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

School Strategic Plan Outcomes

TITLE I SCHOOLWIDE PLAN		
School Name: North Clayton High School	**District Name:** Clayton County Public Schools	
Principal Name: James Scarborough	**School Year:** 2026-2027	
School Mailing Address: 1525 Norman Drive, Atlanta GA 30349		
Telephone: (770) 994-4035		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESSA ACCOUNTABILITY STATUS – Check only if applicable.		
Comprehensive Support ☐	**Targeted Support** ☐	**ATSI** ☐
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget ☐	**Title I School Improvement Grant (SIG)** ☐	
SIGNATURES AND REVISION DATE		
Principal's Signature:	**Date:**	
Title I Programs' Specialist Signature:	**Date:**	
Title I Director's Signature:	**Date:**	
Revision Date: 7/21/2026	**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
James Scarborough	Principal/CSIP Team Lead
Cedrick Howard	Assistant Principal
Bridgette Brown	Assistant Principal
Tynesa McDonald	Assistant Principal
Kenya Sailor	Numeracy Instructional Coach
Brenda Addison	Literacy Instructional Coach
Sherica Petterson	Lead Teacher Special Education
Calai Ramos	Social Worker
Tiffany Green	CIS Coordinator
Cindy Singleton	Parent Liaison
Roger Hobbs	Lead Counselor
Ebonisha Murphy	Parent
Terrell Thomas	Community Member
Makayla Sheppard	Student

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?
The North Clayton Leadership team will ensure stakeholders have opportunities to provide meaningful input by hosting multiple, accessible feedback sessions**, su**ch as Title I meetings and Continuous School Improvement forums, surveys, focus groups, committee meetings, or data review sessions. This information will be used to make determination on the best methods to engage with and involve community stakesholders. In addition, these surveys will provide valuable input as to the direction the school should be going culturally and academically. To eliminate barriers, the team will conduct outreach using preferred communication tools, offer translated materials, and provide practical incentives like food and childcare at meetings.

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.**

GMAS DATA COMPARISION

Lit and Comp II								
	2024 - 2025				2025 - 2026			
Students	Beginner Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4	Beginner Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4
All Students	34%	35%	27%	4%	TBD	TBD	TBD	TBD
American Indian Alaskan Native	TFS	TFS	TFS	TFS	TBD	TBD	TBD	TBD
Asian/Pacific Islander	TFS	TFS	TFS	TFS	TBD	TBD	TBD	TBD
Black	34%	35%	27%	3%	TBD	TBD	TBD	TBD
Hispanic	45%	33%	21%	0%	TBD	TBD	TBD	TBD
Multi-Racial	TFS	TFS	TFS	TFS	TBD	TBD	TBD	TBD
White	TFS	TFS	TFS	TFS	TBD	TBD	TBD	TBD
Economically Disadvantaged	34%	35%	27%	4%	TBD	TBD	TBD	TBD
English Learners	67%	33%	0%	0%	TBD	TBD	TBD	TBD
Student with Disability	91%	6%	3%	0%	TBD	TBD	TBD	TBD

SY26 Summary will be updated once the GDOE updated the CCRPI data.

ALGEBRA								
	2024 - 2025				2025 - 2026			
Students	Beginner Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4	Beginner Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4
All Students	28%	29%	32%	12%	29%	27%	27%	16%
American Indian Alaskan Native	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Asian/Pacific Islander	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Black	28%	29%	33%	10%	29%	29%	27%	16%
Hispanic	33%	24%	24%	19%	30%	17%	33%	20%
Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
White	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Economically Disadvantaged	28%	29%	32%	12%	29%	27%	27%	16%
English Learners	30%	35%	30%	5%	52%	30%	13%	4%
Student with Disability	86%	5%	5%	5%	54%	27%	28%	18%

Performance Breakdown:

- **All Students**: Beginner Learners slightly increased from 28% to 29%. Developing Learners decreased from 29% to 27%, and Proficient Learners dropped from 32% to 27%. However, Distinguished Learners grew from 12% to 16%.
- **Black Students:** Beginner Learners increased from 28% to 29%. Developing Learners remained flat at 29%. Proficient Learners dropped from 33% to 27%, while Distinguished Learners increased from 10% to 16%.
- **Hispanic Students**: Beginner Learners improved from 33% to 30%, and Developing Learners dropped from 24% to 17%. Proficient Learners increased from 24% to 33%, and Distinguished Learners rose slightly from 19% to 20%.
- **Economically Disadvantaged:** Beginner Learners rose from 28% to 29%. Developing Learners dropped from 29% to 27%, and Proficient Learners dropped from 32% to 27%. Distinguished Learners increased from 12% to 16%.
- **English Learners (EL):** Beginner Learners saw a significant jump from 30% to 52%. Developing Learners fell from 35% to 30%, Proficient Learners dropped from 30% to 13%, and Distinguished Learners decreased from 5% to 4%.
- **Students with Disabilities (SWD):** Beginner Learners decreased significantly from 86% to 54%. Developing Learners increased from 5% to 27%, Proficient Learners increased from 5% to 28%, and Distinguished Learners rose from 5% to 18%.

Key Takeaways

- **High-Performing Growth:** Overall Distinguished Learners increased by 4 percentage points schoolwide (12% to 16%).
- **Subgroup Progress (SWD):** Students with Disabilities showed major gains, reducing Beginner Learners by 32 percentage points and expanding proficiency levels significantly across Levels 2–4.
- **Subgroup Challenges (EL)**: English Learners experienced a sharp rise in Beginner Learners (increasing by 22 percentage points) alongside declines in proficiency.

BIOLOGY

	2024 - 2025				2025 - 2026			
Students	Beginner Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4	Beginner Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4
All Students	41%	32%	24%	4%	43%	31%	21%	5%
American Indian Alaskan Native	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Asian/Pacific Islander	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Black	43%	34%	20%	4%	45%	32%	20%	4%
Hispanic	39%	18%	36%	7%	33%	33%	28%	5%
Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
White	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Economically Disadvantaged	41%	32%	24%	4%	43%	31%	21%	5%
English Learners	TFS	TFS	TFS	TFS	88%	6%	6%	0%
Student with Disability	86%	6%	6%	2%	70%	18%	11%	0%

Performance Breakdown:

- **All Students:** Beginner Learners (Level 1) increased from 41% to 43%. Developing Learners (Level 2) dropped slightly from 32% to 31%, and Proficient Learners (Level 3) decreased from 24% to 21%. Distinguished Learners (Level 4) saw a slight increase from 4% to 5%.
- **Black Students**: Beginner Learners increased from 43% to 45%. Developing Learners decreased from 34% to 32%, Proficient Learners remained flat at 20%, and Distinguished Learners remained stable at 4%.
- **Hispanic Students:** Beginner Learners dropped from 39% to 33%, while Developing Learners rose significantly from 18% to 33%. Proficient Learners dropped from 36% to 28%, and Distinguished Learners decreased from 7% to 5%.
- **Economically Disadvantaged:** Beginner Learners increased from 41% to 43%. Developing Learners dropped from 32% to 31%, Proficient Learners decreased from 24% to 21%, and Distinguished Learners slightly increased from 4% to 5%.
- **English Learners (EL):** For 2025–2026, English Learners scored 88% at Beginner Learner, 6% at Developing Learner, 6% at Proficient Learner, and 0% at Distinguished Learner (2024–2025 baseline data was marked TFS/TBD).
- **Students with Disabilities (SWD):** Beginner Learners decreased significantly from 86% down to 70%. Developing Learners grew from 6% to 18%, Proficient Learners rose from 6% to 11%, while Distinguished Learners went from 2% to 0%.

Key Takeaways

- **Subgroup Progress (SWD):** Students with Disabilities demonstrated substantial growth, reducing the Beginner Learner category by 16 percentage points while increasing combined Level 2 and Level 3 proficiency from 12% to 29%.
- **Overall Trend:** Schoolwide performance shifted slightly lower in Level 2 and Level 3 proficiency, leading to a 2 percentage point increase in Beginner Learners overall (41% to 43%).
- **High Needs Area**: English Learners face significant challenges in Biology, with 88% performing at the Beginner Learner level in 2025–2026

US HISTORY								
	2024 - 2025				2025 - 2026			
Students	Beginner Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4	Beginner Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4
All Students	26%	24%	34%	16%	27%	27%	32%	14%
American Indian Alaskan Native	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Asian/Pacific Islander	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Black	28%	23%	34%	15%	26%	27%	32%	15%
Hispanic	18%	41%	32%	9%	35%	26%	26%	13%
Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
White	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Economically Disadvantaged	26%	24%	34%	16%	27%	27%	32%	14%
English Learners	TFS	TFS	TFS	TFS	50%	44%	6%	0%
Student with Disability	80%	20%	0%	0%	60%	24%	16%	0%

Performance Breakdown:

- **Black Students:** Beginner Learners dropped from 28% to 26%. Developing Learners increased from 23% to 27%. Proficient Learners dropped from 34% to 32%, while Distinguished Learners remained flat at 15%.
- **Hispanic Students:** Beginner Learners increased significantly from 18% to 35%. Developing Learners dropped from 41% to 26%. Proficient Learners dropped from 32% to 26%, while Distinguished Learners rose from 9% to 13%.
- **Economically Disadvantaged:** Beginner Learners slightly increased from 26% to 27%. Developing Learners rose from 24% to 27%. Proficient Learners dropped from 34% to 32%, and Distinguished Learners decreased from 16% to 14%.
- **English Learners (EL):** Beginner Learners were recorded at 50% for 2025–2026 (up from TFS in 2024–2025). Developing Learners were at 44%, Proficient Learners at 6%, and Distinguished Learners at 0%.
- **Students with Disabilities (SWD):** Beginner Learners improved significantly, dropping from 80% to 60%. Developing Learners increased from 20% to 24%, and Proficient Learners rose from 0% to 16%. Distinguished Learners remained at 0%.

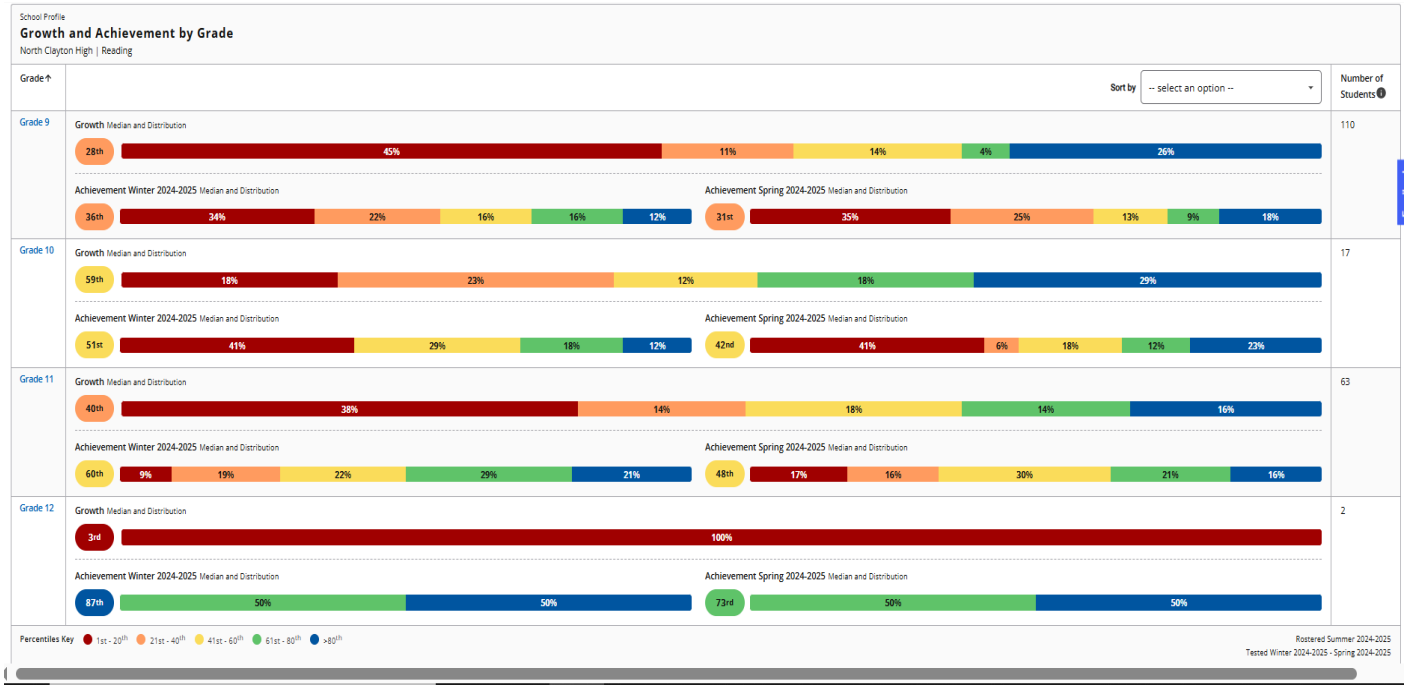
Key Takeaways:

- **Subgroup Progress (SWD):** Students with Disabilities showed major gains, reducing Beginner Learners by 20 percentage points and increasing proficiency (Levels 2 and 3 combined) from 20% to 40%.
- **Subgroup Challenges (Hispanic & EL):** Hispanic students saw a sharp increase in Beginner Learners (rising 17 percentage points from 18% to 35%), and English Learners faced high beginner representation at 50%.
- **Overall Stability:** Performance for Black and Economically Disadvantaged students remained relatively stable year-over-year, with minor shifts across proficiency tiers.

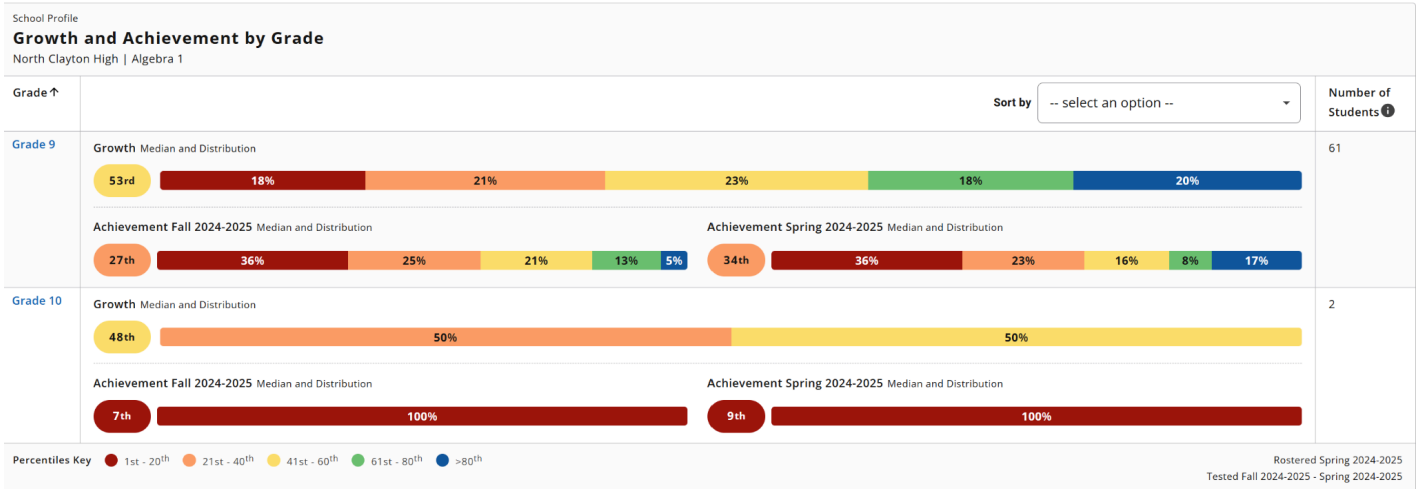
MAP DATA GROWN AND ACHIEVEMENT

Achievement from SY24 - SY25

Reading



Algebra I

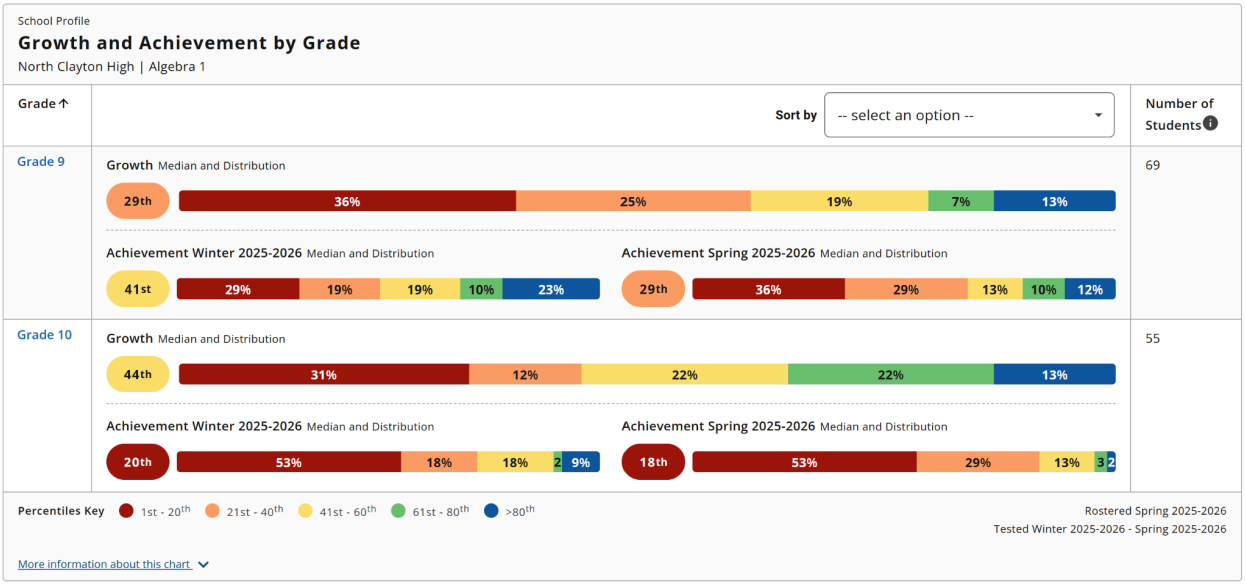


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Achievement from SY25 - SY26
Reading



Algebra I



Comparison & Analysis:

Metric	Reading	Algebra 1
Growth Rates	Strong overall (48th to 60th percentile across grades)	Weak overall (29th to 44th percentile across grades)
Winter to Spring Trajectory	**Positive:** Medians improved from Winter to Spring (e.g., Grade 10 rose from 56th to 61st percentile; Grade 12 rose from 55th to 60th percentile).	**Negative:** Medians dropped significantly from Winter to Spring (e.g., Grade 9 dropped from 41st to 29th; Grade 10 dropped from 20th to 18th percentile).
High-Achieving Students	Large proportion in top tiers (up to 32% in 81st–99th percentile for Grade 10).	Very few in top tiers (only 2% in Grade 10 Spring).

Key Takeaways:

- **Subject Disparity:** Reading demonstrates robust performance across all grades with strong growth trajectories and high proportions of proficient readers. Conversely, Algebra I shows significant achievement gaps, with low median percentiles and low growth scores.
- **Spring Decline in Math:** While reading scores consolidated or increased between Winter and Spring, Algebra I achievement saw a clear downward trend in the second half of the school year, indicating a potential need for targeted math intervention and curriculum realignments ahead of Spring testing.

ATTENDANCE DATA

The current and 3 years of prior years' student attendance data.

	School Years		
Students	**2023 - 2024**	**2024 - 2025**	**2025 - 2026**
All Students	57.86%	58.94%	57.9%
American Indian/ Alaskan Native	TFS	TFS	TBD
Asian. Pacific Islander	60.00%	61.29%	65%
Black	58.33%	59.58%	57.9%
Hispanic	55.56%	51.45%	59%
Multi-Racial	50.00%	67.86%	46.9%
White	TFS	TFS	TBD
Economically Disadvantaged	57.86%	58.94%	57.9%
English Learners	68.75%	62.39%	71.5%
Students with Disability	54.77%	56.35%	55.8%

Summary of Data:

Asian / Pacific Islander & English Learners: Showed consistent upward growth by **2025–2026**, reaching **65%** and **71.5%** attendance, respectively.

Hispanic Students: Decreased from **55.56%** in 2023–2024 to **51.45%** in 2024–2025, but rebounded significantly to **59%** in 2025–2026.

Black & Economically Disadvantaged Students: Both groups followed a similar trajectory—peaking slightly in 2024–2025 (**59.58%** and **58.94%**) before declining in 2025–2026 to **57.9%**.

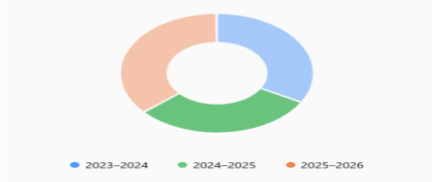
Multi-Racial Students: Experienced significant volatility, jumping sharply from **50%** in 2023–2024 to **67.86%** in 2024–2025, before dropping to **46.9%** in 2025–2026.

Students with Disability: Remained relatively stable across all three years, hovering between **54.77%** and **56.35%**.

DISCIPLINE DATA

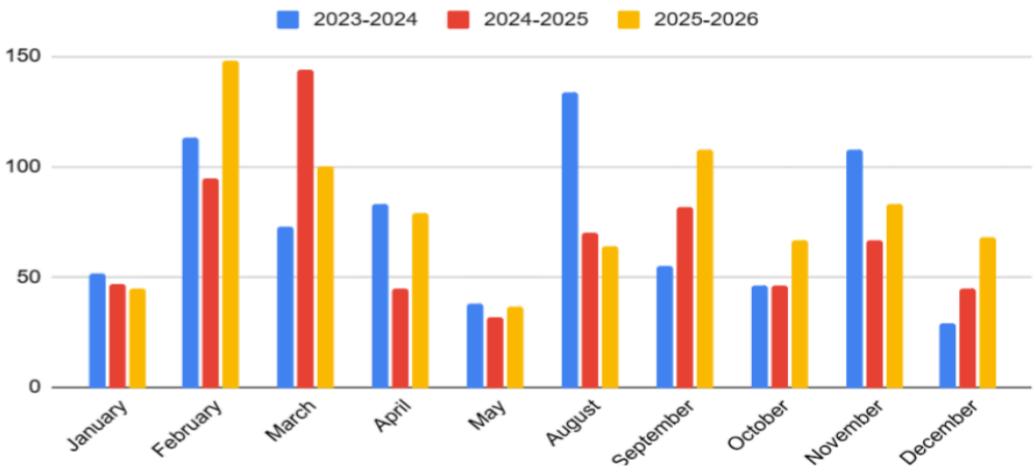
The current and 3 years of prior years' student discipline data

North Clayton High School
3-year Discipline Referral Comparison Chart



School Year	Total	Percent of 3-Year Total
2023–2024	731	33.2%
2024–2025	673	30.5%
2025–2026	799	36.3%

Comparison by By Month



Comparative Analysis and Key Observations

Overall 3-Year Trend: Discipline referrals dropped from **731** in 2023–2024 down to **673** in 2024–2025, representing a **7.9% reduction** in behavior incidents. However, in 2025–2026, discipline referrals increased sharply to **799** (+18.7% from the previous year and +9.3% higher than the 2023–2024 baseline).
Monthly Spikes & Distribution: Across all three years, referral volume exhibits noticeable seasonal peaks throughout the academic calendar:

- **September/October Peak:** The early autumn months consistently see high referral counts across all three years. The 2025–2026 school year experienced a notable surge during this early period.
- **Mid-Year Lulls:** Late fall and winter months show lower relative referral totals.
- **Spring Resurgence:** Secondary spikes occur during the spring months prior to the end of the school year

Comprehensive Needs Assessment:

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?
North Clayton High School's leadership team worked collaboratively to identify and create methods to address the needs of the school based on several data points including but not limited to attendance, Georgia Milestones student data, and graduation rates. Our leadership team included administrators, instructional coaches, grade-level teachers, special education and ESOL staff, Parent Liaison, and district support personnel. This team met regularly to ensure a comprehensive and inclusive approach to the assessment process. Throughout our analysis and review process, we considered the needs of all students including students with disabilities, English learners, homeless, migrant, and other subgroups. We reviewed academic data from the following sources: ● Student Attendance ● Teacher Attendance ● Graduation Rate ● Georgia Milestones Assessment System ● District Benchmark Assessments ● Common Assessments ● ACCESS Testing ● 504 Accommodations ● Individual Education Program plans ● RTI/SST ● AP exams We collected and triangulated data across four key domains: ● **Academic Performance Data**: State assessments (Georgia Milestones), interim benchmarks, and formative classroom data were analyzed to identify student achievement trends, subgroup performance gaps, and content-area strengths and weaknesses. ● **Demographic Data**: Enrollment by grade and subgroup (economically disadvantaged, ELs, students with disabilities), attendance rates, mobility, and retention data were reviewed to better understand our school population and community context. ● **Perception Data**: Surveys were administered to staff, students, and families to gather input on school climate, instructional quality, engagement, and communication. We also hosted feedback sessions during

parent nights and PLCs.

- **Process and Program Data**: We reviewed fidelity of instructional initiatives, professional development implementation, intervention programs, and current resource allocations. Classroom walkthroughs and lesson plan reviews provided insight into instructional practices and curriculum alignment.

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

Identified Areas of Deficit for SWD

1. **Reading/ELA (Literature & Composition II)**:
    - Preliminary ELA data has not been released due to 2025 implementation of New ELA Standards.
2. **Social Studies (U.S. History)**:
    - % are at Beginning, with **% proficiency**. **SY26 Summary will be updated once the GDOE updated the CCRPI data.**

Areas Showing Progress

- **Biology and Algebra** both exceeded 2025 targets, with slight increases in students scoring Proficient or Distinguished.
    - However, the majority are still in the Beginning range (86%), suggesting a fragile gain that must be stabilized with continued support.
    - Largest gap with a -11.40 point deficit below target.

Based on the disaggregated achievement data for Students with Disabilities (SWD), our school has identified significant performance deficits in American Literature and U.S. History. Over 80% of SWD are scoring at the Beginning level in these subjects, with minimal representation at the Proficient level and large gaps from our CCRPI targets. Root cause analysis suggests a need for stronger instructional scaffolds, improved inclusion practices, and better alignment of IEPs with grade-level standards. As a result, this year's Schoolwide Improvement Plan prioritizes targeted interventions in reading and content comprehension, enhanced co-teaching structures, and ongoing professional learning to build staff capacity in differentiated instruction and accommodations. Biology and Algebra performance among SWD showed positive movement, and our plan includes sustaining these gains through consistent progress monitoring and instructional support.

SY26 Summary will be updated once the GDOE updated the CCRPI data.

Identified Areas of Deficit for EL

1. **General Trends**
    - Performance is stronger in **Math (Algebra)** and **Science (Biology)** where **35% and 27%**, respectively, are scoring Proficient or above.
    - **Reading-heavy subjects** (Lit & Comp II and U.S. History) remain the most challenging.

An analysis of CCRPI achievement data for English Learners (ELs) highlights significant academic challenges

in reading-intensive subjects, especially American Literature, where 67% of EL students are performing at the Beginning level and no students met Proficiency. While Algebra and Biology data show stronger performance with 27–35% of students reaching Proficient or Distinguished, the overall achievement gaps are closely tied to limited academic English proficiency and inconsistent instructional scaffolding. To address these needs, the school will implement a comprehensive strategy that includes professional learning on sheltered instruction, use of WIDA-aligned practices, structured literacy interventions, and enhanced progress monitoring systems. Special emphasis will be placed on building language-rich classroom environments and increasing access to grade-level content for ELL students.

SY26 Summary will be updated once the GDOE updated the CCRPI data.

Identified Areas of Deficit for ED

SY26 Summary will be updated once the GDOE updated the CCRPI data.

Identified Areas of Deficit for Race

SY26 Summary will be updated once the GDOE updated the CCRPI data.

Identified Areas of Deficit for Migrant

SY26 Summary will be updated once the GDOE updated the CCRPI data.

Identified Areas of Deficit for Foster Care

SY26 Summary will be updated once the GDOE updated the CCRPI data.

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

Prioritized Foci and Root Causes for 2025–2026

1. Increase Student Achievement & GMAS Proficiency

- **Root Causes:**
  - Low Lexile and reading comprehension levels across subjects
  - Inconsistent exposure to GMAS-aligned rigor and question formats
  - Limited focus on test-taking strategies (e.g., analyzing distractors, understanding prompts)
  - Inconsistent instructional practices across content areas
  - Lack of differentiated supports for ELLs and SWDs
  - Insufficient integration of formative assessment and progress monitoring

2. Improve Instructional Quality and Strategy Implementation

- **Root Causes:**
  - Inconsistent use of district-provided instructional frameworks and tools
  - Limited teacher participation in professional learning opportunities
  - Gaps in implementing data-driven small group instruction
  - Lack of alignment between teacher practice and student learning goals
  - Inconsistent coaching, feedback, and peer collaboration structures

3. Increase Graduation Rate and On-Time Credit Recovery

- **Root Causes:**
  Ineffective tracking of 9th grade cohort enrollment and student withdrawals
- Students deferring credit recovery until senior year
- Lack of ongoing transcript audits and personalized advisement
- Limited non-traditional learning environments (e.g., flex schedules, virtual, evening programs)

4. Strengthen Student Attendance and Engagement

- **Root Causes:**
  - Poor daily attendance tracking and follow-up systems
  - Lack of consistent incentives or accountability measures
  - Insufficient parent communication and engagement in attendance matters
  - Students not zoned for the school or disengaged from school community
  - Need for clearer procedures and training on attendance documentation

5. Enhance Positive Behavior and School Climate

- **Root Causes:**
  - Inconsistent implementation of school-wide behavior expectations and consequences
  - Limited teacher buy-in or clarity around discipline protocols
  - Gaps in IC discipline documentation and follow-up
  - Need for increased morale through meaningful PBIS celebrations and recognition
  - Absence of social-emotional learning (SEL) supports integrated into classrooms

6. Improve Family and Community Engagement

- **Root Causes:**
  - Limited use of the Parent Portal and other two-way communication tools
  - Lack of staff training on engaging hard-to-reach families
  - Few family-centered events tied to student learning outcomes
  - Underutilization of community partners and parent feedback loops

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: NCHS will show an 8% percentage point improvement (the percent of students scoring proficient and distinguished) in all tested areas on the Georgia Milestones.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Comprehensive tracking of student and class assessment data	4	August 2026 - May 2027	N/A	Principal, Assistant Principals, Academic Coaches, and Teachers
Implementation of all components of the CCPS Instructional framework with consistency and fidelity of the instruction. ● Small Group Instruction Redelivery ● Personalized Learning ● Differentiation Strategies ● Emphasis on Data tracking by teacher and students ● Knowledge and execution of the Instructional Framework	2-4	August 2026 - May 2027	N/A	Principal, Assistant Principals, Academic Coaches, and Teachers
Creation of Common Assessment Calendar and administration of a myriad of assessments in preparation for Georgia Milestone Assessments	4	August 2026 - May 2027	N/A	Principal, Assistant Principals, Academic Coaches, and Teachers
Use of professional learning communities to support identifying students for prescriptive support interventions.	2	August 2026 - May 2027	N/A	Principal, Assistant Principals, Academic Coaches, and Teachers
School-wide after school remediation to address bubble students and students who have historically scored at the beginning level.	2	August 2026 - May 2027	N/A	Principal, Assistant Principals, Academic Coaches, and Teachers

Implement the use of IXL (All content) and Progress Learning (All content areas) to support prescriptive and enrichment opportunities for students.	4	August 2026 - May 2027	N/A	Principal, Assistant Principals, Academic Coaches, and Teachers

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

Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless
Recovery and Enrichment Support will be provided for students-two days per week after school. The "Circle of Support" model will convene monthly to identify students requiring interventions to stay on point academically, with attendance and with appropriate engagement. Students will be given extended instructional supplies and resources to eliminate socio-economic barriers regarding the same.		Build time into daily lesson plans so home-work assignments can be done at school. Pair new students with a “buddy” in the classroom. Create a positive classroom environment Students will be given extended instructional supplies and resources to eliminate socio-economic barriers regarding the same. The "Circle of Support" model will convene monthly to identify students requiring wraparound services, and CAB/mentorship opportunities.
English Learners		**Students with Disability**
Full support and push in EL classes provided. Pair new students with a “buddy” in the classroom. Increased use of sheltered instruction techniques, co-teaching models, and targeted professional learning for content-area teachers to support language development. WIDA ELD Standards Framework (per grade Level) WIDA Can Do Descriptors ELLevation		More intentional use of co-teaching models, increased fidelity in IEP implementation, and targeted professional development in differentiation and progress monitoring. These students will be provided resources in accordance with IEP, 504, HHB, or other specific program needs.

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

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

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

Goal 2: NCHS will meet or exceed the survey participation rate requirements established by the Georgia Department of Education and Clayton County Schools for all applicable stakeholder groups (students, staff, and families). All schools will achieve and maintain a minimum 3-Star School Climate rating as reported by the Georgia Department of Education.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Multichannel Surveys: Distributing comprehensive needs assessment surveys via multiple platforms (e.g., email, Remind, and Zoom Meetings) to capture feedback from families unable to attend in-person meetings	4	August 2026 - May 2027	N/A	Principal, Assistant Principals, Academic Coaches, and Teachers Parent Liaison
Assigning team members to follow up with parents to guarantee maximum collection rates and confirm their feedback is accurately reflected in school programming	4	August 2026 - May 2027	N/A	Principal, Assistant Principals, Academic Coaches, and Teachers Parent Liaison

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

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
Provide equitable access to surveys: by ensuring each classroom has access to a technology cart or computer devices, allowing Economically Disadvantaged students to complete climate and perception surveys during the school day if technology access is limited at home. **Increase family participation through targeted outreach:** by providing translated survey materials, flexible survey completion opportunities (paper and digital), and personalized reminders via phone calls, text messages, and the Parent Liaison to remove barriers and encourage participation from Economically Disadvantaged families.	**Provide individualized support and survey access:** by coordinating with the school social worker, homeless liaison, counselors, and case managers to ensure students and caregivers in Foster Care, Neglected & Delinquent, and Homeless situations have opportunities to complete surveys through flexible formats (paper, digital, or assisted completion) during the school day or at school events. **Strengthen engagement through targeted communication and wraparound supports:** by conducting personalized outreach to caregivers, foster parents, shelters, and community agencies, while providing translated materials, transportation assistance (when applicable), and flexible meeting times to encourage meaningful participation in school climate initiatives and feedback opportunities.

English Learners	**Students with Disability**
Community Leaders: Partner with local faith leaders, cultural influencers, and neighborhood advocates to endorse the assessment. **CBO Collaboration**: Work with community-based organizations to distribute surveys through their existing, trusted programs. **School Liaison Leveraging**: Utilize bilingual parent-teacher liaisons who already hold established relationships with families.	**Provide accessible survey accommodations:** by ensuring students with disabilities receive appropriate supports during survey administration, such as extended time, read-aloud accommodations (when permitted), assistive technology, large-print materials, or other accommodations outlined in their IEP or 504 Plan. **Increase family engagement through individualized: communication** by collaborating with special education teachers, case managers, and related service providers to provide personalized outreach, translated materials (as needed), and opportunities for parents/guardians of Students with Disabilities to provide meaningful feedback through flexible meeting formats, conferences, and school climate surveys.

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: CCPRI Attendance Goals #1:
NCHS will show a 3-percentage point improvement in the percent of students absent less than 10 percent of enrolled days.

Average daily attendance will be an additional success criteria for this goal (3 percentage point increase from the previous year).

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Ensure that accurate and daily attendance is input in our Infinite Campus system	4	August 2026 - May 2027	N/A	Administrators, counselors, teachers, and attendance secretary

Communicate with parents about the importance of student attendance and tardiness and how it is related to a student's academic success and graduation.	4	August 2026 - May 2027	N/A	Administrators, counselors, teachers, and attendance secretary
Incorporate an incentive program for students meeting attendance goals (i.e. perfect attendance, absent 5 days or less)	4	August 2026 - May 2027	Title I, District, and CIS	Administrators, counselors, teachers, and attendance secretary
Implement and use weekly the Early Warning Monitoring system to identify at-risk students and conduct weekly Student Attendance Committee (SAC) meetings and provide targeted support to students	2	August 2026 - May 2027	N/A	Administrators, counselors, teachers, and attendance secretary

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

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
Use of the Community School model to engage families and limit economic hindrances that could prohibit attendance- structure provides support with a feeding program but also provides a safe space to wash and dry garments as well. The "Circle of Support" model will convene monthly to identify students requiring interventions to stay on point academically, with attendance and with appropriate engagement. Implement an early-warning attendance system and personalized outreach by social workers or attendance liaisons Incentivize regular attendance through recognition, rewards, and classroom celebrations Offer flexible before- and after-school academic supports	Use of the Community School model to engage families and limit economic hindrances that could prohibit attendance-structure provides support with a feeding program but also provides a safe space to wash and dry garments as well. Assign a caring adult mentor or case manager to each student for consistency Partner with McKinney-Vento liaison to track attendance and coordinate transportation Offer flexibility in attendance policies and instructional support for make-up work Provide access to counseling and mental health services onsite or through referrals
English Learners	**Students with Disability**
Use of the Community School model to engage families and limit economic hindrances that could prohibit attendance- structure provides support with a feeding program but also provides a safe space to wash and dry garments as well.	Use of the Community School model to engage families and limit economic hindrances that could prohibit attendance-structure provides support with a feeding program but also provides a safe space to wash and dry garments as well.

Communicate attendance expectations and school calendars in home languages Engage bilingual staff or interpreters for parent outreach Offer culturally responsive attendance campaigns and student-led messaging Integrate school-connectedness activities such as clubs or leadership opportunities		Embed attendance goals into IEPs when appropriate Provide consistent check-ins and support through case managers or trusted staff Ensure access to accommodations and inclusive practices to promote positive school experiences Offer small-group SEL and executive functioning skill-building (e.g., organization, routine-setting) Collaborate with families and service providers to remove barriers to daily attendance

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

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

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

Goal 4: NCHS will show at least a 2-percentage point improvement in the four- year cohort graduation rate compared to the 2026 rate or maintain a 95% or above rate.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Active tracking of student withdrawals and transfers	4	August 2026-May 2027	N/A	School Registrar, Lead Counselor, Counselors, and Principal
Continuous transcript audits by grade level to make determinations of student matriculation	4	August 2026-May 2027	N/A	School Registrar, Lead Counselor, Counselors, and Principal
Use of intervention programs as well as online credit recovery programs to assist students in acquiring necessary credits in a timely fashion	2	August 2026-May 2027	N/A	School Registrar, Lead Counselor, Counselors, and Principal
Continue cohort monitor and tracking	2	August 2026-May 2027	N/A	School Registrar, Lead Counselor, Counselors, and Principal

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

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
Students will be provided intensive monitoring and review with the student and parent to provide additional support via RTI or the Circle of Support (Extended Tutoring Provide credit recovery options via study skills classes	The students will be provided intensive monitoring and review with the student and parent to provide additional support via RTI or the Circle of Support (Extended Tutoring Utilize a "Study Skills" Section for more time on-task as needed. Building a close relationship with the student counselors to make sure they are on target and meeting the standards.

Engage in advisement sessions with assigned cohort counselor for academic planning and goal setting Offer school-based supports like free tutoring, college prep, and SAT/ACT fee waivers Increase access to work-based learning or career pathway programs to boost relevance Provide wraparound services (e.g., food pantry, transportation assistance, mental health support) Provide a positive environment- delivery.	
English Learners	**Students with Disability**
English Learners will be provided with appropriate services, interpreters, on a case by case basis. The student's ESOL Lead will provide intensive monitoring and review with the student and parent to provide additional support (Extended Tutoring or Creating a "Study Skills" Offer sheltered instruction and bilingual academic support to aid credit recovery Use WIDA proficiency levels to guide accommodations and instruction Embed language development into core content courses Translate graduation pathway resources and communicate expectations clearly to families	Parent Conferences/ IEP meetings Parental contact concerning attendance, Intentional Student support- academically and behavioral, Build close relationships with the student counselors to make sure students are on target and meeting the graduation requirements. Use co-teaching, assistive technology, and accommodations to support access to grade-level standards Provide targeted interventions in areas of academic delay, particularly in math and ELA Strengthen transition planning by age 14 with post-secondary goals and vocational readiness Conduct regular IEP team check-ins to monitor progress and adapt supports

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.

North Clayton High School recognizes that students' social-emotional development, mental health, and personal well-being are foundational to academic success. To support the whole child, the school is implementing a comprehensive, multi-tiered approach that combines academic interventions with wraparound services and skill-building initiatives outside of traditional subject areas.

Academic Support and Course Design

- **Targeted Course Placement Using Historical Data:** Student performance data (GMAS scores, Lexiles, grades, and benchmark data) is used to strategically place students into courses that offer layered support. Students performing below grade level in mathematics will take **Algebra Concepts and Connections** paired with a Foundations of Algebra and/or Co-Requisite Algebra Support prior to advancing.
- **English Language Learner Support:** ESOL students will continue to receive language acquisition instruction tailored to WIDA scores and academic performance. Push-in and pull-out support services are coordinated with general education teachers for integrated support.
  Title I Tutoring: Before- and/or after-school tutoring is offered both semesters, specifically targeting core academic areas (Algebra, Biology, Lit & Comp II, and US History) with certified staff and content specialists.

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

Mental Health and Emotional Support Services

- **On-Site Counseling Services:** The school counselor team provides academic, career, and personal/social counseling. They are also able to put in referrals for additional wraparound services as needed.
- **Social Worker and Tiered Support Team:** The full-time social worker assists students and families experiencing housing instability, food insecurity, and other crisis needs. Referrals are coordinated through the MTSS (Multi-Tiered System of Supports) process to ensure individualized follow-up.

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

Mentorship and Engagement Programs

- **Communities in Schools (CIS):** The CIS site coordinator provides case management and connects students with external mentors, internships, clothing assistance, and life skills workshops.

Skill-Building Programs Beyond the Classroom

- **Student Leadership & Life Skills Development:** Opportunities such as Student Government, Junior Achievement, and service-learning projects are embedded into the student experience to build civic responsibility, communication, and critical thinking.

- **College & Career Readiness Workshops:** The Counseling Department and College Advisor host ongoing sessions on time management, financial literacy, test prep, and resume writing to support students' non-academic competencies needed for life beyond high school.

By aligning mental health services, academic interventions, mentoring, and life skills programming, North Clayton High School aims to foster a safe, supportive environment that addresses the diverse needs of all students—particularly those at risk of not meeting academic benchmarks—ensuring equitable opportunities for success.

Expanded Postsecondary Awareness Initiatives: All students will participate in grade-level College and Career Readiness (CCR) workshops that address pathways to 2-year and 4-year colleges, technical education programs, apprenticeships, and workforce entry. Events include FAFSA nights, career fairs, college visits, and guest speaker panels representing diverse career fields and postsecondary institutions.

Targeted Support for At-Risk Students: Students identified as at-risk (based on attendance, academic performance, and subgroup data) will receive small-group advisement focused on career exploration, graduation planning, and access to alternative pathways such as dual enrollment, credit recovery, and CTAE certification programs. Students with IEPs and English learners will receive additional support through co-facilitated transition planning sessions.

Increased Access to Rigorous Coursework: The school will continue to expand enrollment in Advanced Placement (AP) courses, Dual Enrollment, and Work-Based Learning experiences. Intentional outreach and academic coaching will be provided to underrepresented students to close access gaps and increase their participation in these programs. Early college planning begins in 9th grade with individual graduation plans (IGPs) and annual transcript advisement sessions.

Workforce Preparation Programs: Career Technical and Agricultural Education (CTAE) pathways will be strengthened through industry certifications, internship opportunities, and partnerships with local employers and technical colleges. Career exploration activities, resume writing workshops, mock interviews, and soft skills training will be embedded into advisory and CTAE courses.

Family and Community Engagement: The Parent Liaison and Community School Coordinator will host informational workshops for families on navigating postsecondary options, understanding graduation requirements, and advocating for their child's educational trajectory. Information will be presented in family-friendly language and translated as needed to meet community language needs.

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.

North Clayton High School will implement a comprehensive, data-driven Multi-Tiered System of Supports (MTSS) framework to proactively address problem behaviors, support students' social-emotional needs, and reduce barriers to academic success. The MTSS model is fully aligned and coordinated with services provided under the Individuals with Disabilities Education Act (IDEA) and integrates Positive Behavioral Interventions and Supports (PBIS) to create a consistent, supportive, and equitable learning environment.

Tier 1 – Universal Supports for All Students

At the foundational level, North Clayton High will ensure that all students receive clearly defined behavioral expectations, schoolwide norms, and consistent routines. These expectations will be reinforced through:

- A schoolwide PBIS program with student and staff recognition incentives
- Explicit instruction on behavior expectations during advisory and through classroom integration
- Daily SEL (social-emotional learning) activities embedded into instructional time
  Schoolwide use of restorative practices and behavior reflection protocols

Tier 2 – Targeted Supports for At-Risk Students

Students demonstrating early signs of behavioral or emotional concerns will be identified through early warning indicators such as chronic absenteeism, office discipline referrals, and teacher referrals. Targeted Tier 2 interventions will include:

- Small group counseling (anger management, coping skills, conflict resolution)
- Behavior contracts with goal-setting and progress monitoring
- Check-In/Check-Out (CICO) systems with assigned staff mentors
- Collaboration with the Communities in Schools (CIS) coordinator to provide wraparound supports

Tier 3 – Intensive Individualized Interventions

For students who do not respond to Tier 2 supports, intensive Tier 3 interventions will be deployed, such as:

- Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)
- Referral for special education evaluation under IDEA where appropriate
- Crisis intervention plans in collaboration with the School Counselor, School Social Worker, and external mental health partners
- Increased family engagement and home-school communication plans

Ongoing Monitoring and Coordination with IDEA Services

MTSS teams—comprising administrators, teachers, counselors, special educators, and behavioral specialists—will meet regularly to analyze behavioral data, review intervention fidelity, and adjust support. The school will ensure coordination with special education teams to align services for students with IEPs, particularly for those requiring behavioral goals or emotional/behavioral supports.

In addition, North Clayton High School will offer professional development for staff on trauma-informed care, de-escalation strategies, and culturally responsive behavioral practices to ensure consistent implementation of the tiered support model across all classrooms.

Through this robust MTSS framework, the school will proactively prevent and address behavioral challenges, promote a safe and inclusive climate, and ensure that students—especially those with disabilities or emotional needs—receive early, equitable, and effective support.

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.)***

Teachers will receive professional learning and collaborate during collaborative planning sessions led by lead teachers, instructional coaches, content specialists, and administrators. Topics will be responsive to data trends, walkthrough feedback, and teacher voice. Priority areas include:

- Standards-Based Instruction and Pacing
- Common Formative and Summative Assessment Development
- Data Disaggregation and Instructional Adjustment
- Differentiated Instruction for Diverse Learners (SWD, ELs, Gifted)
- Academic Language and Literacy Across the Curriculum
- Classroom Management and Engagement Strategies
- Intervention Planning and Tiered Support Alignment

Instructional coaching cycles will include modeling, co-teaching, feedback, and planning sessions to support individual teacher needs.

District and External Professional Development

Teachers and staff will also be encouraged and supported in participating in:

- District-offered PD through PD Express, especially in high-need areas such as math, science, and special education
- Workshops and conferences outside the district to gain exposure to innovative instructional strategies and build capacity (funded through Title I as allowable)
- Certification support for teachers working toward endorsements in ESOL, Gifted, or Content Specialties

Paraprofessional Development

Paraprofessionals will engage in targeted training aligned to their instructional roles, including:

- Supporting small group instruction
- Behavior support strategies
- Reading and math intervention techniques
- Co-teaching and inclusive classroom support strategies

Data-Driven Instruction & Collaboration

Teachers will participate in regular data team meetings to analyze student performance, identify learning gaps, and plan re-teaching and enrichment. Ongoing professional learning communities (PLCs) will be supported by content leads and administrators to deepen collaborative planning practices.

Recruitment and Retention of Effective Educators

To address teacher retention and recruitment in high-need subjects (e.g., science, math, and special education), North Clayton High will:

- Establish mentoring programs for new and early-career teachers
- Provide leadership opportunities and stipends for teacher leaders
- Implement a school-based teacher appreciation and recognition program
- Coordinate with the district HR department to recruit from diverse talent pipelines, including teacher residency and alternative certification programs
- Use Title I funds, where allowable, to support retention strategies such as conference attendance and classroom resources

To ensure low-income and minority students have equitable access to high-quality instruction, schools must implement a systematic, data-driven approach to teacher recruitment, monitoring, assignment, and development.

Here is the strategic process framework designed to eliminate inequities in teacher distribution.

1. **Monitoring Teacher Qualifications and Assignments**

The school will establish a continuous monitoring protocol to ensure compliance and strategic alignment:

- **Annual Staffing Audits:** The administration will conduct a comprehensive audit of all teaching credentials prior to the start of each school year.
- **Real-Time Data Dashboard:** A human resources dashboard will track teacher certifications, certification exam statuses, and years of experience.
- **Out-of-Field Tracking:** Any teacher assigned to a course outside their certification area will be automatically flagged for immediate administrative review and support.
- **Equity Gap Analysis:** The school will annually cross-reference student demographic data (income level and race) with teacher performance ratings, experience levels, and certification statuses to identify any disproportionate assignments

2. Equitable Distribution of Experienced and Effective Teachers

To prevent the concentration of inexperienced or out-of-field teachers in high-need classrooms, the school will use targeted assignment strategies:

- **Strategic Placement Mapping:** The leadership team will deliberately balance grade-level and departmental teams so that no single student group is disproportionately taught by novice or out-of-field educators.
- **Incentive Structures:** The school will offer professional incentives, such as leadership roles, flexible scheduling, or specialized project funding, to attract highly effective teachers to high-need classrooms.
- **Roster Looping and Rotation:** Highly effective educators will be strategically rotated or looped with student cohorts to ensure that low-income and minority student populations receive consistent exposure to top-tier instruction over time.

3. Support, Mentoring, and Professional Learning

When out-of-field or novice teachers must be assigned, the school will provide an intensive support ecosystem to accelerate their efficacy:

- **Dedicated Mentor Matching:** Every new or out-of-field teacher will be paired with a highly effective, certified mentor teacher in a matching subject area for weekly co-planning and observations.
- **Individualized Professional Development Plans (IPDPs):** Novice and out-of-field educators will receive a customized learning plan focused on classroom management, high-leverage instructional strategies, and subject-matter expertise.
- **Targeted Certification Support:** For out-of-field teachers, the school will provide financial assistance for certification exam fees, study materials, and cohort-based prep sessions to help them achieve full certification rapidly.
- **Instructional Coaching Cycles:** Coaches will conduct bi-weekly, non-evaluative observation and feedback loops, utilizing real-time coaching to ensure high-quality instruction is delivered immediately.

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.

Middle to High School Transition

To support rising 9th grade students, particularly those from feeder middle schools, North Clayton High School will implement the following strategies:

- **Summer Bridge Program (Eagle Academy):** This 2-week-long summer experience is designed to familiarize incoming freshmen with the high school environment. It includes:
    - Academic readiness workshops in core content areas
    - Orientation to school policies, routines, and expectations
    - Study skills and time management sessions
    - Campus tours and staff introductions
    - Social-emotional learning activities and team-building
    - Peer mentorship connections with upperclassmen

To seamlessly bridge the gap between high school, postsecondary education, and the workforce, the school implements a structured, collaborative transition pipeline. This framework leverages institutional partnerships and robust experiential learning models to prepare all students—particularly low-income and minority populations—for long-term success.

1. Strategic Partner Coordination

The school maintains formal, year-round collaboration networks to create direct pipelines for students:

- **Higher Education Alignments:** Quarterly articulation meetings with local colleges and universities ensure that Dual Enrollment and Advanced Placement (AP) course credits transfer seamlessly. [1, 2, 3]
- **Workforce Advisory Boards:** The school partners with regional employers and technical schools to align Career, Technical, and Agricultural Education (CTAE) curricula with high-demand, high-wage industry needs.
- **Community Partner Integration:** Partnerships with local non-profits, chambers of commerce, and civic organizations secure funding, clothing for interviews, and transportation solutions for students facing economic barriers.

2. Accelerated Academic Pipelines

Students gain early access to rigorous postsecondary pathways through subsidized, highly structured programs:

- **Dual Enrollment (DE):** On-site and virtual college courses are offered with dedicated academic tracking. The school covers textbook and fee gaps for low-income families.
- **Advanced Placement (AP):** Targeted recruitment actively enrolls minority and low-income students in AP courses. The school provides peer tutoring and fully funds exam fees.
- **Industry Certifications:** CTAE pathways culminate in free, state-recognized credentialing exams (e.g., AWS, CNA, Microsoft) to grant students immediate labor-market value upon graduation.

3. **Experiential and Work-Based Learning**

Classroom knowledge is reinforced through embedded, real-world work experiences:

- **Work-Based Learning (WBL):** Eligible upperclassmen earn high school credit for paid, structured employment that aligns with their chosen career pathways.
- **Supported Internships:** The school coordinates short-term internships and job-shadowing days, providing transportation vouchers and professional attire to remove participation barriers.
- **Career Technical Student Organizations (CTSOs):** Programs like DECA, HOSA, and SkillsUSA are integrated into the school day to develop leadership and technical skills without requiring after-school transportation.

4. **Individualized Advisement and Career Counseling**

Every student receives a personalized, data-driven roadmap starting in the ninth grade: [1]

- **Individualized Graduation & Postsecondary Plans (IGPs):** Counselors meet annually with students and families to map academic progress against specific college or career goals.
- **Dedicated Career Counselors:** Specialized staff members coordinate targeted college fairs, financial aid (FAFSA) completion workshops, and resume-writing labs.
- **Data-Driven Interventions:**

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

To support the families of English Learners (ELs) and Students with Disabilities (SWDs), the school implements a structured, culturally responsive engagement framework focused on equity, accessibility, and collaboration.

Meaningful Communication and Accessibility

The school eliminates language and physical barriers to ensure all families receive clear, actionable information:

- **Multilingual Communications:** All vital school documents (e.g., report cards, handbooks, behavior plans) are translated into the primary home languages represented in the student body using qualified translation services, avoiding automated web tools.
- **On-Demand Interpretation:** Certified interpreters are present for all face-to-face conferences, phone calls, and disciplinary hearings, with bilingual front-office staff available daily for immediate assistance.
- **Accessible Media Formats:** Digital communications are optimized for screen readers, videos include closed captioning, and school websites strictly follow Web Content Accessibility Guidelines (WCAG) to support parents with visual or auditory disabilities.
- **Language Preference Mapping:** The student information system flags each family's preferred language and communication format (e.g., text, email, paper), automatically filtering out-bound messages to match their profile.

Targeted Workshops and Resource Distribution

The school hosts specialized training sessions designed to build parental capacity and navigate academic systems:

- **ESOL Navigating Schools Academy:** Quarterly workshops teach EL families how to log into grading portals, understand American grading systems, and utilize translated digital homework tools.
- **Special Education Empowerment Nights:** The school partners with local advocacy groups to educate SWD families on their legal rights, secondary transition planning, and therapeutic resources available in the community.
- **Literacy and Math Lending Libraries:** The school provides take-home academic kits containing bilingual books, math manipulatives, and sensory tools, accompanied by short instructional videos demonstrating how to use them at home.
- **Flexible Learning Formats:** All workshops are offered at rotating times (morning and evening), include free childcare, and are recorded for asynchronous viewing on the school's parent portal.

Collaborative Educational Planning

Families are treated as equal partners in designing and reviewing their child's specialized educational pathways: [1

- **Pre-Meeting Collaboration:** Before any Individualized Education Program (IEP) or ESOL committee meeting, coordinators send a simplified draft or agenda in the native language to allow parents time to formulate questions.
- **Flexible Scheduling Protocols:** Meetings are scheduled around parent work shifts, offering virtual attendance options (e.g., Zoom or phone conferences) to maximize attendance.

- **Student-Led Conferences:** Students help present their language-acquisition goals or IEP accommodations to their parents, fostering a supportive, student-centered environment.
- **Comprehensive Post-Meeting Debriefs:** Coordinators provide parents with copies of finalized documents in their preferred language alongside a one-page summary of agreed-upon accommodations and school contacts.

Inclusive Decision-Making and Academic Support

The school creates continuous avenues for families to shape school policies and drive student success:

- **Diverse Advisory Representation:** Seats are designated specifically for parents of ELs and SWDs on the School Advisory Council (SAC) and Parent Teacher Association (PTA) executive boards.
- **Multilingual Parent Advisory Committees:** Dedicated EL and SWD parent advisory groups meet monthly to review school data, evaluate resource allocations, and voice concerns directly to the principal.
- **Regular Feedback Systems:** The school issues anonymous, translated pulse surveys twice a year to measure the effectiveness of specialized services and evaluate how welcoming the school environment feels.
- **Community-Based Outreach:** School staff host periodic "pop-up" informational meetings at local community centers, apartment complexes, or houses of worship to reach families who face transportation or scheduling barriers.
- **Feeder School Collaboration:** The counseling department collaborates with feeder middle school counselors to review student data, discuss support for vulnerable students (SWD, EL, ED), and coordinate transition plans.
- **Freshman Seminar / Advisory Period:** 9th-grade students participate in a structured advisory program that focuses on academic monitoring, goal setting, high school credits, and behavior expectations.
- **Parent Information Sessions:** Orientation sessions are held in spring and summer to prepare parents for high school structures, graduation requirements, and student support services.

High School to Postsecondary Transition

To prepare students for success beyond high school, North Clayton High will implement a robust college and career readiness plan, which includes:

- **Individual Graduation Plan (IGP) Meetings:** Annual IGP reviews with students and families ensure all students understand their pathways to graduation, credit tracking, and postsecondary planning.

- **College and Career Advising:** The school's College and Career Advisor, in collaboration with the Counseling Department and CTAE teachers, provides services including:

    - FAFSA workshops and financial aid literacy
    - College application assistance and essay support
    - Resume and cover letter writing sessions
    - Career interest inventories and job shadowing opportunities
    - SAT/ACT preparation support
    -

- **Dual Enrollment & Advanced Coursework Access:** Students are encouraged to participate in dual enrollment, Advanced Placement (AP), and CTAE pathway programs to gain exposure to college-level rigor and career

certifications.

- **Military and Workforce Readiness:** The school hosts **career fairs**, military recruiter visits, and job readiness workshops. Students can also participate in **mock interviews** and **internship experiences** through business/community partnerships.

- **Senior Transition Events:** Events such as Decision Day, College Signing Day, and transition workshops support students as they finalize postsecondary commitments.

Support for Special Populations

- **SWD and ELL Transition Planning:** Targeted transition meetings are held for students with IEPs and English Learners to ensure supports are aligned at every step of the transition. This includes connections to college disability offices and language support resources.

- **First-Generation College Students:** Additional mentoring and information sessions are provided to support families unfamiliar with the college-going process.

Through these targeted and developmentally appropriate transition supports, North Clayton High ensures that all students—regardless of background—enter each stage of their educational journey with the confidence, skills, and knowledge to succeed.

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.

Not Applicable

Plan Development and Evaluation:

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

a) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program

North Clayton High School is committed to ensuring the success of every student through the continuous evaluation and improvement of its Schoolwide Program. The school uses a strategic, data-driven process to monitor the implementation, effectiveness, and impact of the plan in alignment with federal requirements.

a) Monitoring Implementation and Results of the Schoolwide Program
The implementation of the Schoolwide Plan is monitored on a regular basis through a combination of school-based walkthroughs, leadership team data reviews, stakeholder meetings, and district support team feedback. Multiple sources of academic and non-academic data are reviewed throughout the school year, including:

- State-mandated assessments such as the Georgia Milestones (GMAS) and ACCESS for ELLs
- Local benchmark assessments and Lexile growth tracking
- Formative classroom assessments and progress monitoring tools
- Attendance, behavior, and course completion data
- Student subgroup performance data (e.g., SWD, ED, EL, race/ethnicity)

These data are reviewed quarterly by the CSIP (Comprehensive School Improvement Plan) team, which includes administrators, teachers, counselors, support staff, parents, and community stakeholders. This team examines progress toward academic goals, fidelity of strategy implementation, and areas in need of support or revision.

b) Determining Effectiveness of the Schoolwide Program
Effectiveness is assessed by comparing academic outcomes across years and analyzing growth and proficiency trends, especially for students identified as most at risk (e.g., students with disabilities, English learners, economically disadvantaged students, and students performing in the beginning or developing categories). Indicators used to determine impact include:

- Increased percentage of students scoring proficient/distinguished on GMAS
- Reduction in the number of students performing below grade level in reading and math
- Growth in Lexile bands and improvement in CCRPI content mastery points
- Improvements in subgroup performance as documented in disaggregated CCRPI and subgroup reports
- Increases in course completion, promotion rates, and graduation rate
- Reduction in attendance and discipline concerns

These data are used to assess whether the Schoolwide Plan is closing achievement gaps and moving all students—especially those furthest from proficiency—closer to meeting or exceeding state academic standards.

c) Revising the Plan Based on Monitoring

Findings from quarterly reviews and end-of-year evaluations are used to revise the Schoolwide Plan annually, with revisions focused on addressing identified weaknesses and enhancing areas of success. For example:

- Instructional strategies are adjusted to reflect areas of low proficiency (e.g., targeted support in Algebra and Literature 2 based on CCRPI results).
- Professional learning is planned around areas of instructional need (e.g., increasing use of data to drive small group instruction, differentiated support for EL and SWD populations).
- Parent and community engagement strategies are refined based on feedback from family surveys and participation rates.
- Interventions are redesigned to better serve students in Tier 2 and Tier 3, based on MTSS data reviews.

All revisions are discussed with and approved by the CSIP team, ensuring that the process remains collaborative and inclusive of stakeholder voice. The revised Schoolwide Plan is then shared with the school community, including staff, families, and the district.

Through this continuous cycle of implementation, evaluation, and refinement, North Clayton High School remains focused on ensuring equity, excellence, and academic success for all students.

4. ESSA Requirements to Include in the Schoolwide Plan Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such a plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

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).

NCHS recognizes that strong partnerships between families, educators, and the community are essential to student success. In alignment with Section 1116(b)(1) of the Every Student Succeeds Act (ESSA), we have jointly developed a Parent and Family Engagement Plan in collaboration with parents, guardians, and family members of participating children.

This plan was crafted during our annual Title I Stakeholder Input Meeting, where parents and families were invited to review, discuss, and provide input on the previous year's plan, identify needs, and recommend revisions. Feedback was also gathered through parent surveys, community forums, and ongoing communication with the Parent Liaison and Family Engagement Committee. The final version of the plan reflects the input of diverse parent voices and was agreed upon by the majority of participating families.

To ensure accessibility and transparency:

- The Parent and Family Engagement Plan is distributed annually to all families at the beginning of the school year, both digitally (through the school website and email) and in print (at Open House, parent-teacher conferences, and upon request).

- The plan is provided in an understandable and uniform format, and to the extent practicable, is made available in languages spoken by families in our school community.
- It is also made available to the local community through the school's front office, website, and public postings at community centers and local agencies.
- The plan is reviewed and updated annually to ensure that it continues to meet the changing needs of families and supports our school's academic and cultural goals.

The Parent and Family Engagement Plan outlines how the school will carry out the requirements of ESSA Subsections (c) through (f), which include:

- Building parent capacity for involvement
- Holding annual meetings to inform parents of Title I services
- Offering flexible meeting times and varied activities to support involvement
- Providing training and materials to help families support learning at home
- Ensuring regular two-way, meaningful communication between home and school

By fostering a collaborative environment that values the voice and role of families, our school aims to ensure all students are supported both academically and socially.

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.

Title I School-wide plan was developed by stakeholders during the 2025-2026 school year. It is monitored and updated based on the needs of the school. The Title I School Wide Improvement Plan was developed with the input of stakeholders such as students, parents, teachers, administrators and community members. We assemble a committee of various stakeholders to assist us with developing the plan that will help improve student achievement. All stakeholders had the opportunity to provide verbal feedback and engage in planning meeting sessions. We encouraged participants to the planning meetings through parent surveys, website and email. A copy of the Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public Schools Central Office, posted on the school's website for parent and community review, Parent Resource Center; feedback is welcomed. This plan may be altered throughout the year to meet the needs of students and faculty.

Language translation interpretation services are available for speakers of languages other than English by the district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. Every attempt will be made to secure translators for parent meetings.

The school will coordinate and utilize the parent liaison to help identify the needs of both the school and community members associated with the school.

The plan will be made available using the following methods:
- Posted on local school website
- Placed in the parent resource center
- Distributed during Title I parent meetings and workshops

Professional Development (question 2 iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
"Instructional Norms" New Instructional Framework	August 2026	9 - 12 Faculty All Subjects	All Instructional Team Members Academic Coaches
• "Establishing Classroom Routines" • Instructional Framework Formative and CommonAssessments • Student and Classroom Data Tracking System	August 2026	9 - 12 Faculty All Subjects	All Instructional Team Members Academic Coaches
"Technology Integration"	August 2026	9 - 12 Faculty All Subjects	All Instructional Team Members Academic Coaches
Building Parent Capacity Spring: "Understanding GMAS and Other Assessments"	September 2026	9 - 12 Faculty All Subjects	Principal Assistant Principals Parent Liaison
Increasing Student Engagement using Instructional Strategies aligned to CCPS Framework (Part 1) - **Personalized Learning**	October 2026	9 - 12 Faculty All Subjects	Instructional Coaches
Data Analysis Instructional Professional Development	November 2026	GMAS Teacher Only	Principal Instructional Coaches
Increasing Student Engagement using Instructional Strategies aligned to CCPS Framework (Part 2) - **Enrichment**	November 2026	9 - 12 Faculty All Subjects	Instructional Coaches
Increasing Student Engagement using Instructional Strategies aligned to CCPS Framework (Part 3) - **Increased use of Informal Assessments during Guided Practice and Independent Practice**	January 2027	9 - 12 Faculty All Subjects	Instructional Coaches
Everyday **Vocabulary Strategies** Professional Development	January 2027	All grade levels ELA, ESOL, and Social Studies Teacher	Literacy Instructional Coach
Formative Assessment Learning Cycle: Using Assessments throughout the lesson to gauge if remediation or enrichment is needed	February 2027	9 - 12 Faculty All Subjects	Instructional Coaches`
Deeper Understanding of Differentiated Instruction with Personalized Learning Professional Development	March 2027	9 - 12 Faculty All Subjects	Instructional Coaches
Building Parent Capacity Spring: "Understanding GMAS and Other Assessments"	April 2027	9 - 12 Faculty All Subjects	Principal Assistant Principals Parent Liaison
Data Analysis Instructional Professional Development	April 2027	GMAS Teacher Only	Principal Instructional Coaches

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: o **School-Family Compact** o **School PFEP** o **CSIP** o **Annual Title I Meeting** o **Parents Right to Know** o **1% Parent & Family Engagement Budget**	September 2026	Delivery: - Principal - Assistant Principal - Parent Liaison - Instructional Coaches Documentation: school website
FY27 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	September 2026	Delivery: Principal Documentation: Sign in sheets; agendas; presentations; pictures
Annual Title I Parent Meeting:	September 2026	Delivery: Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Parents of EL and SWD Specific Event 1 (Fall)	October 2026	Delivery: o ELL Lead o LTSE o Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Parents of EL and SWD Specific Event 2 (Fall)	December 2026	Delivery: - ELL Lead - LTSE - Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Technology – including harms of copyright piracy and monitoring student progress (Infinite Campus/Canvas)	November 2026	Delivery: - Media Specialist - Counselors - Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures; handouts

Building Parent Capacity Fall Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	September 2026	Delivery: ▪ Instructional Coaches ▪ Assistant Principal ▪ Instructional Coaches Documentation: Sign in sheets; agendas; presentations; pictures; handouts
Building Parent Capacity Fall Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	October 2026	Delivery: ▪ Instructional Coaches ▪ Assistant Principal ▪ Instructional Coaches Documentation: Sign in sheets; agendas; presentations; pictures; handouts
Building Parent Capacity Fall Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	November 2026	Delivery: - Department chairs - Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures; handouts
Building Parent Capacity Fall Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	December 2026	Delivery: a) Department Chairs b) Parent Liaison Documentation: Sign in sheets; agendas; presentations; pictures; handouts
Building Parent Capacity Continuous Communications (Fall)	November 2026	Delivery: - Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures; handouts
Parents of EL and SWD Specific Event 1 (Spring)	February 2026	Delivery: o ELL Lead o LTSE o Parent Liaison Documentation:Sign in sheets; agendas; presentations; pictures
Parents of EL and SWD Specific Event 2 (Spring)	March 2026	Delivery: o ELL Lead o LTSE o Parent Liaison

		Documentation:Sign in sheets; agendas; presentations; pictures
Building Staff Capacity #1 (Fall):	October 2026	Delivery: - Parent Liaison Documentation: Sign on sheets; agendas
Building Staff Capacity #2 (Fall):	November 2026	Delivery: o Parent Liaison Documentation: Sign on sheets; agendas
Building Staff Capacity #3 (Fall):	December 2026	Delivery: - Parent Liaison Documentation: Sign on sheets; agendas
Building Staff Capacity #1 (Spring):	January 2027	Delivery: 5) Parent Liaison Documentation: Sign in sheets; agendas
Building Staff Capacity #2 (Spring):	February 2027	Delivery: o Parent Liaison Documentation: Sign on sheets; agendas
Building Staff Capacity #3 (Spring):	March 2027	Delivery: - Parent Liaison Documentation: Sign on sheets; agendas
Building Parent Capacity Spring Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	February 2027	Delivery: o Parent Liaison o Instructional Coaches Documentation:Documentation:Sign in sheets; agendas; presentations; pictures

Building Parent Capacity Spring Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	February 2027	Delivery: o Parent Liaison o Instructional Coaches Documentation:Documentation:Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Spring Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	March 2027	Delivery: o Parent Liaison o Instructional Coaches Documentation: Documentation:Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Spring Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	April 2027	Delivery: Parent Liaison o Instructional Coaches Documentation: Documentation:Sign in sheets; agendas; presentations; pictures
Building Parent Capacity Spring: Transition Meeting	February 2027	Delivery: o Parent Liaison, o Counselors Documentation: Documentation:Sign in sheets; agendas; presentations; pictures
Building Staff Capacity Continuous Communications (Spring):	March 2027	Delivery: - Parent Liaison Documentation: Sign in sheets; agendas
Building Parent Capacity Continuous Communications (Spring) o	March 2027	Delivery: o Parent Liaison Documentation: Sign in sheets; agendas; handouts
o **FY28 Staff Input Meetings (Plan, Compact, and CSIP)**	May 2027	Delivery: - Principal - Asst. Principals - Parent Liaison

		Documentation: Staff input form; sign in sheets
FY28 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	April 2027	Delivery: - Principal - Asst. Principals - Parent Liaison Documentation: Presentations; sign-in sheets; handouts; agendas; minutes
o **FY28 Student Input Meetings (if applicable) (Plan, Compact, and CSIP)**	April 2027	Delivery: - Principal - Asst. Principals - Parent Liaison Documentation: sign-in sheets, presentation; agendas