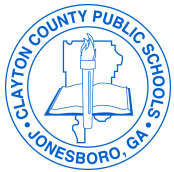




# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
<b>School Name:</b> Kilpatrick Elementary	<b>District Name:</b> Clayton County Public Schools	
<b>Principal Name:</b> LaDonne Elliott	<b>School Year:</b> 2025-2026	
<b>School Mailing Address:</b> 7534 Tara Road, Jonesboro, GA 30236		
<b>Telephone:</b> (770) 473-2790		
<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>		
Comprehensive Support (CSI) No	Targeted Support (TSI) No	Additional Targeted Support (ATSI) No
BUDGET MODEL— <b>Select Yes, if applicable</b>		
Title I, Part A Budget YES	Title I School Improvement Grant (SIG) No	
SIGNATURES AND REVISION DATE		
<b>Principal's Signature:</b>	<b>Date:</b> 7/22/2025	
<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> 7/22/2025	<b>Revision Date:</b>	<b>Revision Date:</b>



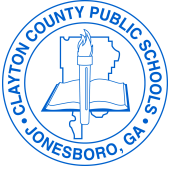
## Clayton County Public School

### 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
LaDonne Elliott	Principal
Kesha Shiflet	Assistant Principal
Sharon Saunders	Instructional Coach
Marquavius Hardy	Counselor
Jaqueline Estala	Bookkeeper
Escarlet Barcenas	Secretary/Attendance Clerk
Naeem Skief	Parent Liaison
Tonya Garland	Grade Chair - K
Tangela Best	Grade Chair - 1st
Briana Sears	Grade Chair - 2nd
Kristal Murry	Grade Chair - 3rd
Michael Claudis	Grade Chair - 4th
Jennifer Rippy	Grade Chair - 5th
Rhonda Savage	Department Lead - EIP
Jessican McKinley	Department Lead - DES
Mark Lively	Department Lead - ESOL
Tanore Forwalla	LTSE
Britney Alexander	Tier 2 Liaison
Dr. Rosemarie Bryan	SST Facilitator 1/Team Lead
Donnise Bartholomew	SST Facilitator 2/ Screening Captain
Nija Carten	Progress Monitoring Captain
Maria Borrero	Magnet Lead
Jose Cruz-Auffant	PBIS Coach



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

Daquita Dixon	Media Specialist
Donnie Bartholomew	Lead Mentor
Johanna Martin	Parent
Nhi Le-Brown	Parent



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

### Data:

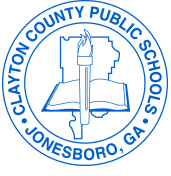
Include student achievement data charts/graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (MAP, Access Reports, EOC, Milestones).

**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.**

### 1. DEMOGRAPHICS

Group	SY25 (8-13-24)	SY 25 (10-1-24)	SY 25 (5-20-25)
All	601	632	624
Black, Non Hispanic	277	293	291
Hispanic	282	291	291
Multi-Racial	32	36	31
White	6	9	8
Asian	4	3	3
ELL	181	203	187
SWD	34	42	61
EIP	298	298	298
Gifted	28	28	32



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

## 2. GMAS DATA -

### READING Performance

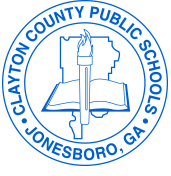
	2023 Reading		2024 Reading		2023 to 2024	2025 Reading		2023 to 2025
	Below Grade Level	At/Or Above Grade Level	Below Grade Level	At/Or Above Grade Level	Point Change Reading At or Above Grade Level	Below Grade Level	At/Or Above Grade Level	Point Change Reading At or Above Grade Level
Grade 3	57%	43%	59%	41%	-2	59%	41%	0
Grade 4	65%	35%	69%	32%	-3	60%	40%	9
Grade 5	47%	53%	48%	52%	-1	58%	42%	-11

### ELA Performance

	2022-2023 ELA EOG					Point Change	2023-2024 ELA EOG					Point Change	2024-2025 ELA EOG					Point Change
	BL	DL	PL	DSL	PL+	2022 to 2023	BL	DL	PL	DSL	PL+	2023 to 2024	BL	DL	PL	DSL	PL+	2024 to 2025
Grade 3	60%	22%	15%	3%	18%	-1	60%	19%	16%	5%	21%	3	59%	23%	16%	2%	18%	-3
Grade 4	53%	29%	12%	6%	18%	3	55%	32%	8%	5%	13%	-5	46%	35%	12%	6%	19%	6
Grade 5	42%	39%	15%	4%	19%	0	40%	27%	27%	7%	33%	15	52%	33%	10%	4%	15%	-19

### MATH Performance

	2022-2023 MATH EOG					Point Change	2023-2024 MATH EOG					Point Change	2024-2025 MATH EOG					Point Change
	BL	DL	PL	DSL	PL+	2022 to 2023	BL	DL	PL	DSL	PL+	2023 to 2024	BL	DL	PL	DSL	PL+	2024 to 2025
Grade 3	33%	43%	19%	4%	23%	-2	32%	43%	21%	4%	25%	2	28%	44%	24%	5%	29%	4
Grade 4	34%	28%	29%	8%	38%	27	34%	40%	19%	7%	26%	-12	26%	44%	19%	11%	30%	4
Grade 5	55%	25%	15%	4%	19%	9	43%	36%	15%	6%	21%	2	50%	37%	10%	3%	13%	-8



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

### SCIENCE Performance

	2022-2023 EOG					Point Change	2023-2024 EOG					Point Change	2024-2025 EOG					Point Change
	BL	DL	PL	DSL	PL+	2022 to 2023	BL	DL	PL	DSL	PL+	2023 to 2024	BL	DL	PL	DSL	PL+	2024 to 2025
Grade 5	61%	26%	10%	3%	13%	10	43%	36%	15%	6%	21%	8	63%	23%	10%	3%	14%	-7

From 2023-2024 school year to the 2024-2025, on the ELA portion of the GMAS, there was a 5% decrease in the number of Proficient and Distinguished students while there was an increase of 5% of developing learners. On the Math portion of GMAS, there was a 1% decrease in the number of Proficient and Distinguished students and 2 % increase of developing learners. On the Science portion of GMAS there was a 3% decrease in the number of Proficient and Distinguished students while there was a 11% increase in the number of beginning learners.

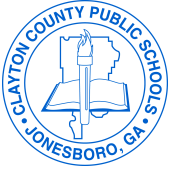
### GMAS SUBGROUP DATA

#### Economically Disadvantaged

Year	ELA				Math				Science			
	BL	DL	PL	DSL	BL	DL	PL	DSL	BL	DL	PL	DSL
22-23	50%	30.79%	14.57%	4.64%	38.33%	33.33%	22.33%	6%	60%	25.26%	11.58%	3.16%
23-24	48.16%	26.84%	18.75%	6.25%	31.99%	40.81%	20.59%	6.62%	53.13%	27.08%	12.50%	7.29%
24-25	53%	30%	13%	4%	35%	42%	17%	6%	65%	20%	11%	4%

#### African American

Year	ELA				Math				Science			
	BL	DL	PL	DSL	BL	DL	PL	DSL	BL	DL	PL	DSL
22-23	45.26%	32.12%	17.52%	5.11%	37.79%	34.07%	22.22%	5.93%	57.50%	25%	15%	2.50%
23-24	38.84%	33.88%	23.97%	3.31%	35.54%	39.67%	19.83%	4.96%	50%	35.71%	9.52%	4.76%
24-25												



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

### SWD

Year	ELA				Math				Science			
	BL	DL	PL	DSL	BL	DL	PL	DSL	BL	DL	PL	DSL
22-23	90.70%	4.65%	2.33%	2.33%	83.72%	9.30%	4.65%	2.33%	93.33%	0%	6.67%	0%
23-24	82.35%	8.82%	8.82%	0%	70.59%	23.53%	2.94%	2.94%	85%	10%	5%	0%
24-25												

### ELL

Year	ELA				Math				Science			
	BL	DL	PL	DSL	BL	DL	PL	DSL	BL	DL	PL	DSL
22-23	60.78%	27.45%	9.80%	1.96%	40.20%	36.27%	21.57%	1.96%	68.57%	22.86%	5.71%	2.86%
23-24	59.14%	19.35%	15.05%	6.45%	29.03%	47.31%	18.28%	5.38%	62.50%	15.63%	18.75%	3.13%
24-25												

From 2023 to 2024 the African American subgroup increased the percentage of students scoring Proficient plus by 4.65% in English Language Arts and there was a 6.52% decrease in the percentage of students scoring the beginning learner level. In Math there was a decrease of 2.25% of students scoring the beginning learner level in Mathematics as well as 3.36% decrease in the percentage of students scoring in the proficient plus level. In Science, the African American subgroup experienced a 7.5% decrease in the percentage of students who scored in the beginning level as well as 3.22% decrease in the percentage of students who scored proficient plus.

From 2023 to 2024, the Students With Disabilities increased by 4.16% in English Language Arts in the percentage of students who scored proficient plus. The percentage of students scoring the beginning learner level decreased by 8.35%. In Math, there was a 13.13% decrease in the percentage of students scoring in the beginning learner level as well as a 1.1% decrease in the percentage of students scoring Proficient plus. In Science, there was an 8% decrease in the percentage of students scoring the beginning learner level and a 1.67% decrease in the percentage of students scoring in the proficient plus level.



# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

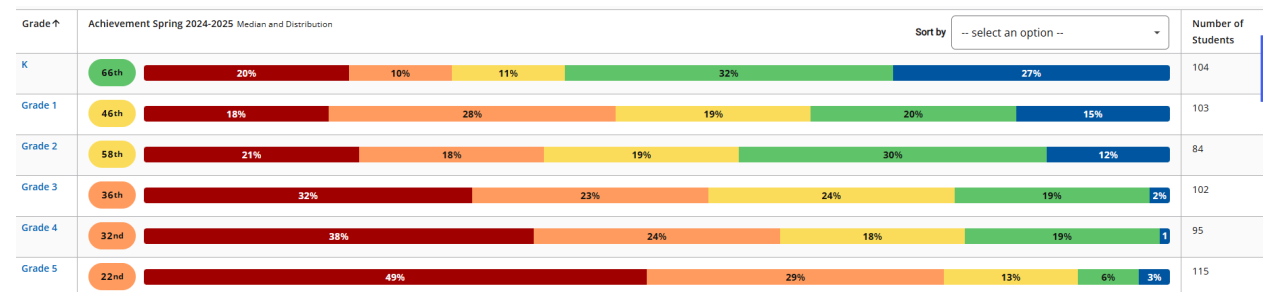
From 2023 to 2024 the English Language Learners in English Language Arts, experienced a 9.74% increase in the percentage of students scoring in the proficient plus achievement level as well as a 1.64% decrease in the percentage of students scoring in the beginning learner level. In Math there was an 11.17% decrease in the percentage of students scoring in the beginning learner level and there was a slight improvement in the percentage of students scoring in the proficient plus level. In Science, there was 13.31% improvement in the percentage of students performing at the proficient plus level. There was also a 6.07% decrease in the percentage of students scoring at the beginner level.

### MAP Growth Data

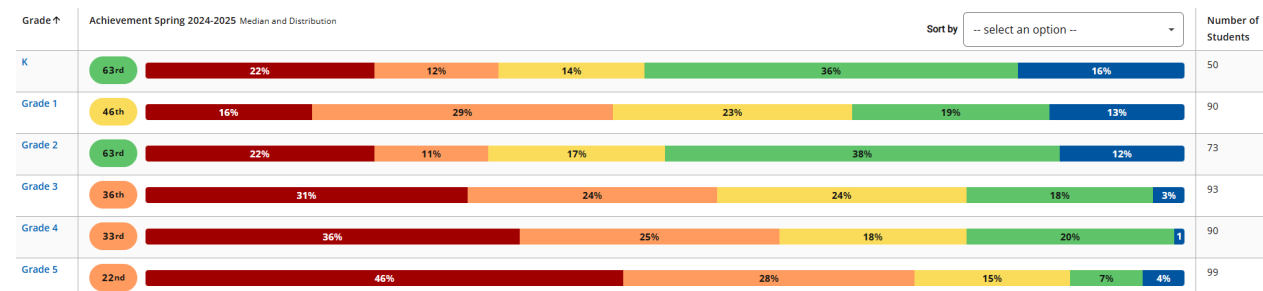
#### Math

#### All Students

#### 2025



#### 2024



Overall, there is not much change in the data from 2024 to 2025 as it relates to the students who are scoring in the red or in the blue and green. The overall data for both years are pretty consistent. Not much movement on either end.

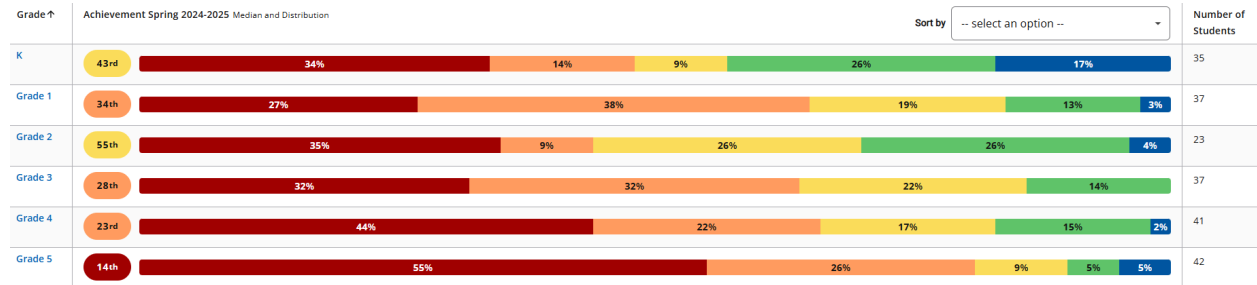




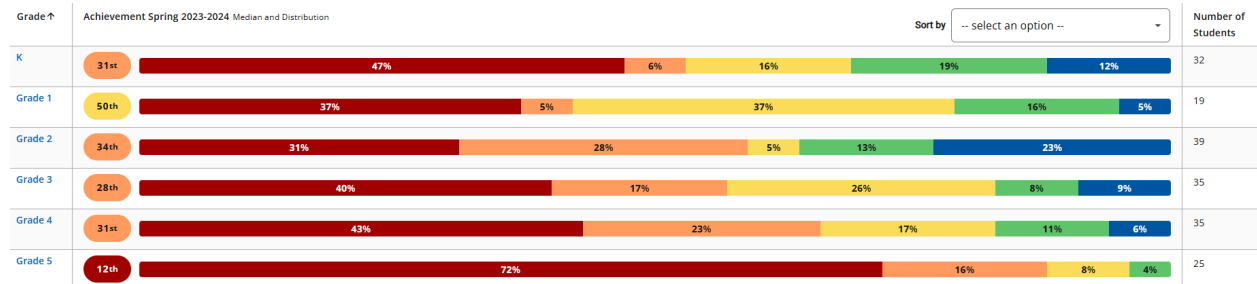
# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

### ELL 2025

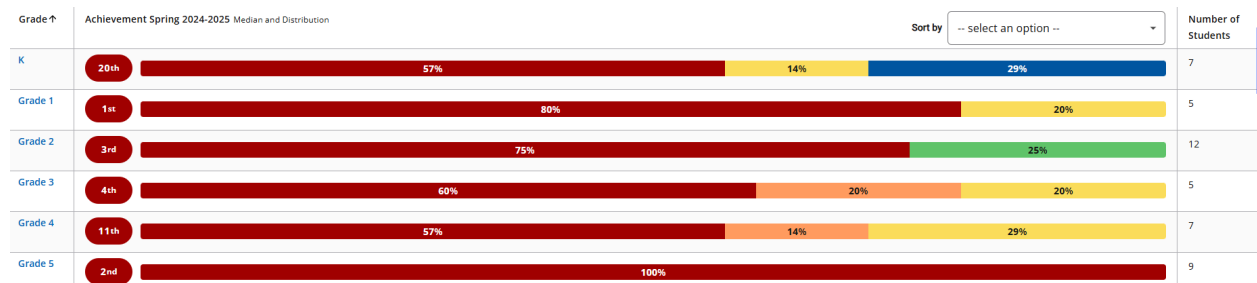


### 2024

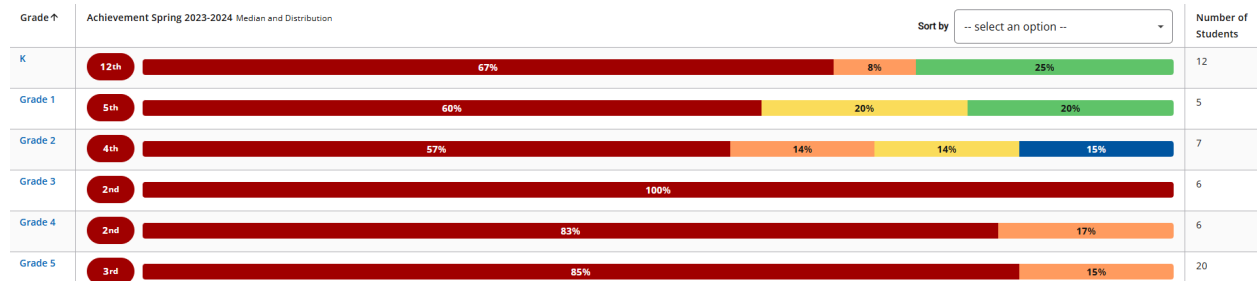


Overall, the math data for the ELL students in math improved from 2024 to 2025 with significant decreases in the scoring in the lowest percentiles. The students scoring in the green and blue percentiles remain steady.

### DES 2025



### 2024





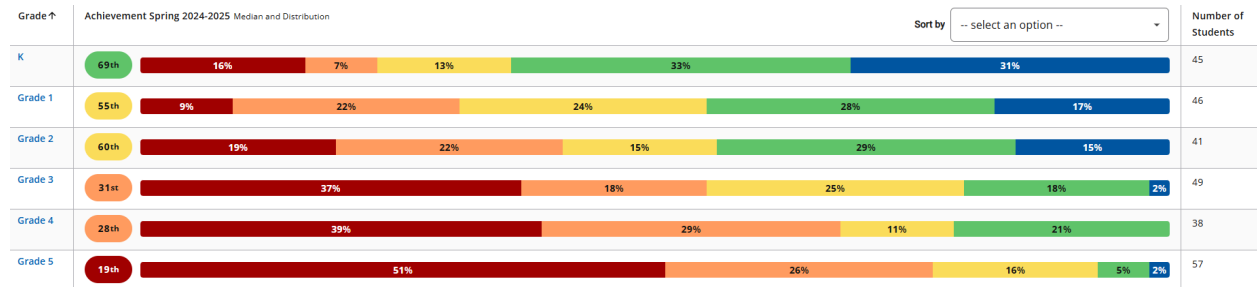
# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

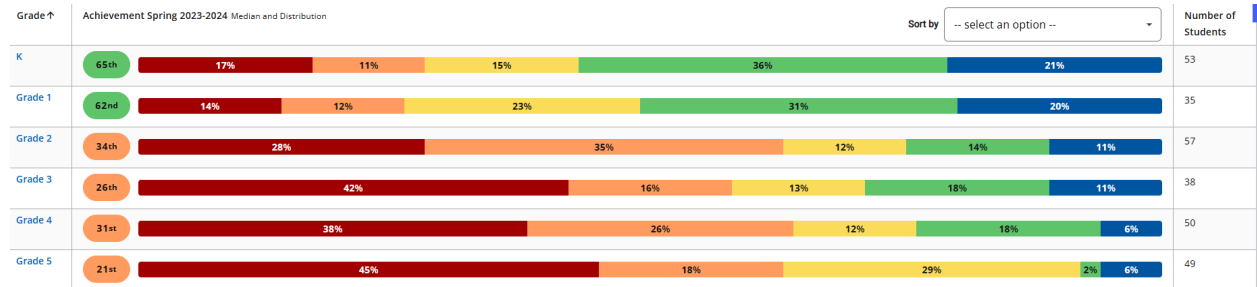
Overall, the performance of the students with disabilities decreased from 2024 to 2025. The number of students scoring in the lowest percentiles increased. The number of students scoring the highest percentile in Kindergarten did however increase.

### Black

#### 2025



#### 2024



Overall, there is not much change in the data from 2024 to 2025 as it relates to the students who are scoring in the red or in the blue and green. The overall data for both years are pretty consistent. Not much movement on either end.

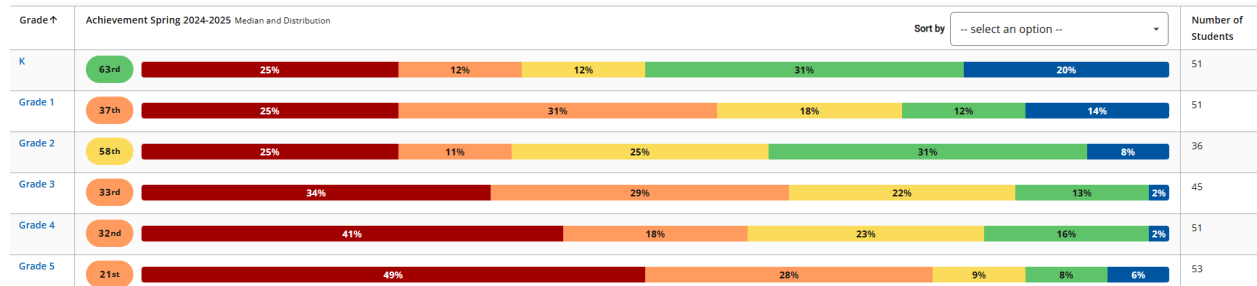


# Clayton County Public School

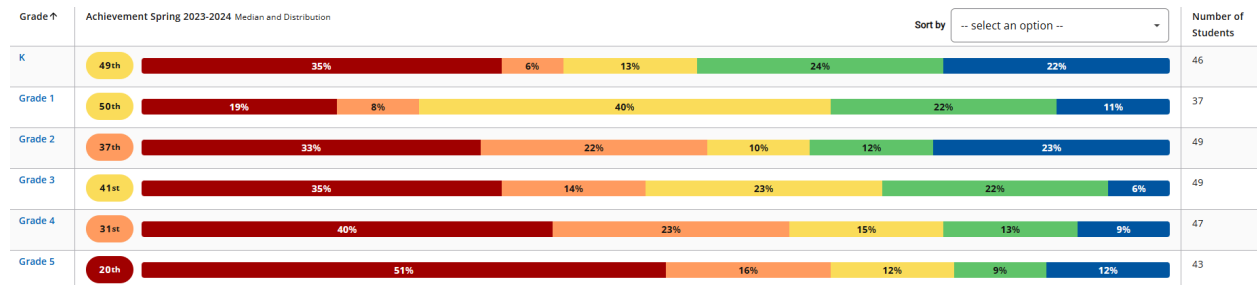
## 2025-2026 Comprehensive School Improvement Plan

### Hispanic

### 2025



### 2024

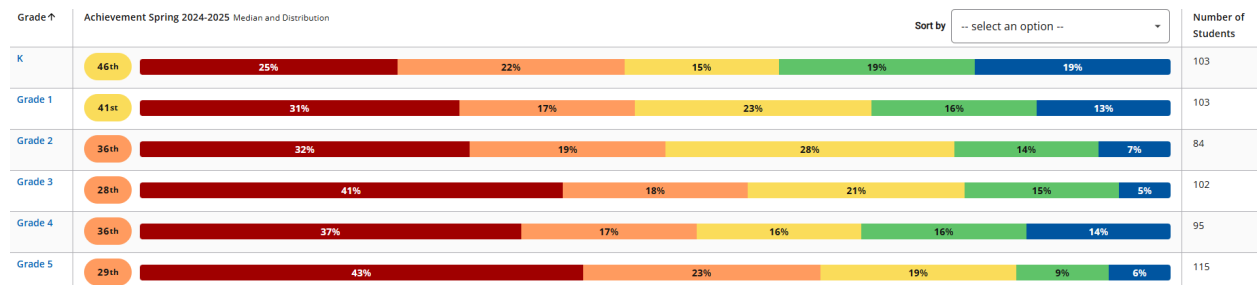


Kindergarten increased their achievement percentile by 15. 2nd grade also experienced an increase of 21 in the overall achievement percentile.

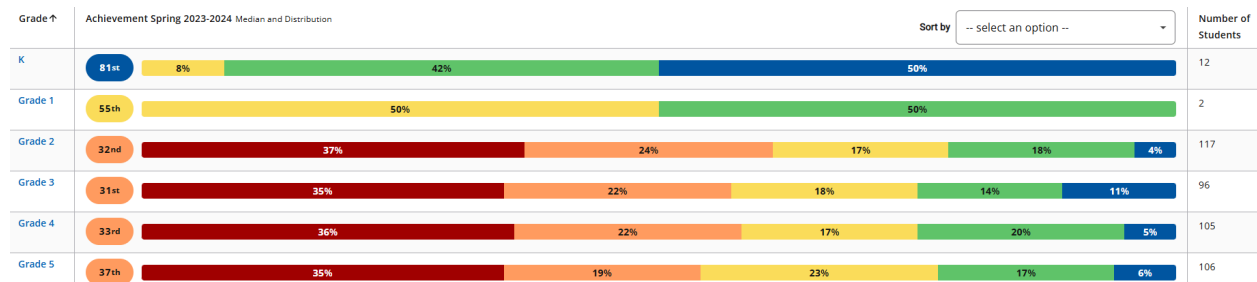
### ELA

#### All students

### 2025



### 2024





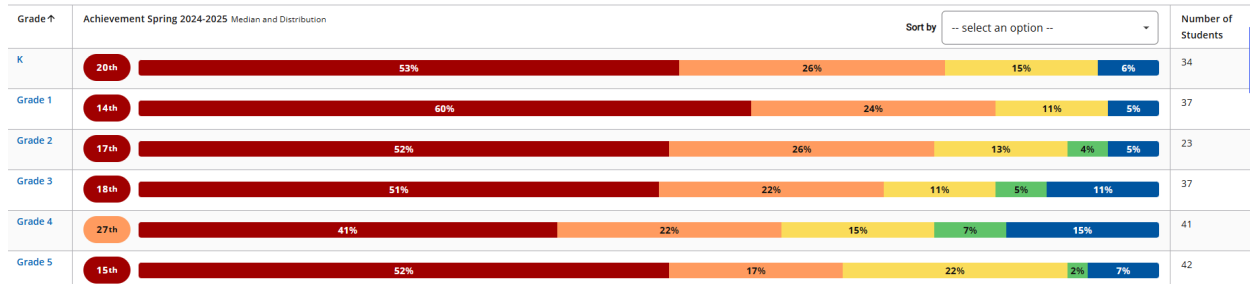
# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

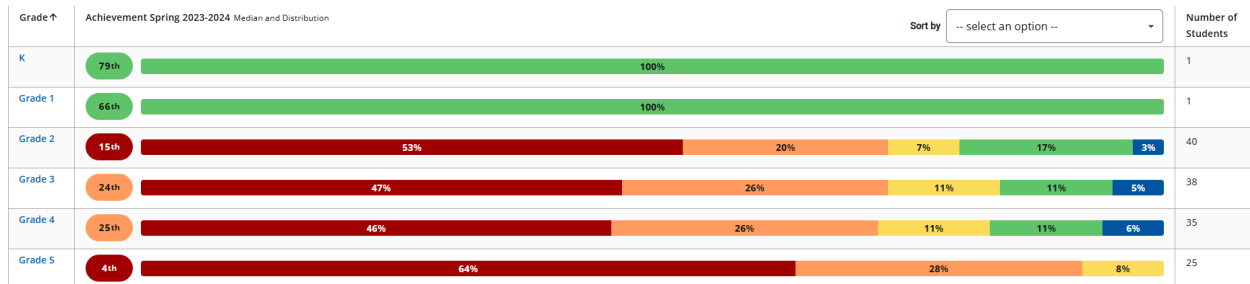
Overall, 2nd and 4th grade experienced an increase in their overall achievement percentile while all other grade levels experienced a decrease in their achievement percentile.

### ELL

#### 2025



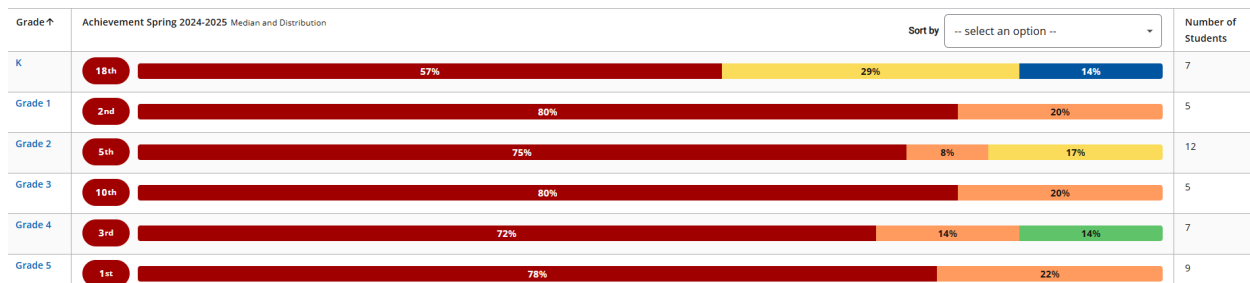
#### 2024



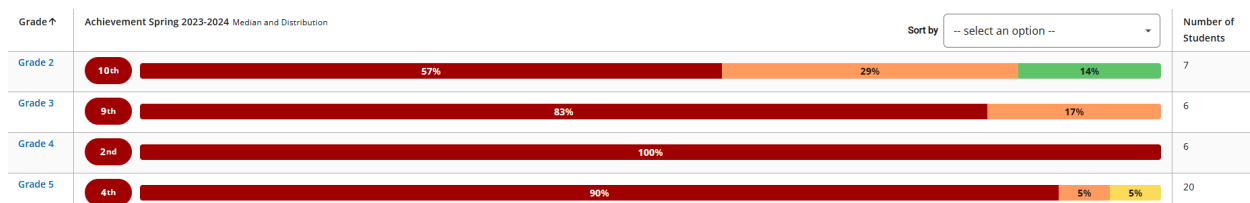
Overall, the ELL students experienced a decrease in performance in ELA from 2024- 2025. 5th grade did decrease the percentage of students performing at the lowest percentile.

### SWD

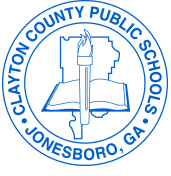
#### 2025



#### 2024



The students with disabilities experienced some growth overall from 2024 to 2025. However, the majority of the students are still performing at the lowest percentiles.

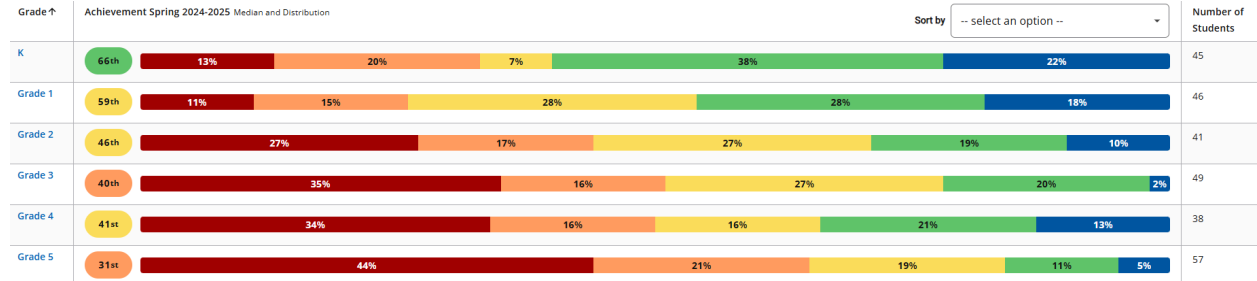


# Clayton County Public School

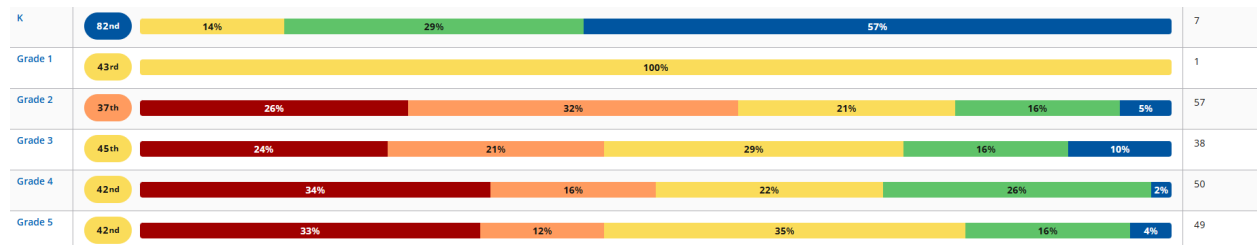
## 2025-2026 Comprehensive School Improvement Plan

### Black

#### 2025



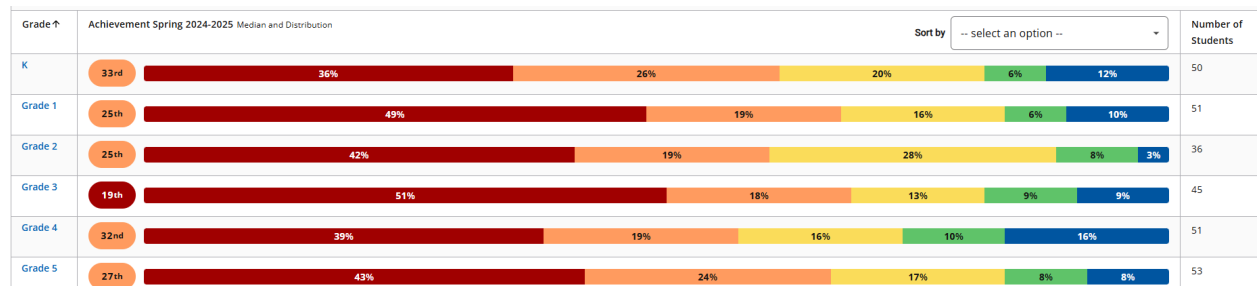
#### 2024



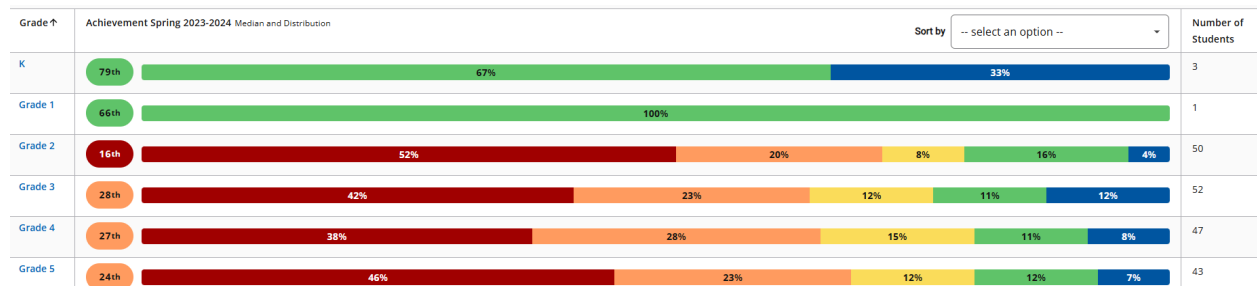
1st and 2nd grade did experience an increase in their overall performance while the other grade levels did experience a decrease in overall performance.

### Hispanic

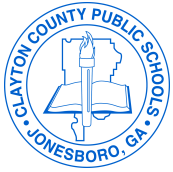
#### 2025



#### 2024



2nd & 5th grade performance improved from 2024 to 2025. There was no increase in student performance in the other grade levels with Hispanic students.



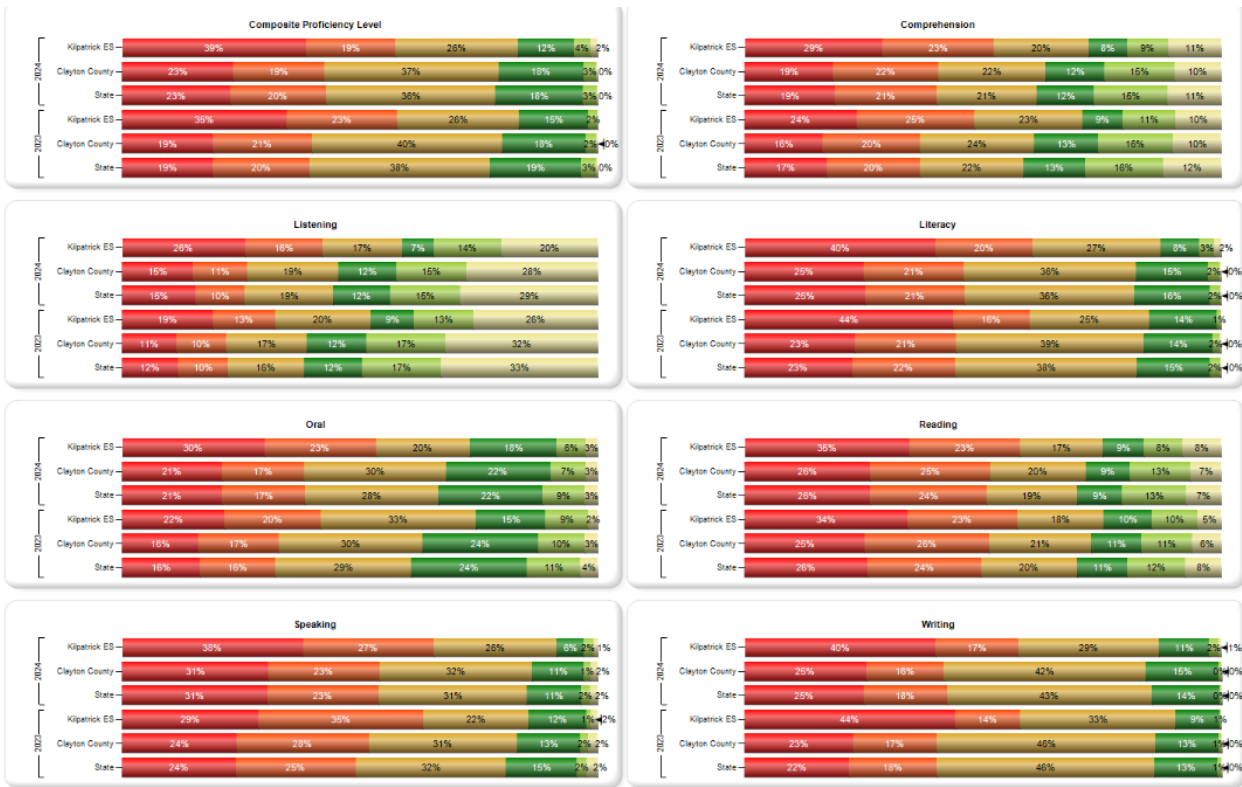
# Clayton County Public School

## 2025-2026 Comprehensive School Improvement Plan

### ACCESS Performance Band Data 2025

No Positive Band Movement	Less Than One Band Movement	Moved One Band	Moved More than One Band
21	34	43	47

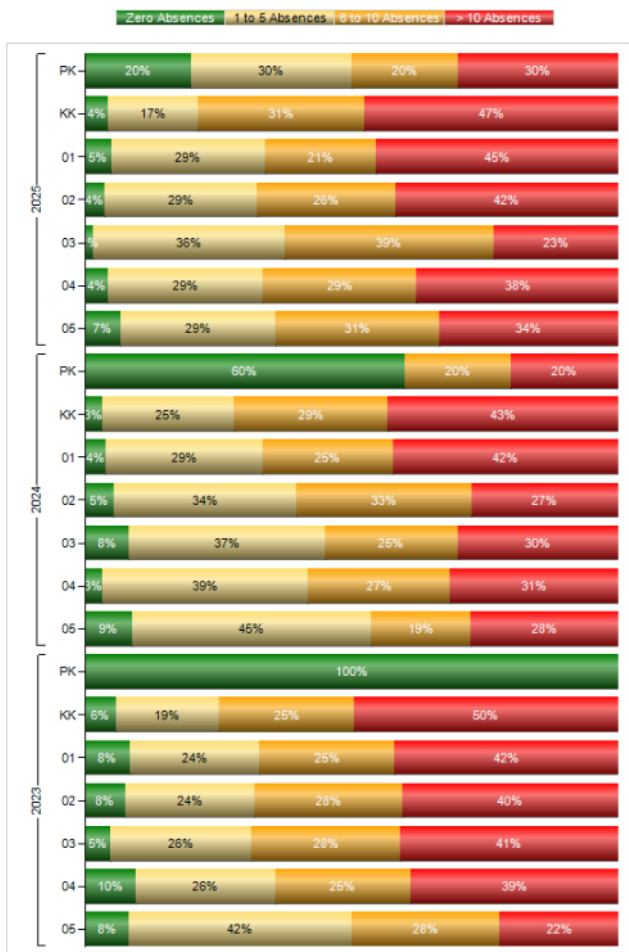
No Positive Band Movement



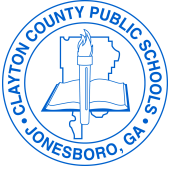


## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

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



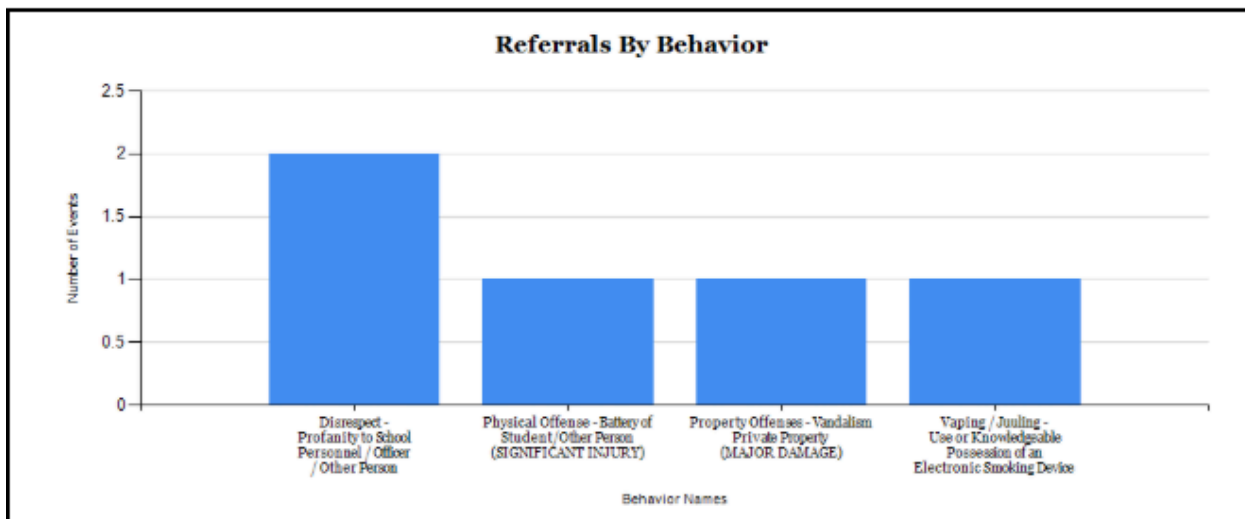
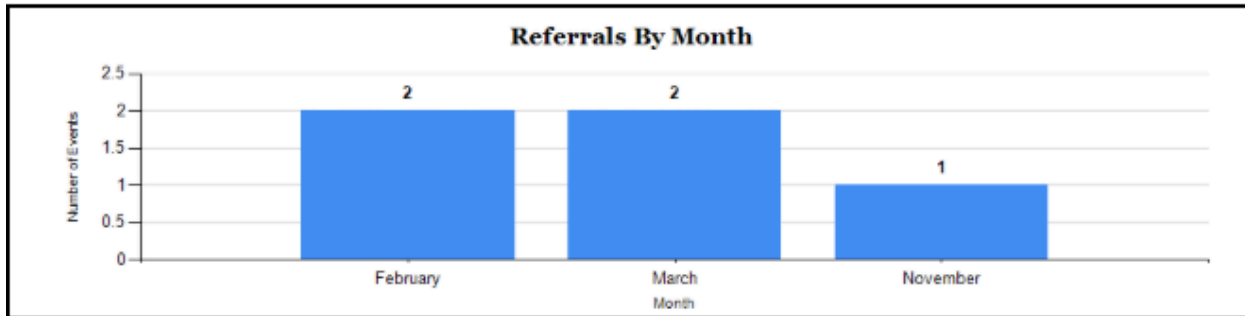
Overall, the number of students with perfect attendance is very low in all grade levels except Pre K. The students that are calculated in Pre K are students who are being serviced at another school as we do not have general education Pre K at our school. There are a large number of students in all grade levels with more than 10 absences. Kindergarten and 1st grade has the highest percentage of students with students with 10 or more absences.



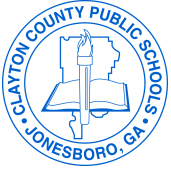
## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

### 7) The current and 3 years of prior years' student discipline data.

2025



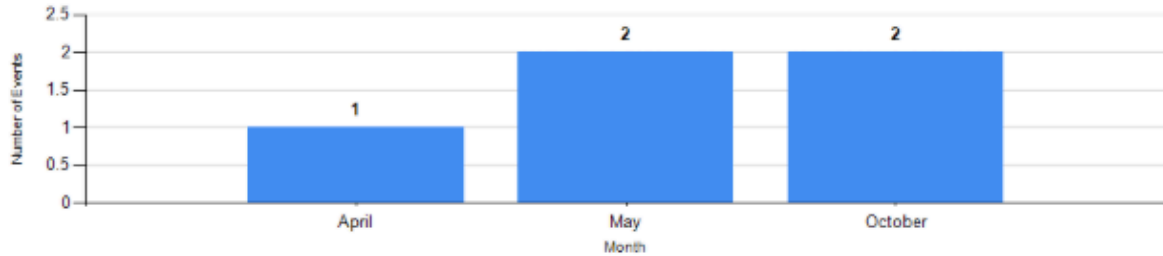




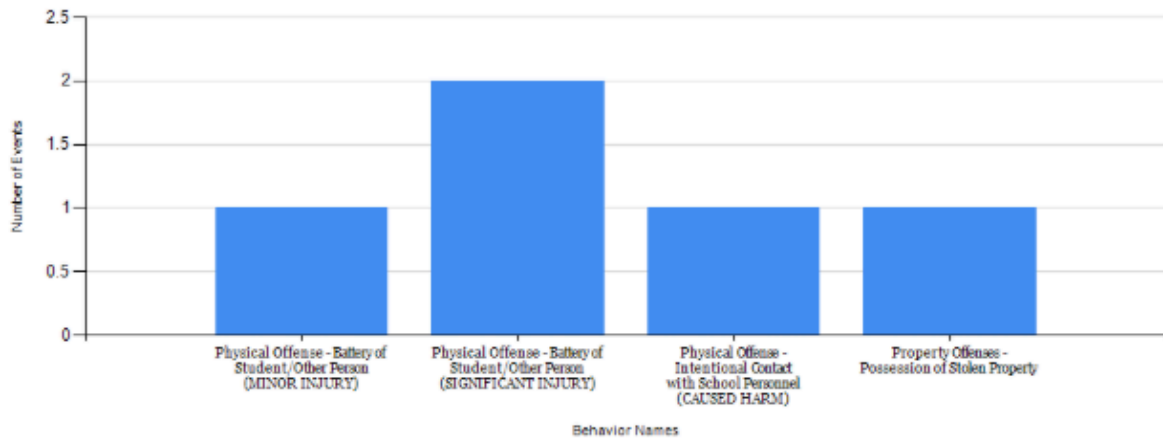
# Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

2024

**Referrals By Month**

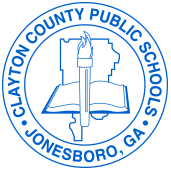


**Referrals By Behavior**



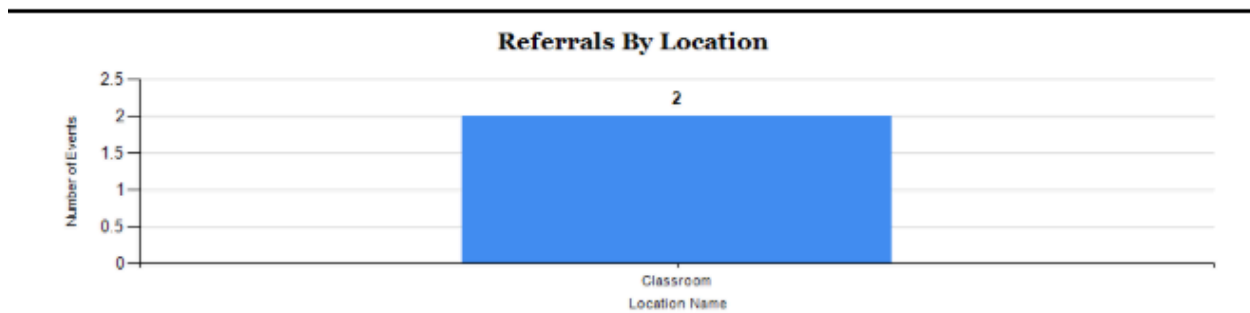
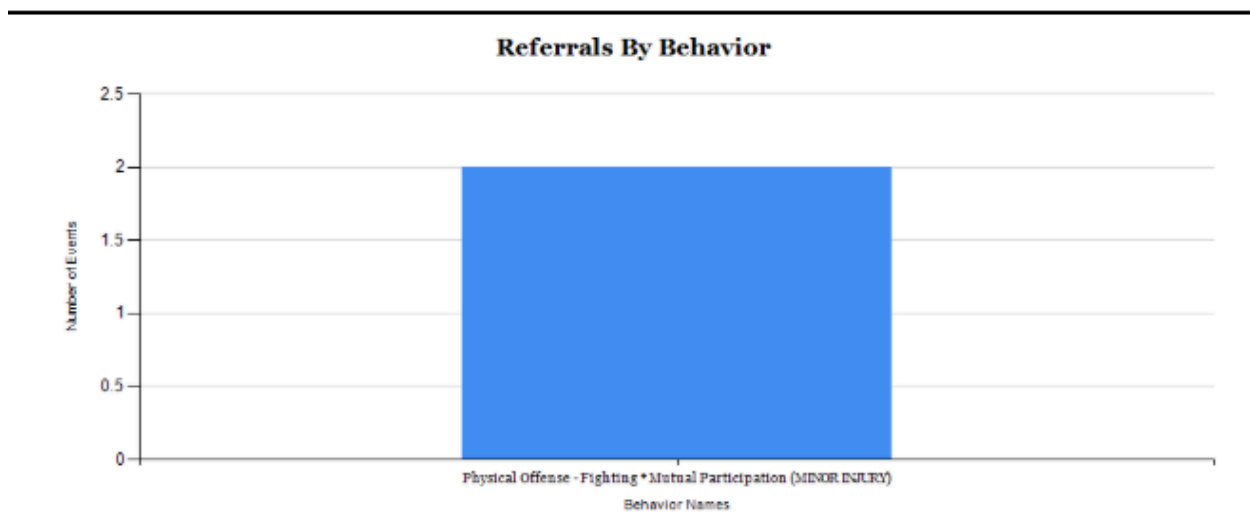
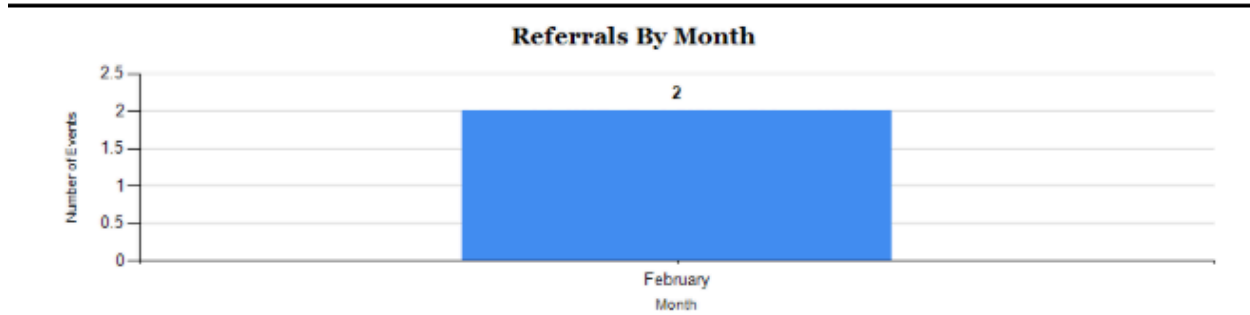
**Referrals By Location**



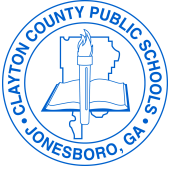


## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

2023



From 2023-2025, the number of disciplinary infractions increased. The number of infractions for 2024 and 2025 were the same. The majority of disciplinary infractions occur in the spring months.



## 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 school improvement plan was developed based on the results of a needs assessment conducted by the Leadership Team. The leadership team completed a SWOT analysis using Achievement/Assessment Data (AMIRA, MAP, GMAS), Attendance Data (student and staff) and GHS Staff and Student Data as the primary data sources.

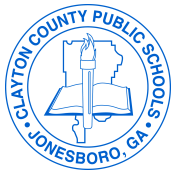
After reviewing the various data sources, the leadership team identified *strengths*, *opportunities* and *obstacles*. Key Findings from the assessment were tied to the need for more consistency in collaborative planning, using data to drive instruction and participation in and application of professional learning.

During the review, the team looked at the data trends including gaps and potential areas of concerns for all subgroups (ED, African American, SWD and ELL). The key findings that emerged from the CNA stemmed from inconsistencies in several areas: a) Rigorous Instructional Delivery, b) Data Utilization and Planning, c) Resource Utilization and d) Participation and implementation of curriculum professional development.

The team discussed possible root causes including current classroom practices and identified priority focus areas for the upcoming school year. The review of the findings led to the development of improvement goals that will be driven by State academic standards and the team will regularly review formative data to monitor progress.

#### **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 SY24**



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

Subgroup	Number Tested
All Students	314
Black, Non-Hispanic	171
Hispanic	143
ELL	99
SWD	35

### ELA



Subgroup	BL%	DL%	PL%	DLS%	PL+%
All Students	48	27	19	6	25
Black, Non-Hispanic	39	34	24	3	27
Hispanic	59	20	13	9	22
ELL	59	19	15	6	21
SWD	82	9	9	0	9

### MATH

Subgroup	BL%	DL%	PL%	DLS%	PL+%
All Students	32	41	21	7	28
Black, Non-Hispanic	36	40	20	5	25
Hispanic	30	44	17	9	26
ELL	29	47	18	5	23
SWD	71	24	3	3	6

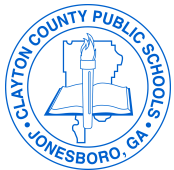
100% of Kilpatrick's student population is economically disadvantaged with 49% of the population identified as African-American while 48% of the population is identified as Hispanic. Over 36% of the Hispanic population are identified as ELL.

MAP Growth data and GMAS data were reviewed and analyzed.

There was 1% decrease in the number of students at the beginning achievement level from BOY to EOY in reading . Although the percentage of students on grade level or above was the same, there was a 2% increase in the students on grade level with 2% drop in students who scored above.

In Language, the achievement percentile was the same BOY to EOY and there was a decrease in the percentage of students scoring below achievement level.

Overall in Math, from Fall to Spring 30% of students remained below grade in achievement. However, students increased from 28% to 34%. There was 47% growth shown in all students.



## Clayton County Public School

### 2025-2026 Comprehensive School Improvement Plan

There was an increase in projected proficiency from BOY Fall 23 to EOY Spring 24.

GMAS Trend data for the last three years shows minimal point changes from Spring 22 to Spring 23 where 3rd grade showed a 1 percentage point drop. However, there was a 3 percentage point growth for 3rd graders and a 15% point growth for 5th with a decrease of 5 percentage points on the ELA portion of the GMAS Assessment.

There was a decrease in the percentage of SWD students scoring at the beginning level and developing level. SY24 was the first time in 3 years any students with disabilities scored at the proficient level in reading. Data for students identified as ELL show an increase in the percentage of students scoring at beginning level and developing level in ELA/Reading; While the percentage of students scoring at the proficient level showed an increase, there was a decrease in the number of students scoring at the distinguished level from SY23 to SY 24.

#### **ELL Area of Deficit**

Math - In the area of Mathematics, the area of improvement is in the domain of Numerical Reasoning. Students struggle to solve real-world problems. Student deficits with reading comprehension make it difficult for them to unpack real-world problems.

ELA -In the area of English Language Arts, the areas of improvement include reading fluency as well as vocabulary. These two areas directly affect the students ability to comprehend complex texts.

#### **SWD Area(s) of Deficit**

Math - In the area of Mathematics, the area of improvement is in the domain of Patterning and Algebraic Reasoning. Students are struggling with making sense of problems, recognizing and following patterns, and following algorithms to solve problems

ELA - In the area of English Language Arts, the areas of improvement include reading fluency as well as vocabulary. These areas make it difficult for the students to make real world connections in order to comprehend complex text.

The major strengths we found in our program were math and the progression of ESOL students' band movement in ACCESS testing has increased. The major needs we discovered were reading with accuracy, fluency and understanding. The needs we will address are in reading comprehension. The specific academic needs of those students that are to be addressed in the schoolwide program plan will be foundations and vocabulary during morning intervention. There has been an influx of students coming from other countries who are not grasping the standards. We have also observed inconsistency in ESOL teacher support and the language barriers between teachers and students is more prevalent. ESOL teachers are not actively engaged in collaborative planning and lesson development as well teachers need training on how to effectively implement language objectives.

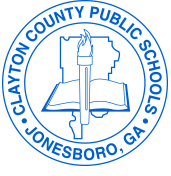
**Migrant** At this time, we do not have a migrant student population. In the event we gain a migrant population, we will follow district, state, and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach the Georgia Standards of Excellence, assess for mastery, reteach with appropriate interventions, and administer summative assessments to determine if mastery is achieved or further intervention is required. All parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant.

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

Prioritized foci and root causes based on instructional observations and data.

- **Foci (subgroup instruction) Root Cause (inconsistent tailored small group instruction)**
- **Foci (Targeted small group instruction daily) Root Cause (inconsistent tailored small group instruction across literacy and numeracy)**

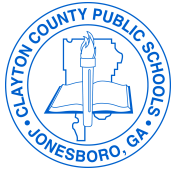
The data has helped us reach conclusions regarding achievement or other related data. The major strengths we



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

found in our program were math and the progression of ESOL students' band movement in ACCESS testing has increased. The major needs we discovered were reading with accuracy, fluency and understanding. The needs we will address are in reading comprehension. The specific academic needs of those students that are to be addressed in the schoolwide program plan will be foundations and vocabulary during morning intervention. There has been an influx of students coming from other countries who are not grasping the standards. We have also observed inconsistency in ESOL teacher support and the language barriers between teachers and students is more prevalent. ESOL teachers are not actively engaged in collaborative planning and lesson development as well teachers need training on how to effectively implement language objectives.

We also identified that all students will benefit from targeted small group instruction during the Tier 1 instructional block. The focus will be on scaffolding skills and providing explicit instruction focused on the gaps for the current standard.



## 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.)**

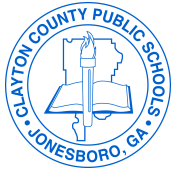
**2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**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 the end of the 2025-2026 school year, students will show an 8 percentage point improvement (the students scoring proficient and distinguished) in English Language Arts and Social Studies on the Georgia Milestones Assessment System..

<b>Evidenced Based Strategies and Interventions</b>	<b>Timeline for Implementation</b>	<b>Funding Source</b>	<b>Person/Position Responsible</b>
K–5 teachers will engage in weekly 90-minute collaborative planning sessions, aligned with the CCPS Collaborative Planning Rubric, to ensure standards-based instruction, data-informed decision-making, and alignment of instructional practices across grade levels	Aug. 2025 - May 2026		Admin/ Instructional Coach/ K-5 Teachers
Implement daily standards based school wide Reading/ ELA intervention; Morning Mania	August 2025 - May 2026	N/A	Instructional Coach, all teachers, instructional support staff and Administrators
Provide ongoing professional development for educators on research-based ELA instructional strategies, including foundational skills in phonics, vocabulary, differentiated instruction, guided reading techniques, Small Group instruction and effective use of literacy technology and resources such as HMH, Orton-Gilliam .	August 2025 - May 2026	General Title I	District ELA Support, Classroom Teachers, Administrators Instructional Coach
Refine the writing workshop model and implement a schoolwide writing plan which will include instruction and feedback through the use of GaDOE resources.	August 2025 - May 2026	General Title I	District ELA Support, Classroom Teachers, Administrators Instructional Coach
K-5 teachers will implement a schoolwide writing plan weekly to include <ul style="list-style-type: none"> <li>• Stop, Drop, and Write</li> </ul>	Sept. 2025 - April 2026	Title I	Admin/Instructional Coach/Writing Ambassador/ K-5 Teachers

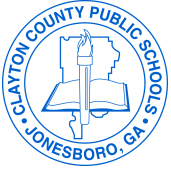


## Clayton County Public School

### 2025-2026 Comprehensive School Improvement Plan

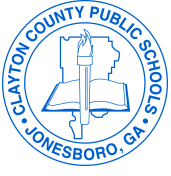
<ul style="list-style-type: none"><li>• Step Up To Writing</li><li>• Writing Across the Curriculum</li></ul>			
Regularly assess student progress using formative assessments, such as Common Formative Assessments through Progress Learning and HMH Module Assessments to identify specific areas of need. Data will be analyzed to tailor instruction and interventions to meet individual student needs, ensuring that every student receives support where they need it most.	August 2025- May 2026	General Title I	District ELA Support, Classroom Teachers, Administrators Instructional Coach
Implement and monitor the consistent use of measured intervention such as ELA Spiral Review, Thrive Time and ASR that will offer targeted support to struggling readers through individualized instruction and small group sessions, focusing on phonics, fluency, vocabulary, and comprehension skills.	August 2025- May 2026	General Title I	District ELA Support, Classroom Teachers, Administrators Instructional Coach
Provide training on Lexile levels and implement a schoolwide reading initiative. Expand classroom libraries with a diverse selection of high-quality, leveled texts that cater to various reading levels and interests.	August 2025-2026	General Title I Media	District ELA Support, Classroom Teachers, Administrators Instructional Coach
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>		
District personnel, teacher leaders, and administrators will support teachers and provide professional learning on instructional strategies and research based practices. Specifically, the writing process, close reading and Lexile levels to plan instruction	The Social Worker, Parent Liaison and Counselor will connect with students and families to ensure that non-academic needs are being met (clothing, supplies, transportation, meals, etc.). This will support students in being better able to focus on learning while at school.		
<b>English Learners</b>	<b>Students with Disability</b>		
EL students will be provided with access to specially designed instruction and curriculum as provided by the ESOL teacher. Instruction will be differentiated based on WIDA proficiency levels. All general education teachers will be trained to use the WIDA standards to differentiate instruction for language proficiency level. The ESOL teachers will collaborate with teachers to assist with appropriate instructional strategies for English Language Learners.	District personnel, teacher leaders, and administrators will provide professional learning to all UDL teachers on using effective specifically designed instruction to meet needs outlined in the IEP. DES teachers will participate in content mastery and instructional strategies training provided by the district. The DES teachers will collaborate with teachers to assist with appropriate instructional strategies for students with disabilities.		
<b>Gifted Learners</b>			
The gifted lead teacher will support and collaborate with teachers of gifted students to identify strategies for differentiating and accelerating for gifted students. All teachers will receive training on the Achievement Level			





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

Descriptors to determine ways for accelerating since standards are written at the Level 3 or Proficient level. Teachers will also be trained on how to create small group tasks and activities to meet the needs of gifted students so they can show growth at an average or above average rate of their peers.



## 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 2:** By the end of the 2025-2026 school year, students will show an 8 percentage point improvement (the students scoring proficient and distinguished) in Mathematics and Science on the Georgia Milestones Assessment System.

<b>Evidenced Based Strategies and Interventions</b>	<b>Timeline for Implementation</b>	<b>Funding Source</b>	<b>Person/Position Responsible</b>
K–5 teachers will engage in weekly 90-minute collaborative planning sessions, aligned with the CCPS Collaborative Planning Rubric, to ensure standards-based instruction, data-informed decision-making, and alignment of instructional practices across grade levels	Aug. 2025 - May 2026		Admin/ Instructional Coach/ K-5 Teachers
Implement daily standards based school wide math intervention	August 2025- May 2026	N/A	Instructional Coach, All teachers and instructional support staff
Provide training and monitor the implementation of strategies to improve critical thinking such as the use of manipulatives and constructed response.	August 2025- May 2026	General Title I	District Math Lead, Classroom Teachers, Administrators
Regularly assess student progress using common assessments, formative assessments, Unit benchmarks, to identify specific areas of need. Analyze to tailor instruction and interventions to meet individual student needs, ensuring that every student receives support where they need it most.	August 2025- May 2026	General Title I	Classroom Teachers, Instructional Coach, Administrators
Implement and monitor the consistent use of measured intervention and best practices such as 3 Read Protocol, Number Talks/Fluency interventions and Spiral Review, Thrive Time and ASR that will offer targeted support to struggling readers through individualized instruction and small group sessions, focusing on phonics, fluency, vocabulary, and comprehension skills.	August 2025- May 2026	General Title I	Classroom Teachers, Instructional Coach, Administrators



## Clayton County Public School

### 2025-2026 Comprehensive School Improvement Plan

Provide ongoing professional development for educators on research-based Mathematical instructional strategies, including foundational skills in numeracy, math fluency, differentiated instruction, Small Group instruction and effective use of technology and resources such as Hand To Mind .	August 2025- May 2026	General Title I	Classroom Teachers, Instructional Coach, Administrators, District Support
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
District personnel, teacher leaders, and administrators will support teachers and provide professional learning on instructional strategies and research based practices. Specifically, use of resources through the Georgia Department of Education to support the implementation of the newly adopted Math standards such as manipulatives and instructional videos.	The Social Worker, Parent Liaison and Counselor will connect with students and families to ensure that non-academic needs are being met (clothing, supplies, transportation, meals, etc.). This will support students in being better able to focus on learning while at school.		
English Learners	Students with Disability		
EL students will be provided with access to specially designed instruction and curriculum as provided by the ESOL teacher. Instruction will be differentiated based on WIDA proficiency levels. All general education teachers will be trained to use the WIDA standards to differentiate instruction for language proficiency level. The ESOL teachers will collaborate with teachers to assist with appropriate instructional strategies for English Language Learners. Implement strategies to strengthen vocabulary, through the use of visual aids, and graphic organizers in the math classroom.	District personnel, teacher leaders, and administrators will provide professional learning to all UDL teachers on using effective specifically designed instruction to meet needs outlined in the IEP. DES teachers will participate in content mastery and instructional strategies training provided by the district. The DES teachers will collaborate with teachers to assist with appropriate instructional strategies for students with disabilities. Implement consistent use of manipulatives and hands-on activities that encourage the use of the CRA model in the math classroom.		
Gifted Learners			
The gifted lead teacher will support and collaborate with teachers of gifted students to identify strategies for differentiating and accelerating for gifted students. All teachers will receive training on the Achievement Level Descriptors to determine ways for accelerating since standards are written at the Level 3 or Proficient level. Teachers will also be trained on how to create small group tasks and activities to meet the needs of gifted students so they can show growth at an average or above average rate of their peers.			



## 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)**

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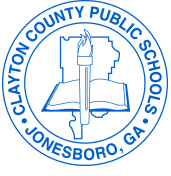
**b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;**

**Goal 3:** By the end of the 2025-2026 school year, Kilpatrick will show a 3- percentage point improvement in the number of students absent less than 10 percent of enrolled days.

<b>Evidenced Based Strategies and Interventions</b>	<b>Timeline for Implementation</b>	<b>Funding Source</b>	<b>Person/Position Responsible</b>
Inform and train parents on the attendance policy and importance of attendance, and monitor and implement frequent communication to address student attendance.	August 2025-May 2026	General	Counselor, Classroom Teachers, Parent Liaison, Administrators
Implement attendance reward and recognitions weekly, monthly, and quarterly.	August 2025-May 2026	General-Student Recognition, PTO	Classroom Teachers, Attendance Committee, Administrators
Streamline roles and responsibilities for SAC members to monitor and address attendance concerns on a weekly basis.	August 2025-May 2026	None	SAC members, Administrators, District Attendance Support, Social Worker

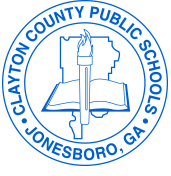
**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Circle of Support members such as the counselor, Parent Liaison, Administrators, and classroom teachers will provide information and training for parents that express the research and how it connects attendance to academic performance. Additionally, parents and guardians will be provided information on resources that can remove barriers for improved attendance.	The Social Worker and Counselor will connect students and families to resources that can ensure the non-academic needs are being met. This will allow those students and families to be able to engage in improved attendance daily.



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

English Learners	Students with Disability
Counselors, ESOL Lead, Administrators, and classroom teachers will provide information and training for parents that express the research and how it connects attendance to academic performance. Additionally, parents and guardians will be provided information on resources that can remove barriers for improved attendance.	DES teachers will collaborate with teachers to assist with appropriate communication strategies for students with disabilities, and their parents to improve the overall attendance.
Gifted Learners	
All teachers can develop Individual Learning Goals: Create tailored academic challenges and enrichment activities that align with each student's interests and strengths. When students feel that their learning is customized and meaningful, they are more likely to stay engaged and present. Implement after-school clubs, workshops, or events that cater to gifted students' interests. These can provide additional incentives for attending school regularly.	



## 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**

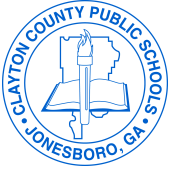
**(b)(7)(A)(i-iii)(I-V)**

**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 4:** By May 2025, we will retain 90% or higher of our faculty and staff.

<b>Evidenced Based Strategies and Interventions</b>	<b>Timeline for Implementation</b>	<b>Funding Source</b>	<b>Person/Position Responsible</b>
Site-based Onboarding- Continue to complement the school-based New Teacher Program that aligns each new teacher- to the school and to education- a mentor. Create a series of sessions to support the transition to CCPS protocols, expectations of teaching and self-care practices to balance work and life challenges.	July 2025- May 2026	General Teacher Recognition	Administrators, Lead Mentor, Teacher Mentors
Professional Growth and Development- Scheduled Professional Development on a monthly basis to address instructional and operational expectations Use of Instructional Coach to provide support on a supportive and non-punitive level based on teacher request and through the use of a Coaching Cycle Utilize the instructional expertise of teachers in the building to develop and conduct Professional Learning	August 2025- May 2026	PTO Teacher Recognition Partners in Ed.	Administrators, Sunshine Committee Chairs, Lead Mentor, Teacher Mentor
Monthly Teacher and Staff Recognitions	August 2025- May 2026	PTO Teacher Recognition Partners in Ed.	Administrators
Peer observations: teachers will volunteer to open their classrooms for their peers to observe several aspects of teaching such as behavior management, instructional strategies, transitions, small group instruction, and implementing interventions. Teachers will be able to observe their peers they choose at several periods through	August 2025- May 2026	PTO Teacher Recognition Partners in Ed.	Administrators, Lead Mentor, Teacher Mentors, Classroom Teachers



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

the school year to build their understanding and practices.			
Shout Outs during weekly updates: enables staff members to publicly acknowledge and celebrate their colleagues' contributions and achievements, fostering a culture of appreciation and respect within the school community.	August 2025- May 2026	PTO Teacher Recognition Partners in Ed.	Administrators, Faculty & Staff

**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)**

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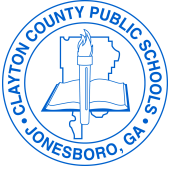
**b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;**

**Goal 5:** By the end of the 2025-2026, Kilpatrick will achieve a 5% reduction in the total number of office discipline referrals.

<b>Evidenced Based Strategies and Interventions</b>	<b>Timeline for Implementation</b>	<b>Funding Source</b>	<b>Person/Position Responsible</b>
Utilize Circle of Support to Implement support and various strategies to assist students in addressing behavior barriers.	August 2025-May 2026	N/A	Admin,Counselor, Behavior Intervention Specialist
Develop, monitor and acknowledge school-wide behavior based on the PBIS Framework	August 2024-May 2025	General	PBIS Team

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Administrators, Social Worker, Counselor and Parent Liaison will provide open forums to communicate behavior expectations and CCPS progressive discipline policy.	Parent Liaison, Social Worker, and Counselor will connect with students and families to help ensure non-academic needs are being met. Monitor students' attendance, ensure RTI and SST processes are implemented to provide students additional support.
<b>English Learners</b>	<b>Students with Disability</b>



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

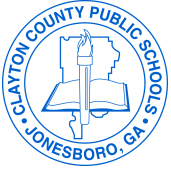
Administrators, Social Worker, Counselor and Parent Liaison will provide open forums to communicate behavior expectations and CCPS progressive discipline policy.

Parent Liaison, Social Worker, Counselor, LTSE and teacher will connect with students and families to help ensure non-academic needs are being met. Ensure the students' IEP include explicit strategies to address educational needs, as well as attendance goals and objectives.

### Gifted Learners

Administrators, Social Worker, Counselor and Parent Liaison will provide open forums to communicate behavior expectations and CCPS progressive discipline policy





## 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**

The School-wide reform strategies that will be of focus include:

At Risk Services and Supports:

1. EIP
2. Circle of Support: the wholistic use of counselors, administrators, district assigned behavior and mental health specialists, social workers and school psychologist
3. Caring Adult in the Building

All Students:

1. Targeted Intervention
2. Supplemental Services (before and after school programs, and tutoring)
3. Differentiated Instruction

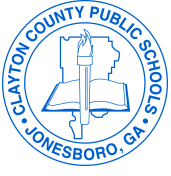
**ii) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)**

Preparation for and awareness of opportunities for postsecondary education and the workforce, include Counselor Career Lessons, Spring Career Expo (Various careers and jobs presented to students), College (field trip) visits and college and student organization visitors/speakers.

**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.);**

In an effort to encourage positive behavior, Kilpatrick Elementary has become a PBIS school. Kilpatrick follows the Positive Behavioral Interventions and Support framework to help with school behavior expectations and promote good behavior and school safety. PBIS focuses on prevention rather than punishment, and uses a tiered approach to support students' behavioral, social, emotional, academic, and mental health. A Behavior Intervention Specialist has been assigned to the school to provide weekly counseling to students along with our school counselor.

**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***



## Clayton County Public School

### 2025-2026 Comprehensive School Improvement Plan

***professional development offerings must be included in the Professional Development (question 2 iv) section.)***

Kilpatrick Elementary School will align professional development with Georgia's academic content and student academic achievement standards. Multiple avenues of professional development are included in our improvement plan that align with the actions aligned to our plan goals. Opportunities for professional learning will be based on plan goals, staff self-evaluation, student assessments and Teacher Keys Evaluation. System (TKES). Feedback from classroom observations will also be used to determine needed professional development.

Differentiating (small group) and accelerating instruction will be a focus this school year therefore both of these topics will be embedded in the professional development plan. Professional development will also include training in incorporating literacy and numeracy strategies across the curriculum and small group instruction and effective collaborating and co-teaching. We will continue to provide ongoing training regarding data driven instruction to ensure data is gathered and closely analyzed for the purpose of adjusting instruction.

Additional training for teachers will be aligned to research based practices and strategies (Rigorous Instruction. Close-Reading; Evidence-Based Writing, Higher-Order Questions, Academic Discourse, Making Meaningful Connections, Technology Integration and effective ways to increase parental involvement.

**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.**

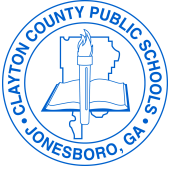
Kilpatrick Elementary will offer early learning focus nights for Kindergarten students and parents. Throughout the year, field trips to the area middle schools as well as the magnet school available for choice are conducted for 5th grade students.

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

With the help of the Parent Liaison and teachers, Kilpatrick will create different channels for communication in families' language and communicate in families' preferred language. Multiple opportunities will be provided for parents to receive and/or have access to resources.

Kilpatrick will host parent meetings, grade level and content curriculum nights along with training sessions that will be tailored to assist parents on how to help their students be successful in school and at home. Meetings and help sessions will be offered both face to face and virtual. An interpreter will be secured for all meetings and all meetings will be recorded and posted via the school website in the Title 1 – Parent Information page.

Various activities (Face to Face and Virtual) and resources will be planned and available for EL and DES Families to assist them with addressing their students' individual needs.



## 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 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**

The school wide plan will be regularly monitored and revised as needed based on student achievement data obtained from GMAS, ACCESS and MAP Growth assessment. Classroom instruction will be observed regularly using observation tools such as eWalk (High Performance Practices), GaDOE Collaborative planning rubric, and TKES. Teachers will receive feedback on planning and instruction as it pertains to the goals and artifacts included in the plan. Unit and common assessment data will be used to measure short term student successes.

Data will be analyzed and instructional practices will be evaluated and reviewed to determine if areas of concern are being addressed according to the goals developed. Student achievement will be measured using the assessment guidelines aligned to standard mastery.

The schoolwide plan will be revised to address short term actions according to established baselines (BOY, MOY and EOY) to ensure student improvement is occurring. The plan will remain in effect the entire school year. The STAP (short term action plan) will be used as the primary monitoring tool and will be reviewed by the core leadership team (admin team, instructional coach, grade chairs, department chairs and content liaisons) to review and analyze current data and plan for next actions.

#### 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.**

Parents will have an opportunity to participate and review the development of the Parent and Family Engagement Plan, Student-Compact, and 1% budget. All stakeholders will be invited to provide input on the planning processes and the schoolwide plan through parent liaison led parent info sessions, school parent meetings and school curriculum night events. The plan will be available on the schoolwide website and in the parent resources room in both English and Spanish.

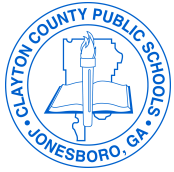


## Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

### **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.**

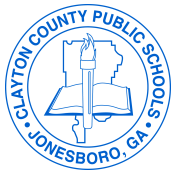
At Kilpatrick Elementary School, we developed our schoolwide plan with the participation and input of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and other individuals who will carry out the actions and goals of the schoolwide/school improvement plan. The Leadership team met over a 1-year period to review EOY data and discuss goals and strategies for the 2025-2026 school year, which birthed the development of this plan. The plan will be initially shared with stakeholders in September and the plan will be shared and revised accordingly using feedback and input from all participants/stakeholders who will help in carrying out or comprehensive school improvement plan. The plan is available on the school website and can be requested in the front office. The plan is available in English and Spanish, and it can be requested in any language at the front office. This plan will remain in effect for the duration of our participation in a Title I School-Wide Program.



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

### Professional Development (question 2-iv)

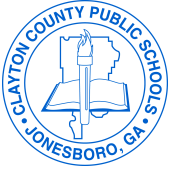
Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Illuminate and Progress Learning Assessment Creation	August-September 2025	All K-5 teachers	Assessment Lead, Instructional Coach, Admin, District Support
Data Formed Instruction – Using data to plan for small groups <ul style="list-style-type: none"> <li>• <b>MAP Growth</b></li> <li>• <b>GMAS</b></li> <li>• <b>Common Assessments</b></li> <li>• <b>Unit Assessments</b></li> </ul>	August 2025-May 2026	All teachers	Admin and Coach, Teachers
New ELA Standards	August 2025- May 2026	All teachers	District Support, Instructional Coach, Admin, ELA Leads
Effective Small Group Planning and Implementation	August 2025- May 2026	All teachers	Admin and Coach, Teachers, District Support
Tier 2 and Tier 3 Intervention Implementation and Data	August 2025-September 2025  Refresher: January 2025	All teachers	Tier 2 Liaison, Tier 3 Lead Facilitator, Progress Monitoring Captain, PBIS Coach, Instructional Coach, Admin
Writer's Workshop	August 2025- May 2026	K-5 ELA & SS Teachers	Administrators, District Support
PBIS/SEL	September 2025	All faculty & Staff	PBIS Team & Administrators
Spiral Review: Math & ELA	August- September	K-5 Math & ELA teachers	Instructional Coach & Administrators
Dual Language Integration	August- March (ongoing)	K-5 DLI teachers	District DSL support, Classroom Teachers & Administrators



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

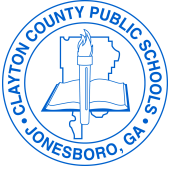
### Parent and Family Engagement

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	August/September 2025	Parent Liaison
<b>School-Family Compact Discussion:</b> Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	September 2025	Parent Liaison and Teachers
<b>Annual Title I Parent Meeting:</b> Meeting held Documents posted on school website	September 2025	Parent Liaison
<b>Building Parent Capacity Fall:</b> (F2F or Zoom) <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 2025	Parent Liaison
<b>Building Parent Capacity Fall:</b> Curriculum Workshop 2	October 2025	Parent Liaison
<b>Building Parent Capacity Fall:</b> Technology/Copyright Piracy Workshop	November 2025	Parent Liaison
<b>Building Parent Capacity Fall:</b> EL Parent Workshop (if applicable)	November 2025	Parent Liaison
<b>Building Parent Capacity Continuous Communications (Fall)</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August - December 2025	Parent Liaison
<b>Building Staff Capacity (Fall):</b>	August-December 2025	Parent Liaison
<b>Fall October Data Dig:</b>	August - December 2025	Parent Liaison



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

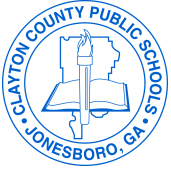
Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
PLC to review Dashboard Data		
<b>Fall December Data Dig:</b> PLC to review Dashboard Data	October 2025	Instructional Leadership Team
○ <b>Building Staff Capacity (Spring):</b>	December 2025	Instructional Leadership Team
<b>Building Parent Capacity Spring:</b> Curriculum Workshop 3	January - May 2026	Parent Liaison
<b>Building Parent Capacity Spring:</b> Assessment Workshop	February 2026	Parent Liaison
<b>Building Parent Capacity Spring:</b> Transition Meeting	February/March 2026	Parent Liaison
<b>Building Staff Capacity Continuous Communications (Spring):</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	March 2026	Parent Liaison
<b>Spring March Data Dig</b> PLC to review Dashboard data	January - May 2026	Parent Liaison
<b>Spring May Data Dig</b> PLC to review Dashboard data	January - May 2026	Parent Liaison
<b>Input Meeting (s) FY26:</b> Staff Parents/Families Students	March 2026	Instructional Leadership Team
<b>Sent Home and Posted on School Website:</b> School-Family Compact School PFEP District PFEP	May 2026	Instructional Leadership Team
<b>School-Family Compact Discussion:</b> Parent-Teacher Conference (elementary)	March 2026	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
Ongoing discussion (middle/high school)		





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

## **Tentative Budget**