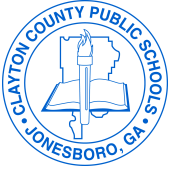


Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

| COMPREHENSIVE SCHOOL IMPROVEMENT PLAN | | |
|--|--|---------------------------------------|
| School Name: Kemp Primary School | District Name: Clayton County Public Schools | |
| Principal Name: J. Anesa Nauck | School Year: 2024-2025 | |
| 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— Select Yes, if applicable. | | |
| Comprehensive Support (CSI) No | Targeted Support (TSI) No | Additional Targeted Support (ATSI) No |
| BUDGET MODEL— Select Yes, if applicable | | |
| Title I, Part A Budget Yes | Title I School Improvement Grant (SIG) No | |
| L4GA Budget No | | |
| SIGNATURES AND REVISION DATE | | |
| Principal’s Signature: | Date: | |
| Title I Director’s Signature: | Date: | |
| Assistant Superintendent’s Signature: | Date: | |
| TLSI Deputy Superintendent’s Signature: | Date: | |
| Revision Date: | Revision Date: | Revision Date: |

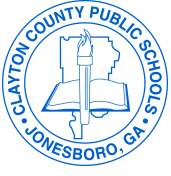


Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

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 |
| Rondah Pittman | Parent Liaison |
| Calvin Leonard | Student Engagement Specialist |
| Chastity Morrow | Kindergarten Teacher |
| Shondra Echols | First Grade Teacher |
| Selita Jones | 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 |
| Ryan Adams | ELA- Lead |
| Kathleen Johnson | Math- Lead |
| | |
| | |
| | |



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

Data:

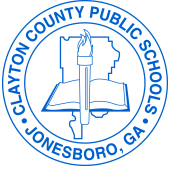
Include student achievement data charts/graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (MAP, Access Reports, EOC, Milestones).

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

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

DEMOGRAPHICS

| Ethnicity | 23-24 School Year |
|----------------------------------|-------------------|
| White | 1.89 |
| African Am | 77.98 |
| Hispanic | 13.53 |
| Multi-Racial | 5.09 |
| American Indian | 0.81 |
| Asian American | 0.70 |
| Hawaiian/Pacific Islander | 0.00 |



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

| Student Group | 23-24 School Year |
|---|--------------------------|
| ELL | 43 |
| Students with Disabilities (SWD) | 82 |
| Gifted | 25 |
| EIP | 332/336 |
| Economically Disadvantaged | 686 |
| Identified Homeless | 17 |
| Foster Care | 2 |



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

| 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 | 26 | 28 | 16 | 16 | 14 | 15 | 9 | 16 | 28 | 32 |
| | Reading | 20 | 17 | 23 | 24 | 16 | 26 | 20 | 31 | 15 | 8 | 19 | 24 | 29 | 18 | 10 |
| | Language Usage | 32 | 18 | 14 | 16 | 20 | 35 | 19 | 18 | 16 | 12 | 24 | 17 | 21 | 23 | 15 |

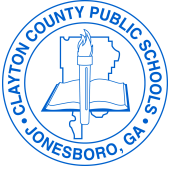
Second Grade MAP Data

The 2023-2024 end of the year MAP data revealed that 24% of 2nd grade students scored in the low to low average range in math, 43% of students scored in the low to low average range in reading, and 41% of students scored in the low to low average range in language usage.

| 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 | 21 | 11 | 20 | 28 | 20 | 16 | 2 | 15 | 33 | 33 |
| 1st Gr 2023-2024 | Math | 20 | 14 | 20 | 27 | 19 | 19 | 21 | 28 | 22 | 10 | 15 | 9 | 22 | 25 | 28 |

Kindergarten and 1st Grade MAP Data

The Kindergarten and 1st grade classes administered the MAP Math assessment for the first time during the 2023-2024 school year. The 2023-2024 end of the year MAP data revealed that 18% of Kindergarten



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

students scored in the low to low average range. The end of the year MAP data revealed that 24% of 1st grade students scored in the low to low average range.



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

| DES Sub-Group 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 | 33 | 40 | 13 | 0 | 14 | 46 | 0 | 15 | 23 | 16 | 43 | 7 | 14 | 29 | 7 |
| 1st Gr 2023-2024 | Math | 69 | 0 | 8 | 15 | 8 | 77 | 8 | 7 | 0 | 8 | 69 | 8 | 8 | 15 | 0 |

| DES Sub-Group MAP Assessment (Percentage)-2nd Grade | | | | | | | | | | | | | | | | |
|---|----------------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|
| 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 |
| 2nd 2023-2024 | Math | 73 | 9 | 9 | 0 | 9 | 73 | 18 | 0 | 0 | 9 | 73 | 0 | 9 | 9 | 9 |
| 2nd Gr 2023-2024 | Reading | 91 | 0 | 0 | 9 | 0 | 73 | 18 | 0 | 0 | 9 | 82 | 9 | 0 | 0 | 9 |
| 2nd Gr 2023-2024 | Language Usage | 91 | 0 | 0 | 0 | 9 | 91 | 0 | 9 | 0 | 0 | 82 | 9 | 0 | 9 | 0 |

| ELL Subgroup MATH 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 |
| K 2023-2024 | Math | 38 | 31 | 12 | 6 | 13 | 20 | 11 | 19 | 30 | 20 | 19 | 6 | 6 | 44 | 25 |
| 1st Gr 2023-2024 | Math | 17 | 33 | 17 | 33 | 0 | 17 | 21 | 29 | 22 | 11 | 8 | 17 | 25 | 33 | 17 |
| 2nd Gr 2023-2024 | Math | 50 | 0 | 37 | 0 | 13 | 25 | 28 | 17 | 16 | 14 | 20 | 16 | 10 | 25 | 29 |

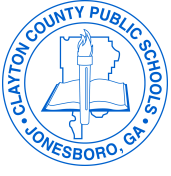


Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

| ELL Subgroup MAP Assessment (Percentage) 2nd Grade | | | | | | | | | | | | | | | | |
|---|----------------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|
| 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 |
| 2nd 2023-2024 | Math | 50 | 0 | 37 | 0 | 13 | 25 | 28 | 17 | 16 | 14 | 20 | 16 | 10 | 25 | 29 |
| 2nd Gr 2023-2024 | Reading | 50 | 25 | 25 | 0 | 0 | 24 | 22 | 29 | 16 | 9 | 57 | 15 | 14 | 14 | 0 |
| 2nd Gr 2023-2024 | Language Usage | 50 | 13 | 25 | 12 | 0 | 57 | 14 | 29 | 0 | 0 | 57 | 15 | 14 | 14 | 0 |

| EIP Subgroup MAP Assessment (Percentage) 2nd Grade | | | | | | | | | | | | | | | | |
|---|----------------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|
| 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 |
| 2nd 2023-2024 | Math | 43 | 21 | 27 | 9 | 0 | 45 | 35 | 17 | 3 | 0 | 37 | 25 | 11 | 22 | 5 |
| 2nd Gr 2023-2024 | Reading | 36 | 34 | 20 | 10 | 0 | 45 | 29 | 20 | 6 | 0 | 33 | 37 | 25 | 6 | 0 |
| 2nd Gr 2023-2024 | Language Usage | 61 | 29 | 10 | 0 | 0 | 65 | 25 | 7 | 3 | 0 | 42 | 30 | 19 | 7 | 2 |

| EIP Subgroup 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 |
| Kdg 2023-2024 | Math | 33 | 37 | 17 | 7 | 8 | 28 | 11 | 23 | 28 | 10 | 16 | 5 | 16 | 35 | 28 |
| 1st Gr 2023-2024 | Math | 39 | 33 | 11 | 13 | 4 | 32 | 36 | 22 | 10 | 0 | 20 | 18 | 44 | 13 | 5 |

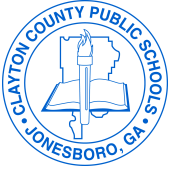


Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

The identified sub-groups scored below expectations in Reading, Language Usage, and Mathematics.

| Gifted Subgroup MAP Assessment (Percentage) Grades 1 and 2 | | | | | | | | | | | | | | | | |
|---|---------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|
| 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 |
| 1st Gr 2023- 2024 | Math | 0 | 0 | 0 | 29 | 71 | 0 | 0 | 14 | 43 | 43 | 0 | 0 | 14 | 14 | 72 |
| 2nd Gr | Math | 10 | 0 | 0 | 10 | 80 | 10 | 0 | 0 | 20 | 70 | 0 | 11 | 0 | 0 | 89 |

| Gifted Subgroup MAP Assessment (Percentage) 2nd Grade | | | | | | | | | | | | | | | | |
|--|----------------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|-----|---------|-----|----------|------|
| 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 |
| 2nd Gr 2023- 2024 | Math | 10 | 0 | 0 | 10 | 80 | 10 | 0 | 0 | 20 | 70 | 0 | 11 | 0 | 0 | 89 |
| 2nd Gr | Reading | 0 | 0 | 10 | 30 | 60 | 0 | 0 | 10 | 10 | 80 | 0 | 0 | 11 | 11 | 78 |
| 2nd Gr | Language Usage | 0 | 0 | 0 | 10 | 90 | 0 | 0 | 20 | 10 | 70 | 0 | 0 | 0 | 22 | 78 |



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

AMIRA- 2023-2024 Data Comparison (1st Year Usage- no trend data available)

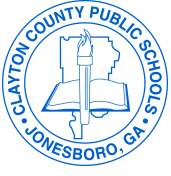
| Gr | BOY | | | MOY | | | EOY | | |
|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | Catch up | On-track | At/above | Catch up | On-track | At/above | Catch up | On-track | At/above |
| Kdg | 27.37 | 49.47 | 23.16 | 21.03 | 54.87 | 24.10 | 22.14 | 62.14 | 15.71 |
| 1st | 23.44 | 49.48 | 27.08 | 22.53 | 50.00 | 27.47 | 25.28 | 47.18 | 27.53 |
| 2nd | 38.10 | 40.21 | 21.69 | 25.91 | 55.44 | 18.65 | 29.80 | 55.05 | 15.15 |

An Increase in On-Track and At/Above Students: More students either maintained or improved their reading skills to be considered "on-track" or "at/above" their expected reading level.

A Decrease in Below-Level Students: Fewer students were categorized as being "below level," meaning there was a reduction in the number of students who required significant remediation and acceleration to reach the "on-track" category.

| Student Attendance Year End Data | | | | | |
|-------------------------------------|-------|-------|-------|-------|-------|
| 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 | 92.47 | 92.19 | 92.97 | 93.69 | 92.90 |

Student Attendance - The student daily average attendance rate for the 23-24 school year was 92.90%. A plan of action has been developed for the 2024-2025 academic school year to increase the attendance rate to 95%.

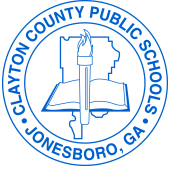


Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

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

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

Kemp Primary showed a decrease in office referrals from the previous year. Kemp Primary is using PBIS strategies and a behavior plan to work with teachers and students to increase on-task behavior.

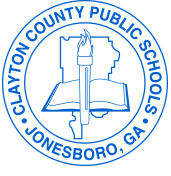


Clayton County Public School

2024-2025 Comprehensive School Improvement Plan

Comprehensive Needs Assessment:

| |
|---|
| 1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A) |
| Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing , to meet the challenging State academic standards and any other factors as determined by the local educational agency; Sec. 1114(b)(1)(A) |
| Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Comprehensive Schoolwide Improvement Plan. (This is an interpretation of the data and an analysis of the school's needs.) |
| <p>Kemp Primary School's Leadership Team met to conduct a Comprehensive Needs Assessment. The team completed a SWOT analysis to discuss strengths, weaknesses, root causes, and opportunities for overall success. The proposed goals and strategies will be shared with teachers, staff, parents, and other community stakeholders. The Leadership Team focused on four primary causes of improvement which include reading, math, attendance, and discipline. The identified goals and strategies developed included instruction, professional development, and engagement. Data points and student performance were reviewed to make decisions about targeted, standard-based instruction, resources for teachers and parents, and initiatives to promote attendance.</p> <p>The Leadership Team is composed of school level leaders serving as grade chairs, content leads, PBIS Coach, and department chairs, as well as subgroup leads including DES, ESOL, EIP, and Gifted. The team collaborated to analyze student data points on benchmark assessments including MAP and AMIRA benchmarks as well as Big 7 Reports. This information was used to develop the School Improvement Plan.</p> <p>The team identified potential root causes for areas in which students struggled. Root causes included lack of student engagement, failure of teachers to provide leveled based instruction, and how students were assessed to drive the instruction.</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) |
| 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 73.0 % of the students scored in the low/low average range. The MAP end of grade report for reading indicated that 91.0 % of the students scored in the low/low average range. The MAP end of grade report for language usage indicated that 91.0 % of the students scored in the low/low average range. The end of year MAP data also revealed 72% of our English Language Learners scored in the low range in Language Usage and Reading. The MAP end of grade report for mathematics for ELL students indicated that 36.0 % of the students performed in |

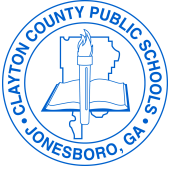


Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

the low/low average range. The MAP growth assessment for Students with Disabilities in Kindergarten indicated 50% of the students performed at the low/low average levels in mathematics. The MAP growth The MAP growth assessment for Students with Disabilities in 1st grade indicated that 77% of the students scored at the low/low average range for Mathematics. The Economically Disadvantaged students in second grade scored 24% in the low/low average range for mathematics, 45% in the low/low average range for reading, and 41% in the low/low average range for Language Usage.

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

Kemp Primary School's Leadership Team (SLT) along with the School Improvement Team



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

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

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

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

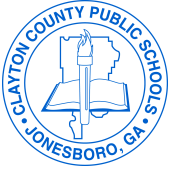
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

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

| Evidenced Based Strategies and Interventions | Timeline for Implementation | Funding Source | Person/Position Responsible |
|--|-----------------------------|----------------|-----------------------------|
| Professional Development on Early Literacy and | | | |
| | | | |
| | | | |
| | | | |

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

| | |
|-----------------------------------|---------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Students with Disability |
| | |
| Gifted Learners | |
| | |



Clayton County Public School 2024-2025 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:

| Evidenced Based Strategies and Interventions | Timeline for Implementation | Funding Source | Person/Position Responsible |
|--|-----------------------------|----------------|-----------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

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

| | |
|-----------------------------------|---------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Students with Disability |
| | |
| Gifted Learners | |
| | |



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

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

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

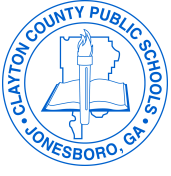
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 3: By May 2025, Kemp Primary School will show a 3% point improvement in the number of students absent less that 5% of enrolled days .

| Evidenced Based Strategies and Interventions | Timeline for Implementation | Funding Source | Person/Position Responsible |
|--|-----------------------------|----------------|-----------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

| | |
|-----------------------------------|---------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Students with Disability |
| | |
| Gifted Learners | |
| | |



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

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

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

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

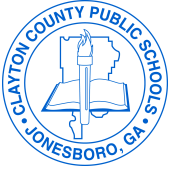
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 4: Kemp Primary School will retain 90% of its faculty and staff at the end of the 2024-2025 school year.

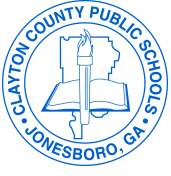
| Evidenced Based Strategies and Interventions | Timeline for Implementation | Estimated Budget | Person/Position Responsible |
|--|-----------------------------|------------------|---|
| Implement the District’s On-boarding Induction program | On-going | N/A | Anesa Nauck Joy Harris Kathleen Johnson, Lead Mentor |
| Professional Development for all staff members | On-going | N/A | Anesa Nauck Joy Duncan Academic Coach |
| | | | |
| | | | |
| | | | |

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

| | |
|-----------------------------------|---------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Students with Disability |
| | |
| Gifted Learners | |



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

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

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

c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:

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

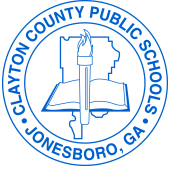
ii) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement,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

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.);

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.)*

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.

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



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

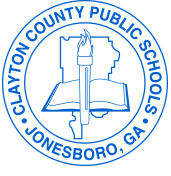
Plan Development and Evaluation:

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

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

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

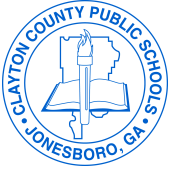
Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified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



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

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

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



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

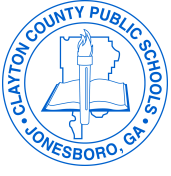
Parent and Family Engagement

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



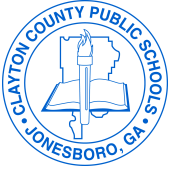
Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

| Parent Engagement Activities (include title/subject of curriculum workshops) | Scheduled Date(s) of Required Activity/Event | Person / Position Responsible |
|--|--|-------------------------------|
| EL Parent Workshop (if applicable) | | |
| Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 | | |
| Building Staff Capacity (Fall): | | |
| Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 | | |
| Fall October Data Dig: PLC to review Dashboard Data | | |
| Fall December Data Dig: PLC to review Dashboard Data | | |
| Building Staff Capacity (Spring): | | |
| Building Parent Capacity Spring: Curriculum Workshop 3 | | |
| Building Parent Capacity Spring: Assessment Workshop | | |
| Building Parent Capacity Spring: Transition Meeting | | |
| Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 | | |



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

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



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

Tentative Budget