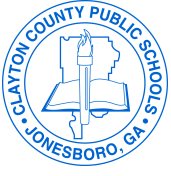


## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
<b>School Name:</b> Pointe South Middle	<b>District Name:</b> Clayton County Public Schools	
<b>Principal Name:</b> Kimberly Grant/Malakia Wright	<b>School Year:</b> 2023-2024	
<b>School Mailing Address:</b> 8495 Thomas Road, Jonesboro, GA 30238		
<b>Telephone:</b> 770-473-2890		
<b>District Title I Director Name:</b> Katrina Thompson		
<b>District Title I Director Mailing Address:</b> 1058 Fifth Avenue, Jonesboro, GA 30236		
<b>Email Address:</b> katrina.thompson@clayton.k12.ga.us		
<b>Telephone:</b> 678-817-3081		
ESSA ACCOUNTABILITY STATUS—Check only if applicable.		
<b>Comprehensive Support</b> <input type="checkbox"/>	<b>Targeted Support</b> <input type="checkbox"/>	<b>Promise School</b> X <input type="checkbox"/>
BUDGET MODEL – Check all that apply.		
<b>Title I, Part A Budget</b> X <input type="checkbox"/>	<b>Title I School Improvement Grant (SIG)</b> X <input type="checkbox"/>	
<b>L4GA Budget</b> <input type="checkbox"/>		
SIGNATURES AND REVISION DATE		
<b>Principal’s Signature:</b>	<b>Date:</b>	
<b>Title I Director’s Signature:</b>	<b>Date:</b>	
<b>Assistant Superintendent’s Signature:</b>	<b>Date:</b>	
<b>TLSI Deputy Superintendent’s Signature:</b>	<b>Date:</b>	
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

### CSIP Planning Committee:

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

NAME	POSITION/ROLE
Malakia Wright	Principal
<a href="#">Corey Stephens</a>	Assistant Principal
<a href="#">Nina Endow</a>	Assistant Principal
Neiketa Johnson	IST
Makiba Moore-McBride	Academic Coach
Raquel Mason	Academic Coach
Dwayne Boddie	Academic Coach
Suzette Antoine	Department Chair
Kassie Howard	Department Chair
Shaw Afful	Department Chair
Sasha Riggins	Department Chair
Gwendolyn Smith	Lead Mentor
Etorsha Reese	Teacher (Staff SEL Lead)
Towando Hodo-McMullen	Parent Liaison
William Harris	Teacher
Telly Hall	Teacher
Cordero Gordon	Teacher
Sherika Keith-Dixon	Parent
Latoria Smith	Parent
Marco Walker	Student
Brick Williams	Student



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

### **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 (MAP, Access Reports, EOC, Milestones).

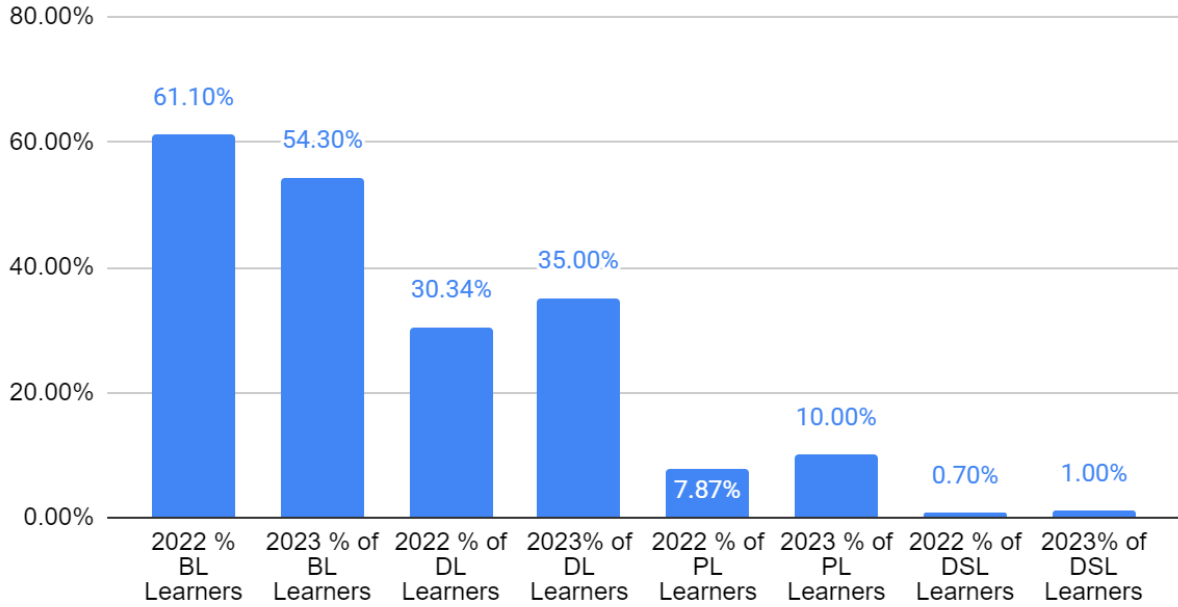
**Minimally include and summarize the following data if available for the school.**

- 1) 2 years of the current GMAS data (2021-2022 and 2022-2023). Provide displays of data by subgroups.**
- 2) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**
- 3) The current and 3 years of prior years' student attendance data.**
- 4) The current and 3 years of prior years' student discipline data.**

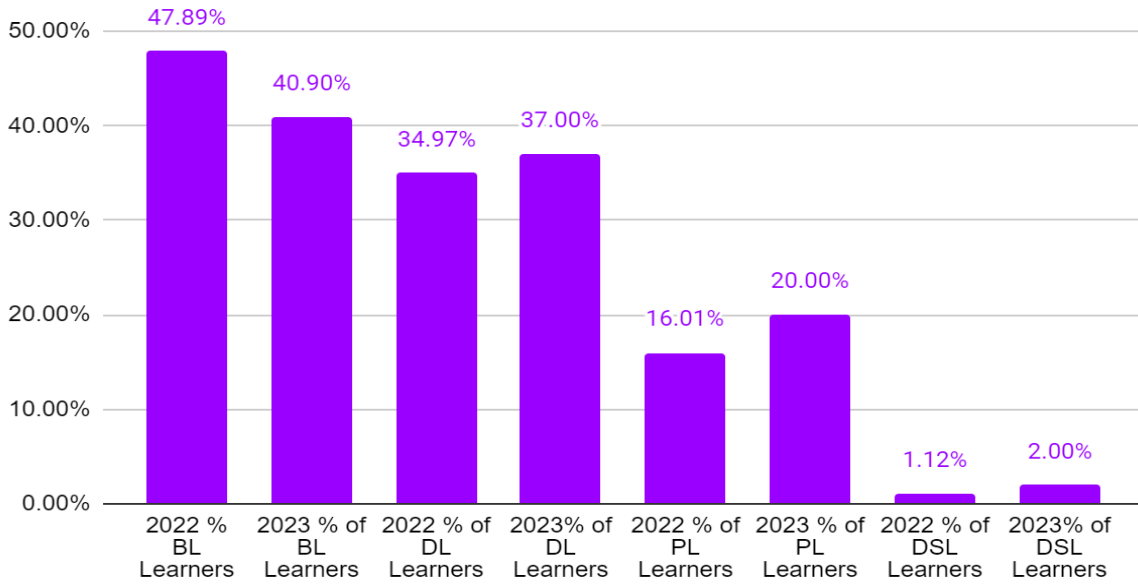


# Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

## GMAS Comparison Data FY22 & FY23



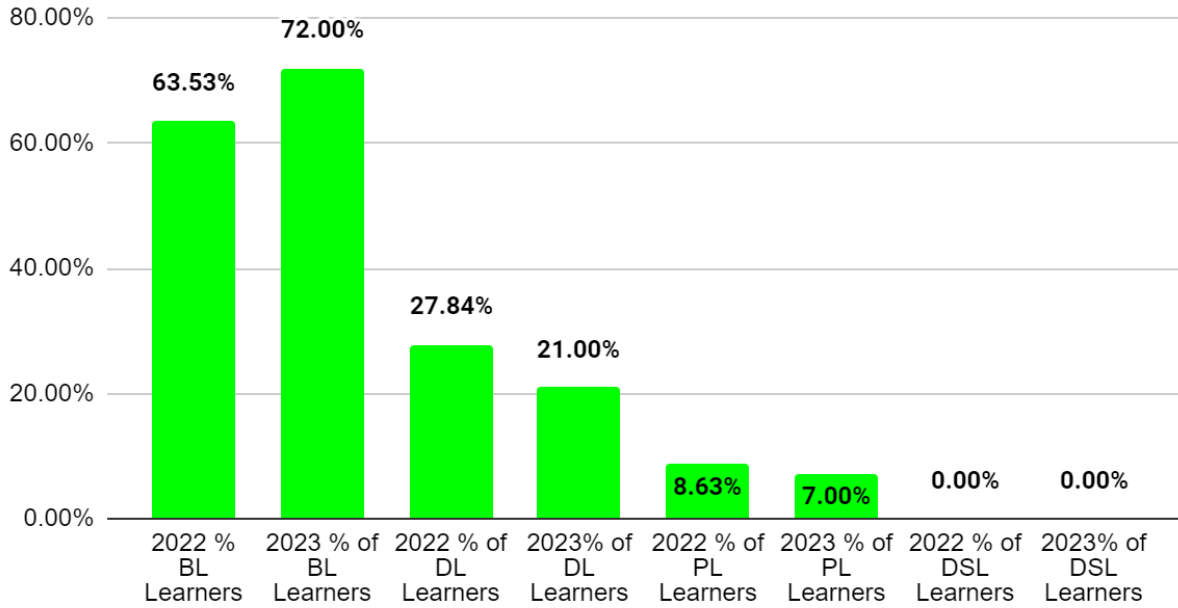
### Math



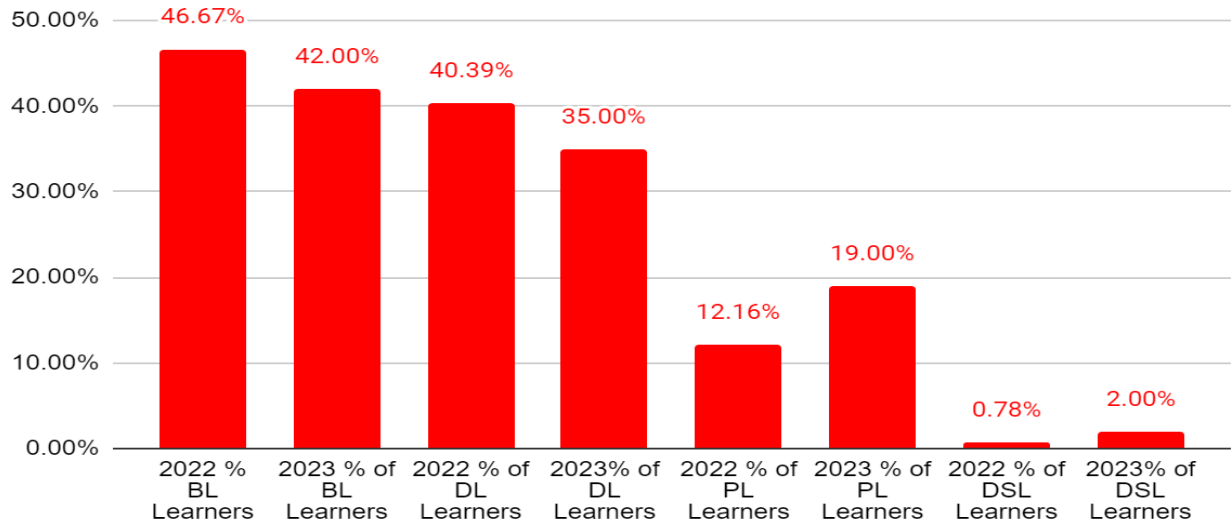
### ELA



# Clayton County Public School 2023-2024 Comprehensive School Improvement Plan



## 8th Science



## 8th Social Studies



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

### MATH MAP DATA REVIEW

#### B.O.Y 22-23

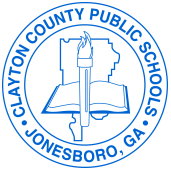
Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	217	100	46.1%	93	42.9%	23	10.6%	1	0.5%
7	240	134	55.8%	87	36.2%	18	7.5%	1	0.4%
8	226	99	43.8%	98	43.4%	25	11.1%	4	1.8%
<b>Total</b>	<b>683</b>	<b>333</b>	<b>48.8%</b>	<b>278</b>	<b>40.7%</b>	<b>66</b>	<b>9.7%</b>	<b>6</b>	<b>0.9%</b>

#### M.O.Y 22-23

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	219	104	47.5%	95	43.4%	19	8.7%	1	0.5%
7	228	113	49.6%	90	39.5%	21	9.2%	4	1.8%
8	219	78	35.6%	102	46.6%	35	16.0%	4	1.8%
<b>Total</b>	<b>666</b>	<b>295</b>	<b>44.3%</b>	<b>287</b>	<b>43.1%</b>	<b>75</b>	<b>11.3%</b>	<b>9</b>	<b>1.4%</b>

#### E.O.Y 22-23

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	223	100	44.8%	100	44.8%	21	9.4%	2	0.9%
7	227	95	41.9%	89	39.2%	38	16.7%	5	2.2%
8	221	70	31.7%	113	51.1%	31	14.0%	7	3.2%
<b>Total</b>	<b>671</b>	<b>265</b>	<b>39.5%</b>	<b>302</b>	<b>45.0%</b>	<b>90</b>	<b>13.4%</b>	<b>14</b>	<b>2.1%</b>



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

### ELA MAP DATA REVIEW

#### B.O.Y 22-23

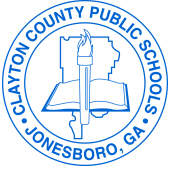
Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	218	103	47.2%	65	29.8%	44	20.2%	6	2.8%
7	241	133	55.2%	76	31.5%	31	12.9%	1	0.4%
8	226	85	37.6%	87	38.5%	48	21.2%	6	2.7%
<b>Total</b>	<b>685</b>	<b>321</b>	<b>46.9%</b>	<b>228</b>	<b>33.3%</b>	<b>123</b>	<b>18.0%</b>	<b>13</b>	<b>1.9%</b>

#### M.O.Y 22-23

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	220	113	51.4%	56	25.5%	42	19.1%	9	4.1%
7	228	124	54.4%	68	29.8%	34	14.9%	2	0.9%
8	226	84	37.2%	81	35.8%	53	23.5%	8	3.5%
<b>Total</b>	<b>674</b>	<b>321</b>	<b>47.6%</b>	<b>205</b>	<b>30.4%</b>	<b>129</b>	<b>19.1%</b>	<b>19</b>	<b>2.8%</b>

#### E.O.Y 22-23

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	227	99	43.6%	87	38.3%	35	15.4%	6	2.6%
7	223	115	51.6%	64	28.7%	39	17.5%	5	2.2%
8	225	80	35.6%	90	40.0%	50	22.2%	5	2.2%
<b>Total</b>	<b>675</b>	<b>294</b>	<b>43.6%</b>	<b>241</b>	<b>35.7%</b>	<b>124</b>	<b>18.4%</b>	<b>16</b>	<b>2.4%</b>



# Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

## Physical Science MAP Comparison Data

FY2022-2023

	Fall	Winter	Spring
Beginning	65 = 36%	57 = 33%	55 = 31%
Developing	95 = 52%	85 = 50%	90 = 51%
Proficient	16 = 9%	26 = 15%	18 = 10%
Distinguished	7 = 4%	3 = 2%	12 = 7%

### Comprehensive Needs Assessment:

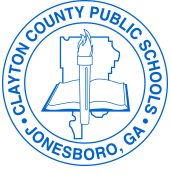
#### 1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)

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 Comprehensive Schoolwide Improvement Plan.**

**The School-Wide Improvement Plan was developed with a compilation of all stakeholders. The stakeholders involved were the administrative team, teachers, and parents. Throughout the school year, surveys are conducted to garner input from all stakeholders. Surveys were conducted for parents, students, teachers during the 2022-2023 school year. Teachers also completed a SWOT analysis to help determine school needs. The initial school improvement plan was developed during the summer leadership retreat with input from the Principal's Focus Group of select core teachers. Tentative FY23 school achievement data was used to direct the programs and initiatives for the 2023-2024 school year.**





## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

The stakeholders of Pointe South Middle reflected on current achievement data that will help all stakeholders understand the subjects and skills in which teaching and learning need to be improved. This data was presented by various department leaders, and each leader then led teams to analyze the data to come up with solutions. This data was used to guide our literacy focus block as well as other improvement strategies necessary to accomplish our goals. We have used the following instruments, procedures, or processes to obtain this information:

### **MAP Data**

**BOY, MOY, and EOY assessment scores**

### **Mini-Assessment**

**Formative data will be collected bi-weekly to determine the ongoing needs of students.**

### **CCRPI Data**

**An analysis of the state's CCRPI Report for our school. The school and the stakeholders looked at all of the tabs/sections to analyze everything from student achievement data, post-secondary readiness of our students, attendance, discipline, faculty and staff attendance to financial readiness.**

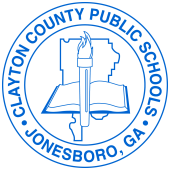
### **Georgia Milestones Data**

**The below GMAS data gives a snapshot of how the students at PSMS performed academically. The performance is broken down into four categories, and the percentages in each category tell how the students performed. This primarily determined what supplemental resources the school offered and to whom they were offered.**

### **Discipline Data**

**Discipline has a significant impact on student achievement. This data, retrieved from the Infinite Campus system, was analyzed to see the number and kinds of infractions, what time of day they were occurring, and ultimately, what could be done to avert discipline occurrences at PSMS.**

**Pointe South Middle has many strengths and weaknesses. Academically, we have decreased in all areas, and we have a New Teacher Mentoring program to assist our teachers who are new to the field of education.**



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

**Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing or are at-risk of failing. (ED, EL, Race, Migrant, Foster Care, SWD, Gifted)**

<b>Content Area</b>	<b>Demographic</b>	<b>Total Tested</b>	<b>Beginning Learner %</b>	<b>Developing Learner %</b>	<b>Proficient Learner %</b>	<b>Distinguished Learner %</b>
Mathematics	All Students	740	54.32%	34.32%	9.73%	1.75%
Mathematics	Black, Non-Hispanic	184	54%	34%	10%	1%
Mathematics	Hispanic	48	48%	38%	13%	2%
Mathematics	Multiracial	8	50%	25%	13%	13%
Mathematics	English Learner	17	82%	18%	0%	0%
Mathematics	SWD	25	84%	8%	8%	0%
ELA	All Students	738	42%	37.39%	19.37%	1.76%
ELA	English Learner	53	62.26%	33.96%	3.77%	0%
ELA	SWD	85	81%	14.11%	4.70%	0%
ELA	Black, Non-Hispanic	561	42.96%	38.15%	17.65%	1.78%
ELA	Hispanic	136	33.30%	37.50%	26.47%	1.47%

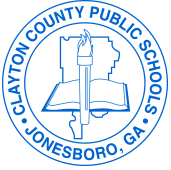
Students with Disabilities demonstrated deficits in all content areas. Although English Language Learners demonstrated growth on the ACCESS assessment, there are deficits in both ELA and mathematics.

The efforts to positively impact students with disabilities who have Individualized Educational Plans (IEPs) are to support the most appropriate instructional strategies. These strategies will utilize instructional modifications and differentiation that are necessary to address students' learning strengths and weaknesses. Because students with disabilities make up over twenty percent of our student population, we must have safety nets in place, as they have many deep gaps in their acquired learning, and the Title I program designed to supplement the efforts already under way by the district.

Students with limited English proficiency require instructional modifications and exposure to in-context vocabulary strategies to effectively have access to and gain understanding of core curriculum.

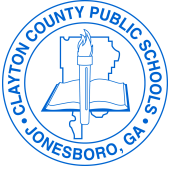
**Based on the CSIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.**

<b>Priority</b>	<b>Root Cause</b>
<b>Pedagogy for all content areas</b>	<b>Disproportionate number of novice teachers who lack pedagogical skills based in observations</b>



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

<p><b>Systematic Data Evaluation Process</b></p>	<p>Development of systematic data collection and aggregation was developed after the start of the year. Teachers were accustomed to using different data analysis processes per content. Once the data process was changed to a systemic approach, assessment</p>
<p><b>Culture of High Expectations (Increased rigor of lesson, increase student attendance; increase staff attendance)</b></p>	<ul style="list-style-type: none"> <li>● Limited pedagogical skills led to lower than expected rigor in lessons presented by a significant number of teachers</li> <li>● Student average daily attendance was between 91-93%. CCRPI attendance was 79%. Implications include parents inability to monitor student transportation to school due to work schedules.</li> <li>● Teacher attendance was a concern due to personal and family illnesses.</li> </ul>



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

**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, gifted, and foster/homeless students) to meet the State’s challenging academic standards; 1111(c)(2)**

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

**Goal 1: By May of 2024, Pointe South Middle School will demonstrate 10 percent growth in content mastery on all GMAS and MAP assessments.**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Incorporate the Claims Evidence Reasoning (CER) and close read strategies into all ELA, math, science and social studies lessons to support reading and literacy across curriculum.	Training 08/2023 Implementation 08/2023-05/2024	General funds	Academic Coaches/Instructional Support Teachers
Conduct collaborative planning 2 times weekly per content area using the high impact collaborative planning rubric. There will be an intensive focus on engaging activities, data analysis, vocabulary development, and deconstruction of standards. Academic Coaches will facilitate lesson planning and all teachers will actively engage in the process.	Training 08/2023 Implementation 8/2023-05/2024	General funds	Academic Coaches/Instructional Support Teachers
All students will engage in alternating math and ELA lessons during homeroom via IXL. Teachers will monitor progress weekly	Training 08/2023 Implementation 8/2023-05/2024	Title I	Academic Coaches/Instructional Support Teachers

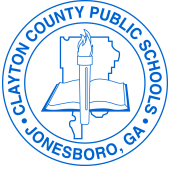
**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

Economically Disadvantaged	Foster and Homeless
Many Pointe South Middle School students identify as economically disadvantaged and supplemental support will be provided for students by teachers based on individual needs.	Counselors will provide foster and homeless students school orientation and transition support to acclimate them to the school. The school social worker will contact the parent or guardian of homeless students to determine what types of school and at-home academic or



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

	social-emotional help the family needs to ensure the student is successful in school.
<b>English Learners</b>	<b>Students with Disability</b>
English Learners and Language Arts support staff will collaborate to identify teacher and student resources to be used in the class or during extended learning to help students master English Language arts standards to become proficient speakers and users of English. EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. EL support personnel and teachers will attend training as needed. EL support staff will meet with parents to discuss current progress in the EL program.	PSMS will employ an instructional support teacher (IST) to aid with ensuring IEPs are appropriate for students. Department Chairs, and the IST will collaborate with Students with Disability support staff to identify teacher and student language arts resources to be used in the class or during extended learning to close performance gaps and help them catch up. Support personnel and teachers will attend professional learning as needed. We will evaluate student success by reviewing common assessment data with students.
<b>Gifted Learners</b>	
PSMS will utilize Academic Coaches and Instructional Support teachers to aid with extending lessons for gifted learners. Professional development on problems-based learning, The Rigorous Classroom, Differentiated instructional strategies, and exposure to real world experiences via field trips and content contests.	



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

**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, gifted, and foster/homeless students) to meet the State’s challenging academic standards; 1111(c)(2)**

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

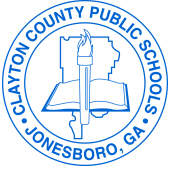
**Goal 2: By May 2024, demonstrate at least a 3-point improvement in the average annual staff attendance or maintain a 95% or above rate.**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Incorporate IXL into weekly lessons as a means of reinforcement, remediation and extension of lessons. Teachers will select warmup activities for daily opening of lessons; develop assessments which will be vetted during collaborative planning; develop remediation activities as determined by weekly assessments; and assign as homework.	August; 2023-May; 2024	Title I	Academic Coaches/Instructional Support Teachers, Administrators
Explicit Instruction Framework will be incorporated to provide a uniformed instructional program. Teachers will be trained to provide lessons using the Gradual Release Model of instruction. This framework will increase student accountability during the learning process. The framework will be used to guide the collaborative planning process and documented in lesson plans.	August; 2023-May; 2024	General funds	Academic Coaches, Instructional Support Teachers
Utilize Academic Coaches to identify instructional needs of teachers based on continuous observations, provide professional learning and model effective strategies. Academic coaches will be responsible for collaborating with teachers to review data and plan rigorous learning activities for students who are at risk of not mastering grade level standards. Academic Coaches will guide teachers as they	August; 2023-May; 2024	Title I	Academic Coaches, Instructional Teachers,



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

<p>tier students to provide support using the MAP learning continuum.</p>			
<p><b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b></p>			
<p><b>Economically Disadvantaged</b></p>		<p><b>Foster and Homeless</b></p>	
<p>Many Pointe South Middle School students identify as economically disadvantaged and supplemental support will be provided for students by teachers which include: instruction utilizing the gradual release model, instructional focus class period based on the needs of students, extended learning through online or in-person remediation or acceleration of learning with after school remediation, and personalized learning tasks via IXL..</p>		<p>Counselors will provide foster and homeless students school orientation and transition support to acclimate them to the school. The school social worker will contact the parent or guardian of homeless students to determine what types of school and at-home academic or social-emotional help the family needs to ensure the student is successful in school.</p>	
<p><b>English Learners</b></p>		<p><b>Students with Disability</b></p>	
<p>English Learners and Language Arts support staff will collaborate to identify teacher and student resources to be used in the class or during extended learning to help students master English Language arts standards to become proficient speakers and users of English. EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. EL support personnel and teachers will attend training as needed. EL support staff will meet with parents to discuss current progress in the EL program.</p>		<p>PSMS will employ an instructional support teacher (IST) to aid with ensuring IEPs are appropriate for students. Department Chairs, and the IST will collaborate with Students with Disability support staff to identify teacher and student language arts resources to be used in the class or during extended learning to close performance gaps and help them catch up. Support personnel and teachers will attend professional learning as needed. We will evaluate student success by reviewing common assessment data with students. Additionally, students will be tiered each nine weeks to determine personalized instructional support.</p>	
<p><b>Gifted Learners</b></p>			
<p>PSMS will utilize Academic Coaches and Instructional Support teachers to aid with extending lessons for gifted learners. Professional development on problems-based learning, The Rigorous Classroom, Differentiated instructional strategies, and exposure to real world experiences via field trips and content contests.</p>			



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

**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, gifted, 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;**

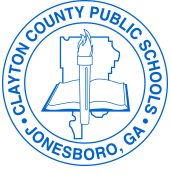
**Goal 3:** By May 2024, retain 95% of staff members.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Weekly Observations of instructional staff. Immediate feedback will be provided and an action plan will be shared to address areas of concern.	August 2023 - May 2024	General Funds	Academic Coaches, Instructional Support teachers
Monthly content and pedagogical professional development sessions to address instructional deficits in an effort to build capacity and increase effectiveness of all staff members.	August 2023 - May 2024	General Funds	Academic Coaches, Instructional Support teachers,
Monthly team building activities for staff members at off campus sites	September 2023 - May 2024	Staff Funded	Administrators, Etorsha Reese, Parent liaison

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

Economically Disadvantaged	Foster and Homeless
After school tutorials will take place on a regular basis to address the needs of economically disadvantaged students. Paraprofessionals, teachers and volunteer tutors will conduct push in and pull outs to address student deficits.	Counselors, social workers, parent liaison, etc. will connect students to school based and community support systems to ensure the needs of the child and family are met.
English Learners	Students with Disability
ELL teachers will provide additional assistance to EL students by affording	After school tutorials will take place on a regular basis to address the specific needs of





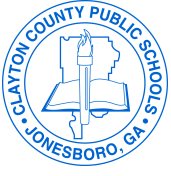
## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

students opportunities to work with manipulatives and translation devices to support core content. The media specialist will provide student access to content specific supplemental material.

students with disabilities. Paraprofessionals, Teachers and volunteer tutors will conduct push in and pull outs to address student deficits. Lessons will be differentiated to support each student's IEP and 504 accommodations.

### Gifted Learners

Teachers will infuse skills of subsequent coursework into learning activities. This practice will allow students to be exposed to advanced skills necessary for the next grade level.



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

**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, gifted, and foster/homeless students) to meet the State’s challenging academic standards; 1111(c)(2)**

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

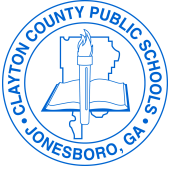
**Goal #4: By May 2024, decrease Big 7 discipline infractions by 10%.**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Students will participate in weekly/monthly challenges called "Securing the BAG" which will be a segment of the PBIS program. Students will focus on meeting behavioral, attendance and academic (grades) goals each week/month. Students and parents will receive incentives for meeting weekly/monthly goals. All extra curricular activities will be based on Securing the BAG.	August 2023 Weekly Challenges  September 2023 - May 2024 PBIS; field trips and extra curricular activities	\$7500	<b>Corey Stephens, Assistant Principal</b>  <b>Gregory Bethea, Student Engagement Specialist</b>
To provide students opportunities to engage in extracurricular activities as well as STEAM related activities to include but not limited to Athletics, Band, Art Club, Chorus, Dance Team, Legos Competition Team, Robotics Competition Team, Drama Team, Gardening Club, BETA, Student Government Association, Science Club, Campus Beautification Club, Cooking Club, Girls Mentoring Group, Boys Mentoring Group, Aviation/Drone Club	September 2023 - Club sign-up day	TBD per activity	Nina Endow, Assistant Principal
Conflict resolution will be provided to students in an effort to decrease discipline infractions. We will specifically target social media conflict and altercations.	Ongoing as needed	\$0	Counselors



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<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
After school tutorials will take place on a regular basis to address the needs of economically disadvantaged students. Paraprofessional and teacher tutors will conduct push in and pull outs to address student deficits. Students will be provided with necessary supplies as determined by the teacher. Additionally, school staff will provide instructional support within local neighborhoods to ensure all students have access to instructional support.	Counselors, social workers, parent liaison, etc. will connect students to school based and community support systems to ensure the needs of the child and family are met.
<b>English Learners</b>	<b>Students with Disability</b>
ELL teachers will provide additional assistance to EL students by affording students opportunities to work with manipulatives and translation devices to support core content. The media specialist will provide student access to content specific supplemental material.	After school tutorials will take place on a regular basis to address the specific needs of students with disabilities. Paraprofessionals, Teachers and volunteer tutors will conduct push in and pull outs to address student deficits. Lessons will be differentiated to support each student's IEP and 504 accommodations.
<b>Gifted Learners</b>	
Teachers will infuse skills of subsequent coursework into learning activities. This practice will allow students to be exposed to advanced skills necessary for the next grade level.	



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

**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) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:**

**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**

Students who are low performing were both identified and targeted with intervention strategies. We have implemented our Instructional Focus block (IF) which targets all students during homeroom. Students complete leveled instruction via iXL content specific lessons, reading/vocabulary lessons and data discussions. Students will be tiered every 4.5 weeks by each team of teachers which will allow teachers to organize students on each team by performance levels on formative assessments.

Students who are at risk for social skills will engage in multiple small groups and schoolwide services during the school day. Groups include, but are not limited to Girls/Boys mentoring groups, SES check and connect group, counselor's check in for assigned students, Caring Adults in the Building, SEL mini lessons, conflict resolution sessions, and Positive Alternative to School Suspension (PASS).

**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)**

PSMS offers high school Algebra I and honors level courses on each grade level. Students are exposed to CTAE courses to include computer science, engineering/technology, as well as Family and Consumer Science.

Scholars at PSMS are able to take these advanced classes while in middle school and this will propel those scholars towards their College and Career Readiness before entering High School.

**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.);**

Currently, Pointe South Middle is in cohort 5 of the CCPS PBIS Schools. We are operating a school-wide PBIS program utilizing the PBIS Rewards software. Additionally, we have incorporated a subcomponent termed "Secure the BAG (Behavior Attendance Grades)". PBIS/Secure the BAG permeates the entire school as students are required to have appropriate behavior, attendance, and grades to participate in all extracurricular activities. Students are rewarded Securing the BAG weekly during the first and last month of



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

school and monthly during the remainder of the academic year This will allow for the use of new strategies that will address student unfavorable behavior and find ways to implement turn around incentives. Students ambassadors will be selected to engage in schoolwide decision making including student activities, cafeteria redesign, and PBIS implementation.

**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; (A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)**

PSMS, along with the district, will provide ongoing professional development for teachers, paraprofessionals, parents, and administrators to enable all children to meet the State's student academic achievement benchmarks.

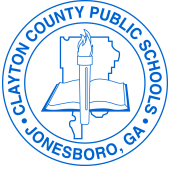
We have aligned professional development with the State's academic content and achievement standards as teachers receive ongoing training on the Georgia Standards of Excellence and Best Practices.

We have provided professional development activities regarding the use of academic assessments to guide data driven instruction to improve the achievement of individual students as well as the overall instructional program. Guided by academic coaches and instructional support teachers, staff will participate in professional learning activities which impact core content, pedagogical practices, data, differentiated instruction, and increased rigor.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address root causes of academic problems. For example, we will devote resources to train instructional support staff who will train the staff. We will increase teacher efficacy. This will be done through planned, consistent and pervasive professional development during the school day (planning period) through the support of our Academic Coaches and Instructional Support Teachers. Academic Coaches and Instructional Support Teachers will tier teachers monthly based on their pedagogical needs. The coaching cycle will be employed to improve instructional practices through side-by-side coaching, instructional planning, team teaching and model lessons. Funds have been allocated to train Academic Coaches, Instructional Support Teachers and lead teachers of each content. Learners will gain skills to effectively enable all students to meet state academic achievement standards. We will continue to ensure the Title I Parent Liaison engages parents in sessions to assist parents with supporting their students.

**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, if applicable.**

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



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

The parents will be informed of the school's progress and status through written communication, Title I parent meetings and the school website. A group of parents will participate in the School Council. The School council meets four times a year and consists of teachers, community partners, parents and the principal. Parents are encouraged to participate in the District Strategic Planning Review.

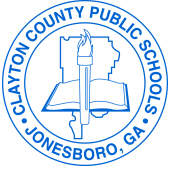
We will increase parental involvement for all segments of students. We will provide support for all sub-groups. A minimum of two parent conferences are required for all students. Teachers will discuss specific assessment results and answer any questions concerning the assessment. The comprehensive school-wide program plan available to the LEA, parents, and the public through the internet, the school website, newsletters, and hard copies in the media center and front office areas. The school compact is required of all students, parents, teachers, and the administration. It is included.

- A. We will involve parents in the planning, review, and improvement of school-wide programs. This is accomplished through surveys, informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their contact information to the administrators or on the evaluations forms. The school administrators will then contact them with further information about their concerns or requests.
- B. A parental Involvement Policy will be updated periodically to meet the ever changing needs of the community. During the meetings, the parents will be exposed to the Parental Involvement documents and complete as needed (i.e. the Parental Compact, the Title I Budget, etc...).
- B. We will conduct an annual meeting at various times of the day to encourage parents to participate in the Title I process of the school, and to inform them of their rights and responsibilities.
- C. We will offer a flexible number of meetings, such as meetings in the morning or evening. During the meetings, the parents will receive pertinent information regarding the school, scheduled events of the school, and tips for assisting students at home with homework and preparing for school. The meetings will be planned using a series of surveys throughout the school year regarding what parents wanted to learn.
- D. We will offer parents timely information regarding the happenings at the school via weekly messages sent via School Messenger and a monthly newsletter. We will explain the curriculum and the district instructional initiatives. We will provide parents of participating children with timely information about the Title I. Students performing below grade level will receive academic assistance through a number of both district and school safety nets. 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.



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

- E. It is important that the parents and the school work collaboratively through the school compact to come up with ways to share the responsibility for improved student achievement. We will jointly develop (with parents of participating children) a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Pointe South Middle School will annually update the school-parent compact to meet the current needs of the parties involved. The Compact will be revisited with parents during conferences and other Title I meetings.
- F. We will provide assistance to 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. Parents also have access to Infinite Campus which can be found on the district's website, [www.clayton.k12.ga.us](http://www.clayton.k12.ga.us). Infinite Campus is a way parents can view the child's grades 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.
- G. Materials will be provided to help parents work with their children at home to improve academic skills. 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 involvement. 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 Parental Involvement Contact or Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. When practical, interpretation will be provided for our families. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement.
- H. 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 educational process to positively impact the academic achievement of the students. The Title I Assistant Principal will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on high school assessments and curriculum. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A google link will be placed on the website for parents to provide suggestions and comments to help improve communication and support.
- I. We will take the following actions to ensure that information related to the school and

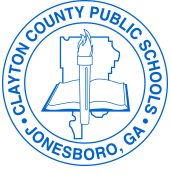


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parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. The parent liaison will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. 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.

- J. 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 required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.





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### 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

We will use Title I resources to supplement the educational program at Pointe South Middle School. After tiering all students into subgroups comparable to GMAS performance levels, we will use the Title I funds to layer support for our students in several ways. First, we will begin with the teachers by providing relevant professional development. Next, we will purchase a supplemental computer program, consumables, and study material for our most deprived learners. Teachers will incorporate instructional strategies to remediate and extend lessons to ensure all students demonstrate growth. Then, we will make an effort to improve/increase parental involvement by presenting the GMAS data to parents.

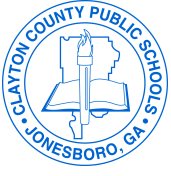
Pointe South Middle is providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of all academic achievement subjects/standards (i.e. mathematics, reading/ELA, science, and social studies) with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

#### **Flexible Grouping and Small Group Instruction**

Teachers will utilize flexible grouping and small group instruction to accommodate student readiness, learning styles, and weaknesses. Teachers will provide intervention instruction to students who did not meet standards in all academic subjects (i.e. mathematics, science, social studies, and ELA/Reading) on the GEORGIA MILESTONES.

#### **Instructional Extension Program**

Students in grades 6-8 who did not meet standards in the area of mathematics, reading, science, and social studies on the GEORGIA MILESTONES as well as those students recommended by their teachers from all subject areas will be provided an opportunity to participate in the Instructional Extension Program. Students who did not meet the standard on the mathematics and/or reading portions (s) of the GEORGIA MILESTONES are given an Instructional Plan for success at the high school level.



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### **Academic Coach**

The Academic Coach will support the classroom teachers by modeling lessons, providing research-based instructional strategies, resources and materials, developing and maintaining structure in the classroom environment, analyzing formative and summative assessments, and designing and coordinating professional learning activities. The Academic Coach will work closely with the other professionals in the learning environment to ensure that standards are being met.

### **Parent Liaison**

This staff member will assist parents as well as work with parents to plan workshops, provide instructional materials and classes, and other resources that are designed to help parents take an active part in their child's education. The Parent Liaison also works with parents to make sure all students attend school every day and have all necessary supplies and materials.

All students at Pointe South Middle will be given multiple opportunities to be successful and meet state and national standards. The needs of students with disabilities, students with limited English proficiency (LEP), homeless and migrant students will be identified and addressed to ensure that the students have every opportunity possible to be successful in school. Various measures will be employed at Pointe South to ensure that students who experience difficulties are identified on a timely basis. The school identifies students weaknesses in the following ways: Pointe South will provide the following training for teachers in order to assist them in identifying student difficulties and appropriate strategies for teaching students with identified difficulties:

- Response to Intervention Training
- Summer Institute Workshop
- Division of Exceptional Student Workshops

#### **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.**

The school will publish Title I compacts via a distribution of a hard copy, PSMS website and School Messenger.

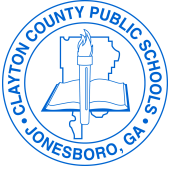


## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

### **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.**

The current Title I School-wide plan for Pointe South Middle School was developed by stakeholders in July 2023. However, the School Improvement Plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We developed a committee of various stakeholders to assist us with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide school improvement process on an ongoing basis. Pointe South Middle School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants.



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The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, principals, support personnel, parents and students. Prior to the beginning of the school year, the school's leadership retreat was held. Attending the retreat were the administrative team, department chairs, and the instructional facilitator. These stakeholders participated in the initial development of this plan. The initial plan was taken back to the school to give staff, parents, and students the opportunity to be involved and provide input in the plan's development. Specifically, parents were invited to attend the Title I School-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, we collaboratively analyzed all of the current and historical data for Pointe South Middle School—both academic and non-academic. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

A copy of the Pointe South Middle School 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. Additional copies of the school-wide plan are available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and School Council Meetings.

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.

The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year. The school was identified as Promise School for the 2022-2023 school year.

The school will coordinate all of the programs listed above by utilizing the parent liaison to help identify the needs of both the school and community members associated with the school. Then, she will assist with the funneling of funds and/or services that will match the need.

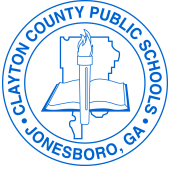
Finally, all Title I funds are spread out among all four content areas and are utilized in those areas. We will use Title I resources to supplement the educational program at Pointe South Middle School. After tiering students based on GMAS/MAP performance levels, we will use the Title I funds to layer support for students in several ways. First, we will begin with the teachers by providing quality, relevant professional development. Next, we will purchase supplemental computer programs, consumables, and study material for our most deprived learners. Then, we will make an effort to improve/increase parental involvement.



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### Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
<b>Collaborative Planning (Teachers)</b>			
Writing Effective Lesson Plans	August; 2023	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Training for GADOE Collaborative Planning Rubric	July; 2023	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Unpacking the Standards	Ongoing	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Developing Common Standards Based Assessments	Ongoing	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
<b>Assessment and Data Usage (Teachers)</b>			
Explicit Instruction/ Gradual Release		6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Differentiated Instruction	Ongoing	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Facilitating A Student Centered Classroom	September; 2023	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
The Rigorous Classroom	Ongoing	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Using SLDS for Data Driven Instruction	September; 2023	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
CRISS Strategies	October; 2023	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Utilizing Illuminate Reports for Data Driven Instruction		6-8 Instructional Staff	Instructional Support Teachers,



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			Academic Coaches, and Principal
<b>Classroom Instruction (Teachers)</b>			
Close Reading Strategies in All Content Areas	August 2023	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Explicit Instruction/ Gradual Release	August 2023	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
IXL Usage	August 2023	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Classroom Management	Ongoing as needed	Teachers who exhibit need	Instructional Support Teachers, Academic Coaches, and Principal
Using Graphic Organizer for Note Taking	August 2023	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
Ellevation Training	Ongoing	6-8 Instructional Staff	Instructional Support Teachers, Academic Coaches, and Principal
<b>Student Session</b>			
Small Group GMAS Data Talk	September; 2023		Administrators
MAP Data Talks	September; 2023		Instructional Support Teachers, Academic Coaches, and Principal



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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
<b>Sent Home and Posted on School Website:</b> School-Family Compact School PFEP District PFEP	September 2023	Parent Liaison Media Specialist
<b>School-Family Compact Discussion:</b> Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	August- December 2023	Parent Liaison Teachers Parents
<b>Annual Title I Parent Meeting:</b> Meeting held Documents posted on school website	August-September 2023	Parent Liaison
<b>Building Parent Capacity Fall: (F2F or Zoom)</b> <i>Required Parent Capacity Events</i> <i>(An event can be a workshop, night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.</i>  Curriculum Workshop 1	September-October 2023	Parent Liaison Academic Coaches
<b>Building Parent Capacity Fall:</b> Curriculum Workshop 2	December 2023	Parent Liaison Academic Coaches
<b>Building Parent Capacity Fall:</b> Technology/Copyright Piracy Workshop	December 2023	Parent Liaison Technology and Faculty
<b>Building Parent Capacity Fall:</b>	December 2023	Parent Liaison



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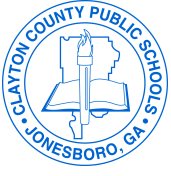
Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
EL Parent Workshop (if applicable)		
<b>Building Parent Capacity Continuous Communications (Fall)</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August-November 2023	Parent Liaison
<b>Building Staff Capacity (Fall):</b>	August 2023	Parent Liaison Coaches
<b>Building Staff Capacity Continuous Communications (Fall):</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	September- November 2023	Parent Liaison Academic Coaches
<b>Fall October Data Dig:</b> PLC to review Dashboard Data	September-October 2023	Teachers Academic Coaches Parent Liaison Administration
<b>Fall December Data Dig:</b> PLC to review Dashboard Data	October-December 2023	Teachers Academic Coaches Parent Liaison Administration
<b>Building Staff Capacity (Spring):</b>	April 2024	Parent Liaison
<b>Building Parent Capacity Spring:</b> Curriculum Workshop 3	April 2024	Parent Liaison
<b>Building Parent Capacity Spring:</b> Assessment Workshop	April 2024	Parent Liaison
<b>Building Parent Capacity Spring:</b> Transition Meeting	April 2024	Parent Liaison
<b>Building Staff Capacity Continuous Communications (Spring):</b> Continuous Communication 1 Continuous Communication 2	March 2024- May 2024	Parent Liaison Academic Coaches





## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Continuous Communication 3		
<b>Building Parent Capacity Continuous Communications (Spring)</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	March 2024-May 2024	Parent Liaison Academic Coaches
<b>Spring March Data Dig</b> PLC to review Dashboard data	May 2024	Administration Parent Liaison Academic Coaches
<b>Spring May Data Dig</b> PLC to review Dashboard data	May 2024	Administration Parent Liaison Academic Coaches
<b>Input Meeting (s) FY23:</b> Staff Parents/Families Students	April 2024	Parent Liaison Hodo-McMullen



# Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

## Tentative Budget