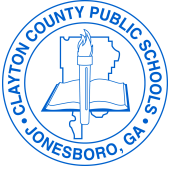


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: Kemp Primary School	District Name: Clayton County Public Schools	
Principal Name: J. Anesa Nauck	School Year: 2023-2024	
School Mailing Address: 1090 McDonough Road Hampton, GA 30228		
Telephone: 678-610-4300		
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:	
Title I Director’s Signature:	Date:	
Assistant Superintendent’s Signature:	Date:	
TLSI Deputy Superintendent’s Signature:	Date:	
Revision Date:	Revision Date:	Revision Date:

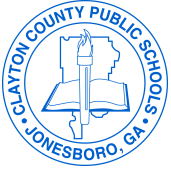


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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
Anesa Nauck	Principal
Joy Harris	Assistant Principal
April Wilson	EIP Lead
Davida Smith	EIP Teacher
Annette McCraw	School Counselor
Roshanda May	School Counselor
Rondah Pittman	Parent Liaison
Calvin Leonard	Student Engagement Specialist
Chastity Morrow	Kindergarten Teacher
Krystal Crawford	First Grade Teacher
Janifere James	Second Grade Teacher
Lori Gardner	Pre-K Teacher
Lisa Butler	DES Teacher
Jeanette Brathwaite	Gifted Teacher
Erica Shepard	ESOL Teacher
Maureen Keillor	Media Specialist
Sierra Thomas	Parent
Ja-Courtney Jenkins	Parent



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

Data:

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

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

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

2nd Grade MAP Assessment (Percentage)																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
2021 - 2022	Math	34	30	19	9	8	38	25	19	11	7	45	20	15	14	7
	Reading	32	24	23	14	6	36	24	20	14	6	33	32	18	12	5
	Language Usage	48	17	14	11	9	47	13	16	16	8	46	19	16	13	7
2022 - 2023	Math	30	23	24	13	10	31	25	15	14	15	23	14	19	20	24
	Reading	29	23	20	18	10	32	21	22	17	8	27	23	23	20	7
	Language Usage	40	19	14	12	15	38	16	20	15	11	34	15	20	23	8
2023-2024	Math	22	14	28	23	13										
	Reading	20	17	23	24	16										
	Language Usage	32	18	14	16	20										

Second Grade MAP Data

The 2022-2023 end of the year MAP data revealed that 37% of 2nd grade students scored in the low to low average range in math, 50% of students scored in the low to low average range in reading, and 49% of students scored in the low to low average range in language usage.

During analysis of data we noticed that



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

- 29% of students (low to low average) had deficits in the Numbers and Operations domain and 44% of students (low to low average) had deficits in the Operations and Algebraic Thinking domain.
- 31% of students (low to low average) had deficits in Geometry domain.
- 45% of students (low to low average) had deficits in Measurement and Data domain.

- 47% of students (low to low average) had deficits in Foundational Skills and 55% of students (low to low average) had deficits in Language and Writing in the Reading Domain.

- 51% of students (low to low average) had deficits in vocabulary acquisition and use in the Reading Domain..

- 47% of students (low to low average) had deficits in the Reading literary and informational domain in the Reading Domain.
- 49% of students (low to low average) had deficits in language usage in the Language Arts domain.
- 49% of students (low to low average) had deficits in the Understand/Edit Mechanics in the Language Arts domain.
- 52% of students (low to low average) had deficits in the Write, Revise Text for purpose and audience in the Language Arts domain.
- 50% of students (low to low average) had deficits in the Understand, Edit for Grammar, and Usage in the Language Arts domain.

MAP ELL Subgroup Spring Data

Category	Low	Low Average	Average	High Average	High
Language	50%	10%	20%	20%	
Reading	50%	20%	20%	10%	
Math	10%	20%	10%	40%	20%

From Fall to Spring, our ELL population had a 20% decrease in Low range and increase of 20% in the Average range in **Language**. All other categories remained the same.

From Fall to Spring, our ELL population had a decrease of 10% in the Low Average category range, 20% increase in the Average range, and decrease of 10% in the High range in **Reading**. All other categories remained unchanged.

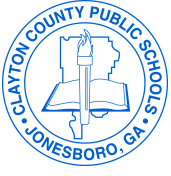
From Fall to Spring, our ELL population had a decrease of 40% in the Low range, decrease of 10% in the Low Average range, increase of 10% in the High range, and increase of 30% in the High Average range in **Math**. All other categories remained unchanged.



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Kindergarten and 1st Grade MAP MATH Assessment (Percentage)																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
KDG 2023-2024	Math	18	23	21	22	16										
1st Gr 2023-2024	Math	20	14	20	27	19										

DIBELS/Reading Percentage													
School Year	BOY					MOY				EOY			
	Intensive	Strategic	Benchmark	Above Benchmark		Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark
2019-2020	Grade Level												
	K	35	21	18	26	16	14	26	44	N/A	N/A	N/A	N/A
	First	25	17	35	23	21	14	35	30	N/A	N/A	N/A	N/A
2020-2021	Grade Level												
	K	45	19	17	19	63	13	12	12	58	10	18	14
	First	39	16	22	23	56	11	15	18	47	8	20	25
2021-2022	Grade Level												
	K	54	18	14	14	45	23	17	15	33	16	32	19
	First	49	15	20	16	46	12	25	17	33	15	23	29
2022-2023	Grade Level												
	K	43	14	23	20	32	7	20	41	21	9	23	47
	First	36	19	29	16	35	17	32	16	29	15	31	26



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Amplify

Kindergarten

Category	Intensive	Strategic	Benchmark	Above Benchmark
All	21%	9%	23%	47%
ELL	38%	8%	23%	31%
DES	55%	0%	18%	27%

1st Grade

Category	Intensive	Strategic	Benchmark	Above Benchmark
All	29%	15%	30%	26%
ELL	45%	22%	33%	0%
DES	87.5%	0%	6.25%	6.25%

Kindergarten DIBELS 8th

The 2022-2023 end of year data indicated that 21% of kindergarten students tested in the intensive range, 9% in the strategic range, 23% at the benchmark, and 47% tested above the benchmark. We noticed that 24% of our students struggled with identifying letters, 20% struggled with phonemic awareness (phoneme segmentation), 23% struggled with letter sounds (NWF-CLS), and 28% of students struggled in Decoding (NWF-WRC) and % struggled with Word Reading.

The recognized strength of our kindergarten students are identifying letters with 54% of our ELL students identifying letter names. Kemp Primary's largest deficit for kindergarten ELL students is word reading. Seventy-seven percent of our ELL population scored intensive in this category.

The recognized strength of our kindergarten DES students was also identifying letters as well as phonemic awareness with 45% of our DES students identifying letter names and sound phonemes. Kemp Primary's largest deficit for kindergarten DES students is decoding and word reading. Sixty-four percent of DES kindergarten students struggle with decoding and reading words cvc patterns as well as sight words.

1st Grade DIBELS 8th



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

The 2022 - 2023 end of the year data indicated that 29% of 1st grade students tested in the intensive range, 15% in the strategic range, 30% at benchmark, and 26% tested above benchmark. We noticed that 21% of 1st grade students struggled with identifying letters, 10% struggled with phonemic awareness (phoneme segmentation), 32% struggled with identifying letter sounds (NWF-CLS), 25% of students struggled with decoding, 29% with word reading, 41% with reading accuracy, and 36% in Oral Reading Fluency. The recognized strength of our first grade students is phonemic awareness with 67% of our ELL students segmenting phonemes at or above grade level. Kemp Primary's largest deficit for first grade ELL students is word reading and fluency. Sixty-seven percent of our ELL population scored intensive in this category.

The recognized strength of our first grade DES students was also identifying letters as well as phonemic awareness with 44% of our DES students segmenting phonemes. Kemp Primary's largest deficits for first grade DES students are word reading and reading fluency. Eighty-eight percent of DES kindergarten students struggle with reading sight words and fluently reading a passage on grade level.

iReady- EOY 2022-2023 School Year

Kindergarten Math

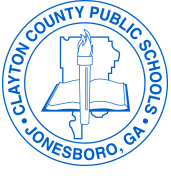
Category	Intensive (2 grade levels or more)	Strategic (1 grade level)	Benchmark (On level)	Above Benchmark (Mid or above)
All		33%	23%	44%
ELL		38.5%	38.5%	23%
DES		73%	18%	9%

1st Grade Math

Category	Intensive	Strategic	Benchmark	Above Benchmark
All	7%	52%	21%	20%
ELL	22.2%	55.6%	22.2%	0%
DES	50%	37.5%	12.5%	0%

End of the year i-Ready Mathematics data indicates:

- 33% of Kindergarten students are at the strategic level and 67% are at Benchmark or above level.



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

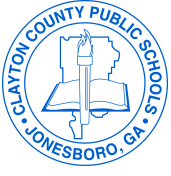
- 7% of 1st Graders are at the Intensive level, 52% are at the strategic level, and 41% are at benchmark or above level.

An analysis of the data shows that there are more kindergarten and first grade students in Tier 2 and 3 at the beginning of this year than in the previous year. This indicates that more students are performing a grade level or more below grade level expectations. Only 2nd grade students who tested below the 65th percentile in Reading on the MAP assessment completed the BOY iReady reading diagnostic. The majority of these students are performing two or more grade levels below expectations.

End of the year i-Ready Math data indicates:

- 22% of kindergarten students are in Tier 2 and 78% are in Tier 1 (Grade Level).
- 4% of 1st graders are Tier 3 (At Risk) and 40% are in Tier 2 (1 Grade level below) and 56% are Tier 1 (On or above Grade Level)

I Ready/Reading Percentage											
School Year	Grade Level	BOY			MOY			EOY			
		At Risk Tier 3	Tier 2 1 Level Below	Tier 1 On or Above Level	At Risk Tier 3	Tier 2 1 Level Below	Tier 1 On or Above Level	At Risk Tier 3	Tier 2 1 Level Below	Tier 1 On or Above Level	
2018-2019	Second	42	42	16	3	30	67	5	50	45	
2019-2020	Second	31	51	18	7	44	48	N/A	N/A	N/A	
2020-2021	K	0	34	66	0	25	75	0	26	74	
	1st	3	44	53	3	51	46	10	70	20	
	2nd	21	53	26	21	43	36	16	40	43	
2021-2022	K	0	67	33	0	46	54	0	28	72	
	1st	15	65	19	7	65	28	6	47	47	
	2nd (Specific students only)	59	38	3	50	36	14	27	55	17	
2022-2023	K	0	80	20	0	39	61	0	22	78	
	1st	13	74	13	7	57	36	4	40	56	
	2nd (Specific students only)	45	46	9	18	43	39	11	33	56	
I Ready/Math Percentage											
		BOY				MOY			EOY		



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School Year	Grade Level	At Risk Tier 3	Tier 2 1 Level Below	Tier 1 On or Above Level	At Risk Tier 3	Tier 2 1 Level Below	Tier 1 On or Above Level	At Risk Tier	Tier 2 1 Level Below	Tier 1 On or Above Level
2018-2019	K	0	93	7	0xc	51	49	0	21	79
	First	22	75	2	4	75	21	4	52	44
	Second	39	57	4	9	73	18	5	50	45
2019-2020	K	0	96	4	0	56	44	NA	NA	NA
	First	22	74	4	4	64	32	NA	NA	NA
	Second	42	54	4	12	63	25	NA	NA	NA
2020-2021	K	0	52	48	0	35	65	0	32	68
	First	7	62	31	10	60	30	6	61	33
	Second	33	48	19	21	57	22	21	50	29
2021-2022	K	0	70	30	0	57	43	0	44	56
	First	16	70	12	12	70	18	11	63	27
	Second	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	K	0	89	11	0	62	38	0	32	68
	1st	20	75	5	8	69	23	7	52	42
	2nd (Specific students only)	60	36	4	25	55	20	13	38	49

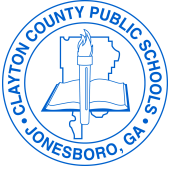
Amplify

Kindergarten

Category	Intensive	Strategic	Benchmark	Above Benchmark
All	21%	9%	23%	47%
ELL (13)	38%	8%	23%	31%
DES (11)	55%	0	18%	27%

1st Grade

Category	Intensive	Strategic	Benchmark	Above Benchmark
All	29%	15%	30% (59)	26% (52)
ELL	45%	11%	44%(3)	0
DES	87.5%	0	6.25% (1)	6.25% (1)



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

AMIRA- BOY 2023-2024 School Year

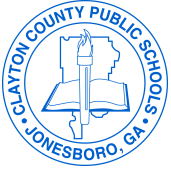
Grade Level	At-Risk	Developing	Proficient
Kindergarten	27.37	49.47	23.16
1st Grade	23.44	49.48	27.08
2nd Grade	38.1	40.21	21.69

Student Attendance					
Year	PK	K	1	2	Total
19-20	94.89	95.12	96.04	96.32	95.76
20-21	95.77	93.50	92.15	93.04	93.13
21-22	93.00	93.75	92.51	93.30	93.16
22-23	92.86	92.40	92.32	93.10	92.65
23-24					

Student Attendance - The student daily average attendance rate for the 22-23 school year was 92.65%. A plan of action has been developed for the 2023-2024 academic school year to increase the attendance rate to 96%.

Student Discipline				
19-20	20-21*	21-22	22-23	23-24
17	0	3	41	

* Students attended school virtually from August 2020 through March 2021 so there were not any referrals during that school year.



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

Comprehensive Needs Assessment:

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

Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(1)(A)**

Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Comprehensive Schoolwide Improvement Plan.

We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement plan. Participants consisted of members of the School Leadership Team who met over the summer to discuss goals and strategies for the 2023-24 school year. Throughout the course of the meeting, goals and strategies were derived through collaboration of grade-level and department chairs, parents, parent liaison, and the administrative team. During Pre-Planning, the Leadership Team shared the goals and strategies with the faculty and staff.

All Kemp Primary students were assessed for end of the year data. DIBELS was utilized to test Kindergarten and 1st grade students in reading. MAP was utilized to assess all 2nd grade students in the subject areas of ELA, Reading, and Math. Kindergarten, 1st, and 2nd grade students utilized iReady reading and math assessments. Based on the results of this data, a comprehensive needs plan was developed to address the deficits of our students who do not demonstrate mastery with our Georgia Standards of Excellence in reading.

All kindergarten and 1st grade students for the 2022-2023 school year who tested intensive (below grade level) in these subject areas for reading and mathematics were placed in EIP (Early Intervention Program) classrooms for the 2023-2024 school year to receive the support needed to increase academic achievement. Incoming kindergarten students are pre-screened to determine placement in kindergarten EIP classes.

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)

According to the end of the year MAP assessment, students with disabilities did not meet subgroup performance or state performance targets in Reading and Math. The MAP end of grade report for mathematics indicated that 63.2% of the students scored in the low range in Language Usage. According to the end of the year MAP assessment report for reading, 78.9% of the second grade students with disabilities scored in the low range.

The end of year MAP data also revealed 50% of our English Language Learners scored in the low range in Language Usage and Reading.



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According to the end of the year iReady assessment data for 2022-23, 38 % of our kindergarten English Language Learners scored at Tier 2 (one grade level below), 62% scored proficient (on grade level or above) in each domain (phonological awareness, phonics, high frequency words, and comprehension). We did not have any English Language Learners to score at Tier 3 (two or more grade levels below).

According to the end of the year iReady assessment data for 2022-23, 48% of our kindergarten Special Education students scored at Tier 2 (one grade level below), 52% scored proficient (on grade level or above) in each domain (phonological awareness, phonics, high frequency words, and comprehension). We did not have any Special Education students to score at Tier 3 (two or more grade levels below).

In first grade, according to the end of the year iReady assessment data for 2022-23, 44.4% scored at Tier 2 (one grade level below) overall in reading. Kemp Primary had 33.3% of English Language Learners to perform on or above grade level. The domains with the largest deficit identified for our English Language Learners are phonics, vocabulary, and high frequency words. We had 22.2 students to score at Tier 3 (two or more grade levels below).

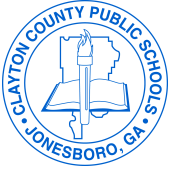
Kemp Primary's Special Education students in first grade had 56% that scored at Tier 2 (one grade level below) overall in reading. The domains with the largest deficit identified for our Special Education students are high frequency words and comprehension: informational text. Nineteen percent scored on or above grade level overall in reading. Our Special Education population had 25% to test intensive which is 2 or more grade levels below.

According to the end of the year MAP assessment, students with disabilities did not meet subgroup performance or state performance targets in Reading and Math. The MAP end of grade report for mathematics indicated that 63.2% of the students scored in the low range in Language Usage. According to the end of the year MAP assessment report for reading, 78.9% of the second grade students with disabilities scored in the low range.

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

The specific academic needs of those students that are to be addressed in the school wide program plan will be reading and English language arts (phonics, vocabulary, reading comprehension, reading for information, and writing), numbers and operations, measurements and geometry.

The root causes/s that we discovered for each of the needs were due to limited instructional time, not enough safety nets for students, limited number of small group interventions and teacher ineffectiveness.



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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

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

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

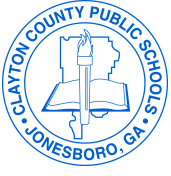
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 1: By May 2024, 60% of students will meet or exceed their growth projection on the Language Arts Reading MAP assessment.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Small group instruction (HMH Into Reading and AMIRA intervention resources)	September-Ongoing	CCPS	All Teachers
Professional Development on Small Group and Differentiated Instruction	August-November	CCPS	Professional Learning Teacher Development Specialist Assistant Principal Joy Harris
Technology will consistently use Amira to track student progress in foundational skills through reading practice.	August-May	CCPS	K-2 Teachers

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

Economically Disadvantaged	Foster and Homeless
<p>Kemp Primary will:</p> <p>Strengthen the link between school and home to help disadvantaged parents help their children to learn. Students and parents will be informed of student expectations in the student handbook posted in the</p>	<p>Kemp Primary will:</p> <ul style="list-style-type: none"> Work with foster parents, district level support (social worker, psychologist, wrap around services, Circle of Support, and counselor to ensure students’ needs are met academically, socially, and emotionally. We will meet all



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

<p>Canvas platform and School website. Teachers will convey student expectations and reward systems to students and parents through the ClassDojo platform.</p>	<p>students where they are academically, socially, and emotionally.</p> <ul style="list-style-type: none"> ● Foster students receive additional support necessary to be included in all aspects of the school experiences. We have available uniforms to assist students as needed. ● Provide breakfast, lunch, and fresh fruit for students through district-wide initiative monitored and supervised by CCPS Nutrition Department. <ul style="list-style-type: none"> ● RTI/SST support interventions are utilized with students who experience academic and/or behavior deficits.
English Learners	Students with Disability
<p>Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers.</p> <p>Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website.</p> <p>Teachers will convey student expectations and our reward system to students and parents through the ClassDojo platform.</p>	<p>Kemp Primary will monitor and review the Big 7 Report, meet with the PBIS and specific Circle of Supports team members to discuss ways to support students that have discipline issues and that fall within this subgroup to increase desired behaviors and decrease OSS incidents. Progress monitoring and data collection will be maintained to monitor student achievement.</p>
Gifted Learners	
<p>Kemp Primary will incorporate rigorous, high-order thinking skills, and academic discourse through daily whole as well as small group instruction. Depth of knowledge level 3 and 4 questioning and activities will be implemented to provide an academically challenging environment for gifted learners.</p>	



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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

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

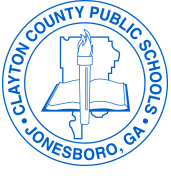
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: By May 2024, 60% of students will meet or exceed their growth projection on the Mathematics MAP assessment.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Small group instruction utilizing HMH Math interventions and strategies	September-Ongoing	CCPS	K-2 Teachers
Professional Development on HMH Math resources and implementation	July-Ongoing	CCPS	K-2 Teachers, K-2 Math Ambassadors
Rigorous math instruction incorporating academic discourse and cognitive math strategies	August-Ongoing	CCPS	All Teachers
Professional Development on Technology Integration in Mathematics	October, November	CCPS	Professional Learning Teaching Development Specialist

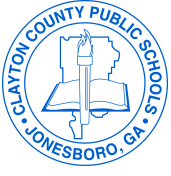
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
<p>Kemp Primary will:</p> <p>Strengthen the link between school and home to help disadvantaged parents help their children to learn. Students and parents will be informed of student expectations in the student handbook posted in the Canvas platform and School website. Teachers will convey student expectations and reward system to students and parents through the</p>	<p>Kemp Primary will:</p> <ul style="list-style-type: none"> Work with foster parents, district level support (social worker, psychologist, wrap around services, Circle of Support, and counselor to ensure students’ needs are met academically, socially, and emotionally. We will meet all students where they are academically, socially, and emotionally.



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<p>ClassDojo platform.</p>	<ul style="list-style-type: none"> ● Foster students receive additional support necessary to be included in all aspects of the school experiences. We have available uniforms to assist students as needed. ● Provide breakfast, lunch, and fresh fruit for students through district-wide initiative monitored and supervised by CCPS Nutrition Department. ● RTI/SST support interventions are utilized with students who experience academic and/or behavior deficits.
English Learners	Students with Disability
<p>Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers.</p> <p>Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website.</p> <p>Teachers will convey student expectations and our reward system to students and parents through the ClassDojo platform.</p>	<p>Kemp Primary will monitor and review the Big 7 Report, meet with the PBIS and specific Circle of Supports team members to discuss ways to support students that have discipline issues and that fall within this subgroup to increase desired behaviors and decrease OSS incidents. Progress monitoring and data collection will be maintained to monitor student achievement.</p>
Gifted Learners	
<p>Kemp Primary will incorporate rigorous, high-order thinking skills, and academic discourse through daily whole as well as small group instruction. Depth of knowledge level 3 and 4 questioning and activities will be implemented to provide an academically challenging environment for gifted learners.</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;

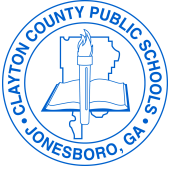
Goal 3: By June 2024, Attendance for all students will increase from 92.65 % to 95.00%.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement attendance initiatives to encourage daily student attendance.	August-May	School Fundraisers	Principal: J. Anesa Nauck School Counselors: Annette Mccraw and Roshanda May
Parent Workshops to provide resources and awareness of student attendance.	September-May	CCPS	School Counselors, Parent Liaison, and School Social Worker
Focus/Small groups based on 2022-23 attendance data provided for students with 10 or more reported absences	August-May	CCPS	School Counselors: Annette McCraw and Roshanda May

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

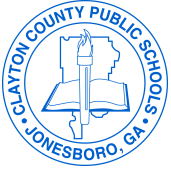
Economically Disadvantaged

Foster and Homeless



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<p>Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers.</p> <p>Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website.</p> <p>Teachers will convey student expectations and our reward system to students and parents through the ClassDojo platform.</p>	<p>Kemp Primary will:</p> <ul style="list-style-type: none"> ● Work with foster parents, district level support (social worker, psychologist, wrap around services, Circle of Support, and counselor to ensure students’ needs are met academically, socially, and emotionally. We will meet all students where they are academically, socially, and emotionally. ● Foster students receive additional support necessary to be included in all aspects of the school experiences. We have available uniforms to assist students as needed. ● Provide breakfast, lunch, and fresh fruit for students through district-wide initiative monitored and supervised by CCPS Nutrition Department. ● RTI/SST support interventions are utilized with students who experience academic and/or behavior deficits.
English Learners	Students with Disability
<p>Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers.</p> <p>Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website.</p> <p>Teachers will convey student expectations and our reward system to students and parents through the ClassDojo platform.</p>	<p>Kemp Primary will monitor and review the Big 7 Report, meet with the PBIS and specific Circle of Supports team members to discuss ways to support students that have discipline issues and that fall within this subgroup to increase desired behaviors and decrease OSS incidents. Progress monitoring and data collection will be maintained to monitor student achievement.</p>
Gifted Learners	
<p>Kemp Primary will incorporate rigorous, high-order thinking skills, and academic discourse through daily whole as well as small group instruction. Depth of knowledge level 3 and 4 questioning and activities will be implemented to provide an academically challenging environment for gifted learners.</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 4: By May 2024, Kemp Primary staff members will have an annual average of 95% or higher.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Monthly incentives to promote daily attendance for the staff.	August-May	School Fundraisers	Principal: J. Anesa Nauck
Ident-A-Kid Software to record and monitor daily staff attendance.	August-May	Purchased program/\$0	Principal: J. Anesa Nacuk All staff
Weekly attendance shout outs announced on the morning news for staff members with perfect attendance.	August-May	\$0	Principal: J. Anesa Nauck

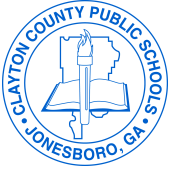
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
<p>Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers.</p> <p>Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website.</p> <p>Teachers will convey student expectations and our reward system to students and</p>	<p>Kemp Primary will:</p> <ul style="list-style-type: none"> ● Work with foster parents, district level support (social worker, psychologist, wrap around services, Circle of Support, and counselor to ensure students’ needs are met academically, socially, and emotionally. We will meet all students where they are academically, socially, and emotionally. ● Foster students receive additional support necessary to be included in all aspects of the school experiences. We have available uniforms to assist students as needed.



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<p>parents through the ClassDojo platform.</p>	<ul style="list-style-type: none"> ● Provide breakfast, lunch, and fresh fruit for students through district-wide initiative monitored and supervised by CCPS Nutrition Department. ● RTI/SST support interventions are utilized with students who experience academic and/or behavior deficits.
English Learners	Students with Disability
<p>Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers.</p> <p>Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website.</p> <p>Teachers will convey student expectations and our reward system to students and parents through the ClassDojo platform.</p>	<p>Kemp Primary will monitor and review the Big 7 Report, meet with the PBIS and specific Circle of Supports team members to discuss ways to support students that have discipline issues and that fall within this subgroup to increase desired behaviors and decrease OSS incidents. Progress monitoring and data collection will be maintained to monitor student achievement.</p>
Gifted Learners	
<p>Kemp Primary will incorporate rigorous, high-order thinking skills, and academic discourse through daily whole as well as small group instruction. Depth of knowledge level 3 and 4 questioning and activities will be implemented to provide an academically challenging environment for gifted learners.</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)

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:

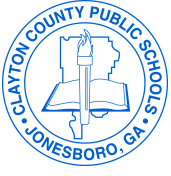
i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

Kemp Primary administrators and teachers closely monitor students' academic performance. We regularly review grades to identify at-risk learners. We consistently analyze and use data to guide instructional decisions. Data Talks are held with teachers to set goals and drive instructional practices to improve academic performance. Teachers are required to provide intentional small group instruction daily to accelerate learning and close achievement gaps. Targeted populations such as English Language Learner and Students with Disabilities are well supported through continuous re-teaching in small groups and remediation. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as our general education student population.

The counselor advocates, collaborates, and consults with all students, families, and stakeholders. The counselor works to provide health service referrals, shelter referrals, bookbags, food, and resources in the community. We try to narrow the achievement gap in regards to attendance, behavior, and academics in collaboration with various wrap around services and programs such as PBIS and Circle of Support to assist students who are in various subgroups such as (Economically Disadvantaged, English Learners, Foster and Homeless Students, and Students with Disabilities). The counselor collaborates with various community partners to establish a food bank at school to assist students in need.

Classroom lessons are provided to students on college and career awareness, character education, social skills, and social emotional learning. The counselor, social worker, and student engagement specialist will also provide small groups for various students who need assistance on various subjects such as maneuvering feelings through the pandemic and anger management. The counselor will continue to work with the parent liaison and the social worker to host monthly meetings to discuss the attendance policy and how it impacts our students and school.

Special Education students have Individualized Education Plans (IEP) that coincide with their grade level curriculum. Student level is also a consideration when writing their IEPs. English Language Learners also have modification plans that allow the students to learn grade level content



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while learning English. ESOL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction.

Lastly, our Student Engagement Specialist will attend monthly Circle of Support Meetings as well as work closely with our RTI and SST Chairpersons to identify students in the RTI/SST process displaying academic and behavioral deficits. The Student Engagement Specialist will work individually and with small groups to provide mentoring for students utilizing researched based Tier 2 and 3 interventions as well as implementing the Check and Correct Model to increase student achievement. This will also include classroom walk-throughs to identify students with academic and behavioral needs as well as attending regular meetings with the school counselor, social worker, and parent liaison to support parents and community. Students will also have the opportunity to meet with the Student Engagement specialist to receive one on one counseling support.

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)

Our students will explore the world of careers through various activities. The counselor will provide an opportunity for students to participate in virtual field trips to explore post-secondary education, career and technical programs, and the world of work. We will invite our local community business leaders and first responders to share their career choices with our students during a scheduled career week during the 2023-2024 school year.

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 Primary will utilize the PBIS Behavior Matrix to encourage positive behaviors and increase student achievement. The Kemp Primary Behavior Plan was shared with the staff at the beginning of the year and training on the Behavior Matrix took place to inform staff and students of school-wide behavior expectations. Students who display behavior problems will be referred to the Circle of Support and RTI chairperson for additional support and interventions to implement and monitor. The Behavior Specialist will attend all Circle of Support meetings to provide additional strategies and support to the staff and students.

Kemp Primary Behavior Matrix:

<https://docs.google.com/document/d/1RjyaOjibQBXYaujEkzb8tTJ-J6SoSZTT/edit>

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.)



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A Professional Development Plan including training on small group instruction, technology integration, data talks, and other strategies are listed on the following page.

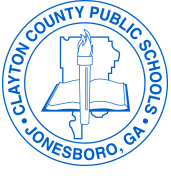
v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Middle and high schools, describe how the school will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education including, if applicable.

Kemp Primary School provides assistance to families of our students who are currently enrolled and the families of students who will join our kindergarten team from surrounding day care centers. Prior to the start of the school year, the upcoming kindergarten students are invited to A Day in the Life of a Kindergartener. In the spring, the school counselor provides a virtual meeting with parents to discuss online registration requirements for the upcoming school year. Our school provides an Open House for students and parents to speak with kindergarten teachers about expectations, dress code, ritual and routines, and academics. Our *Title I Parent Liaison* is available, virtually, throughout the school year, to meet with rising kindergarten families.

Transition into elementary school is very important to us as well. Our second grade teachers will host a vertical articulation meeting with the 3rd grade teachers of Kemp Elementary to discuss end of the year student performance data, strengths and weaknesses, as well as strategies to assist second graders for the upcoming school year. Once students arrive at their feeder school for their third grade year, they will be introduced to the administrators, guidance counselor, and classroom teacher. The students will be informed about the curriculum, dress code, and expectations at their new school location.

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

Kemp Primary School will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, as well as those with disabilities. This is accomplished through surveys from informational meetings, virtual workshops/meetings, and parent or counselor contacts. Parents will be informed about the nature of the Title I program, the parents' requirements, the school parental engagement plan, the schoolwide plan, the school-parent compact, and parent & family engagement budget. We will 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, Class Dojo, telephone dial out system, marquee, the school's website, and/or report cards.



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Plan Development and Evaluation:

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

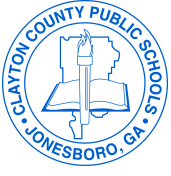
- a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
- b) Determining whether the schoolwide program has been effective in increasing the achievement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

- A. Progress monitoring will be implemented at the beginning, middle, and end of the year using data from MAP and Amira.
- B. The End of the Year Title 1 evaluation is the process in which the school wide program is used to determine the effectiveness of the Schoolwide Plan in increasing student achievement while mastering the state academic standards.
- C. As data is collected throughout the school year, adjustments to the Schoolwide plan will be made as needed. In addition, action steps and best practices will be prioritized to meet the needs of all students for the school year to meet academic standards.

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

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

We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the parent engagement plan. Kemp Primary School scheduled Title I Planning Meetings and invited parents of all students, school staff, students, and community members to attend. Kemp Primary School will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, parents of students who speak English as a second language, as well as parents of students with disabilities. Parent input is received through surveys from informational meetings and virtual individualized meetings in the Parent Resource Center. In addition, evaluation forms at the end of each workshop or meeting will be provided to parents to solicit their feedback.



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We will update the school parent & family engagement plan periodically to meet the changing needs of parents and the school. During the Title I Annual Planning Meeting, Kemp Primary School parents will assist in planning and developing the school's Title I Schoolwide Program Plan and Budget, as well as parent involvement documents which includes the School-Parent Compact, and Title I Parent & Family Engagement Plan. Parents will continually be invited to participate in Title I school workshops, School Council, and PTA meetings, as well as other planning processes of the school.

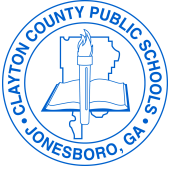
We will conduct an annual meeting to inform parents about the school's Title I program. Parents will be informed about the nature of the Title I program, the parents' requirements, the school parent & family engagement plan, the schoolwide plan, and the school-parent compact. We will encourage and invite all parents 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 (school messenger), marquee, the school's website, and/or report cards. The Title I Annual Meeting was held at Kemp Primary School on September 30, 2023 for parents of all students. The principal of the school facilitated the Annual Title I meeting.

We will offer a flexible number of meetings in the morning or evening, and may provide funds provided under Title I, childcare, or home visits, as such services related to parental engagement. Additionally, Kemp Primary School held two Title I Annual Meetings on different days at different times. Various workshops for parents throughout the year will be outlined in the school's 2023-2024 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the *Title I Parent Liaison* to receive additional information in the Parent Resource Center.

We will provide parents timely information about the Title I Program which includes a description and explanation of the curriculum, assessments used to measure student progress, and the expected proficiency levels of students.

Conferences are also held a minimum of two times a year, or as requested by parent(s) or teacher. At parent/student conferences, parents will discuss student progress and student assessment data. In order to help parents understand the Georgia Standards of Excellence and district curriculum, various parent workshops will be provided. These workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students.

Kemp Primary School offers a parent volunteer program which includes parents, guardians, and community members who volunteer at the school. Volunteers assist in the media center, parent resource center, at student performances, and other areas as needed. Also, the local School Council (parents, teachers, principal, and community stakeholders) is an active participant in the Title I planning meeting to review data, school goals and objectives, and make any necessary decisions that might be necessary to meet the school's targeted needs.



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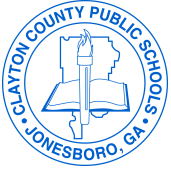
When parents join volunteer programs, it helps create open communication, provide decision-making opportunities, and build strong partnerships.

Parents, school administrators, and teachers will work collaboratively to develop a school-parent compact which outlines how parents, school staff, and students will share the responsibility for improving student academic achievement. Annually, Kemp Primary and community stakeholders develop and revise a School-Parent Compact. Parents and students are invited each year to attend the Title I Planning Meeting to provide input in revising the Compact. The School-Parent Compact includes the expectations of all parties regarding the responsibilities for educating students. The compact will be sent home with students, will be posted on the school's website, and located in the Parent Resource Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.

We will assist parents in gaining an understanding of content standards, and the requirements of Title I, Part A. We will provide training for parents of strategies to monitor their child's progress and how to effectively collaborate with educators. Kemp Primary School will provide assistance to parents in understanding the state content standards and assessments through informational meetings and workshops throughout the school year. Also, parents have access to Infinite Campus which can be found on the district's website, www.clayton.k12.ga.us. Infinite Campus is another tool that parents can utilize to view their child's grades where parents can monitor their child's progress. Kemp Primary School will provide materials and training, such as: literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement.

The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. The Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others will provide these trainings. The *Title I Parent Liaison* will assist parents and serve as a liaison between home and school. Parents who are unable to attend training or workshops will be able to request materials to be sent home. Interpretation will be provided for our *Spanish (including other languages, if necessary) speaking* families. A Calendar of Events is shared with stakeholders detailing workshops and activities that are planned for parent and family engagement.

We will provide training to educate teachers, administrators, and other staff members on how to communicate and work with parents as equal partners. The workshop topics will include how to implement and coordinate parent programs, how to build ties between parents and the school, how to work with parents as equal partners in the educational process, and how to positively impact the academic achievement of the students. Professional development will be offered for all teachers on the importance of effective teacher/parent communication and social emotional learning. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the



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Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents.

We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format. These actions will include alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Kemp Primary will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate.

We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for interpreters and technological services at parent involvement activities. The Parent Resource Center at Kemp Primary offers a variety of resources for parents and other stakeholders. Since its inception, it has offered a variety of learning resources for parents to check out and utilize at home for extended home learning. The Parent Resource Center is facilitated by our *Title I Parent Liaison*, who assists parents in gaining a better understanding of the educational process, as well as training to help them learn skills to assist their children academically.



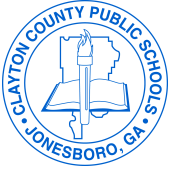
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5. Schoolwide Plan Development ~ Section 1114 (2)(B)(i-iv)

- 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.**

The current School Improvement plan for Kemp Primary School is operating under a plan which was developed by stakeholders during the 2023-2024 school year. The school improvement plan is a living document which is monitored and updated to meet changing needs. Meetings are conducted semi-annually to provide stakeholders the opportunity to review and provide feedback for the school-wide plan. We formed a committee of various stakeholders to assist in developing a school-wide plan in an effort to improve student achievement. This committee has been engaged in the school-wide Title I planning process for one-year. Kemp Primary School uses multiple forms of communication to solicit feedback and input on the Title I plan annually. An annual meeting for all stakeholders (parents, students, and staff) will be held to discuss data and make changes to the School - Wide Plan as needed.

- A. The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, principals, support personnel, parents and students. Prior to the beginning of the school year, the school's leadership team retreat was held to participate in the initial development of this plan.
- B. The initial plan was shared with staff members, parents, and students and given the opportunity to provide input in the plan's development. Specifically, parents were invited to attend a Title I School-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, stakeholders collaboratively analyzed all of the current and historical data for Kemp Primary School— both academic and non-academic. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.
- C. The revised plan will remain in effect for the 2023-2024 school year.



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- D. To the extent practicable and upon request, the Title I Plan will be provided for parents in a language that they can understand. It was developed in coordination and integration with other Federal, State and local services, resources and programs. To date, our plans will need to be translated into Spanish and Vietnamese.

- E. Kemp Primary School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title I funds and to use them appropriately. We frequently conduct funding gap analysis and review our Title I plan to determine how Title I funds can be allocated.

Clayton County Public Schools participates in the Community Eligibility Program (CEP), and all students eat breakfast and lunch at no cost to them.



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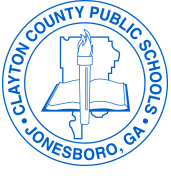
Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
New Teacher Induction Training	July	New Teachers	Lead Mentor
GKID S Orientation Training	July	Kindergarten Teachers	Assistant Principal J. Harris
HMH Into Reading Training	July	K-2 Teachers	CIA Department
New Georgia Standards of Excellence Training	July	K-2 Teachers	CIA Department
AMIRA Training	July	K-2 Teachers	CIA Department
Canvas and Mimio Training	August	K-2 Teachers	Digital Learning Specialist K. Ellis
Paraprofessional Small Group	August	K-2 Teachers and Paraprofessionals	Assistant Principal J. Harris
TKES	August	All Teachers	Principal A. Nauck Assistant Principal J. Harris
PBIS/Behavior/Classroom Management	August	All Teachers	Assistant Principal J. Harris
RTI/SST	August	K-2 Teachers	SST Chair
Intentional Small Group Instruction	September	K-2 Teachers	Teacher Development Specialist S. Stewart
HMH Math Training	September	K-2 Teachers	K-2 Math Ambassadors
BOY Data Review	September	All Teachers	Principal A. Nauck Assistant Principal J. Harris
Intention Small Group Instruction Pt. 2 and Focus Walk	October	K-2 Teachers	Teacher Development Specialist S. Stewart
Technology Integration with “SAMR”	October	K-2 Teachers	Teacher Development Specialist N. Eltayeb
HMH Take & Teach Lessons for Small Group	October- November	K-2 Teachers	CIA Department



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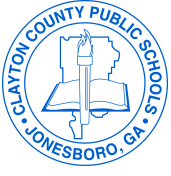
Paraprofessional Small Group Part 2	November	Paraprofessionals	Assistant Principal Joy Harris
Canvas/ Mimio Tools Training	November	All Staff	Digital Learning Specialist K. Ellis
Technology Integration with “SAMR” Pt. 2	November	K-2 Teachers	Professional Learning Teacher Development Specialist
Self-Care/Wellness for Staff	December	All Staff Members	Student Services Department
MOY Data Talks	January	All Teachers	Principal A. Nauck Assistant Principal J. Harris
Vertical Articulation	January/April	K-2 Teachers	Principal A. Nauck Assistant Principal J. Harris
Mimio Tools Training	February	All Teachers	Digital Learning Specialist K. Ellis
Cultural Responsiveness	February	All Teachers	Professional Learning Center



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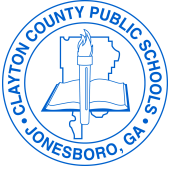
Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Title I Crte Date Due	Person / Position Responsible
Sent Home and Posted on School Website: <ul style="list-style-type: none"> ○ School-Family Compact ○ School PFEP ○ District PFEP 	October 2023	10/20/23	Rondah Pittman
School-Family Compact Discussion: <ul style="list-style-type: none"> ○ Parent-Teacher Conference (elementary) ○ Ongoing discussion (middle/high school) 	October 2023	12/10/23	Rondah Pittman
Annual Title I Parent Meeting: <ul style="list-style-type: none"> ○ Meeting held ○ Documents posted on school website 	September 2023	9/30/23	Administration and Parent Liaison
Building Parent Capacity Fall: F2F or TEAMS) <i>Required Parent Capacity Events</i> <i>(An event can be a workshop, night event, or a TEAMS workshop.</i> <i>Checklists are required with every event, and the event must be aligned with the school goals.</i> <ul style="list-style-type: none"> ○ Curriculum Workshop 1 	September 2023	12/3/23	Rondah Pittman
Building Parent Capacity Fall:	November 2023	12/3/23	Rondah Pittman



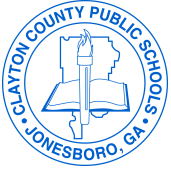
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<ul style="list-style-type: none"> ○ Curriculum Workshop 2 			
Building Parent Capacity Fall: <ul style="list-style-type: none"> ○ Technology/Copyright Piracy Workshop 	10/20/22	12/3/23	Rondah Pittman
Building Parent Capacity Fall: <ul style="list-style-type: none"> ○ EL Parent Workshop (if applicable) 	November 2023	12/3/23	Rondah Pittman
Building Parent Capacity Continuous Communications (Fall) <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	August-November 2023	12/15/23	Rondah Pittman
Building Staff Capacity (Fall):	September 2023	12/3/23	Rondah Pittman
Building Staff Capacity Continuous Communications (Fall): <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	August- November 2023	12/15/23	Rondah Pittman
Fall October Data Dig: <ul style="list-style-type: none"> ○ PLC to review Dashboard Data 	October 2023	10/29/23	Rondah Pittman
Fall December Data Dig: <ul style="list-style-type: none"> ○ PLC to review Dashboard Data 	December 2023	12/15/23	Rondah Pittman
Building Staff Capacity (Spring):	March 2024	3/18/24	Rondah Pittman
Building Parent Capacity Spring:	March 2024	3/25/24	Rondah Pittman



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<ul style="list-style-type: none"> ○ Curriculum Workshop 3 			
Building Parent Capacity Spring: <ul style="list-style-type: none"> ○ Assessment Workshop 	March 2024	3/25/24	Rondah Pittman
Building Parent Capacity Spring: <ul style="list-style-type: none"> ○ Transition Meeting 	May 2024	5/13/24	Rondah Pittman
Building Staff Capacity Continuous Communications (Spring): <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	May 2024	5/13/24	Rondah Pittman
Building Parent Capacity Continuous Communications (Spring) <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	Jan-April 2024	5/13/24	Rondah Pittman
Spring March Data Dig <ul style="list-style-type: none"> ○ PLC to review Dashboard data 	March 2023	3/25/24	Rondah Pittman
Spring May Data Dig <ul style="list-style-type: none"> ○ PLC to review Dashboard data 	May 2024	5/11/24	Rondah Pittman
Input Meeting (s) FY23: <ul style="list-style-type: none"> ○ Staff ○ Parents/Families ○ Students 	Start March 2024	3/25/24	Rondah Pittman



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Tentative Budget

Kemp Primary will utilize its internal resources such as the Professional Learning Center's Teacher Development Specialists and Curriculum, Instruction, and Assessment Department's Specialists to support its Professional Development Plan. The Principal and Parent Liaison will determine use of funds for the Parent Resource Center once funds are released for the FY 2023-24 School year.