



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
<b>School Name:</b> Kay R. Pace School of the Arts	<b>District Name:</b> Clayton County Public Schools	
<b>Principal Name:</b> Dr. Lee Buddy Jr.	<b>School Year:</b> 2025-2026	
<b>School Mailing Address:</b> 1821 Walt Stephens Rd Jonesboro, Ga 30236		
<b>Telephone:</b> 678-479-0101		
<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— <b>Select Yes, if applicable.</b>		
<b>Comprehensive Support (CSI)</b> No	<b>Targeted Support (TSI) No</b>	<b>Additional Targeted Support (ATSI)</b> No
BUDGET MODEL— <b>Select Yes, if applicable</b>		
<b>Title I, Part A Budget</b> Yes	<b>Title I School Improvement Grant (SIG)</b> No	
<b>L4GA Budget</b> No		
SIGNATURES AND REVISION DATE		
<b>Principal's Signature:</b> 	<b>Date:</b> 7.20.25	
<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 2025-2026 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
Dr. Lee Buddy Jr.	Principal
Ta-Tanisha Harris	Assistant Principal
Caneisia McKan	Instructional Coach
Gina Cannon	Counselor
Mary Knowles	Fine Arts Chairperson & Magnet Lead
Kelvenia Edwards	Gifted Co-Lead/ Assessment Lead
Jasmine Carlyle	Gifted Co-Lead/ PBIS Facilitator
Maya Vincent	DES Lead
Kimberly Washington	Kindergarten Chairperson
Kimberly Pressley	First Grade Chairperson
Paula Morris	Second Grade Chairperson
Dr. Stassi Anderson	Third Grade Chairperson/ ELA Lead
Arv'oreal Mathew	Fourth Grade Chairperson/ Math Lead
Betty-Ann Walker-Baker	Fifth Grade Chairperson
Dr. Akeelah Charles	EIP Lead/ SST Facilitator
Alisa Moore	Tier 2 Liaison
Lashonika Durham	Parent
Jacklyn Iwuh	Community Member (Business Owner)/ Parent
Kimberly Brown	Parent



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

### Data:

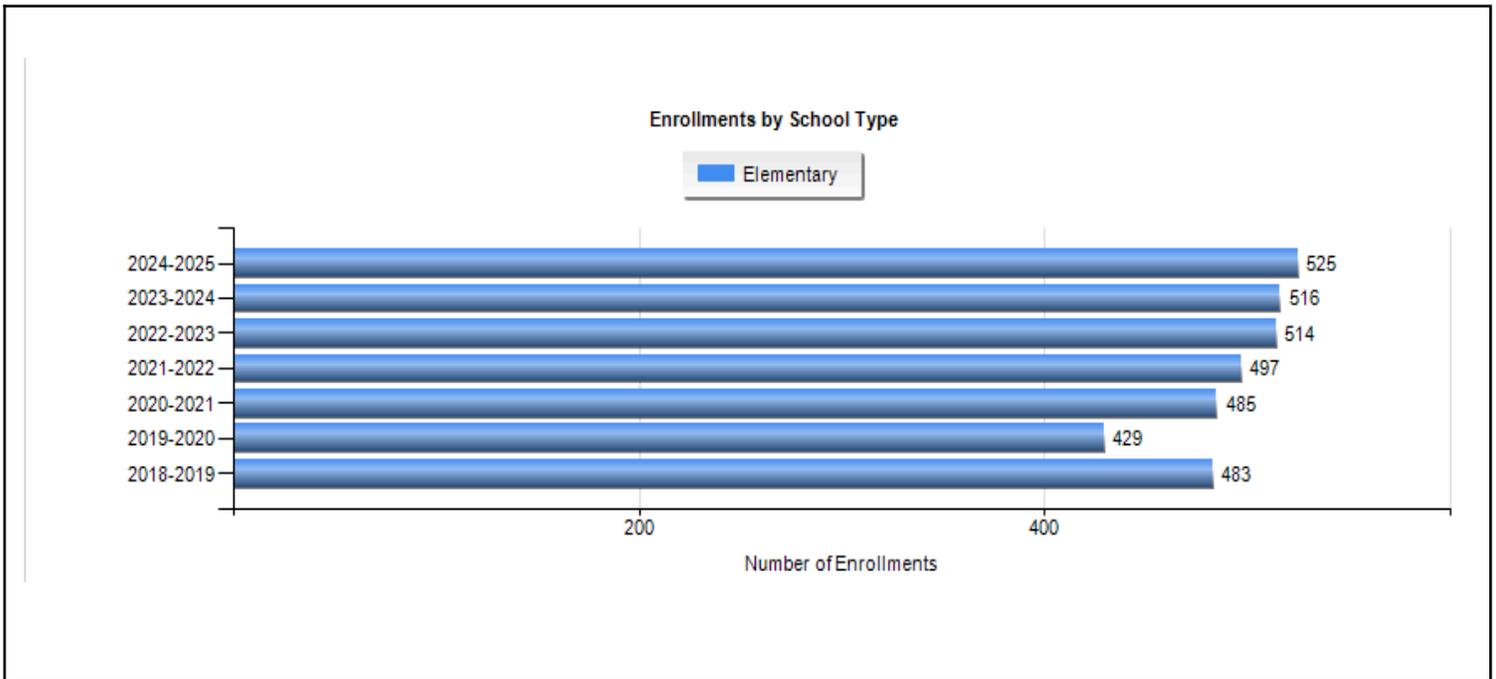
Include student achievement data charts/graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (MAP, Access Reports, EOC, Milestones).

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

- 1) Data about the school's demographics.
- 2) 3 years of the current GMAS data (2021-2022, 2022-2023, 2023-2024). Provide displays of data by subgroups.
- 3) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.
- 4) The current and 3 years of prior years' student attendance data.
- 5) The current and 3 years of prior years' student discipline data.

### Demographics

#### Kay R. Pace SOTA Total Student Enrollment 2018-2025

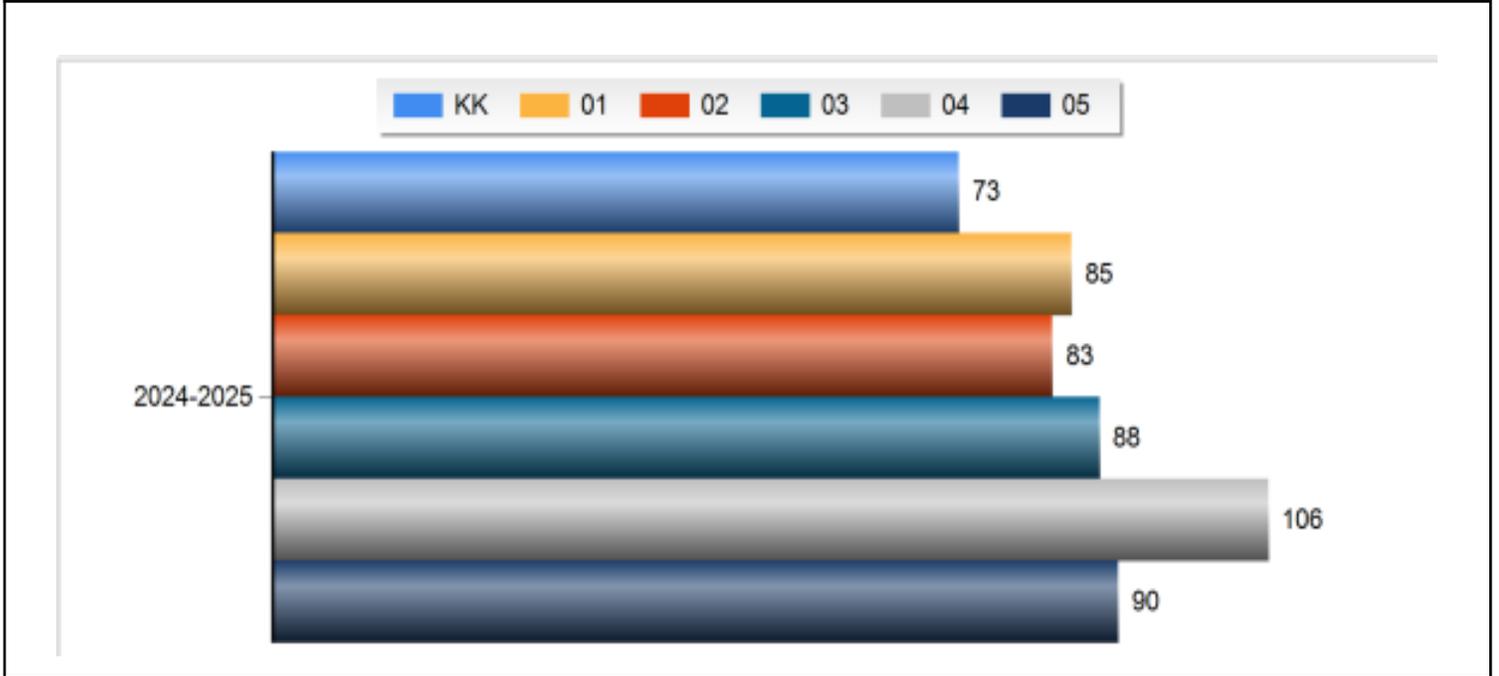


Enrollment at Kay R. Pace School of the Arts has had a gradual increase each year, with the exception of the 2019-2020 school year.



# Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

## 2024-2025 Student Enrollment by Grade Level



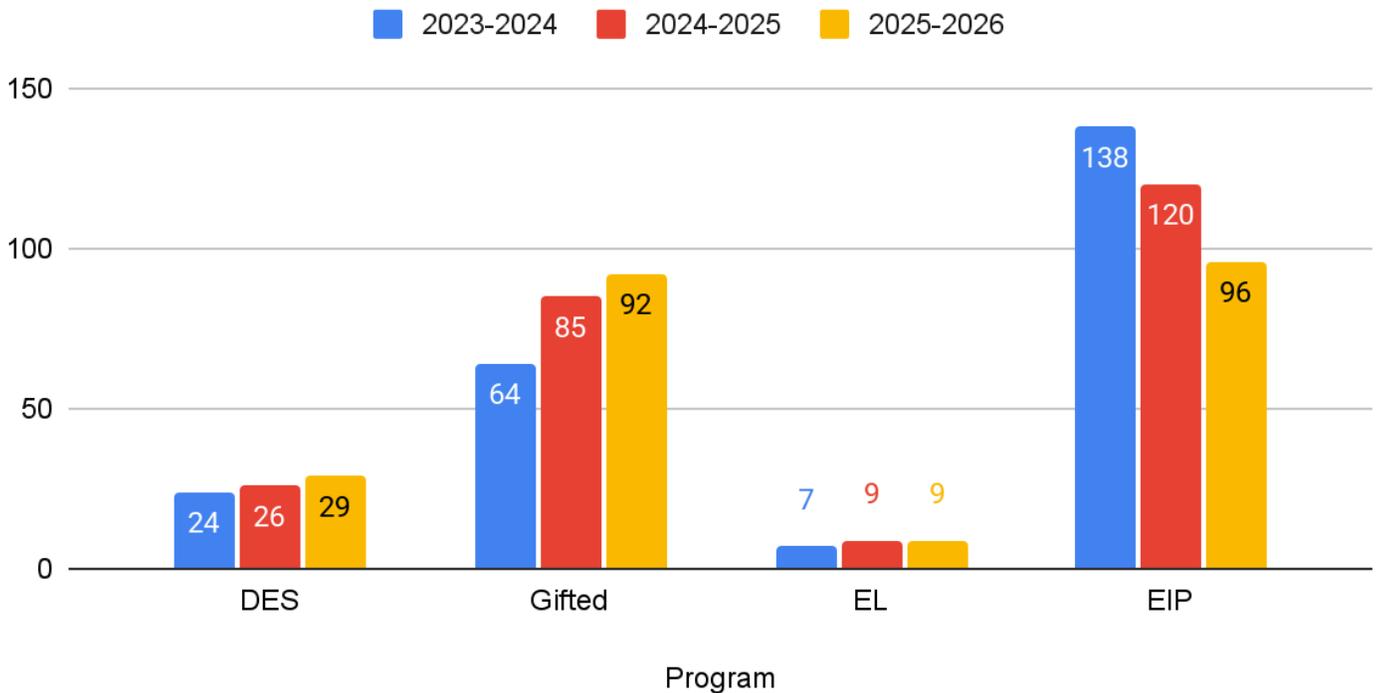
Kay R. Pace School of the Arts' total enrollment for the 2024-2025 school year was 525 students, with 4th grade having the highest number of students. There were three kindergarten classrooms, three first grade classrooms, three second grade classrooms, four third grade classrooms, four 4th grade classrooms, and three fifth grade classrooms.

## Number of Students by Program Enrollment/Eligibility for 2023-2024 and 2024-2025



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

### Number of Students by Program Enrollment/Eligibility for 2023-2024, 2024-2025, and 2025-2026



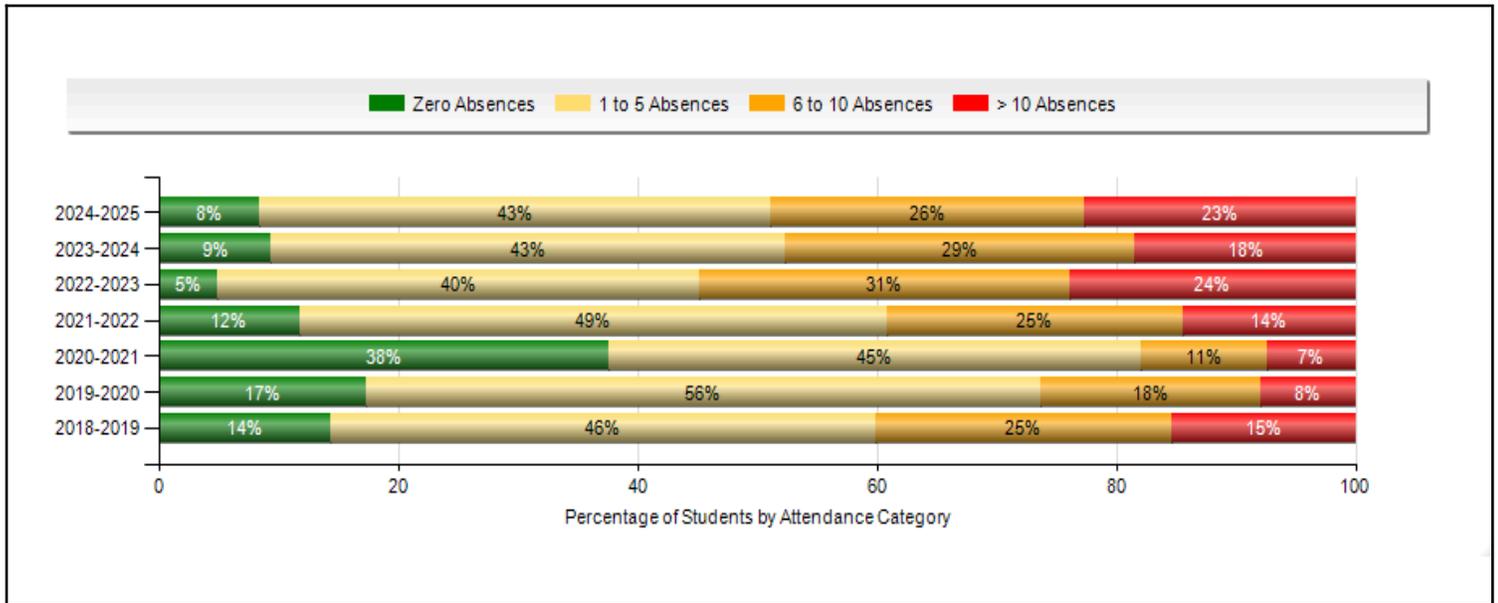
Kay R. Pace School of the Arts serves students in a variety of programs, including: Special Education (DES), Gifted, English Language Learners (EL), and EIP. During the 2024-2025 school year, there were two DES teachers, two gifted teachers, one part-time EL teacher, one EIP augmented teacher, and 2 EIP self-contained teachers. During the 2025-2026 school year, there will be two DES teachers, two gifted teachers, one part-time EL teacher, one EIP augmented teacher, and two innovative model EIP teachers.



# Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

## Attendance

### Attendance by Absence Category 2018-2025



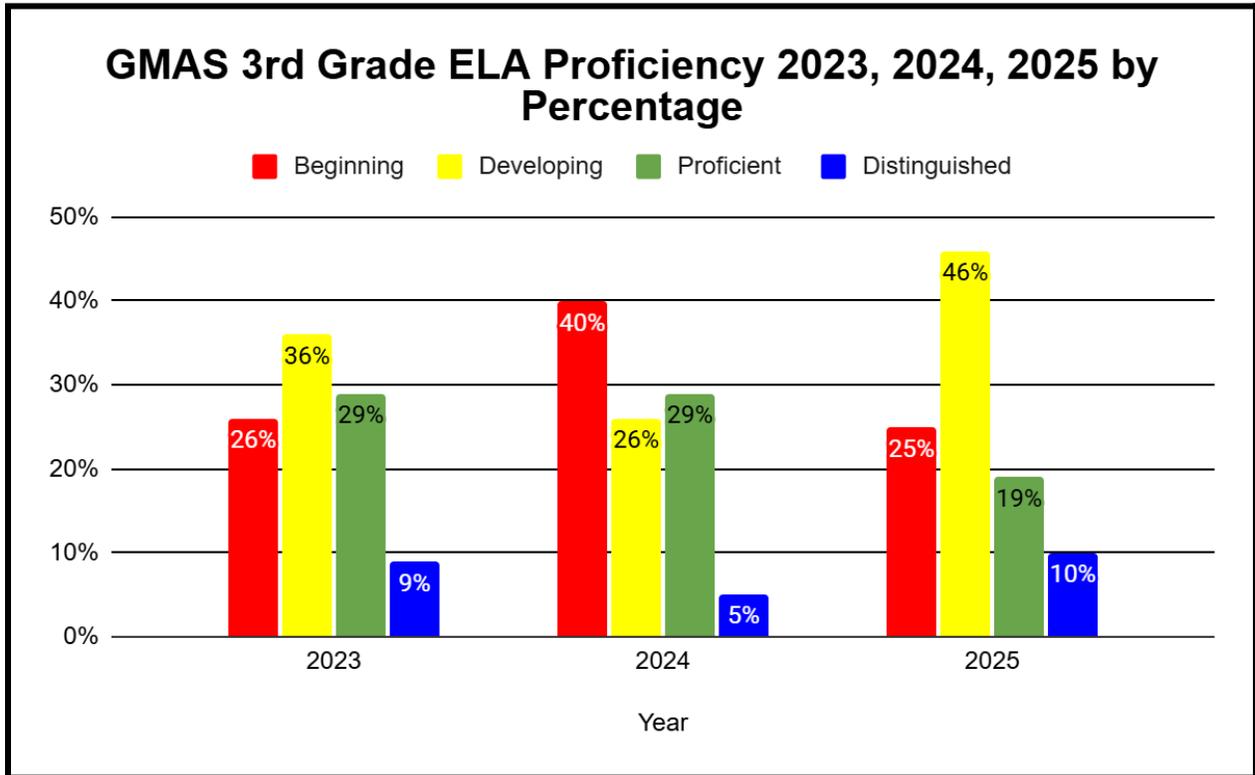
During the 2024-2025 school year, approximately 119/525 students (23% of enrolled students) had more than 10 absences.



# Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

## GMAS Data

### Pace GMAS Proficiency EOG 2023, 2024, and 2025



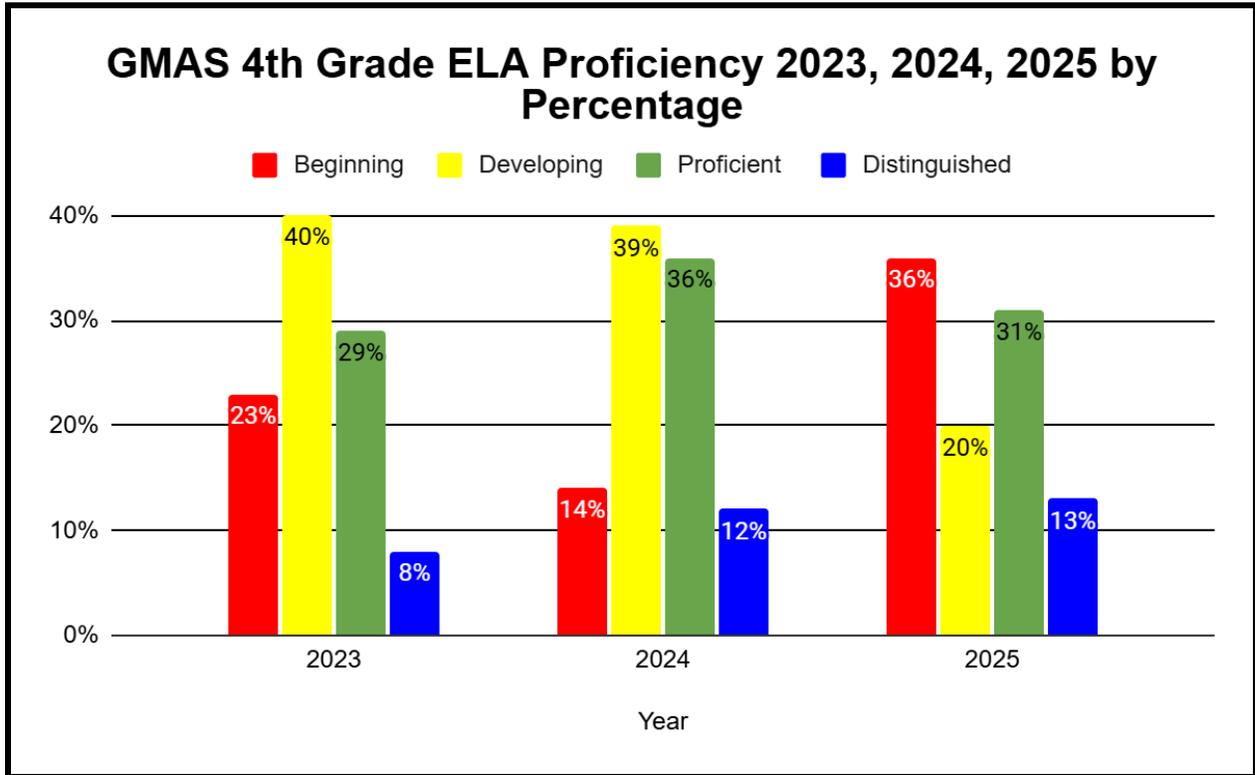
2024 marked a dip in performance, with more students in the Beginning category and fewer in Distinguished.

2025 showed signs of recovery, with fewer students in the Beginning category and a rise in Distinguished learners.

However, the decline in Proficient learners in 2025 suggests that while foundational gaps may be closing, many students are still not reaching grade-level mastery.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

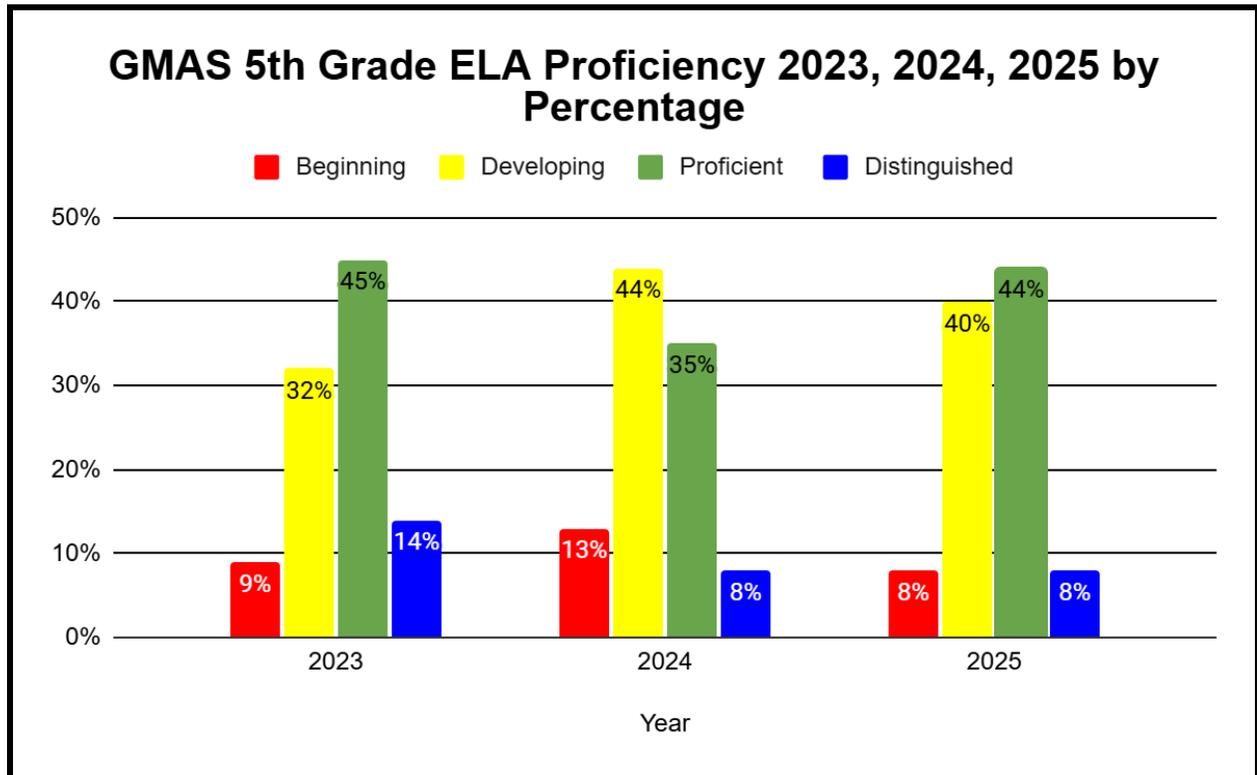


2024 was a peak year for performance: Beginning learners were at their lowest, and Proficient and Distinguished learners reached their highest.

2025 saw setbacks, most notably in the surge of Beginning learners, which more than doubled compared to the previous year.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan



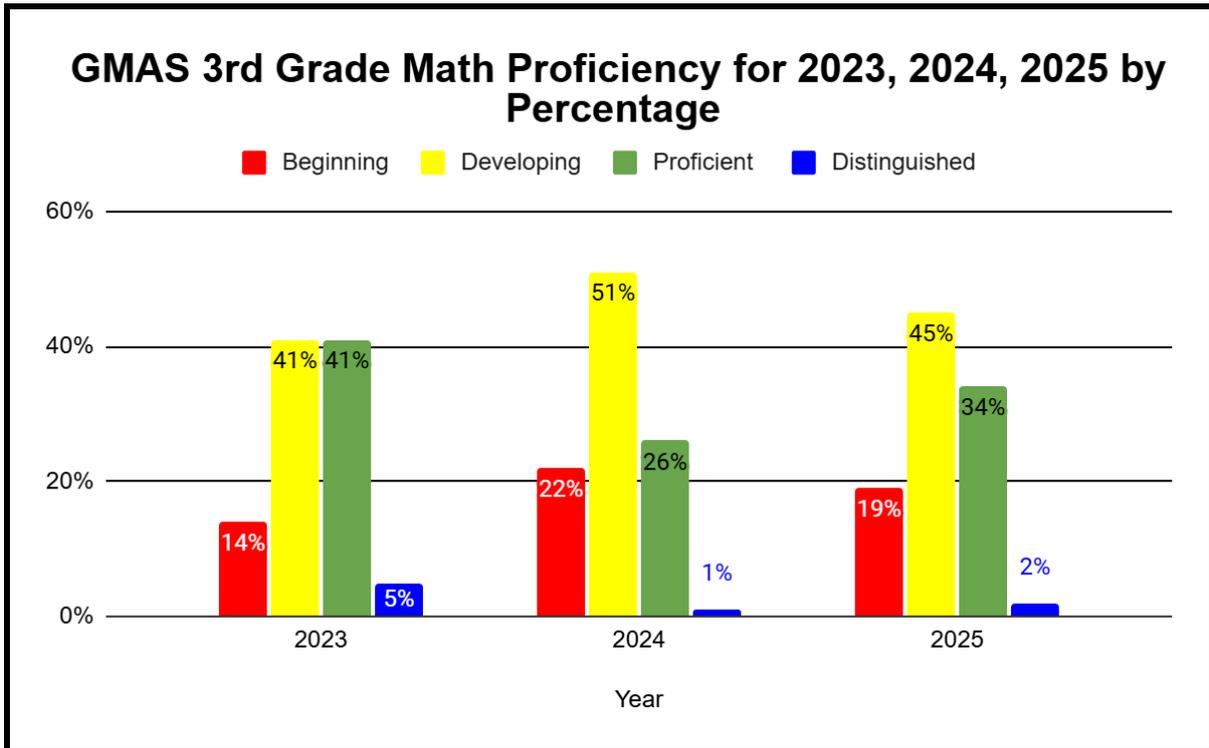
2024 showed a clear performance dip, with more students in Beginning and Developing and fewer in Proficient and Distinguished.

2025 reflected a strong recovery in Beginning and Proficient levels, which aligns with effective reimplementation of strong instructional practices.

Distinguished performance declined in 2024 and stagnated in 2025, suggesting enrichment opportunities may need reinforcement.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan



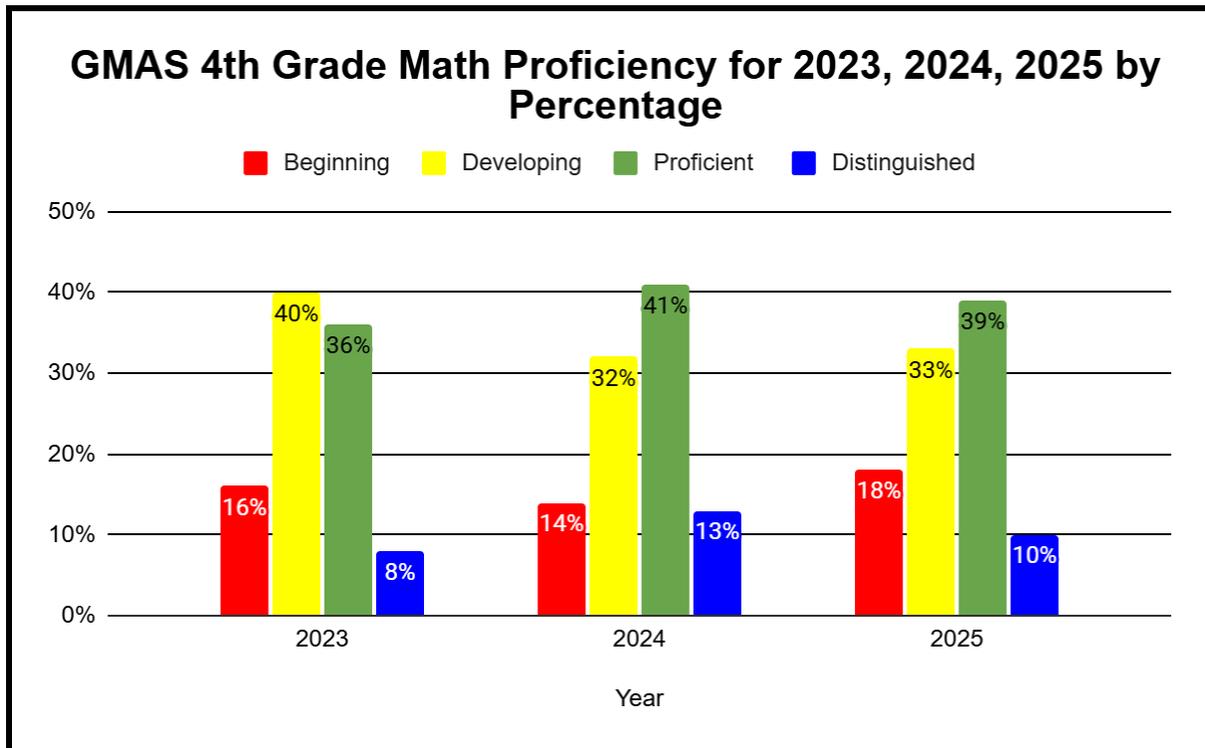
2024 marked a decline in overall math proficiency, with more students in the Beginning and Developing levels and fewer in the Proficient and Distinguished categories.

2025 showed modest recovery, particularly in the Proficient category, but Beginning and Developing rates are still elevated compared to 2023.

Distinguished performance continues to lag, suggesting that high-achieving students are not being adequately stretched.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan



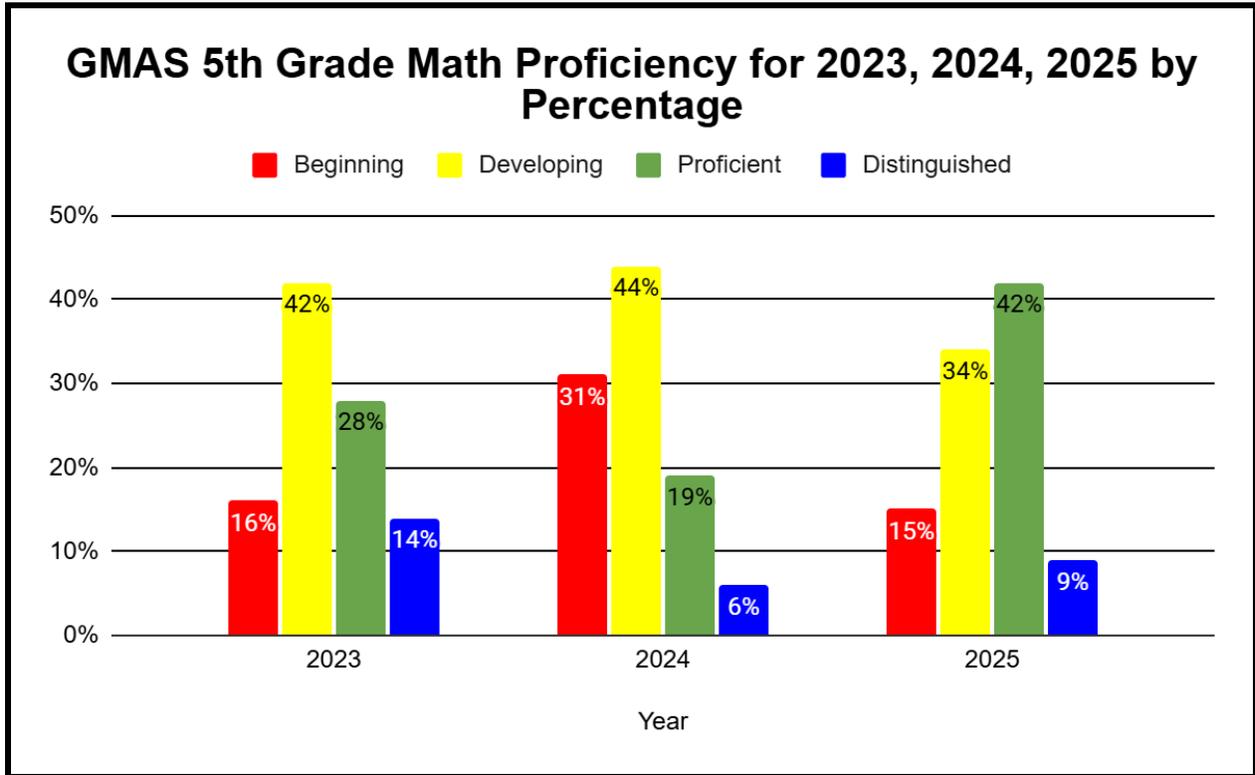
2024 was the strongest performance year, with the lowest rate of Beginning learners and the highest rates of Proficient and Distinguished learners.

2025 showed minor regression, particularly with an increase in Beginning learners and a slight decline in Proficient and Distinguished categories.

Despite some setbacks, 2025 results remained stronger than 2023 overall, showing longer-term growth.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan



2024 saw a significant decline in performance, especially in Beginning and Proficient categories.

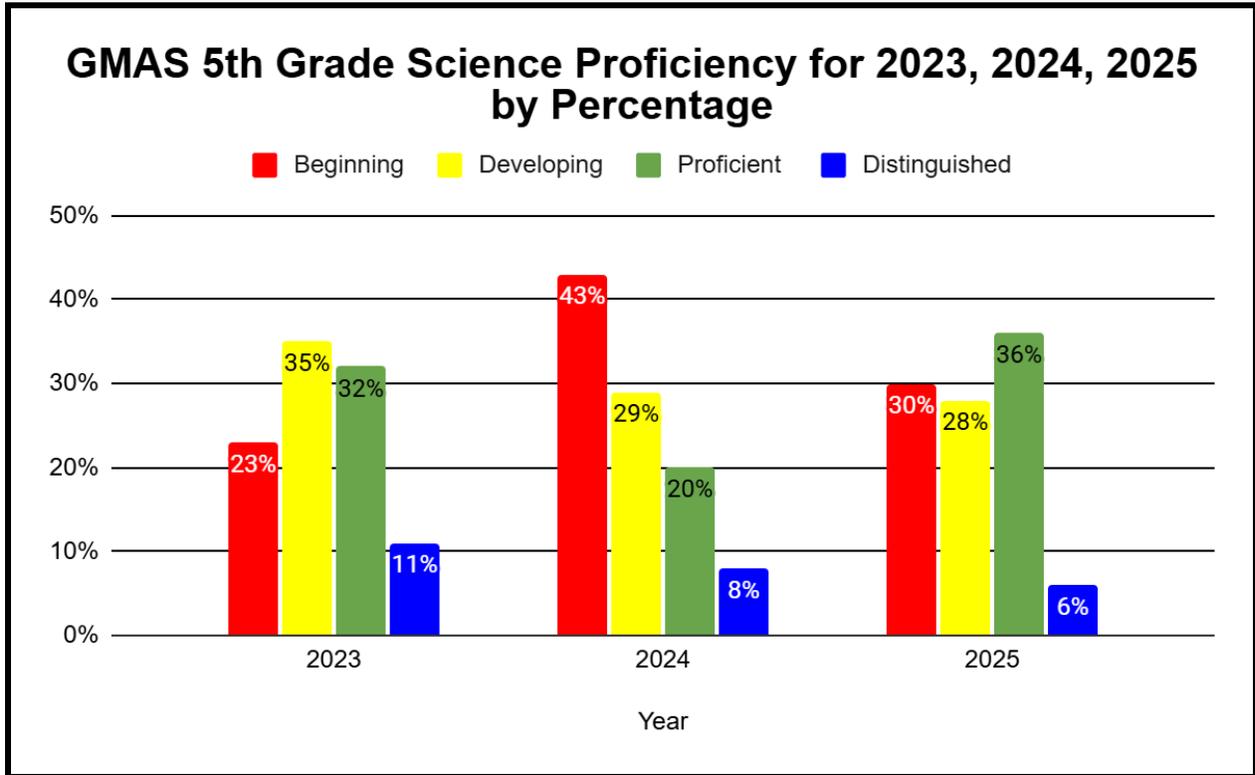
2025 demonstrated major recovery, with:

- Lowest Beginning percentage
- Highest Proficient percentage

Performance in 2025 exceeded 2023 levels in most categories, showing strong instructional turnaround.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan



2024 reflected the weakest performance, with the highest rate of Beginning learners and lowest Proficient and Distinguished percentages.

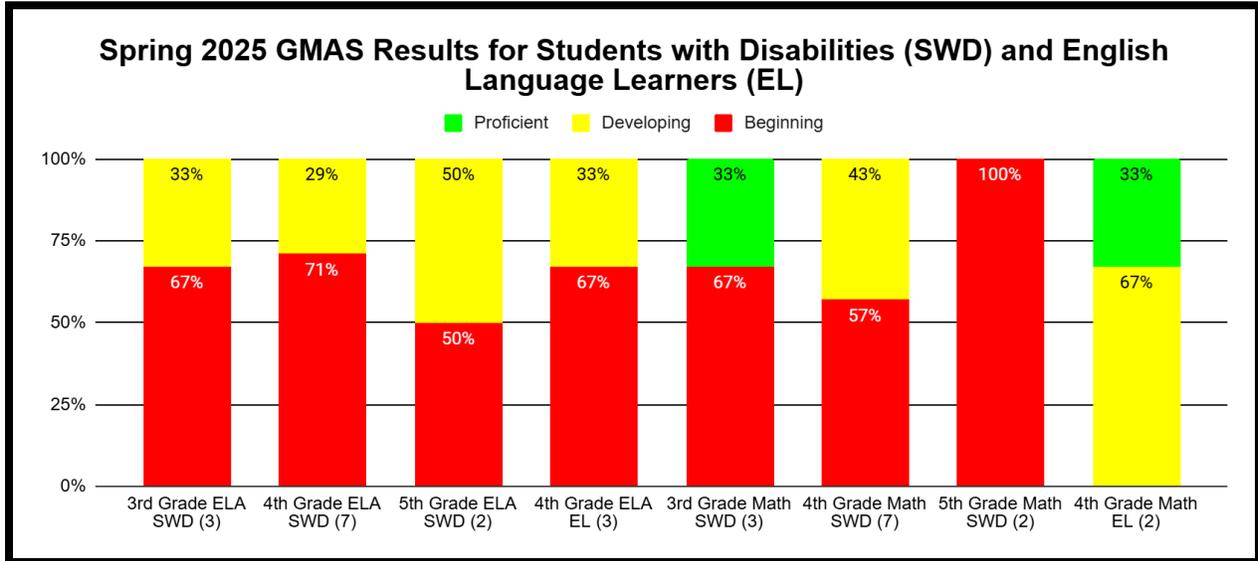
2025 showed strong recovery in Proficient learners, with the highest percentage across the three years.

Despite improvement, the number of Beginning learners in 2025 remains elevated compared to 2023, and Distinguished learners have declined steadily.



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan



### Overall Low Proficiency Rates

Across all tested grades and subjects, Students with Disabilities (SWD) and English Learners (EL) show low percentages of students scoring at the Proficient level and none at the Distinguished level.

#### SWD ELA Performance:

- **3rd Grade ELA (SWD):** Majority are at the Beginning level, minimal Developing, and no students at Proficient.
- **4th Grade ELA (SWD):** Better distribution with more Developing than Beginning, but still no Proficient students.
- **5th Grade ELA (SWD):** Performance drops again with both students scoring Beginning.

#### EL ELA Performance:

- **4th Grade ELA (EL):** Mixed performance; some students in Developing, one at Proficient, indicating better outcomes than SWD in ELA.

#### SWD Math Performance:



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

- **3rd and 5th Grades:** Both grades show SWD students concentrated at Beginning with minimal Developing and no Proficient.
- **4th Grade Math (SWD):** Slight improvement with more students at Developing but still very few Proficient.

### **EL Math Performance:**

- **4th Grade Math (EL):** One student achieved Proficient, others in Developing or Beginning, again showing stronger performance than SWD peers.



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

### 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. (This is an interpretation of the data and an analysis of the school's needs.)**

The CSIP Planning Committee conducted a thorough evaluation of our school's strengths and areas for growth by employing the Georgia Department of Education's **Comprehensive Needs Assessment (CNA) Template**. This tool provided a structured framework to assess five critical domains essential for school improvement:

1. **Coherent Instructional Systems** – The committee analyzed the alignment of curriculum, instruction, and assessment practices to ensure that all students have equitable access to high-quality learning experiences. This included evaluating curriculum implementation fidelity, differentiation strategies, and the integration of technology and innovative teaching methods.
2. **Effective Leadership** – Leadership practices were reviewed, including decision-making processes, strategic planning, and the extent to which leaders promote a shared vision and foster a culture of continuous improvement. The committee assessed leadership's role in driving collaboration, accountability, and data-driven instructional practices.
3. **Professional Capacity** – The professional development needs of teachers and staff were examined to determine how well they are equipped to meet diverse student needs. This included evaluating teacher recruitment, retention, professional learning opportunities, and the presence of collaborative learning communities.
4. **Family and Community Engagement** – The committee explored strategies to engage families and community stakeholders in meaningful ways, fostering partnerships that support student achievement and well-being. This involved reviewing communication practices, family involvement in decision-making, and the availability of community resources to enhance learning.
5. **Supportive Learning Environment** – Finally, the focus was placed on creating a safe, inclusive, and supportive school climate where students can thrive. The committee analyzed behavioral and disciplinary practices, mental health supports, and initiatives that promote social-emotional learning and cultural responsiveness.

To ensure data-driven decision-making, insights from the CNA were synthesized with multiple key data sources:

- **2024-2025 GMAS (Georgia Milestones Assessment System) Results** – These results provided critical information on student achievement and growth, helping to identify trends in academic



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

2024-2025 NWEA MAP (Measures of Academic Progress) Results – This data allowed the committee to monitor student growth and achievement in real-time, offering a more granular understanding of academic needs.

- **2025 Georgia Student Health Survey** – This survey offered valuable insights into students’ perceptions of school climate, safety, relationships, and well-being, informing strategies to strengthen the learning environment and support holistic student development.

Identified challenges include:

- **Math**
  - Overall, there is a low percentage of students achieving at the distinguished level
  - 3rd Grade, more students achieved beginning and developing level than at the proficient and distinguished levels
- **ELA**
  - Overall, there is a low percentage of students achieving at the distinguished level
  - In grades 3 and 4, more students achieved at the beginning and developing levels than at the proficient and distinguished levels
- **Science**
  - More students achieved at the beginning and developing levels than at the proficient and distinguished levels
- Student survey data revealed that students are concerned about safety in the in the cafeteria
- Teacher survey data indicates that 43% feel extremely or very overwhelmed by their jobs
- 23% of students had more than 10 absences in 2024-2025
- **NWEA MAP Growth**
  - Reading: With the exception of kindergarten, growth was below the 40th percentile for all other grade levels.
  - Math: With the exception of kindergarten, growth was below the 45th percentile for all other grade levels.

Using these data sources, the committee conducted a **root cause analysis** to uncover the underlying factors contributing to identified challenges. This step was critical in ensuring that proposed solutions addressed the core issues rather than symptoms. Root causes determined include: inconsistent use of data, inconsistent implementation of small groups, underutilization of personnel resources, disparities in differentiation strategies.

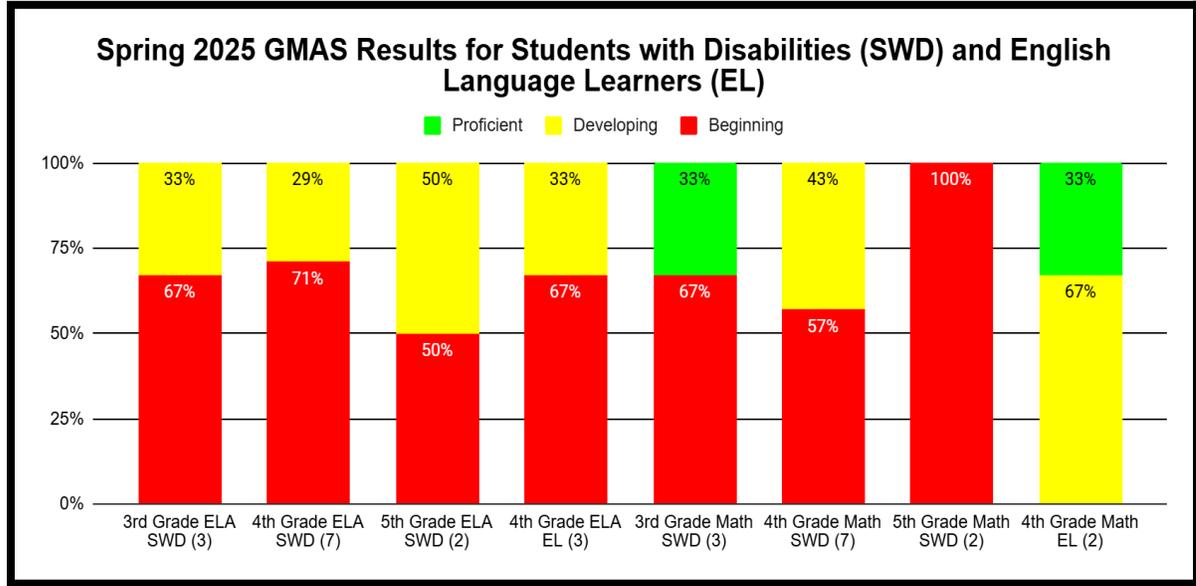
Based on these findings, the team prioritized the school's most pressing needs and aligned them with strategic goals and initiatives for the upcoming academic year. This collaborative process culminated in the development of our **2025-2026 Comprehensive School Improvement Plan**, a roadmap designed to enhance



# Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

academic outcomes, strengthen professional practices, and create a supportive, engaging, and equitable environment for all students.

**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)**



### GMAS- ELA 2025

EL Students: 3 Students

- 67% of EL students achieved at the Beginning Level

SWD Students: 12 students

- 63% of SWD scholars achieved at the Beginning Level
- 27% of SWD scholars achieved at the Developing Level

### GMAS- Math 2025

EL Students: 3 Students

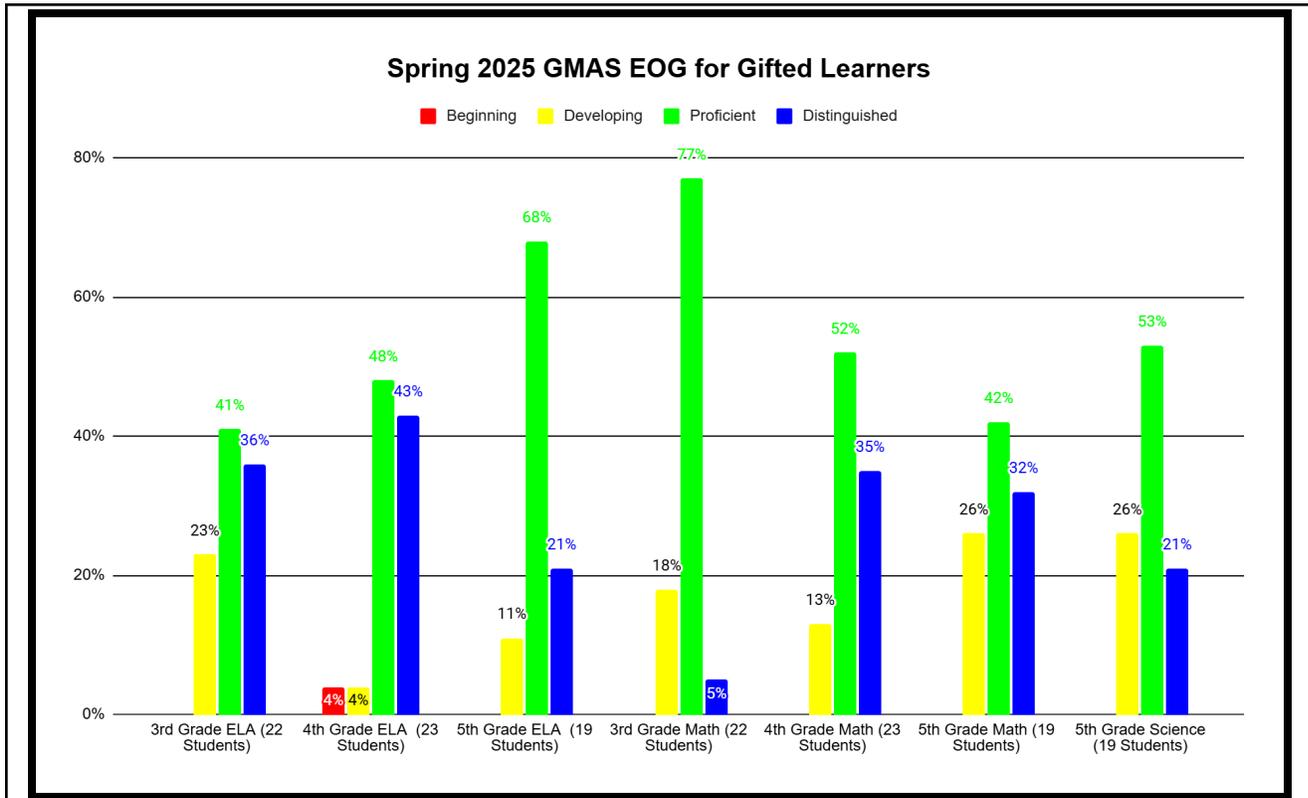
- 67% of EL students achieved at the Developing Level

SWD Students: 12 students

- 75% of SWD scholars achieved at the Beginning Level
- 15% of SWD scholars achieved at the Developing Level



# Clayton County Public School 2025-2026 Comprehensive School Improvement Plan



#### GMAS ELA

- 14% of gifted scholars scored at the Developing or Beginning Level

#### GMAS Math

- 19% of gifted learners scored at the Developing Level

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

#### Identified Challenges and Root causes:

- Math
  - Overall, there is a low percentage of students achieving at the distinguished level
  - 3rd Grade, more students achieved beginning and developing level than at the proficient and distinguished levels
  - **Root Causes:**
    - inconsistent use of data to plan instruction for remediation, acceleration, and enrichment
    - inconsistent implementation of small groups to target deficits and enrichment
- ELA
  - Overall, there is a low percentage of students achieving at the distinguished level



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

- In grades 3 and 4, more students achieved at the beginning and developing levels than at the proficient and distinguished levels
- **Root Causes:**
  - inconsistent use of data to plan instruction for remediation, acceleration, and enrichment
  - inconsistent implementation of small groups to target deficits and enrichment
- Science
  - More students achieved at the beginning and developing levels than at the proficient and distinguished levels
  - **Root Cause:**
    - Differentiation is not occurring on a consistent basis
- Student survey data revealed that students are concerned about safety in the in the cafeteria
  - **Root causes:**
    - This is a shared space with MD Roberts. Events occur on the middle school side that the students witness while eating lunch.
    - Cafeteria monitor staff was diminished from three to two staff members
- Teacher survey data indicates that 43% feel extremely or very overwhelmed by their jobs
  - **Root Cause:**
    - Limited time during the school day for planning and preparation.
    - Pressure to meet accountability metrics while supporting the Fine Arts Magnet Program
- 23% of students had more than 10 absences in 2024-2025
  - **Root Causes:**
    - Parents/guardians unaware of the impact of high rate of absenteeism on academic performance.
- NWEA MAP Growth
  - Reading: With the exception of kindergarten, growth was below the 40th percentile for all other grade levels.
  - Math: With the exception of kindergarten, growth was below the 45th percentile for all other grade levels.
  - Root Causes:
    - inconsistent use of data to plan instruction for remediation, acceleration, and enrichment
    - inconsistent implementation of small groups to target deficits and enrichment
    - Differentiation is not occurring on a consistent basi



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

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

<p><b>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)</b></p> <p>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)</p> <p>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;</p>			
<p><b>Goal 1: Show an 8 percentage point improvement (in the percent of students scoring proficient and distinguished in English Language Arts, Math, and Science that includes data for EL, DES, and Remedial students on the Georgia Milestones.</b></p> <p><b>ELA</b></p> <p>3rd Grade: 29% to 37%</p> <p>4th Grade: 44% to 52%</p> <p>5th Grade: 52% to 60%</p> <p><b>Math</b></p> <p>3rd Grade: 36% to 44%</p> <p>4th Grade: 49% to 57%</p> <p>5th Grade: 51% to 59%</p> <p><b>Science</b></p> <p>5th Grade: 42% to 50%</p>			
Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Teachers will implement daily flexible, data-driven small groups based on formative and summative assessment data	August 2025- May 2026	n/a	Classroom Teachers  Academic Paraprofessionals
Implement a daily schoolwide 20 minute intervention block using small groups.	August 2025- April 2026	n/a	Classroom Teachers  Academic Paraprofessionals
Teachers will engage in direct, explicit teaching of Tier 2 and Tier 3 vocabulary words across content areas.	August 2025- May 2026	n/a	Classroom Teachers, DES Teachers, EL Teachers, Gifted Teachers



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

<p>Promote collaborative professional growth by: ensuring academic paraprofessionals actively engage in weekly extended collaborative planning sessions with instructional teams and conducting monthly content area meetings to allow for vertical planning</p>	<p>August 2025- May 2026</p>	<p>n/a</p>	<p>Academic Paraprofessionals, Instructional Coach, Administrators</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>As a Title 1 District, Kay Pace School of the Arts will ensure ALL students are exposed to the Tier 1 curriculum. Any students needing additional support to be successful will be referred to the RTI/SST process to ensure additional instructional strategies are implemented with fidelity in order to increase their academic outcome by 8 points in ELA, Math and Science.</p> <p>ELA and Math Interventions and Progress Monitoring will occur weekly by both the DES and general ed classroom teacher. They will meet weekly to discuss progress and make the appropriate instructional adjustments as needed.</p> <p>The Parent Liaison will conduct bi-monthly parent meetings to support the school/community connections as they relate to academics and strengthen the parents' understanding of ELA, Math, and Science curriculum and resources.</p> <p>Ensure Access to Resources: Stock classrooms with high-interest, culturally relevant books at various reading levels to engage all students. Offer access to ELA, Math, and Science apps and online platforms that provide personalized learning paths (Amira, Savaas, HMM).</p> <p>Extend Learning Opportunities: Offer tutoring or enrichment programs</p> <p>Support Language Development</p>	<p>For our Foster and Homeless population, Kay Pace will follow the established guidelines set forth by Clayton County Public Schools regarding enrolling this population of students.</p> <p>In addition, Kay Pace will partner with Clayton County Homeless Department (Ms. Sonia Davis) to ensure adequate and correct information is being disseminated and that we are doing what is in the best interest for our Foster and Homeless students. The instructional goal is to increase student's performance by points in ELA.</p> <p>Identified students will be discussed during Kay Pace's Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p> <p>Provide weekend backpacks of nonperishables to ensure these students continue to have a balanced and healthy diet through the weekend and holiday breaks.</p> <p>RTI (Tier 2) and SST (Tier 3) teams will meet monthly with teachers to ensure the appropriate ELA and Math interventions and progress monitoring are occurring as well as differentiated instructional support for identified Tiered students that are foster or HED.</p>		



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

<ul style="list-style-type: none"> <li>• Oral Language Activities: Incorporate structured conversations, debates, and storytelling to build vocabulary and comprehension skills.</li> </ul> <p>Engage Families and Communities</p> <ul style="list-style-type: none"> <li>• Family Math and Literacy Nights: Host events to equip families with strategies to support literacy at home.</li> <li>• Home Reading Programs: Send home books and guides to encourage daily reading.</li> </ul>	
<b>English Learners</b>	<b>Students with Disability</b>
<p>For our English Language Learners, Kay Pace will work closely with our assigned ESOL teacher to ensure appropriate curriculum assessments (WIDA/ACCESS) and instructional pedagogy is being delivered in a manner that is conducive for our ESOL population.</p> <p>Kay Pace will contact Clayton County’s International Center to assist with parent conferences and general communication as they relate to the success of the students. In addition, Kay Pace’s ESOL teacher (along with a county issued interpreter) will conduct an ELA parent workshop to share curriculum strategies to receive input from the parents and address any areas of concerns.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate progress monitoring is occurring in ELA as well as differentiated instructional support for identified students</p>	<p>Kay Pace’s DES department will work closely with the general education classroom teachers to ensure IEPs are being followed, implemented, and updated in a timely manner.</p> <p>In addition, DES teachers will plan and work side-by-side with the classroom teacher to ensure ELA, Math, and Science instructional needs are modified and suitable in meeting the varying academic needs of this population while still holding the students accountable.</p> <p>DES teachers will monitor this population using Progress Monitoring Assessments to determine if the data requires an adjustment in IEPs.</p> <p>Identified students will be discussed during Kay Pace’s monthly Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p>
<b>Gifted Learners</b>	



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

**Enrichment Projects:** Incorporate projects that allow gifted learners to explore ELA, Math, and Science concepts more deeply, such as thematic research, advanced literary analysis, or independent creative writing assignments.

**Critical Thinking Exercises:** Design activities that push students to synthesize ideas, evaluate arguments, and apply ELA, Math, and Science skills to real-world scenarios.

**Critical Thinking Exercises:** Design activities that push students to synthesize ideas, evaluate arguments, and apply ELA, Math, and Science skills to real-world scenarios.



## Clayton County Public School 2025-2026 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; 111(c)(2)**

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

**Goal 2: Show a 3- percentage point improvement in the percent of students absent less than 10 percent of enrolled days and increase the average daily attendance rate by 3 percentage points**

**CCRPI Attendance Score: 93.52% to 96.52%**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Track attendance and make contact with parents of students that are at risk of accumulating excessive (>5) absences.	Monthly, August 2025- May 2026	n/a	-Counselor -Parent Liaison -Social Worker
Provide acknowledgment/award/incentive of students with perfect attendance	Quarterly, August 2025-May 2026	TBD	-Counselor -Parent Liaison
Provide acknowledgment/award/incentive of students with perfect attendance	Each Semester 2025-2026	TBD	-Counselor -Parent Liaison
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
<b>Regular communication</b> with families about the importance of attendance and providing them with resources to support their children's attendance. <b>Ensure access to basic needs</b> like transportation, proper clothing, and nutrition.		<b>Regular communication</b> with families about the importance of attendance and providing them with resources to support their children's attendance. <b>Ensure access to basic needs</b> like transportation, proper clothing, and nutrition.	



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

English Learners	Students with Disability
<p><b>Regular communication</b> with families about the importance of attendance and providing them with resources to support their children's attendance.</p> <p><b>Ensure access to basic needs</b> like transportation, proper clothing, and nutrition</p>	<p><b>Regular communication</b> with families about the importance of attendance and providing them with resources to support their children's attendance.</p> <p><b>Ensure access to basic needs</b> like transportation, proper clothing, and nutrition.</p>
Gifted Learners	
<p><b>Regular communication</b> with families about the importance of attendance and providing them with resources to support their children's attendance.</p> <p><b>Ensure access to basic needs</b> like transportation, proper clothing, and nutrition.</p>	



## Clayton County Public School 2025-2026 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 2026, Kay R. Pace School of the Arts will strengthen school climate and culture by reducing office discipline referrals by 5%, with a focus on the school’s top three infractions, while also ensuring 100% participation in all required School Climate Surveys. Additionally, the school will achieve a combined positive perception rate of at least 71% across teacher, staff, and student surveys as outlined by CCPS.**

**2024-2025 Infractions:**

**3 x Disrespect**

**1 x Physical Offense**

**5% reduction in infractions = 3.8 Infractions**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement Positive Behavioral Interventions and Supports (PBIS) to reinforce school-wide behavioral expectations	August 2025- May 2026	\$1,000	AP Harris PBIS Coach PBIS Team
Implement restorative practices school-wide	August 2025- May 2026	n/a	AP Harris All Staff
Implement Recognize and Retain strategy to improve teacher morale, retention, and school climate by systematically recognizing and rewarding staff for professional excellence, collegiality, and contributions to student success.	September 2025-May 2026	\$500	Principal Buddy AP Harris

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

Economically Disadvantaged	Foster and Homeless
<b>Increase Access to Incentives and Recognition:</b> Offer no-cost incentives for positive behavior (e.g., lunch with admin, leadership badges).	<b>Flexible Discipline Response System:</b> Ensure behavior consequences account for trauma triggers and mobility-related stress.  <b>Guarantee Access to Uniforms/Supplies:</b> Partner with community orgs to supply clothes, hygiene items, and materials.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

<p><b>Survey Families on Needs &amp; Barriers to Participation:</b> Use results to tailor outreach and communication.</p>	
<b>English Learners</b>	<b>Students with Disability</b>
<p><b>Ensure Language Access in Behavior Interventions:</b> Use visuals, translated behavior matrices, and bilingual staff for intervention conversations.</p> <p><b>Culturally Inclusive Classroom Practices:</b> Train staff to avoid bias in interpreting behavior from students from diverse cultures.</p> <p><b>Connect EL Families to Survey and Schoolwide Events:</b> Use interpreters and translated newsletters to build trust and improve perception.</p>	<p><b>PBIS &amp; BIP Alignment with IEPs:</b> Regularly review behavior intervention plans and ensure consistency with PBIS practices.</p> <p><b>Data-Driven Intervention Reviews:</b> Monitor referrals for SWD students monthly and analyze for disproportionality.</p> <p><b>Professional Learning on De-escalation and Inclusion:</b> Provide ongoing training to all staff on supporting SWD behaviorally and socially.</p> <p><b>Student-Led Behavior Goals:</b> Use visuals and goal tracking tools to increase self-monitoring in older SWD students.</p>
<b>Gifted Learners</b>	
<p><b>Promote Leadership Roles:</b> Involve gifted students in peer mentoring, student advisory boards, or helping lead climate campaigns.</p> <p><b>Monitor Discipline for Under-Stimulation Behaviors:</b> Watch for behaviors like noncompliance, perfectionism, or withdrawal that may mask as defiance.</p> <p><b>Provide Enrichment as a Behavior Incentive:</b> Use academic challenges or extension menus as Tier 1 behavioral motivators.</p> <p><b>Student Voice Circles:</b> Include gifted students in forums that allow them to express their experiences and contribute to schoolwide solutions.</p>	



## Clayton County Public School 2025-2026 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**

To ensure the academic success of all students, particularly those at risk of not meeting the challenging State academic standards, our school will implement the following school-wide reform strategies:

### **1. Data-Driven Instruction and Personalized Learning Plans**

- **Data Analysis:** Teachers will use frequent formative assessments and standardized test results to identify students' strengths and areas needing improvement.
  - i. Data analysis plays a crucial role in improving student achievement for at-risk students by providing educators with actionable insights to address their unique academic needs. By analyzing assessment data, attendance records, and behavioral trends, teachers can identify learning gaps, monitor progress, and implement targeted interventions that directly address areas where students struggle. For at-risk students, who may face significant barriers to learning, data analysis ensures that instruction is personalized, efficient, and focused on closing achievement gaps. Research supports the effectiveness of this approach; Marzano (2003) found that data-driven practices significantly enhance instructional quality and student outcomes. Similarly, Bambrick-Santoyo (2010), in *Driven by Data*, demonstrated that regular data analysis cycles empower educators to refine their teaching strategies, leading to measurable academic gains. By leveraging data, schools can allocate resources strategically, such as small-group instruction or additional tutoring, ensuring at-risk students receive the support they need to succeed academically.
- **Regular Monitoring:** Progress will be monitored regularly, and learning plans will be adjusted accordingly to ensure continuous improvement.
  - i. Progress monitoring improves student achievement for at-risk students by providing continuous, data-driven insights into their academic growth and identifying areas where interventions are needed. This process involves regularly assessing students' performance on key skills, which allows teachers to evaluate the effectiveness of instructional strategies and make timely adjustments. For at-risk students, who often require additional support, progress monitoring ensures that their learning trajectory is carefully tracked, preventing them from falling further behind. It also promotes individualized instruction by tailoring support to each student's specific needs. Scientifically-based research underscores the effectiveness of progress monitoring in improving outcomes for at-risk students. Studies by Fuchs and Fuchs (2006) demonstrated that progress monitoring significantly enhances academic performance, especially in reading and math, by enabling responsive teaching



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

practices. Additionally, research from the National Center on Intensive Intervention highlights how frequent, data-driven adjustments in instruction, informed by progress monitoring, lead to better outcomes for students with academic challenges. By fostering accountability and responsiveness, progress monitoring serves as a critical tool in closing achievement gaps for at-risk learners.

### 2. Professional Development for Teachers

- **Ongoing Training:** Teachers will receive continuous professional development on the latest instructional strategies, differentiation techniques, and interventions that cater to diverse learning needs.
  - i. Ongoing teacher training improves student achievement for at-risk students by equipping educators with evidence-based strategies, enhanced instructional techniques, and a deeper understanding of how to meet the diverse needs of their students. Professional development allows teachers to refine their skills in areas such as differentiated instruction, culturally responsive teaching, and effective use of data to inform decision-making. For at-risk students, whose learning often depends on tailored and targeted support, well-trained teachers are better prepared to implement interventions that address academic gaps and foster engagement. Research consistently supports the positive impact of teacher training on student outcomes. Darling-Hammond et al. (2009) found that high-quality professional development leads to significant improvements in teaching practices and student achievement, particularly in underperforming populations. Additionally, Joyce and Showers (2002) demonstrated that ongoing training combined with coaching and feedback increases the likelihood of successful implementation of new instructional methods. By investing in continuous teacher training, schools create a foundation for sustained improvements in learning outcomes for at-risk students.
- **Collaboration and Coaching:** Professional learning communities (PLCs) will be established to foster collaboration among teachers. Instructional coaches will provide support to teachers in implementing effective practices.
  - i. Teacher collaboration and coaching improve student achievement for at-risk students by fostering a professional learning environment where educators can share best practices, analyze data, and develop targeted interventions to address student needs. Collaborative efforts, such as professional learning communities (PLCs), allow teachers to collectively examine student performance data, identify instructional gaps, and design strategies tailored to support struggling learners. Coaching provides an added layer of support, offering individualized feedback and modeling effective teaching practices to enhance classroom instruction. For at-risk students, these practices lead to more consistent, high-quality instruction and interventions that directly address their academic challenges. Research supports the effectiveness of teacher collaboration and coaching in improving student outcomes. A study by Goddard, Goddard, and Tschannen-Moran (2007) found that teacher collaboration positively impacts student achievement, particularly in schools serving high-need populations. Similarly, research by Kraft, Blazar, and Hogan (2018) highlights instructional coaching as one of the most effective forms of professional development, with significant gains in student performance, especially in low-performing schools. Together, collaboration and coaching create a supportive framework for educators to refine their practice and implement strategies that ensure at-risk students succeed academically.

### 3. Enhanced Curriculum and Instructional Practices



## Clayton County Public School

### 2025-2026 Comprehensive School Improvement Plan

- **Rigorous Curriculum:** Implement a challenging and culturally responsive curriculum that aligns with State academic standards and addresses the diverse needs of students.
  - **Differentiated Instruction:** Employ differentiated instruction techniques to ensure all students, including those at risk, receive the support they need to succeed.
  - **Inclusive Practices:** Integrate inclusive practices to support students with disabilities and English language learners, ensuring equitable access to the curriculum.
4. **Extended Learning Opportunities**
- **After-School Programs:** Provide after-school tutoring and enrichment programs focusing on reading and math.
  - **Mentoring Programs:** Establish mentoring programs to connect at-risk students with positive role models who can provide academic and emotional support (Caring Adult in the Building).
  - Extended learning opportunities, such as after-school and mentoring programs, improve student achievement for at-risk students by providing additional academic support, positive role models, and structured environments that foster both academic and personal growth. After-school programs often focus on reinforcing core academic skills, offering tutoring and enrichment activities that help close learning gaps and build confidence in struggling learners. Mentoring programs, on the other hand, provide students with guidance, motivation, and emotional support, helping them navigate challenges and stay engaged in their education. For at-risk students, these opportunities are particularly impactful as they address both academic and social-emotional barriers to success. Research supports the effectiveness of these interventions; a meta-analysis by Durlak, Weissberg, and Pachan (2010) found that after-school programs lead to significant improvements in academic performance, particularly in reading and math, as well as in behavior and school engagement. Similarly, research by DuBois et al. (2011) demonstrated that mentoring programs improve academic outcomes and foster resilience among at-risk youth by enhancing their sense of belonging and motivation. Together, after-school and mentoring programs provide a critical support network that empowers at-risk students to overcome obstacles and achieve academic success.
5. **Family and Community Engagement**
- **Parent Workshops:** Conduct workshops to equip parents with strategies to support their children's learning at home.
  - **Community Partnerships:** Partner with local businesses and community organizations to provide additional resources and learning opportunities for students.
  - **Communication:** Maintain open lines of communication with families to keep them informed and engaged in their children's education.
  - Family and community engagement, including parent workshops, community partnerships, and effective communication, improves student achievement for at-risk students by creating a supportive network that reinforces learning both inside and outside the classroom. Parent workshops empower families with strategies to support their child's education, such as helping with homework or fostering literacy at home. Community partnerships bring valuable resources, such as mentorship programs, access to technology, and after-school activities, which address the unique needs of at-risk students. Effective communication between schools, families, and community organizations builds trust and ensures that everyone works collaboratively to support students' academic and personal growth. Research strongly supports the link between family and community engagement and improved student outcomes. Studies by Epstein (2001) emphasize that strong school-family-community connections enhance academic performance, attendance, and



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

engagement, particularly for students from disadvantaged backgrounds. Additionally, research from the National Education Association (2011) shows that when schools actively involve families and community partners, at-risk students benefit from a more holistic support system that helps close achievement gaps. By fostering collaboration and leveraging resources, these engagement efforts create a robust foundation for student success.

### 6. **Social-Emotional Learning and Support Services**

- **SEL Curriculum:** Integrate social-emotional learning (SEL) into the daily curriculum to help students develop essential life skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- **Counseling Services:** The counselor will provide bi-monthly classroom counseling sessions with each classroom. The counselor and administrators will conduct monthly Town Hall Meetings
- **Positive Behavior Interventions and Supports (PBIS):** Implement PBIS to promote a positive school climate and address behavioral issues proactively. The school uses Panther bucks to reward students for following our ROAR behaviors- Responsible, Orderly, Appropriate, and Respectful.
- **Circle of Support:** Hold monthly Circle of Support Meetings to address students of concern. The Circle of support includes a teacher from each grade level, the counselor, the behavior specialist, the student engagement specialist, an administrator, and the psychologist.
- Social and emotional support services, such as social-emotional learning (SEL) curriculum, counseling services, and Positive Behavioral Interventions and Supports (PBIS), improve student achievement for at-risk students by addressing the emotional and behavioral barriers that can impede learning. SEL programs teach students critical skills like emotional regulation, problem-solving, and relationship building, fostering a positive mindset that enhances their ability to focus and engage in academics. Counseling services provide individualized support to help students navigate challenges such as trauma, stress, or mental health concerns, ensuring they are emotionally prepared to succeed in the classroom. PBIS creates a positive school climate by establishing clear behavioral expectations and reinforcing them with consistent recognition, reducing disruptions and increasing time for instruction. Research highlights the effectiveness of these services; Durlak et al. (2011) found that SEL programs improve academic performance by an average of 11 percentile points, in addition to enhancing social behavior and reducing emotional distress. Studies on PBIS, such as those by Bradshaw, Waasdorp, and Leaf (2012), demonstrate its success in reducing behavioral issues and fostering a supportive learning environment, which directly correlates with better academic outcomes for at-risk students. Together, these services create a foundation for both academic and personal growth, empowering at-risk students to thrive.

**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**

Kay R. Pace Counselor & Fine Arts Team hosts a career day and fine arts professional day to expose students to a variety of careers. We partner with local colleges to provide enrichment opportunities for scholars.



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

**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.);**

Kay R. Pace School Discipline Plan is designed to maintain a structured and positive climate.

- Be Responsible
- Be Orderly
- Be Appropriate
- Be Respectful

### Kay R. Pace School of the Arts Behavior Expectations

	<b>R</b> esponsible	<b>O</b> rderly	<b>A</b> ppropriate	<b>R</b> espectful
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Bring needed materials daily.</li> <li>• Make sure you complete any homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow teacher directions.</li> <li>• Enter and exit the classroom quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of classroom materials and equipment.</li> <li>• Follow Classroom Rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions.</li> <li>• Maintain personal space.</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• Walk FFQ: Forward Facing and Quiet.</li> <li>• Walk in the 1<sup>st</sup>/2nd square.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the directions of any adults monitoring the hallways.</li> <li>• No talking in the hallways.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands away from walls and bulletin boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions.</li> <li>• Maintain personal space.</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>• Flush toilet after use.</li> <li>• Use two squirts of soap to wash your hands.</li> <li>• Place toilet paper in the toilet and paper towels in the trash can.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the directions of restroom monitors.</li> <li>• No talking in the restrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Use toilets/urinals/hand dryers correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions.</li> <li>• Maintain personal space. Respect the privacy of others.</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Pick up your utensils, condiments and milk with your lunch.</li> <li>• Throw trash in trash cans.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the directions of the cafeteria monitors.</li> <li>• Remain seated and raise your hand for help.</li> <li>• Use inside voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself.</li> <li>• Wait patiently in line.</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions.</li> <li>• Maintain personal space.</li> <li>• Talk quietly with your neighbors at your table.</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Take care of the playground equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Be safe, friendly and fair.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the playground equipment accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands and feet to yourself.</li> <li>• Use kind words and actions.</li> <li>• Maintain personal space</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Take all personal belongings with you when exiting the bus</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the directions of the bus driver.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk quietly with neighbors sitting with you.</li> <li>• Face forward when seated.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow bus rules.</li> <li>• Stay in your seat.</li> <li>• Keep your hands and feet to yourself.</li> </ul>

**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.)***

- Monthly professional development from CCPS ELA district lead teachers
- Monthly professional development from CCPS Math district lead teacher.



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

- Bi-monthly professional development for school paraprofessionals regarding best practices for small groups and Tier 2 data collection from Pace’s instructional coach and Tier 2 chairperson.
- Weekly 90 minute collaborative planning for all academic teachers

These professional development opportunities are designed to enhance instructional practices, improve collaboration, and ensure effective support for students, particularly those in need of additional intervention. Each opportunity has specific benefits that contribute to improving student academic growth.

### **Monthly Professional Development from CCPS ELA District Lead Teachers**

This opportunity provides educators with up-to-date research-based strategies and resources aligned with the district’s English Language Arts curriculum. Teachers gain a deeper understanding of effective practices for reading comprehension, writing instruction, and vocabulary development. By focusing on ELA-specific strategies, educators are better equipped to close literacy gaps and support at-risk students in mastering grade-level standards. The regular cadence ensures that teachers can continuously refine their methods and address challenges in real-time.

### **Monthly Professional Development from CCPS Math District Lead Teachers**

Math professional development equips teachers with innovative strategies for building foundational numeracy skills and improving student problem-solving abilities. District lead teachers provide guidance on implementing the curriculum, using manipulatives, and fostering conceptual understanding. This targeted training helps educators effectively address common math struggles and differentiate instruction, particularly for at-risk students who may need additional scaffolding. Regular sessions allow teachers to adapt to evolving standards and incorporate data-driven practices into their math instruction.

### **Bi-Monthly Professional Development for School Paraprofessionals on Best Practices for Small Groups and Tier 2 Data Collection**

Providing paraprofessionals with training ensures they are well-prepared to support small group instruction and collect accurate Tier 2 intervention data. Training on best practices, facilitated by the instructional coach and Tier 2 chairperson, enables paraprofessionals to deliver targeted interventions effectively. With a focus on Tier 2 data collection, this professional development ensures that progress monitoring is consistent and actionable, helping to inform future instructional decisions. Empowering paraprofessionals with these skills increases the capacity for individualized support, which is critical for improving outcomes for struggling learners.

### **Weekly 90-Minute Collaborative Planning for All Academic Teachers**

Collaborative planning time allows teachers to analyze student data, align lesson plans with standards, and share effective teaching strategies. This structured time fosters a team approach to addressing student needs, ensuring that instruction is cohesive and targeted. Teachers can also plan differentiated lessons and interventions to meet the diverse needs of their students, particularly those who are at risk of falling behind. Weekly collaboration encourages consistent communication, builds professional trust, and promotes the implementation of research-based practices that drive academic growth.

### **Overall Impact**



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

Together, these professional development opportunities create a culture of continuous improvement and collaboration. They equip teachers and paraprofessionals with the knowledge, skills, and resources needed to provide high-quality instruction and targeted support, ensuring that all students, especially those at risk, receive the interventions necessary to succeed academically.

**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.**

In an effort to transition students into Kay Pace SOTA, the school hosts a New to Pace Family Meeting in the Spring for those families that have been accepted into the program. As students matriculate to middle school, Kay Pace updates families on the application process through Class Dojo and family emails.

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

Kay Pace provides the following supports for families of English Learners and Students with Disabilities:

- Provides translated documents and interpretation services, when needed.
- The EL teacher, Dr. McClendon, in collaboration with Dr. Smith, the Parent Liaison, hold EL parent workshops in the Fall and the Spring.
- IEP meetings are held to address academic and behavioral needs of DES students.
- Organize events such as open houses, parent-teacher nights, and learning showcases designed to foster relationships between families and staff.
- Fine Arts showcases held for each fine arts field that showcase students' artistic talent outside of the academic realm.



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

### Plan Development and Evaluation:

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

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

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

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

#### Improvement Strategies:

- Collaborative Planning/Vertical Articulation: K-2 teachers will meet monthly with EIP Leads to analyze data and co-develop lesson plans.
- Grade-Level Collaborative Planning: Weekly grade-level meetings to enhance instructional practices.
- Early Intervention Program (EIP)
- AMIRA
- Flexible Grouping
- Response to Intervention (RTI) and Student Support Team (SST)
- Literacy/Writing Committee: Monthly reviews of student writing samples.
- Academic Support Team

#### Measuring Success:

Monthly meetings with the Core Leadership and Academic Support Teams will evaluate the progress of these strategies.

#### Adjusting Strategies:

Revisions will be made during monthly collaboration sessions if strategies are found to be ineffective.

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

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



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

Parents of Kay R. Pace School of the Arts (Title I Parent Meeting) are invited to a parent meeting at the beginning of the school year to:

- Learn about guidelines, purposes, goals, and expectations of the Title I Program;
- Learn about the components of the Title I Program (school-wide or targeted assistance) available in the school;
- Learn about the school improvement or corrective action process, if applicable;
- Learn the importance of the role parents play in their child's success and the requirements of Title I, Part A:
- An overview of the school's curriculum.

Parents are involved in the review and improvement of the Title I Parent Involvement Policy and the school improvement plan. Pace School of the Arts meets with parents to review suggestions and ideas to improve the level of parent involvement in the school and the level of attendance at parent education programs. These meetings provide parents with the opportunity to provide input and suggestions relating to the education of their child/children.

Parents may access the plan on our website for review.

School administrators are responsible for reporting the results of the annual school review CCRPI status to parents at the beginning of the school year. Information on school performance is available on the school's website, presented at the first parent meeting, published in the school's first newsletter, and sent home annually with students.

Parents will receive a copy of their child's assessment results whenever a national, state, or district level assessment is given. An explanation of the scores and what they mean is provided with the national and state assessments to help ensure that parents understand the meaning of the results. Every effort is made to provide parents with conference time to share the results and answer any questions parents might have.

An explanation of the assessments (AMIRA, MAP, and GKIDS) will be provided to parents during the Title I Meeting in August.

The school staff will handle responses to parent questions, concerns, and suggestions in a timely manner through telephone calls, emails, and conferences. Translators will be provided as needed.

All data, comments, and/or suggestions, regarding the Title I Plan will be collected and sent to the LEA and will be considered on the revision of the plan. In addition, an end of the year survey will be conducted to determine the effectiveness of the school's parent involvement program.

Through parent meetings and workshops, the school will provide information to parents to further their understanding of the Georgia Standards of Excellence GSE). Opportunities for parents to share



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

questions/concerns will be provided at these meetings and on an individual basis through their child's teacher and school administrators.

Parents are encouraged to monitor their child's progress to improve the achievement of their children through volunteering in the classrooms, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home.

Throughout the school year, the school will provide materials and training in strengthening students' academic performance to parents in order for parents to work with their children and improve their achievement. Examples of activities that will be provided include:

- Literacy programs such as Family Reading Nights that bond families around reading and using the public library;
- Mathfest (Fall Festival)
- Curriculum Night
- Providing information on the essential components of reading and math instruction to help parents support the instructional practices used by the classroom teacher; access their child's homework, communicate with teachers, and access information about opportunities to promote student achievement.
- GMAS Night to inform parents on how to access online and other internet resources to help prepare their students for taking Standardized Tests.

During pre-planning sessions, school administrators will provide information to teachers and school staff members concerning the value and importance of parent contributions and involvement in school activities. In collaboration with parents, school administrators will provide the teachers and staff with ideas on how to reach out to, communicate with, and work with parents as equal partners. The Parent Teacher Organization (PTO) and the school will work collaboratively to reach all parents and to build ties between home and school. This will be accomplished by:

- Scheduling workshops based on identified needs
- Scheduling workshops to accommodate special needs
- Attending meetings and conferences
- Communicating strategies and related information through the parent handbook, newsletters, webpage, memos, etc.

Community resources will be used to strengthen schools, families, and support programs. Partners in Education, mentors, and service groups will be engaged with our school in a meaningful collaboration to advance student learning.



## **Clayton County Public School 2025-2026 Comprehensive School Improvement Plan**

Information regarding parent workshops, school activities, and other important information will be sent home to all parents. Our Parent Resource Room allows parents to check out reading materials and math manipulatives for their students in order to support the home/school connection. In addition, parents are able to utilize the computers for job seeking opportunities.



## Clayton County Public School 2025-2026 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.

#### **Development Timeline and Stakeholder Involvement:**

Our plan was developed by a variety of stakeholders during the 2024-2025 school year. This includes the active involvement of parents, teachers, school leaders, paraprofessionals, instructional support staff, and community members. These contributors worked collaboratively to ensure the plan addresses the diverse needs of our school community. The plan remains a living document that will be updated based on data and the evolving needs of our students.

#### **Community Engagement and Accessibility:**

We are committed to maintaining this plan for the duration of our school's participation in the Title I School-Wide Program. It is made available to the school district, parents, and the public in formats and languages that parents can understand and will be placed on the Kay R. Pace School of the Arts website. Our school leadership team works diligently to engage parents through regular updates about school activities, upcoming workshops, and state testing sessions. Additionally, our Parent Resource Center hosts weekly workshops to empower parents with skills and knowledge for success.

#### **Integration with Other Programs:**

The development of our plan is coordinated and integrated with various Federal, State, and local programs to holistically address the needs of our students and families.

#### **Partnerships and Resource Allocation:**

Our partners in education provide invaluable resources for events throughout the year. The Parent Teacher Organization meets bi-monthly to contribute goods, services, and financial resources to support classroom initiatives.

Through these collaborative efforts, we continuously strive to create a supportive and inclusive environment that empowers all scholars to achieve their highest potential.



# Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

--





## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

### 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	October 2025	Parent Liaison  Media Specialist  Student Engagement Specialist
<b>School-Family Compact Discussion:</b> Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	September 2025	Parent Liaison  Principal  Assistant Principal
<b>Annual Title I Parent Meeting:</b> Meeting held Documents posted on school website	September 2025	Principal  Parent Liaison  Student Engagements Specialist  Counselor
<b>Building Parent Capacity Fall:</b> (F2F or Zoom) <i>Required Parent Capacity Events            (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 <ul style="list-style-type: none"> <li>○ Reading, Writing and Beyond: ELA</li> <li>Curriculum Night</li> </ul>	October 2025	Instructional Coach, Grade level ELA teachers
<b>Building Parent Capacity Fall:</b> Curriculum Workshop 2 <ul style="list-style-type: none"> <li>○ Math Matters-Building Strong Foundations</li> </ul>	October 2025	Instructional Coach, Grade level math teachers
<b>Building Parent Capacity Fall:</b> Technology/Copyright Piracy Workshop	October 2025	Media Specialist, Parent liaison



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
<b>Building Parent Capacity Fall:</b> EL Parent Workshop (if applicable)	October 2025	EL Lead Teacher  Parent Liaison
<b>Building Parent Capacity Continuous Communications (Fall)</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 <ul style="list-style-type: none"> <li>○ Weekly parent newsletter sent via email every Sunday.</li> </ul>	Weekly, August 2025-May 2026	Principal, Assistant Principal
<b>Building Staff Capacity (Fall):</b> Writing Across the Curriculum  Tier 2 Interventions PD  Differentiating or the Gifted Learner	August 2025 September 2025 October 2025	Instructional Coach Lead Teachers
<b>Building Staff Capacity Continuous Communications (Fall):</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 <ul style="list-style-type: none"> <li>○ Weekly Staff Newsletter sent via email every Sunday</li> </ul>	Weekly, August 2025-May 2026	Principal, Assistant Principal
<b>Fall October Data Dig:</b> PLC to review Dashboard Data	September 2025	Teachers Instructional Coach
<b>Fall December Data Dig:</b> PLC to review Dashboard Data	December 2025	Teachers Instructional Coach
<b>Building Staff Capacity (Spring):</b> Writing Across the Curriculum Tier 2 Interventions Refresher	January 2026	Instructional Coach Lead Teachers



## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
<b>Building Parent Capacity</b> <b>Spring:</b> Curriculum Workshop 3 <ul style="list-style-type: none"> <li>○ Literacy Night</li> </ul>	February 202	Instructional Coach Teachers Media Specialist
<b>Building Parent Capacity</b> <b>Spring:</b> Assessment Workshop	GMAS Parent Night March 5th	Instructional Coach Teachers
<b>Building Parent Capacity</b> <b>Spring:</b> Transition Meeting <ul style="list-style-type: none"> <li>○ 5th Grade Parent Meeting</li> </ul>	TBD	Parent Liaison Instructional Coach 5th Grade Teachers MDR 6th Grade Teachers
<b>Building Staff Capacity</b> <b>Continuous Communications</b> <b>(Spring):</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 <ul style="list-style-type: none"> <li>○ Weekly parent newsletter sent via email every Sunday.</li> </ul>	Weekly, August 2025-May 2026	Principal, Assistant Principal
<b>Building Parent Capacity</b> <b>Continuous Communications</b> <b>(Spring)</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 <ul style="list-style-type: none"> <li>○ Weekly parent newsletter sent via email every Sunday.</li> </ul>	Weekly parent newsletter sent via email every Sunday.	Principal, Assistant Principal
<b>Spring March Data Dig</b> PLC to review Dashboard data	January 2026	Principal Assistant Principal Lead Teachers Grade Level Chairpersons
<b>Spring May Data Dig</b> PLC to review Dashboard data	July 2026	Principal Assistant Principal Lead Teachers Grade Level Chairpersons
<b>Input Meeting(s) FY26:</b> Staff Parents/Families Students	May 2026	School Council



# Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

## Tentative Budget