

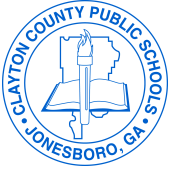
Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

| COMPREHENSIVE SCHOOL IMPROVEMENT PLAN | | |
|--|--|---------------------------------------|
| School Name: Pointe South Middle School | District Name: Clayton County Public Schools | |
| Principal Name: Malakia Wright | School Year: 2025-2026 | |
| School Mailing Address: 8495 Thomas Rd, Jonesboro, GA 30238 | | |
| Telephone: 770-473-2890 | | |
| District Title I Director Name: Katrina Thompson | | |
| District Title I Director Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236 | | |
| Email Address: katrina.thompson@clayton.k12.ga.us | | |
| Telephone: 678-817-3081 | | |
| ESSA ACCOUNTABILITY STATUS— Select Yes, if applicable. | | |
| Comprehensive Support (CSI) No | Targeted Support (TSI) No | Additional Targeted Support (ATSI) No |
| BUDGET MODEL— Select Yes, if applicable | | |
| Title I, Part A Budget YES | Title I School Improvement Grant (SIG) No | |
| L4GA Budget No | | |
| SIGNATURES AND REVISION DATE | | |
| Principal’s Signature: | Date: July 17, 2025 | |
| Title I Director’s Signature: | Date: | |
| Assistant Superintendent’s Signature: | Date: | |
| TLSI Deputy Superintendent’s Signature: | Date: | |



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| | | |
|-----------------------|-----------------------|-----------------------|
| Revision Date: | Revision Date: | Revision Date: |
|-----------------------|-----------------------|-----------------------|



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CSIP Planning Committee:

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

| NAME | POSITION/ROLE |
|---|------------------------------|
| Malakia Wright | Principal |
| Nina Endow | Asst. Principal |
| Corey Stephens | Asst. Principal |
| Edward Williams | Asst. Principal |
| Neiketa Johnson | Media Specialist |
| Vernice Washington | Parent Liaison |
| Cheryl Chew-Render/Janaia Bailey | Counseling Department |
| Alexis Bushell | Community Member |
| Makiba Moore-McBride | Instructional Coach |
| Angela Taylor | Instructional Coach |
| Ciniyah Lyons | Student |
| Lameka Hampton | Math Dept Chair |
| Suzette Antoine | ELA Dept Chair |
| Jewell Adams | Science Dept Chair |
| Renatta McNary | Soc St Dept Chair |
| Renee Morris | DES Dept Chair |
| Gwendolyn Smith | ESOL Dept Chair |
| Tangernika Winston | Gifted Dept Chair |
| Darnell Springer | Connections Chair |
| Suleika Ramos Torres | Parent/Guardian |
| Telly Hall | Athletic Director |
| Imani Warden | Brand Ambassador |
| Dana Wilcox | ISS/PASS specialist |
| Alexis Washington | Clubs and Teams Lead |



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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.**

School Demographics

| 6th Grade | 7th Grade | 8th Grade | Connections |
|---|--|---|---|
| 2- Four-person teams 1- two-person team DES Team (3 persons) Small Group Cotaught | 2 Four-person teams 1- two-person team DES Team (3 persons) Small Group Cotaught | 2- four-person teams 1- two person team DES Team (3 persons) Small Group Cotaught | 2- Fine Arts 3- Health/PE 2- Eng./Comp Sci 1- World Languages 1- Career Exploratory 1- Speech Para |
| Special Education | Academic Services | Support Services | Ancillary Services |
| 2 DES Units 2 Teachers 5 Paras Autism I.D. Unit | Gifted ESOL REP Numeracy Coach Literacy Coach | Counselors Registrar Bookkeeper Parent Liaison LTSE/SDI Coach | 3 Campus support 2 Secretaries 1 SRO |

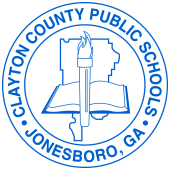


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| Sub Group Data | Population Percent |
|---------------------------------|---------------------------|
| Economically Disadvantaged/ ALL | 655 students |
| African American | 72.6% (476 students) |
| Hispanic | 22.10% (145 students) |
| Multiracial | 3.2% (21 students) |
| Gifted | 3.2% (21 students) |
| ESOL | 8.09% (53 students) |
| DES | 12.52% (85 students) |

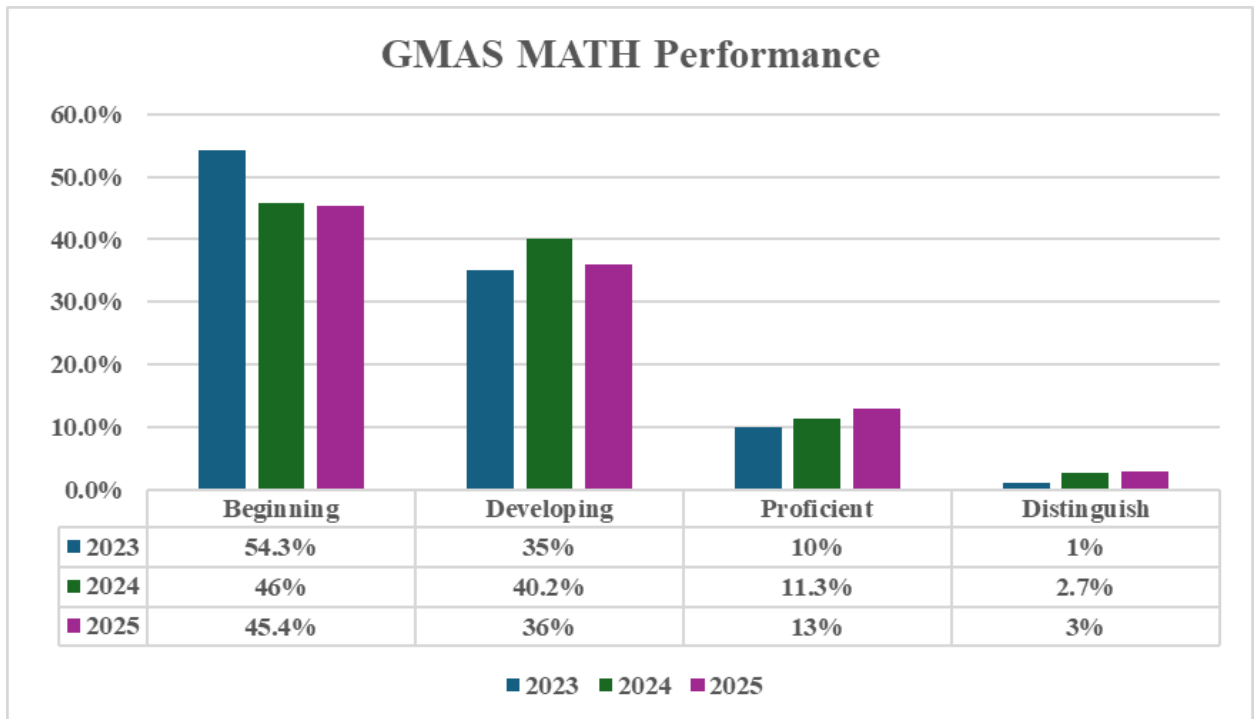
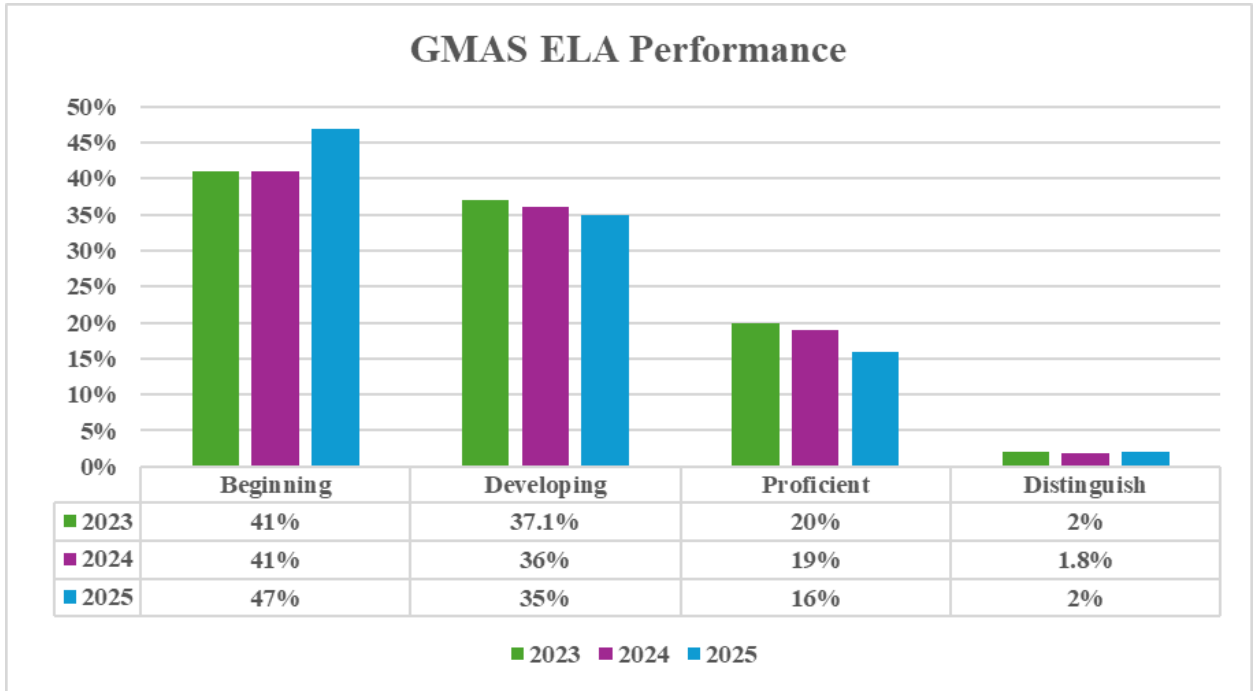
Georgia Milestone Performance Data

The Pointe South Middle School test takers demonstrated their knowledge and understanding of state-approved content standards in English/Language Arts, Math, Science, and Social Studies as indicated by performance on the Georgia Milestones Assessment System (GMAS). The GMAS data gives a snapshot of how the students at PSMS performed academically and how our instructional program and resources have impacted student performance over the years. The data is broken down into the four performance bands: Beginning, Developing, Proficient and Distinguished. This primarily determined what supplemental resources the school offered and to whom they were offered. As indicated below, comparison data for FY24 and FY25 shows a decrease of 3% at the Proficient Level and an increase of .2% at the Distinguish Level for ELA. Students showed an increase at the Proficient and Distinguished Level in Science, Social Studies and Math. A large percentage of test takers fall in the Beginning Achievement Level which indicates students have not mastered content standards. DES performance on the FY2024 GMAS yielded a large percentage of students at the beginning level; however; a small percentage of students scored at the Proficient in ELA and Math. A large percentage of ELL students performed at the Beginning Achievement Level, with a small percentage at the Developing Achievement Level. Overall GMAS data reveals the need for intentional intervention support in all content areas, including support for our subgroup populations in order to maximize student achievement.



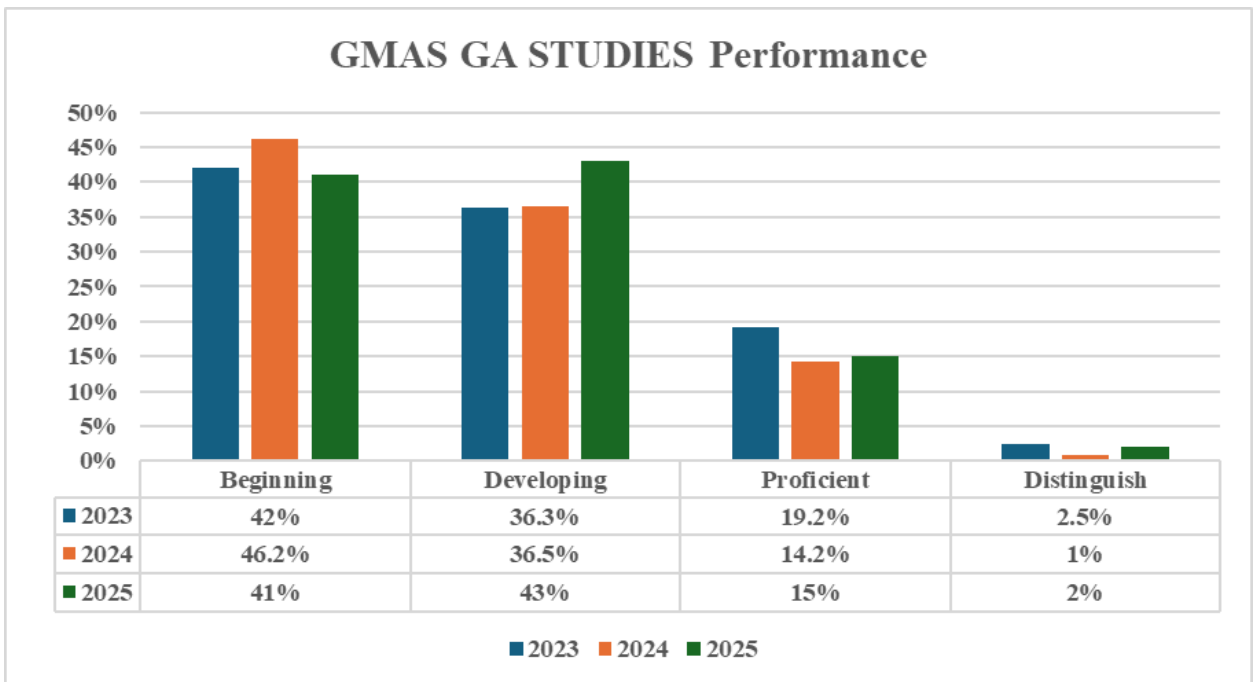
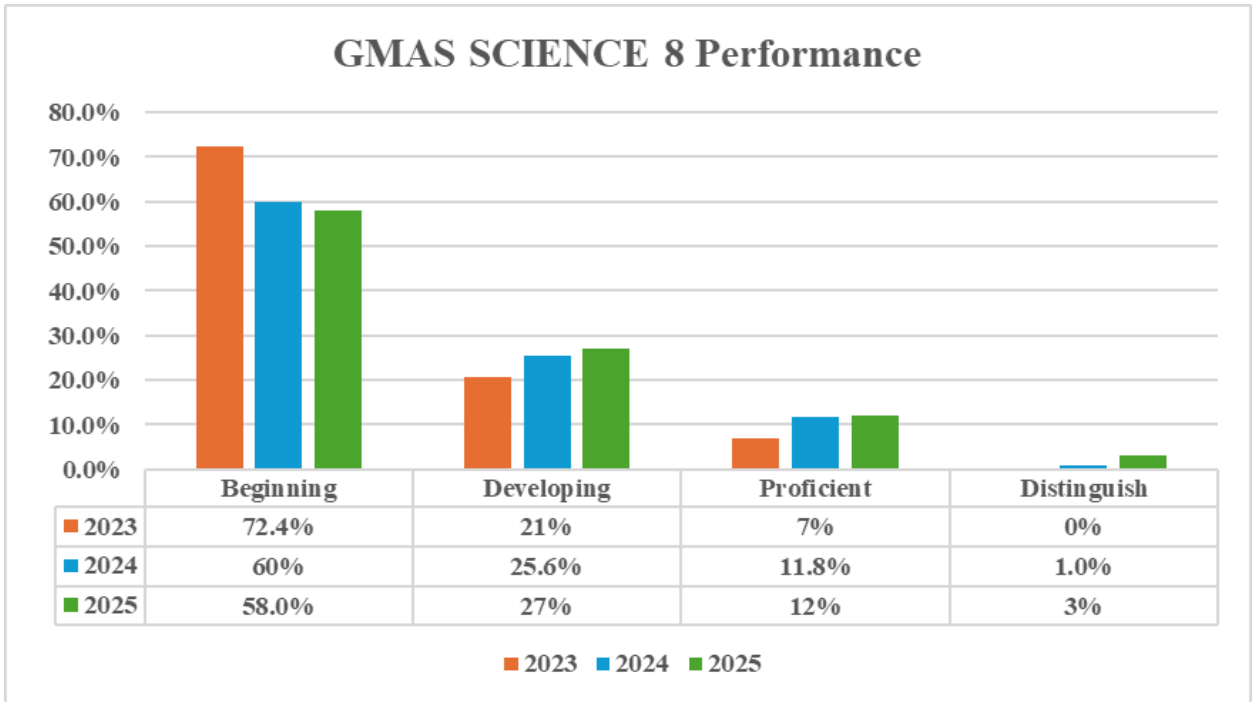
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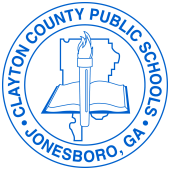
GMAS Comparison Data



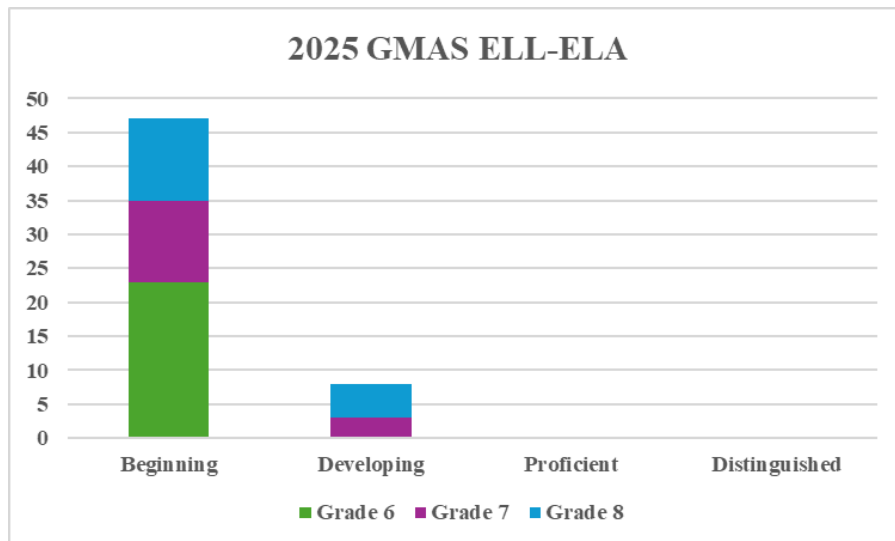
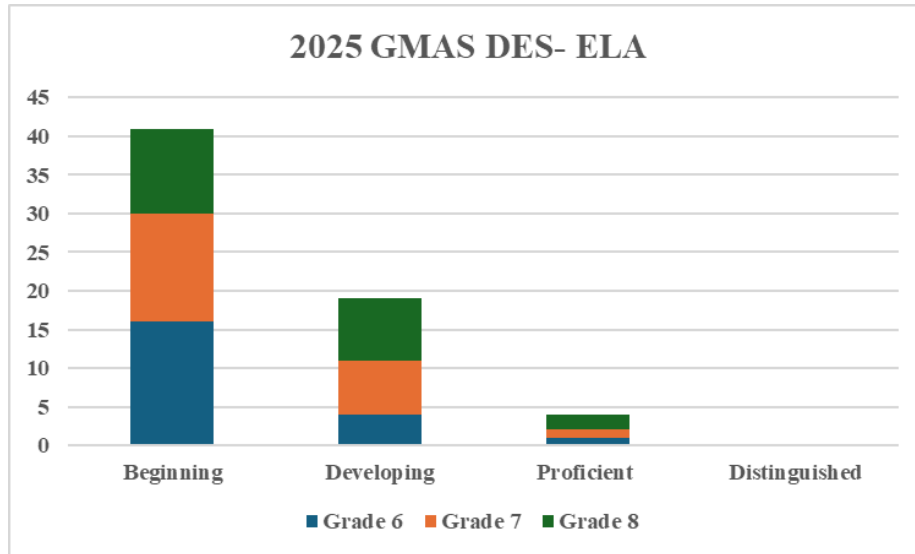


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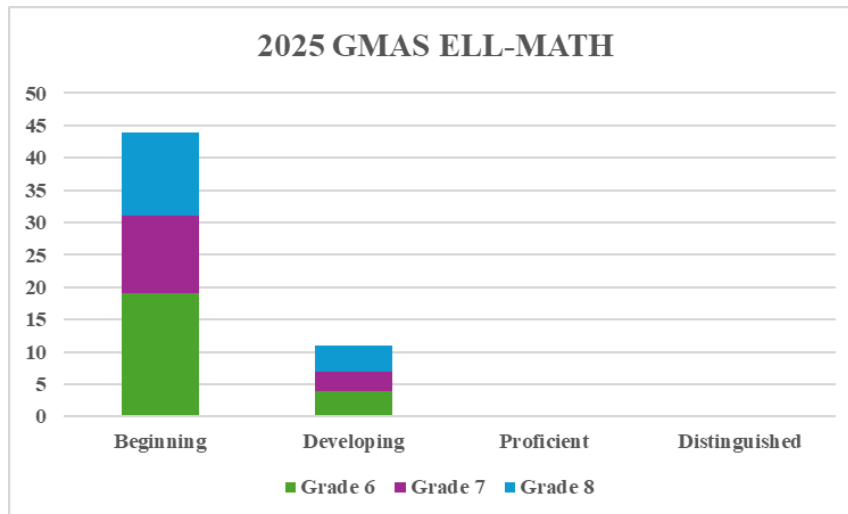
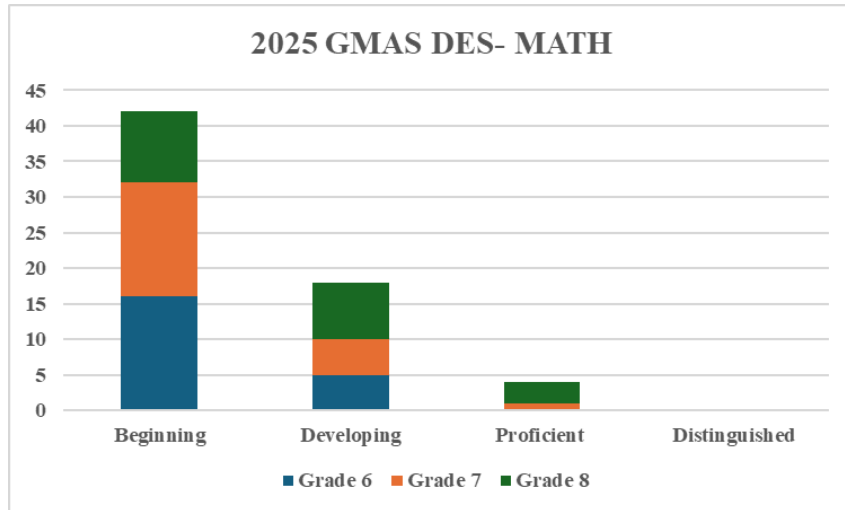


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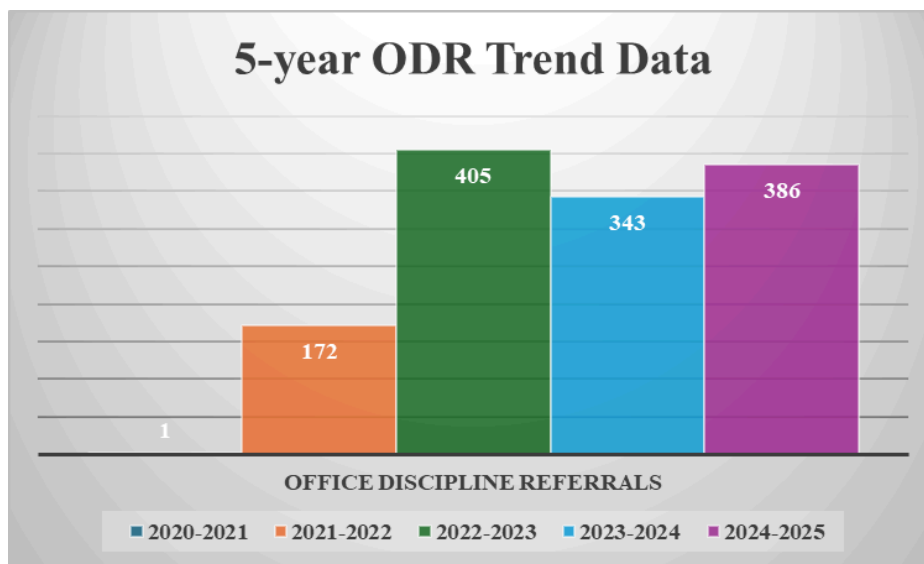


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Student Discipline Data:

A 12.4% increase in behavior incidents occurred during the FY25. However, behavior incidents are attributed to several factors: teachers not fully implementing the PBIS Framework and long-term substitutes and novice teachers needing scaffolded support with implementing behavioral matrices. Pointe South Middle School will continue to implement PBIS for FY25. Intentional training and support will be in place to combat the increase of office discipline referrals. We will also implement an internal program to mitigate minor discipline infractions. The PBIS team will continue to meet monthly to review data and provide the necessary reports and strategies to decrease behavior incidents in efforts to regain the distinguished school status.

Discipline Data (ODRs)



MAP DATA

Overall Performance:

The charts below highlight the performance for each content area by grade level. When comparing the BOY (Beginning of Year) and EOY (End of Year) assessment data, sixth, seventh, and eighth-grade ELA showed an increase in the percentage of students performing at the Beginning Level. The Math data shows an increase in the percentage of students performing at the Proficient Level across grades six and seven and a decrease at eight (3% Sixth-grade, 2.30% Seventh-grade, and -1.4% Eighth-grade). Our overall performance at the Distinguish level increased for ELA and Math. Overall, the MAP data reveals the need for intentional intervention support in all content areas in order to prepare students for grade level content so that we can



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maximize student achievement.

MATH MAP DATA REVIEW

B.O.Y 24-25

| Grade | Student Count | Beginning Learner | | Developing Learner | | Proficient Learner | | Distinguished Learner | |
|--------------|---------------|-------------------|--------------|--------------------|--------------|--------------------|-------------|-----------------------|-------------|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 6 | 223 | 124 | 55.6% | 93 | 41.7% | 6 | 2.7% | 0 | 0.0% |
| 7 | 186 | 101 | 54.3% | 63 | 33.9% | 20 | 10.8% | 2 | 1.1% |
| 8 | 216 | 112 | 51.9% | 80 | 37.0% | 20 | 9.3% | 4 | 1.9% |
| Total | 625 | 337 | 53.9% | 236 | 37.8% | 46 | 7.4% | 6 | 1.0% |

M.O.Y 24-25

| Grade | Student Count | Beginning Learner | | Developing Learner | | Proficient Learner | | Distinguished Learner | |
|--------------|---------------|-------------------|--------------|--------------------|--------------|--------------------|--------------|-----------------------|-------------|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 6 | 234 | 120 | 51.3% | 98 | 41.9% | 14 | 6.0% | 2 | 0.9% |
| 7 | 195 | 99 | 50.8% | 68 | 34.9% | 27 | 13.8% | 1 | 0.5% |
| 8 | 210 | 96 | 45.7% | 78 | 37.1% | 27 | 12.9% | 9 | 4.3% |
| Total | 639 | 315 | 49.3% | 244 | 38.2% | 68 | 10.6% | 12 | 1.9% |

E.O.Y 24-25



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| Grade | Student Count | Beginning Learner | | Developing Learner | | Proficient Learner | | Distinguished Learner | |
|--------------|---------------|-------------------|--------------|--------------------|--------------|--------------------|-------------|-----------------------|-------------|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 6 | 230 | 139 | 60.4% | 77 | 33.5% | 13 | 5.7% | 1 | 0.4% |
| 7 | 191 | 113 | 59.2% | 52 | 27.2% | 25 | 13.1% | 1 | 0.5% |
| 8 | 215 | 114 | 53.0% | 69 | 32.1% | 17 | 7.9% | 15 | 7.0% |
| Total | 636 | 366 | 57.5% | 198 | 31.1% | 55 | 8.6% | 17 | 2.7% |

ELA MAP DATA REVIEW

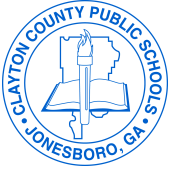
B.O.Y 24-25

| Grade | Student Count | Beginning Learner | | Developing Learner | | Proficient Learner | | Distinguished Learner | |
|--------------|---------------|-------------------|--------------|--------------------|--------------|--------------------|--------------|-----------------------|-------------|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 6 | 225 | 130 | 57.8% | 59 | 26.2% | 33 | 14.7% | 3 | 1.3% |
| 7 | 185 | 86 | 46.5% | 73 | 39.5% | 24 | 13.0% | 2 | 1.1% |
| 8 | 217 | 73 | 33.6% | 95 | 43.8% | 44 | 20.3% | 5 | 2.3% |
| Total | 627 | 289 | 46.1% | 227 | 36.2% | 101 | 16.1% | 10 | 1.6% |

M.O.Y 24-25

| Grade | Student Count | Beginning Learner | | Developing Learner | | Proficient Learner | | Distinguished Learner | |
|--------------|---------------|-------------------|--------------|--------------------|--------------|--------------------|--------------|-----------------------|-------------|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 6 | 234 | 132 | 56.4% | 61 | 26.1% | 32 | 13.7% | 9 | 3.8% |
| 7 | 194 | 79 | 40.7% | 77 | 39.7% | 33 | 17.0% | 5 | 2.6% |
| 8 | 214 | 60 | 28.0% | 80 | 37.4% | 54 | 25.2% | 20 | 9.3% |
| Total | 642 | 271 | 42.2% | 218 | 34.0% | 119 | 18.5% | 34 | 5.3% |

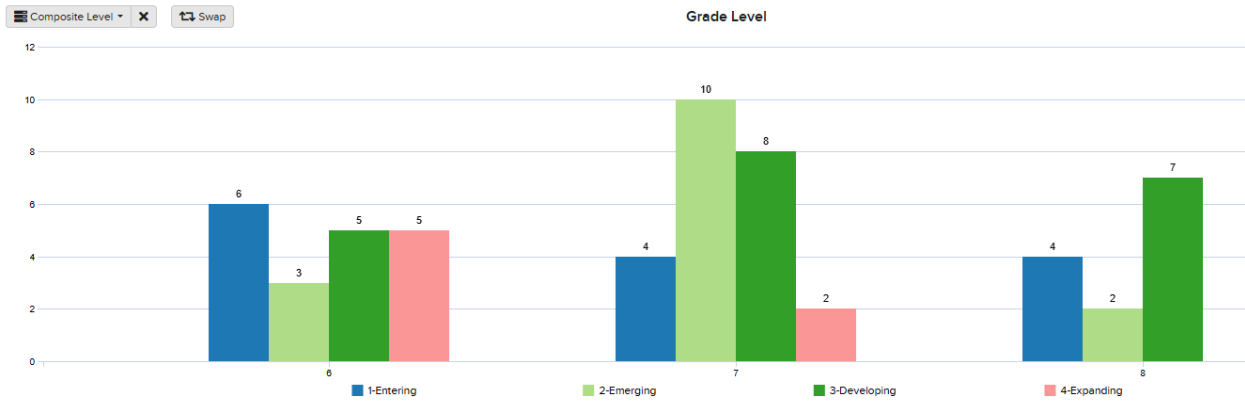
E.O.Y 24-25



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| Grade | Student Count | Beginning Learner | | Developing Learner | | Proficient Learner | | Distinguished Learner | |
|--------------|---------------|-------------------|--------------|--------------------|--------------|--------------------|--------------|-----------------------|-------------|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 6 | 228 | 125 | 54.8% | 58 | 25.4% | 39 | 17.1% | 6 | 2.6% |
| 7 | 190 | 69 | 36.3% | 81 | 42.6% | 37 | 19.5% | 3 | 1.6% |
| 8 | 214 | 70 | 32.7% | 89 | 41.6% | 46 | 21.5% | 9 | 4.2% |
| Total | 632 | 264 | 41.8% | 228 | 36.1% | 122 | 19.3% | 18 | 2.8% |

ACCESS DATA 2024-2025



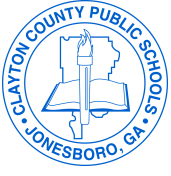
Comprehensive Needs Assessment:

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 Comprehensive School-Wide Improvement Plan was developed with a cross-functional team of all stakeholders. The stakeholders involved were the administrative team, teachers, parents and students. Throughout the school year,



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surveys are conducted to garner input from all stakeholders. Surveys were conducted for parents, students, and teachers during the 2024-2025 school year. Teachers also completed a SWOT analysis to help determine school needs. The initial school improvement plan was developed during the summer leadership retreat. Our full team was divided into Administrative/ Operations, Instruction, and Culture and Climate. Tentative FY25 school achievement data was used to direct the programs and initiatives for the 2024-2025 school year.

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

GMAS data

MAP Data- BOY, MOY, and EOY assessment scores

Teacher and district-created assessments

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

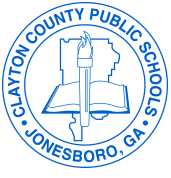
CCRPI Data

An analysis of the state's CCRPI Report for our school. The school and the stakeholders looked at all of the tabs/sections to analyze student achievement data, and post-secondary readiness of our students. Attendance, Discipline, and attendance were not indicators in the 2024-2025 data points, but the team reviewed them for their implications on other CCRPI areas.

Discipline Data

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

- **19% of the referrals were for scholars being served by DES.**
- **No SWD were suspended beyond 10 days.**
- **ISS/OSS is used for about 85% of referrals.**



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Demographics Tally Report

| Student Type | Grade | Black and African American | Hispanic/Latino of any Race | Multi-Racial | White | Female | Male | Total |
|--------------|-------|----------------------------|-----------------------------|--------------|-------|--------|------|-------|
| DES | 06 | 140 | 28 | 0 | 7 | 56 | 119 | 25 |
| | 07 | 147 | 21 | 7 | 0 | 56 | 119 | 25 |
| | 08 | 175 | 21 | 0 | 0 | 63 | 133 | 28 |
| | Total | 462 | 70 | 7 | 7 | 175 | 371 | 78 |

ISS/OSS days and Incidents By School for 2023-2024

| School | Grade | ISS INCIDENTS | ISS DAYS | OSS INCIDENTS | OSS DAYS | ISS STUDENTS | OSS STUDENTS | ZEROES IN ISS DAYS | ZEROES IN OSS DAYS |
|---------------------|-------|---------------|----------|---------------|----------|--------------|--------------|--------------------|--------------------|
| Pointe South Middle | | 114 | 329 | 158 | 722 | 88 | 119 | 0 | 0 |
| | 06 | 32 | 83 | 44 | 162 | 24 | 34 | 0 | 0 |
| | 07 | 22 | 69 | 58 | 259 | 19 | 43 | 0 | 0 |
| | 08 | 60 | 177 | 56 | 301 | 45 | 42 | 0 | 0 |

ISS/OSS days and Incidents By School for 2024-2025

| School | Grade | ISS INCIDENTS | ISS DAYS | OSS INCIDENTS | OSS DAYS | ISS STUDENTS | OSS STUDENTS | ZEROES IN ISS DAYS | ZEROES IN OSS DAYS |
|---------------------|-------|---------------|----------|---------------|----------|--------------|--------------|--------------------|--------------------|
| Pointe South Middle | | 170 | 399 | 163 | 709 | 128 | 120 | 1 | 0 |
| | 06 | 44 | 99 | 78 | 339 | 36 | 55 | 0 | 0 |
| | 07 | 56 | 144 | 49 | 254 | 43 | 38 | 0 | 0 |
| | 08 | 70 | 156 | 36 | 116 | 49 | 27 | 1 | 0 |

Academically, our data showed that we were stagnant or experienced minimal growth or loss. Our CNA and Root Cause Analysis surmised that teacher efficacy impacted student growth and achievement. We had several teachers on waivers. For 2025-2026, we will maintain our New Teacher Mentoring program to assist our teachers who are new to the field of education (0-3 years).

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)

ED - The majority of all learners are scoring at the beginning and developing levels indicating a high risk of failing.

EL - The majority of all ELL students are performing at the beginning and developing levels over the past three school years.



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SWD - The majority of all DES learners are performing at the beginning level over the past three school years, despite slight decreases in the percentage of beginning level learners each year.

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

- High percentage of teachers were on Strategic Waivers
- 1 teachers on waiver this year (23 last year)
- A need for intentional opportunities to celebrate individual, targeted group and schoolwide success.
- Collaborative planning was intentional and strategic.
- Teachers require professional development on SDI and SIOP strategies to reach our DES and ESOL students.
- 36% of our current 7th and 8th grade student attendance was less than or equal to 94.9%
- 65% of students with attendance issues have Lexile levels below grade level
- 64 of 70 staff returned for the 25-26 school year. (91%)
- ELA-proficient & distinguished decreased by 1 point.
- 6th grade ELA continued to show the weakest scores while 8th grade showed the strongest scores.
- Social Studies, which had double-digit growth, decreased by 6 points.
- Science scores increased by 6 points.
- 67 ESOL- 8 exited; 27 positive movement
- ESOL and DES students are meeting their growth targets.
- DES had many students move from beginner to developing, and one moved to proficient.



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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)

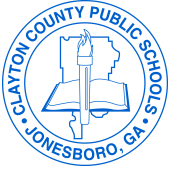
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 1: By May 2026, all students will increase by 8 percentage points from 18% to 25% in ELA on the Georgia Milestones Assessment.

| Evidenced Based Strategies and Interventions | Timeline for Implementation | Funding Source | Person/Position Responsible |
|---|--|----------------|---|
| Incorporate the CUBS strategy in all ELA, science and social studies lessons to support reading and literacy across curriculum. | Training 09/2025 Implementation 09/2025- 4/2026 | | Instructional Coaches Building Principal Academic Coaches and Grade level Content Leads |
| Conduct collaborative planning twice weekly per content area using the high impact collaborative planning rubric. There will be an intensive focus on small group instruction with engaging activities, data analysis, vocabulary development, and deconstruction of standards. | Training 08/2025 Implementation 08/2025-04/2026 | | Building Principal Instructional Coaches and Grade level Content Leads |

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

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



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



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2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114

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

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

1111(c)(2)

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

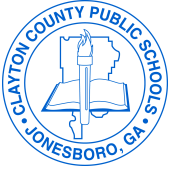
Goal 2: By May 2026, we will increase our CCRPI attendance rate for all students from 78.43% to 81.43% by increasing the number of students absent less than 5% of their enrolled days.

| Evidenced Based Strategies and Interventions | Timeline for Implementation | Funding Source | Person/Position Responsible |
|---|-----------------------------|--|--|
| Students will participate in weekly/monthly challenges called "Securing the BAG" which will be a segment of the PBIS program. Students will focus on meeting behavioral, attendance and academic (grades) goals each week/month. Students and parents will receive incentives for meeting weekly/monthly goals. All extra curricular activities will be based on Securing the BAG | August 2025- May 2026 | General Funds | Culture and Climate Team Student Engagement Specialist PBIS team |
| To provide students opportunities to engage in extracurricular activities to include but not limited to Athletics, Band, Art Club, Dance Team, Drama Team, Gardening Club, BETA, Student Government Association, Science Club, Campus Beautification Club, Girls Mentoring Group, Boys Mentoring Group, Girls Scout | August 2025- May 2026 | General Funds Fundraising Efforts | Culture and Climate Team Student Engagement Specialist PBIS team |
| | | | |
| | | | |

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

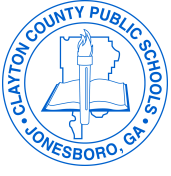
Economically Disadvantaged

Foster and Homeless



Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

| | |
|---|---|
| <p>After school tutorials will take place on a regular basis to address the needs of economically disadvantaged students. Paraprofessional and teacher tutors will conduct push in and pull outs to address student deficits. Students will be provided with necessary supplies as determined by the teacher. Additionally, school staff will provide instructional support within local neighborhoods to ensure all students have access to instructional support.</p> | <p>Counselors, social workers, parent liaison, etc. will connect students to school based and community support systems to ensure the needs of the child and family are met.</p> |
| <p>English Learners</p> | <p>Students with Disability</p> |
| <p>ELL teachers will provide additional assistance to EL students by affording students opportunities to work with manipulatives and translation devices to support core content. The media specialist will provide student access to content specific supplemental material.</p> | <p>After school tutorials will take place on a regular basis to address the specific needs of students with disabilities. Paraprofessionals, Teachers and volunteer tutors will conduct push in and pull outs to address student deficits. Lessons will be differentiated to support each student's IEP and 504 accommodations.</p> |
| <p>Gifted Learners</p> | |
| <p>Teachers will infuse skills of subsequent coursework into learning activities. This practice will allow students to be exposed to advanced skills necessary for the next grade level. Students' performance on common formative assessments will be monitored frequently by administration and instructional support teachers to ensure targeted gains are met. Students will engage in acceleration to foster continued growth. Small group instruction will be in place to address the needs of this subgroup.</p> | |



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2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114

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

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

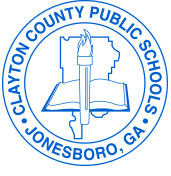
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 3: Reduce our ISS/OSS incidents by 8% from 386 incidents to 355 by decreasing the number of major discipline referrals, by fully implementing our PBIS system, including our house system, and Caring Adults in the Building program.

| Evidenced Based Strategies and Interventions | Timeline for Implementation | Funding Source | Person/Position Responsible |
|--|-----------------------------|----------------|---|
| Assign all students and faculty members to our PBIS house system with a calendar of events to promote house unity and our PBIS initiatives | August 2025- May 2026 | General Funds | Academic Coaches, Admin Team LTSE District content support |
| Monthly PBIS meetings to identify, monitor and support students who have secured the B.A.G. and those who may need interventions and additional supports | September 2025- May 2026 | General Funds | Academic Coaches, Admin Team LTSE District content support |
| Monthly team building activities for staff members at off campus sites | September 2024- May 2025 | Staff Funded | Culture and Climate Teams Parent Liaison |

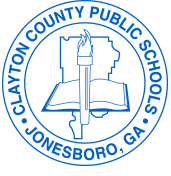
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|--|---|
| Students in this subgroup will be monitored through grade level meetings as well as data provided from PBIS team meetings. Utilization of Student Engagement Specialist will take place as needed. | All students from this subgroup will be included in the Circle of Support process. They are already included within the CAB program (Caring Adult in the Building). They will be surrounded with support from teachers as well as they will be kept informed. |



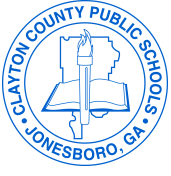
Clayton County Public School 2025-2026 Comprehensive School Improvement Plan

| English Learners | Students with Disability |
|--|--|
| The administrator will meet monthly with the ESOL teacher to look at the progress of all English Learners and address concerns related to school safety and scholar well-being. | The administrator will meet weekly with the LTSE to analyze discipline attendance data for DES students. |
| Gifted Learners | |
| Students in this subgroup will be monitored through grade level meetings as well as data provided from PBIS team meetings. Utilization of Student Engagement Specialist personnel will take place as needed. | |



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2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114

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

c) 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

Point South Middle School will continue to implement the following to address the needs of our at-risk students:

- Circle of Support
- RethinkED Strategies
- Caring Adult in the Building (CAB)
- Behavior Support Specialist
- Mentoring Program

We also implement the following strategies to improve the overall educational environment and ensure that all students achieve academic success:

- **Data Driven Instruction:** Implement data-driven instruction to tailor teaching methods and interventions to student needs.
- **Student Data Accountability Notebooks:** Implement student accountability notebooks to promote ownership of academic progress; behavior; and attendance allowing students to track assessment data, set goals, and reflect on their growth throughout the year.
- **Targeted Interventions:** Implement targeted interventions for students who are struggling, including tutoring, small group instruction, and additional support services.
- **Extended Learning:** Provide extended learning opportunities, such as after-school programs, summer school, and enrichment activities.
- **Behavioral Supports:** Establish positive behavioral interventions and supports (PBIS) to create a positive school climate.
- **Parental Involvement:** Increase parental involvement through regular communication, workshops, and family engagement activities.
- **Health and Social Services:** Coordinate with community agencies to provide health, mental health, and social services to students and families in need.

The pyramid of interventions will be used to address the needs of students in all Tiers 1-4. Common lesson planning and assessment in all areas will be used to ensure flexible groupings. Differentiated instruction is used in implementing the Georgia Standards of Excellence through research-based practices. The teachers will use RTI- Georgia Student Achievement Pyramid of



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interventions to increase the intensity of interventions for Tier 2 & 3. The targeted (level 2 - developing) students will receive greater frequency of progress monitoring.

Targeted populations such as SWD and ESOL are supported through our co-teaching model. Students in these subgroups are taught by highly qualified teachers and are held to the same standards as the general education population. All teachers work collaboratively to disaggregate the data and recommend solutions to closing the achievement gap.

Special Education and ESOL students' levels are taken into consideration with writing the Individualized Education Plans (IEPs) and Testing Participation Committee (TPC). Teachers must make sure that they are familiar with each students' goals for the year; and provide appropriate accommodations as outlined in the IEP/TPC plans.

The Circle of Support team believes the needs of the students are beyond which can be supported by the resources available at the school level, referrals are recommended through the district's: "Schools Partnering to Advance Wellness, Resilience and Knowledge (S.P.A.R.K).

Referrals can be made provided students are deemed a threat to themselves; self harm; and suicidal through a behavior checklist specific to the behavior being exhibited. Parental consent is required in order for the student to receive these additional resources and services.

The parent liaison has formed partnerships with organizations that provide food items weekly to identified students that are in need.

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)

The school prepares students for and provides awareness for postsecondary education and the workforce. This preparation occurs in the following activities: Algebra I and Spanish I for 8th Grade Students, Career Month Activities, College Field Trips, STEM Field Trips, CTAE programs (Computer Science, Engineering and Technology, and Media Arts)

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.);

The Circle of Support team meets monthly to analyze the needs of students who exhibit chronic absenteeism, homelessness, consistent failure, and various problem behaviors. This cross functional team is composed of school personnel as well district support. Student data is reviewed individually, and next steps are created to provide support.

PBIS will be utilized to facilitate successful use of Tier 2 and 3 interventions and to support students who are not performing on grade level. Teachers support implementation of strategies for students who require Tier 2 or 3 behavioral interventions. Teachers are trained on effective use of RTI strategies. Grade level RTI Teams meet weekly to discuss the status of Tier 2 and 3 students. A



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school-wide Progressive Discipline log will be utilized to provide learners with the opportunity to take corrective action.

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.*)

Pointe South Middle School will continue to implement the following to improve instruction and consistency in use of data to drive instruction:

- Data Digs
- Weekly Collaborative Planning
- Monthly Department Meetings
- Monthly Leadership Team Meetings
- Data Driven Professional Development
- Target Small Group Instruction
- Technology Integration
- Protect Instructional Time

Ensuring that these activities are implemented and monitored will allow us to keep a pulse on the level of instruction occurring in the classrooms and track how our students are performing so that we can provide real-time support and interventions.

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.

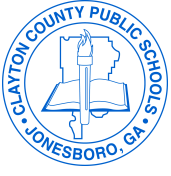
We will provide opportunities for teachers to participate in vertical planning. VP will allow middle school teachers to obtain firsthand information to support incoming 6th graders and assist 8th grade students as they prepare to transition to high school.

As 8th grade students transition to high school, the high school counselor is invited to speak to our 8th grade students about high school course offerings. A visit to the high school for a tour is also arranged. Eighth graders are provided with a moving-on ceremony to celebrate the end of their middle school experience and embrace their transition to high school.

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

Pointe South Middle School's administration and the parent liaison will communicate with parents during the year to inform them of school activities, policies, procedures, curriculum items, and opportunities for involvement.

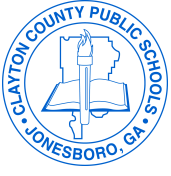
The school will offer parent workshops designed to support understanding of academic expectations, language development, instructional accommodations, and available resources. ESOL-specific sessions will be provided to assist families in navigating academic supports, while ESS will lead sessions focused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



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

Our Title I Liaison, administrators, and teachers will develop a schoolwide action plan that addresses the needs of ELL and SWD parents. Parents will be invited to weekly question and answer sessions, participate in parent-teacher-student conferences, and attend parent workshops that focuses on various topics, which impact all students. The Parent Liaison will work with the ESOL and DES department to host workshops that inform and educate parents on their right, resources and curriculum of their students.



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Plan Development and Evaluation:

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

- a) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
- b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.
- c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program

The school leadership team will meet on a monthly basis to discuss the data, results, and progress of the schoolwide program. During these meetings, team members will discuss areas of concern, make necessary changes, and continue to monitor student mastery and progress.

The schoolwide plan will be revised (if necessary) at the mid-year point if the team determines that additional focus is warranted in a particular subject area or domain. Students who have historically been farther away from meeting state academic standards (such as DES, ESOL, and EIP students) will have additional opportunities to demonstrate growth based on participation in the school/district supplemental programs.

We will also analyze the data obtained from MAP and Georgia Milestones Assessment in order to determine student performance in each subject area as well as instructional domains. This will allow us to determine whether or not the initiatives and programs utilized this school year were effective in terms of increasing student achievement. Subsequent schoolwide plans will be created based on end-of-year data and student needs.

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

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

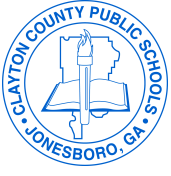
Pointe South Middle School invites all parents and students to attend the Title I planning meeting to provide input. We will update the school Parent and Family Engagement Plan periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the Parent and Family Engagement Plan available to the local community. During the Title I Annual Planning Meeting, parents will assist in planning, developing, and approving the school's Title I School-wide Program Plan and Budget, as well as parent involvement documents -



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School-Parent Compact, and Title I Parent and Family Engagement Plan. Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school. We will conduct annual Title I meetings during the 2025-2026 school year to inform parents about the school's Title I Program, parents' requirements for Title I, and the school Parent and Family Engagement Plan. The School-Wide Plan, and the School-Parent Compact will also be discussed in detail. We encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system, the school's marquee and website.

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



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5. Schoolwide Plan Development ~ Section 1114 (2)(B)(i-iv)

- a) is developed during a 1-year period**
- b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)**
- c) remains in effect for the duration of the school's participation in a Title I School-Wide Program**
- d) is available to the school district, parents, and the public, in a language that parents can understand**
- e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.**

During the 2025-2026 school year, Pointe South Middle School and its stakeholders (administrators, teachers, counselors, & parents) developed the Title I School-Wide Plan (SWP). However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. Pointe South Middle School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, and staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants. The plan can be found on the school's website and made available in translation upon request. The plan was developed in accordance with Federal, State, and Local guidelines under section 1111(d).

All stakeholders have opportunities to provide input to the school improvement plan through surveys (teachers, parents, and students) given at least once and sometimes periodically throughout the school year from district and school levels. Parents and students will be invited to share their input during on site or virtual meetings throughout the school year. The results are used for school improvement and student achievement. Survey results are shared with all stakeholders. All parents are invited to submit input via school and county web pages and regular Parent Newsletters. Parent representatives, elected by parents at the beginning of the school year, sit on our local School Council to voice concerns and suggestions. At the school level, less formal surveys are more regularly conducted with teachers and parents.

This plan is made available to parents at the first Title I parent meeting and is posted on the county's and school's webpage for teachers, parents, and the general public. Once the plan is reviewed and approved by the central office review team, it is placed on Pointe South Middle School's website to be viewed by the LEA, public, parents and other stakeholders.



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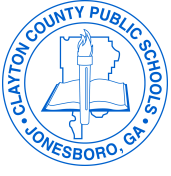
Parent and Family Engagement

| Parent Engagement Activities (include title/subject of curriculum workshops) | Scheduled Date(s) of Required Activity/Event | Person / Position Responsible |
|--|--|-------------------------------|
| Sent Home and Posted on School Website: School-Family Compact School PFEP District PFEP | September 4, 2025 | Parent Liaison |
| School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school) | September 18, 2025 | Parent Liaison |
| Annual Title I Parent Meeting: Meeting held Documents posted on school website | Annual Title 1 Meeting September 15, 2025 Annual Title 1 Meeting September 18, 2025 | Parent Liaison |
| Building Parent Capacity Fall: (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> | Parent Input (Fall) Meeting September 25, 2025 | Parent Liaison |
| Building Parent Capacity Fall: Curriculum Workshop 2 | DES Informational Parent Workshop November 20, 2025 | Parent Liaison |
| Building Parent Capacity Fall: Technology/Copyright Piracy Workshop | | Parent Liaison |
| Building Parent Capacity Fall: | | Parent Liaison |



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| Parent Engagement Activities (include title/subject of curriculum workshops) | Scheduled Date(s) of Required Activity/Event | Person / Position Responsible |
|--|---|-------------------------------|
| EL Parent Workshop (if applicable) | ESOL Parent Workshop October 16, 2025 | |
| Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 | Informational Parent Workshop with School Social Worker October 21, 2025 | Parent Liaison |
| Building Staff Capacity (Fall): | Teacher Input (Fall) Meeting September 23 , 2025 | Parent Liaison |
| Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 | Informational Workshop for Magnet School Application October 24, 2025 | Parent Liaison |
| Fall October Data Dig: PLC to review Dashboard Data | Failing Grades Report Data Dig October 22,2025 | Parent Liaison |
| Fall December Data Dig: PLC to review Dashboard Data | | Parent Liaison |
| Building Staff Capacity (Spring): | | Parent Liaison |
| Building Parent Capacity Spring: Curriculum Workshop 3 | | Parent Liaison |
| Building Parent Capacity Spring: Assessment Workshop | | Parent Liaison |
| Building Parent Capacity Spring: Transition Meeting | | Parent Liaison |
| Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 | | Parent Liaison |



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| Parent Engagement Activities (include title/subject of curriculum workshops) | Scheduled Date(s) of Required Activity/Event | Person / Position Responsible |
|--|--|-------------------------------|
| Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 | | Parent Liaison |
| Spring March Data Dig PLC to review Dashboard data | | Parent Liaison |
| Spring May Data Dig PLC to review Dashboard data | | Parent Liaison |
| Input Meeting(s) FY25: Staff Parents/Families Students | | Parent Liaison |



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Tentative Budget