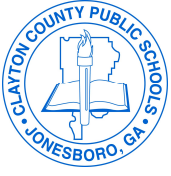




Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: Edwin S. Kemp Elementary		District Name: Clayton County Public Schools
Principal Name: Zsa Zsa Davis		School Year: 2023-2024
School Mailing Address: 10990 Folsom Road, Hampton, Georgia 30228		
Telephone: 770-478-2870		
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—Check only if applicable.		
Comprehensive Support <input type="checkbox"/>	Targeted Support <input type="checkbox"/>	Promise School <input type="checkbox"/>
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget <input checked="" type="checkbox"/>	Title I School Improvement Grant (SIG) <input type="checkbox"/>	
L4GA Budget <input type="checkbox"/>		
SIGNATURES AND REVISION DATE		
Principal's Signature:		Date: 7/30/2023
Title I Director's Signature:		Date:
Assistant Superintendent's Signature:		Date:
TLSI Deputy Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

CSIP Planning Committee:

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

NAME	POSITION/ROLE
Zsa Zsa Davis	Principal
Jacqueline Pressley-Wilson	Assistant Principal
Dr. Tamara Holloway	Title I Academic Coach
Corneka Moore-Sanders	5th Grade Math Teacher/Math Department Chair
Javonne Roman	5th Grade ELA Teacher/Grade Level Chair
Justin Watts	4th Grade ELA Teacher/Grade Level Chair
Demetria Lindsey	4th-5th EIP Teacher/Lead Mentor
Antoinette Golack	Parent Liaison
Tyler Bynum	Paraprofessional/Business Owner
Kimberly Milam	Community Business Owner
Angela Geathers	Parent
Tocara Wilcox	Parent
Nneena Cantrell	Volunteer



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

Data:

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

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

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

GMAS Data

2022-2023 Georgia Milestones Assessment Data													
Third Grade ELA													
Target 2024: 27%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	206	124	60%	43	21%	33	16%	6	3%	39	19%	82	40%
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Black	158	95	60%	30	19%	28	18%	5	3%	33	21%	63	40%
Hispanic	32	18	56%	9	28%	5	16%	0	0	6	16%	14	44%
ELL	14	7	50%	5	36%	2	14%	0	0	2	14%	7	50%
SWD	12	11	92%	0	0	1	8%	0	0	1	8%	1	8%

2021-2022 Georgia Milestones Assessment Data													
Third Grade ELA													
Target 2023: 18%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	208	131	63%	46	22%	25	12%	6	3%	29	14%	77	37%
Asian	5	3	60%	0	0	2	40%	0	0	2	40%	2	40%
Black	162	110	68%	32	20%	16	10%	3	2%	49	30%	52	32%
Hispanic	29	12	41%	12	41%	3	10%	2	7%	5	17%	17	58%
ELL	21	11	52%	9	43%	1	5%	0	0	1	5%	10	48%
SWD	17	14	82%	3	18%	0	0	0	0	0	0	3	18%

2022-2023 Georgia Milestones Assessment Data													
Third Grade Math													
Target 2024: 39%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	206	64	31%	78	38%	54	26%	10	5%	64	31%	142	69%
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Black	158	51	32%	57	36%	43	27%	9	6%	52	33%	109	69%
Hispanic	32	10	31%	13	41%	9	28%	0	0	9	28%	22	69%
ELL	14	6	43%	4	29%	4	29%	0	0	7	58%	7	58%
SWD	12	8	67%	1	8%	3	25%	0	0	3	8%	4	33%



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

2021-2022 Georgia Milestones Assessment Data													
Third Grade Math													
Target 2023: 18%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	208	77	37%	96	46%	33	16%	2	1%	37	18%	131	63%
Asian	5	1	20%	1	20%	2	40%	1	20%	3	60%	4	80%
Black	162	65	40%	78	48%	19	12%	0	0	19	12%	97	60%
Hispanic	29	6	21%	11	38%	10	34%	2	7%	12	41%	21	74%
ELL	21	2	10%	9	43%	8	38%	2	10%	10	48%	12	56%
SWD	14	12	86%	2	14%	0	0	0	0	0	0	2	14%

2022-2023 Georgia Milestones Assessment Data													
Fourth Grade ELA													
Target 2024: 30%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	207	89	43%	72	35%	38	18%	8	4%	46	22%	117	57%
Asian	6	3	50%	1	17%	1	17%	1	17%	2	34%	3	50%
Black	163	68	42%	64	39%	26	16%	5	3%	31	19%	95	58%
Hispanic	31	15	48%	6	19%	8	26%	2	6%	10	32	16	51%
ELL	23	15	65%	3	13%	5	22%	0	0	5	22%	8	35%
SWD	17	13	76%	3	18%	1	6%	0	0	1	6%	4	24%

2021-2022 Georgia Milestones Assessment Data													
Fourth Grade ELA													
Target 2023: 18%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	207	92	44%	85	41%	29	14%	2	1%	31	15%	116	56%
Asian	3	1	33%	1	33%	1	33%	0	0	1	33%	2	66%
Black	163	73	45%	64	39%	24	15%	2	1%	26	16%	90	55%
Hispanic	31	13	42%	15	48%	2	6%	1	3%	3	9%	18	57%
ELL	24	13	54%	10	42%	1	4%	0	0%	1	4%	11	46%
SWD	17	15	88%	2	12%	0	0%	0	0%	0	0	2	12%

2022-2023 Georgia Milestones Assessment Data													
Fourth Grade Math													
Target 2024: 44%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	207	46	22%	85	41%	64	31%	10	5%	77	37%	161	78%
Asian	6	1	17%	0	0%	3	50%	2	33%	5	83%	5	83%
Black	163	41	25%	72	44%	47	29%	3	2%	50	31%	46	25%
Hispanic	31	4	13%	12	39%	11	35%	4	13%	15	48%	27	87%
ELL	23	5	22%	7	30%	8	35%	3	13%	11	48%	18	78%
SWD	16	12	75%	2	12.5%	2	12.5%	0	0%	2	13%	4	25%

2021-2022 Georgia Milestones Assessment Data													
Fourth Grade Math													
Target 2023: 18%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	207	68	33%	77	37%	56	27%	8	4%	62	30%	141	68%
Asian	3	1	33%	0	0%	0	0%	2	67%	0	0%	2	67%
Black	163	55	34%	60	37%	59	36%	5	3%	59	36%	124	76%
Hispanic	31	8	26%	16	52%	7	23%	0	0%	7	23%	23	74%
ELL	24	9	38%	11	46%	4	17%	0	0%	4	17%	15	63%
SWD	17	12	71%	4	24%	1	6%	0	0%	1	6%	5	30%



Clayton County Public School

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2022-2023 Georgia Milestones Assessment Data													
Fifth Grade ELA													
Target 2024: 33%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	217	76	35%	87	40%	50	23%	4	2%	54	25%	141	65%
Asian	2	1	50%	0	0%	0	0%	1	50%	1	50%	2	100%
Black	173	62	36%	67	39%	41	24%	2	1%	43	25%	110	64%
Hispanic	30	9	30%	14	46%	5	17%	2	7%	7	24%	21	70%
ELL	15	10	67%	5	33%	0	0%	0	0%	0	0%	5	33%
SWD	23	19	83%	4	17%	0	0%	0	0%	0	0%	4	17%

2021-2022 Georgia Milestones Assessment Data													
Fifth Grade ELA													
Target 2023: 18%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	230	99	43%	90	39%	37	16%	4	2%	41	18%	131	57%
Asian	2	0	0%	1	50%	1	50%	0	0%	1	50%	2	100%
Black	181	81	45%	69	38%	29	16%	4	2%	33	18%	102	56%
Hispanic	31	12	39%	14	45%	5	16%	0	0%	5	26%	19	61%
ELL	18	19	56%	6	33%	2	11%	0	0%	2	11%	8	44%
SWD	20	18	90%	2	10%	0	0%	0	0%	0	0%	2	10%

2022-2023 Georgia Milestones Assessment Data													
Fifth Grade Math													
Targets 2024: 26%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	114	53%	63	29%	35	16%	4	2%	39	18%	102	47%
Asian	2	1	50%	0	0%	0	0%	1	50%	1	50%	1	50%
Black	172	96	56%	48	28%	24	14%	3	2%	27	16%	75	44%
Hispanic	30	12	40%	11	37%	6	20%	1	3%	7	23%	18	58%
ELL	15	9	60%	5	33%	1	7%	0	0%	1	7%	6	40%
SWD	23	15	67%	8	33%	0	0%	0	0%	0	0%	8	33%

2021-2022 Georgia Milestones Assessment Data													
Fifth Grade Math													
Target 2023: 18%	Percent of Beginning			Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent Proficient & Above		Percent Developing & Above	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	209	132	63%	56	27%	17	8%	2	1%	19	9%	75	36%
Asian	2	1	50%	1	50%	0	0%	0	0%	0	0%	1	50%
Black	181	118	65%	45	25%	14	8%	2	1%	16	9%	61	34%
Hispanic	31	20	65%	8	26%	2	6%	1	3%	3	9%	11	35%
ELL	18	14	78%	3	16%	0	0%	1	6%	1	6%	4	23%
SWD	20	18	90%	2	20%	0	0%	0	0%	0	0%	2	20%

NWEA MAP Data

Projected Math EOG GMAS Performance (Spring 2023)



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Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	202	71	35.1%	81	40.1%	40	19.8%	10	5.0%
4	204	56	27.5%	96	47.1%	48	23.5%	4	2.0%
5	206	95	46.1%	80	38.8%	27	13.1%	4	1.9%
Total	612	222	36.3%	257	42.0%	115	18.8%	18	2.9%

Projected ELA Reading EOG GMAS Performance (Spring 2023)

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	202	111	55.0%	45	22.3%	41	20.3%	5	2.5%
4	205	89	43.4%	69	33.7%	39	19.0%	8	3.9%
5	205	72	35.1%	84	41.0%	46	22.4%	3	1.5%
Total	612	272	44.4%	198	32.4%	126	20.6%	16	2.6%

Projected Math EOG GMAS Performance (Winter 2022)

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	196	82	41.8%	70	35.7%	41	20.9%	3	1.5%
4	202	61	30.2%	98	48.5%	39	19.3%	4	2.0%
5	207	90	43.5%	86	41.5%	29	14.0%	2	1.0%
Total	605	233	38.5%	254	42.0%	109	18.0%	9	1.5%

Projected ELA Reading EOG GMAS Performance (Winter 2022)

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	198	98	49.5%	53	26.8%	39	19.7%	8	4.0%
4	202	74	36.6%	80	39.6%	39	19.3%	9	4.5%
5	208	73	35.1%	79	38.0%	51	24.5%	5	2.4%
Total	608	245	40.3%	212	34.9%	129	21.2%	22	3.6%

NWEA MAP Subgroup Data



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

Kemp Elementary

Math: Math K-12

		Comparison Periods								Growth		
		Fall 2022			Spring 2023			Growth		Grade-Level Norms		
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	192	177.2	14.8	3	191.5	17.0	7	14	0.5	12.1	1.05	85
American Indian or Alaskan Native	1	*			*			*				
B	147	177.1	15.0	3	191.1	17.5	6	14	0.6	12.1	0.91	82
Caucasian	3	*			*			*				
H	30	178.5	9.7	5	193.7	11.3	13	15	1.2	12.1	1.45	93
M	11	177.9	16.2	4	193.4	18.7	12	16	2.8	12.1	1.61	95
4	195	191.2	14.7	11	202.1	15.2	13	11	0.5	10.4	0.23	59
A	6	*			*			*				
B	152	189.6	14.3	7	200.3	15.0	8	11	0.6	10.3	0.18	57
Caucasian	1	*			*			*				
H	31	194.9	12.9	24	205.6	13.5	25	11	1.1	10.7	0.01	51
M	5	*			*			*				
5	189	199.4	15.5	9	206.9	15.6	8	8	0.5	8.7	-0.52	30
A	2	*			*			*				
B	147	198.7	15.3	8	206.7	15.4	7	8	0.5	8.6	-0.27	39
Caucasian	5	*			*			*				
H	30	200.2	14.9	11	205.0	15.8	5	5	1.4	8.8	-1.71	4
M	5	*			*			*				

Kemp Elementary

Language Arts:
Reading

		Comparison Periods								Growth		
Grade (Spring 2023)	Total Number of Growth Events†	Fall 2022			Spring 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	192	177.3	18.6	10	184.2	18.9	4	7	0.7	10.9	-1.89	3
American Indian or Alaskan Native	1	*			*			*				
B	147	177.4	19.3	10	183.9	19.4	3	7	0.8	10.9	-2.08	2
Caucasian	3	*			*			*				
H	30	176.9	15.9	9	187.0	16.2	8	10	1.7	10.9	-0.39	35
M	11	176.1	17.8	7	183.9	18.3	3	8	3.4	11.0	-1.49	7
4	196	187.1	15.9	9	196.5	16.1	12	9	0.6	8.7	0.34	63
A	6	*			*			*				
American Indian or Alaskan Native	1	*			*			*				
B	152	186.2	15.7	7	195.2	16.5	9	9	0.7	8.7	0.12	55
Caucasian	1	*			*			*				
H	31	188.6	15.9	13	200.0	13.6	25	11	1.5	8.6	1.34	91
M	5	*			*			*				
5	187	195.8	16.3	11	202.0	15.9	10	6	0.6	7.0	-0.38	35
A	2	*			*			*				
B	145	195.5	16.4	10	201.9	16.5	10	6	0.7	7.0	-0.29	39
Caucasian	5	*			*			*				
H	30	196.2	16.0	12	201.7	13.5	9	6	1.4	6.9	-0.73	23
M	5	*			*			*				



Clayton County Public School

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Kemp Elementary

Language Arts:
Language Usage

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2022			Spring 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	192	177.2	16.7	5	185.9	18.0	3	9	0.7	11.0	-1.17	12
American Indian or Alaskan Native	1	*			*			*				
B	147	177.4	17.2	5	186.3	18.5	3	9	0.8	11.0	-1.06	14
Caucasian	3	*			*			*				
H	30	176.9	14.5	5	186.8	15.4	4	10	1.8	11.0	-0.56	29
M	11	176.1	16.5	4	180.8	17.1	1	5	2.8	11.0	-3.24	1
4	195	188.8	15.5	10	197.6	14.7	13	9	0.6	8.2	0.34	63
A	6	*			*			*				
American Indian or Alaskan Native	1	*			*			*				
B	151	187.7	15.4	8	196.6	15.0	10	9	0.7	8.3	0.36	64
Caucasian	1	*			*			*				
H	31	191.6	15.6	20	200.0	13.1	22	8	1.8	8.0	0.21	58
M	5	*			*			*				
5	188	197.0	15.4	13	203.1	14.2	13	6	0.6	6.4	-0.16	44
A	2	*			*			*				
B	146	197.0	14.9	13	202.9	13.8	12	6	0.7	6.4	-0.29	39
Caucasian	5	*			*			*				
H	30	197.8	15.9	16	204.7	15.1	19	7	1.2	6.3	0.37	64
M	5	*			*			*				

Kemp Elementary

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2022			Spring 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
3		Statistics cannot be aggregated above the program level										
DES	9	*			*			*				
EIP	64	168.3	11.2	1	181.7	15.9	1	13	1.0	11.7	0.82	79
EL	12	177.9	11.2	4	192.3	13.5	9	14	1.9	12.1	1.08	86
Gifted	13	197.5	5.1	93	214.3	7.4	98	17	1.9	13.0	1.80	96
4		Statistics cannot be aggregated above the program level										
504	1	*			*			*				
DES	16	167.8	18.7	1	177.8	18.1	1	10	2.1	9.0	0.52	70
EIP	69	185.3	10.7	2	196.7	12.7	3	11	0.8	10.1	0.67	75
EL	23	194.0	13.6	20	204.2	15.1	20	10	1.3	10.6	-0.21	42
Gifted	20	210.2	10.1	94	218.8	10.5	87	9	1.1	11.6	-1.53	6
5		Statistics cannot be aggregated above the program level										
DES	21	183.2	11.7	1	190.4	14.2	1	7	1.5	7.2	0.01	50
EIP	56	188.8	11.2	1	197.8	11.6	1	9	0.9	7.7	0.56	71
EL	15	193.1	14.3	1	196.1	14.8	1	3	1.7	8.1	-2.20	1
Gifted	14	220.4	11.7	94	230.2	8.3	91	10	1.5	10.7	-0.38	35



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Kemp Elementary

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2022			Spring 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
3		Statistics cannot be aggregated above the program level										
DES	9	*			*			*				
EIP	64	165.6	16.2	1	173.5	16.6	1	8	1.2	11.4	-1.66	5
EL	12	173.0	13.8	3	187.8	17.7	10	15	2.4	11.1	1.75	96
Gifted	13	202.1	11.9	98	208.3	6.0	94	6	2.9	9.8	-1.71	4
4		Statistics cannot be aggregated above the program level										
504	1	*			*			*				
DES	16	171.7	13.1	1	179.3	14.1	1	8	2.5	9.6	-0.95	17
EIP	69	177.2	12.7	1	188.2	14.1	1	11	1.3	9.3	0.84	80
EL	23	186.3	13.2	8	196.5	14.3	12	10	1.5	8.7	0.70	76
Gifted	20	208.6	11.4	95	216.0	9.8	94	7	1.0	7.5	-0.04	48
5		Statistics cannot be aggregated above the program level										
DES	21	176.5	14.4	1	182.5	15.4	1	6	2.2	8.0	-1.00	16
EIP	56	186.8	14.2	1	194.2	13.1	1	7	1.4	7.4	-0.01	49
EL	15	188.9	14.1	1	196.7	10.9	2	8	2.2	7.3	0.24	60
Gifted	14	217.3	8.6	96	220.8	6.5	92	4	1.7	5.8	-1.18	12

Kemp Elementary

Language Arts:
Language Usage

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2022			Spring 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
3		Statistics cannot be aggregated above the program level										
DES	9	*			*			*				
EIP	64	167.3	13.3	1	176.4	16.9	1	9	1.2	11.3	-1.15	13
EL	12	171.6	14.5	1	185.8	18.4	3	14	2.7	11.2	1.54	94
Gifted	13	201.8	11.2	99	207.4	7.0	92	6	2.2	10.1	-2.31	1
4		Statistics cannot be aggregated above the program level										
504	1	*			*			*				
DES	16	170.2	13.8	1	179.9	13.3	1	10	2.0	9.4	0.16	57
EIP	68	180.8	12.7	1	191.3	13.5	2	11	1.1	8.7	1.03	85
EL	23	188.4	15.4	9	195.8	13.2	8	7	2.2	8.2	-0.50	31
Gifted	20	206.2	10.1	91	212.4	9.0	87	6	1.3	7.1	-0.53	30
5		Statistics cannot be aggregated above the program level										
DES	21	179.2	14.9	1	183.5	13.3	1	4	1.9	7.2	-1.82	3
EIP	56	187.7	14.0	1	196.3	11.6	1	9	1.2	6.8	1.14	87
EL	15	189.5	15.3	1	197.0	12.5	2	8	1.9	6.7	0.50	69
Gifted	14	214.6	7.6	95	220.1	6.0	94	6	2.0	5.5	-0.02	49

Attendance Data

	2020-2021	2021-2022	2022-2023
Totals	93.62%	93.18%	93.52%



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Discipline Data

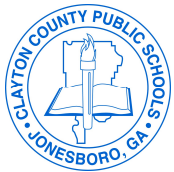
ODRs	2020-2021	2021-2022	2022-2023
3rd	0	2	14
4th	0	6	10
5th	0	14	13
Totals	0	22	37



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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.
<p>We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were members of the leadership team, faculty/staff, business community and parents. Participants collaborated together in creating the school wide/school improvement plan. The leadership team reviewed the school wide/school improvement plan during the summer and collaborated on elements of the plan during pre-planning. Select parents and teachers were solicited to review the school wide/school improvement plan. Stakeholders' feedback will be solicited by means of planned meetings and surveys. The school wide/school improvement plan will be available to view on the school website, reviewed during PTA meetings and other planned meetings where parental involvement is solicited.</p> <p>The Georgia Milestones Assessment (GMAS), district MAP assessment, iReady data and common assessments were used to identify strengths and weaknesses of students on each grade level based upon content area. Brainstorming and instructional best practices were also used to assess student needs and improve student academic performance.</p>
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)
<p>3rd Grade: According to GMAS Math data, an increase was observed in the number of students with disabilities earning scores that were proficient, likewise growth was observed in the number of students with disabilities earning scores within the developing and above range during the 2022-23 school year. However, data reveals a gap in achievement scores in the proficient and distinguished range for students with disabilities and ELLs. The number of students assessed between both school years is relatively close: Spring 2023 – 206 students; Spring 2022 – 208 students. GMAS ELA data for students with disabilities reveals a decrease in the number of students falling within the developing and above range and indicates a gap in achievement when compared to ELLs and other student groups.</p> <p>4th Grade: According to the GMAS ELA data, students with disabilities are lagging behind ELLs. Twenty-four percent of students with disabilities earned scores within the developing range and above, while 35% of ELL students earned scores within the developing and proficient</p>



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range. In the area of mathematics, 88% of students with disabilities earned scores within the beginning range, while 12% earned scores within the developing range compared to 42% of ELL students falling within the developing range.

5th Grade: The ELA GMAS achievement scores for developing and above are as follows: Asian 100%; Black 64%; Hispanic 70%. The number of ELL students earning scores within the proficient range and above decreased. The number of students with disabilities earning scores within the developing range increased from 10% (4) to 17% (23). According to the Math GMAS, the percentage of students earning scores within the developing and above range is as follows: Asian 50%; Black 44%; Hispanic 58%. Data reveals a gap in achievement scores for students with disabilities and ELLs. An increase was observed in the number of ELL students earning scores that were proficient, developing, and above range. The number of students within the beginning range decreased from 90% to 67%; while the number of students within the developing range increased from 20% to 33% in 2022-23.

NWEA MAP Growth: The MAP Growth comparison consisted of growth scores from Fall 2022 - Spring 2023. In the area of mathematics, all subgroups exceeded their expected growth with the exception of 5th grade students identified as Black and Hispanic. Observed growth for Black students was 8 points with a projection of 8.6 points. Observed growth for Hispanic students was 5, with a projection of 8.8 points in growth. According to the Reading MAP Growth comparison from Fall 2022 - Spring 2023, student subgroups at third and fifth grade did not meet their projected growth. Observed growth for third grade is as follows: Black students 7 points, with a projection of 10.9 points; Hispanic 10 points, with a projected growth of 10.9 points; Multi-Racial 8 points, with a projected growth of 11 points. Observed growth for fifth grade is as follows: Black students 6 points, with a projected growth of 7 points; Hispanic 6 points, with a projected growth of 6.9 points.

According to the Language MAP Growth comparison from Fall 2022 - Spring 2023, observed growth for third and fifth grade students that did not meet the projections is as follows: Black 9 points, with a projected growth of 11 points; Hispanic observed growth 10 points, with a projected growth of 11 points; Multi-Racial observed growth 5 points, with a projected growth of 11 points; Fifth grade - Black observed growth 6 points, with a projected growth of 6.4 points. Trends across subgroups indicated that ELL students at fifth grade did not meet their projected growth of 8.1 points in the area of math. Observed growth was 3 points.

According to the Reading MAP Growth comparison from Fall 2022- 2023, third grade students with disabilities (observed growth 8 points, projected growth 11.4 points) and gifted students (observed growth 6, projected growth 9.8) did not meet their projected growth. In the area of Reading MAP Growth Fall 2022- 2023, at fourth grade, students with disabilities achieved 8 points in growth with a projected growth of 9.6 points.

According to the Language MAP Growth comparison from Fall 2022- 2023, observed growth for the following subgroups at third grade is as follows: students with disabilities observed growth 9 points, with a projected growth of 11.3; gifted students 6 points, with projected growth of 10.1 points. The Language Growth comparison at fourth grade is as follows: ELL students



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had an observed growth of 7 points, with a projected growth of 8.2 points; gifted students observed growth 6 points, with a projected growth of 7.1 points. According to the Language MAP Growth comparison from Fall 2022- 2023, observed growth for students with disabilities at fifth grade was 4 points, with a projected growth of 7.2 points.

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

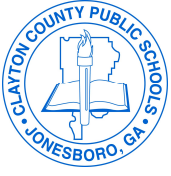
The areas for instructional focus will include the district initiative for improving literacy across the curriculum and math. Professional learning opportunities at the school level will be implemented to improve the areas of math and literacy across the curriculum. Upon brainstorming, we have discovered that improving literacy will improve math, science and social studies. Based upon research from The Ohio Educational Resource Center, literacy strategies are important in improving math skills, as many students are not able to think critically and/ or respond to open-ended or extended-response questions.



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

<p>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)</p> <p>a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State’s challenging academic standards; 1111(c)(2)</p> <p>b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;</p>			
<p>Goal 1: By June 2024, the Grades 3-5 ELA CCRPI Content Mastery score for all students will increase by 8 percentage points from 22% in 2023 to 30% in 2024 as measured by the End of Grade Georgia Milestones Assessment.</p>			
Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
<i>Implement evidence-based practices that support effective collaborative planning, data analysis and usage, and rigorous lesson design and delivery</i>	July- April	None	Principal/Assistant Principal
<i>Implement and monitor the use of evidence-based disciplinary literacy strategies [CLOSE Reading; evidence-based writing, vocabulary instruction; homogeneous reading groups; use of leveled readers] in all subjects and grade levels to increase students’ literacy achievement levels</i>	July - April	None	Principal/Assistant Principal/Title I Academic Coach
<p>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</p>			
Economically Disadvantaged	Foster and Homeless		
Personalized instructional support will be provided for students based on academic data gathered from various formal and informal assessments such as quick-checks and MAP assessments	Based on data from informal and formal assessments, instructional support will be made available to enrich or address deficits in core subjects; provide hotspots if needed for at home learning; supported by School Engagement Specialist; parent support provided by Parent Liaison		



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English Learners	Students with Disability
Small group meetings with ELL students/parents on a monthly basis (October); utilize both the push-in and pull-out model for instruction (ELL teacher)	Small group meetings with DES parents and students; monthly progress reports; provide personalized resources that can be used at home (Case Manager)
Gifted Learners	
Provide opportunities for project-based learning in the Gifted Resources class with a focus on problem solving and other components of STEM	



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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

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

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

Goal 2: By June 2024, the Grades 3-5 Mathematics CCRPI Content Mastery score for all students will increase by 8 percentage points from 29% in 2023 to 37% in 2024 as measured by the End of Grade Georgia Milestones Assessment.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
<i>Implement evidence-based practices that support effective collaborative planning, data analysis and usage, and rigorous lesson design and delivery</i>	July- April	None	Principal/Assistant Principal
<i>Implement and monitor the use of evidence-based strategies [Three Read Protocol; CUBES; vocabulary instruction; homogeneous math groups; use of Number Talks] in all grade levels in order to increase students’ achievement levels in mathematics.</i>	July- April	None	Principal/Assistant Principal/Title I Academic Coach

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

Economically Disadvantaged	Foster and Homeless
Personalized instructional support will be provided for students based on academic data gathered from various formal and informal assessments such as quick-checks and MAP assessments	Based on data from informal and formal assessments, instructional support will be made available to enrich or address deficits in core subjects; provide hotspots if needed for at home learning; supported by School Engagement Specialist; parent support provided by Parent Liaison
English Learners	Students with Disability



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Small group meetings with ELL students/parents on a monthly basis (October); utilize both the push-in and pull-out model for instruction (ELL teacher)	Small group meetings with DES parents and students; monthly progress reports; provide personalized resources that can be used at home (Case Manager)
Gifted Learners	
Provide opportunities for project-based learning in the Gifted Resources class with a focus on problem solving and other components of STEM	



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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: During the 2023-2024 school year, Kemp Elementary will increase the percentage of students absent 5% or less of enrollment days from 47% to 55%.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
<i>Implement and maintain a school-wide Attendance Committee to monitor student attendance</i>	August - May	None	Principal/Counsel or
<i>Implement an Attendance Incentive Program that recognizes perfect attendance and improved attendance</i>	August- May	School funds	Principal/Counsel or

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

Economically Disadvantaged	Foster and Homeless
Monitor attendance on a bi-weekly basis to identify scholars/parents with challenges; provide support by Parent Liaison; provide incentives for improved attendance	Monitor attendance on a weekly basis and provide support and services identified by School Social Worker; add to SSW caseload
English Learners	Students with Disability



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Monthly meetings with parents to offer support and identify and address challenges/barriers to attendance; incentives for improved attendance	Monthly meetings with parents to offer support and address challenges/barriers to attendance (case manager)
Gifted Learners	
Monthly meetings with parents to offer support and address challenges/barriers to attendance; additional incentives for improved attendance	



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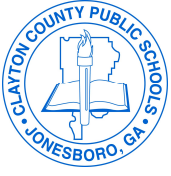
2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

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 4: During the 2023-2024 school year, Kemp Elementary will decrease the number of ODRs by 23% from-35 to 27.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
<i>Implement PBIS with fidelity using the Tiered Fidelity Inventory (TFI) document as a guide</i>	August - May	None	Assistant Principal/PBIS Team
<i>Implement and monitor an effective Circle of Support to address barriers to student achievement/performance</i>	August - May	None	Principal/Assistant Principal
<i>Implement a highly effective SEL school-wide program that includes positive affirmations, community circles and the ReThinkEd platform</i>	August- May	None	Counselor/All Teachers
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
Utilize Alternatives to suspension to address barriers; small groups intervention provided by Behavior Specialist	Utilize SSW and counselor for small group counseling sessions to support behavior		



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English Learners	Students with Disability
Utilize SSW and counselor for small group counseling sessions	Utilize DES Behavior Specialist for individual support sessions; develop behavioral objectives and BIP if needed
Gifted Learners	
Utilize Gifted Lead to provide support, counseling and parent conferences to address behavioral concerns	



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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

The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:

- All teachers will administer common assessments for learning and provide differentiation
- MyON will be used to allow parents to participate in their child's reading progress electronically
- iReady will be used as an intervention during small group rotation and after school remediation
- Implement the district's curriculum and pacing guides in all content areas with fidelity.
- Utilization of learning targets and explicit instruction framework
- Title I Academic Coach will support teachers through a robust coaching cycle
- Teachers will work collaboratively with the Title I Academic Coach to address academic descriptors and to provide instruction with increased rigor and critical thinking.
- The principal and assistant principal will review teacher lesson plans weekly to ensure common core standards are being taught
- Members of the administration team will conduct weekly walkthroughs based upon specific areas of focus and provide effective feedback
- Principal, Assistant Principal, Title I Academic coach will attend all collaboratively planning sessions weekly
- Counselor, Behavior Specialists, School Social Worker, Parent Liaison and School Engagement Specialist will manage caseloads to support the mental wellness of all scholars

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)

Kemp Elementary has a focus on Computer Science with a certified Computer Science Teacher. Computer Science encompasses the skills and dispositions we aim to develop across key content areas, such as mathematics, literacy, and science. Our faculty is dedicated to providing instructional opportunities to cultivate collaboration, communication, creativity,



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problem-solving and critical thinking among our students through learning from failure, problem-solving, and welcoming productive struggle. Students will have the opportunity to participate in after-school STEM programs like STEM Club, Girls Who Code, Math Club and Media Club. Students will participate in project-based learning activities like the Tiny House Challenge.

Students

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.);

Kemp Elementary will implement PBIS with fidelity to promote positive behavior and address problem behavior. All students will receive Tier I interventions and support, and those who demonstrate problem behaviors will receive class and individual support including sessions with the Behavior Specialists, Counselor or Student Engagement Specialist. Students will be explicitly taught the school-wide behavior expectations using the PAWS Behavior Matrix.

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.)*

Professional development is provided to teachers and staff based upon the needs of students and weaknesses of teachers as determined through student data, teacher surveys and Teacher Keys Evaluation System observations. Professional development and side-by-side coaching conducted by the Title I Academic Coach will ensure that teachers are prepared to deliver quality instruction.

Professional development has been aligned with the State's academic content and student academic achievement standards. The staff participates monthly in ongoing research- based professional learning which is determined by the academic and social needs of our students and the needs of our staff to provide for quality instruction to improve literacy across the curriculum and math including, but not limited to:

- Math Moves
- Strategies to Boost Cognitive Engagement
- Evidence-based writing
- Disaggregating data to drive instruction

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.



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Kemp Elementary serves grades 3-5, and we work with Kemp Primary School to transition 2nd grade to 3rd grade through vertical articulation meetings with 2nd and 3rd grade teachers, review of data and 2nd grade students visiting the Kemp Elementary in preparation for the next school year. Kemp Elementary will hold critical meetings with the administrative staff at Kemp Primary to ensure that the quality of instruction is seamless. We will offer a night for parents of 2nd Graders to visit Kemp Elementary to gain familiarity with the school and 3rd grade teachers.

Fifth graders will also have an opportunity to visit their feeder middle schools during the month of May. The middle school tours will give 5th grade students the opportunity to ask questions regarding courses, uniforms, sports and other matters related to the transition to middle school. Our Title I Parent Liaison will also be available every day throughout the school year to meet with rising 3rd grade families and assist transitioning 5th grade families with concerns related to their child's transition.

The counselor will also provide classroom counseling

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



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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

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.

Parents have been included in planning, reviewing, and implementing the comprehensive school-wide improvement plan through greater use of the Local School Council, PTA and school website. Parents are invited to monthly Title I workshops to review the school-wide plan.

We have developed a parental involvement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including an interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- parent Involvement checklist included



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Hiring a Parent Liaison with Title I funds to work with parents to increase parental involvement, conduct workshops, work with community partners, attend Title I meetings, and parent communication

Parents are invited to participate and provide input in creating the plan through scheduled meetings including, LSC and PTA, Parent Surveys, Parent Workshops, during Parent Resource Room visits, and Curriculum Nights.

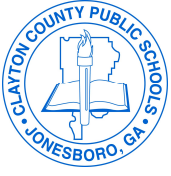
An open door policy for parents and volunteers; district mandatory background checks to ensure safety for students and staff; and various avenues for parents to become involved with the school and in the classroom. Opportunities include, but are not limited to: volunteering within the school. fundraising activities, spring festival, talent show, field trips, parent-teacher conferences.

Communication to parents in the forms of written communication, grade level newsletters, emails, phone calls, School Messenger weekly messages and the school website.

We will conduct an annual meeting to inform parents about the school's Title I program, the nature of the program, the parent's requirements and the school parental involvement policy. Parents will be invited to attend the Title I Annual Parent Meeting through solicitations at Parent Teacher Association meetings, using the school marquee, telephone dial out system, and flyers. The annual Title I meeting will be held at Kemp Elementary in August 2023 for parents of all students. This meeting will be facilitated by the principal of Kemp Elementary and the Title I Parent Liaison.

We will provide parents of participating students with timely information about the Title I program, a description and explanation of the curriculum used at the school, the expected performance levels, and an explanation of the state performance targets for the Georgia Milestones. Parents are informed via the school's website, flyers and telephone call out system about the protocol for scheduling parent/teacher conferences. All conferences will be scheduled between 7:15 am and 7:45pm or after 2:00pm.

Kemp Elementary offers extensive opportunities for parents to volunteer at their child's school. In return, parents receive priority seating at school events and other rewards for consistently supporting the school's overall vision and mission.



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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.**

We will jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improving student academic achievement. All parents are invited to attend the annual compact meeting. To ensure that all parents have an opportunity to participate, the school-parent compact meetings are held at varying times during and after the school day. During the month of August, there will be three school-parent compact meetings. One meeting will be held in the morning hours, another will be held in the afternoon and the final meeting will be held during evening hours.

We will provide workshops for all parents regarding the state's academic standards and the state's student achievement levels. We will also provide parent workshops on how to work with school personnel to monitor their child's progress. Parents will have real time access to students' grades via our online student information system, Infinite Campus.

The Parent Resource Room will house all materials and resources designed to help parents work with their children to improve their academic success. In addition, the parent resource room will serve as the location for all workshops designed to bridge the gap between home and school. The workshops will be facilitated by the Title I Parent Liaison. The Title I Parent Liaison will ensure that parents understand that information can be requested at any time and sent home in the case that parents are unable to attend school meetings.

The Title I Parent Liaison and the school principal will conduct training for teachers, paraprofessionals and all other staff members to ensure that all school-wide stakeholders are familiar with the expectations for working with parents and guardians. Teachers will also be given an opportunity to visit the parent resources room to explore the resources available to parents. The



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Title I Parent Liaison will also be available to make phone calls and send emails to parents as needed.

We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Kemp Primary School and local feeder middle schools to encourage parents to fully participate in the education of their children. We will collaborate with state and other district level personnel to provide services for our homeless, neglected and delinquent populations. The Title I Parent Liaison and entire school staff will encourage parents during the elementary and middle school transition periods.

All written communication sent home to parents will be translated into a language parents can understand. Kemp Elementary will use clear, simple and parent-friendly language to communicate relevant information. In order to maintain contact with parents, the school will use automated calling systems, ClassDojo, the school marquee, school website, emails, newsletters, flyers and other means of communication.

We will provide full opportunities, to the extent feasible, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parental involvement activities.

The Parent Resource room will be available for parent use on August 2, 2023. It will offer a variety of learning resources for parents to check out and utilize at home for extended periods of time. The Title I Parent Liaison will facilitate and maintain the Parent Resource Room during normal school business hours and during some extended hours. The district will provide support for homeless parents and parents who need additional support or resources.

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Professional Development (question 2-iv)

[illegible]



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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	10/20/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Sharon Schilling, Media Specialist
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	10/20/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Sharon Schilling, Media Specialist
Annual Title I Parent Meeting: Meeting held Documents posted on school website	09/12/23 09/14/23	Zsa Zsa Davis, Principal/ Antoinette Golack, Parent Liaison/Sharon Schilling, Media Specialist
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> Curriculum Workshop 1	10/19/23	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Tamara Holloway, Academic Coach
Building Parent Capacity Fall: Curriculum Workshop 2	11/15/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Tamara Holloway, Academic Coach
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	11/7/23	Antoinette Golack, Parent Liaison
Building Parent Capacity Fall:	09/12/2023	Zsa Zsa Davis, Principal/Antoinette Golack,



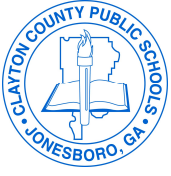
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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
EL Parent Workshop (if applicable)		Parent Liaison/Rita Banks, ESOL Teacher
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	09/19/2023 10/17/2023 11/7/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Tamara Holloway, Academic Coach
Building Staff Capacity (Fall):	09/6/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Tamara Holloway, Academic Coach
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	09/6/2023 10/4/2023 11/1/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Tamara Holloway, Academic Coach
Fall October Data Dig: PLC to review Dashboard Data	10/31/2023	Zsa Zsa Davis, Principal/Rita Banks, ESOL Specialist and Achievement Team
Fall December Data Dig: PLC to review Dashboard Data	12/14/2023	Zsa Zsa Davis, Principal/Rita Banks, ESOL Specialist and Achievement Team
Building Staff Capacity (Spring):	02/7/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Tamara Holloway, Academic Coach
Building Parent Capacity Spring: Curriculum Workshop 3	03/20/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Tamara Holloway, Academic Coach
Building Parent Capacity Spring: Assessment Workshop	03/19/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison/Tamara Holloway, Academic Coach
Building Parent Capacity Spring: Transition Meeting	05/1/2023	Antoinette Golack, Parent Liaison/Jasminique Anderson, School Counselor/Mrs. Johnson, Social Worker



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	01/10/2023 02/07/2023 03/06/2023	Zsa Zsa Davis, Principal/Antoinette Golack, Parent Liaison
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	01/24/2023 02/28/2023 03/21/2023	Antoinette Golack, Parent Liaison
Spring March Data Dig PLC to review Dashboard data	03/31/2023	Zsa Zsa Davis, Principal & Achievement Team
Spring May Data Dig PLC to review Dashboard data	05/13/2023	Zsa Zsa Davis, Principal & Achievement Team
Input Meeting (s) FY23: Staff Parents/Families Students	04/3/2023 04/11/2023 04/11/2023	Antoinette Golack, Parent Liaison



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Tentative Budget