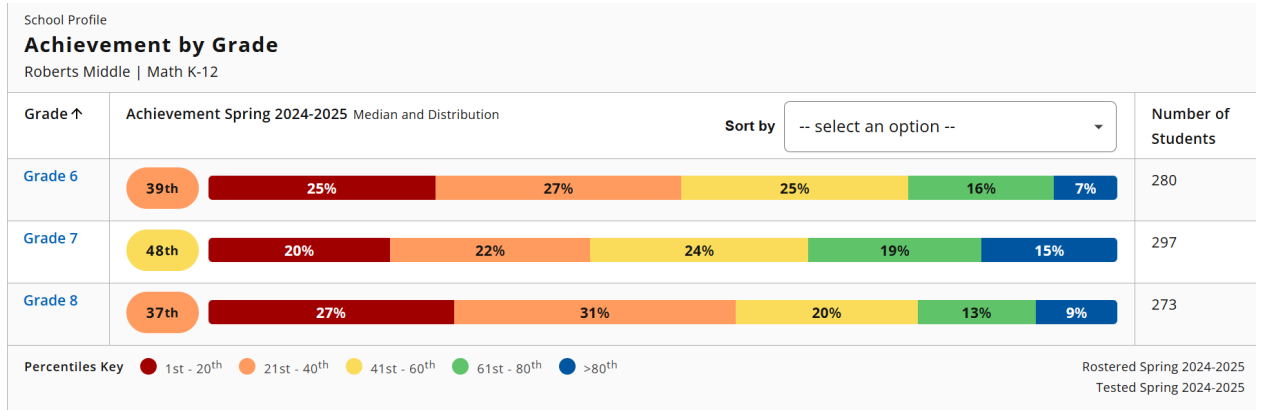
ELL Reading



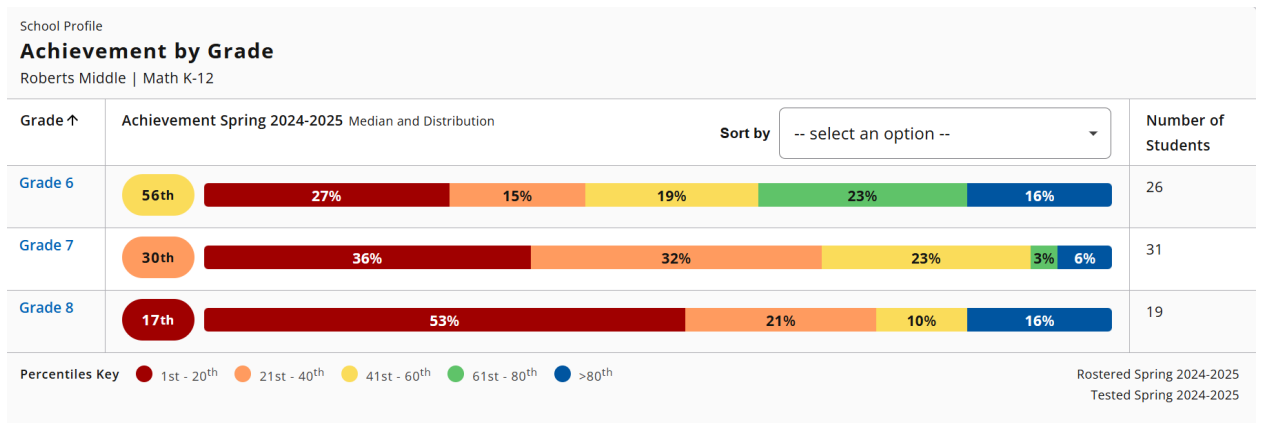


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DES Math



ELL Math



2025-2026 Reading

6th Grade

Beginning 28%

Developing 27%

Proficient 28%

Distinguished 17%

7th Grade

23%

25%

29%

23%

8th Grade

24%

25%

30%

21%

Mathematics

6th Grade

Beginning 31%

Developing 25%

Proficient 24%

7th Grade

13%

25%

28%

8th Grade

37%

19%

21%

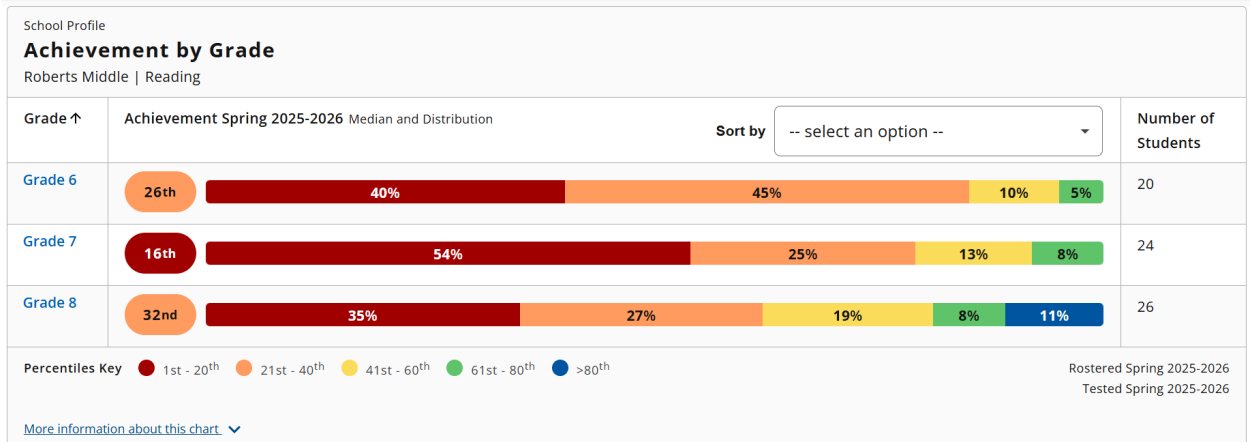


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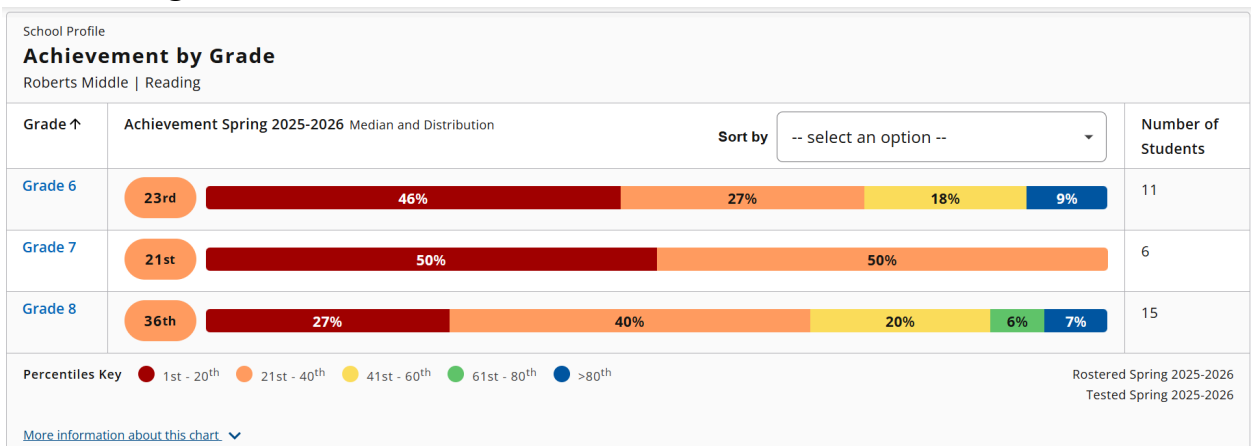
Distinguished 20% Subgroups for 2025-2026 DES Reading

34%

23%



ELL Reading

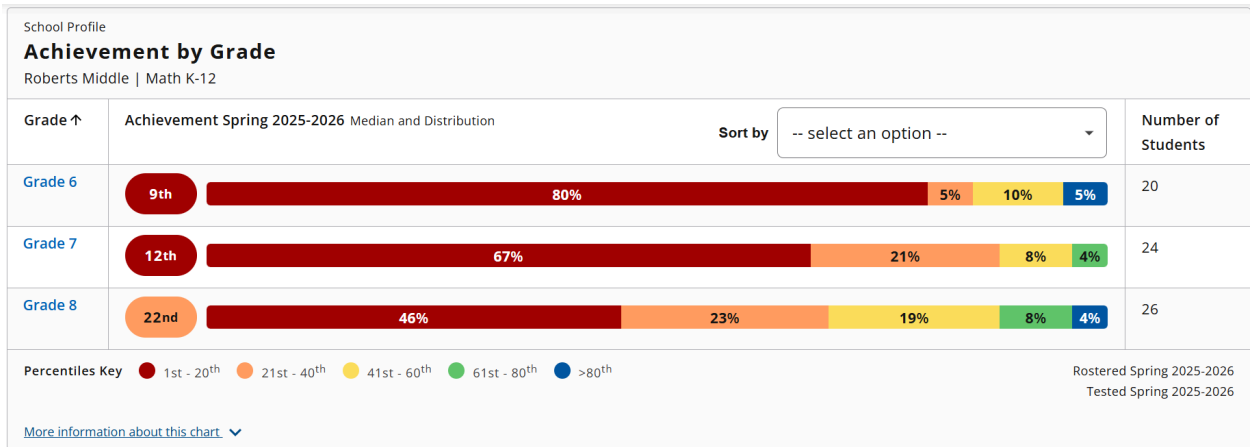


DES Math

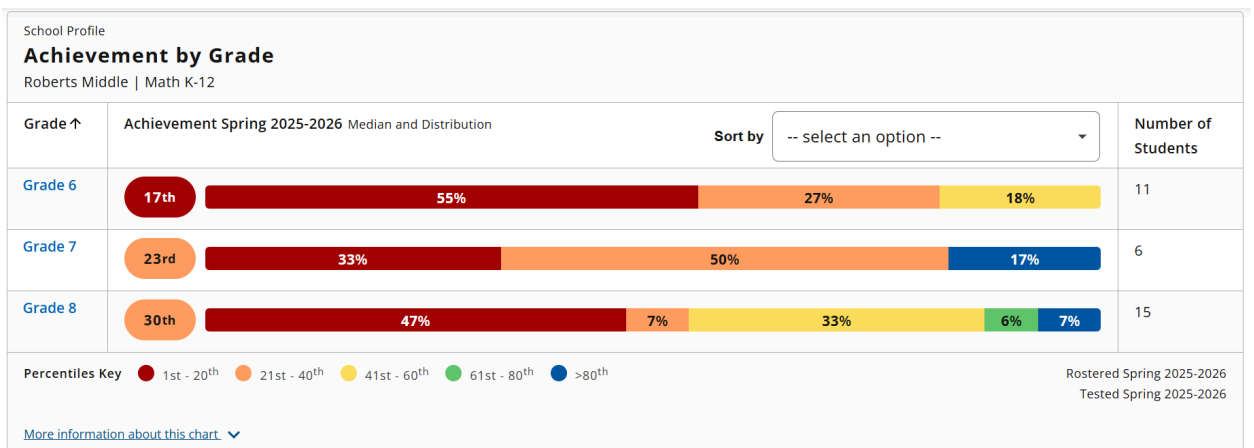


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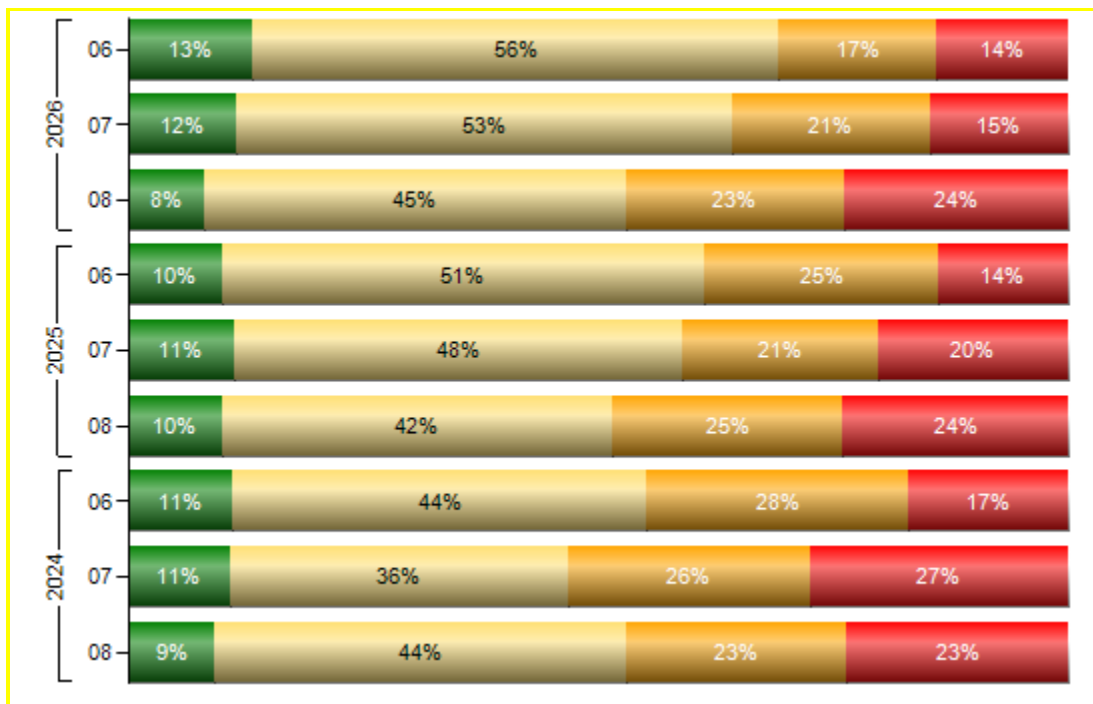
ELL Math





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3. 3 years of prior years' student attendance data.

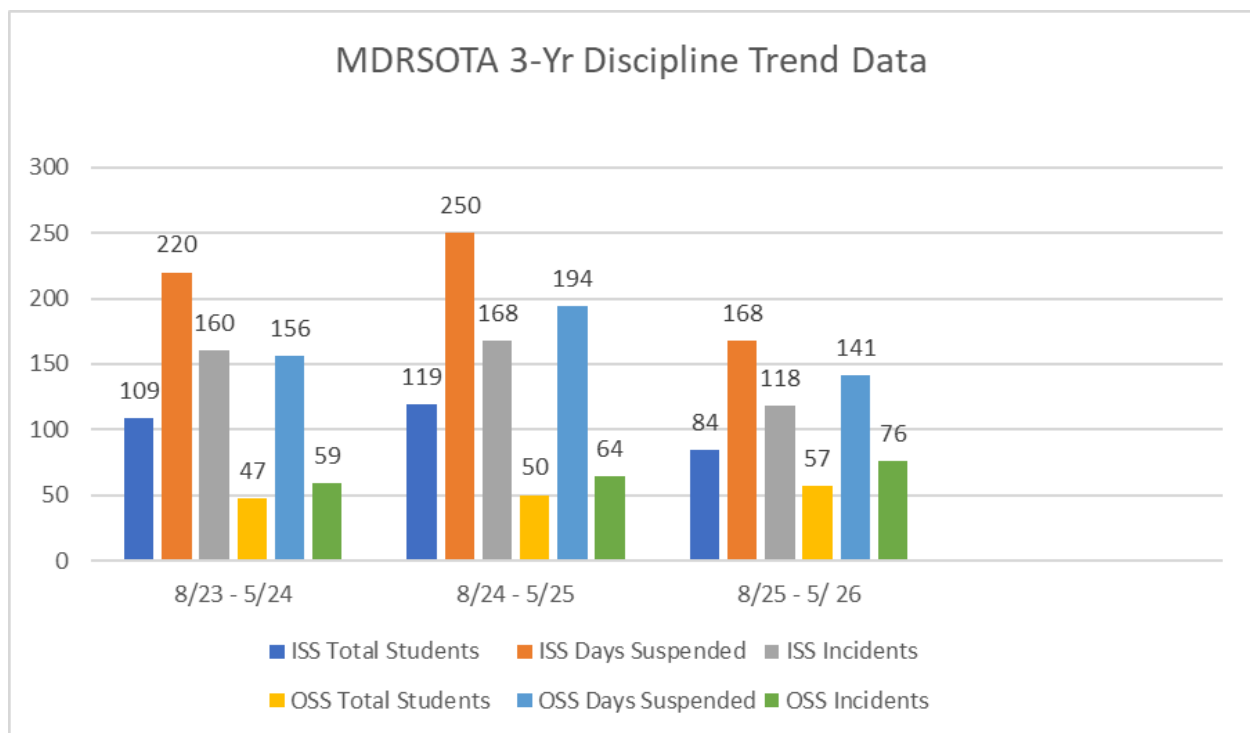


The attendance data indicate an overall positive trend in student attendance over the past three school years. Grades 6 and 7 showed increases in the percentage of students with zero to five absences and decreases in the percentage of students with more than 10 absences. Grade 8 remained relatively stable, with attendance patterns showing only modest changes. Overall, the data suggest improved student attendance while highlighting Grade 8 as an area where continued attendance interventions may be beneficial.



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4. 3 years of prior years' student discipline data.



The discipline data indicates a significant decrease in the number of students receiving In-School Suspension (ISS) and Out-of-School Suspension (OSS) compared with previous school years. While there was a slight increase in incidents resulting in OSS, the total number of days students spent out of school was substantially lower during the 2025–2026 school year than in prior years. This reduction was achieved by utilizing alternatives to OSS, such as the Positive Alternative to Suspension (PATs) program, which allowed students to remain in the school and classroom environment while receiving targeted



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behavioral interventions and direct support from ISS and Behavior Intervention Specialist (BIS) staff.

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?
Each member of the leadership team was given a copy of the comprehensive needs assessment form to complete on their own. They were to go through the entire packet and evaluate the effectiveness of instruction, the impact of climate/culture on instruction and identify any overall areas of improvement. At the summer leadership retreat, we met and compared our responses. We also reviewed data on GADOE portal to analyze how each subgroup performed academically and affected the attendance rate. We also reviewed discipline data and our climate star rating. We came to a consensus and discussed what we would need to implement to either improve or sustain our status. Once completed, we identified the most impactful areas to focus on for the 26-27 school year.
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
The specific subgroups of focus are SWD, ELL, and Gifted in terms of moving students from one achievement level to the next. SWD and ELL students are currently showing deficits in disciplinary literacy (reading & vocabulary), mathematical practices and scientific content mastery. These areas of deficit were identified by looking at student performance on the 25-26 GMAS and the 25-26 EOY MAP assessment. The SWD and ELL students need to move from the beginning level to the developing level to move at least one achievement level. Gifted learners are performing consistently in the proficient level and we are revising our focus in collaborative planning for these scholars to ensure level of rigor in their instruction and learning tasks is minimally at a level 3 consistently. In addition to SWD, ELL, and Gifted students, our economically disadvantaged subgroup also shows a consistent achievement gap across all tested subjects. Based on GMAS and MAP data, ED students perform 10 percentage points lower than their non-ED peers, particularly in math and reading. While our current data shows minimal or no enrollment of identified Migrant or



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Foster Care students, our team monitors enrollment closely and has plans in place to support these populations as needed. Furthermore, our African American and Hispanic students show notable proficiency gaps compared to schoolwide averages, indicating a need for culturally responsive instruction and additional intervention support

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

Our 3-year trend data show a significant number of our students score as beginning and developing learners on the Georgia Milestones (GMAS) in all content areas – English Language Arts, Math, Science, and Social Studies. Our SWD and ELL subgroups have the lowest proficiency rates on the GMAS. In an effort to identify the main reasons for these outcomes, we conducted a root cause analysis. This analysis concluded that consistent implementation & monitoring of the high impact instructional practices for each content area, actioning the timely feedback provided to students and teachers, and improving collaborative planning would address key issues.

Prioritized Foci (Based on 3-Year Data Trends):

1. Increase student proficiency in **ELA, Math, Science, and Social Studies** (GMAS)
2. Close achievement gaps for **SWD** and **ELL** subgroups
3. Strengthen implementation of small group, differentiated instruction
4. Improve teacher collaboration and planning to increase instructional rigor
5. Address student behavior and attendance patterns impacting academic performance

Root Causes (Identified through Needs Assessment & Leadership Consensus):

- Inconsistent implementation and monitoring of high-impact instructional practices
- Limited use of student feedback to guide instruction and reteaching
- Insufficient differentiation to meet diverse academic needs, especially for SWD and ELL students
- Inadequate collaborative planning structure to evaluate instructional rigor and share effective practices
- Gaps in behavior intervention systems and proactive supports to reduce instructional time lost due to ISS/OSS



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- Limited use of data protocols to monitor subgroup progress consistently

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

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

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

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

Goal 1: By the end of the 2026-2027 school year, M. D. Roberts SOTA will increase proficiency in all core content areas by at least 8 percentage points (*ELA from 43% to 51%, Math from 25% to 33%, Science from 23% to 31% & Social Studies from 28% to 36%*) (the percent of students scoring proficient and distinguished) as measured on the Georgia Milestones Assessment by implementing evidence-based instructional practices that meet the needs of all students.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Provide model lessons, side by side coaching and informal observations for induction level teachers.	Strong Study: 91156 The Impact and Implementation of the Chicago Collaborative Teacher Professional	July 2026 to May 2027	0	Administrators & Instructional Coaches & Department Chairs Teacher mentor Teachers with 3 years or fewer experience



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	Development Program Research Report. RR-A2047-1			
Implement at least 1 project-based Arts Integrated or STEAM lesson per unit of study in all core content areas.	Promising Technology-Based Support Shows Promising Long-Term Impact on Math Learning: Initial Results from a Randomized Controlled Trial in Middle Schools Moderate Study: 90290	August 2026 to May 2027	Supplies \$5,000 Software \$5,000	All core and connections teachers
Implement evidenced-based writing strategies in core and connections classes.	Strong /A Quantitative Synthesis of Research on Writing Approaches in Grades 2 to 12 /Teaching Secondary Students to Write Effectively Practice Guide Summary	August 2026 to May 2027	Supplies \$3,000	All core content and connections teachers



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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Incorporate into collaborative planning the reviewing subgroup data to identify barriers to student achievement. Address student deficit areas during small group instruction Implement data tracking of CFA/unit assessments utilizing the charting my journey and data charts		Incorporate into collaborative planning the reviewing subgroup data to identify barriers to student achievement. Address student deficit areas during small group instruction Implement data tracking of CFA/unit assessments utilizing the charting my journey and data charts		
English Learners		Students with Disability		
Incorporate into collaborative planning the reviewing subgroup data to identify barriers to student achievement partnered with ESOL teacher Address student deficit areas during small group instruction Implement data tracking of CFA/unit assessments utilizing the charting my journey and data charts		Incorporate into collaborative planning the reviewing subgroup data to identify barriers to student achievement partnered with DES teachers Address student deficit areas during small group instruction Implement data tracking of CFA/unit assessments utilizing the charting my journey and data charts		



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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 the end of the 2026-2027 school year, M.D. Roberts will implement a comprehensive school-wide behavior support system grounded in PBIS, MTSS, restorative practices, and consistent behavior expectations to achieve a 5 percent reduction in office discipline referrals, focusing on reducing physical offense with mutual participants, horseplay or scuffling and disruptive localized behavior.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Hold Grade Level Town Hall Meetings to address behavior expectations and Implement PBIS and School wide Behavior Matrix for awareness and practice	STRONG <u>A Replicable Identity-Based Intervention Reduces the Black-White Suspension Gap at Scale</u>	August - May	0	Administrators and leadership team
Continue with SEL Lessons and Use CAB: And students needing more support receive tiered interventions, counseling, mentoring through CAB, and behavior plans.	MODERATE <u>Brief intervention to encourage empathic discipline cuts suspension rates in half</u>	August - May	0	Administrators, teachers, paraprofessionals, counselors, office staff, instructional coaches



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	<u>among adolescents</u>			
Utilize PATS for improving student behavior and decreasing ODRs	STRONG <u>Evaluation of the Whole School Restorative Practices Project: One-Year Implementation and Impact on Discipline Incidents</u>	August - May	0	Administrators
Using empathetic discipline: Teachers get ongoing professional learning in management, de-escalation, restorative, trauma-informed, and culturally responsive strategies.	<u>Positive Action – Social-Emotional Learning - Evidence for ESSA</u> <u>https://ies.ed.gov/ncee/WWC/Study/93461</u>	August - May	5,000	Administrators, counselors, teachers, paraprofessionals
Incentivize positive behavior: Staff will teach and reinforce behavior expectations while implementing Georgia's personal device policy to minimize disruptions and maximize instructional time.		August- May	2500	Administrators teachers paraprofessionals
Progress is monitored monthly using discipline		August- May	0	Administrators, teachers,



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data to track that reduction from 246 to 233 and review subgroup trends.				paraprofessionals, all support staff
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Create opportunities within in school days for students to engage with mentors Publish positive data by highlighting individual students, grade level and teams		Use social worker, counselor, and BIS to address issues created by student circumstances. Give students one on one biweekly time with mentor and or support services		
English Learners		Students with Disability		
Create opportunities within in school days for students to engage with mentors Publish positive data by highlighting individual students, grade level and teams		Create opportunities within in school days for students to engage with mentors Publish positive data by highlighting individual students, grade level and teams		



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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 the end of the 2026-2027 school year, M. D. Roberts SOTA will show a 3-percentage point improvement in the percent of students absent less than 10 percent of enrolled days (from 89.4 % to 92.4 %).

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Utilize the attendance team to include the social worker and registrar to track daily attendance	Strong Early Warning Intervention and Monitoring System (EWIMS) - Evidence for ESSA	August - May	0	Administrators, Counselors, Attendance clerk, social worker
Create a spreadsheet to track those students absent 5 days or more and communicate with parents at each 5-day interval; monitor and unenroll students with 10+ consecutive days of absences	Strong Early Warning Intervention and Monitoring System (EWIMS) - Evidence for ESSA	August - May	0	Administrators & Counselors
Provide attendance incentives with Positive	Stong	August to May	5,000	Administrators, Counselors, BIS, LTSE, Social



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Action – Social-Emotional Learning each 9wks	Positive Action – Social-Emotional Learning - Evidence for ESSA https://www.evidenceforssa.org/program/everyday-intervention-family-engagement/			worker, parent liaison
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Communication with families via the social worker and counselors		Communication with families via the social worker and counselors		
English Learners		Students with Disability		
Communication with families via the social worker and counselors Utilizing the International Center services		Communication with families via the case manager, LTSE, social worker and counselors		



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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; 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: Small Group Instruction By the end of the 2026-2027 school year, MDRSOTA will fully implement differentiated small group instruction that meets the needs of all students.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Allocate at least 3 days each week for dedicated small group instruction as evidenced in weekly lesson plans and by conducting 3 observations per week utilizing the MD Roberts Small Group observational tool.	Promising https://ies.ed.gov/ncee/WWC/Study/92537	August- May	0	Teachers, instructional coaches, and administrators
Implement small group in after school and Saturday Academy	Promising A Pilot Evaluation of Small Group Challenging Horizons Program (CHP): A Randomized Trial	August to May	\$5000	Teachers, administrators, and instructional coaches



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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
Course resources, remediation, and tutoring. Small group instruction/rotations/ stations	Course resources, remediation, and tutoring. Small group instruction/rotations/ stations.
English Learners	Students with Disability
Course resources, remediation, and tutoring; ELL support, differentiation and accommodations. Small group instruction/rotations/ stations	Course resources, remediation, tutoring, and differentiation and accommodations. Small group instruction/rotations/ stations



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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; 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 5: MD. Roberts will maintain or increase our 4.75 Climate star rating by providing good customer service and coherence with all systems within the school.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Professional Learning with faculty staff		July-May	5,000	Administrators, counselor, instructional coaches
Coherent and consistent communication with e faculty, staff, families, students efforts to ensure a positive culture and climate using mass communication platforms like DOJO & Mass Connections	https://www.evidenceforessa.org/program/talkingpoints/ Promising	July- May		Teachers, administrators, faculty, staff

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

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
	Ensure our students in this subgroup receive the support needed in order to experience and engage with school activities.
English Learners	Students with Disability
Ensure communication with families is reached in their language and effort is made to engage their culture.	Ensure our students in this subgroup receive required support with fidelity in order to experience and engage with school activities.



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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.

M.D. Roberts School of the Arts will continue to implement the following to address the needs of our at-risk students:

- Circle of Support-- administrators and counselors monitor student academic performance and behavior on a monthly basis through our Circle of Support. Students who are at-risk are identified and supports are put into place for these students. Data talks are held with teachers on a monthly basis. Based on the data obtained, teachers provide intentional small group instruction to close gaps and to accelerate those students in need of higher-level instruction.
- PBIS—Positive behaviors are reinforced with students through our use of RAM Bucks and the RAMS Store. Students earn bucks for following the schoolwide behavior matrix and can spend those bucks in the store. Students are also incentivized each semester with a reward for having “0” behavioral referrals
- M.D. Roberts implements a comprehensive Title I instructional program designed to raise achievement for all students, with a focus on those most at risk. The Title I instructional coach provides job-embedded professional learning and support in math. The coach partners with teachers to analyze data, identify gaps, co-plan, model lessons, and give feedback. Key strategies include small group interventions, differentiated instruction, scaffolding, and problem-based learning. This coaching model builds teacher capacity and ensures students who need it most get targeted, high-quality instruction.

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.D. Roberts provides comprehensive student support through two school counselors who deliver individual counseling and small group counseling along with guidance lessons and crisis response. And the Caring Adult in the Building, or CAB, initiative connects students with trusted adult mentors. These services, plus targeted social-emotional learning activities, help strengthen students' social-emotional skills, improve engagement, and foster a positive school climate.

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)



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M.D. Roberts provides meaningful opportunities for students to explore postsecondary and career pathways, while building skills for future success. As a middle school, we focus on awareness and preparation. Our annual Career Day, led by the counseling team, connects students with professionals from a range of industries, offering insight into career options, education requirements, and workplace skills. And the Fine Arts master classes led by industry professionals also allow us to expose students to arts careers and authentic skill development. Through our partnership with the district's Junior Achievement Discovery Center, students participate in hands-on simulations that highlight career pathways, financial literacy, and workplace readiness. And throughout the year, STEAM experiences and project-based learning emphasize critical thinking and creativity, collaboration, communication, and problem-solving by connecting classroom learning to real-world applications. Counselors also provide college and career awareness activities and assist students in setting academic goals and understanding high school course options like CTAE pathways and advanced coursework. Together, these efforts ensure early preparation for post-secondary opportunities and help students develop a vision for their future educational and career goals.

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.D. Roberts implements a schoolwide tiered model through PBIS to promote positive behavior and reduce removals from the classroom. The PBIS team includes general and special education staff and administrators. The team teaches and reinforces clear schoolwide and classroom behavior expectations. And discipline data is reviewed monthly to identify trends by subgroup, location, time, and behavior type, so that targeted interventions can be implemented equitably. Before considering exclusionary discipline, students receive tiered supports, like reteaching expectations, restorative conversations, check-ins, counseling, or mentoring through CAB, as well as parent conferences. Families are kept informed through regular direct communication, like phone calls, emails, and conferences. Behavioral concerns that persist despite Tier 1 and Tier 2 interventions are reviewed through MTSS and student support team processes, using intervention data to determine next steps, which may lead to IDEA evaluations when appropriate. For students with disabilities, the school collaborates with special education staff to ensure supports, accommodations, and services outlined in IEPs or 504 plans. So this coordinated approach aligns early intervening services with IDEA requirements, aiming to keep students in class and support success for all subgroups.

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.)



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M.D. Roberts is committed to ongoing, job-embedded professional learning that strengthens instructional practice and improves student outcomes. Professional learning aligns with school improvement goals and includes weekly collaborative planning, data digs, monthly department and leadership team meetings, as well as coaching cycles, classroom observations with timely feedback, and data-driven professional learning focused on evidence-based instructional strategies. To recruit and retain effective teachers, particularly in high-need subject areas, the school partners with district HR to actively recruit certified, highly qualified candidates. Retention efforts include comprehensive onboarding for new teachers, mentoring and instructional coaching, collaborative planning time, ongoing professional learning, leadership pathways, recognition of accomplishments, and a supportive school culture. School leaders monitor teacher certification, assignments, and experience to ensure low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

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.

M.D. Roberts implements a comprehensive transition program to support students as they move from elementary school into middle school and from middle school to high school. Rising sixth graders are introduced to the school through summer enhancement, which provides early exposure. Additional transition activities include magnet program showcase events and school tours throughout the year, universal day, and new student orientation in the spring to help students and families prepare for a good start to middle school. Then to support the transition from middle school to high school, eighth-grade students participate in high school transition visits, where they can tour their next campuses and learn about academics and extracurricular opportunities. And representatives from district magnet and specialty high school programs visit M. D. Roberts to present on specialized academic pathways and application opportunities. The school counseling department works with district partners to provide ongoing college and career awareness activities that help students identify their interests, their strengths and future goals. They also participate in career exploration experiences, including career day, fine arts master classes with industry professionals and visits to the district Junior Achievement Discovery Center. There they participate in simulations focused on career readiness, financial literacy, and workplace skills. Through these transition activities and partnerships, M.D. Roberts ensures students are academically, socially, and emotionally prepared for high school and ready for future post-secondary success.

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

M.D. Roberts implements effective parent and family engagement strategies to ensure meaningful participation for families of English learners and students with disabilities. The school works closely with the ESOL and exceptional student services departments to provide ongoing communication about students' progress, instructional services, available resources, and communication is provided in the family's preferred language whenever possible, including translation services, interpreters for meetings and events, Everything that we can do to help families stay involved and be active participants in their child's education.



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Ongoing professional learning for staff on culturally responsive family engagement, effective communication with diverse families will occur.

The school will offer parent workshops designed to support understanding of academic expectations, language development, instructional accommodations, and available resources. ESOL-specific sessions will be provided to assist families in navigating academic supports, while ESS will lead sessions focused on special education services, IEP development, and transition planning.

Parent engagement events such as Curriculum Night, Academic Parent Nights, and the Annual Title I Meeting will be inclusive of all families. Materials will be translated, and additional supports will be provided to ensure that EL and SWD parents are informed and actively engaged in their child's education.

All of that together promotes equitable access to educational opportunities and strengthens the partnerships between the school and the home.

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**

- a) M.D. Roberts Middle School of the Arts continuously evaluates the implementation and effectiveness of its school-wide program through regular, systematic reviews of multiple data sources. School leaders and staff analyze Georgia milestones assessment results, MAP growth data, benchmark and common assessment results, CCRPI indicators, attendance, behavior, intervention data, and perception data to monitor student achievement and instructional practices. These reviews take place during collaborative planning sessions, leadership team meetings, MTSS meetings, and school improvement team meetings.
- b) The effectiveness of the schoolwide program is determined by measuring student growth, achievement trends, progress toward school improvement goals, and the reduction of achievement gaps, with particular attention to students performing below proficiency. It has been successful in areas of math with maintaining and increasing and science with a 10 point increase. We continue to work to ensure student growth in all areas.
- c) When data indicates that expected outcomes are not being achieved school leaders and staff conduct root cause analysis and revise instructional strategies, interventions, professional learning, resource allocations, and support services to better meet student needs. The Comprehensive School Improvement Plan is formally reviewed at least annually and revised throughout the year, based on ongoing monitoring, stakeholder feedback, and student performance data. And that ongoing cycle of monitoring, reflection, evaluation, and continuous improvement is how the school keeps the program responsive to student needs, and focused on increasing achievement for all students, especially those most at risk of not meeting academic standards.

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.



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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).

We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school wide programs and Parent and Family Engagement Plan. M. D. Roberts School of the Arts parent liaison will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. M. D. Roberts School of the Arts will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, as well as those with disabilities. This will be accomplished through surveys, informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, at the end of each workshop or meeting, we will ask parents to complete evaluation forms. The school administrators will review evaluation forms and then reach out to families to address concerns.

We will update the school Parent and Family Engagement Plan periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the Parent and Family Engagement Plan available to the local community. During the Title I Annual Planning Meeting, parents will assist in planning, developing, and approving the school's Title I School-wide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent and Family Engagement Plan. Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school. We will conduct annual Title I meetings during the 2026-2027 school year to inform parents about the school's Title I Program, parents' requirements for Title I, and the school Parent and Family Engagement Plan. The School-Wide Plan, and the School-Parent Compact will also be discussed in detail. We encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system, the school's marquee and website.

We will offer a flexible number of meetings, such as meetings in the morning or evening, and will hold two Title I Annual Meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2026-2027 Parent Engagement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the Parent Resource Center.

We will provide parents of participating children with timely information about the Title I Program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. Opportunities will be provided for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the



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Title I Program.

Conferences are also held twice a year by parent/teacher request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students.

All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of students. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.

We will aid parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments, including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators.

The key method M. D. Roberts School of the Arts will use to aid parents in understanding the State's academic content standards and assessments through informational meetings and workshops throughout the school year. Parents also have access to Infinite Campus, which can be found on the district's website, www.clayton.k12.ga.us. Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the grade book. By viewing their children's grades, parents will be able to easily monitor their child's progress in each class.

We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental engagement.

The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. These trainings will be provided by the Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. The Title I Parent Liaison will assist parents and serve as liaison between home and school. Parents who are unable to attend training or workshops and will be able to request materials to be sent home.

We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the



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educational process to positively impact the academic achievement of the students.

We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. The Parent Liaison will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. When appropriate, information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, flyers, and other means of communication.

We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.

The Parent Resource Center at M. D. Roberts School of the Arts will offer a variety of learning resources for parents to check out and utilize for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the Title I Parent Liaison, who is a certified teacher that can aid parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs, we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison. We encourage parents/guardians to become active in the decision-making roles of our school. Our Title I Parent and Family Engagement Plan openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aid student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.



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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.**

- a) M.D. Roberts Middle School of the Arts developed its 2026-2027 Title I Schoolwide Plan through a year-long process using student achievement data, needs assessments, and stakeholder feedback.
- b) Parents, teachers, administrators, paraprofessionals, instructional support staff, district personnel, students, and community partners were all involved in the planning.
- c) The plan remains in effect for the duration of the school's participation in Title I and is reviewed and revised as needed through ongoing monitoring and stakeholder input.
- d) The plan is shared with the district, parents, and the public through the school's website, the Parent Resource Center, Title I meetings, School Council meetings, and other communication platforms, with translation provided as needed.
- e) Title I services are coordinated and integrated with other federal, state, district, and local programs, including Exceptional Student Services, ESOL, MTSS, PBIS, school counseling, nutrition services, career awareness initiatives, the district Junior Achievement Discovery Center, STEAM and fine arts programming, community partnerships, and other district-supported academic and family engagement programs to maximize resources and support student achievement.



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Professional Development (question 2 iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Focus: Strengthening tier one literacy instruction through high impact reading and writing strategies			
Set expectations and close reading routines	July PrePlanning	6-8 core teachers & DES teachers	Administrator & Instructional Coach & ELA department chair & Media Specialist
Explicit vocabulary instruction and text-dependent questioning	August -September	6-8 core teachers & DES teachers	Administrator & Instructional Coach & ELA department chair & Media Specialist
Writing mechanics, constructed responses, and citing text evidence	October- November	6-8 core teachers & DES teachers	Administrator & Instructional Coach & ELA department chair & Media Specialist
Differentiation for struggling readers and multilingual learners, plus small group literacy instruction	December - January	6-8 core teachers & DES teachers	Administrator & Instructional Coach & ELA department chair, media specialist, & ELL teacher & Read 180 teacher
Student discourse and collaborative conversations.	February - March	6-8 core teachers & DES teachers	Administrator & Instructional Coach & ELA department chair, media specialist, & ELL teacher & Read 180 teacher
Reflect on implementation and plan for sustainability	May	All teacher	Administrator & Instructional Coach & ELA department chair, media specialist, & ELL teacher & Read 180 teacher



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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	Sept. 11th, 2026	Delivery: Rhonda Jackson Documentation: Website, Class Dojo, Email parents
FY27 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	Aug. 25th, 2026	Delivery: Rhonda Jackson, in-person & Zoom Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Parents of EL and SWD Specific Event 1 (Fall)	Sept. 22nd, 2026	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Parents of EL and SWD Specific Event 2 (Fall)	Oct. 23rd, 2026	Delivery: Rhonda Jackson Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Annual Title I Parent Meeting:	Sept. 10th, 2026 & Sept. 24th, 2026	Delivery: Rhonda Jackson & Dr. Caryn Turner, In-person & Zoom Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar



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Technology – including harms of copyright piracy and monitoring student progress (Infinite Campus/Canvas)	Aug. 10th, 2026	Delivery: Rhonda Jackson, Zoom Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Parent Capacity Fall Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	Sept. 17th, 2026	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Parent Capacity Fall Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	Oct. 8th, 2026	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Parent Capacity Fall Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	Nov. 19th, 2026	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Parent Capacity Fall Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	Dec. 17th, 2026	Delivery: Rhonda Jackson, Ms. Pansy Walker, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Parent Capacity Continuous Communications (Fall)	Dec. 1st, 2026	Delivery: Rhonda Jackson, Zoom Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Parents of EL and SWD Specific Event 1 (Spring)	Feb. 11th, 2027	Delivery: Rhonda Jackson, In-person



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		Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Parents of EL and SWD Specific Event 2 (Spring)	Mar. 9th, 2027	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Staff Capacity #1 (Fall):	Aug. 27th, 2026	Delivery: Rhonda Jackson, Erica Banks, Michelle Harden Brown, In-person Documentation: Email calendar invite to staff, sign in, agenda, QR code
Building Staff Capacity #2 (Fall):	Sept. 15th, 2026	Delivery: Rhonda Jackson, Erica Banks, Michelle Harden Brown, In-person Documentation: Email calendar invite to staff, sign in, agenda, QR code
Building Staff Capacity #3 (Fall):	Oct. 6th, 2026	Delivery: Rhonda Jackson, Erica Banks, Michelle Harden Brown, In-person Documentation: Email calendar invite to staff, sign in, agenda, QR code
Building Staff Capacity #1 (Spring):	Feb. 9th, 2027	Delivery: Rhonda Jackson, Erica Banks, Michelle Harden Brown, In-person Documentation: Email calendar invite to staff, sign in, agenda, QR Code
Building Staff Capacity #2 (Spring):	Mar. 25th, 2027	Delivery: Rhonda Jackson, Erica Banks, Michelle Harden Brown, In-person Documentation: Email calendar invite to staff, sign in, agenda, QR code



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Building Staff Capacity #3 (Spring):	Apr. 13th, 2027	Delivery: Rhonda Jackson, Erica Banks, Michelle Harden Brown, In-person Documentation: Email calendar invite to staff, sign in, agenda, QR code
Building Parent Capacity Spring Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	Feb. 23rd, 2027	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Parent Capacity Spring Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	Mar. 30th, 2027	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Parent Capacity Spring Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	Apr. 15th, 2027	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Parent Capacity Spring Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	Apr. 23rd, 2027	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Parent Capacity Spring: Transition Meeting	Feb. 2nd, 2027	Delivery: Rhonda Jackson, Zoom Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
Building Staff Capacity Continuous Communications (Spring):	Feb. 1st, 2027	Delivery: Rhonda Jackson, Zoom Documentation: Email calendar, agenda, sign in, invite to staff



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Building Parent Capacity Continuous Communications (Spring)	Mar. 1st, 2027	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
FY28 Staff Input Meetings (Plan, Compact, and CSIP)	Apr. 29th, 2027	Delivery: Rhonda Jackson, In-person Documentation: Email calendar invite to staff, agenda, sign in, email survey
FY28 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	Apr. 20th, 2027	Delivery: Rhonda Jackson, In-person Documentation: Flyers, agenda, sign-in, feedback survey, class dojo, parents email, school calendar
FY28 Student Input Meetings (if applicable) (Plan, Compact, and CSIP)	April 27th, 2027	Delivery: Rhonda Jackson, In-person Documentation: Flyer, agenda, sign in, QR code survey