Clayton County Public School
2025-2026 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN	
School Name: Edwin S. Kemp Elementary	**District Name:** **Clayton County Public Schools**
Principal Name: Zsa Zsa Davis	**School Year:** 2025-2026
School Mailing Address: 10990 Folsom Road, Hampton, GA 30228	
default-search	
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	

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Comprehensive Support (CSI) No	**Targeted Support (TSI)** No	**Additional Targeted Support (ATSI)** No
BUDGET MODEL—Select Yes, if applicable		
Title I, Part A Budget No	**Title I School Improvement Grant (SIG)** No	
L4GA Budget No		
SIGNATURES AND REVISION DATE		
Principal's Signature:		**Date: 7/22/2025**
Title I Director's Signature:		**Date:**
Assistant Superintendent's Signature:		**Date:**
TLSI Deputy Superintendent's Signature:		**Date:**
Revision Date:	**Revision Date:**	**Revision Date:**

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CSIP Planning Committee:

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

NAME	POSITION/ROLE
Zsa Zsa Davis	Principal
Jacqueline Pressley-Wilson	Assistant Principal
Corneka Sanders	Gifted Lead Teacher
Rolanda Styles	5th Grade ELA Teacher/Grade Level Chair
Jasmine Avril	4th Grade ELA Teacher/Grade Level Chair
Sequoyah Bell	3rd Grade Math Teacher / Grade Level Chair
Rita Banks	3rd-5th Grade Lead ESOL
Ritoya Harris	Computer Science Teacher
Antoinette Golack	Parent Liaison
Tyler Bynum	Paraprofessional/Business Owner
Kimberly Milam	Community Business Owner
	Parent
	Parent
	Volunteer

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Data:

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

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

1) **Data about the school's demographics.**
2) **3 years of the current GMAS data (2022-2023, 2023-2024, 2024-2025). Provide displays of data by subgroups.**

2024-2025 Georgia Milestones Assessment Data													
Third Grade ELA													
Target 2026: 35%		*Percent of Beginning*		*Percent of Developing*		*Percent of Proficient*		*Percent of Distinguished*		*Percent Proficient & Above*		*Percent Developing & Above*	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	192	98	51%	50	26%	36	19%	8	4%	**44**	**23%**	94	49%
Asian	1	0	0%	0	0%	1	100%	0	0%	1	100%	1	100%
Black	149	79	53%	42	28%	24	16%	4	3%	28	19%	70	47%
Hispanic	28	11	39%	6	21%	9	32%	1	3%	5	16%	9	29%
ELL	9	7	78%	2	22%	0	0%	0	0%	0	0%	2	22%
SWD	18	15	83%	2	11%	1	6%	0	0%	1	6%	3	17%

2023-2024 Georgia Milestones Assessment Data													
Third Grade ELA													
Target 2025: 30%		*Percent of Beginning*		*Percent of Developing*		*Percent of Proficient*		*Percent of Distinguished*		*Percent Proficient & Above*		*Percent Developing & Above*	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	96	52%	48	26%	29	16%	11	6	**40**	**22%**	89	48%
Asian	5	1	20%	2	40%	1	20%	1	20%	2	40%	4	80%
Black	137	69	50%	38	28%	22	16%	8	6%	29	22%	68	50%
Hispanic	30	21	70%	4	13%	4	13%	1	3%	5	17%	9	30%
ELL	17	12	71%	3	18%	2	12%	0	0%	2	12%	5	30%
SWD	18	17	94%	1	6%	0	0%	0	0%	0	0%	1	6%

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

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2024-2025 Georgia Milestones Assessment Data Third Grade Math													
Target 2026: 40%		***Percent of Beginning***		***Percent of Developing***		***Percent of Proficient***		***Percent of Distinguished***		***Percent Proficient & Above***		***Percent Developing & Above***	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	192	98	24%	50	45%	36	19%	8	6%	**44**	**30%**	94	76%
Asian	1	0	0%	0	0%	1	100%	0	0%	1	100%	1	100%
Black	149	37	25%	69	46%	34	23%	9	6%	43	29%	112	75%
Hispanic	28	7	25%	9	32%	10	37%	2	7%	12	44%	21	76%
ELL	9	5	56%	3	33%	1	11%	0	0%	0	0%	2	22%
SWD	20	15	75%	5	25%	0	0%	0	0%	0	0%	5	25%

2023-2024 Georgia Milestones Assessment Data Third Grade Math													
Target 2025: 52%		***Percent of Beginning***		***Percent of Developing***		***Percent of Proficient***		***Percent of Distinguished***		***Percent Proficient & Above***		***Percent Developing & Above***	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	48	26%	56	30%	61	33%	20	11%	**81**	**44%**	137	74%
Asian	5	1	20%	2	40%	1	20%	1	20%	2	40%	4	80%
Black	137	69	24%	38	32%	22	34%	8	10%	29	22%	68	50%
Hispanic	30	11	37%	8	27%	8	27%	3	10%	11	37%	19	64%
ELL	16	12	50%	3	25%	2	19%	0	6%	2	12%	5	30%
SWD	18	17	3%	6	33%	1	6%	0	0%	1	6%	7	39%

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

2024-2025 Georgia Milestones Assessment Data Fourth Grade ELA													
Target 2026: 35%		***Percent of Beginning***		***Percent of Developing***		***Percent of Proficient***		***Percent of Distinguished***		***Percent Proficient & Above***		***Percent Developing & Above***	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	69	39%	55	31%	39	22%	15	9%	**54**	**31%**	109	62%
Asian	1	0	0%	0	0%	1	100%	0	0%	1	100%	1	100%
Black	135	53	39%	42	31%	28	21%	10	8%	39	29%	80	59%
Hispanic	28	11	39%	9	32%	6	21%	2	7%	8	28%	17	60%
ELL	12	7	58%	3	25%	2	17%	0	0%	2	17%	5	42%
SWD	18	16	89%	2	11%	0	0%	0	0%	0	0%	2	11%

2023-2024 Georgia Milestones Assessment Data Fourth Grade ELA													
Target 2025: 26%		***Percent of Beginning***		***Percent of Developing***		***Percent of Proficient***		***Percent of Distinguished***		***Percent Proficient & Above***		***Percent Developing & Above***	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	94	47%	72	36%	30	15%	6	3%	36	18%	108	54%
Asian	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black	164	77	47%	59	36%	23	14%	5	3%	28	17%	87	53%
Hispanic	21	10	48	5	24%	6	29%	0	0%	6	29%	11	53%
ELL	12	6	50%	2	17%	4	33%	0	)%	4	33%	6	50%
SWD	16	13	81%	3	19%	0	0%	0	0%	0	0%	3	19%

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

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2024-2025 Georgia Milestones Assessment Data													
Fourth Grade Math													
Target 2026: 40%		*Percent of Beginning*		*Percent of Developing*		*Percent of Proficient*		*Percent of Distinguished*		*Percent Proficient & Above*		*Percent Developing & Above*	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	51	29%	56	32%	48	27%	19	11%	**67**	**38%**	123	70%
Asian	4	0	0%	1	25%	1	25%	2	50%	3	75%	4	100%
Black	135	43	32%	40	30%	38	28%	14	10%	51	38%	92	68%
Hispanic	28	6	21%	12	43%	7	25%	3	11%	10	36%	22	79%
ELL	12	6	50%	4	33%	1	8%	1	8%	2	16%	6	49%
SWD	20	15	75%	3	15%	1	5%	1	5%	2	10%	5	25%

2023-2024 Georgia Milestones Assessment Data													
Fourth Grade Math													
Target 2024: 42%		*Percent of Beginning*		*Percent of Developing*		*Percent of Proficient*		*Percent of Distinguished*		*Percent Proficient & Above*		*Percent Developing & Above*	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	58	29%	76	38%	50	25%	18	9%	**68**	**34%**	144	72%
Asian	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black	164	53	32%	59	36%	39	24%	15	9%	29	22%	68	50%
Hispanic	21	2	10%	10	48%	6	29%	3	14%	11	37%	19	64%
ELL	12	4	33%	3	25%	4	33%	0	0%	2	12%	5	30%
SWD	18	11	61%	4	22%	2	11%	1	6%	3	17%	7	39%

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

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2024-2025 Georgia Milestones Assessment Data Fifth Grade ELA													
Target 2026: 35%		*Percent of Beginning*		*Percent of Developing*		*Percent of Proficient*		*Percent of Distinguished*		*Percent Proficient & Above*		*Percent Developing & Above*	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	204	80	39%	69	34%	51	25%	4	2%	**55**	**27%**	124	61%
Asian	1	1	100%	0	0%	0	100%	0	0%	0	0%	0	0%
Black	156	57	37%	55	35%	39	25%	5	3%	44	28%	99	63%
Hispanic	33	15	45%	8	24%	9	27%	1	3%	10	30%	18	54%
ELL	13	9	69%	1	23%	6	8%	0	0%	6	8%	7	31%
SWD	22	19	86%	3	14%	0	0%	0	0%	0	0%	3	14%

2023-2024 Georgia Milestones Assessment Data Fifth Grade ELA													
Target 2025: 46%		*Percent of Beginning*		*Percent of Developing*		*Percent of Proficient*		*Percent of Distinguished*		*Percent Proficient & Above*		*Percent Developing & Above*	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	208	60	29%	70	34%	66	32%	12	6%	78	38%	148	72%
Asian	6	2	33%	1	17%	1	17%	2	33%	3	50%	4	67%
Black	159	47	30%	54	34%	52	33%	6	4%	58	37%	112	71%
Hispanic	33	9	27%	13	39%	9	27%	2	6%	11	33%	24	72%
ELL	21	8	38%	12	57%	1	5%	0	0%	1	5%	13	62%
SWD	16	15	94%	1	6%	0	0%	0	0%	0	0%	1	6%

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

2024-2025 Georgia Milestones Assessment Data Fifth Grade Math													
Target 2026: 40%		*Percent of Beginning*		*Percent of Developing*		*Percent of Proficient*		*Percent of Distinguished*		*Percent Proficient & Above*		*Percent Developing & Above*	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	204	92	45%	63	31%	41	20%	8	4%	**49**	**24%**	112	55%
Asian	1	0	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black	156	69	44%	50	32%	29	19%	8	5%	38	24%	87	56%
Hispanic	33	15	45%	10	30%	8	24%	0	0%	8	24%	18	54%
ELL	13	9	69%	2	15%	2	15%	0	0%	2	15%	4	30%
SWD	23	19	83%	1	4%	3	13%	0	0%	3	13%	4	17%

2023-2024 Georgia Milestones Assessment Data Fifth Grade Math													
Target 2024: 37 %		*Percent of Beginning*		*Percent of Developing*		*Percent of Proficient*		*Percent of Distinguished*		*Percent Proficient & Above*		*Percent Developing & Above*	
	#	#	%	#	%	#	%	#	%	#	%	#	%
All Students	208	71	34%	77	37%	52	25%	8	4%	**60**	**29%**	137	66%
Asian	6	1	17%	0	0%	4	67%	1	17%	5	84%	5	84%
Black	159	53	35%	59	39%	39	23%	15	3%	29	22%	68	50%
Hispanic	33	12	36%	11	33%	9	27%	1	3%	10	30%	21	63%
ELL	21	9	43%	9	43%	3	14%	0	0%	3	14%	12	57%
SWD	17	14	82%	1	6%	2	12%	0	0%	2	12%	3	18%

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

3) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.

NWEA MAP Data

Projected Math EOG GMAS Performance (Spring 2025)

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	194	61	31.4%	72	37.1%	52	26.8%	9	4.6%
4	170	52	30.6%	70	41.2%	39	22.9%	9	5.3%
5	202	100	49.5%	73	36.1%	24	11.9%	5	2.5%
Total	566	213	37.6%	215	38.0%	115	20.3%	23	4.1%

Projected Math EOG GMAS Performance (Spring 2024)

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	178	47	26.4%	76	42.7%	46	25.8%	9	5.1%
4	196	72	36.7%	76	38.8%	43	21.9%	5	2.6%
5	200	71	35.5%	97	48.5%	29	14.5%	3	1.5%
Total	574	190	33.1%	249	43.4%	118	20.6%	17	3.0%

Projected ELA Reading EOG GMAS Performance (Spring 2025)

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	194	95	49.0%	60	30.9%	29	14.9%	10	5.2%
4	171	58	33.9%	57	33.3%	44	25.7%	12	7.0%
5	202	78	38.6%	81	40.1%	36	17.8%	7	3.5%
Total	567	231	40.7%	198	34.9%	109	19.2%	29	5.1%

Projected ELA Reading EOG GMAS Performance (Spring 2024)

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	179	75	41.9%	54	30.2%	39	21.8%	11	6.1%
4	197	91	46.2%	61	31.0%	37	18.8%	8	4.1%
5	201	70	34.8%	76	37.8%	47	23.4%	8	4.0%
Total	577	236	40.9%	191	33.1%	123	21.3%	27	4.7%

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NWEA MAP Subgroup Data

Kemp Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	**167**	**186.1**	**15.4**	**35**	**194.7**	**14.9**	**24**	**9**	**0.5**	**10.6**	**-1.15**	**12**	**167**	**61**	**37**	**35**
A	5	*			*			*					*			
American Indian or Alaskan Native	3	*			*			*					*			
B	125	185.5	15.7	31	194.1	15.8	22	9	0.6	10.6	-1.14	13	125	44	35	34
Caucasian	3	*			*			*					*			
H	24	186.3	14.3	36	195.3	11.5	27	9	1.4	10.6	-0.93	18	24	11	46	41
M	7	*			*			*					*			
4	**182**	**192.2**	**16.5**	**14**	**200.0**	**18.3**	**11**	**8**	**0.6**	**8.8**	**-0.60**	**28**	**182**	**90**	**49**	**46**
American Indian or Alaskan Native	1	*			*			*					*			
B	145	191.8	17.1	12	199.5	19.0	10	8	0.7	8.7	-0.64	26	145	72	50	46
Caucasian	4	*			*			*					*			
H	21	192.9	15.5	16	202.6	14.8	20	10	1.7	8.8	0.55	71	21	12	57	62
M	11	192.9	14.0	16	197.5	16.8	6	5	1.9	8.8	-2.58	1	11	4	36	21
5	**190**	**201.8**	**15.5**	**16**	**208.7**	**16.1**	**15**	**7**	**0.5**	**7.4**	**-0.25**	**40**	**190**	**87**	**46**	**43**
A	6	*			*			*					*			
American Indian or Alaskan Native	2	*			*			*					*			
B	146	200.9	15.2	13	207.2	15.7	11	6	0.5	7.3	-0.53	30	146	62	42	38
Caucasian	1	*			*			*					*			
H	28	202.9	15.2	20	211.4	15.2	24	8	1.2	7.5	0.55	71	28	14	50	47
M	7	*			*			*					*			

Kemp Elementary

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	**168**	**181.7**	**17.9**	**25**	**189.9**	**17.4**	**20**	**8**	**0.7**	**9.6**	**-0.79**	**22**	**168**	**68**	**40**	**34**
A	5	*			*			*					*			
American Indian or Alaskan Native	3	*			*			*					*			
B	125	182.2	17.9	27	190.0	17.5	20	8	0.8	9.6	-1.01	16	125	51	41	38
Caucasian	3	*			*			*					*			
H	25	176.9	18.7	9	186.6	17.6	9	10	1.8	9.7	-0.03	49	25	9	36	31
M	7	*			*			*					*			
4	**181**	**188.3**	**18.2**	**12**	**193.9**	**18.6**	**8**	**6**	**0.6**	**7.8**	**-1.28**	**10**	**181**	**69**	**38**	**33**
American Indian or Alaskan Native	1	*			*			*					*			
B	144	188.5	18.7	13	194.2	19.2	8	6	0.7	7.8	-1.22	11	144	55	38	35
Caucasian	4	*			*			*					*			
H	21	190.3	14.8	19	195.0	15.9	10	5	2.0	7.7	-1.76	4	21	8	38	28
M	11	181.2	15.0	2	183.9	16.8	1	3	2.4	8.1	-3.18	1	11	3	27	23
5	**191**	**196.6**	**16.9**	**13**	**203.9**	**15.8**	**18**	**7**	**0.7**	**6.2**	**0.66**	**74**	**191**	**113**	**59**	**55**
A	6	*			*			*					*			
American Indian or Alaskan Native	2	*			*			*					*			
B	147	195.8	16.7	11	203.0	15.9	15	7	0.8	6.3	0.57	72	147	87	59	56
Caucasian	1	*			*			*					*			
H	28	197.7	16.8	17	206.5	13.0	29	9	1.5	6.2	1.61	95	28	19	68	65
M	7	*			*			*					*			

Kemp Elementary

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	**167**	**183.3**	**17.1**	**25**	**190.9**	**16.3**	**16**	**8**	**0.6**	**9.7**	**-1.29**	**10**	**167**	**67**	**40**	**32**
A	5	*			*			*					*			
American Indian or Alaskan Native	3	*			*			*					*			
B	124	183.7	17.0	27	190.8	16.8	16	7	0.6	9.7	-1.59	6	124	50	40	32
Caucasian	3	*			*			*					*			
H	25	180.6	17.0	14	187.6	16.0	7	7	1.3	9.7	-1.71	4	25	7	28	28
M	7	*			*			*					*			
4	**181**	**189.2**	**18.0**	**11**	**194.6**	**17.6**	**7**	**5**	**0.6**	**7.4**	**-1.44**	**7**	**181**	**71**	**39**	**32**
American Indian or Alaskan Native	1	*			*			*					*			
B	144	189.4	18.7	12	194.9	18.1	7	6	0.7	7.4	-1.36	9	144	55	38	32
Caucasian	4	*			*			*					*			
H	21	191.0	16.0	17	195.9	14.8	10	5	1.8	7.3	-1.73	4	21	9	43	38
M	11	182.0	15.0	1	185.5	16.8	1	4	2.7	7.8	-3.07	1	11	3	27	13
5	**191**	**198.7**	**15.1**	**20**	**204.5**	**14.3**	**21**	**6**	**0.6**	**5.7**	**0.11**	**54**	**191**	**95**	**50**	**46**
A	6	*			*			*					*			
American Indian or Alaskan Native	2	*			*			*					*			
B	147	198.2	15.4	17	203.9	14.2	18	6	0.7	5.7	0.02	51	147	69	47	43
Caucasian	1	*			*			*					*			
H	28	199.1	11.0	21	206.1	12.8	29	7	1.1	5.6	1.05	85	28	18	64	67
M	7	*			*			*					*			

Kemp Elementary

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	**166**	**185.0**	**12.9**	**32**	**190.0**	**12.1**	**19**	**5**	**0.6**	**7.4**	**-1.20**	**12**	**166**	**62**	**37**	**37**
A	5	*			*			*					*			
American Indian or Alaskan Native	3	*			*			*					*			
B	124	184.5	12.7	29	189.1	12.3	15	5	0.6	7.4	-1.42	8	124	40	32	34
Caucasian	3	*			*			*					*			
H	24	184.1	14.9	26	189.8	11.3	19	6	1.7	7.4	-0.88	19	24	11	46	44
M	7	*			*			*					*			
4	**182**	**189.2**	**11.2**	**17**	**193.6**	**12.9**	**11**	**4**	**0.5**	**6.0**	**-0.97**	**17**	**182**	**76**	**42**	**36**
American Indian or Alaskan Native	1	*			*			*					*			
B	145	189.1	11.5	16	193.8	13.2	12	5	0.6	6.0	-0.79	22	145	62	43	38
Caucasian	4	*			*			*					*			
H	21	191.0	11.3	26	194.7	11.2	16	4	1.4	6.0	-1.35	9	21	8	38	36
M	11	186.8	9.1	8	187.5	12.5	1	1	2.4	6.1	-3.22	1	11	2	18	22
5	**191**	**195.5**	**11.9**	**21**	**199.9**	**12.0**	**17**	**4**	**0.5**	**5.4**	**-0.55**	**29**	**191**	**85**	**45**	**39**
A	6	*			*			*					*			
American Indian or Alaskan Native	2	*			*			*					*			
B	147	194.5	11.1	16	198.8	11.3	13	4	0.6	5.4	-0.61	27	147	64	44	36
Caucasian	1	*			*			*					*			
H	28	196.4	13.8	25	202.8	12.5	32	6	1.4	5.3	0.60	73	28	15	54	48
M	7	*			*			*					*			

Kemp Elementary

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods: Fall 2023 Mean RIT Score	Fall 2023 Standard Deviation	Fall 2023 Achievement Percentile	Spring 2024 Mean RIT Score	Spring 2024 Standard Deviation	Spring 2024 Achievement Percentile	Growth: Observed Growth	Growth: Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3		Statistics cannot be aggregated above the program level														
DES	13	168.4	16.9	1	177.2	16.3	1	9	1.4	9.9	-0.65	26	13	5	38	25
EIP	63	177.7	11.7	4	186.3	13.0	2	9	0.8	10.3	-0.97	17	63	20	32	30
EL	12	182.3	17.3	15	192.5	12.9	15	10	2.7	10.5	-0.14	44	12	6	50	48
Gifted	14	208.1	6.8	99	213.8	7.4	99	6	2.0	11.4	-3.31	1	14	5	36	23
4		Statistics cannot be aggregated above the program level														
504	1	*			*			*					*			
DES	16	168.9	18.5	1	173.9	18.8	1	5	2.1	7.6	-1.58	6	16	6	38	26
EIP	73	186.7	12.5	3	193.6	14.3	2	7	1.0	8.5	-0.97	16	73	32	44	40
EL	11	189.1	16.7	6	197.5	17.1	6	9	2.1	8.6	-0.13	45	11	5	45	37
Gifted	13	211.8	8.1	97	222.2	9.1	97	10	2.7	9.8	0.38	65	13	6	46	45
5		Statistics cannot be aggregated above the program level														
504	2	*			*			*					*			
DES	15	179.1	15.2	1	183.2	16.7	1	4	1.2	5.6	-0.80	21	15	5	33	37
EIP	72	194.0	11.9	2	201.9	12.9	3	8	0.8	6.8	0.59	72	72	36	50	47
EL	18	195.0	12.5	3	202.5	14.2	4	8	1.5	6.8	0.34	63	18	9	50	44
Gifted	18	221.5	9.1	95	228.0	10.2	91	7	1.2	8.9	-1.25	10	18	8	44	41

Kemp Elementary

Language Arts: Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods: Fall 2023 Mean RIT Score	Fall 2023 Standard Deviation	Fall 2023 Achievement Percentile	Spring 2024 Mean RIT Score	Spring 2024 Standard Deviation	Spring 2024 Achievement Percentile	Growth: Observed Growth	Growth: Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3		Statistics cannot be aggregated above the program level														
DES	13	167.5	16.8	1	172.8	16.0	1	5	2.1	10.1	-2.75	1	13	2	15	16
EIP	64	171.5	14.2	2	179.7	14.5	1	8	1.0	9.9	-1.00	16	64	24	38	28
EL	13	175.2	19.6	6	183.8	19.1	4	9	2.1	9.8	-0.69	24	13	5	38	33
Gifted	14	209.4	9.5	99	213.5	8.8	99	4	1.1	8.6	-2.57	1	14	5	36	31
4		Statistics cannot be aggregated above the program level														
504	1	*			*			*					*			
DES	15	166.7	16.1	1	169.4	16.4	1	3	2.5	8.8	-3.58	1	15	3	20	18
EIP	73	177.4	12.5	1	184.2	15.1	1	7	1.1	8.3	-0.88	19	73	26	36	35
EL	11	187.5	17.4	10	190.5	19.5	3	3	2.1	7.8	-2.83	1	11	3	27	14
Gifted	13	209.3	10.2	96	213.2	12.3	90	4	2.7	6.8	-1.71	4	13	5	38	30
5		Statistics cannot be aggregated above the program level														
504	2	*			*			*					*			
DES	15	174.9	12.7	1	181.7	15.5	1	7	4.0	7.2	-0.23	41	15	6	40	14
EIP	72	187.2	13.8	1	196.0	12.8	2	9	1.2	6.6	1.33	91	72	46	64	58
EL	18	188.2	11.3	1	198.7	12.2	5	11	2.6	6.6	2.40	99	18	12	67	69
Gifted	18	215.6	13.2	94	220.4	11.1	92	5	1.4	5.4	-0.38	35	18	10	56	50

Kemp Elementary

Language Arts:
Language Usage

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods: Fall 2023 Mean RIT Score	Fall 2023 Standard Deviation	Fall 2023 Achievement Percentile	Spring 2024 Mean RIT Score	Spring 2024 Standard Deviation	Spring 2024 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3		Statistics cannot be aggregated above the program level														
DES	13	166.7	18.2	1	175.2	13.9	1	9	2.6	10.2	-1.03	15	13	3	23	18
EIP	64	172.5	13.4	1	180.6	14.6	1	8	0.9	10.0	-1.17	12	64	25	39	31
EL	13	174.8	18.2	2	185.3	16.6	3	11	1.6	9.9	0.37	64	13	5	38	33
Gifted	14	206.8	7.1	99	214.4	6.5	99	8	1.8	9.0	-0.86	20	14	8	57	56
4		Statistics cannot be aggregated above the program level														
504	1	*			*			*					*			
DES	16	167.6	16.7	1	167.8	14.1	1	0	2.2	8.6	-5.96	1	16	2	13	4
EIP	73	179.0	12.9	1	186.9	14.2	1	8	1.1	8.0	-0.04	48	73	34	47	36
EL	11	185.7	20.2	4	192.2	21.1	3	7	2.3	7.6	-0.79	21	11	5	45	28
Gifted	13	210.6	8.5	98	212.8	9.7	90	2	2.1	6.3	-2.91	1	13	4	31	38
5		Statistics cannot be aggregated above the program level														
504	2	*			*			*					*			
DES	15	178.9	12.0	1	184.7	13.0	1	6	2.3	6.4	-0.47	32	15	6	40	36
EIP	72	190.3	12.3	1	197.1	11.8	2	7	1.0	6.0	0.63	74	72	35	49	45
EL	18	192.5	9.4	3	201.1	11.1	9	9	1.8	5.9	2.08	98	18	12	67	61
Gifted	18	214.7	10.4	95	219.0	9.4	93	4	1.1	5.0	-0.57	29	18	11	61	55

Kemp Elementary

Science: Science K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods: Fall 2023 Mean RIT Score	Fall 2023 Standard Deviation	Fall 2023 Achievement Percentile	Spring 2024 Mean RIT Score	Spring 2024 Standard Deviation	Spring 2024 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3		Statistics cannot be aggregated above the program level														
DES	13	178.2	11.9	5	181.4	13.9	1	3	2.7	8.0	-2.41	1	13	2	15	14
EIP	63	177.2	10.5	4	182.5	9.4	2	5	0.9	8.1	-1.40	8	63	19	30	22
EL	12	182.8	16.5	20	190.5	11.1	22	8	2.7	7.6	0.07	53	12	7	58	51
Gifted	14	204.1	8.6	99	209.0	8.9	99	5	1.8	5.7	-0.39	35	14	9	64	60
4		Statistics cannot be aggregated above the program level														
504	1	*			*			*					*			
DES	16	179.4	9.0	1	179.1	13.2	1	0	2.1	6.3	-3.96	1	16	3	19	8
EIP	73	182.6	8.0	2	187.2	10.1	1	5	0.8	6.2	-0.97	17	73	30	41	32
EL	11	186.7	11.4	8	192.1	10.8	7	5	2.2	6.1	-0.41	34	11	5	45	26
Gifted	13	203.3	7.3	94	211.1	5.7	97	8	1.3	5.6	1.33	91	13	10	77	68
5		Statistics cannot be aggregated above the program level														
504	2	*			*			*					*			
DES	15	183.1	11.6	1	188.4	11.0	1	5	3.4	5.5	-0.13	45	15	6	40	25
EIP	72	188.2	8.4	2	193.5	9.0	2	5	0.7	5.5	-0.09	46	72	30	42	36
EL	18	188.3	9.8	2	196.7	10.7	7	8	1.8	5.5	1.68	95	18	9	50	44
Gifted	18	210.4	11.2	96	215.8	11.9	96	5	1.8	5.1	0.14	56	18	11	61	54

4) **The current and 3 years of prior years' student attendance data.**
5) **The current and 3 years of prior years' student discipline data.**

Clayton County Public School
2025-2026 Comprehensive School Improvement Plan

Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)
Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(1)(A)**
Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Comprehensive Schoolwide Improvement Plan. (This is an interpretation of the data and an analysis of the school's needs.)
We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. The leadership team members, faculty/staff, business community, and parents were involved. Participants collaborated in creating the school-wide/school improvement plan. The leadership team reviewed the school-wide/school improvement plan during the summer and collaborated on elements of the plan during pre-planning. Parents and teachers were solicited to review the school-wide/school improvement plan. Stakeholders' feedback will be solicited through planned meetings and surveys. The school-wide/school improvement plan will be available on the school website and reviewed during PTA meetings and other planned meetings where parental involvement is solicited. The Georgia Milestones Assessment (GMAS), district MAP assessment, and common assessments were used to identify the strengths and weaknesses of students in each grade level based on content area. Brainstorming and instructional best practices were also used to assess student needs and improve academic performance.
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)
3rd Grade: According to Spring 2025 GMAS ELA data, 17% of students with disabilities earned scores within the developing range or higher, an increase from 6% in the Spring 2024 administration. Data reveals a continued gap in achievement scores in the developing to proficient range for students with disabilities and ELLs. GMAS ELA data for students with disabilities indicates improvement but still highlights a gap when compared to ELLs and other student groups. Seventeen percent (2 students) of students with disabilities earned scores within the developing range to above, while 22% (3 students) of ELL students earned scores within the developing to proficient range. **3rd Grade:** According to Spring 2025 GMAS Math data, 25% of students with disabilities scored within the developing range or above, down from 39% in 2024 and 33% in 2023. ELL students had

22% earning scores within the developing to proficient range, showing a significant decline from 30% in 2024 and 58% in 2023.

4th Grade: According to the Spring 2025 ELA GMAS data, students with disabilities are lagging behind ELLs. Eleven percent (2 students) of students with disabilities earned scores within the developing range and above, while 42% (5 students) of ELL students earned scores within the developing and proficient range.

4th Grade: According to the Spring 2025 Math GMAS data, twenty-five percent (5 students) of students with disabilities scored within the developing and above range, showing similar results from Spring 2024. ELL students showed improvement, with 49% (6 students) scoring within the developing and proficient range, up from 30% in 2024.

5th Grade: The Spring 2025 ELA GMAS achievement scores for developing and above are as follows: Asian 0% (1 student); Black 63% (99 students); Hispanic 54% (18 students). Thirty-one percent (7 students) of ELL students earned scores within the developing range and above. The number of students with disabilities earning scores within the developing range and above was 14% (3 students).

5th Grade: Math achievement among students with disabilities on the Spring 2025 Math GMAS dropped to 17% (4 students) from 18% in 2024, showing minimal decrease. ELL students declined from 57% to 30% (4 students) scoring within the developing and proficient range.

NWEA MAP Growth The MAP Growth comparison consisted of growth scores from Fall 2024 - Spring 2025.
3rd Grade: According to the Reading MAP Growth comparison from Fall 2024 - Spring 2025, observed growth for the following subgroups at third grade is as follows: students with disabilities observed growth 5 points, with a projected growth of 10.1; gifted students 9 points, with projected growth of 9.8 points; EIP observed growth 8 with a projected growth of 9.9.

According to the Language Usage MAP Growth comparison from Fall 2024 - Spring 2025, third grade students with disabilities (observed growth 9 points, projected growth 10.2 points); gifted students grew by 8 points**,** nearing the 9-point projection. Across instructional areas, students with disabilities and EIP students showed strength in mechanics, while ELL students made gains in grammar and writing conventions.

According to the Math MAP Growth comparison from Fall 2024-2025, students with disabilities made 8 points of growth, with a projected growth of 10.4. Gifted students achieved 10 points of growth, with a projected growth of 9.8. EIP students grew 9 points with a projected growth of 9.6. ELL students gained 7 points, with a projected growth of 8.2.

4th Grade: The Reading MAP Growth comparison at fourth grade is as follows: ELL students showed 3 points of growth, with a growth target of 7.8 points. Gifted students gained 4 points, toward the projected 6.8 points, and EIP students achieved 7 points out of a projected 8.3 points.

In Language Usage MAP Growth, gifted students made 8 points of growth toward a 9-point projection. EIP students gained 8 points with a projected growth of 9.2 points, and ELL students grew 8 points with a projected goal of 8.4 points. Students with disabilities made 6 points of growth, with a projected growth of 8.7 points. Instructionally, gifted students led in writing and mechanics, EIP and ELL students showed strength in grammar, and students with disabilities demonstrated improvement in grammar usage and editing.

According to the Math MAP Growth comparison, students with disabilities made 7 points of growth, compared to a projected growth of 9.2. ELL students exceeded projections, gaining 9 points with a target of 8.7. EIP students made 8 points of growth, meeting their 8-point projection. Gifted students observed 7 points of growth with a target of 6.9.

5th Grade: According to the Reading MAP Growth comparison from Fall 2024 - Spring 2025, observed growth ELL students had an observed growth of 11 points, with a projected growth of 6.6 points; gifted students observed growth 5 points, with a projected growth of 5.4 points; observed growth for students with disabilities at fifth grade was 7 points, with a projected growth of 7.2 points; observed growth for EIP was 9 points with projected growth of 6.6 points.

In Language Usage, gifted students continued to excel across all instructional areas, with Writing scores reaching the 230s and mechanics above 229**.** ELL and EIP students made strong gains in editing mechanics and grammar usage**.** Students with disabilities showed progress across all domains, with continued support in writing conventions and grammar editing strategies recommended.

According to the Math MAP Growth comparison, students with disabilities gained 6 points in Mathematics with a projected growth of 8.1. Gifted students achieved 7 points with a projected growth of 7.1. ELL students exceeded expectations, showing 9 points of growth versus a 7.0 target. EIP students made 10 points of growth, surpassing the 8.4-point projection.

Summary: In the area of mathematics, observed growth for Black students was 9 points with a projection of 10.6 points. Observed growth for Hispanic students was 9, with a projection of 10.6 points in growth. Hispanic students at fourth and fifth grade exceeded their growth projections in Math. At fourth grade observed growth was 10 points, with a projected growth of 8.8; fifth grade observed growth was 8 points with projected growth of 7.5 points.

According to the Reading MAP Growth comparison from Fall 2024 - Spring 2025, Hispanic students at third and fifth grade exceeded their growth projections. Observed growth for Hispanic students at third grade was 10 points with a projected growth of 9.7; Observed growth for fifth grade Hispanic students was 9 points with a projection of 6.2 points.

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

The areas for instructional focus will include the district initiative for improving literacy across the curriculum and math. Professional learning opportunities at the school level will be implemented to improve math and literacy across the curriculum. Upon brainstorming, we have discovered that

improving literacy will improve math, science, and social studies. Based upon research from The Ohio Educational Resource Center, literacy strategies are important in improving math skills, as many students are not able to think critically and/ or respond to open-ended or extended-response questions.

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 June 2026, Kemp Elementary will show an eight percentage point improvement (scholars scoring proficient and distinguished) for all tested areas on the Georgia Milestones: From 27% to 35% in ELA.

Evidence-Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement evidence-based practices that support effective collaborative planning, data analysis and usage, and structured lesson design and delivery	August - April	Title I	Administrators/ Academic Coach/Teachers
Implement and monitor the use of evidence-based disciplinary literacy strategies [CLOSE Reading; evidence-based writing; effective feedback; vocabulary instruction; homogeneous reading groups; use of leveled readers] in all subjects and grade levels to increase students' literacy achievement levels	August - April	Title I	Administrators/ Academic Coach/Writing Teacher
Use of Accelerated Reader and AMIRA to support reading comprehension and lexiles; utilize research-based consumables during intervention time	August - April	Title I	Administrators/ Academic Coach/ Media Specialist
Use IXL platform as an intervention during small group rotations	August- April	Title I	Administrators/ Academic Coach

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

Economically Disadvantaged	Foster and Homeless
Personalized instructional support will be provided for students based on academic data gathered from	Based on data from informal and formal assessments, instructional support will be made

various formal and informal assessments such as quick-checks and MAP assessments	available to enrich or address deficits in core subjects; provide hotspots if needed for at-home learning, supported by a School Engagement Specialist. Parent Liaison will provide parent support.
English Learners	**Students with Disability**
Small group meetings with ELL students/parents every month (October); utilize both the push-in and pull-out model for instruction (ELL teacher); Elevator; additional collaborative planning with lead ELL teacher.	Small group meetings with DES parents and students; monthly progress reports; provide personalized resources that can be used at home (Case Manager); monthly data meeting with DES teachers.
Gifted Learners	
Provide opportunities for project-based learning in the Gifted Resources class focusing on problem-solving and other components of STEM.	

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

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

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

Goal 2: By June 2026, Kemp Elementary will show an eight percentage point improvement (scholars scoring proficient and distinguished) for all tested areas on the Georgia Milestones:
Math- From 32% to 40% in Math
From 16% to 24% in 5th Grade Science

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement evidence-based practices that support effective collaborative planning, data analysis and usage, and structured lesson design and delivery	August - April	Title I	Administrators/ Academic Coach/Teachers
Implement and monitor the use of evidence-based strategies [Three Read Protocol; CUBES; effective feedback; vocabulary instruction; homogeneous math groups; First in Math] in all grade levels to increase students' fluency and achievement levels in mathematics; utilize research-based consumables during intervention time	August- April	Title I	Administrators/ Academic Coach/Teachers
Use the IXL platform as an intervention during small group rotations during Math and Science	August- April	Title I	Administrators/ Academic Coach

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

Economically Disadvantaged	Foster and Homeless
Personalized instructional support will be provided for students based on academic data gathered from	Based on data from informal and formal assessments, instructional support will be made available to enrich or address deficits in core

various formal and informal assessments such as quick-checks and MAP assessments	subjects; provide hotspots if needed for at home learning; supported by School Engagement Specialist; parent support provided by Parent Liaison
English Learners	**Students with Disability**
Small group meetings with ELL students/parents on a monthly basis (October); utilize both the push-in and pull-out model for instruction (ELL teacher)	Small group meetings with DES parents and students; monthly progress reports; provide personalized resources that can be used at home (Case Manager)
Gifted Learners	
Provide opportunities for project-based learning in the Gifted Resources class with a focus on problem solving and other components of STEM	

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

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

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

Goal 3: During the 2025-2026 school year, Kemp Elementary will show a three percentage point improvement in the percentage of students absent 5% or less of enrollment days from 53% to 56% .

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement and maintain a school-wide Attendance Committee to monitor student attendance	August - May	School Funds	Principal/ Counselor/ Student Engagement Specialist/ Parent Liaison/ Social Worker
Implement an Attendance Incentive Program that recognizes perfect attendance and improved attendance	August- May	School funds	Principal/ Counselor/ Attendance Committee
Monthly meeting with District Attendance Lead and Attendance Team	September - May	None	Principal/ Counselor/ Attendance Team

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

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

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

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 Elementary will improve its positive ratings on the Georgia School Climate Survey, specifically those related to Relationships (#6-8), Safety (#9-16), and Student Supports (# 20-22) from below 50% to above 50%.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement PBIS with fidelity using the Tiered Fidelity Inventory (TFI) document as a guide	August - May	Title I $4000	Assistant Principal/PBIS Team
Implement and monitor an influential Circle of Support to address barriers to student achievement/performance	August - May	None	Principal/ Assistant Principal
Implement a highly effective SEL school-wide program that includes positive affirmations, community circles, and the Inner Explorer platform	August- May	None	Counselor/All Teachers
Utilize the Opportunity Room , CAB Mentee program, and BIS services to decrease the number of ODRs	September - May	Title I $2000	Student Engagement Specialist/ Behavior Specialist/ All Staff

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

Economically Disadvantaged	Foster and Homeless

Utilize Alternatives to suspension to address barriers; small group intervention provided by a Behavior Specialist	Utilize SSW and a counselor for small group counseling sessions to support behavior
English Learners	**Students with Disability**
Utilize the SSW and the counselor for small group counseling sessions	Utilize the DES Behavior Specialist for individual support sessions; develop behavioral objectives and BIP if needed
Gifted Learners	
Utilize Gifted Lead to provide support, counseling, and parent conferences to address behavioral concerns.	

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 5: At the end of the 2025-2026 school year, Kemp Elementary will retain 90% of its faculty and staff.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement a New Teacher Induction Program with fidelity	August - May	$1000	Administrators/ NTIP Lead
Monitor and address teachers' perceptions of school climate	August - May	$0	Administrators
Implement a robust teacher incentive program that rewards excellence and improvement	August - May	$3000	Administrators
Implement a professional learning community that addresses teachers' areas of improvement	August - March	$3000	Administrators/ Academic Coach

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

Economically Disadvantaged	Foster and Homeless
NA	NA
English Learners	**Students with Disability**
NA	NA
Gifted Learners	

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

How we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standards, are:

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

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

Kemp Elementary has a focus on Computer Science with a certified Computer Science Teacher. Computer Science encompasses the skills and dispositions we aim to develop across key content areas, such as mathematics, literacy, and science. Our faculty is dedicated to providing instructional opportunities to cultivate collaboration, communication, creativity, problem-solving, and critical thinking among our students through learning from failure,

problem-solving, and welcoming productive struggle. Students can participate in school sponsored STEAM (Science, Technology, Engineering, Arts, and Mathematics) programs like STEAM Club, Girls Who Code, Math Club, Media Club, and Art Club.

iii) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

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

iv) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; *(A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)*

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

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

- Math Moves / Manipulatives
- Differentiated/Small Group Instruction
- Evidence-based writing
- The Science of Reading
- Implementing Systematic and Targeted Instruction
- Developing Conceptual Understanding
- Monitoring student understanding to inform feedback/Adjusting Instruction

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

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

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

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

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.**
Through greater use of the Local School Council, PTA, and school website, parents have been included in planning, reviewing, and implementing the comprehensive school-wide improvement plan. Parents are also invited to monthly Title I workshops to review the school-wide plan. We have developed a parental involvement policy included in our appendices that ➢ includes strategies to increase parental involvement (such as family literacy services) ➢ describes how the school will provide individual student academic assessment results, including an interpretation of those results ➢ makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters) ➢ compacts required – include with policy ➢ parent Involvement checklist included Hiring a Parent Liaison with Title I funds to work with parents to increase parental involvement, conduct workshops, work with community partners, attend Title I meetings, and parent communication.

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

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

Communicate with parents through written communication, grade level newsletters, emails, phone calls, weekly messages on ClassDojo and the school website.

We will conduct an annual meeting to inform parents about the school's Title I program, the nature of the program, the parent's requirements, and the school's parental involvement policy. Parents will be invited to attend the Title I Annual Parent Meeting through solicitations at Parent Teacher Association meetings, using the school marquee, telephone dial-out system, and flyers. The annual Title I meeting will be held at Kemp Elementary in August 2025 for parents of all students. This meeting will be facilitated by the principal of Kemp Elementary and the Title I Parent Liaison.

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

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

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

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

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

The Parent Resource Room will house all materials and resources designed to help parents work with their children to improve their academic success. In addition, the parent resource room will serve as the location for all workshops designed to bridge the gap between home and school. The Title I Parent Liaison will facilitate the workshops and ensure that parents understand they can request and receive information to be sent home in case they cannot attend school meetings.

The Title I Parent Liaison and the school principal will train teachers, paraprofessionals, and all other staff members to ensure that all school-wide stakeholders are aware of the expectations for working with parents and guardians. Teachers will also be allowed to visit the parent resources room to explore the resources available to parents. The Title I Parent Liaison will also be available to make phone calls and send emails to parents as needed.

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

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

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

The Parent Resource room will be available for parent use on August 4, 2025. It will offer a variety of learning resources for parents to check out and utilize at home for extended periods. The Title I Parent Liaison will facilitate and maintain the Parent Resource Room during normal school business hours and during some extended hours. The district will support homeless parents and those who require additional resources or assistance.

Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Cleared for Takeoff: Creating a Positive Flight Path with PBIS *Mrs. Cheryl Long*	July 28, 2025	All Teachers	PBIS Coach
Flight Crew Connections: Every Passenger Needs a C.A.B. *Mrs. Ritoya Harris*	July 28, 2025	All Teachers	Leadership Team member
Flight Plan: District Priorities as Our Compass *Mrs. ShaRhoda Day/Mrs. Zsa Zsa Davis*	July 28, 2025	All Teachers	Principal and Academic Coach
Scheduling the Day for Smooth Instructional Landings *Mrs. Wilson/Mrs. Banks*	July 28, 2025	All Teachers	Assistant Principal
Lift Off With Literacy Redelivery *Mrs. Avril/Mrs. Wiggins*	August 13, 2025	ELA Teachers 3rd-5th	4th ELA Lead and Writing Teacher
Mile High Science Instruction *Ms. Winfield, Science Coordinator*	August 13, 2025	Science Teachers 3rd-5th	District Elem. Science Lead
Course Correction: RTI/SST *EIP Teachers*	August 20, 2025	All Teachers	Assistant Principal/EIP Teachers
How Feedback Works *Grade Level Teams* *Module 1-5*	September 17, 2025	All Teachers	Admin/Academic Coach/Gifted Lead
Modules 6-7	October 15, 2025	All Teachers	5th Grade/Specials
Modules 8-11	November 19, 2025	All Teachers	4th Grade/DES/EL
Modules 12-16	January 21, 2026	All Teachers	3rd Grade/EIP

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	9/29/2025	Principal Parent Liaison Media Specialist
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	9/29/2025	Principal Parent Liaison Media Specialist
Annual Title I Parent Meeting: Meeting held Documents posted on the school website	9/11/2025 9/15/2025 (Virtual)	Principal Parent Liaison Media Specialist
Building Parent Capacity Fall: (F2F or Zoom) *Required Parent Capacity Events* *(An event can be a workshop, a night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.* Curriculum Workshop 1	9/30/2025	Principal Parent Liaison & Lovejoy Cluster
Building Parent Capacity Fall: Curriculum Workshop 2	9/5/2025	Principal Teachers Academic Coach Administrative Staff Parent Liaison
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	10/15/2025	Parent Liaison Media Specialist

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Parent Capacity Fall: EL Parent Workshop (if applicable)	10/24/2025	Principal Parent Liaison
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	09/11/2025 10/9/2025 11/5/2025	Principal Parent Liaison
Building Staff Capacity (Fall):	TBA	Principal Parent Liaison
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	1/2026 2/2026 3/2026	Principal Parent Liaison
Fall October Data Dig: PLC to review Dashboard Data	10/30/2025	Principal Achievement Team
Fall December Data Dig: PLC to review Dashboard Data	12/11/2025	Principal Achievement Team
Building Staff Capacity (Spring):	TBA	Principal Parent Liaison
Building Parent Capacity Spring: Curriculum Workshop 3	2/26/2026	Principal Parent Liaison
Building Parent Capacity Spring: Assessment Workshop	3/19/2026	Principal Parent Liaison
Building Parent Capacity Spring: Transition Meeting	4/23/2026	Parent Liaison
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1	1/2026 2/2026 3/2026	Principal Parent Liaison

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Continuous Communication 2 Continuous Communication 3		
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	1/23/2026 2/27/2026 3/20/2026	Principal Parent Liaison
Spring March Data Dig PLC to review Dashboard data	4/1/2026	Principal Achievement Team
Spring May Data Dig PLC to review Dashboard data	5/11/2026	Principal Achievement Team
Input Meeting(s) FY26: Staff Parents/Families Students	4/6/2026 4/13/2026 4/27/2026	Parent Liaison

Tentative Budget